1. 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. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Gabe Shirey
Mailing address:
Street/PO Box: 940 Hickory Park St

City: Las Vegas *State* NV *Zip* 89138-7595

Phone Number: *day* (702) 493-5661 *evening* (702) 493-5661

Fax Number: N/A Email: gshirey@alaschools.org

Name of team or entity applying: American Leadership Academy Summerlin

- ☐ **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 Summerlin is a K-8 charter school emphasizing academic excellence, leadership development, patriotism, and a moral and wholesome environment. ALA Summerlin utilizes a traditional school pedagogy based on the Core Knowledge Sequence and a strong liberal arts core.

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

At ALA Summerlin, students learn the leadership habits and skills necessary to assume roles and responsibility in school, careers, community and family. Students learn that Servant Leadership (as explained in Steven Covey's 7 Habits of Highly Effective People) is the highest form of leadership and students are encouraged to provide meaningful service to their families and communities.

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
Gabe Shirey	EXECUTIVE DIRECTOR/President, ARCHANGEL GLOBAL	Executive Director
Greg Carlson	Attorney/Owner, Law Office of Greg Carlson	Member, Board of Directors
James Leavitt	Attorney, Law Offices of Kermitt L. Waters	Member, Board of Directors
Christiana Posner	Teacher, Pinecrest Academy Inspirada	Member, Board of Directors
Susann Clearwater	Teacher, Doral Academy Fire Mesa	Member, Board of Directors
Patrick Davis	Associate Attorney, Wilson Elser Moskowitz Edelman & Dicker	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	12/05/2016	June 2017

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 (Higley)	Gilbert	AZ	08/10/2017
American Leadership Academy (Gilbert)	Gilbert	AZ	08/10/2017

School Name *(add lines as needed):*

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
American Leadership Academy Summerlin	2018-2019	K-8	K-8

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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

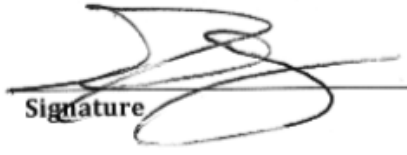
Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

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:	Charter One Education Group, LLC

Effective January 1, 2016, Nevada law permits 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

1/15/2017
Date

Gabe Shirey
Printed Name:

Table of Contents

1. SPCSA Charter Proposal Cover Sheet 1

2. Executive Summary 6

3. Meeting the Need 10

Targeted Plan 10

Parent and Community Involvement 14

4. Academic Plan 22

Mission & Vision 22

Tranformational Change 24

Curriculum & Instructional Design 28

Programs of Distance Education (Distance Education Applicants Only) 40

Pre-Kindergarten Programs 41

High School Graduation Requirements and Postsecondary Readiness (High School Applicants Only) 41

Driving for Results 42

At-Risk Students and Special Populations 55

At-Risk Students 55

Special Education 57

English Language learners 65

Homeless/Migrant Services 67

School Structure: Culture 68

School Structure: Student Discipline 72

School Structure: Calendar and Schedule 75

A Day in The Life and Scenarios 78

5. Operations Plan 84

Board Governance 84

Leadership Team 91

Leadership for Expansion 95

Staffing 97
Proposed New School 97
Network 97
Human Resources 98
Scale Strategy 106
Student Recruitment and Enrollment 112
Incubation Year Development 117
School Management Contracts 118
Dual-Credit Partnerships 120
Services 121
Facilities 125
Ongoing operations 127
6. Financial Plan 129

2. 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**

Overview of Proposed School: American Leadership Academy Summerlin (ALA Summerlin) is a leadership school replication of a high performing model, American Leadership Academy, currently in operation in Arizona. ALA Summerlin will enter into an agreement with ALA's existing charter school management organization, Charter One Education Group, LLC (COEG), to ensure that the same high level of achievement, or greater, is obtained in Nevada. COEG currently operates eight campuses in the Southeast Phoenix valley, serving more than 6,200 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. American Leadership Academy's student teams exemplify excellence and have won several state and national 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 become one of the best teams in their division. ALA's dance team is the first dance team from Arizona to be invited to a national competition, where they won first or second place in several categories.

Overview of Vision: The vision of ALA Summerlin is "Learn.Lead.Change the World." This vision provides both strategic and operational direction for the organization, its employees and the students as well as their families.

ALA Summerlin will be a "learning organization"[1] which means that ALA Summerlin leadership and employees will always be learning about and looking for innovative tactics, techniques and procedures to improve every aspect of its operations to include academics, instruction, professional development, use of technology, finance, operations, community involvement, curriculum, etc. ALA Summerlin seeks to become a "great organization" that attracts leaders and teachers who are "humble, but driven to do what's best for the students."[2]

---

[1] Senge, P. M. The fifth discipline: The art and practice of the learning organization. New York, NY: Doubleday/Currency, 1990.

[2] Covey, Stephen R. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York, NY: Simon & Schuster, 1989.

All ALA Summerlin employees and students will receive monthly innovative leadership training on the school's core values (Respect, Accountability, Integrity, Service and Excellence…RAISE) and on Stephen Covey's 7 Habits of Highly Successful People. ALA Summerlin teachers will innovatively weave and integrate ALA Summerlin core values and leadership training into their instruction. ALA Summerlin employees and students (over time) will become subject matter experts in leadership. ALA Summerlin will become an innovative environment where employees and young people understand the importance of being a self-starter, goal setting, prioritizing, listening, teamwork, outcomes, and life-long learning. The results of these focused innovative efforts will be ALA Summerlin employees, students and families becoming active and results-oriented leaders in their homes, in their communities, throughout the state, throughout the country and throughout the world.

Decisions determine destiny is a common saying that will be used at ALA Summerlin. The recognition that every decision made leads to a consequence is powerful… and consequences deserve attention and consideration. Students will understand that their education can be liberating and provide options for them throughout their academic and professional experiences, and throughout their lives. Students will become motivated through their learning and leadership experiences while at ALA Summerlin, and will begin to see their individual worlds change toward a more positive, happy, and successful orientation.

Overview of Mission: The mission of ALA Summerlin is to "provide the best educational experience to as many students as possible in a moral and wholesome environment." ALA Summerlin will deliver academic excellence, and provide meaningful extra-curricular activities for students in athletics, the arts, technology, entrepreneurship and leadership. ALA Summerlin's values will be the foundation of its mission and vision. ALA Summerlin will RAISE leaders through Respect, Accountability, Integrity, Service and Excellence. Our RAISE values allow employees to judge the importance, value and attractiveness of any given situation, and prioritize decisions independently and consistently to the school's mission and vision. In order to be leaders, and help our students become leaders, ALA Summerlin employees must integrate each of these values into their way of being.

Proposed Target Community: As the name implies, ALA Summerlin will operate in Summerlin, Nevada in unincorporated Clark County where there is a great need for additional educational choice and more charter schools. Current development in Summerlin indicates an additional 9,000 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. Local businesses and the Lieutenant Governor of Nevada, Mr. Mark Hutchison, have indicated the need for additional educational choice in the community and have written letters of support for ALA Summerlin, see Attachment 1.

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

Proposed Model: ALA Summerlin will utilize an innovative approach that integrates rigorous academics, STEM instruction, and leadership and entrepreneurial skills development in order to fulfill its mission. ALA Summerlin will improve education in the target market by employing a rigorous traditional program of instruction that is proven and research-based. In the traditional school, teachers act as the purveyors of knowledge as they guide students in the learning process. The primary format of traditional instruction at ALA Summerlin will be Explicit/Direct Instruction, developed by Anita Archer and Charles Hughes, as well as Socratic Instruction. This instructional model promotes high levels of student engagement by requiring frequent interaction between the teacher and the students. This method of instruction is highly supported by research, including Project Follow Through, one of the largest educational experiments ever conducted in the United States of America[3].

Expected Outcomes: ALA Summerlin is committed to the same educational goals/outcomes as Tony Wagner and Ted Dintersmith, which are stated in *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*[4]: "The overarching purpose of education is to: (1) Teach students cognitive and social skills; (2) Prepare students to be responsible, contributing citizens; (3) Build character; (4) Help students in a process of self-discovery; (5) Inspire students through the study of humanity's great works; and (6) Prepare students for productive careers."

Key Components of Educational Model: A traditional education seeks to understand what it means to be human through the exploration of great literature, debate, and self-introspection. The Core Knowledge Sequence supports a traditional 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 Summerlin will utilize Direct or Explicit Instruction as its primary method of content delivery, supplemented with Socratic Instruction.

ALA Summerlin will provide instruction on leadership through the use of The 7 Habits of Highly Effective People developed by Stephen R. Covey, traditional literature, ALA's RAISE leadership manual, and other great leadership texts. ALA Summerlin recognizes servant leadership as the highest form of leadership. ALA Summerlin seeks to develop servant leadership through civic engagement, including community service. Students at ALA Summerlin will provide 10 hours of community service throughout the school year in order to develop servant leadership and engage their community. ALA Summerlin seeks to provide over 10,000 hours of community service each year.

Leadership Team: The Committee to Form (CTF) ALA Summerlin is comprised of accomplished individuals with diverse backgrounds and experiences. The CTF includes business professionals, lawyers, 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 State and Authority benchmarks for performance.

---

[3] "Project Follow Through." The National Institute for Direct Instruction, n.d. Web. 31 Oct. 2016

[4] Hirsch, E.D. *The Schools We Need and Why We Don't Have Them*. New York, NY: Random House, 1996.



With the leadership necessary to implement a tried and proven school model, ALA Summerlin 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.

Key Supporters/Resources: COEG is comprised of individuals that together represent nearly two decades of experience in the charter school market. Combined, they have participated in the startup of over forty charter schools across the nation. Their experience helps them identify the conditions necessary for a charter school to succeed. For example, American Leadership Academy began in Arizona in 2009 when it took over a failing charter school program. In the short time since, American Leadership Academy has grown from one campus serving 180 students in portables to eight campuses serving over 6,200 students. The experiences and successes of the COEG team will be a valuable resource to ALA Summerlin.

Schoolhouse Development, LLC has presented ALA Summerlin with a letter of intent to provide the siting, design, construction, financing and leasing of educational facilities to ALA Summerlin. Schoolhouse Development has developed over 30 charter school facilities and over 1,259,100 square feet of charter school buildings housing over 18,000 students across the nation. The members of Schoolhouse Development have more than 65 years of combined experience in real estate investment, management and development. Their diverse background as real estate developers and agents provides a broad and unique view of the marketing and development process. ALA Summerlin is under no obligation to accept the terms of the letter of intent and may accept proposals from a variety of charter school developers.

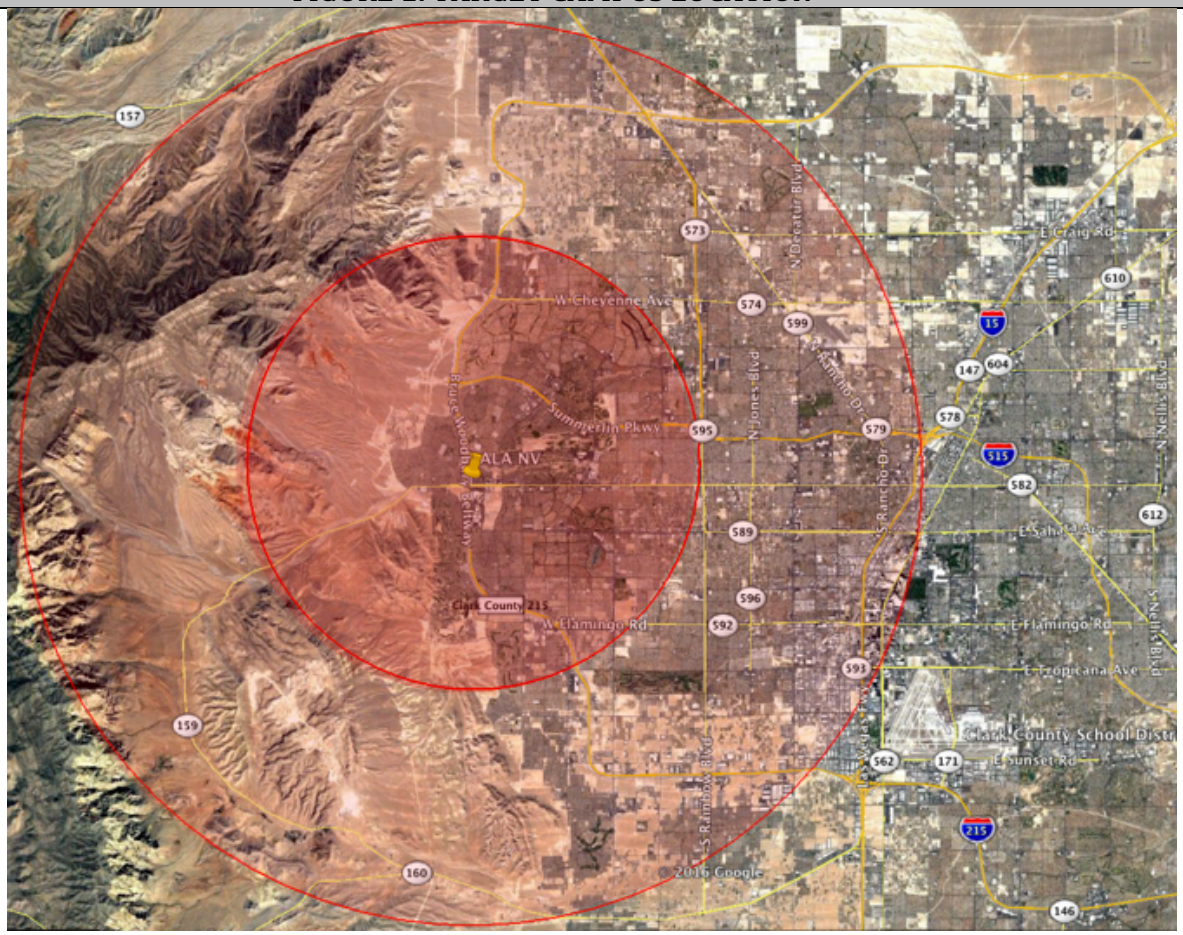
3. Meeting the Need

TARGETED PLAN

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

ALA Summerlin seeks to serve the population of West Las Vegas, Nevada in the Summerlin area. Specifically, ALA Summerlin seeks to locate in the area circumscribed in Figure 1 below. ALA Summerlin has provided a large geographic area to provide some measure of flexibility in securing viable land for the construction of a new charter school facility. The Las Vegas Real Estate market provides many challenges to those seeking vacant land at a reasonable price. The larger geographic area bolsters the school's chances of securing a suitable property. COEG's experience with previous charter schools indicates that enrollment will focus primarily within a five-mile radius of the Summerlin campus with a decreasing amount of enrollment extending from there. Figure 1, below, illustrates a ten and five mile radius extending from roughly the center of the target campus location.

FIGURE 1: TARGET CAMPUS LOCATION



ALA Summerlin's desires to serve this population for several reasons. First, ALA Summerlin seeks to serve a varied population, which this location provides. Second, there is need for a quality

charter school in this area as evidenced by population growth and poor academic performance data. Third, there has been community support expressed for a charter school option in this population. Each of these sources will be elaborated upon more fully below.

First, ALA seeks to serve a diverse student population. Using publicly available student demographic data from schools serving the target market, one can identify important racial and subgroup participation information. The racial profile of the target market is:

FIGURE 1: TARGET DEMOGRPHIC RACIAL PROFILE						
Native American %	Two or More Races %	Pacific Islander %	White %	Black %	Hispanic %	Asian %
0%	9%	2%	50%	12%	23%	4%
Source: Clark County School District						

Subgroup membership for the target market is:

FIGURE 2: SUBGROUP MEMBERSHIP			
Average of IEP %	Average of FRL %	Max of Migrant %	Average of ELL %
12%	35%	0%	4%
Source: Clark County School District			

As you can see, ALA Summerlin is targeting a diverse group of students. ALA Summerlin's mission is to "provide the best educational experience *to as many students as possible* in a moral and wholesome environment." As a function of this mission, ALA Summerlin believes all students, independent of race, socio-economic status, or ability deserve educational choice. ALA Summerlin seeks to provide choice and improved educational outcomes to *all students*.

Second, the target population does not possess sufficient charter school options to escape the overcrowded public school district. The school-age population in the target market continues to grow. With the potential construction of the Faraday Futures production facility, an additional 4,500 direct jobs will be created in the coming years, further increasing the likelihood of continued growth. Furthermore, a new 9,000 home development (Villages at Tule Springs) located in the target market has been announced. With all of this growth, it is certain that the existing schools serving the area will not be sufficient to meet student demand, particularly the demand for quality charter school alternatives. ALA Summerlin will meet the target market's needs by providing an additional quality charter school alternative to the traditional district schools, alleviating congestion in existing public schools.

Nevada rates as one of the lowest-performing states in nation academically. 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 States. Compared internationally, the District performs in the 33rd percentile for math and the 37th percentile for reading.[5] This means that nearly three fifths of the students in America outperform students in the Clark County School District in both reading and math. As the largest (by far) school district in Nevada and one of the largest school districts in the nation, CCSD dramatically influences Nevada's educational results and rankings.

[5] http://www.globalreportcard.org/map.html#bottom-results

Unfortunately for CCSD, these rankings are seldom positive. A quick online search of the worst states in the nation for education reveals that Nevada is at the bottom, or near the bottom, of nearly every national ranking. A 2014 scientific ranking from Education Week based on a student's chance for success, school finance, and K-12 achievement ranks Nevada dead last in the nation.[6] Another study from the Annie E. Casey Foundation 2016 KIDS COUNT Data Book ranks Nevada as 47th in the nation. This evidence reinforces the need for quality charter school options in the target market.[7]

ALA Summerlin seeks to reduce and eliminate achievement gaps in its student population through the use of a carefully crafted program of instruction, remediation program, leadership development program and moral and wholesome environment. Additionally, COEG will bring its commitment to academic achievement to ALA Summerlin. One of COEG's employees, Mr. Stephen Trejo, has been awarded the 2012 National Center for Urban School Transformation Excellence in Urban Education Award for his success in turning around a failing school with a 99% minority population and 90% FRL population. ALA Summerlin will consult with Mr. Trejo, as necessary, to ensure that it succeeds in eliminating achievement gaps and obtaining high levels of student performance.

Third, the initial desire to locate in Summerlin was in response to a petition from community members. In 2015, a group of families residing in Summerlin visited Arizona and participated in a tour of an American Leadership Academy campus. Following that tour, this group of families began to enthusiastically petition American Leadership Academy to open a campus in their neighborhood. This concerned group of citizens cited recent adoptions, or near adoptions, of curriculum by Clark County School District that they found extremely offensive. They felt that the environment being created at public schools was in direct conflict with their values and feared what their children might be taught or indirectly exposed to while at school. They indicated that several of their peers had opted to either place their children in the only charter school serving the area or completely remove their children from the public schooling system in order to homeschool. They further cited poor academic outcomes of the public schools and the difficulty experienced in gaining entrance to the only charter school serving the area.

ALA has proven its ability to provide a high-quality educational experience in a moral and wholesome environment in its existing charter school campuses operating in Arizona. Moral and wholesome in the school context makes reference to a school that supports the character development of their students. Martin Luther King Jr. recognized the importance of character development within the classroom. In a 1947 speech to Morehouse College, Dr. King stated: "We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.[8]" By bringing this proven model to the Summerlin market, ALA Summerlin will improve academic achievement, increase accountability for existing schools, and will provide choice.

[6] https://www.edweek.org/media/ew/qc/2014/shr/16shr.us.h33.pdf
[7] http://www.aecf.org/resources/the-2016-kids-count-data-book/
[8] King, M. L. Jr. (1947). The Purpose of Education. Morehouse College Student Paper, The Maroon Tiger.



(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.

ALA Summerlin's model meets the needs of the community and aligns with the mission of the SPCSA.

As discussed in the narrative above, the target community is in need of quality educational options. ALA Summerlin 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.

Statistics indicate that large performance gaps exist between students of different races. KIDS COUNT data for Nevada reveals that minority students are far less likely to obtain proficiency on Reading and Math than their White counter-parts. ALA Summerlin seeks to reduce and eliminate achievement gaps in its student population through the use of a carefully crafted program of instruction, remediation program, and leadership development program.

ALA Summerlin's program of instruction is based on the Core Knowledge Sequence, which has been designed specifically to narrow equity gaps. Core Knowledge holds that achievement gaps stem primarily from knowledge gaps. Students from affluent and non-minority families are more likely to have a parent at home, participate in pre-school, and have positive parent interactions preceding entrance to school. These benefits help affluent and non-minority students obtain a greater level of knowledge, which serves as the foundation for obtaining even greater knowledge. Essentially, the more knowledge one possesses, the quicker he/she can obtain additional knowledge because they can quickly assimilate knowledge into existing heuristics and mental structures. This theory is validated by the work of Daniel T. Willingham of the University of Virginia. Dr. Willingham is a cognitive scientist that studies the learning process and has published several studies, articles, and books on the subject. According to Dr. Willingham, existing knowledge speeds and strengthens reading comprehension, learning, and thinking[9]. With this theory as our foundation, it stands to reason that filling knowledge gaps would then mitigate achievement gaps. This is, of course, the premise of the Core Knowledge Sequence. The Core Knowledge Sequence eliminates achievement gaps by specifying the grade-by-grade knowledge that students must obtain. This ensures that all students have a broad range of knowledge that builds grade level by grade level and facilitates later learning. It holds ALL students to a higher level of learning.

ALA Summerlin will utilize proven methods of teaching that get results. ALA Summerlin's primary methods of instruction will be 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 "students who received Direct Instruction had

[9] Willingham, D.T. (2006). How Knowledge Helps. *American Educator*. Retrieved Online: http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps

significantly higher academic achievement than students in any other programs.[10] Socratic Seminar is similarly supported by research. Polite & Adams (1997)[11] found that this method promotes metacognition, conflict resolution, and interest in learning.

Within the Core Knowledge framework, ALA Summerlin will also implement important structural elements to support disadvantaged students. These structural elements include ongoing student assessment, an integrated remediation and extension time during the school day, an RtI process that identifies students that are falling behind and provides additional supports, student tutoring, a full-service special education program, and an ELL program. These elements will be more fully outlined in other sections of this application.

Although ALA Summerlin's program of instruction and remediation program are important, it is the school's leadership program that truly makes the difference in improving educational outcomes. ALA Summerlin has developed a leadership program based on principles gleaned from the most influential texts of the past century. This program, entitled RAISE (Respect, Accountability, Integrity, Service, and Excellence), helps students take accountability for their own success and work collaboratively with those around them. The program provides a common language and paradigm from which to discuss one's own behavior and the outcomes associated with said behavior. It encourages students to set SMART goals and guides them on the path to achieving those goals, including accounting to themselves and their parents for their progress. The program provides context and purpose to everything else that happens within the school setting. The net effect of the program is that behavioral problems decrease, communication increases, engagement increases, and student academic performance increases.

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.

Parents in the Summerlin community are the driving force behind ALA Summerlin coming to the community. Following a visit to an American Leadership Academy campus in Arizona, a group of parents petitioned the school to open a campus in their Nevada community. Following a market analysis and review of Nevada state statute, COEG agreed to support the development of a Nevada network of schools. These passionate parents continue to rally support for ALA Summerlin 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 Summerlin to their community.

ALA Summerlin has also reached out to community leaders who have, in turn, indicated their support for the school in the community. Specifically, Lieutenant Governor of Nevada, Mr. Mark Hutchison, has indicated his support for the school as well as recognizing the importance of quality school choice in the community.

---

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

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

ALA Summerlin has also sought community feedback prior to the commencement of operations to determine what is most important to the community and to incorporate their ideas into our school model. This has been done through our Facebook account as well as in-person discussions. ALA Summerlin anticipates releasing additional surveys over the coming months through Facebook Ads targeting families within the target market. These ads are designed to obtain information about what is most important to parents while also promoting the school through increasing general awareness of the school.

Additionally, the following quotes were obtained by approaching families in line at the Regal Cinema at Red Rock Casino.

- *"It is about time someone focused on leadership as a primary focus."*
- *"I wish my 7th grader would have had more financial literacy and business classes like ALA offers"*
- *"I have a 10th grader in high school and from the sounds of it, we should have looked at charter school options much more favorably if this is the type of schools that are out there"*
- *"I like the acronym R.A.I.S.E. It really sets your school apart from the rest"*
- *"Your curriculum and mission sound great. Will you guys be building a school in Henderson as well"?*
- *"My dream has always been for my son to learn finances and leadership at a young age. I hope my son gets into your school."*
- *"I would feel very comfortable sending my daughter to a school that has a proven track record of academic excellence in another state."*
- *"I'm a teacher at Pinecrest Academy. Our school lacks leadership and this may be the reason why our kids are so rowdy. How do I apply for a teaching position?"*
- *"It seems the name alone 'American Leadership Academy' sets itself apart from what others are offering and teaching."*

On Tuesday January 10, 2017 COEG held a public meeting from 5:30PM - 8:30PM at a library in the Summerlin area. COEG invited community members using Facebook ads. Community members were provided literature and posters explaining the vision, mission, and values of American Leadership Academy Summerlin. Eighty-four community members attended and COEG received valuable and positive feedback. Community members expressed a strong desire for additional school choice for their children and excitement about the opportunity to attend American Leadership Academy Summerlin. COEG collected the community member's contact information and we will keep them updated on our progress. Over all we felt that it was a very successful and positive engagement with the community.

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 Summerlin 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 Summerlin will provide.

Following the opening of the school, a Parent Advisory Council (PAC) will be formed. The PAC will serve as a sort of focus group helping the school understand the needs of the community while also helping the school receive feedback on proposed programs prior to release to the general public. That PAC members will be appointed by the school Director and meet no less than bi-annually.

(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 Summerlin 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 Summerlin has already launched an informational website that highlights and explains the vision, mission, values, and curriculum for the school. ALA Summerlin 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 involved and remain engaged in the success of the school.

Second, ALA Summerlin has also already established a Facebook account that will be updated regularly. Our goal was to build an informative campaign that would create awareness, express their expanded educational options and capture the interest of the community. Our awareness campaign was extremely well received within the Summerlin community. Overall, the campaign engaged over 4,500 verifiable people. These people have responded to the ad by viewing our video explaining the purpose of our school and from where we have come. Facebook puts an ad in front of people. The number of unique individuals that are shown the ad is known as "reach". As people share the video and possibly becomes viral, the exposure extends beyond the original reach of exposure. The Facebook account will also be utilized to highlight news regarding the school's environment, curriculum, and leadership. Additionally, the Facebook page will be used to communicate the hiring of new staff members and help parents stay 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 prepare the school for opening. Volunteer opportunities help stakeholders interact with school administration in natural and unintimidating settings and provide the catalyst for relationship building. COEG has designed a mailer to inform and involve community members. On or before charter approval, ALA Summerlin will use a mailing house that will give us the demographics and targeting information that we need in order to send out the mailers to further engage the community.

Further, ALA Summerlin 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 Summerlin will also utilize an online feedback form hosted on their website to elicit additional feedback and suggestions.

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

As a function of this philosophical belief, ALA Summerlin 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 frequent communication from both the teacher and the school. Students will maintain planners that parents will be required to sign daily. Homework assignments, projects, and teacher comments will be written in the planner to facilitate communication with parents. Additionally, each teacher will be required to maintain a class website with updates and resources for parents. Finally, the school will create a weekly newsletter to apprise stakeholders of school events and happenings and also provide school-level resources to parents.

Second, ALA Summerlin will encourage 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 organizing and decorating rooms, chaperone field trips, etc. ALA Summerlin will also seek to complete one or more school-wide service projects each year to benefit the community and develop leadership skills in students.

Third, ALA Summerlin will require daily homework. Meaningful homework assignments provide an opportunity for parents to collaborate with their children in the educational process and keep parents involved in the academic lives of their children.

Fourth, ALA Summerlin will host several on-campus events during the school year. These events allow parents to come to the school during the school-day to participate with their children. Examples include: Veteran's Day Celebration where the Veteran relatives of students are invited to attend a celebration in their honor; Leadership Day where parents get to watch their children

exhibit leadership skills during a day-long demonstration; and School Carnivals/Festivals where all community members are invited to get together and have fun.

Finally, ALA Summerlin will provide several parent training opportunities. These include curriculum nights where parents learn about the school's unique curriculum as well as other training opportunities. Depending on interest, ALA Summerlin seeks to facilitate the 7 Habits of Highly Effective Families Training as well as Dave Ramsey's financial coursework. These events enable families to function on a higher level and alleviate financial burdens that may hinder family unity. ALA Summerlin recognizes the importance of the family in obtaining student success, and therefore seeks to take a comprehensive approach to supporting families that exceeds basic curriculum training.

(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.

ALA Summerlin also has the support of several important vendors that will enable it to fulfill its mission and vision. These partners include Brady Industries and LeBaron & Carroll Insurance.

If the charter application for ALA Summerlin 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. Mr. Gabe Shirey, Executive Director for ALA Summerlin, has a large personal and professional network in Nevada along with several years experience as a keynote speaker to entrepreneurs in the target community.

Mr. Shirey has provided the following statement in response to this question.

> *When it comes to the community we want to serve, we first must identify the various communities. Of course our school and students are one community but our target market and to whom we serve is the Clark County School District. Within that makeup we understand there to be 14% special education needs, 10% English Language Learners as well as 47% low income households. There is clearly a need for a choice in additional education and for schools like ALA to reach these populations. Although*

Summerlin may be a more affluent area than most, its children are still in desperate need of great education as are the children in any low income populated area.

Any organization that is healthy and teaching its employees or students correct principles is an organization that serves. Serving is in our nature. We feel so good after having served because we were meant to serve. To not serve is ridding ourselves as a school of huge opportunity. We will participate in as many activities as we can to help promote learning within our community and assist our local leaders. ALA - Summerlin has a board that is rich with service and no stranger to giving back.

One of our focuses within the classroom to help elevate the charter school community as a whole is to prove a model in Nevada, as we have in Arizona, that our children's reading, writing and speaking levels can drastically increase if we make a few changes to our teaching methods as ALA has. Ms. Mayhue, a 3rd grade teacher at ALA, told me, "The student must be engaged and we build engagement throughout all of our learning." Through our hybrid of CORE and STEM learning, our students are engaged because they have options, are a part of a team and they have great parental, teacher and community support. There is a huge opportunity for growth within SPCSA when it comes to test scores. ALA is a school that can be a leader and assist others in raising their scores. I personally do not feel students across the school district are slackers or our teachers are ineffective. I feel our kids are not engaged. When we like what we are doing we learn easier and faster and we perform better. ALA has mastered this learning model.

Mr. James Leavitt, Esq., a member of the Board of ALA Summerlin, has been active as both a scout and a leader in the Boy Scouts of America and contributes his spare time to youth sports in the target community. Mr. Leavitt has provided the following in response to this question.

I have served almost my whole life within the Boy Scouts of America program as well as youth sports. I know the young men I serve and their parents very well. We've done everything together from camping, merit badge training, CPR certification and completed countless Eagle Scout community projects. I can tell you that programs like the Boy Scouts are imperative to a young man's upbringing. It teaches them skills of accountability and leadership that they do not learn at their school or even in youth sports. These young men communicate, problem solve, raise money, serve the community, feed the hungry and are leaders among their peers. Although these were fantastic young men when we first meet them, like anything, it is the leaders that drive the organization that set the tone of excellence. Our leadership team has made sure we not only require and expect the young scouts to live the principles of scouting namely being, trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent, but that they live these attributes while in and out of a scouting uniform. On many occasions the boys have told me they like scouting more than school. The parents have indicated that their kids are happier when they are actively pursuing a goal and or project with their fellow scouts. This leads me to believe that if a young adult is showered with kindness and leadership and is given the opportunity to serve his/her community, they will be happier. And happier children perform better in all aspects of life. One of my main goals is to ensure ALA sets this

same standard of excellence. That we are consistently giving back to community, raising servant driven leaders and finding and solving the needs of our community.

Initial marketing efforts such as establishing a website and social media accounts have 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.

ALA Summerlin will also make an effort to partner with local businesses. ALA Summerlin is currently developing a program that will not only help local big businesses, but will help educate students in the fields of computers and technology. The big businesses with whom ALA Summerlin forms relationships have many servers on which they store their customers' data. When the servers and other components become old and need updating, the companies wipe the servers clean and then recycle or throw them away. Gabe Shirey, Executive Director of ALA Summerlin, is working to set up an initiative where these expensive servers are donated to ALA Summerlin's technology department, where students will dissect and learn how a server and its components function. Networking and technology is a massive growing interest for youth and this outreach is a perfect win-win for both the community, local businesses, and students' education. ALA Summerlin is excited about the potential of this project which will bring technology to students at an early age, and help local businesses donate to our school.

Lastly, six months prior to the school opening, the Executive Director of ALA Summerlin 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.

ALA Summerlin will work with COEG, Schoolhouse Development, and other local and national partners to ensure the success of the school.

COEG is the operator of eight charter schools in Arizona and will provide start-up assistance and support to ALA Summerlin. The assistance that COEG provides to ALA Summerlin includes charter drafting support, business development, training, academic consultancy, intellectual property rights, marketing support, financial support, human resources, and legal services.



Partnering with COEG also provides ALA Summerlin access to COEG'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 Summerlin through obtained pricing incentives and reduced time burden on administration to develop new relationships.

Schoolhouse Development will provide ALA Summerlin facility support. 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 Summerlin's campus. Schoolhouse Development will lease the facilities to ALA Summerlin. The costs will be included in the lease amount.

4. 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 ALA Summerlin 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 the best educational experience begins with the school environment. ALA Summerlin will operate within attractive, purpose-built facilities that make students feel welcome and comfortable. The hallways of the ALA Summerlin campus will be decorated with inspiring leadership quotes and examples of great student work.

ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin is to "Learn. Lead. Change the World!" Students of ALA Summerlin will be prepared with the academic capability and leadership skills necessary to make a significant positive impact on both their community and the world. Students will leave ALA Summerlin 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 ALA Summerlin 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 Summerlin 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 Summerlin will establish a comparison for existing public schools that will challenge existing schools to attain greater levels of performance. Finally, ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin will use a robust internal assessment program to gauge student achievement en route to increased academic performance. ALA Summerlin's internal assessments will be augmented by the external assessments mandated by the State of Nevada and the Authority.

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

By adopting a school growth model, ALA Summerlin will offer substantial opportunities for teachers to progress and obtain greater professional opportunities. As ALA Summerlin grows, it will look to grow from within and promote outstanding teachers to new positions. ALA Summerlin 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.

ALA Summerlin's mission is to "provide the best educational experience to as many students as possible in a moral and wholesome environment."

ALA Summerlin 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 Summerlin 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 Summerlin 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 his or her 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 Summerlin will utilize a traditional-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 Summerlin as it relates to the second part of our mission: "to as many students as possible." ALA Summerlin 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 ALA Summerlin's educational 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 Summerlin will obtain significant academic gains and close the performance gap for disadvantaged subgroups.

Another important component of ALA Summerlin'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, participate 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 success is being applied in the school setting to help teachers, students, and parents obtain greater results.

The most important aspect of ALA Summerlin's model is its emphasis on providing "the best educational experience" in a "moral and wholesome environment." A moral and wholesome environment is one that is free of discrimination, is a place where students can realize their potential, and where the values of Respect, Accountability, Integrity, Service, and Excellence are taught. Other contributing factors that help create this environment include: maintaining a strict dress code and code of conduct for both students and staff, participation in regular service opportunities, and 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. ALA Summerlin 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 al[12] 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 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 superior results.

A moral and wholesome environment influences student performance by helping keep the emphasis on learning. Profanity, bullying, discrimination, 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 Summerlin seeks to reduce and eliminate achievement gaps in its student population through the use of a carefully crafted program of instruction, remediation program, and leadership development program.

As outlined above, the Core Knowledge Sequence is specifically designed to help bridge achievement gaps between the lowest performing students and the highest. By providing content-

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



rich material to all students, Core Knowledge helps close the knowledge gap and provide for the academic success of all students.

Students that are demonstrating additional needs can be referred to ALA's Student Support Team, our Response to Intervention model for meeting specific student needs. This process gives students and teachers access to greater resources and support by using a team of teachers, administrators, and special education teachers to develop personalized plans for improvement.

Students that qualify for special education services will also be serviced at ALA. ALA will provide a full-service special education program. This program will leverage third-party providers to ensure that the needs of every student are met. Additionally, the special education department will utilize curriculum developed specifically for special populations, as appropriate.

Finally, the needs of English Language Learners will be met through an inclusion-model of language acquisition. One teacher in each grade-level will be designated as the grade-level ELL expert and provided additional training and resources. If the population of ELL students exceeds five percent of all students, ALA will hire an ELL coordinator to ensure that the needs of all ELL students are being met.

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.

ALA Summerlin believes that students need to learn personal leadership skills so that they too can do great things for their community. Students of ALA Summerlin 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 service and leadership, ALA Summerlin 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 Summerlin 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 Summerlin will include:

Grades K-5: Core Knowledge Language Arts (CKLA) [13]: 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 comprehension[14]. 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 Summerlin 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.

CKLA is also fully aligned to the Five Big Ideas in Reading [15] which consist of: (1) Phonemic Awareness; (2) Alphabetic Principle; (3) Fluency with Text; (4) Comprehension; (5) Vocabulary.

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 [16]. 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.

---

[13] (1) Taken from: http://www.amplify.com/curriculum/core-knowledge-language-arts

[14] (2) T. G. Sticht, 1974, 1984

[15] (3) Taken from: http://reading.uoregon.edu/big_ideas

[16] (4) Taken from: http://www.coreknowledge.org/

Students that 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.

The Core Knowledge Sequence further integrates poems, essays, speeches, and stories from across the world in order to provide a broad base of cultural literacy. These works come from an extremely diverse group of authors, thus ensuring that students have access to literature from various cultures and viewpoints. For example, students in first grade have the opportunity to read folktales representative of Hollandese, West African, Yiddish, African American, Hispanic, and Native American origin. Furthermore, they compare and contrast similar stories, as told by various cultures. For example, students in first grade will read variations of the Cinderella story from Europe, Africa, China, Vietnam, Egypt, and Korea. By integrating literature and stories from various authors and cultures, ALA Summerlin ensures that each student develops a broad level of cultural literacy and feels included in the literary tradition.

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 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."[17]

In addition to the design of the program, Hake Grammar presents information related to art, history, and science. 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 traditional 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.[18]"

---

[17] (5) Taken from: http://www.hakepublishing.com/pedagogy.html

[18] Writing & Rhetoric. Traditional Academy Press. Retrieved online from: http://traditionalacademicpress.com/writing-rhetoric-book-1-fable-program/#.VpQvjjaiBAg

Grades 6: Vocabulary from Traditional Roots: Vocabulary from Traditional 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 success [19]. The Vocabulary from Traditional Roots program was selected because of its alignment to ALA Summerlin's curriculum sequence and its commitment to vocabulary instruction.

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.

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 Summerlin 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 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.

ALA Summerlin is able to offer Saxon math one grade level ahead due to its unique structure. Saxon Math incorporates continual review of concepts. At the beginning of each school year, Saxon Math spends several weeks reviewing concepts from the previous year. This permits teachers to provide a significant amount of review and teaching before learning new content.

ALA Summerlin also understands that some students will come to our school with significant learning deficits that will not enable them to participate in an accelerated math schedule. To accommodate this, ALA Summerlin will provide leveled courses beginning in sixth grade. Students in grade one through five that are below-level in math will receive regular math instruction with

[19] 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_pro0000000030%2Fam_moore_why_vocab_instr_mtrs.pdf&usg=AFQjCNEgfrBO7y3Nz87BSf1JJvl2IfN_uQ

their peers, but will receive targeted remediation during the integrated reteach and enrichment period each day. These periods are aligned for the entire grade level, which permits the leveling of students between classes for differentiated 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. [20]

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 Summerlin 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, K-5: Music, K-8: Art, 6-8: Technology Applications, 6-8: Choir.

---

[20] Taken from: http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=255



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

(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, 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 includes[21]: (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 into 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/Socratic method of instruction. 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

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

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. A table outlining the professional development that staff will receive prior to the beginning of the school year is included below. Additional training will be offered during the school year. Training provided during the school year will be determined by the evaluation of teacher performance and student performance data.

FIGURE 6: Summer Professional Development Plan
Course
School Culture
7 Habits of Highly Effective People, Signature Training
Policies & Procedures
Principles of Customer Service
Curriculum & Instruction
Saxon Math
Core Knowledge - Foundations
Core Knowledge Language Arts
Science Fusion
Explicit Instruction
Hake Grammar
SPED: SRA Reading Mastery, Corrective Reading, Connecting Math Concepts, & Corrective Math
Shared Inquiry - Junior Great Books
Assessment & Technology
Data Driven Instruction: PLC team training
Technology: Galileo Assessment System
Technology: Infinite Campus SIS
Technology: Google Apps for Education
DIBELS Assessments
Administrator Training
Core Knowledge Leadership Institute
Explicit Instruction Train the Trainer
Covey Signature Trainer Course

(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 Summerlin has built daily reteach and enrichment instruction into the 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[22] [23]. 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.

Should ALA Summerlin not qualify for Title I funds, low-performing students will receive differentiated instruction during the integrated reteach and enrichment blocks. ALA Summerlin hopes to purchase Chromebooks with access to online remediation programs that will further facilitate student learning. These Chromebooks were included in the grant application for the Charter Start-Up Grant and are not included in the budgets outlined in this application. Should the grant not be allocated to ALA Summerlin, students will receive in-class remediation and be provided access to the school's computer lab before and after school.

For students that are identified as gifted, ALA Summerlin 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

[22] Taken from: http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=244

[23] 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



of all students in the class because of the teacher's ability to differentiate instruction based on each student's instructional level. [24]

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 is 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 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 Summerlin, it is forwarded to the

[24] 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



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 Summerlin have been time-proven and research demonstrates significant learning gains for students when these programs are utilized. [25] [26]

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 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

[25] Taken from: http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=244
[26] 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



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, ALA Summerlin 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.
During the first two years of instruction, Special Education Case Managers will be responsible for performing all special education related tasks. The Case Managers will be overseen by the Assistant Director until the third year when a Special Education Director is hired. The purpose of the Special Education Director is to coordinate the efforts of the organization's special education team across multiple campuses. The Special Education Director will also audit individual case managers and provide ongoing support and professional development to ensure special education students are receiving the best education possible.

In addition to the identification measures outlined above, ALA Summerlin 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?

ALA Summerlin 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 Summerlin 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.[27].

(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, ALA Summerlin shall comply with all applicable state and federal laws pertaining to student retention and promotion.

Students at ALA Summerlin shall be promoted on the basis of academic achievement or demonstrated proficiency of the course or grade level subject matter.

[27] Taken from: https://www.facebook.com/edutopia/videos/10153239989284917/

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

(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.



ALA Summerlin does not currently seek to provide distance education. Therefore, the questions in this section are not applicable.

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.

(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.

ALA Summerlin does not currently seek to provide a pre-kindergarten program. Therefore, the questions in this section are not applicable.

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.

ALA Summerlin 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 No. 1: ALA Summerlin 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 Summerlin campus will be 1080 students.

Goal No. 2: ALA Summerlin 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 another authorized third-party auditor.

Goal No. 3: ALA Summerlin will be rated a five-star school under the Nevada School Performance Framework. ALA Summerlin 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 No. 4: ALA Summerlin will provide 10,000 hours or more of community service each year. ALA Summerlin is committed to civic engagement and leadership development. In order to help students contribute to their community and develop leadership skills, ALA Summerlin will encourage 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 No. 5: ALA Summerlin 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 Summerlin 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 Summerlin will publish state assessments to provide clarity and transparency to its stakeholders. ALA Summerlin 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 Summerlin 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 Executive Director 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 Summerlin 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 Summerlin'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 Executive Director in training all necessary stakeholders such as Governing Board members, teachers, and leadership in ALA Summerlin's assessment plan. ALA Summerlin'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	2018-19	2019-20	2020-21
Goal No. 1: Students attending ALA Summerlin 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.	State Assessment	Our presumed baseline is the 54th percentile for mathematics and the 50th percentile for reading.	`Students attending ALA Summerlin will achieve median growth percentiles within the 70th to 75th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the third academic year.	Students attending ALA Summerlin will achieve median growth percentiles within the 75th to 80th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the fourth academic year.	
Goal No. 2: Students within the	State Assessment	Our presumed	Students within the	Students within the	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.		baseline is the 49th percentile for both mathematics and reading amongst all three sub-group populations.	designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 59th to 62nd percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the second academic year.	designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 63rd to 66th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the third academic year.	designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 66th to 70th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of fourth academic year.
Goal No. 3: Students attending ALA Summerlin 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 Summerlin 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 second academic year.	Students attending ALA Summerlin will achieve a minimum score of 85% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the third academic year.	Students attending ALA Summerlin will achieve a minimum score of 90% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the fourth academic year.
Goal No. 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	State Assessment	Our presumed baseline is 35% when averaging the performance of students identified as	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum

the Smarter Balance assessment at the end of the first academic year.		FRL, ELL, & IEP across mathematics and reading in the surrounding area.	score of 60% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	score of 70% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	score of 80% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.
Goal No. 5: 95% of 8th graders will complete the ASPIRE summative assessment and 70% will score at or above the ACT Readiness benchmark 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 benchmark when analyzing the proficiency of 8th grade students on the state assessment in the surrounding area.	95% of 8th graders will complete the ASPIRE summative assessment and 75% will score at or above the ACT Readiness benchmark 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 second academic year.	95% of 8th graders will complete the ASPIRE summative assessment and 80% will score at or above the ACT Readiness benchmark 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 third academic year.	95% of 8th graders will complete the ASPIRE summative assessment and 85% will score at or above the ACT Readiness benchmark 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 fourth academic year.

(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.

ALA Summerlin 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, markers 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."[28]

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 assessments. The results of this analysis are reported to the Executive Director 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 Executive Director and then later presented to the Governing Board. Year-over-year comparative data will inform the Governing Board as well as the Executive Director 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

[28]Taken from: http://www.ati-online.com/galileoK12/indexK12.html

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 Executive Director 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 Summerlin'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 and Strategic-bi-weekly.

ALA Summerlin has chosen to utilize the ASPIRE Interim assessment series to determine the progress of their 8th grade students in reaching the ACT Readiness benchmark 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin'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 and 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 Summerlin 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 Summerlin 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 Executive Director 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 Summerlin. 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 Summerlin 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 Summerlin 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 Summerlin's progress towards achieving school goals and the performance expectations established by SPSCA 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 Summerlin'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 Summerlin falls short of academic achievement expectations or the academic goals at the school level based on state assessment data, the Executive Director 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 Executive Director 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 Executive Director will establish action steps that are in alignment to the identified deficiencies. As a part of the Continuous Improvement process, the Executive Director may make recommendations to the Governing Board for improvements related to curriculum, professional development, assessment and/or instructional monitoring.

The Executive Director will oversee administration 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 Executive Director 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 looks 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 Summerlin'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 Executive Director 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
Goal No. 1: 90% of the students attending ALA Summerlin 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.
Goal No. 2: 70% of the students attending ALA Summerlin that are	Galileo benchmark assessments	At least 55% of students identified as IEP, FRL, or	At least 60% of students identified as IEP, FRL, or	At least 65% of students identified as IEP, FRL, or	At least 70% of students identified as IEP, FRL, or

identified as IEP, FRL or ELL will meet growth expectations as measured by the Galileo Post Test by the end of the year.		ELL will be meeting growth expectations as demonstrated by the Galileo pretest.	ELL will be meeting growth expectations as demonstrated by the Galileo benchmark #1.	ELL will be meeting growth expectations as demonstrated by the Galileo benchmark #2.	ELL will be meeting growth expectations as demonstrated by the Galileo posttest.
Goal No. 3: Students attending ALA Summerlin 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 Summerlin will achieve a minimum score of 40% in both mathematics and reading as demonstrated by the Galileo pretest.	Students attending ALA Summerlin will achieve a minimum score of 55% in both mathematics and reading as demonstrated by the Galileo benchmark #1.	Students attending ALA Summerlin will achieve a minimum score of 70% in both mathematics and reading as demonstrated by the Galileo benchmark #2.	Students attending ALA Summerlin will achieve a minimum score of 80% in both mathematics and reading as demonstrated by the Galileo posttest.
Goal No. 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.
Goal No. 5: 95% of 8th graders will complete the ASPIRE Summative assessment and 70% will score at or above the ACT Readiness benchmark in English (422 points), reading (424 points), and mathematics (425 points) to demonstrate adequate progress towards college and career readiness.	ASPIRE Interim assessments	40% of 8th graders will score at or above the ACT Readiness benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	50% of 8th graders will score at or above the ACT Readiness benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	60% of 8th graders will score at or above the ACT Readiness benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	70% of 8th graders will score at or above the ACT Readiness benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Summative assessment.

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

ALA Summerlin 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 Summerlin 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 Executive Director 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 Executive Director 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 Executive Director will also serve as the campus Director and will monitor all interim academic data as well as state assessment data for ALA Summerlin. Beginning in the second year of operation, the Executive Director will receive the state assessment data and provide student, classroom and school-level reports to both the Campus Director and Assistant Director. The Executive Director 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 Executive Director 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 switched 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?

ALA Summerlin 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, 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 ALA Summerlin will also communicate directly with parents to learn about situational factors that might increase a student's risk of academic failure.

COEG 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 motivation[29]. Based on the outcome of COEG's pilot, ALA Summerlin 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.

ALA Summerlin 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.

[29] Retrieved from www.scholarcentric.com



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 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.

ALA Summerlin Board Member Patrick Davis has experience working with children with disabilities, as outlined by his statement below.

> *Perhaps to satisfy two of my personal passions, horses and children, I volunteered at Courage Reins and Spirit Therapy, two local Equine Therapy centers. Through these efforts I've spent a lot time around children with developmental, physical and behavior challenges. Equine Therapy with kids is something everyone should see for themselves. Mentally handicapped children receive a stimulation while being around these gentle giants and are proven to function at higher levels. The children will take a simple riding lesson, take the horse in simple patterns and learn horsemanship all the while taking care of the horse and bonding with it. The new friendship gives them therapy as their problems diminish and they then can work through their specific needs. I'm very intrigued in alternative ways to learn and communicate with the disabled as well as with all children. My wife is a licensed speech therapist and helps young children through their impediments. It's a fun thing to witness a child light up because they feel a connection through a form of communication. But it's imperative for these connections to occur for their survival.*

ALA Summerlin Board Member Sue Clearwater's experience is outlined in her statement below.

> *My training with Amy Trombetti was how to use classroom grouping methods, not by grouping just highly skilled readers together, medium skilled readers together, and low skilled readers together, but how to assess phonics or fluency skills and break up students based on specific skill weaknesses which can occur in multi-skill level groups. For instance, if a learning disabled (LD) student assesses weak in phonics skills or consonant-vowel-consonant nonsense words skills, students that are higher in general reading skills can be grouped with these LD students and very specific skills can be taught in a small mixed group of reading levels. Studies show, that LD students progress more rapidly in inclusion classes than in pull-out programs only. So to sum up: using highly specific assessment data, helps teachers and SpEd instructors identify specific areas of weakness. Grouping of multi level students with similar weaknesses, prevents students from feeling labeled, allows LD students to change groups for better social interaction, and for specific small group instruction. This year I also have learned a great deal about using data points to identify weaknesses, adding 30 minutes of intensive specific skill instruction per day, 4 days per week with the help of an aid and how that can boost skill levels and offer additional repetition. In my current school they offer Pullout programs with a SpEd instructor to work on IEP goals specific to the student. They also offer the students push-in support during regular class time by instructional aides to assist with IEP goals within the classroom.*

Further, COEG has experience managing schools that serve students with both mild and moderate disabilities. COEG has experience contracting with reputable and professional third-party service providers for students with severe disabilities. COEG will bring its experience in working with special education students to ALA Summerlin. ALA Summerlin will have the option to counsel with COEG's special education Director for guidance and assistance in establishing a high-quality special education program. ALA Summerlin will also have access to the COEG's legal counsel for support in navigating both federal and local law pertaining to special education.

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

(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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin, 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin will partner with the COEG 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 traditional schools is important. It is the intention of the ALA Summerlin Executive Director 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 Summerlin's' mission and vision and substantively contribute to the accomplishment of such.

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 Summerlin 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 Summerlin mission & vision, and love for children. To ensure that ALA Summerlin secures the top talent in the state of Nevada, ALA Summerlin 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 Summerlin'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 Summerlin 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 Summerlin'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 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 Summerlin 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 Executive Director. 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 Summerlin 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 Summerlin'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 will be 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 Summerlin 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 Summerlin 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, COEG will assist ALA Summerlin 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 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 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 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 Summerlin 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 Summerlin 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 Summerlin will employ a variety of methods to identify homeless and 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 Summerlin will not operate a distance education program or virtual school. Therefore, this section does not apply to ALA Summerlin.

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 ALA Summerlin is encapsulated in its name. First, "American." ALA Summerlin 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 Summerlin with an understanding of and appreciation for American heritage.

Second, "Leadership." ALA Summerlin will instill in all students the principles of effective leadership. ALA Summerlin 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 creates a cooperative and uplifting school environment for all students. One of the leadership programs that ALA Summerlin 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 Summerlin will learn

how to do this through setting personal goals, utilizing a daily planner, and measuring progress towards personal and professional goals.

Finally, "Academy." ALA Summerlin is an academy because it will provide a challenging academic experience for all students. ALA Summerlin utilizes a traditional 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.

ALA Summerlin 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 Summerlin is nonsectarian and is not affiliated with any church or religious institution.

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

ALA Summerlin 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 ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 outcomes[30].

ALA Summerlin 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 Summerlin that a

[30] 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/



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 Velenti has implemented the Therapeutic Alliance measure in Pressley Ridge Schools to great success. In his publication, *Promoting the Therapeutic Alliance in Schools*[31], 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.

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 children[32]. An authoritative relationship is characterized by high expectations with high levels of support. ALA Summerlin 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 Summerlin 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 Summerlin 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

---

[31] 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

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



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. 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 we 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. Teachers will be encouraged to utilize free software such as Classroom Dojo to recognize students for positive behavior and demonstration of leadership skills.

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. The criterion for participation on these events will be no grade below a "B" in any subject, over 90% attendance, and no more than one yellow-card.

Students will also be awarded certificates of achievement for perfect attendance and/or straight A's on a quarterly basis. These awards will be given during public awards ceremonies so that parents can be in attendance.

Finally, the school will host a monthly "Pizza with the Principal" party to reward students that demonstrate excellent academic or behavioral achievement. Each teacher will nominate one student from his or her class to participate.

(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 officers' 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 Summerlin 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.

ALA Summerlin firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a concern, that concern should be resolved using the chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher has more direct knowledge of the student.

This process refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. ALA Summerlin understands that parents have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

(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. Exceptions for religious apparel, jewelry, or hairstyles will be made.

By enforcing a strict dress code, ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin'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 Summerlin 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.

ALA Summerlin will be unique in its educational model in that it will follow a strong traditional approach with the humanities, but also embrace STEM. Students in middle school at ALA Summerlin will have their days divided into two distinct sections: one for the humanities (including language arts, logic, art, and history), and the other for STEM (including math, science, technology, and physical education). This permits students to receive the wisdom of the ages and explore the

great tradition on one hand, but also learn advanced math, coding, robotics, and science on the other. The goal is to develop students who have the logic and reasoning of the great sages, with the modern tools of science. Add leadership instruction and skill development and you have a powerful trifecta for student empowerment.

The daily time spent per subject area is as follows:

Subject	**KG**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Mathematics	75	75	75	75	75	75	90	90	90
English Language Arts	105	120	120	150	120	120	90	90	90
Science	30	30	30	30	22.5	22.5	45	45	45
History	30	30	30	30	22.5	22.5	45	45	45
SUBTOTAL	***240***	***240***	***240***	***255***	***225***	***225***	***270***	***270***	***270***
Reteach and Enrichment	45	45	60	60	90	90			
Specials (Music, Art, PE, Leadership)	60	60	60	45	45	45	90	90	90
Technology							30	30	30
SUBTOTAL	***125***	***125***	***120***	***105***	***135***	***135***	***120***	***120***	***120***
Recess, Lunch	60	60	60	60	45	45	30	30	30
SUBTOTAL	***60***	***60***	***60***	***60***	***60***	***45***	***30***	***30***	***30***
TOTAL	***420***	***420***	***420***	***420***	***420***	***420***	***420***	***420***	***420***

(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?

ALA Summerlin 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

(4) 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.

Esteban, an elementary student arrives to school at 7:40 where he is helped out of his car by a friendly teacher. It isn't Esteban's teacher, but she knows Esteban's name because she helps him out of his car every morning. As Esteban 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.

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

Once back in their classroom, Esteban'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. Esteban 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. Esteban feels a shiver of excitement crawl up his back as she begins to narrate the story. They have been reading a book about astronomy. Esteban loves space ships and hopes to be an astronaut someday.

Throughout the reading, the teacher stops and asks several questions to the class. Esteban 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 Esteban finishes his drawing, he feels his stomach begin to rumble and is glad it is time for lunch.

Once back in class, Esteban'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, Esteban 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. Esteban 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.

Marcos, 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. Marcos 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 Marcos's best friend Logan rings through the room.

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

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

(5) 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 Esteban from first grade left his backpack in the car and stops him before he runs to far away. Esteban'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 stands 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.

(6) 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 Summerlin 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.

(7) 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 Alexandra 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 Alexandra's?

ALA Summerlin 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 RtI^2 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 Summerlin 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, *RtI^2: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention for English Language Learners*[33], "if a culturally and linguistically responsive Tier 2 has been created for students, very few students would need to receive Tier 3 support."

ALA Summerlin'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 Summerlin 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.

---

[33] WIDA Consortium (2013). *RtI^2: 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



(8) 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
	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 Summerlin 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 COEG 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 necessary steps to remediate the problem.

5. Operations Plan

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 principles[34]." The Board of Directors for ALA Summerlin 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 Executive Director 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 Executive Director relating to the status of the school's academic, financial, and organizational health. Though the Board verifies the success of the 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 Summerlin, hereafter referred to as "the Board," shall be comprised of no less than five members, but no more than seven. This number ensures sufficient members to conduct organizational business, but few enough to not get encumbered in excessive debate. 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 Executive Director 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

[34] 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/

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 identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7).*** **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 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.**

Mr. Greg Carlson, Board Member ALA Summerlin. Mr. Carlson is a Southern California native and has lived in Las Vegas, Nevada since 2008. Mr. Carlson graduated magna cum laude with a Bachelor of Science in Accounting from the Marriott School of Management at Brigham Young University in 2004. He received his Master of Accountancy in Tax from the Marriott School at Brigham Young University in 2005. After completing his undergraduate and graduate studies at Brigham Young University, Mr. Carlson enrolled in law school at University of California Hastings College of the Law, where he received his Juris Doctor, cum laude, with an emphasis in tax. Mr. Carlson has been practicing law in Nevada since 2008 and in California since 2010. Throughout his career, Mr. Carlson has worked at both large and small law firms in Nevada and California, including one of California's premier estate planning firms, and one of Nevada's largest law firms. In 2014, Mr. Carlson joined his father-in-law's business operations. Mr. Carlson presently serves as general counsel and as a general manager for the family-owned restaurants and janitorial services companies. In 2016, Mr. Carlson decided to open his own law firm. Mr. Carlson has been married to his wife, Natalie, for 13 years, and they are the parents of a son. Mr. Carlson is passionate about quality education choice for his son.

Mr. James Jack Leavitt, Board Member ALA Summerlin. Mr. Leavitt is a third generation Nevadan. Mr. Leavitt has dedicated his entire career as an attorney to protecting landowners in eminent domain and inverse condemnation cases. He has confronted, briefed, argued, and presented to the judiciary nearly every issue a landowner may face when the government takes their property. He has led hundreds of cases that have allowed him to address cutting edge issues before juries and the Nevada Supreme Court, including numerous cases that resulted in very large just compensation verdicts for landowners. Of the cases he has presented to the Nevada Supreme Court, many resulted in new eminent domain and inverse condemnation law that has benefited all Nevada landowners. Mr. Leavitt's experience spans real property takings such as businesses, raw land, commercial land, apartment complexes, condominium homes, open land, industrial facilities, air space, hotel, retail, and office complexes. In the greater Las Vegas community, Mr. Leavitt has been active as both a scout and a leader in the Boy Scouts of America, and contributes his spare

time to youth sports. He also contributes to humanitarian efforts across the world. Mr. Leavitt enjoys time with his family, which includes his wife and three children. Mr. Leavitt is excited about the opportunity of bring a charter school with an excellent academic model to the local community. Having spent two years in Bolivia, Mr. Leavitt is fluent in Spanish.

Mr. Patrick Davis, Board Member ALA Summerlin. Mr. Davis was born in Southeastern Idaho and split time growing up in Idaho's Teton Valley, and Northern Nevada. Before law school, Mr. Davis played football at Idaho State University and eventually transferred to Utah Valley University, where he graduated Magna Cum Laude with a degree in English and emphasis in Literary Studies. Mr. Davis is currently an associate at Wilson Elser Moskowitz Edelman & Dicker, one of the largest insurance defense firms in the country with over 900 attorneys nationwide, where he focuses his current practice on professional malpractice and personal injury defense.

Mrs. Susann Clearwater, Board Member ALA Summerlin. Mrs. Clearwater was active in the arts as a young person, performing in musicals, choirs, and bands. Also, she competed in cheerleading and lettered in track. Mrs. Clearwater has a Bachelor of Science Degree in Elementary Education from Brigham Young University with post-grad work in reading and phonics instruction. Mrs. Clearwater has taught in the primary grades in, both Utah and Nevada. Mrs. Clearwater has a large network in the community and is married to a professional golfer. As a mother to four children and grandmother to six grandchildren, Mrs. Clearwater is passionate about providing a school with a moral and wholesome environment.

Ms. Christiana Posner, Board member ALA Summerlin. Ms. Posner was born and raised in Las Vegas, Nevada. Ms. Posner attended University of Nevada, Las Vegas graduating with a Bachelor's of Science degree in Early Childhood Education. Prior to pursuing her career in education, Ms. Posner enjoyed being a nanny and coaching high school cheerleading along with volunteering her time in Zambia and Africa in efforts to increase childhood literacy. Ms. Posner currently teaches first grade at a college preparatory charter school and is the elementary and middle school cheerleading coach. Ms. Posner has always been passionate about enhancing children's academics and making a difference in education.

(4) Provide, as Attachment 8, a completed, signed, and notarized 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 8.

(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 ALA Summerlin includes the full founding Governing Board of Directors.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, 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.

Please refer to Attachment 9 for the board's Bylaws, Code of Ethics and Conflict of Interest policy.

(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. There are no 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 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.

Board members will be chosen primarily based on alignment with school values. Individuals that embody the values of the school will be nominated for vacant positions on the board, as they are available.

(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.

The table below outlines the training that will be provided to Board Members of ALA Summerlin. Additional training opportunities will be made available, as necessary.

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 appointment thereafter.	In person	Appointment to BOD.

(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 or academic reports.

The Board of Directors of ALA Summerlin 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 Executive Director of the school. The Executive Director will manage school staff as well as the services provided by COEG 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 Executive Director. 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 Summerlin will utilize a Parent Advisory Council. Additionally, 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.

ALA Summerlin will not utilize a PTA or any other organization that grants participants a title or perceived position of authority. It is the experience of school administration that once these bodies are formed that contention and strife soon follow. This does not mean that feedback is not elicited or applied, ALA Summerlin 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 Executive Director (electronically or on paper), address the Board during the public comments portion of the Board Meeting, or meet with the school Executive Director or campus Director in person.

Concerns that can be addressed by the Executive Director 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 Summerlin will employ an open door policy to provide parents and other stakeholders access to administration. ALA Summerlin will also have an online form posted on their website to enable stakeholders to submit their feedback electronically. Additionally, ALA Summerlin plans on distributing stakeholder surveys on a biannual basis to assess stakeholder perceptions in relation to the school. Finally, ALA Summerlin 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 Summerlin'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 truly make a difference in their homes, community, and the world.	Minimal negative behavioral referrals, observation of school culture during school audits.
Embody the values of ALA Summerlin.	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 member 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

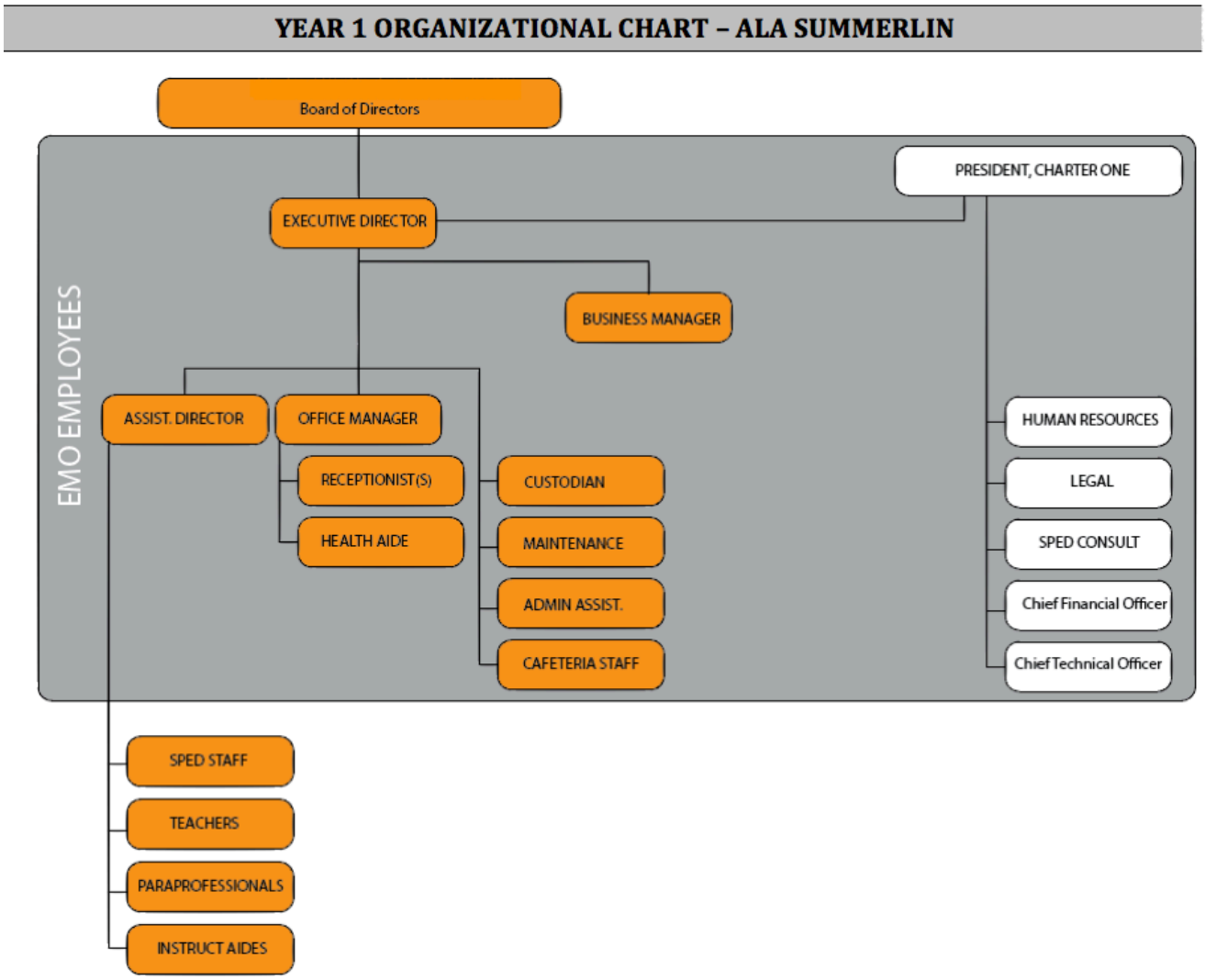
place of an existing board member who does not desire to resign from the board. ALA Summerlin will not employ term limits.

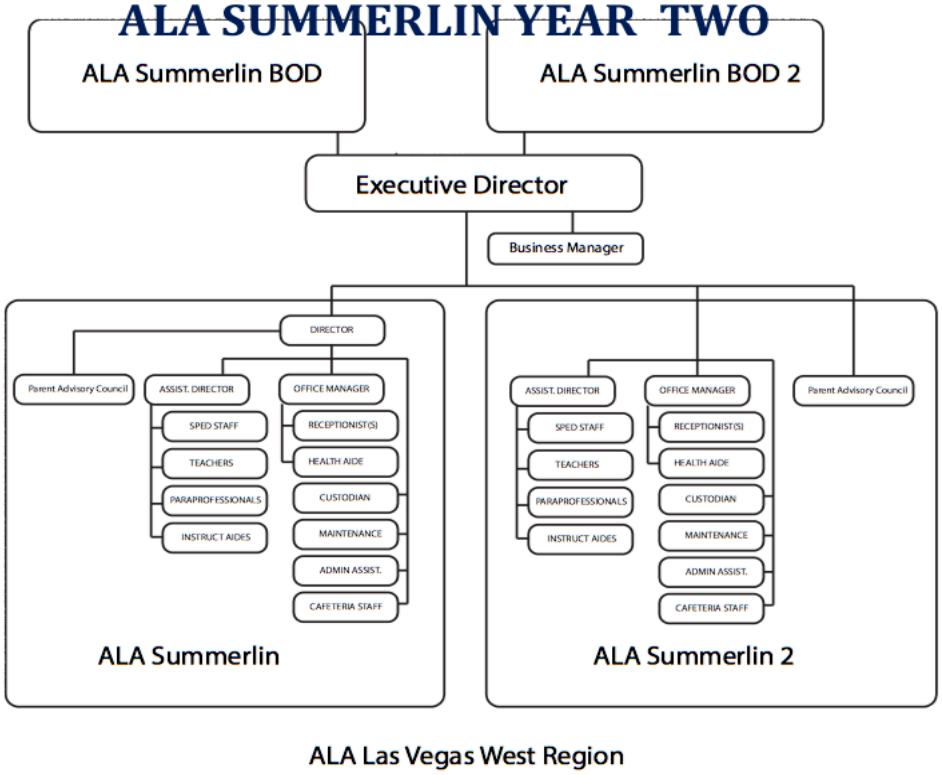
LEADERSHIP TEAM

(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

American Leadership Academy Summerlin will contract with the EMO, Charter One Education Group, to provide school leadership and back-office support. All non-administrative instructional personnel will be employees of the school, under the direction of EMO administrative staff. The Executive Director may also serve as the Director for year one, to save costs. When an additional school is formed, each campus will have a Director and the Executive Director will act as the Regional Director for the ALA Summerlin (West Las Vegas) network.





ALA Las Vegas West Region

(b) Job descriptions for each leadership role (provide as Attachment 2)

Please see 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.

Gabe Shirey will act as the Executive Director of American Leadership Academy Summerlin. For the first year of operation, the Executive Director may also act as the Director to save costs.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

COEG will work with ALA Summerlin to advise on academic programming. COEG employs two chief academic officers for American Leadership Academy Arizona, Mrs. Chelsey Griess and Mr. Stephen Trejo. Both Mrs. Griess and Mr. Trejo will advise and assist ALA Summerlin with academic programming as they have the requisite skills and expertise. Their achievement data is included as Attachment 3.

(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.

ALA Summerlin will conduct a search for a qualified Assistant Director beginning in Fall 2017. The Assistant Director will receive extensive training by the Director prior to the commencement of the school year to ensure he/she is prepared to fulfill the responsibilities required of the position.

(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 school leader will receive coaching and training from both third-party vendors as well as EMO staff.

Third-party vendors provide an important source of feedback and coaching. Curriculum consultants will be hired to audit curriculum implementation and provide the school leader with specific feedback on how to better implement the curriculum. In addition to curriculum consultants, ALA Summerlin will also employ instructional consultants. Instructional consultants typically spend a day or more visiting classes with the school leader evaluating instructional practices and providing feedback. These consultants not only coach the teachers, but also coach the school leader on how to more effectively operate the school.

In addition to on-site consultants, school leaders will participate in professional seminars and conferences to learn from other education professionals and researchers. ALA Summerlin will seek to participate in any applicable trainings or webinars provided by the Authority, the Nevada Department of Education, as well as national conferences such as the annual charter school conference.

The EMO will provide ongoing professional development for the school leader. The EMO employs two academic officers with several years of experience in education. These officers will visit ALA Summerlin biannually to perform an academic audit, review data, and provide school leader coaching.

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

ALA Summerlin will leverage COEG resources to recruit employees. These resources include HR personnel, advertising channels, existing employees of COEG looking to relocate, and participation in various recruitment events around the nation. COEG 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 ALA Summerlin.

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.

ALA Summerlin will require 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.

ALA Summerlin will also have 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 do to the difficult nature of the profession.

ALA Summerlin's mission is 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 Summerlin will operate 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 Executive Director and a new Director will be hired. The Executive Director 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 ALA Summerlin's mission and vision. The Executive Director 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 Executive Director 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 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 ALA Summerlin' 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 Summerlin 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, Charter One Education Group (COEG), seeks to recruit high-caliber professionals as network leaders. This primarily happens through networking with business and education professionals as well as promoting internal employees that have demonstrated above-average competence and ability.

COEG is an EMO designed to operate all of American Leadership Academy's schools and affiliates throughout the country. As American Leadership Academy continues to grow, so does its network



of supporters. As the organization's network increases, so has our ability to identify and recruit top talent. The frequency with which the EMO is approached by top-tier talent continues to increase, resulting in an ever-growing stable of talented leaders.

In addition to attracting high-caliber talent from without, the growth of American Leadership Academy and correspondingly, COEG, provides ample opportunity for existing staff to be promoted. As a leadership organization, COEG provides extensive professional development to its staff and encourages an entrepreneurial mindset. Individuals that have demonstrated above-average competency in leadership roles are identified and as appropriate promoted to higher levels of leadership. This establishes a pipeline of internal recruits that have demonstrated leadership and know the ALA educational model.

(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 19). 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 19) 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 2018-19-school year and to add additional criteria to the pre-opening requirements for such schools.

Gabe Shirey will operate as both the Executive Director for the EMO in the western section of Nevada (the Summerlin area or Las Vegas West) as well as the Director for American Leadership Academy Summerlin during the first year of operation.

The EMO is currently seeking to open various "pods" of schools in Nevada. Each pod is operated independent of the others and has its own regional staff including Executive Director and Business Manager. Resources that can be shared amongst various pods will be shared. These include specialized staff such as Special Education Director, IT Director, Chief Financial Officer, etc. As a particular pod grows to the point where these positions can be supported solely by that pod, the position may move to a pod-specific role and no longer be shared. Currently, the EMO is seeking to develop three regions or pods: Las Vegas North, Las Vegas West, and Henderson/Enterprise. American Leadership Academy Summerlin will be part of the Las Vegas West Region managed by Gabe Shirey.

Mr. Shirey is one of the driving forces behind the decision to form a charter school in the Summerlin area. Mr. Shirey is passionate about providing unique and exceptional educational opportunities to his local community in Summerlin and has extensive experience in business growth and funding,

empowerment and leadership, and business organization and operations. Please see Mr. Shirey's resume at Attachment 3 for more information on this exceptional leader.

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	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization Positions						
Executive Director	0.50	0.25	0.20	0.17	0.13	0.13
Business Manager	0.50	0.25	0.20	0.17	0.13	0.13
Human Resources Specialist	0.125	0.125	0.125	0.125	0.125	0.125
Special Education Director	0	0.125	0.125	0.125	0.125	0.125
IT Director	0.1	0.1	0.1	0.1	0.1	0.1
Total Back-Office FTEs	**1.23**	**1.10**	**0.75**	**0.68**	**0.73**	**0.73**
School Staff						
Principals	0.5	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Dean of Students	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Receptionist	2	2	2	2	2	2
School Nurse	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	34	36	36	36	36	36
Classroom Teachers (Specials)	6	6	6	6	6	6
Special Education Case Manager	5	5	5	5	5	5
ELL/TESOL Specialist	1	1	1	1	1	1
Paraprofessional	3	3	3	3	3	3
Teacher Aides and Assistants	6	6	6	6	6	6
School Operations Support Staff	4	4	4	4	4	4
Total FTEs at School	**65.5**	**68**	**68**	**68**	**68**	**68**

Network

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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						



Executive Director	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
Human Resources Specialist	0.25	0.5	0.625	0.75	1	1
Special Education Director	0	0.5	0.625	0.75	1	1
IT Director	0.2	0.4	0.5	0.6	0.8	1
Curriculum Director	1	1	1	1	1	1
Total Back-Office FTEs	**2.45**	**3.4**	**3.75**	**4.1**	**4.8**	**6**
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
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 ALA Summerlin is approved. ALA Summerlin will utilize several strategies to recruit teachers including: Advertising for teachers on ALA Summerlin's and EMO's website; Posting jobs on online forums and recruitment portals; Attending education career fairs at various colleges throughout the United States; Soliciting current teachers employed by American Leadership Academy that are interested in relocating or that know teachers in Summerlin; Collaborating with colleges and universities to market job openings to recent and upcoming graduates; Soliciting teacher referrals from school stakeholders.

ALA Summerlin will leverage its relationship with COEG to perform recruitment and hiring tasks. Since ALA Summerlin will replicate the model developed by COEG; 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 Summerlin will utilize the application and interview process developed and proven by COEG. First, an applicant submits an application. The application is reviewed by a member of COEG 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 technical 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 Summerlin will be made by the Executive Director or 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 ALA Summerlin is anticipated to be from $36,000 to $44,000, depending on education, experience, and demonstrated proficiency. ALA Summerlin 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 Summerlin will participate in the Nevada Public Employee Retirement System.

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

The Governing Board of ALA Summerlin 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 Executive Director 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 Summerlin 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.

ALA Summerlin 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 Summerlin recognizes the value of employee feedback and seeks constructive participation from all employees. ALA Summerlin 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 Summerlin 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 Executive Director 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 5, 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 Summerlin 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.

ALA Summerlin 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 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 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

First-year administrators at ALA Summerlin 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; and The 7 Habits of Highly Effective People Training.

Training will be provided by third-party providers, the EMO, and the Executive Director. 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 Executive Director for ALA Summerlin 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 Executive Director during these meetings.

In addition to recurring administrator meetings, administrators will also participate in a bi-monthly book study and leadership training with the Executive Director 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 Summerlin Executive Director. The Board of Directors will evaluate the Executive Director.

In addition to formal evaluations, the ALA Summerlin Executive Director 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 Summerlin Executive Director.

(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 Summerlin will replicate the proven staffing model developed by its EMO. 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 helps 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 Summerlin 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 Summerlin anticipates ongoing growth through the addition of sister campuses. In order to ensure qualified administrative candidates for new campuses, ALA Summerlin 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 additional 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.

COEG 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin will utilize CBR. 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 Summerlin will utilize the services of its EMO to perform core Human Resources functions. COEG will provide recruitment, qualification verification, background checks, benefits management, payroll, and disciplinary support to ALA Summerlin. COEG will provide these services in concert with CBR to ensure a comprehensive HR solution for ALA Summerlin.

This arrangement permits ALA Summerlin access to a far larger benefits pool, minimizes overhead, and permits ALA Summerlin 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 Summerlin will leverage both the school's resources and the EMO's resources to scale to new sites. It is the expectation of ALA Summerlin that each new campus will be its own charter organization. The determination to open additional campuses will be the responsibility of the Boards of Directors of those organizations. Influencing factors will include the percentage enrollment obtained at existing campuses, student academic performance, and community support. As discussed above, school leadership candidates will be developed by both the EMO and ALA Summerlin. All candidates will be interviewed and the best candidate selected for the job.

Additional staff with 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.



Where possible, ALA Summerlin will maintain its own pipeline of candidates and only utilize the EMO for initial screening purposes. COEG has already created accounts with several university career centers across the nation, permitting the school to recruit from a large pool of graduates. Managing recruitment sources and processes ensures that ALA Summerlin will be able to obtain the best candidates, and not merely the pass-along candidates the EMO did not desire.

When an additional campus is opened, the Executive Director of ALA Summerlin will assume the role of Executive Director of the organization and a new Director will be appointed to the ALA Summerlin 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 Executive Director, Chief Financial Officer, Chief Academic Officer, Registrar, Special Education staff, and Federal Programs Director.

To ensure a smooth transition from the first Director to the second, the search for a replacement Director will begin early. Ideally, ALA Summerlin would like to hire the new Director half-way through the first school year to provide training and familiarize the Director with school culture, policies, and stakeholders.

This extended training period helps ensure that the successor is aligned with the mission and vision of the school and has the skills necessary to assume the role without undue disturbance.
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 Executive Director 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 Executive Director 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 Summerlin will follow a similar growth path to that of its EMO. COEG 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. COEG has an additional campus approved for 2016-17 and continues to grow year over year.

In the summer of 2015, COEG opened a new K-12 campus in San Tan Valley, AZ. The school obtained enrollment of over 1300 students during its first year of operation and jumped to 1766 students for the start of its second year of operation. COEG has extensive experience opening campuses and obtaining appropriate enrollment.

ALA Summerlin seeks to grow one campus per anum. 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 COEG, ALA Summerlin and its affiliate schools will have the benefit of experience and support. Growth necessitates the coordination of several complex processes. COEG has refined these processes through its own growth and will now share its processes and support with ALA Summerlin.

(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 Summerlin 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 Summerlin recognizes that its model requires significant staff buy-in and specific skills. For this reason, ALA Summerlin 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 Summerlin will employ both internal and external audits to ensure that all aspects of the school are aligned with the chosen school model. Internal audits will be overseen by the Executive Director of ALA Summerlin. 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 manage the daily operations of the school through the Executive Director and under the direction of the Board of Directors. The EMO will supply school administration as well as front office and back office staff.

Centralized services that the EMO will provide include legal services, special education consultation, human resources, academic consultation, professional development, information technology, marketing, and finance.

(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 23. 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 Summerlin will contract with Charter One Education Group to manage the daily operations of the school including regional administration, site administration, human resources, payroll, legal compliance, marketing, administration of the instructional program, finance, and all other operational tasks associated with running an educational institution.

The contract price with the EMO is anticipated to be $900 per student. This figure was derived by calculating the anticipated personnel and administrative overhead costs incurred by the EMO. By utilizing a straight per-student fee, each school managed by the EMO pays proportional to the number of students they educate and therefore the proportion of administrative overhead necessary to manage the school.

To put this figure into perspective, Doral Academy of Northern Nevada indicated a per-student fee of $450 per student for the EMO. In this case, however, the EMO will not employ site administration or site operational staff. Legacy Traditional School, which will open in 2017, indicated a per-student fee of $1072 per student and does provide site-based leadership and staff. Given these data points, ALA feels that the figure of $900 per student is fair for the services rendered by the EMO.

As indicated in the sample contract, ALA Summerlin can terminate the relationship with the EMO at any point it deems necessary. The performance of the EMO will be evaluated by the Board once per annum to ensure that the organization is meeting Board performance standards. The evaluation of the EMO will be based on achievement of Board established academic goals, enrollment goals, financial metrics, and community feedback. The Executive Director of the EMO will provide regular updates to the Board, including at least one annual summary of performance metrics which may be independently verified by the Board or their third-party designee, as required.

(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 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 Summerlin will have access to additional personnel for consultation purposes to ensure the success of the school. The EMO will perform periodic reviews of ALA Summerlin to provide feedback, guidance, and assistance.

The relationship between ALA Summerlin will be managed by the Executive Director of ALA Summerlin under the supervision of the Board of Directors. The Executive Director of ALA Summerlin 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.
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.



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

(8) Provide, as Attachment 20B, 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 20B 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.

ALA Summerlin 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 Summerlin will also seek to work with local media outlets to bring community awareness to the school and highlight its mission and vision.

Through its agreement with the COEG, ALA Summerlin has access to professionally designed marketing materials that can be modified for use in Nevada. ALA Summerlin 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 Summerlin 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.

Families that do not have access to internet will be permitted to enroll at the front office or enrollment trailer of ALA Summerlin.

(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 Summerlin will begin open enrollment January 2, 2018. Notification will be sent to all households within 2 miles of the school no later than November 15, 2017 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 Summerlin'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?

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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

The best way to avoid staff error is to remove them from the equation. ALA Summerlin 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 Summerlin recognizes the importance of ongoing marketing and recruitment throughout the school year. ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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 Summerlin 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					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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

(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 ALA Summerlin has chosen to open such a large campus. First, ALA Summerlin is confident that its educational model will provide a superior educational experience to the Summerlin 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 Summerlin is replicating a high performing model that has been tested and proven in various demographics in Arizona. The model has helped American Leadership Academy Arizona 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 Summerlin 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 Summerlin 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 Summerlin understands that this is a large start-up campus and has planned for the challenges this project represents. First, ALA Summerlin 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 Summerlin 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.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

Please see Attachment 10.

(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.



As a function of the agreement with COEG, the proposed school leader can also obtain training and guidance from COEG 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.

It is anticipated that the Director and Office Manager for ALA Summerlin 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?

COEG 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 their local community near Summerlin, Nevada.

After the visit from these community members, the leadership of COEG 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 COEG. Once a sufficient number of board members were identified and recruited, the Board ratified the decision to move forward with COEG 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 Summerlin. 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 Summerlin seeks to gain the resources of the EMO while also minimizing the control that the EMO exerts on the organization. As such, ALA Summerlin 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 Summerlin 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 Executive Director will be the primary party interacting with the EMO. The Executive Director 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.

There are no known conflicts of interest existing between the EMO and any board members.

(4) Please provide the following in Attachment 23:

(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 23.

(5) Provide, as Attachment 22, 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.

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.

Please see Attachment 18.

(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 18.

Please see Attachment 18.

(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 17.

Please see Attachment 17.

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.

(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 monitors 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 11, 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. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

ALA Summerlin will not service grades 9-12 at this time. Therefore, this section is not applicable.

SERVICES

(1) Provide 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 serve as a barrier to enrollment or ongoing attendance.

ALA Summerlin 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 Summerlin will seek to locate its facility centrally within the target community and within walking distance to residential developments. Additionally, ALA Summerlin 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 serve as a barrier to enrollment or ongoing attendance.

ALA Summerlin 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 Summerlin 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. More specifically, ALA Summerlin will have on hand, at all times, meals that cost one dollar or less. Students that forget their lunches or cannot afford a lunch will be given one of these reduced cost lunches. Students may also elect to purchase this cheaper option if they do not have sufficient funds for the full meal or if they just

prefer the cheaper alternative. If a specific family truly cannot afford lunches, they may request a waiver from lunch fees from the Director. The Director shall have the authority to waive fees based on documented evidence of need. The ability to waive fees is at the discretion of the Director; free or reduced lunches shall not be construed as an inherent right but as a privilege. ALA Summerlin 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 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. An EMO-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.

(d) School health and nursing services

The EMO 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 Health Services Coordinator will provide training to the ALA nurse prior to the school year. 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 Business Manager will be designated at the purchasing agent for ALA Summerlin. The 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 $5000. The business manager will be responsible for obtaining competitive bids to ensure that the organization obtains the best pricing possible. ALA Summerlin 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 Summerlin 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 Summerlin 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.

ALA Summerlin also intends to utilize visitor sign-in software to track visitors to the campus and ensure unwanted guests do not gain access to the interior of the campus. Visitors will be required to wear time-stamped visitor's badges while on campus. Guests without badges will be escorted to the front office of the school.

(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 Summerlin 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 Summerlin 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 Summerlin establish a safe and functional IT infrastructure.

As necessary, ALA Summerlin 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 Summerlin 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.

The EMO, currently utilizes the Infinite Campus Student Information System to track and report all of its student information. American Leadership Academy Arizona is its own LEA and is responsible for managing all aspects of the system without state assistance. As such, the EMO is very proficient is setting up and operating within the IC software. The EMO will support ALA Summerlin in operating the system as well as training staff on how to utilize the system.

Upon approval of the charter application, the Executive Director 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 Summerlin 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 Summerlin. 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 Summerlin with a list of policies and procedures that have been designed with legal counsel to ensure compliance with both FERPA and records retention laws.

(5) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannet charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see Attachment 12.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

(b) The number of general education classrooms required each year;

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

(d) Space requirements for administrative functions, food services and physical education.

ALA Summerlin will construct new, purpose-built facilities for their campus. It is anticipated that ALA Summerlin 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, ALA Summerlin will lease the facility from Schoolhouse Development until ALA Summerlin is able to purchase the facility through bond financing. It is anticipated that the facility for ALA Summerlin will mirror that which is being constructed for ALA-NLV. The facility boasts 72,208sf of educational space including 43 classrooms, a 13,000sf gymnasium, 728 sf full-service kitchen, five dedicated administrative offices, a nursing office, filing room, two flex offices, three dedicated special education classrooms, and a stage. The facility also has various other rooms including storage rooms, utility rooms, IT closets, teacher lounge, restrooms, and copy room. This facility will exceed the needs of the school in the first year, but meet needs all years thereafter.

The exact location of the facility is yet to be determined. 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 Summerlin is confident that sufficient land can be acquired to build the school and a price that is reasonable.
Schoolhouse Development will be responsible for managing the construction timeline to ensure that ALA Summerlin has access to the completed facilities no later than July 2018.

(2) 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.

The development company, Schoolhouse Development, is responsible for hiring/working with any brokers, contractors, or bankers necessary to secure funding, purchase property, and construct facilities. Once the facility is complete, ALA Summerlin will lease the facility from the developer.

It is estimated that property will be secured by November, 2017 and construction complete no later than July 2018. The developer has established a network of investors, bankers, and lending

institutions to fund capital for construction of charter school facilities. Once the charter application is approved, this network will be engaged to raise the necessary capital.

The Board of Directors of ALA Summerlin is responsible for approving the final site of the school prior to the purchase of property. The design of the facility may change based on school need, property restriction, and/or city guidance.

(3) 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 Summerlin will lease facilities from Schoolhouse Development.

In total, it is estimated that the facility will cost approximately fifteen million dollars. Schoolhouse Development has agreed to lease the facility to ALA Summerlin at an annual lease cost of ten percent of the total cost of the facility.

ALA Summerlin 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. The EMO 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.

(4) 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 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, 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. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

ALA Summerlin has already begun working with Schoolhouse Development to design a facility that meets the school's 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 developer will be responsible for ensuring the new facility complies with all county and municipal guidelines for educational facilities.

(5) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

As necessary, ALA will be able to rely on COEG for support and consultation services regarding facility concerns as a part of their licensing agreement.

(6) Explain the organization's plan to maintain the independent facility.

ALA Summerlin, via the EMO, 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 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.

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.
ALA Summerlin 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 and at least on parent of a student that attends the school. 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.

Pursuant to NRS 388.1343 and associated statues, the School Safety Team will also work to provide a school environment that is free from bullying and cyber-bullying. The team shall meet no less than twice a year and shall conduct investigations of violations of NRS 388.135. The team will work with the board of directors of ALA Summerlin to propose policies that help prevent bullying of any sort and create the moral and wholesome environment that is essential to ALA Summerlin.

(2) Provide, as Attachment 14, 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 14.

7. Financial Plan

(1) 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.

The EMO will employ a 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 $5000 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 Executive Director.

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. The EMO will be given access to certain school accounts to complete payroll transactions.

Payroll will be handled by the EMO human resources team. 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 and the EMO. The Executive Director 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.

(2) As Attachment 15, 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 15. 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 15.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

Please see Attachment 16.

(4) Submit, as Attachment 21, 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 21.

(5) 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 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 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 Executive Director shall be responsible for implementing the policies of the Board, including the policies pertaining to school finance. The Executive Director shall oversee the Business Manager to ensure all policies are followed with exactness.

(6) 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 17.

Please see Attachment 17.

(7) Complete the audit data worksheet in Attachment 18. 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 17.

Please see Attachments 17 and 18.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

ATTACHMENT 1
(LETTERS OF COMMUNITY SUPPORT)

State Capitol Building
101 N. Carson Street, Suite 2
Carson City, NV 89701
775-684-7111

Grant Sawyer Office Building
555 E. Washington Avenue, Suite 5500
Las Vegas, NV 89101
702-486-2400

Office of the Lieutenant Governor
Mark A. Hutchison

January 10, 2017

Adam Johnson, Chair
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Chair Johnson:

It is my pleasure to write this letter of support for the American Leadership Academy [ALA] - Summerlin's charter application. ALA's pursuit of providing the best educational experience in a moral and wholesome environment to as many students as possible is commendable. If approved, ALA - Summerlin could greatly enhance the educational opportunities for many of Nevada's students.

With its vision of "Learn. Lead. Change the World", ALA replicates a proven educational model that emphasizes civic engagement, leadership development, and academic excellence. The state of Arizona recognizes ALA's model as a top-performer and has ranked it in the top five percent of school districts throughout the state.

Charter schools provide benefits to our communities and immeasurable value to a child's future. Approval of ALA - Summerlin would allow Nevada families a choice and greater accessibility to proven excellence and high-quality education for their children. Thank you for providing me with this opportunity to express my support for the American Leadership Academy [ALA] - Summerlin's charter application. Please do not hesitate to contact me if I may be of further assistance in providing you with additional comment.

Best Regards,

Mark A. Hutchison
Lieutenant Governor
State of Nevada

CHILDREN'S BONE & SPINE SURGERY

JONATHAN F. CAMP, M.D.
PEDIATRIC ORTHOPEDIC SURGERY / SCOLIOSIS
DAVID G. STEWART JR., M.D.
PEDIATRIC ORTHOPEDIC SURGERY / TRAUMA
JASON H. NIELSON, M.D.
PEDIATRIC & ADOLESCENT SPORTS MEDICINE

January 9, 2017

Dear Nevada State Authority Members,

On behalf of Children's Bone and Spine Surgery, I am pleased to write this letter in support of the charter application for American Leadership Academy - Summerlin. ALA'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,

Jason H. Nielson, M.D.
Children's Bone and Spine Surgery, LLP

Pediatric Orthopedic Surgery
1525 E Windmill Lane, Ste 201, Las Vegas, NV 89123 • 9050 W Cheyenne Avenue, Ste 110, Las Vegas, NV 89129
Phone 702.434.6920 • Fax 702.434.1524 • Phone 702.998.5200 • Fax 702.998.5201
www.cbsortho.com

CBR
Creative Business Resources

January 13, 2017

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

Dear Nevada State Authority Members,

On behalf of Creative Business Resources, I am pleased to write this letter in support of the charter application for American Leadership Academy Summerlin (ALA Summerlin). ALA Summerlin'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!"

ALA Summerlin is replicating a proven educational model focused on a results oriented and research based traditional education that is supplemented with SMART goals, civic engagement and leadership curriculum. The ALA model has been recognized as one of the top-performing models in the state of Arizona and it 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 Summerlin will operate in a responsible and efficient manner. As such, I encourage the Nevada State Public Charter School Authority to approve their application.

Respectfully, Michael Tope

Michael Tope
CEO

1/9/2017

Re: American Leadership Academy
Professional Recommendation

Dear Sir or Madam,

I appreciate the opportunity to provide my recommendation of American Leadership Academy (ALA), as well as my experience with their organization both personally and professionally.

I was first introduced to American Leadership Academy through my childrens attendance in their schools. To date, I have 4 of my children enrolled in their program ranging from kindergardten to 10th grade. While we know how substantially children differ in learning styles, personalities, special interests and more, I have found that ALA has positively supported all my children. Each of my children have found success in their school work, sports, music and dance. Both the teachers and administrative staff I have met with have a true passion for their work. I feel they are on the forefront of education and think outside the box to create an atmosphere which encourages children to meet their potential.

On a professional level, American Leadership Academy has been an excellent client to service. Their staff is responsive to questions and is educated with regards to insurance and risk management. They put the protection of their teachers and students first, whereas many other organizations may cut corners with safety and insurance protection to improve their bottom line. ALA works closely with our agency to assess emerging risks, and has implemented a comprehensive program consisting of insurance protection and safety/risk management action items. We look forward to a long term relationship with their team, and are confident in their ability for continued growth and advancement.

Please feel free to contact me if any additional information would be useful.

Thank you,

Micah Rogers
President and Owner
LeBaron & Carroll Insurance
1350 E Southern Ave
Mesa AZ 85204
480-834-9315 | Office
480-206-1945 | Cell
480-844-9866 | Fax
micah@lebaroncarroll.com

Dear Mr Way,

I wanted to send you a Thank you note, to let you know how much I appreciate you for having faith in me. I am so grateful for the opportunity that you gave me to attend ALA I never thought in my wildest Dreams that I would have as many opportunities as I have had to perform, serve, learn and grow. Queen Creek High was holding me back and you gave me the ability to accomplish my goals. Thank you for supporting me and giving me a chance.

Love,
Dakota





AMERICAN LEADERSHIP ACADEMY

* American Leadership Academy has been given permission to use this material for publications, website content, and related products/services.

ATTACHMENT 2
(LEADERSHIP TEAM JOB DESCRIPTIONS)

ATTACHMENT 2: LEADERSHIP ROLE JOB DESCRIPTIONS

EXECUTIVE DIRECTOR

Job Summary

The Executive Director is responsible for the effective operation of the organization; general administration of all instructional, business or other operations of the organization; and for the advising and making recommendations to the Board of Directors with respect to such activities. The Executive Director is responsible for providing leadership to achieve strategic goals established by the Board and to ensure fidelity to the ALA Summerlin model amongst all of the ALA Summerlin schools that they have been assigned to supervise.

Primary Activities

The Executive Director shall possess the following powers and be charged with the following duties:

- The right to speak on all matters before the Board, but not to vote.

- 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 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 the 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 ensure 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 that 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 that 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 decision 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 and 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 dates 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 teaching and non-teaching personnel of the organization.

- Prior to action by the Board, recommend the appointment, discipline or termination of employment of the administrators 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 are 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 liason with community groups that are interested or involved in the educational programs of the organization.

- Act on own direction 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.

- Implement and communicate internally and externally the mission, vision, values, core beliefs, strategic plan and goals of ALA.

- Provide leadership and support to the Executive Director 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 that he/she supervises within the ALA Summerlin charter school network.

- Ensure that policies, procedures and school rules are implemented with integrity and consistency, promoting a healthy culture and enrichment.

- 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 submit recommendations to the Board for alternative actions.

- Work to reserve and increase the school's development income. Implement fundraising 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 resource 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 environment to accomplish ALA Summerlin 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, act 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 and 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 Summerlin.

- Serve as an articulate and knowledgeable spokesperson for ALA Summerlin.

Qualifications

- Master's Degree or Higher Preferred
- Executive Business Administrative Experience
- Previous leadership experience with a background in implementing sound business practices as evidenced by highly effective and efficient operations.

CHIEF ACADEMIC OFFICER

Job Summary

The Chief Academic officer works closely with campus administration, the district academic team, the 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-8 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 I, 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 all actions listed in the continuous improvement plan, work with the Executive Director and campus administration to ensure full implementation.

- Collaborate with the SPED director, ELL coordinator, curriculum specialist, Title I 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 I director, gifted director, and SPED. 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 Summerlin's teacher evaluation tools.

- Assist ALA Summerlin in the research 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 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 Executive Director and EMO CFO 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 campus)
- 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-8 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

BUSINESS MANAGER

Job Summary

The Business Manager will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial related activities of ALA Summerlin. 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. The Business Manager will work in conjunction with the EMO CFO to meet these requirements, but direct financial control will lie with American Leadership Academy Summerlin.

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 hands on leadership to develop timely and accurate analysis of budgets, financial trends and forecasts.
- 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 ensure compliance with GAAP and applicable federal, state and local regulatory laws and rules for financial audits, as well as tax reporting and 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's Degree in business, finance or accounting. Prefer MBA or CPA
- Previous experience in school financial management, accounting, controlling, budgeting or other related experience.

DIRECTOR

Job Summary

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 pertinent state and federal laws.

Responsibilities

- Implement and communicate internally and externally the mission, vision, values, core beliefs, strategic plan and goals of ALA.

- Provide leadership and support to the Director 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 that he/she supervises within the ALA Summerlin charter school network.

- Ensure that policies, procedures and school rules are implemented with integrity and consistency, promoting a healthy culture and enrichment.

- 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 submit recommendations to the Board for alternative actions.

- Work to reserve and increase the school's development income. Implement fundraising 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 resource and assets, be they human, physical or financial.

- 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, act 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 oversight of the development and 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 Summerlin.

- Serve as an articulate and knowledgeable spokesperson for ALA Summerlin.

- 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 evidenced by highly effective and efficient operations.

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 Executive Director with respect to such activities.

Responsibilities

- Directly supervises campus Assistant Director(s) 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 years of previous experience in a management position

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 provides 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 makes adjustments as necessary using student performance.
- Oversees the schools 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
(RESUMES FOR SCHOOL LEADERS)

PROPOSED EXECUTIVE DIRECTOR

GABE A. SHIREY

940 Hickory Park St, Las Vegas, NV 89138 702.493.5661 gshirey@alaschools.org

PROFILE

I am an empowering leader who builds, trains and mentors large teams and groups. I create and set new standards within each organization and will only work in an environment built to uplift and inspire. I am a best selling author, a darn good golfer and a well traveled keynote speaker. I am the most organized person I know. I live to make a difference in everyone's life. To write this paragraph hurts because my least favorite word is, "I". My wife and I have been married for 6 years and we have two daughters.

EXPERIENCE

PRESIDENT/CEO, ARCHANGEL GLOBAL; LAS VEGAS, NV – 2008-PRESENT

ArchAngel Global is a privately owned entity with a diversified portfolio in the Health Care Devices, Rental Real Estate and E-Commerce sectors.

V.P. OF SALES, WWW.PIGEONSHIP.COM; LAS VEGAS, NV – 2014-2016

Created and implemented company sales standards, standard operating procedures, created and led a national sales force of 400+ reps.

SURGICAL DEVICE CONSULTANT, BIOCOMPOSITES/S&N; LAS VEGAS, NV - 2012-2015

Assisted orthopedic surgeons with total knee and hip replacement surgery in the Operating Room by bringing, training and supplying the physician with the hardware components necessary to complete the surgery. #1 in sales volume in North America.

FOUNDER/CEO, 3 DAY MBA; LAS VEGAS, NV – 2008-2012

Creator, Director & Keynote speaker to thousands of entrepreneurs nationwide. Created a desired brand of training & coaching targeting small businesses and entrepreneurs. Oversaw all department heads of the business namely event planning, social media, product development, brand management, customer service, compliance and tele-sales. Exceeded over $60 Million in sales.

EDUCATION

UNIVERSITY OF UTAH, SALT LAKE CITY, UT - BUSINESS & COMMUNICATION 2004

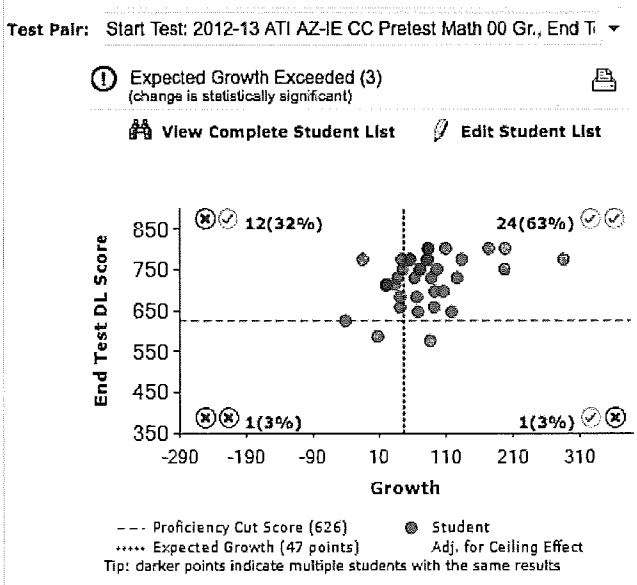
REFERENCES

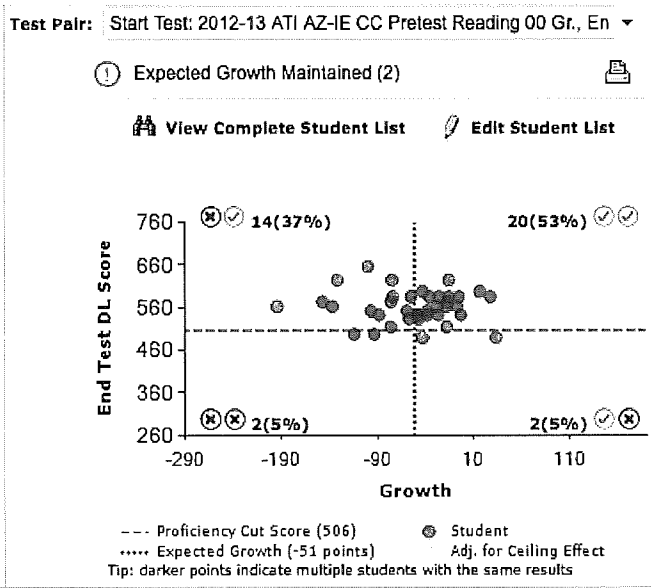
PigeonShip CEO (www.PigeonShip.com): Jared Overton - jaredoverton2000@me.com - 801.369.5354
Oracle VP of Sales (www.Oracle.com): Brain Farro - bfarro@advancedrxmgt.com - 408.981.9416
World Ventures VP of Sales (www.WorldVentures.com): Marc Accetta - edgemail@sbcglobal.net - 214.215.1863
BioComposites VP of Sales (www.BioComposites.com): Gary Scheel - grs@biocomposites.com - 480.861.7327

Attachment 3 - Student Achievement Data

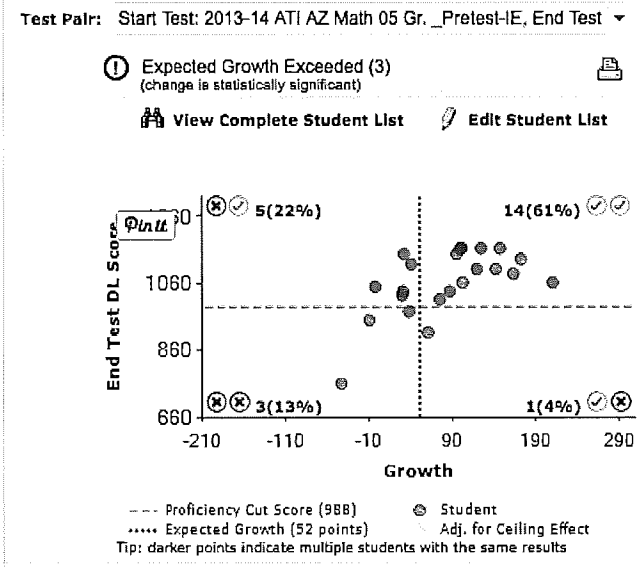
MATH	READING

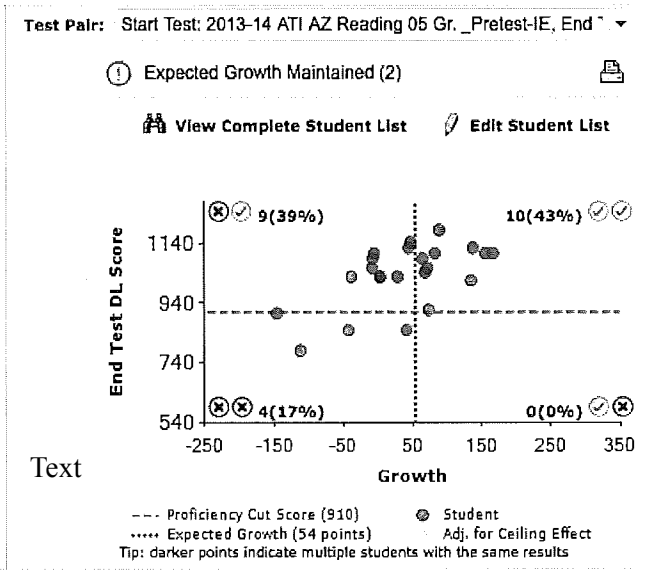
2012-13





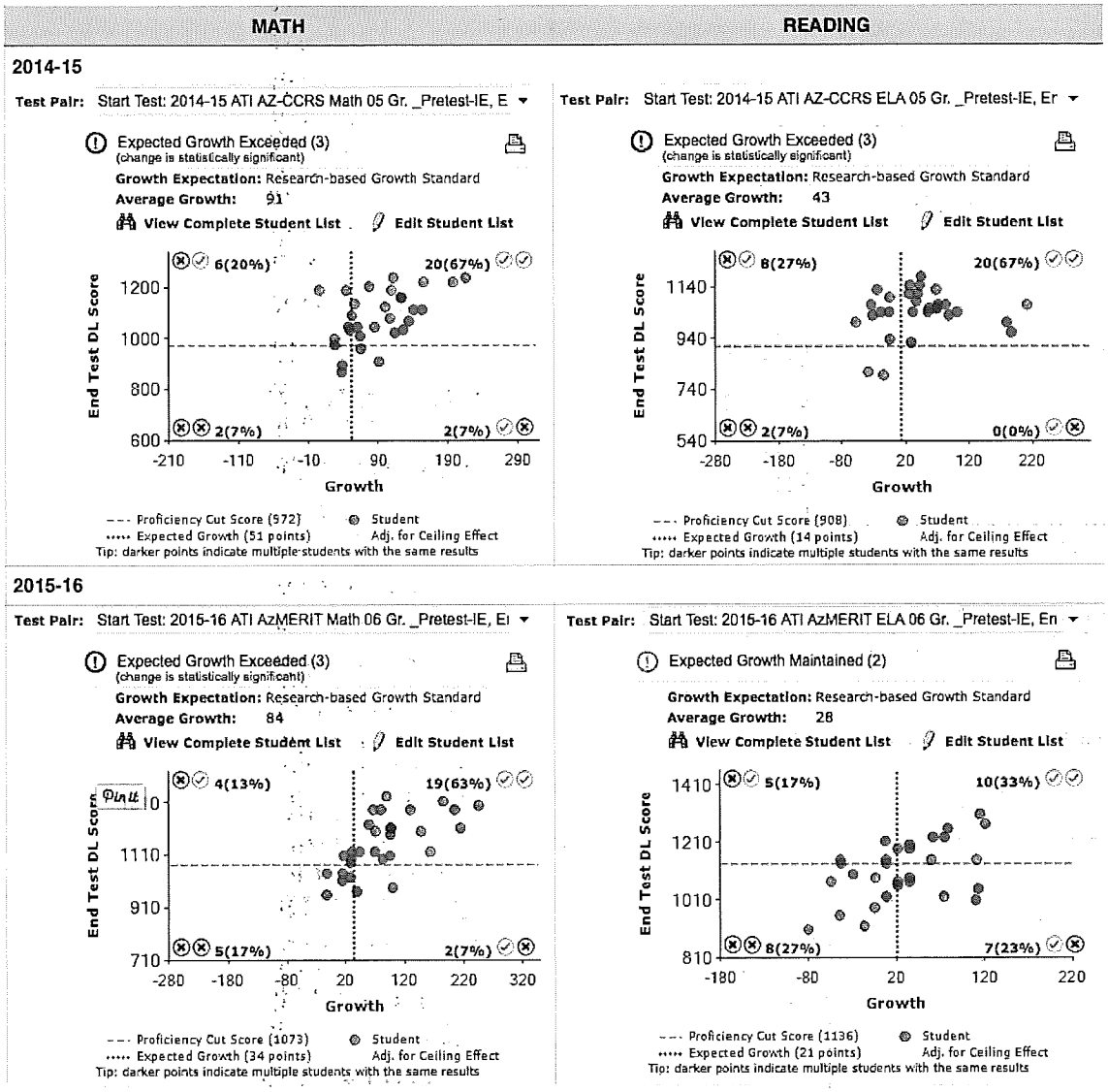
2013-14





Text

*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. Griess has obtained expected growth or exceeded growth in both Math and Reading while working at American Leadership Academy/Charter One Education Group.



*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. Griess has obtained expected growth or exceeded growth in both Math and Reading while working at American Leadership Academy/Charter One Education Group.

ATTACHMENT 4
(COMPETENCIES USED FOR SCHOOL LEADER SELECTION)



Leadership competencies refers to the "underlying motives and habits – patters of thinking, feeling, acting, and speaking – that cause a person to be successful in a specific job or role."[1]

For American Leadership Academy Summerlin, 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 a high standard. It means that the leader embodies the traits that he/she want their staff to possess. A person who is a leader over themselves engages in continual introspection and evaluation and is committed to ongoing leaning and improvement.

A leader with a data driven focus recognizes the importance of setting goals and accurately measuring progress toward 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 ALA Summerlin must be passionate. They must be passionate about changing lives, traditional 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 Summerlin must not be content to meet standards, they must constantly seek to grow and to achieve at a higher level 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 Summerlin will demonstrate exceptional resourcefulness to fulfill the mission of the school.

Charity is defined as the "benevolent goodwill or love of humanity."[2] A leader at ALA Summerlin 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.

---

[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

[2] Merriam-Webster Dictionary



A leader at American Leadership Academy Summerlin 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 Summerlin will be honest and will demonstrate integrity.

The proposed school leader, Gabe Shirey, possesses all of the competencies listed above and seeks to make them a more central part of his character on a continual basis.

ATTACHMENT 5
(TEACHER EVALUATION TOOLS)

TEACHER EVALUATION RUBRIC
(Based off of the Danielson Framework)

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	*The teacher makes content errors.* *The teacher does not consider prerequisite relationships when planning.* *The teacher's plans use inappropriate strategies for the discipline.*	*The teacher's understanding of the discipline is rudimentary.* *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* *Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.*	*The teacher can identify important concepts of the discipline and their relationships to one another.* *The teacher provides clear explanations of the content.* *The teacher answers students' questions accurately and provides feedback that furthers their learning.* *Instructional strategies in unit and lesson plans are entirely suitable to the content.*	In addition to the characteristics of "proficient," *The teacher cites intra- and interdisciplinary content relationships.* *The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.* *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.*	
Possible Examples	*The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*	*The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* *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.*	*The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* *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.* *The teacher plans to expand a unit on civics by having students simulate a court trial.*	*In a unit on 19th century literature, the teacher incorporates information about the history of the same period using primary source documents.* *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.* *A teacher reviews the various planets and the most recent scientific publishings. Historical scientific publishings are also reviewed to evaluate the scientific findings over time.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1b: **Demonstrating Knowledge of Students**	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.	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.	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.	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.	
Critical Attributes	*Teacher does not understand child development characteristics and has unrealistic expectations for students.* *Teacher does not try to ascertain varied ability levels among students in the class.* *Teacher is not aware of student interests or cultural heritages.* *Teacher takes no responsibility to learn about students' medical or learning disabilities.*	*Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.* *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	*The teacher knows, for groups of students, their levels of cognitive development* *The teacher is aware of the different cultural groups in the class.* *The teacher has a good idea of the range of interests of students in the class.* *The teacher has identified "high," "medium," and "low" groups of students within the class.* *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* *The teacher is aware of the special needs represented by students in the class.*	In addition to the characteristics of "proficient," *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* *Student groups are fluid based on mastery of lesson content.* *The teacher seeks out information about their cultural heritage from all students.* *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*	

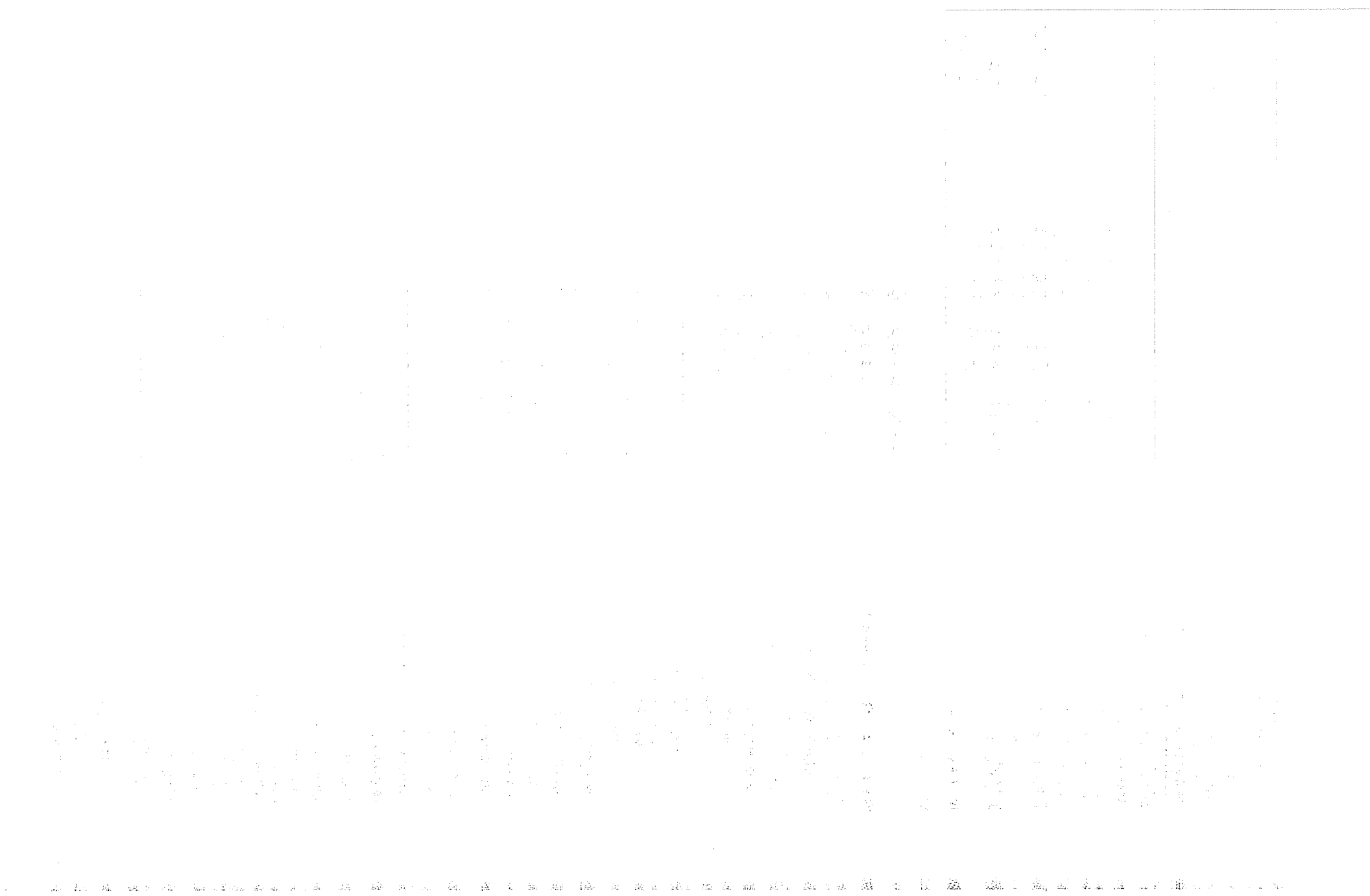
Possible Examples	*The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.* *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* *The teacher plans to teach his class Christmas carols, and does not take into consideration teaching songs related to the four religions represented amongst his students.*	*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.* *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* *Lesson plans make only peripheral reference to students' interests.* *The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.*	*The teacher creates an assessment of students' levels of cognitive development.* *The teacher examines students' previous year's data to ascertain the proficiency levels of groups of students in the class.* *The teacher administers a student interest survey at the beginning of the school year.* *The teacher plans activities based on student interests.* *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.* *The teacher plans to review the World's major religions according to the Core Knowledge sequence the time of Christmas.* *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.* *Accommodation and modifications for all applicable students are listed in the teacher's lesson plan.* *The teacher groups students appropriately based upon their mastery of the content presented in the lesson.*	*The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* *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.* *The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.* *The teacher regularly uses differentiated assessment materials for several students with learning disabilities.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1c: **Setting Instructional Essential questions**	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	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.	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.	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.	
Critical Attributes	*Essential questions were not posted or* *Essential questions lack rigor.* *Essential questions do not represent important learning in the discipline.* *Essential questions are not clear or are stated as activities.* *Essential questions are not suitable for many students in the class.* *Opportunities to incorporate leadership are completely missed.* *It is evident that the students talk little if ever about leadership during class.*	*Essential questions represent a mixture of low expectations and rigor.* *Some essential questions reflect important learning in the discipline.* *The objective was used to introduce and summarize the lesson.* *Essential questions are suitable for most of the class.* *Some of the objective may contain leadership language within.* *Leadership essential questions are completed separately from core instruction.*	*Essential questions represent high expectations and rigor.* *Essential questions are related to "big ideas" of the discipline.* *Essential questions are written in terms of what students will learn rather than do.* *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.* *Essential questions are suitable to groups of students in the class, differentiated where necessary.* *Some of the essential questions have leadership consciously built into them.*	In addition to the characteristics of "proficient," *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* *Teacher connects essential questions to previous and future learning* *Essential questions are differentiated to encourage individual students to take educational risks.* *Vocabulary within the objective is defined by the students.* *Teacher plans integration of leadership in all/most other lessons.* *Integration of the essential questions throughout the lesson is natural.* *Essential questions are utilized to enhance the lesson and increase learning.*	

Possible Examples				
	Objective is not posted and/or stated. *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* *All the essential questions for a ninth grade history class are factual knowledge.* *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.* *Despite having a number of ELL students in the class, the Essential questions state that all writing must be grammatically correct.* *If asked, students cannot name or describe the 7 habits and classroom jobs were never assigned or used.* *The students cannot give examples of leadership within their class.*	*Essential questions consist of understanding the relationship between addition and multiplication and memorizing facts.* *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.* *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.* *Leadership essential questions are completed each week on the same day and time and never brought into other lessons.*	*One of the essential questions is for students to answer "What aesthetics existed in 18th century English poetry?"* *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.* *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.* *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.* *The teacher consistently incorporates leadership language into several daily essential questions.*	*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.* *Students will develop a concept map that links previous learning goals to those they are currently working on.* *Some students identify additional learning beyond the posted essential questions, and the teacher revised the essential questions to include the additional learning.* *The teacher frequently refers back to the objective, and asks the students to analyze the vocabulary within the objective.* *Students were asked to state synonyms and homonyms for Tier 2 and Tier 3 vocabulary within the objective.* *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."*

	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.	

Critical Attributes	*The teacher only uses district-provided materials, even when more variety would assist some students.* *The teacher does not seek out resources available to expand his/her own skill.* *Although aware of some student needs, the teacher does not inquire about possible resources with the school specialists.*	*The teacher uses materials in the school library, but does not search beyond the school for resources.* *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.* *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	*Texts are at varied levels.* *Texts are supplemented by guest speakers and field experiences.* *Teacher utilizes Internet resources.* *Resources are multi-disciplinary.* *Teacher expands knowledge with professional learning groups and organizations.* *Teacher pursues options offered by universities.* *Teacher provides lists of resources outside the class for students to draw on.*	In addition to the characteristics of "proficient," *Texts are matched to student skill level.* *The teacher has ongoing relationship with colleges and universities that support student learning.* *The teacher maintains log of resources for student reference.* *The teacher pursues apprenticeships to increase discipline knowledge.* *The teacher facilitates student contact with resources outside the classroom.*
Possible Examples	*For their unit on China, the students accessed all of their information from the district-supplied textbook.* *Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn how to each fractions with such a busy schedule.* *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	*For a unit on ocean life; the teacher really needs more books, but his teammates only have three for him to borrow.* *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	*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.* *The teacher took an online course on Literature to expand her knowledge of great American writers.* *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	*The teacher spends his/her vacation at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.* *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.*



ATTACHMENT 5 - TEACHER EVALUATION TOOLS

	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; the progression of activities is 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	*Learning activities are boring and/or not well aligned to the instructional goals.* *Materials are not engaging or do not meet instructional Essential questions.* *Lesson plans are not structured or sequenced and are unrealistic in their expectations.* *Teacher disregards ALA curriculum in favor of others.* *Teacher is not on pace to complete most of the ALA curriculum map.* *Teacher discourages the use of ALA curriculum to colleagues or students.* *Teacher often uses the ALA curriculum material incorrectly.*	*Learning activities are moderately challenging.* *Learning resources are suitable, but there is limited variety.* *Lesson structure is uneven or may be unrealistic in terms of time expectations.* *Teacher often leave parts out of Saxon Math that he/she does not enjoy teaching.*	*Learning activities are matched to instructional Essential questions.* *Activities provide opportunity for higher-level thinking through the use of the Depth of Knowledge matrix or Bloom's Taxonomy.* *Teacher provides a variety of appropriately challenging materials and resources.* *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* *The plan for the lesson or unit is well structured, with reasonable time allocations.* *An evaluator can observe that the teacher is where they should be on the curriculum map according to decisions made during PLC meetings.*	In addition to the characteristics of "proficient," *Activities permit student choice. Learning experiences connect to other disciplines.* *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* *Lesson plans differentiate for individual student needs.* *Teacher shares newly found/created resources with colleagues.* *Teacher often helps other teachers with the correct usage of ALA curriculum materials.* *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.*	

Possible Examples	*After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.* *Teacher is overheard say that an ALA adopted curriculum is a terrible system and he/she will not use it.* *Teacher spends so long on his/her favorite unit in Science that several Social Studies units are not taught.* *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.* *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.* *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	*After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* *Teacher will complete most of the curriculum map but does not have time to finish final units.* *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.* *The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.* *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	*The teacher reviews her learning activities with a reference to Tier 2 vocabulary and rewrites some of the activities to increase the challenge level.* *Revisions to the ALA curriculum map are made based on student data.* *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* *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.* *The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.*	*The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those challenge them.* *The teacher often helps fellow teachers use the ALA curriculum more effectively.* *The teacher enriches the current curriculum map and materials by making contributions and recommendations for improvement of overall student learning.* *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.* *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.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1f: **Designing Student Assessments**	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.	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.	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.	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.	
Critical Attributes	*Assessments do not match instructional Essential questions.* *Assessments have no criteria.* *No formative or summative assessments have been designed.* *Assessment results do not affect future plans.*	*Only some of the instructional Essential questions are addressed in the planned assessments.* *Assessment criteria are vague.* *Plans refer to the use of formative or summative assessments, but they are not fully developed.* *Assessment results are used to design lesson plans for the whole class, not individual students.*	*All the learning Essential questions have a method for assessment.* *Assessment types match learning expectations.* *Plans indicate modified assessments for some students as needed.* *Assessment criteria are clearly written.* *Plans include formative or summative assessments to use during instruction.* *Lesson plans indicate possible adjustments based on formative and summative assessment data.* *The teacher has a clear plan to track student level data and is an active participate in the creation of common assessments during PLCs.*	In addition to the characteristics of "proficient," *Assessments provide opportunities for student choice.* *Students participate in designing assessments for their own work.* *Teacher-designed assessments are authentic with real-world application, as appropriate.* *Students develop rubrics according to teacher-specified learning Essential questions.* *Students are actively involved in collecting information from assessments and provide input.* *The teacher utilizes various forms of student data to increase student growth using action plans developed in PLC meetings.*	

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 geo-political 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**	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.	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 disrespect 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.	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.	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	
Critical Attributes	*Teacher uses disrespectful talk towards students.* *Student body language indicates feelings of hurt or insecurity.* *Students use disrespectful talk towards one another with no response from the teacher.* *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	*The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	*Talk between teacher and students and among students is uniformly respectful.* *Teacher responds to disrespectful behavior among students.* *Teacher makes superficial connections with individual students.* *The teacher strives to motivate students intrinsically through positive interactions.*	In addition to the characteristics of "proficient," *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* *When necessary, students correct one another in their conduct towards classmates.* *There is no disrespectful behavior among students.* *The teacher's response to a student's incorrect response respects the student's dignity*	

Possible Examples	*A student slumps in his/her chair following a comment by the teacher.* *Students roll their eyes at a classmate's idea; the teacher does not respond.* *Many students talk when the teacher and other students are talking; the teacher does not correct them.* *Some students refuse to work with other students.* *Teacher does not call students by their names.*	*Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* *A few students do not engage with others in the classroom, even when put together in small groups.* *Students applaud half-heartedly following a classmate's presentation to the class.* *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders.* *When disrespectful behavior is demonstrated by student to each other, the teacher does not utilize the opportunity to discuss leadership principles.*	*Teacher greets students by name as they enter the class or during the lesson.* *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* *Students attend fully to what the teacher is saying.* *Students wait for classmates to finish speaking before beginning to talk.* *Students applaud politely following a classmate's presentation to the class.* *Students help each other and accept help from each other.* *Teacher and students use courtesies such as "please/thank you, excuse me."* *When disrespectful behavior is demonstrated by students to each other, the teacher utilizes the opportunity to discuss leadership principles.*	*The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* *Students say "Shhh" to classmates while the teacher or another student is speaking.* *Students clap enthusiastically for one another's presentations for a job well done.* *The teacher says: "That's an interesting idea, Josh, but you're 'forgetting…."* *The teacher has established a polite signal to regain student attention.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2b: Establishing a culture for Learning	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.	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.	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.	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.	
Critical Attributes	*The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* *The teacher conveys to at least some students that the work is too challenging for them.* *Students exhibit little or no pride in their work.* *Class time is devoted more to socializing than to learning*	*Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* *The teacher conveys high expectations for only some students.* *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* *Many students indicate that they are looking for an "easy path."*	*The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* *The teacher demonstrates a high regard for student abilities.* *Teacher conveys an expectation of high levels of student effort.* *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "Proficient," *The teacher communicates a genuine passion for the subject.* *Students indicate that they are not satisfied unless they have complete understanding.* *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* *Students recognize the efforts of their classmates.* *Students take initiative in improving the quality of their work.*	

Possible Examples	*The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* *Teacher says to a student: "Why don't you try this easier problem?"* *Students turn in sloppy or incomplete work.* *Students don't engage in work and the teacher ignores it.* *Students have not completed their homework and the teacher does not respond.* *Almost all of the activities are "busy work."*	*Teacher says: "Let's get through this."* *Teacher says: "I think most of you will be able to do this."* *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* *Teacher does not encourage students who are struggling.* *Some students get to work after an assignment is given or after entering the room.*	*Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* *Teacher says: "This idea is really important! It's central to our understanding of history."* *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* *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.* *Students get right to work right away when an assignment is given or after entering the room.*	*The teacher says "It's really fun to find the patterns for factoring polynomials."* *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* *Students question one another on answers.* *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* *Students work even when the teacher isn't working with them or directing their efforts.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2c **Managing classroom procedures**	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.	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.	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. With minimal guidance and prompting, students follow established classroom routines.	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.	
Critical Attributes	*Students not working with the teacher are disruptive to the class.* *There are no established procedures for distributing and collecting materials.* *Procedures for other activities are confused or chaotic.*	*Small groups are only partially engaged while not working directly with the teacher.* *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* *Classroom routines function unevenly.*	*The students are productively engaged during small group work.* *Transitions between large and small group activities are smooth.* *Routines for distribution and collection of materials and supplies work efficiently.* *Classroom routines function smoothly.*	In addition to the characteristics of "proficient," *Students take the initiative with their classmates to ensure that their time is used productively.* *Students themselves ensure that transitions and other routines are accomplished smoothly.* *Students take initiative in distributing and collecting materials efficiently.*	
Possible Examples	*When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* *There are long lines for materials and supplies or distributing supplies is time- consuming.* *Students bump into one another lining up or sharpening pencils.* *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* *Most students ask what they are to do or look around for clues from others.*	*Some students not working with the teacher are not productively engaged in learning.* *Transitions between large and small group activities are rough but they are accomplished.* *Students are not sure what to do when materials are being distributed or collected.* *Students ask some clarifying questions about procedures* *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	*Students get started on an activity while the teacher takes attendance.* *Students move smoothly between large and small group activities.* *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* *Teacher has an established attention signal.* *In small group work, students have established roles, they listen to one another, summarize different views, etc.* *Clean-up at the end of a lesson is fast and efficient.*	*Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* *A student reminds classmates of the roles that they are to play within the group.* *A student re-directs a classmate to the table s/he should be at following a transition.* *Students propose an improved attention signal.* *Students independently check themselves into class on the attendance board.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2d **Managing Student Behavior**	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.	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.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	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.	
Critical Attributes	*The classroom environment is chaotic, with no apparent standards of conduct.* *Positive student behavior is not recognized.* *The teacher does not monitor student behavior.* *Some students violate classroom rules, without apparent teacher awareness.* *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	*Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* *Positive student behavior is recognized inconsistently or very little.* *Teacher attempts to keep track of student behavior, but with no apparent system.* *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	*Standards of conduct appear to have been established.* *Student behavior is generally appropriate.* *Positive student behavior is recognized most of the time.* *Student behavior is tracked consistently.* *Teacher's response to student misbehavior is effective.*	In addition to the characteristics of "proficient," *Student behavior is entirely appropriate; no evidence of student misbehavior.* *It is evident that all students know that their teacher loves them and that they understand all behavior expectations.* *The teacher monitors student behavior without speaking – just moving about.* *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*	
Possible Examples	*Students are talking among themselves, with no attempt by the teacher to silence them.* *An object flies through the air without apparent teacher notice.* *Students are running around the room, resulting in a chaotic environment.* *Phones and other electronics distract students and the teacher doesn't do anything.*	*Classroom rules are posted, but neither teacher nor students refers to them.* *The teacher repeatedly asks students to take their seats; they ignore him/her.* *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	*Upon a non-verbal signal from the teacher, students correct their behavior.* *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	*A student suggests a revision in one of the classroom rules.* *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* *The teacher asks to speak to a student privately about misbehavior.* *A student reminds his/her classmates of the class rule about chewing gum.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2e: **Organizing physical space**	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.	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.	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.	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.	
Critical Attributes	*There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.* *The classroom is extremely cluttered and overall cleanliness poses a concern.* *Available technology is not being used, even if available and its use would enhance the lesson.*	*The physical environment is safe, and most students can see and hear.* *The physical environment is not an impediment to learning, but does not enhance it.* *The teacher makes limited use of available technology and other resources.*	*The classroom is safe, and all students are able to see and hear.* *The classroom is arranged to support the instructional goals and learning activities.* *The classroom is mostly organized and clean.* *All items in the classroom have an academic purpose.* *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," *Modifications are made to the physical environment to accommodate students with special needs.* *The room is a model example of organization and cleanliness.* *There is total alignment between the goals of the lesson and the physical environment.* *Students take the initiative to adjust the physical environment.* *Teachers and students make extensive and imaginative use of available technology.*	
Possible Examples	*There are electrical cords running around the classroom.* *There is a pole in the middle of the room; some students can't see the board.* *A white board is in the classroom, but it is facing the*	*The teacher ensures that dangerous chemicals are stored safely.* *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a*	*There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* *Desks are moved to make tables so students can work together, or in a circle for a class discussion.*	*Students ask if they can shift the furniture to better suit small group work, or the discussion.* *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.*	

	wall, indicating that it is rarely, if ever, used.	*portion of the lesson.* *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.* *The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.*	*Student work is seen in the classroom and learning reference materials are posted to enhance a current unit of study.* *A word wall, WIGS, classroom mission statement, and other curriculum resource materials are seen within the room.* *The use of an Internet connection enriches the lesson.*	*A student suggests an application of the white board for an activity.*

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3a: Communicating with students	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.	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.	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.	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 artful 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.	
Critical Attributes	*At no time during the lesson does the teacher convey to the students what they will be learning.* *Students indicate through their questions that they are confused as to the learning task.* *The teacher makes a serious content error that will affect students' understanding of the lesson.* *Students indicate through body language or questions that they don't understand the content being presented.* *The teacher's communications include errors of vocabulary or usage.*	*The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* *Teacher must clarify the learning task so students can complete it.* *The teacher makes no serious content errors, although may make a minor error.* *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* *Vocabulary and usage are correct but unimaginative.* *Vocabulary is too advanced or juvenile for the students.*	*The teacher states clearly, at some point during the lesson, what the students will be learning.* *If appropriate, the teacher models the process to be followed in the task.* *Students engage with the learning task, indicating that they understand what they are to do.* *The teacher makes no content errors.* *Teacher's explanation of content is clear, and invites student participation and thinking.* *Vocabulary and usage are correct and completely suited to the lesson.* *Vocabulary is appropriate to the students' ages and levels of development.*	In addition to the characteristics of "proficient," *The teacher points out possible areas for misunderstanding.* *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* *All students seem to understand the presentation.* *The teacher invites students to explain the content to the class, or to classmates.* *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*	

	Vocabulary is inappropriate to the age or culture of the students.		*The teacher frequently checks for understanding and immediately corrects misconceptions.*	
Possible Examples	*A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* *The teacher states that to add fractions, they must have the same numerator.* *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.* *The teacher uses technical terms with an elementary class without explaining their meanings.* *The teacher says "ain't."*	*The teacher mis-pronounces "..."* *The teacher says: "And oh, by the way, today we're going to factor polynomials."* *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* *Students ask "What do I write here?" in order to complete a task.* *The teacher says: "Watch me while I show you how to ...." with students asked only to listen.* *A number of students do not seem to be following the explanation.* *Students are inattentive during the teacher's explanation of content.*	*"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* *During a math lesson, the teacher is seen asking the students to follow the problem solving process of "Know, Need, Plan."* *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	*The teacher says: "Here's a spot where some students have difficulty: ... be sure to read it carefully."* *The teacher asks a student to explain the task to other students.* *When needed, a student offers clarification about the learning task to classmates.* *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.* *The teacher says: "Who would like to explain this idea to us?"* *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.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3b: **Using questioning / prompts and discussion**	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.	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.	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.	Teacher uses a variety or 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.	
Critical Attributes	*Questions are rapid-fire, and convergent, with a single correct answer.* *Questions do not invite student thinking.* *All discussion is between teacher and students; students are not invited to speak directly to one another.* *A few students dominate the discussion.* *Leadership is not seen discussed during a lesson.*	*Teacher frames some questions designed to promote student thinking, but only a few students are involved.* *The teacher invites students to respond directly to one another's ideas, but few students respond.* *Teacher calls on many students, but only a small number actually participate in the discussion.* *When opportunities arise to discuss leadership, the teacher is not comfortable or the discussion feels forced.*	*Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* *The teacher makes effective use of wait time.* *The teacher builds on uses student responses to questions effectively.* *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* *The teacher calls on most students, even those who don't initially volunteer.* *Many students actively engage in the discussion.* *The teacher appears comfortable when discussing leadership principles and is aware of the connection between the content to character and habits.*	*In addition to the characteristics of "proficient,"* *Students initiate higher- order questions as seen in a Socratic discussion.* *Students extend the discussion, enriching it by stating their opinion and linking it to evidence.* *Students invite comments from their classmates during a discussion.* *Teacher models leadership in all actions and incorporates leadership discussions into the majority of lessons frequently and naturally.*	

Possible Examples	*All questions are of the "recitation" type, such as "What is 3 x 4?"* *The teacher asks a question for which the answer is on the board; students respond by reading it.* *The teacher only calls on students who have their hands up.*	*Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* *The teacher asks: "Who has an idea about this?" but the same three students offer comments.* *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.* *The teacher has the students work on writing prompts that are leadership based, but does not ask the students to share their responses.* *When a leadership question arises the teacher gives a short answer and moves on quickly.*	*The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"* *The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?"* *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* *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.* *When leadership questions arise the teacher takes the opportunity to begin a class discussion.* *The teacher has the students work on writing prompts that are leadership based, and takes the time to discuss responses with the whole class.* *When a leadership question arises, the teacher and students can give examples from real life.*	*A student asks "How many ways are there to get this answer?"* *A student says to a classmate: "I don't think I agree with you on this, because...."* *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* *A student asks "What if...?"* *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.* *The students can be heard using leadership language while discussing concepts in class and discussions occur authentically without teacher prompting.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3c: **Engaging students in learning**	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.	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.	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.	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.	
Critical Attributes	*Few students are intellectually engaged in the lesson.* *Learning tasks require only recall or have a single correct response or method.* *The materials used ask students only to perform rote tasks.* *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* *Instructional materials used are unsuitable to the lesson and/or the students.* *The lesson drags, or is rushed.*	*Some students are intellectually engaged in the lesson.* *Learning tasks are a mix of those requiring thinking and recall.* *Student engagement with the content is largely passive, learning primarily facts or procedures.* *Students have no choice in how they complete tasks.* *The teacher uses different instructional groupings; these are partially successful in achieving the lesson Essential questions.* *The materials and resources are partially aligned to the lesson Essential questions, only some of them demanding student thinking.* *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others*	*Most students are intellectually engaged in the lesson.* *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* *Students have some choice in how they complete learning tasks.* *There is a mix of different types of groupings, suitable to the lesson Essential questions.* *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* *The pacing of the lesson provides students the time needed to be intellectually engaged.* *The teacher utilizes a variety of techniques to keep the entire class engaged.*	In addition to the characteristics of "proficient," *Virtually all students are highly engaged in the lesson.* *Students suggest modifications to the grouping patterns used.* *Students suggest modifications or additions to the materials being used.* *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* *Students are asked to write an essay "in the style of Hemmingway."* *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*	

Possible Examples	*Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* *The lesson drags, or feels rushed. Students complete "busy work" activities.*	*Students are asked to fill in a worksheet, following an established procedure.* *There is a recognizable beginning, middle, and end to the lesson.* *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	*Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* *There is a clear beginning, middle, and end to the lesson.* *The lesson is neither rushed nor drags.* *The teacher is seen utilizing choral responses, Socratic discussions, movement, and partner or small group opportunities to maintain engagement.*	*The teacher is seen providing mini-lectures that are broken up with choral responses, Socratic discussions or partner activities to ensure full participation.* *Students summarize their learning from the lesson.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3d: Using Assessment in Instruction	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.	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.	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.	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 p e e r s , is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	
Critical Attributes	*The teacher gives no indication of what high quality work looks like.* *The teacher makes no effort to determine whether students understand the lesson.* *Feedback is only global.* *The teacher does not ask students to evaluate their own or classmates' work.*	*There is little evidence that the students understand how their work will be evaluated.* *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* *Teacher requests global indications of student understanding.* *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* *The teacher makes only minor attempts to engage students in self- or peer-assessment.* *The teacher's attempts to adjust the lesson are partially successful.*	*Students indicate that they clearly understand the characteristics of high-quality work.* *The teacher elicits evidence of student understanding during the lesson.* *Students are invited to assess their own work and make improvements.* *Feedback includes specific and timely guidance for at least three groups of students.* *The teacher attempts to engage students in self- or peer-assessment.* *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*	In addition to the characteristics of "proficient," *There is evidence that students have helped establish the evaluation criteria.* *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* *Teacher makes frequent use of strategies to elicit information about individual student understanding.* *Feedback to students is specific and timely, and is provided from many sources, including other students.* *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* *The teacher's adjustments to the lesson are designed to assist individual students.*	
Possible Examples	*A student asks: "How is this assignment going to be graded?"* *A student asks "Does this quiz count towards my grade?"*	*Teacher asks: "Does anyone have a question?* *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*	*The teacher circulates during small group or independent work, offering suggestions to groups of students.* *The teacher uses a specifically-formulated question to elicit evidence of student understanding.*	*The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.* *While students are working, the teacher circulates providing substantive feedback to individual students.*	

	The teacher forges ahead with a presentation without checking for understanding. *The teacher says: "good job, everyone."*	*The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	*The teacher asks students to look over their papers to correct their errors.*	*The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* *Students offer feedback to their classmates on their work.* *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
3e: Demonstrating flexibility and responsiveness	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.	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.	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.	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.	
Critical Attributes	*Teacher ignores indications of student boredom or lack of understanding.* *Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.* *The teacher conveys to students that when they have difficulty learning, it is their fault.* *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	*Teacher's efforts to modify the lesson are only partially successful.* *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	*Teacher successfully makes a minor modification to the lesson.* *Teacher incorporates students' interests and questions into the heart of the lesson.* *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," *Teacher successfully executes a major lesson readjustment when needed.* *Teacher seizes on a teachable moment to enhance a lesson.* *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.* *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.*	
Possible Examples	*The teacher says: "We don't have time for that today."* *The teacher makes no attempt to adjust the lesson based on student confusion.* *The teacher says: "If you'd just pay attention, you could understand this."*	*The teacher says: "I'll try to think of another way to come at this and get back to you.* *"The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	*The teacher says: "That's an interesting idea; let's see how it fits."* *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* *The teacher says: "Let's try this way, "and then uses another approach.*	*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."* *The teacher incorporates the school's upcoming championship game into an explanation of averages.* *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*	

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	*The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* *The teacher makes no suggestions for improvement.*	*The teacher has a general sense of whether or not instructional practices were effective.* *The teacher offers general modifications for future instruction.*	*The teacher accurately assesses the effectiveness of instructional activities used.* *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* *Teacher's suggestions for improvement draw on an extensive repertoire.*	
Possible Examples	*Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* *The teacher says: "That was awful; I wish I knew what to do!"*	*At the end of the lesson the teacher says, "I guess that went okay."* *The teacher says: "I guess I'll try x next time."*	*The teacher says: "I wasn't pleased with the level of engagement of the students."* *The teacher's journal indicates several possible lesson improvements.*	*The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* *In conversation with colleagues, the teacher considers different strategies for improving a lesson.*	

	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 information 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 professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	
Critical Attributes	*Little or no information regarding instructional program available to parents.* *Families are unaware of their children's progress.* *Lack of family engagement activities.* *Culturally inappropriate communication.*	*School or district-created materials about the instructional program are sent home.* *Infrequent or incomplete information is sent home by teachers about the instructional program.* *Teacher maintains school-required grade book but does little else to inform families about student progress.* *Teacher communications are sometimes inappropriate to families' cultural norms.*	*Information about the instructional program is available on a regular basis.* *The teacher sends information about student progress home on a regular basis.* *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	In addition to the characteristics of "proficient," *On a regular basis, students develop materials to inform their families about the instructional program.* *Students maintain accurate records about their individual learning progress and frequently share this information with families.* *Students contribute to regular and ongoing projects designed to engage families in the learning process.*	
Possible Examples	*A parent says, "I'd like to know what my kid is working on at school!"* *A parent says, "I wish I knew something about my child's progress before the report card comes out."* *A parent says, "I wonder why we never see any school work come home."*	*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."* *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."* *Weekly quizzes are sent home for parent/guardian signature.*	*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.* *Teacher consistently posts grades by the deadline given and shares progress updates with families on a regular basis.* *The teacher ensures that the Missing Assignment and D's/F's message is sent out each week through Infinite Campus.*	*Student planners and homework slips describe daily learning and go home each week for a response from a parent or guardian.* *The teacher shares directions for accessing progress reports in Infinite Campus with families.* *The teacher developed the Academic Parent Team training PowerPoint for her grade level team.* *The teacher ensured that her grade level team completed all retention notices according to the ALA retention timeline.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4d: **Participating in a Professional Community**	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.	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.	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.	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.	
Critical Attributes	*The teacher's relationship with colleagues is characterized by negativity or combativeness.* *The teacher purposefully avoids contributing to activities promoting professional inquiry.* *The teacher avoids involvement in school activities and school district and community projects.*	*The teacher has pleasant relationship with colleagues.* *When invited, the teacher participates in activities related to professional inquiry.* *When asked, the teacher participates in school activities, and school district and community projects.*	*The teacher has supportive and collaborative relationships with colleagues.* *The teacher regularly participates in activities related to professional inquiry.* *The teacher frequently volunteers to participate in school events and school district and community projects.*	In addition to the characteristics of "proficient," *The teacher takes a leadership role in promoting activities related to professional inquiry.* *The teacher regularly contributes to and leads events that positively impact school life.* *The teacher regularly contributes to and leads significant school district and community projects.*	
Possible Examples	*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.* *The teacher does not attend PLC meetings.* *The teacher does not attend any school function after the dismissal bell.* *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."*	*The teacher is polite, but never shares any instructional materials with his grade partners.* *The teacher only attends PLC meetings when reminded by her supervisor.* *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* *The teacher only contributes to the assigned committee when requested by the principal.*	*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.* *The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.* *The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.* *The teacher enthusiastically represents the school during academic competitions.*	*The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* *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.* *The teacher leads an annual school event.* *The teacher participates in more than one committee each year.*	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4e: **Growing and Developing Professionally**	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.	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	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	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.	
Critical Attributes	*The teacher is not involved in any activity that might enhance knowledge or skill.* *The teacher purposefully resists discussing performance with supervisors or colleagues.* *The teacher ignores invitations to join professional organizations or attending conferences.*	*The teacher participates in professional activities when required or when provided by the school district.* *The teacher reluctantly accepts feedback from supervisors and colleagues.* *The teacher contributes in a limited fashion to educational professional organizations.*	*The teacher seeks regular opportunities for continued professional development.* *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* *The teacher actively participates in professional organizations designed to contribute to the profession.*	In addition to the characteristics of "proficient," *The teacher seeks regular opportunities for continued professional development, including initiating action research.* *The teacher actively seeks feedback from supervisors and colleagues.* *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*	

Possible Examples				
	The teacher never takes continuing education courses, even though the credits would increase his salary. *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.* *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.*	*The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.* *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* *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.*	*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.* *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion.* *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.*	*The teacher desired additional feedback and so she has initiated an action research project in order to improve her own instruction.* *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.* *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.*

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4f: **Showing Professionalism**	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. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	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. 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.	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. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. 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.	

Critical Attributes	*Teacher is dishonest.* *Teacher does not notice the needs of students.* *The teacher engages in practices that are self-serving.* *The teacher willfully rejects school district regulations.*	*Teacher is honest.* *Teacher notices the needs of students, but is inconsistent in addressing them.* *Teacher does not notice that some school practices result in poor conditions for students.* *Teacher makes decisions professionally, but on a limited basis.* *Teacher complies with school district regulations.*	*Teacher is honest and known for having high standards of integrity.* *Teacher actively addresses student needs by fulfilling ALA tutoring expectations.* *Teacher actively works to provide opportunities for student success.* *Teacher willingly participates in team and departmental decision making.* *Teacher complies completely with school district regulations.* *The teacher uses professional language at all times, even amongst colleagues.* *The teacher consistently approaches administration when they have concern regarding a student, parent, colleague, or policy.*	*Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* *Teacher is highly proactive in serving students by tutoring students above the ALA expectation. .* *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* *Teacher takes a leadership role in team and departmental decision making.* *Teacher takes a leadership role regarding school district regulations.* *The teacher is able to redirect negative conversations amongst colleagues and assist in looking for solutions.* *The teacher proposes solutions to administration when they have a concern.*

Possible Examples	*The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* *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.* *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* *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.* *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.*	*The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.* *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.* *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.* *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.* *The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.*	*The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* *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.* *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.* *The English department chair says, "I appreciate when .... attends our after school meetings – he always contributes something meaningful to the discussion.* *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*	*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.* *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.* *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* *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.* *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.*

ATTACHMENT 6

(SCHOOL LEADER EVALUATION TOOLS)

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 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. Crates 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.	Garners 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.

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 un 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

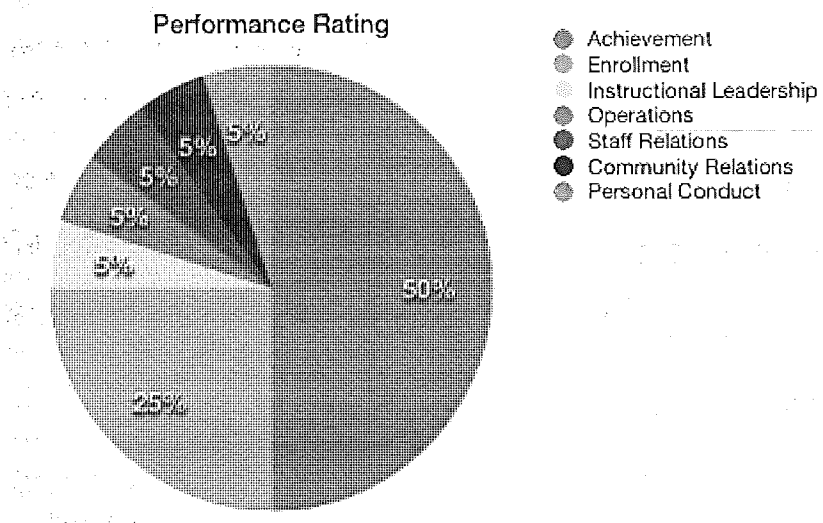
1. The school leader meets enrollment goals.

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%



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 ☐

ATTENDANCE

Indicator	Rating		Points Possible	Points Earned
1	_____	x	25	_____

TOTAL POINTS ☐

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 ☐

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 ☐

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 ☐

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 ☐

PERSONAL CONDUCT

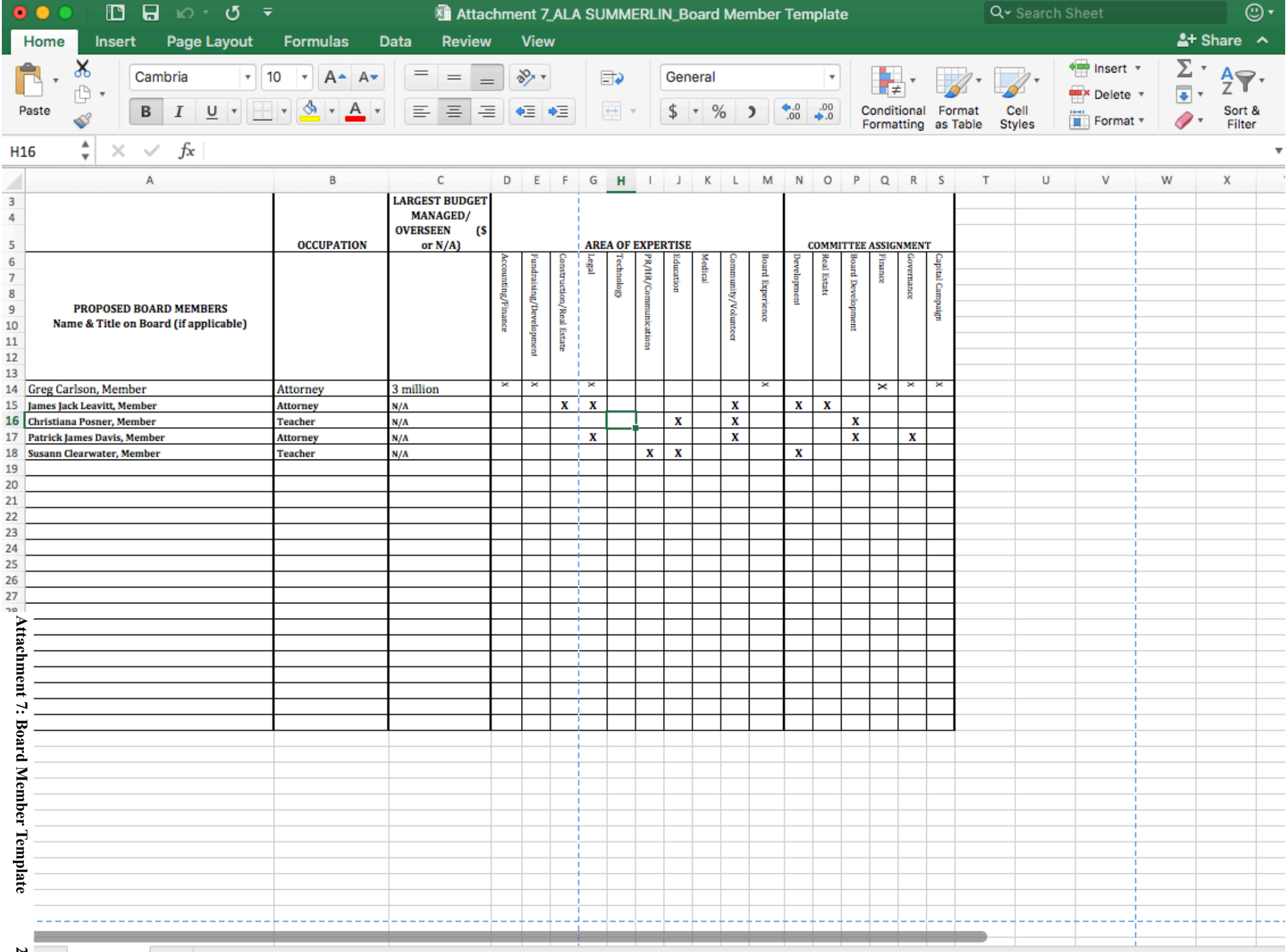
Indicator	Rating		Point Possible	Points Earned
1	_____	x	1.25	_____
2	_____	x	1.25	_____

TOTAL POINTS ☐

TOTAL POINTS

0

TOTAL POINTS	RATING
>80	Exemplary
>60	Proficient
>40	Developing
<40	Unsatisfactory



Attachment 7_ALA SUMMERLIN_Board Member Template

Search Sheet

Home Insert Page Layout Formulas Data Review View Share

Paste Cambria 10 General Conditional Formatting Format as Table Cell Styles Insert Delete Format Sort & Filter

H16

PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT					
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Greg Carlson, Member	Attorney	3 million	X	X		X						X				X	X	X
James Jack Leavitt, Member	Attorney	N/A			X	X					X		X	X				
Christiana Posner, Member	Teacher	N/A							X		X				X			
Patrick James Davis, Member	Attorney	N/A				X					X				X		X	
Susann Clearwater, Member	Teacher	N/A						X	X				X					

Sheet1

Ready 100%

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: **Susann Clearwater**

   Home Address: **11812 Red Camellia Avenue**

   Business Name and Address: **Doral Academy Fire Mesa**

   Phone Number: **702 901-4950**

   E-mail address: **sueclearwater@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X 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).
   X Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school? Because of the following:

Our Vision: Learn. Lead. Change the World.
Our Mission: To provide the best educational experience to as many students as possible in a moral and wholesome environment.
Our Values: Respect. Accountability. Integrity. Service. Excellence.

7. What is your understanding of the appropriate role of a public charter school board member? **To meet and offer advice and insight from a teacher's perspective.**
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 am, currently, a teacher in a charter school, dealing with educational issues that charter schools approach.**

9. Describe the specific knowledge and experience that you would bring to the board. **I have a history of working with children, I have collaborated with a range of teachers and administrators. I currently teach in a charter school classroom. I am familiar with current issues facing schools.**

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.**

2. What is your understanding of the school's proposed educational program? **A school that offers an educational program meeting and or exceeding the NVACS and including the following aspects of personal responsibility will be a exceptional, successful program: Respect. Accountability. Integrity. Service. Excellence.**

3. What do you believe to be the characteristics of a successful school? **High expectations from students, highly trained professionals and teachers, exceptional resources and the finest of curriculum materials are characteristics of a successful school.**

4. How will you know that the school is succeeding (or not) in its mission? **Students will be meeting and exceeding state and federally mandated requirements, students will show appropriate growth.**

Governance

1. Describe the role that the board will play in the school's operation. **To meet, advise with decision-making regarding curriculum, staffing, expenditures, assessments and any other needed operational needs.**

2. How will you know if the school is successful at the end of the first year of operation?**Students will show marked progress, meeting or exceeding state and federal mandated goals.**

3. How will you know at the end of three years of the school is successful? **Students will show marked progress, meeting or exceeding state and federal mandated goals.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Exceptional choices must be made in curriculum, staff who offer excellent training and experience, exceptional administrators or inspire teachers and students to excel.**

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 immediately report them.**

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.
   x 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.
   x 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.

   X 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.

   X 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.

   ☒ 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. **X** 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. **X** 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.

X 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.
X None. ☐ Yes

Certification

I, Susann Clearwater, 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

Jan 5, 2017
Date

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.

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.

Susann Clearwater

Signature of Certifying Charter School Official

Susann Clearwater

Name Printed

Board Member

Title

Jan. 5, 2017

Date

Subscribed and sworn to before me

This 5th day of January 2017 Susann Clearwater personally appeared before me, Zachary Flores Notary Public.

date month year

(Notary Public Seal)



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: **Christiana Eva Posner**

Home Address	**2293 Buckingham Ct. Henderson, NV 89074**
Business Name and Address	**Pinecrest Academy 2840 Via Contessa, Henderson, NV 89044**
Phone Number	**702-449-7886**
E-mail address	**Ceposner92@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
   UNLV Dec. 2015- B.S. in Early Childhood Education
   Jan. 2016- June 2016- Substitute teacher
   August 2016-present- First grade teacher at Pinecrest Academy
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).
X Does not apply to me.

6. Why do you wish to serve on the board of the proposed charter school?
As a passionate first grade teacher, I believe that American Leadership Academy can enhance the way education is taught and in a more effective way. I believe I will bring to the board my passion for the improvements that schooling needs and together we can really enhance our next generation's education.

7. What is your understanding of the appropriate role of a public charter school board member?
My understanding of being a board member for a public charter school is that I will collaborate with the other board members, facilitate matters pertaining to financial, operational and academic. I look forward to sharing my unique expertise of being in the classroom which will in turn assist in decision making for the school and enhance the way students learn.

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 am currently a passionate elementary school teacher for a local charter school. I am aware of the real issues from the ground up. There's always room for change and creation. I am excited to play this role of a board member because of my perspective. I also am not seasoned and therefore I feel I have a more fresh and optimistic view than most teachers.

9. Describe the specific knowledge and experience that you would bring to the board.

My knowledge of how children interact, how to get them to engage and learn at their full potential would bring great value when making academic decisions with other board members. My insight is unique and imperative to a charter school board. I currently work cohesively with my first grade team and look forward to serving with other members of the board.

School Mission and Program

Start-Up Charter School Board Member Information

1. What is your understanding of the school's mission and guiding beliefs?

Below is our Vision, Mission and Values. But I believe in the men of the board and in our CEO Gabe Shirey. It is a group of impressive leaders. They are moral, humble and successful in their own right. It's a privilege to be considered to play this role. The guiding beliefs of any organization typically mimic that of its leaders. ALA's students are in great hands. I would be more than happy to teach here or eventually send my children here.

Vision: Learn. Lead. Change the World.
Mission: To provide the best educational experience to as many students as possible in a moral and wholesome environment.
Values: Respect. Accountability. Integrity. Service. Excellence. R.A.I.S.E.

2. What is your understanding of the school's proposed educational program? **We will be using the CORE Knowledge sequence. I am very familiar with it. We will also have many accelerated courses and hopefully be teaching a year ahead.**

3. What do you believe to be the characteristics of a successful school?
There are many characteristics. A school that produces great test scores. A school that engages with the community. A school that accelerates learning. But I believe one of the strongest foundations for having a successful school is having a supporting and strong administration. If the staff feels the support and guidance from the board and other leaders they will most definitely reflect that within their teaching. Then, the students will feel that support, their confidence goes up, then their scores go up and everyone from the state to the parent is happy.

4. How will you know that the school is succeeding (or not) in its mission?
The turn around rate of staff and students would be a major indicator. If we have a high rate, that shows staff, students and parents were unhappy with our school and they didn't feel as if we provided the "best educational experience".

Governance

1. Describe the role that the board will play in the school's operation. **The board will make key decision affecting the schools academic guidance and where its finances should be focused. The board will also present this data to the public and receive feed back directly from parents and the public.**

2. How will you know if the school is successful at the end of the first year of operation? **If we are doing what we set out to do, then I think we are a success. Of course we will have expectations of ourselves and ways to measure the results. But our plan is solid and tested. If we can just execute, then I believe this school could be a beacon for other schools to mimic.**

3. How will you know at the end of three years of the school is successful? **At the three year mark it seems you should be able to have more self comparison so you can compare quarters financially, literacy year over year, morale, operation changes etc. The more data you have to compare, analysis and improve upon the more you can gage success in each area..**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **I think we will have to take an active and transparent role with the public and a helping role with the administration. If we want the best, all of us must get involved within our position. The board must also be reactive, think quick and always act in the best interest of the children.**

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 I would approach our CEO or another trusted board member. But eventually I would think it would be amongst the other board members and I to decide how to handle the instance. I tend to believe that many times we jump to conclusion without understanding the other sides point of view. But having a group meeting and sharing everyones' opinion can really help in obtaining more accuracy to the instance and then we could make a more fair judgement.**

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 do not know any such trustees.

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 do not know any such employees.

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 do not know any such persons.

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 do not anticipate conducting any such business.

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.

   I do not know any such persons.

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.

   I have no such interest.

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.

   I / we or my family do not anticipate conducting any such business.

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.

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.

Certification

I, Christiana Posner, 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

1-7-17
Date

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

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 **Greg J. Carlson**
   Home Address **12124 Los Arroyos Ct., Las Vegas, NV 89138**
   Business Name and Address **DLP Services, LLC; Law Office of Greg Carlson**
   Phone Number **702-202-4040**
   E-mail address **gnjcarlson@gmail.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   See attached resume listing educational and employment history.

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 as the Fiscal Chair/Board Member of Nevada Legal Services in Las Vegas, NV from October 2008 – August 2011. My duties included overseeing the fiscal operation of the federally funded non-profit legal services organization.

6. Why do you wish to serve on the board of the proposed charter school?

   Education opens doors. Education builds confidence. If a child has the capacity to meet opportunity with confidence, he or she will succeed. I believe American Leadership Academy, through education, will help its students develop the skills, poise and self-assurance they need to succeed and make a positive impact as future parents, professionals and citizens.

7. What is your understanding of the appropriate role of a public charter school board member?

   The board member's primary role is to ensure the school's prosperity and success, as guided by its mission, values and vision. Specifically, this would include directing the school's affairs with the other members of the board, which may include the appointment and hiring of leaders and faculty, following up to ensure those with responsibilities are held accountable, and providing oversight for the financial aspects of the school's operation.

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.

   As mentioned in #5 above, I served as a board member and the fiscal chair for a federally funded non-profit organization for approximately three years. In addition to reviewing budget-variance reports, holding regular meetings with the organization's fiscal personnel, participating in the annual internal audit process and communicating directly with federal oversight agencies, I also attended regular board meetings and counseled with fellow board members to discuss the affairs, successes and deficiencies of the organization. As a board member, I worked closely with the organization's executive director as she and her staff worked to provide legal services for those of limited means.

9. Describe the specific knowledge and experience that you would bring to the board.

   I believe I offer a very unique mix of education and experience in multiple facets. With a master's degree in accounting, paired with past experience as a CPA and the fiscal chair of a non-profit organization, I have the skill set to understand and advise in fiscal matters. As an attorney, I have the ability to identify and analyze issues with the purpose of finding sound solutions. Finally, as a current business operator in the janitorial and restaurant industries, I have the ability to understand how distinct departments within a single organization must work together to achieve a common goal.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   Vision: Learn. Lead. Change the World.
   Mission: To provide the best educational experience to as many students as possible in a moral and wholesome environment.
   Values: Respect. Accountability. Integrity. Service. Excellence. R.A.I.S.E.

2. What is your understanding of the school's proposed educational program?
The school will develop a curriculum that meets, and exceeds, standards set forth by the state of Nevada. The programs established by the school will drive students to do more than they think they can do, and to become more than they think they can become. The goal is progress and improvement, not perfection.

3. What do you believe to be the characteristics of a successful school?

What we *want* drives what we *do*. If one wants to be an accomplished pianist, he or she will willingly and optimistically practice the piano. Likewise, if one wants to learn and to succeed, he or she will willingly and optimistically put in the effort to learn. A successful school will help its students want these things. I believe a precursor to wanting something is to understand the impact the desired objective will have on one's life. Accordingly, a successful school will help its students *want* to learn by helping them to *understand* the invaluable impact of a good education.

4. How will you know that the school is succeeding (or not) in its mission?

As with any organization, the board will collectively establish, and amend as necessary, benchmarks, key indicators and means for receiving feedback. The board will, at its regularly scheduled board meetings, and any special meetings as may be necessary, review progress toward such benchmarks, assess data showing key indicators and consider feedback received with an eye toward making adjustments to ensure the school is achieving its mission of "provid[ing] the best educational experience to as many students as possible in a moral and wholesome environment."

Governance

1. Describe the role that the board will play in the school's operation.

Similar to my experience as a board member for Nevada Legal Services, which was managed by an "executive director" and run by the organization's staff on a day-to-day basis, the school will be operated on a daily basis by faculty, staff and other leadership positions, including a principal, all of whom will be accountable for, and indispensible to, the successful operation of the school. The board will be responsible for receiving reports and holding such individuals accountable to the established policies, procedures and goals established for the school. The board's role will be one of oversight, but also one of council and direction to the school's staff as it performs day-to-day tasks necessary for the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?

How one measures "success" depends on how that "success" is defined. I would expect that one of the board's first discussions, with the input of school faculty, staff and leaders, would be to determine what "success" means specifically for American Leadership Academy. This definition would be a product of the collective input of the board, faculty, staff and leaders. I would expect that some of the measuring sticks for success would include academic achievement and enrollment. Success after one year of operation, then, would be measured by evaluating end of year statistics for academic achievement, enrollment, and any other indicators determined by the board against those established prior to the first year of operation.

3. How will you know at the end of three years of the school is successful?

I think a detailed analysis of the first year of operation will be crucial to the success of the school after three years of operation. As mentioned above, "success" after the first year of operation will largely be determined by comparing year-end data to the initially established goals of the board, with the input of faculty, staff and school leaders. The outcome of this data after the first year will then help to set the trajectory for reasonable goals and expectations for the second and third years. Similar to determining success after the first year, the determination of success after the third year will also depend on measurement and evaluation of statistics for academic achievement, enrollment, and any other indicators determined by the board against those established for the second and third years of operation.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Nobody wants children to succeed more than their parents. I think parent involvement will be invaluable to the success of the school. Parents have a vested interest in the success of the school, because the success of their children depends on it. The board would be wise to remember this as it counsels with the school's leaders and faculty. Parents should be involved in school programs, and there should be a culture of open communication and welcomed feedback from the parents at all times.

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?

Each board member needs to be reminded, at every meeting and in regular communications, that the school's best interest is paramount. Board members do not serve for self-aggrandizement or personal achievement. Board members serve for the best interest of the organization only. I believe emphasis of this point, and open and candid discussion of what this means, will not only reduce the possibility of unethical or selfish behavior on behalf of a board member, but it will also make it easier to address any concern that a board member may not be acting in the school's best interest. When all board members fully understand their duties and roles, as well as what is appropriate and inappropriate conduct of a board member, it makes it easier to address concerns as they arise. With this understanding, if I believed one or more members of the board were acting unethically or not in the best interest of the school, I would call for a discussion of appropriate conduct and specifically raise the concerns I have with 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.
   ☒ Yes

My spouse and I have known Jim Leavitt through our church organization for about 8 years. I have personally served in church leadership positions with Jim Leavitt.

My spouse and I have known Patrick Davis through community, professional and church organizations for about 3 years. My spouse was raised in Las Vegas and has known Patrick Davis' spouse since childhood.

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.

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.

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.

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.
   ☒ I / we do not know any such persons.

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.
   ☒ I / we have no such interest.

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.
   ☒ I / we or my family do not anticipate conducting any such business.

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.

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.

Certification

I, Greg J. Carlson, 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

1/5/17

Date

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.

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] Greg J. Carlson

Signature of Certifying Charter School Official — Name Printed

Board Member 1/5/17

Title — Date

State of Nevada
County of Clark

Subscribed and sworn to before me Gregory Jon Carlson**

This 5th day of January, 2017

date month year

(Notary Public Seal)

NOTARY PUBLIC
STATE OF NEVADA
County of Clark
ERIKA OSEGUERA
Appt. No. 13-9946-1
My Appt. Expires Jan. 16, 2017

[signature] Erika Oseguera

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	**James Leavitt, Esq.**
Home Address	**12262 Bluebird Canyon Pl, Las Vegas, NV 89138**
Business Name and Address	**Law Offices of Kermitt L. Waters 704 S. Ninth Street, Las Vegas, NV 89101**
Phone Number	**702.733.8877**
E-mail address	**jim@kermittwaters.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

EDUCATION

University of Nevada Las Vegas, B.A., (1993)
University of Idaho College of Law, J.D., (1996)
Law Review, University of Idaho College of Law

WORK EXPERIENCE

1990 – 1993 (June - August), City of Las Vegas Youth Programs
1996 – present, Attorney with the Law Offices of Kermitt L. Waters

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.

6. Why do you wish to serve on the board of the proposed charter school? **I have kids and I take the development and the education of our children very seriously. It is my experience that the role of an educator may be the most important role in a childs' life. I believe that an excellent education will lay a foundation for a child's success and benefit the community as a whole. I also know how passionate our CEO, Gabe Shirey, is about making the biggest difference in as many peoples lives as possible and I like to be around individuals with an intense vision and purpose.**

7. What is your understanding of the appropriate role of a public charter school board member? **Our role as members is to uphold the mission and values of American Leadership Academy and to advise and council on academic, operational and financial issues and to assure the success of providing an excellent education to the kids that attend 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. **Although I have not served on a board before, I have been an attorney for over 20 years and my family has been involved in politics my entire life. This background has helped me understand that ethics and hard work are a foundation to any successful organization. I can offer these qualities as a board member.**

9. Describe the specific knowledge and experience that you would bring to the board. **I have worked very hard in my life to obtain an education. As an attorney I have been involved in very complex litigation wherein I have analyzed and resolved extremely difficult issues. I have also been successful in finding resolutions to difficult disputes. This knowledge and experience will assist me to work well with other board members and provide counsel on how best to provide for the kids that attend American Leadership Academy.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **The schools mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment. I also love that our vision is to learn, lead and change the world. What I've noticed already is that the leadership involved with ALA follows its mission and vision themselves. Our board and CEO are wholesome and moral individuals who have learned much and led many. We have a fantastic, talented board who believes in what we are trying to accomplish within ALA.**

2. What is your understanding of the school's proposed educational program? **The school will provide its education through the CORE Knowledge Sequence. We will adopt an accelerated curricula that will engage students and force them to work hard and get results.**

3. What do you believe to be the characteristics of a successful school? **I think a successful charter school is first one that takes advantage of the benefits of being a charter. The ability to adapt and change quickly when needed. The ability to be self-sufficient and not depend on the state or others. The ability to take risks and take advantage of the entrepreneurial spirit that our CEO and board maintain. Success is the progressive realization of a worthy ideal. ALA and its leadership want more than anything to fulfill our mission and vision and to build and develop leaders through what we feel is unique and special inside the charter world.**

4. How will you know that the school is succeeding (or not) in its mission? **First and foremost the academic requirements must be met and exceeded. The kids must grow. But beyond that, we feel that a child under our care can grow and learn more when loved, nurtured and challenged in a wholesome environment. Results are vital. High scores and grades and imperative. But personal growth and leadership are right up there with grades and scores in our opinion.**

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation. **The board will provide insight and counsel to the schools leaders and CEO pertaining to academics, operations and finances.**

2. How will you know if the school is successful at the end of the first year of operation? **The school will be a success when we are following our proposed plan and mission and when our students' scores reflect that which we expect of our students. When we can demonstrate that families want to be involved and a part of ALA, that our community supports our vision and that the learning timeframes of our student body have been collapsed and our children have been elevated due to our teaching standards and learning environment.**

3. How will you know at the end of three years of the school is successful? **After three years we will be able to have various metrics such as how engaged is our community, how strong is our academic performance, how low is our faculty turnover, how full is our enrollment and how closely are we following our proposed budget.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **I believe that any good school needs great leadership. I believe our board and CEO are exactly that, great leaders. The standard of excellence we will set to our directors and teachers will permeate throughout the student body. The faculty will be empowered which will in turn allow them to reach their full potential with the students which will in turn allow each child to excel beyond their capabilities. This will be accomplished with regular and constant development, workshops, interviews and always having a close pulse on the school and it's most important asset, the kids.**

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 advise the other board members and CEO and we would come to a fair resolution immediately. With so much on the line, there is no room for conflict or malicious behavior. The highest standard of conduct and ethics will be expected.**

Start-Up Charter School Board Member Information

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.

   Yes. I know board members Greg Carlson and Patrick Davis. I have known Greg through his restaurant business and serving in various religious positions together. I have known Patrick through our religious organization for approximately 3 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.

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.

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.

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.

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.
   I / we have no such interest.

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.
   I / we or my family do not anticipate conducting any such business.

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.

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.

Certification

I, James Leavitt, Esq., 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.

James J. Leavitt — 6 Jan 2017

Signature — Date

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.

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.

James J. Leavitt — James J. Leavitt

Signature of Certifying Charter School Official — Name Printed

Board Member — 6 Jan 2017

Title — Date

Subscribed and sworn to before me James J Leavitt

This 6th day of January, 2017

date — month — year

(Notary Public Seal)

EVELYN L. WASHINGTON
Notary Public, State of Nevada
Appointment No. 01-68713-1
My Appt. Expires May 4, 2017

Notary Public

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: **Patrick James Davis**
   Home Address: **845 Purdy Lodge Street, Las Vegas, NV 89138**
   Business Name and Address: **Wilson Elser, 300 South 4th Street, Las Vegas, NV 89101**
   Phone Number: **702-727-1274**
   E-mail address: **patrick.davis@wilsonelser.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 believe very strongly in the value of quality education, not just to an individual but to that individual's current and future families and the community in general. I believe the American Leadership Academy reflects that value, and I am excited about the prospect of the application of that value in Las Vegas.

7. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that a board member of such a school is to work with the other members of the board to accomplish the goals and mission of the school, and to responsibly manage the public funds to achieve that end.

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 never been a member of an educational board of directors. I served in leadership roles for student organizations in law school, and also within my local church congregation I have served for two years in a very similar capacity to a member of a board of directors. While the subject matter is different, I am familiar with the collaborative process that is necessary to address the needs of a larger group.

9. Describe the specific knowledge and experience that you would bring to the board.

I have an advanced degree myself in the form of a juris doctor, and am a practicing attorney. My undergraduate degree is in English with an emphasis in literary studies. I presented my own original research at several academic conferences while an undergraduate. I cherish my own education, and am passionate about others achieving their educational aspirations. I believe that my experience and perspective can be a valuable asset to a charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To create a wholesome and moral environment, consisting of patriotism and encouragement to civil engagement as a foundation to a first rate educational experience for as many students as possible.

2. What is your understanding of the school's proposed educational program?

My understanding is that the school will employ Core Knowledge Sequence, a classical model that will align with Nevada State Content Standards. The school will use a results oriented mathematics model that will accelerate its students beyond grade level.

3. What do you believe to be the characteristics of a successful school?

A successful school will, in my belief, provide students with social and leadership capacities in addition to academics. Children are having to confront increasingly complicated realities, and school should equip them with skills to face those complications.

4. How will you know that the school is succeeding (or not) in its mission?

School success will be measured by student performance academically, and how the Board and faculty effectively plan and proceed in a way that meets the vision and goals of the school.

Governance

1. Describe the role that the board will play in the school's operation.

To set policy and lend oversight when it is needed.

2. How will you know if the school is successful at the end of the first year of operation?

If it reaches its stated goals or makes significant progress, particularly if enrollment is full and the students are performing at or above academic standards state-wide.

3. How will you know at the end of three years of the school is successful?

If the community is engaged, enrollment is full, and the students are continuing to perform at or above state-wide standards.

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 provide oversight on a macro level, and need not engage relative to dialing activity. The board can also help to gain community involvement and support 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 would personally investigate the circumstances. If I found the behavior substantiated I would raise the issue to the remainder of the board, which could take action via majority vote up to and including removal if the circumstances justified it.

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.
    ☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Patrick Davis, 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 ALA Charter School is true and correct in every respect.

Signature

1/6/17
Date

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.

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 of Certifying Charter School Official

Patrick Davis
Name Printed

Board Member
Title

January 6, 2017
Date

Subscribed and sworn to before me

This 6th day of January 2017
date month year

(Notary Public Seal)

Pamela Marie Lamper
Notary Public
State of Nevada
My Comm. Exp. 1-27-2018
Certificate No: 14-12863-1

BYLAWS
OF
AMERICAN LEADERSHIP ACADEMY SUMMERLIN

Article I: Name and Location

1.1 The name of the charter school shall be American Leadership Academy Summerlin, (hereinafter may be referred to as "ALA" 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 is exclusively educational. The specific purpose of ALA 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 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.

DRAFT

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").

DRAFT

(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.

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.

DRAFT

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 indefinite 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.

DRAFT

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 $100 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.

DRAFT

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 President, Vice-President, 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.

DRAFT

4.5 President. The President of the Board shall preside at all meetings of the Board. The President 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 President 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-President. In the absence of the President of the Board or in the event of the President's disability, inability or refusal to act, the Vice-President of the Board shall perform all of the duties of the President and in so acting, shall have all of the powers of the President. The Vice-President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

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

DRAFT

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 Summerlin

Date: _____ By: _____

Name: _____

Its: _____

DRAFT

Conflict of Interest Policy
of
American Leadership Academy Summerlin

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

DRAFT

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

DRAFT

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,

DRAFT

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.

DRAFT

AMERICAN LEADERSHIP ACADEMY SUMMERLIN

GOVERNING BOARD

CODE OF ETHICS[1]

The American Leadership Academy Summerlin Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

[1] Document modified from a template provided by the Georgia Department of Education. Retrieved 12/21/2016 from: https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Documents/2%20-%20Charter%20School%20Governing%20Board%20Code%20of%20Ethics.pdf

DRAFT

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings pursuant to N.R.S. §241.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation despite differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

DRAFT

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all training programs developed for board members by the school leader.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board and all applicable laws.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

DRAFT

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Feel free to add rows as needed.

2017-2018 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Key Personnel**	**Milestone Date(s)**
INSTRUCTION	Align all curriculum to Nevada academic content standards.	Director, Assistant Director, EMO Academic Staff	Complete by March 2018
	Order curriculum.	Director	Complete by June 2018
	Schedule academic staff summer training.	Director, Assistant Director	Complete by June 2018
	Receive, inventory, and distribute curriculum materials.	Assistant Director	July 2018
	Complete summer training.	All academic staff.	August 2018
	Set up assessment software.	Director, Office Manager	August 2018
	Set up SIS grading parameters.	Office manager, EMO staff	August 2018
	Identify educational service providers for special education.	Director, Assistant Director	January 2018-August 2018
TALENT	Begin advertising open positions on school website, job forums, and social media.	Director	December 2017
	Attend job fairs.	Director, EMO HR staff	December 2017-July 2018
	Conduct phone interviews.	EMO HR staff	December 2017-July 2018
	Conduct in-person interviews.	Director, Assistant Director	January 2018-July 2018
	Complete back office staffing.	Director	May 2018
	Complete front office staffing.	Director	June 2018
	Complete support staff hiring.	Director	July 2018

	Complete instructional staff hiring.	Director, Assistant Director	July 2018
	Complete summer training for all staff.	Director, Assistant Director, EMO	August 2018
OPERATIONS	Execute management agreement.	Board	November 2017
	Finalize facility design and location.	Director	December 2017
	Execute Lease Agreement with facilities developer.	Director	December 2017
	Purchase land, submit plans to city, obtain permits.	Developer	December 2017-March 2018
	Break ground, begin construction.	Developer	March 2018
	Establish on-site recruitment trailer.	Developer, Director	March 2018
	Specify school furniture, fixtures, and equipment.	Director	April 2018
	Order school furniture, fixtures, and equipment.	Director	May 2018
	Identify service providers and execute contracts where appropriate.	Director	January-August 2018
	Obtain "e" occupancy rating for educational use of facility.	Developer	June-July 2018
	Take possession of new facility.	Director	July 2017
	Ensure all utilities are connected and school is fully operational.	Developer, Business Manager	July 2018
TECHNOLOGY	Establish school website.	Director, EMO	COMPLETE
	Establish school social media accounts.	Director, EMO	COMPLETE
	Establish school internet network.	Director, EMO	July 2018
	Specify technology equipment and seek competitive bids.	Business Manager	May 2018
	Order technology equipment.	Business Manager	May 2018
	Establish school email and intranet. Assign accounts.	Business Manager	June 2018
	Receive, inventory, and image new computers.	Business Manager	June 2018
	Set up computer lab.	Business	June 2018

		Manager	
	Set up school SIS.	Office Manager	April 2018-June 2018
	Install projectors and screens.	Developer	June 2018
	Set up HR portal.	EMO	April 2018
	Set up accounting software.	Business Manager	June 2018
	Train staff on technology.	Director	August 2018
FINANCE	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, and 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 2018
	Establish bank accounts.	Business Manager	January 2018
	Apply for CSP grant.	Business Manager	Upon approval of charter.
	Apply for start up loan.	Business Manager	January 2018
	Apply for 501(c)(3)	Director	January 2018
	Establish necessary accounts with State of Nevada Department of Education.	Business Manager	May-July 2018
	Procure Finance Software for government accounting.	Business Manager	March 2018
	Apply for federal grants.	Business Manager	March 2018
	Provide estimated student counts to state.	Office Manager	July 2018
PARENT & COMMUNITY ENGAGEMENT	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	Director	Upon

	meetings.		approval of charter.
	Begin flier campaign.	Director, EMO staff	November 2017
	Begin email campaign.	Director, EMO staff	November 2017
	Establish on-site recruitment trailer.	Director, EMO staff	March 2018
	Begin social media campaign.	Director, EMO staff	March 2018
	Create and distribute press release.	Director, EMO staff	December 2017
	Distribute fliers to surrounding businesses.	Director, EMO staff	December 2017
	Hold groundbreaking ceremony, pancake breakfast.	Director, EMO staff	December 2017
	Publish Board meeting notices, hold meetings.	Board	Ongoing
	Join Charter School Association of Nevada.	Director	June 2018
	Hold community information meetings.	Director	Ongoing
	Conduct campus tours.	Director, Assistant Director	July onward
SCHOOL SYSTEMS & CULTURE	Train Board of Directors on school culture and pedagogy.	Director, EMO	August 2017 onward
	Train administration on school culture and pedagogy.	Director, EMO	August 2017 onward
	Train instructional staff on school culture and pedagogy.	Director, EMO	August 2017 onward
	Design school polos.	Director, EMO	January 2018
	Design school mascot.	Director, EO	COMPLETE
	Decorate front office, school corridors.	Director, Office Manager	July 2018
	Hold Meet the Teacher Nights.	All staff	August 2018
	Culture week.	All staff	August 2018
	Conduct Curriculum Nights.	Director, Assistant Director	September 2018
	Conduct 7 Habits of Highly Effective Families training.	Director, EMO staff	Ongoing

ATTACHMENT 12 - The staffing required for the operation of the school has been determined based on experience of the EMO currently operating eight schools in Arizona. If conditions at ALA Summerlin 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 Summerlin will not provide transportation services except for those required by the McKinney Vento Act and student IEPs (in compliance with IDEA and stated laws). As such, ALA Summerlin 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 Summerlin will operate its own kitchen. The menu for the kitchen will be very simple and limited for each day to minimize purchasing and staffing. ALA Summerlin 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 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 until the end of the school day.

It is anticipated that many students at ALA Summerlin will bring their own lunches, reducing strain put upon the kitchen staff. ALA Summerlin 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 predetermined 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 audits of the school to review campus cleanliness and maintenance standards. A facility audit form is attached.

School Health and 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 blood borne 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 Summerlin will seek to obtain an AED device for its campus through philanthropic donation. The EMO has been able to secure AED devices for all of its campuses through instructional 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, email, etc.

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 Summerlin will not have dedicated security staff. All school staff will be responsible for ensuring school safety.

Technology

Data security is incredibly important to ALA Summerlin. For this reason, ALA Summerlin 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 close to the commencement of the school year (technology changes quickly), a product such as the Cisco Meraki MX all in one application 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 Summerlin 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 24/7 help desk. Their 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 Summerlin will only utilize the help desk service initially. Specific on-site needs will be met by third party contractors, as needed.

ALA Summerlin anticipates a warranty on all new electronic equipment and will be able to receive warranty work though the manufacturer.

ALA Summerlin 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 Summerlin 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 Summerlin 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 Summerlin will not be alone. The EMO is not seeking to directly manage or operate all aspects of the school, but they want ALA Summerlin to succeed and to protect the integrity and good reputation of the American Leadership Academy brand. In order to fulfill these objectives, the EMO provides access to education and business professionals within their network including their Chief Executive Officer, Chief Financial Officer, Chief Academic Officer, Chief Operations Officer, Human Resources Manger, District Registrar, Compliance Officer, Lawyer, etc. The EMO is available for consultation anytime and eager to help ALA Summerlin succeed. To begin this process, the EMO will be sharing its manuals, guidelines, and checklists to help ALA Summerlin 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 ● Director ● Assistant Director(s) ● Dean of Students ● Officer Manager ● Registrar (HS Only) ● Receptionist(s) ● Health Office Staff ● Academic Counselor(s) (HS only)		
Instructional Staff ● Teachers ● Special Education Case Manager(s) ● Paraprofessionals		
Support Staff ● 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.		

Recruitment		

Establish a recruitment plan for attracting highly qualified personnel including but not limited to: ● Job Fair attendance ● Online Postings ● On-Site Banners ● Referral Programs		
Establish time frames and metrics for staffing goals.		
Work with HR to facilitate the following processes: ● Application process ● Interview Process o Resume Review o Telephone Interview o In-Person Interview and Teaching Sample ● Contract Negotiation & Signing Process		
Compliance		
Fingerprint Clearance Card or Background check (depending on position)		
Highly Qualified Teacher attestation forms for all instructional staff.		
Resume binder for all instructional staff		
Executed teacher contract on file with HR.		
Benefits Enrollment & Payroll ● Payroll portal enrollment ● Benefits enrollment documentation completed ● Tax Information completed		

4. Staff Training

Teacher Training		
Logistics ● Schedule & location of each course ● Signage for each classroom ● Assignment of staff to specific courses o New Teacher assignment o Returning Teacher assignment ● Communication of assignments/schedules		
Develop food service plan ● Budget ● Menu ● Staff ● Purchasing ● Preparation		

● Cooking & Serving Meals		
Presenters ● 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: ● 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 ● Paper for copies ● Butcher Paper ● Sticky Notes ● Easel Pads ● Whiteboard Eraser and Markers		
Custodial ● Schedule appropriate custodial personnel ● Ensure custodial supplies are available		
Content ● ALA-specific Curricula ● Teacher Evaluation ● ALA Pedagogy – Core Knowledge ● Student Assessment o DIBELS o Galileo ● Classroom Management o Classroom Layout o Explicit Instruction		
Technology ● Email (Gmail) ● Student Information System (IC) ● Document Storage (Google Docs)		

● Galileo Assessment Software ● Technology Use Guidelines and information security ● HRIS Access & Use		
Policies & Procedures ● Teacher Handbook ● Student Handbook		
Safety & Emergency Preparation ● Bloodbourne Pathogens ● Incident Command System ● School Emergency Response Plan ● WOW Method		
ALA Mission & Vision ● Philosophy ● Customer Service ● Leadership		
Administrative Training		
Emergency Response o Emergency Response Plan Development o Drill Procedure & Recording o Parent Reunification plan		
Customer Service ● How to Win Friends and Influence People ● Crucial Conversations ● The ALA Way		
Policies & Procedures ● Admin Handbook ● Teacher Handbook ● Student Handbook		
Technology ● Email (Gmail) ● Student Information System (IC) ● Document Storage (Google Docs) ● Galileo Assessments ● HRIS System		
Curriculum & Pedagogy ● The Schools We Need and Why We Don't Have Them ● The Knowledge Deficit ● School Culture o Shaping School Culture o Why Johnny Can't Tell Wright from Wrong		
Health Aide Training		
● CPR/First Aide		

• Bloodbourne Pathogens • Policies & Procedures • Emergency Response Plan • Infinite Campus Health Portal		
Office Staff Training		
• 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		
• SRA • Saxon Interventions • Policy & Procedure • Infinite Campus • Parent Communication & Customer Service		
Title 1 Training		
• SRA • Policy & Procedure • Infinite Campus • Google • Galileo • IC • Parent Communication & Customer Service		
Cafeteria Staff Training		
• IC Food Service Portal • Policies & Procedures • Leadership • Bloodborne Pathogens • School Emergency Response Plan		
Maintenance & Custodial Training		
• Policies & Procedures • Facility Systems Maintenance • Cleaning Protocol & schedule • Bloodborne Pathogens • Leadership • MSPS Sheets and Safety Protocol		

• School Emergency Response Plan • OHSA Compliance		

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 • Administrative Furniture (By office) • Reception Furniture (By Building) • Classroom Furniture (By room) • Cafeteria Tables • File Cabinets • Outdoor areas (tables, trash receptacles)		
Order • Obtain necessary approval • Order no later than 30 days prior to required delivery date		
Receive • 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 o 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 • Check materials received against shipping manifests • Take pictures of any damaged items and report them to Executive Director of Academics/Operations ASAP.		

• Report full inventory to Finance		

Setup
• Ensure proper tools are available to assemble furniture
  o Box knives
  o Screw drivers
  o Rubber Mallets
  o Allen Wrenches
  o Power Drills		

Office Supplies		
• Budget • Order • Receive • Distribute		
Janitorial Supplies		

• Toilet Paper
• Trash Receptacles
• Brooms, Mops, & dust pans
• Rags
• Chariot Floor Cleaner
• Consumables
  o Trash bags
  o Cleanser & Detergents
  o Hand Soap
  o Air Fresheners		

IT Equipment		
1. Specify & Budget • Computers & Peripherals • Telephone System • Bell system • Sound Reinforcement • Network & Wireless (including full network infrastructure) • Scoreboards (if applicable) • Projectors • Document Cameras • Copiers/Printers		

2. Order IT Equipment • 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)		
3. Receive IT Equipment • Inventory all machines, compare against shipping manifest • Asset tag all machines • Image all machines with proper software		
4. Distribute or Install • Sign out computers and peripherals to staff		
5. Systems Setup • Infinite Campus o Establish Cloud Version o Setup School Calendar o Setup School Day o Setup Courses o Setup Grading Rubric o Create Ad-Hoc Reports o Upload Teacher Information and Assignments o Upload Student Information, from households o Setup Scheduling Wizard for Middle School o Generate Student Schedules • Google Apps for Education o Create Google Apps Account for the school o Upload school logo, set preferences o Connect "Vault" o Upload teacher information, create accounts o Disseminate account information o Create central filing structure o Create School Resources site • Galileo o Create Galileo Account o Setup Campus o Import Student Data o Setup Assessment Library o Import Staff Data • DIBELS o Create DIBELS account		

○ Import staff information ○ Import student information • State Reporting ○ Request access to necessary state reporting portals ○ Establish staff credentials for specific portals		
Curriculum		
Budget • Based on estimated enrollment, determine the number of texts and supplies necessary for each curricula.		
Order • No later than 6 weeks in advance of necessary date		
Receive • 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 • 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 • Spatulas, Utensils, Can Openers, etc. • Food supplies • Aprons • Gloves • Rags		
Serving Supplies • Plates/Utensils • Food Bins		
Preservation Supplies • Plastic Wrap • Tin Foil		

• Containers		
Cooking Elements • Microwaves • Refrigerators • Freezers • Cooling Racks • Ranges & Ovens • Mixers • Pizza Oven • Etc.		
Break Room o Refrigerator o Microwave o Snack/Soda Machine (If applicable)		
Other		
American Flags • Classroom • Flag Pole • Cafeteria **State Flag** **School Signage** • Covey Quotes/Leadership Quotes • Leadership Pledge **Parent Alert Stamps** **Lanyards for Staff Badges**		
Traffic Supplies o Bullhorn o Hand-Held stop signs for all cross walks o Reflective vests o Traffic Cones o Signage (Enter Only, Exit Only, etc)		
Athletics		
Create Budget for Each Team o Football o Pads o Helmets o Uniforms o Goal Posts o Training Supplies		

o Track 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 playe		
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: ● Website ● SEO ● Geofencing	Director	
Social Media Campaigns	Director	
Flier Campaigns	Director	
Mailer Campaigns	Director	
Community Events ● Open House ● Ground Breaking ● Cottage Meetings ● Pancake Breakfasts ● Movie Nights ● Meet the Teacher	Director	
Community Outreach ● 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 ▪ 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.		

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 _____

	Yes	No	Description	Location	Recommendations Made	Date Corrected
Section A 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						
29. Electrical wiring in good repair						
20. Covered trash containers throughout						
21. GFCI Protection within 6' of sinks, etc.						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.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						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.pdf

	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 140YF. (60YC.)						
18. Cold Foods Held Below 40YF. (4.4YC.)						
19. Freezer At 0YF. (-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						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolsclfsafctychecklist.pdf

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						
	Yes	**No**	**Description**	**Location**	**Recommendations Made**	**Date Corrected**
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						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.pdf

	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						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.pdf

Section K Maintenance Shops						
1. Smoke/heat detectors provided						
2. Sprinkler system provided/serviced and tagged						
3. Fire extinguisher(s) with current tag						
4. Non-asbestos fire blanket						
5. Emergency eyewash provided and tested						
6. Emergency shower provided and tested (if needed)						
7. Safety glasses provided and used						
8. First aid kit provided and maintained						
9. Material Safety Data Sheets (MSDS) maintained for all chemicals/hazardous materials						
10. Power shutoffs provided/accessible						
11. Lockout/tagout procedures in place						
12. Adequate equipment operating space						
13. Aisles marked around equipment						
14. Machine guards provided and used						
15. Radial arm head returns to starting position when released						
16. All electrical equipment double-insulated or grounded						
17. Electrical cords/plugs in good repair						
18. Electrical panels accessible (3-feet clearance)						
19. Good ventilation provided.						
20. Dust collection systems provided and maintained						
21. Spray booths filtered/sprinklers provided/explosion proof fixtures and boxes						
22. Housekeeping is adequate						
23. Safety rules posted						
24. Flammables stored in flammable storage cabinet						
25. Flammables kept away from open flame, hot surfaces and electrical exposure						
26. Overhead storage prohibited unless OSHA approved ladders, railings and toe boards are provided						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.pdf

	Yes	No	Description	Location	Recommendations Made	Date Corrected
27. Ladders in good repair						
28. Only fiberglass or wood ladders used near electrical exposures						
29. Oily 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. Shrubbery 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://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.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://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.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.adventistrisk.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						

Form adapted from: http://adventisteducation.org/downloads/pdf/167_armschoolselfsafetychecklist.pdf

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
Employees wear proper uniform including proper shoes	☐	☐	
Hair restraint is worn	☐	☐	
Fingernails are short, unpolished, and clean	☐	☐	
Jewelry is limited to watch, simple earrings, and plain ring	☐	☐	
Hands are washed or gloves are changed at critical points	☐	☐	
Open sores, cuts, or splints and bandages on hands are completely covered while handling food	☐	☐	
Hands are washed thoroughly using proper hand-washing procedures at critical points	☐	☐	
Smoking is observed only in designated areas away from preparation, service, storage, and warewashing areas	☐	☐	
Eating, Drinking, or chewing gum are observed only in designated areas away from work areas	☐	☐	
Employees take appropriate action when coughing or sneezing	☐	☐	
Disposable tissues are used and disposed of When coughing/blowing nose	☐	☐	

Food Storage and Dry Storage

	Yes	No	Corrective Action
Temperature is between 50° F and 70° F	☐	☐	
All food and paper supplies are 6 to 8 inches off the floor	☐	☐	
All food is labeled with name and delivery date	☐	☐	
The FIFO (First In, First Out) method of Inventory is being practiced	☐	☐	
There is no bulging or leaking canned goods in storage	☐	☐	
Food is protected from contamination	☐	☐	
All surfaces and floors are clean	☐	☐	
Chemicals are stored away from food and other food-related supplies	☐	☐	

Large Equipment

	Yes	No	Corrective Action
Food slicer is clean to sight and touch	☐	☐	
Food slicer is sanitized between uses when used with potentially hazardous foods	☐	☐	
All other pieces of equipment are clean to sight and touch – equipment on serving lines, storage shelves, cabinets, ovens, ranges, fryers, and steam equipment	☐	☐	
Exhaust hood and filters are clean	☐	☐	

Refrigerator, Freezer, and Milk Cooler

	Yes	No	Corrective Action
Thermometer is conspicuous and accurate	☐	☐	
Temperature is accurate for piece of equipment	☐	☐	
Food is stored 6 inches off floor in walk-ins	☐	☐	
	☐	☐	
Proper procedures have been practiced	☐	☐	
All food is properly wrapped, labeled, and dated	☐	☐	
The FIFO (First In, First Out) method of Inventory is being practiced	☐	☐	

Form adapted from South Dakota Department of Health

Unit is clean..... _____

Food Handling

	Yes	No	Corrective Action
Frozen food is thawed under refrigeration or in cold running water.....	☐	☐	_____
Food is not allowed to be in the "temperature danger zone" for more than 4 hours.....	☐	☐	_____
Food is tasted using proper method.....	☐	☐	_____
Food is not allowed to become cross-contaminated.....	☐	☐	_____
Food is handled with utensils, clean gloved hands, or clean hands.....	☐	☐	_____
Utensils are handled to avoid touching parts that will be in direct contact with food.....	☐	☐	_____
Reusable towels are used only for sanitizing Equipment surfaces and not for drying hands, Utensils, floor, etc.....	☐	☐	_____

Utensils and Equipment

	Yes	No	Corrective Action
All small equipment and utensils, including cutting boards, are sanitized between uses.....	☐	☐	_____
Small equipment and utensils are air dried.....	☐	☐	_____
Work surfaces are clean to sight and touch.....	☐	☐	_____
Work surfaces are washed and sanitized between uses.....	☐	☐	_____
Thermometers are washed and sanitized between each use.....	☐	☐	_____
Can opener is clean to sight and touch.....	☐	☐	_____
Drawers and racks are clean.....	☐	☐	_____
Small equipment is inverted, covered, or otherwise protected from dust or contamination when stored.....	☐	☐	_____

Hot Holding

	Yes	No	Corrective Action
Unit is clean.....	☐	☐	_____
Food is heating to 165° F before placing in hot holding.....	☐	☐	_____
Temperature of food being held is above 140° F.....	☐	☐	_____
Food is protected from contamination.....	☐	☐	_____

Cleaning and Sanitizing

	Yes	No	Corrective Action
Three-compartment sink is used.....	☐	☐	_____
Three-compartment sink is properly set up for warewashing (wash, rinse, sanitize).....	☐	☐	_____
Chlorine test kit or thermometer is used to check sanitizing rinse.....	☐	☐	_____
The water temperatures are accurate.....	☐	☐	_____
If heat sanitizing, the utensils are allowed to remain immersed in 170° F water for 30 seconds.....	☐	☐	_____
If using chemical sanitizer, it is the proper dilution.....	☐	☐	_____
The water is clean and free of grease and food particles.....	☐	☐	_____
The utensils are allowed to dry.....	☐	☐	_____
Wiping cloths are stored in sanitizing Solution while in use.....	☐	☐	_____

Garbage Storage and Disposal

	Yes	No	Corrective Action
Kitchen garbage cans are clean.....	☐	☐	_____
Garbage cans are emptied as necessary.....	☐	☐	_____
Boxes and containers are removed from site.....	☐	☐	_____
Loading dock and area around dumpster are clean.....	☐	☐	_____
Dumpster is closed.....	☐	☐	_____

Pest Control

	Yes	No	Corrective Action
Screens are on open windows and doors are in good repair.....	☐	☐	_____
No evidence of pests is present.....	☐	☐	

Staff Qualifications

	Yes	No	Corrective Action
All cafeteria staff possess current food handlers card	☐	☐	_____
Latest cafeteria rating by Department of Health is prominently displayed	☐	☐	_____
All cafeteria staff have completed a background check	☐	☐	_____

Cash Controls

	Yes	No	Corrective Action
No more than one person utilizes a cash register during service	☐	☐	_____
Cash registers are cashed out each day and accounted for with the Business Manager	☐	☐	_____

Schoolhouse DEVELOPMENT LLC

3115 East Lion Lane Suite 300
Salt Lake City, Utah 84121

January 11, 2017

American Leadership Academy Summerlin
940 Hickory Park St
Las Vegas, NV 89138

Subject: Letter of Intent to Build Educational Facilities

Dear Mr. Shirey,

This Letter of Intent is entered into by and between Schoolhouse Development, LLC ("Landlord") and American Leadership Academy Summerlin, 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 on 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 Summerlin, 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 agrees 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 ten 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.

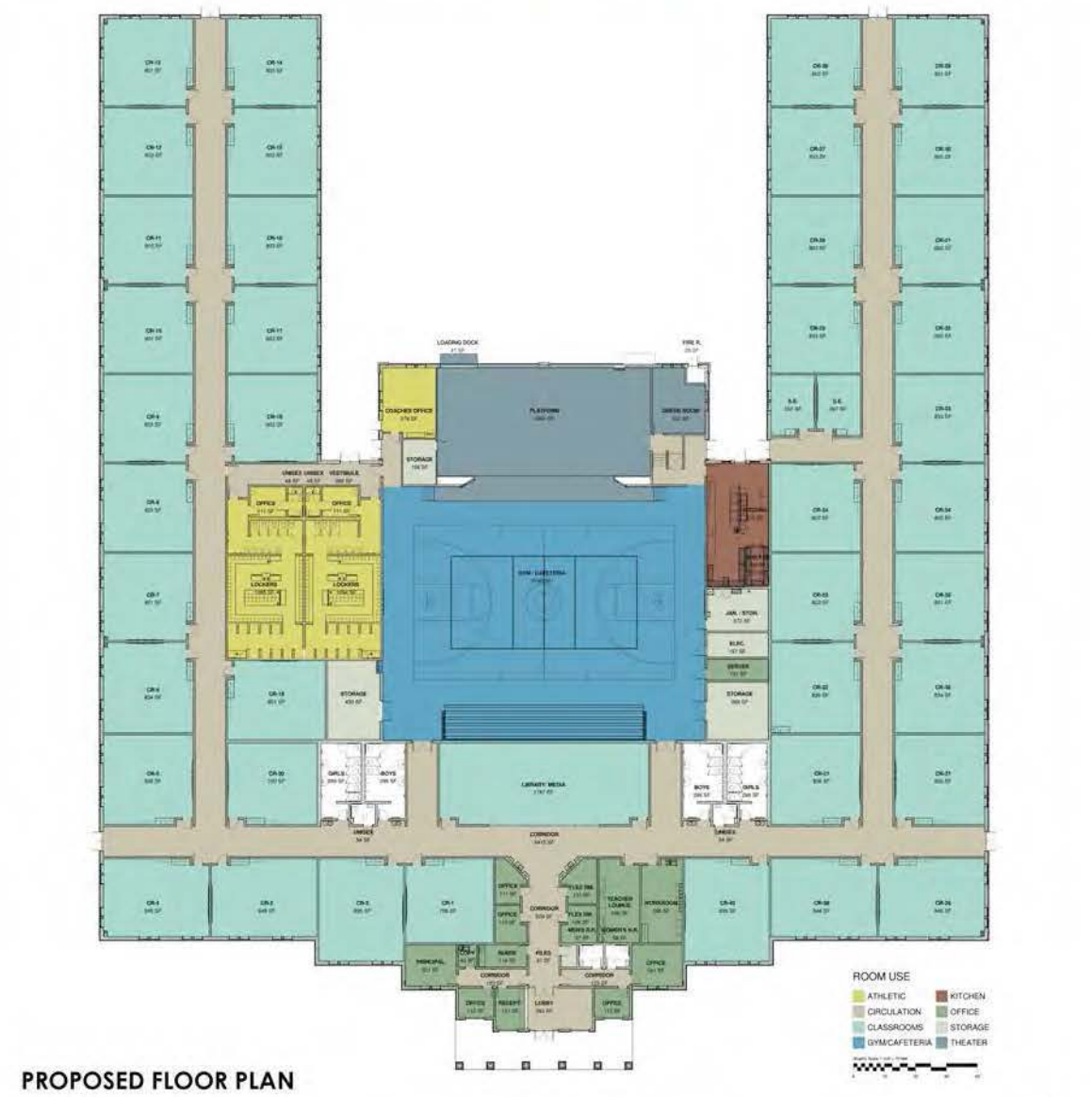
7. **Ongoing Operation and Maintenance**. Operation and staffing of the facility shall be the sole responsibility of the Tenant. The Tenant shall also be responsible for all interior and exterior maintenance of the buildings and all associated site improvements.

The parties are in agreement with the foregoing as indicated by their signature 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 understands that the Agreement requires the approval of the Tenant's Board of Directors.

SCHOOLHOUSE DEVELOPMENT, LLC	AMERICAN LEADERSHIP ACADEMY SUMMERLIN, INC.
Scott Brand, Manager	Gabe Shirey, Executive Director
1/9/17	1/10/17
Date	Date

Proposed Facility Description





PROPOSED FLOOR PLAN

EXISTING ARIZONA FACILITIES

















It is anticipated that ALA Summerlin will purchase insurance though LeBaron & Carroll LLC. LeBaron & Carroll currently services American Leadership Academy, Inc. in Arizona and has several years experience working with numerous charter schools. The numbers included in the charter budget were derived from a quote provided by LeBaron & Carroll.

The types and amount of coverage that ALAL Summerlin 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.

AMERLEA-01 ATERLECKI

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
8/30/2016

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	CONTACT NAME:	
LeBaron & Carroll LLC 1350 E Southern Avenue Mesa, AZ 85204	PHONE (A/C, No, Ext): (480) 834-9315	FAX (A/C, No): (480) 844-9866
	E-MAIL ADDRESS:	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Philadelphia Indemnity	18058
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

American Leadership Academy Inc.
2350 E. Germann Road
Suite 24
Chandler, AZ 85286

COVERAGES **CERTIFICATE NUMBER:** **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	X COMMERCIAL GENERAL LIABILITY			PHPK1543052	08/27/2016	08/27/2017	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:						SEXUAL PHYSICAL	$ 1,000,000
A	AUTOMOBILE LIABILITY			PHPK1543052	08/27/2016	08/27/2017	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS X SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS X NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR			PHUB554234	08/27/2016	08/27/2017	EACH OCCURRENCE	$ 10,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 1,000,000
	DED X RETENTION $ 10,000							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A					PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Educators Prof Liab			PHPK1543053	08/27/2016	08/27/2017	Professional	10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

PROOF OF INSURANCE

CANCELLATION

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

© 1988-2014 ACORD CORPORATION. All rights reserved.

American Leadership Academy Summerlin
Budget Narrative-attachment 15

Per-Pupil Revenue

The per-pupil revenue for ALA 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.

Anticipated Funding Sources

ALA has a Letter of Intent from Schoolhouse Development in the amount of $1,250,000 in start-up assistance funds.

It is anticipated that ALA will also apply for the available $250,000 start-up loan from the State of Nevada. As these funds are not secured, they are not reflected in the budget.

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 will maintain a student to teacher ratio of 1:22 in kindergarten and 1:30 in all grades thereafter.

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.

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 is committed to providing comprehensive professional development both before and during the school year. For this reason, ALA has included $40,000 in start-up cost for initial staff training and a similar amount each year thereafter. ALA will utilize school leadership, third-party providers, and EMO personnel to complete much of staff training. Training for some curricular programs is provided free of charge by the publisher 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 has allocated $25,000 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 will not operate a central library. The cost of classroom libraries aligned with the Core Knowledge sequence has been included in the curriculum budget.

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 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 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 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

$9,000 was included in the budget to account for transportation services required by IEPs and McKinney-Vento compliance. Transportation services will be provided by a third-party provider, if needed.

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 will have a small local server to host its curriculum database. It is planned that this will be a Mac Mini Server, which is reflected in the budget amount of $1500. Outside of this simple server, ALA will utilize cloud solutions to ensure data redundancy, security, 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.

Contingency Plan

In the case of reduced revenue, ALA will immediately implement austerity measures to preserve limited financial resources. ALA will reduce staffing and purchasing to minimize overhead costs.

ALA has the support of the EMO and could petition the EMO for financial support. Additionally, ALA 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 will continuously seek funding opportunities. ALA will seek a loan from the State of Nevada, as provided in Nevada statute. Additionally, ALA will continuously develop business associations. These associations may help provide additional avenues for revenue.

Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

ALA 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 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.

Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

ALA is not relying on philanthropic revenue to open. In the event that Schoolhouse Development cannot fulfill the promise of start-up funds, ALA may need to delay the opening of the school.

CHARTER SCHOOL BUDGET

Name of School American Leadership Academy Centennial Hills

Base Year 2019

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
REVENUE			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ASSUMPTIONS			2018	2019	2020	2021	2022	2023	2024
Number of grade levels			9	9	9	9	9	9	9
Number of classrooms				40	40	40	40	40	40
K			0	120	120	120	120	120	120
1st			0	120	120	120	120	120	120
2nd			0	120	120	120	120	120	120
3rd			0	120	120	120	120	120	120
4th			0	120	120	120	120	120	120
5th			0	120	120	120	120	120	120
6th			0	90	120	120	120	120	120
7th			0	90	120	120	120	120	120
8th			0	90	120	120	120	120	120
9th									
10th									
11th									
12th									
Total Student Enrollment			0	990	1080	1080	1080	1080	1080
Title I (% of student body)			0%	35%	35%	35%	35%	35%	35%
Special Education (% of student body)			0%	12%	12%	12%	12%	12%	12%
Total Distributive School Account (funding per student)	$6,506	Base year							
Inflation adjustor	1.03								
Special Education Weighted Funding	$533	Per student							
Title I	$0	Per student							
IDEA	$0	Per SPED student							
Breakfast Program -- Federal Reimbursement	no	"yes" or "no"							
Breakfast Program	$0	Per student per day							
Lunch Program	$0	Per student per day							
School level fundraising	$0	Per student							
County where school is located	Clark								
DSA Funding			$0	$6,440,940	$7,237,274	$7,454,393	$7,678,024	$7,908,365	$8,145,616
DSA Sponsorship Fee			$0	-$96,614	-$108,559	-$111,816	-$115,170	-$118,625	-$122,184
Title I			$0	$0	$0	$0	$0	$0	$0
Federal Breakfast Program			$0	$0	$0	$0	$0	$0	$0
Federal Lunch Program			$0	$0	$0	$0	$0	$0	$0
IDEA			$0	$0	$0	$0	$0	$0	$0
State Special Education Funding			$0	$63,320	$69,077	$69,077	$69,077	$69,077	$69,077
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)			$1,250,000						
Other start-up grant funds									
School level fundraising			$0	$0	$0	$0	$0	$0	$0
Student fees									
Investment Income									
Private fundraising (foundations, corporate)									
Private fundraising									
TOTAL REVENUE			**$1,250,000**	**$6,407,646**	**$7,197,792**	**$7,411,654**	**$7,631,931**	**$7,858,816**	**$8,092,509**

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
EXPENSES			**PLANNING**	**YR 1**	**YR 2**	**YR 3**	**YR 4**	**YR 5**	**YR 6**
STAFFING COSTS			**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
ASSUMPTIONS			**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Payroll Tax and Benefits									
Medical									
Single Coverage	$3,900	Per year							
Family Coverage	$7,400	Per year							
School's percentage of coverage	80%								
Assumed percentage of employees choosing single coverage	65%								
Weighted avg. cost for medical	$5,125	Per year							
FICA	1.45%	of Salary							
State Retirement - Certified	14.50%	of Salary							
State Retirement - Non-certified	14.50%	of Salary							
Life Insurance	0.36%	of Salary							
GASB 45		Per employee							
Unemployment Insurance	$34	Per employee							
Payroll Services	$54	Per employee per month							
Bonus Pool		Based on % of salary							
FTE - Total			0.0	45.0	47.0	47.0	47.0	47.0	47.0
FTE - Administrators			0.0	0.0	0.0	0.0	0.0	0.0	0.0
FTE - Office			0.0	0.0	0.0	0.0	0.0	0.0	0.0
FTE - Special Education/ELL Teachers			0.0	9.0	9.0	9.0	9.0	9.0	9.0
FTE - Grade Level Teachers			0.0	36.0	38.0	38.0	38.0	38.0	38.0
Instructional days per year	185								
Saturday schools per year	0								
Contractors required for Saturday School	0								
Price per contractor	$0								

	Start Year (Input year or "NA")	Base Salary	FTE Count						
Administrators									
Executive Director (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Assistant Director (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Dean of Students (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators			**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Office Staff									
Office Mangager (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Receptionist (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nurse (EMO)	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators and Office Staff			**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

[INSERT School Name]

Special Education and ELL Teachers			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Case Manager	2019	$40,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Case Manager	2019	$40,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Case Manager	2019	$40,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Case Manager	2019	$40,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Case Manager	2019	$40,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
ELL Coordinator	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
SPED Paraprofessional	2019	$30,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
SPED Paraprofessional	2019	$30,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
SPED Paraprofessional	2019	$30,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Education/ELL Teachers			**0.00**	**9.00**	**9.00**	**9.00**	**9.00**	**9.00**	**9.00**

Grade Level	Subject	Teacher	Start Year (Input year or "NA")	Base Salary	FTE Count						
1	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Assistant	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

[INSERT School Name]

					PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
K-5	Specials	Grade Level Assistant	2019	$32,500.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
K-5	Specials	Grade Level Assistant	2019	$32,500.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
K-5	Specials	Grade Level Assistant	2019	$32,500.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6-8	STEM	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	STEM	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Specials	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	STEM	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	STEM	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Specials	`	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	STEM	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	STEM	Grade Level Teacher	2020	$38,000.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2019	$38,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
6-8	Humanities	Grade Level Teacher	2020	$38,000.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00
6-8	Specials	Grade Level Teacher	2019	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

					PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Total Grade Level Teachers			**0.00**	**36.00**	**38.00**	**38.00**	**38.00**	**38.00**	**38.00**
		TOTAL SALARIES			**$0**	**$1,607,500**	**$1,734,005**	**$1,786,025**	**$1,839,606**	**$1,894,794**	**$1,951,638**
BENEFITS											
		Total Medical Benefits			**$0**	**$190,035**	**$204,435**	**$210,568**	**$216,886**	**$223,392**	**$230,094**
		Total FICA			**$0**	**$23,309**	**$25,143**	**$25,897**	**$26,674**	**$27,475**	**$28,299**
		Total State Retirement Costs			**$0**	**$233,088**	**$251,431**	**$258,974**	**$266,743**	**$274,745**	**$282,987**
		Total Life Insurance			**$0**	**$5,787**	**$6,242**	**$6,430**	**$6,623**	**$6,821**	**$7,026**
		Total GASB 45			**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
		Total Unemployment Insurance			**$0**	**$1,530**	**$1,598**	**$1,598**	**$1,598**	**$1,598**	**$1,598**
		TOTAL BENEFITS			**$0**	**$453,748**	**$488,850**	**$503,467**	**$518,523**	**$534,031**	**$550,004**
		% of Salaries			*#DIV/0!*	*28.2%*	*28.2%*	*28.2%*	*28.2%*	*28.2%*	*28.2%*
		PART-TIME EMPLOYEES									
		Input part-time employee									
		Percentage of full-time FTE			0.00	6.00	6.00	6.00	6.00	6.00	6.00
		Annualized salary		$20,000	$0	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000
		Input part-time employee									
		Percentage of full-time FTE									
		Annualized salary			$0	$0	$0	$0	$0	$0	$0
		Input part-time employee									
		Percentage of full-time FTE									
		Annualized salary			$0	$0	$0	$0	$0	$0	$0
		Input part-time employee									
		Percentage of full-time FTE									
		Annualized salary			$0	$0	$0	$0	$0	$0	$0
		Input part-time employee									
		Percentage of full-time FTE									
		Annualized salary			$0	$0	$0	$0	$0	$0	$0
		PART TIME SALARIES			**$0**	**$120,000**	**$120,000**	**$120,000**	**$120,000**	**$120,000**	**$120,000**
		PERFORMANCE BONUSES			**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
		PAYROLL SERVICES			**$0**	**$29,160**	**$30,456**	**$30,456**	**$30,456**	**$30,456**	**$30,456**

[INSERT School Name]

GENERAL OPERATING EXPENSES			PLANNING 2017-18 2018	YR 1 2018-19 2019	YR 2 2019-20 2020	YR 3 2020-21 2021	YR 4 2021-22 2022	YR 5 2022-23 2023	YR 6 2023-24 2024
Instruction	**Assumptions**								
Professional development	$900	Per FTE	$40,000	$40,500	$42,300	$42,300	$42,300	$42,300	$42,300
Staff recruitment	$5,000	Per Year	$11,500	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Student recruitment and marketing	$20,000	Annual expense	$25,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
Special Ed/Psychology Consultant	$58,000	Annual Expense		$58,000	$58,000	$58,000	$58,000	$58,000	$58,000
CMO Fee	$900	Per Student		$891,000	$972,000	$972,000	$972,000	$972,000	$972,000
Textbooks - initial costs	$0	Per student	$400,000	$0	$0	$0	$0	$0	$0
Textbooks - repurchase of new books	5	Number of years use				$0	$0	$0	FALSE
Library books		Per student		$0	$0	$0	$0	$0	$0
Food services	$5	Per student	$20,000	$4,950	$5,400	$5,400	$5,400	$5,400	$5,400
Music program		Per Student		$0	$0	$0	$0	$0	$0
Management fees		% of S&L Revenues		$0	$0	$0	$0	$0	$0
Licensing fees		% of S&L Revenues		$0	$0	$0	$0	$0	$0
Charter application	$10,000								
Office Supplies	$20	Per student	$15,000	$19,800	$21,600	$21,600	$21,600	$21,600	$21,600
Assessment costs	$30	Per student		$29,700	$32,400	$32,400	$32,400	$32,400	$32,400
Supplies for students	$40	Per student		$39,600	$43,200	$43,200	$43,200	$43,200	$43,200
Yearbook		Per student		$0	$0	$0	$0	$0	$0
School store		Per student		$0	$0	$0	$0	$0	$0
Contracted SPED	$1,500	Per SPED student		$178,200	$194,400	$194,400	$194,400	$194,400	$194,400
Instuctional supplies - Teachers (just teaching faculty)	$1,000	Per Instructional FTE		$45,000	$47,000	$47,000	$47,000	$47,000	$47,000
General office supplies	$2,000	Per month		$24,000	$24,000	$24,000	$24,000	$24,000	$24,000
School uniforms		Per new student		$0	$0	$0	$0	$0	$0
School uniforms - returning students		Per returning student			$0	$0	$0	$0	$0
General building decorum	$2,500	Annual Exp	$5,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Health supplies	$5	Per student per year	$5,000	$4,950	$5,400	$5,400	$5,400	$5,400	$5,400
Bank fees	$360	Annual Exp		$360	$360	$360	$360	$360	$360
Athletic expenditures	$25	Per Student		$24,750	$27,000	$27,000	$27,000	$27,000	$27,000
Postage and shipping	$5	Per student		$4,653	$5,076	$5,076	$5,076	$5,076	$5,076
Gifts & awards - students	$5	Per student		$4,950	$5,400	$5,400	$5,400	$5,400	$5,400
Gifts & awards - faculty and staff	$200	Per FTE		$9,000	$9,400	$9,400	$9,400	$9,400	$9,400
Dues and memberships	$100	Per FTE		$4,500	$4,700	$4,700	$4,700	$4,700	$4,700
Travel and Meetings	$150	Per FTE		$6,750	$7,050	$7,050	$7,050	$7,050	$7,050
Background checks	$50	Per new FTE		$2,250	$100	$0	$0	$0	$0
Accounting services	$0	Annual Exp		$0	$0	$0	$0	$0	$0
Field trips		Per grade level		$0	$0	$0	$0	$0	$0
Field trips - out of state		Per grade level		$0	$0	$0	$0	$0	$0
Parent & staff meetings	$2,000	Annual Exp		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"		$0	$0	$0	$0	$0	$0
Total Instructional Supplies			$521,500	$1,422,413	$1,534,286	$1,534,186	$1,534,186	$1,534,186	$1,534,186
Per student				*$1,437*	*$1,421*	*$1,421*	*$1,421*	*$1,421*	*$1,421*
Contracted Services									
Annual audit	$5,000	Per year		$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Legal funds	$0	Per year	$0	$0	$0	$0	$0	$0	$0
Total Contract Services			$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000

[INSERT School Name]

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Food Program	**School Pays?**									
Breakfast	no	$0.00	Per student		$0	$0	$0	$0	$0	$0
					$0	$0	$0	$0	$0	$0
Lunch program	no	$0.00	Per student (not covered by Title I)							
Snacks	no	$0.00	Per student		$0	$0	$0	$0	$0	$0
Saturday food program	no	$0.00	Input "yes or "no"		$0	$0	$0	$0	$0	$0
Total Food Costs				$0	$0	$0	$0	$0	$0	$0
TOTAL GENERAL OPERATING EXPENSES				**$521,500**	**$1,427,413**	**$1,539,286**	**$1,539,186**	**$1,539,186**	**$1,539,186**	**$1,539,186**

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
TRANSPORTATION COSTS		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ASSUMPTIONS		**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Percentage of students transported	1%							
Students per bus								
Bus purchase price (used bus)								
Miles driven per bus per day								
Miles driven per bus per year	0							
Miles per gallon								
Gallons purchased per year	0.00							
Price per gallon								
Annual fuel costs per bus	$0.00							
Maintenance costs per bus		per mile						
Annual maintenance costs per bus	$0							
Bus Contracting Costs	$1,500	annual						
Number of students participating			9.9	10.8	10.8	10.8	10.8	10.8
Number of buses required			6	6	6	6	6	6
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			$9,000	$9,000	$9,000	$9,000	$9,000	$9,000
TOTAL TRANSPORTATION COSTS		**$0**	**$9,000**	**$9,000**	**$9,000**	**$9,000**	**$9,000**	**$9,000**
Per student			*$909.09*	*$833.33*	*$833.33*	*$833.33*	*$833.33*	*$833.33*

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Flag Football (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$300	Assumption?							
Footballs	$100								
Flags/Misc Equipment	$400	per away game							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$4,300**								
Boys Basketball (12 home games; 12 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$500	Assumption?							
Basketballs	$100								
Misc Equipment	$200	per away game							
Transportation	$1,800	$150 per away game - bus rental							
Referees	$1,200	2 refs per home game - $50 ref							
Gym rental	$0	$35/hour? - could be up to $6K							
Total Costs	**$5,300**								
Girls Cheerleading (12 home games; 12 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$500	Assumption?							
Basketballs	$0								
Misc Equipment	$200	per away game							
Transportation	$1,800	$150 per away game - bus rental							
Referees	$1,200	2 refs per home game - $50 ref							
Gym rental	$0	$35/hour? - could be up to $6K							
Total Costs	**$5,200**								
Boys Soccer (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$400	Assumption?							
Soccer balls	$150								
Shin guards, Misc Equipment	$400	per away game							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$4,450**								
Girls Soccer (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$400	Assumption?							
Soccer balls	$150								
Shin guards, Misc Equipment	$400	per away game							
Soccer goals	$2,000	$1,000 per goal - 2 goals							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$6,450**								

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Boys track and field (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$0								
Other Equipment	$0	Possible grant?							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$3,500**								
Girls track and field (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$0								
Other Equipment	$0	Possible grant?							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$3,500**								
Boys Lacrosse (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$0								
Other Equipment	$0	Possible grant?							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$3,500**								
Girls Lacrosse (8 home games; 8 away games)									
Head coach	$1,000								
Assistant Coach	$500								
Equipment									
Uniforms	$0								
Other Equipment	$0	Possible grant?							
Transportation	$1,200	$150 per away game - bus rental							
Referees	$800	2 refs per home game - $50 ref							
Total Costs	**$3,500**								

	Active program?						
Football	Yes	$4,300	$4,300	$4,300	$4,300	$4,300	$4,300
Boy's basketball	Yes	$0	$0	$0	$5,300	$5,300	$5,300
Girl's cheerleading	Yes	$0	$0	$0	$5,200	$5,200	$5,200
Boy's soccer	Yes	$4,450	$4,450	$4,450	$4,450	$4,450	$4,450
Girl's soccer	Yes	$6,450	$6,450	$6,450	$6,450	$6,450	$6,450
Boy's track and field	Yes	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500
Girl's track and field	Yes	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500
Boy's lacrosse	no	$0	$0	$0	$0	$0	$0
Girl's lacrosse	no	$0	$0	$0	$0	$0	$0

TOTAL EXPENSES	**$521,500**	**$3,669,021**	**$3,943,797**	**$4,010,334**	**$4,089,471**	**$4,160,167**	**$4,232,984**

AMERICAN LEADERSHIP ACADEMY, INC.

FINANCIAL STATEMENTS

(WITH INDEPENDENT AUDITOR'S REPORT)

AS OF JUNE 30, 2016

AND

FOR THE YEAR THEN ENDED

ATTACHMENT 17

AMERICAN LEADERSHIP ACADEMY, INC.
FINANCIAL STATEMENTS
JUNE 30, 2016

- C O N T E N T S -

	PAGE
INDEPENDENT AUDITOR'S REPORT	1 - 2
FINANCIAL STATEMENTS:	
STATEMENT OF FINANCIAL POSITION	3
STATEMENT OF ACTIVITIES	4
STATEMENT OF CASH FLOWS	5
NOTES TO FINANCIAL STATEMENTS	6 - 9
SPECIAL AUDIT REPORT	
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	10 - 11

Joel D. Huber, CPA, P.C.

Certified Public Accountant

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public Accountants

Member of the Arizona Society of CPA's

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, 2016, and the related statements of activities, and cash flows for the year ended June 30, 2016, 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, 2016, and the respective changes in financial position and cash flows thereof for the year ended June 30, 2016 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, 2016, 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, 2016

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016

Assets:	
Current Assets	
Cash	$ 4,605,176
Bond operating reserve (restricted)	881,403
Debt service reserve - 2015 Bond	1,735,270
Accounts receivable	38,949
Prepaid bond interest	865,880
Prepaid expenses	82,217
Total Current Assets	8,208,895
Property and equipment, net of accumulated depreciation of $ 4,626,560	21,383,558
Other Assets	
Cost of Issuance 2015 Bond net of accumulated amortization of $16,846	661,548
Bond Discount 2015 Bond net of amortizated interest of $18,442	719,438
Projects in process	244,857
Loan to officer	6,500
Notes receivable	1,277
Total Assets	$ 31,226,073
Liabilities and net assets:	
Current Liabilities	
Accounts payable	$ 227,810
Credit cards	24,070
Accrued expenses	1,085,423
Lines of credit payable	473,931
Current portion of Capital Bond 2015	395,000
Current portion of notes payable	51,192
Total Current Liabilities	2,257,426
Capital Bond 2015	24,495,000
Campus lease payable	50,000
Loans payable - Long-term portion	972,658
Total Liabilities	27,775,084
Net Assets:	
Unrestricted	3,450,989
Temporarily Restricted	0
Total Net Assets	3,450,989
Total Net Assets and Liabilities	$ 31,226,073

See accompanying notes to the financial statements

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

	Unrestricted	Temporarily Restricted	Total
Revenues, Gains, and Other Support:			
Equalization and governmental revenues	$ 37,667,402	$ 0	$ 37,667,402
Grants and contributions	383,308		383,308
Other	431,886		431,886
Total Revenues, Gains, and Other Support	38,482,596	0	38,482,596
Expenses and Losses:			
Program services			
Instruction and operation	34,518,062		34,518,062
Interest expense	1,415,748		1,415,748
Supporting services			
Administration	1,571,203		1,571,203
Interest expense	72,145		72,145
Total Expenses	37,577,158	0	37,577,158
Increase (decrease) in net assets	905,438		905,438
Net Assets (deficit) at beginning of year	7,954,040		7,954,040
Prior period adjustment	(5,408,489)		(5,408,489)
Net Assets (deficit) at end of year	$ 3,450,989	$ 0	$ 3,450,989

See accompanying notes to the financial statements

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016

Cash flows from operating activities:		
Change in net assets	$	905,438
Adjustments to reconcile change in net assets		
to cash provided by operating activities:		
Depreciation and amortization		1,592,214
Increase in bond operating reserve		(488,628)
Increase in debt service reserve		(1,735,270)
Increase in prepaid expenses		(269,013)
Increase in bond debt assets		(428,126)
Increase in projects in process		(227,165)
Decrease in operating notes receivable		1,201
Increase in loan to officer		(6,500)
Decrease in accounts payable		(8,292)
Increase in accrued expenses		241,825
Decrease in credit cards		(24,748)
Increase in line of credit		125,931
Net cash used by operating activities		(321,133)
Cash flows from investing activities:		
Adjust for removal of capital leases		80,096,053
Purchase of property and equipment		(15,094,731)
Net cash provided by investing activities		65,001,322
Cash flows from financing activities:		
Capital leases payable reversal - prior period adjustment		(74,687,564)
Capital Bond 2015 issued		24,890,000
Campus lease proceeds		50,000
Bonds reissued		(11,118,050)
Principal payments on notes payable		(1,172,563)
Net cash used by financing activities		(62,038,177)
Net increase in cash and cash equivalents		2,642,012
Cash and cash equivalents at beginning of year		1,963,164
Cash and cash equivalents at end of year	$	4,605,176
Supplemental disclosures of cash flow information:		
Interest paid	$	1,487,893
Income tax paid	$	0

See accompanying notes to the financial statements

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, 2016, 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.

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, 2016:

Land, building and improvements	$ 13,475,347
Furniture, equipment and other	11,822,500
Vehicles	712,271
	26,010,118
Less Accumulated Depreciation	(4,626,560)
	$ 21,383,558

Depreciation and amortization expense for the year ended June 30, 2016 were $1,575,368 and $16,846, respectively.

NOTE 4 - NOTES PAYABLE

The School is obligated under various notes payable. At June 30, 2016 the balance was $1,023,850. The estimated future minimum payments at June 30, 2016 are as follows:

Year ending June 30:	
2017	$ 51,192
2018	517,664
2019	554,806
2020	0
2021 and thereafter	0
Total payments payable	1,123,662
Less: interest	(99,812)
Present value of note payable	$ 1,023,850

Interest expense associated with the notes above totaled $72,145 for the year ended June 30, 2016.

NOTE 5 - BONDS PAYABLE

In December 2015, to consolidate other outstanding bonds and acquire additional land and buildings, the School entered into a bond agreement with The Industrial Development Authority of the County of Pima.

The bond series carried a debt balance at June 30, 2016 of $24,890,000. The bond agreement requires the School to carry a bond operating reserve and a bond debt service reserve, at June 30, 2016 the balances, respectively, were $881,403 and $1,735,270.

The Series 2015 bonds were issued at a discount in the amount of $737,885. The bond issuance discount will be amortized over the life of the Bond and is treated as interest expense. Interest expense associated with the issuance discount totaled $18,442 at June 30, 2016.

In addition, the Series 2015 bonds incurred costs of issuance in the amount of $678,394. These costs of issuance will be amortized over the life of the bonds. Amortization expense associated with the bond costs of issuance totaled $16,846 for the year ended June 30, 2016.

Monthly payments for the bond debt service began in January 2016 and continue through December 2045. 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, 2016 are as follows:

Year ending June 30:	
2017	$ 1,731,936
2018	1,731,936
2019	1,733,766
2020	1,734,676
2021 and thereafter	43,946,169
Total payments payable	50,878,483
Less: interest	(25,988,483)
Bond debt payable	$ 24,890,000

Interest expense associated with the refinanced bond totaled $616,476 for the year ended June 30, 2016.

The outstanding Series 2012 Bonds refunded required interest payments through June 2017 at which time the bonds can be extinguished without significant penalty. At the time of the issuance of the Series 2015 Bonds amounts were deposited in a non-refundable escrow account with Bank of Arizona in an amount to pay the interest payments through the extinguishment date and the principle at the extinguishment date. The amount deposited for interest was treated as prepaid interest by the School. At June 30, 2016 the balance of prepaid interest was $865,880. Interest expense associated with the prepaid interest totaled $399,062 at June 30, 2016.

Furthermore, unamortized bond issuance costs and issuance discount on the Series 2012 bond at the refunding date totaled $281,387. Loss on Debt Extinguishment totaling $281,176 was recognized at June 30, 2016.

Interest expense associated with the closed series 2012 Bond totaled $799,272 for the year ended June 30, 2016.

NOTE 6 - PRIOR PERIOD ADJUSTMENT

School management determined to reverse the prior year decision for early adoption of recognizing all long term lease agreements as capital assets. The effect of removing the early adoption of the lease capitalization resulted in a reduction (debit) to Net Assets in the amount of $5,408,489 and a reduction (debit) to Capital Leases Payable of $74,687,564 and a reduction (credit) to Capital Lease Asset of $80,096,053.

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 - RENT

The School rents buildings and property. For the fiscal year ended June 30, 2016 total rent paid was $7,880,357.

NOTE 10 - 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, 2016 were $35,408.

NOTE 11 - SUBSEQUENT EVENTS

Management has considered potential significant subsequent events thru August 24, 2016, the date the financial statements were prepared.

NOTE 12 - 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

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public 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, 2016, 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, 2016.

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.

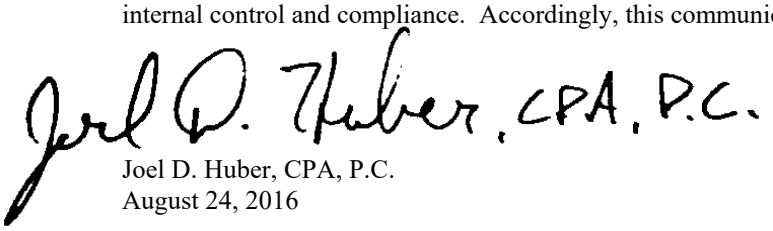
My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during 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.
August 24, 2016

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

- C O N T E N T S -

	PAGE
INDEPENDENT AUDITOR'S REPORT	1 - 2
FINANCIAL STATEMENTS:	
STATEMENT OF FINANCIAL POSITION	3
STATEMENT OF ACTIVITIES	4
STATEMENT OF CASH FLOWS	5
NOTES TO FINANCIAL STATEMENTS	6 - 9
SPECIAL AUDIT REPORT	
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	10 - 11

Joel D. Huber, CPA, P.C.

Certified Public Accountant

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public Accountants

Member of the Arizona Society of CPA's

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

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	679,084
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	2,478
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	109,821
Total Current Liabilities	7,561,344
Capital leases payable	68,712,559
Notes payable long-term protion	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

	Unrestricted	Temporarily Restricted	Total
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
Total Revenues, Gains, and Other Support	26,222,268	0	26,222,268
Expenses and Losses:			
Program services			
Instruction and operation	20,023,283		20,023,283
Supporting services			
Administration	1,285,405		1,285,405
Total Expenses	21,308,688	0	21,308,688
Increase (decrease) in net assets	4,913,580		4,913,580
Net Assets (deficit) at beginning of year	3,040,460		3,040,460
Net Assets (deficit) at end of year	$ 7,954,040	$ 0	$ 7,954,040

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
Net cash provided by operating activities		6,897,417
Cash flows from investing activities:		
Decrease in construction in progress		194,779
Purchase of property and equipment		(6,374,938)
Net cash used by investing activities		(6,180,159)
Cash flows from financing activities:		
Proceeds from notes payable		597,622
Principal payments on notes payable		(558,293)
Net cash provided by financing activities		39,329
Net increase in cash and cash equivalents		756,587
Cash and cash equivalents at beginning of year		1,206,577
Cash and cash equivalents at end of year	$	1,963,164
Supplemental disclosures of cash flow information:		
Interest paid	$	986,074
Income tax paid	$	0

See accompanying notes to the financial statements

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.

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	529,803
	96,526,855
Less Accumulated Depreciation	(3,102,324)
	$ 93,424,531

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	0
Total payments payable	2,438,639
Less: interest	(242,227)
Present value of note payable	$ 2,196,412

Interest expense associated with the notes totaled $186,949 for the year ended 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	24,643,118
Total payments payable	27,894,814
Less: interest	(16,776,764)
Bond debt payable	$ 11,118,050

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	59,270,486
Total minimum lease payments	$ 79,427,011

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.

SPECIAL AUDIT REPORT

Joel D. Huber, CPA, P.C.

Certified Public Accountant

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public 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.

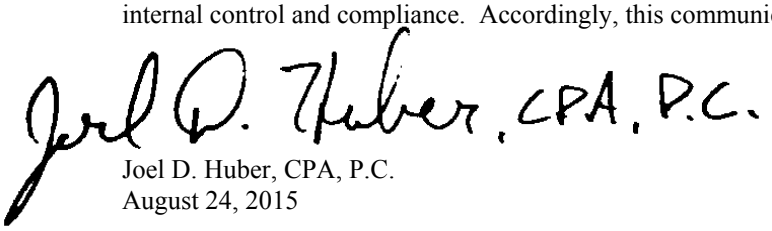
My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during 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.
August 24, 2015

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

- C O N T E N T S -

	PAGE
INDEPENDENT AUDITOR'S REPORT	1 - 2
FINANCIAL STATEMENTS:	
STATEMENT OF FINANCIAL POSITION	3
STATEMENT OF ACTIVITIES	4
STATEMENT OF CASH FLOWS	5
NOTES TO FINANCIAL STATEMENTS	6 - 9
SPECIAL AUDIT REPORT	
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	10 - 11

Joel D. Huber, CPA, P.C.

Certified Public Accountant

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public Accountants

Member of the Arizona Society of CPA's

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 Standatds,* 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

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	1,098,560
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	3,200
Total Assets	$ 17,303,471
Liabilities and net assets:	
Current Liabilities	
Accounts payable	$ 406,217
Credit cards	53,037
Accrued expenses	535,864
Current portion of notes payable	356,003
Total Current Liabilities	1,351,121
Notes payable long-term protion	1,793,840
San Tan bonds payable - A bonds	10,664,025
San Tan bonds payable - B bonds	454,025
Total Liabilities	14,263,011
Net Assets:	
Unrestricted	3,040,460
Temporarily Restricted	0
Total Net Assets	3,040,460
Total Net Assets and Liabilities	$ 17,303,471

See accompanying notes to the financial statements

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Total
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	19,955,439	0	19,955,439
Expenses and Losses:			
Program services			
Instruction and operation	19,321,291		19,321,291
Supporting services			
Administration	805,248		805,248
Total Expenses	20,126,539	0	20,126,539
Increase (decrease) in net assets	(171,100)		(171,100)
Net Assets (deficit) at beginning of year	3,211,560		3,211,560
Net Assets (deficit) at end of year	$ 3,040,460	$ 0	$ 3,040,460

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)
Net cash provided by operating activities		251,561
Cash flows from investing activities:		
Increase in construction in progress		(212,471)
Purchase of property and equipment		(1,805,482)
Net cash used by investing activities		(2,017,953)
Cash flows from financing activities:		
Proceeds from notes payable		1,978,123
Principal payments on notes payable		(264,936)
Net cash provided by financing activities		1,713,187
Net decrease in cash and cash equivalents		(53,205)
Cash and cash equivalents at beginning of year		1,259,782
Cash and cash equivalents at end of year	$	1,206,577
Supplemental disclosures of cash flow information:		
Interest paid	$	865,733
Income tax paid	$	0

See accompanying notes to the financial statements

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.

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	280,572
	15,306,914
Less Accumulated Depreciation	(1,865,406)
	$ 13,441,508

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	1,402
Total payments payable	2,374,772
Less: interest	(224,929)
Present value of note payable	$ 2,149,843

Interest expense associated with the notes totaled $66,662 for the year ended 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	24,643,118
Total payments payable	27,894,814
Less: interest	(16,776,764)
Bond debt payable	$ 11,118,050

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:

For the Year Ended June 30,	Operating Leases
2015	$ 3,632,842
2016	3,738,600
2017	3,847,446
2018	3,993,798
2019	4,177,607
2020 and thereafter	59,270,486
Total minimum lease payments	$ 78,660,779

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

3048 East Baseline Road, Suite 116
Mesa, Arizona 85204
PHONE: (480) 503-9200
FAX: (866) 680-5863

Member of the American Institute of Certified Public 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, 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.

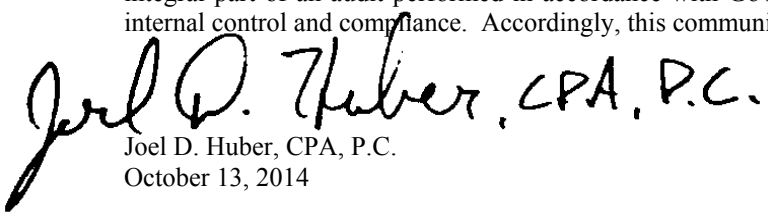
My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during 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 wether 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.
October 13, 2014

INDEPENDENT AUDIT DATA

-Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Description Data								
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets
AZ	27-0333296		American Leadership Academy, Inc. (All ALA schools operate under the same charter and so audits only reflect the organization as a whole)	2000	2016	4,605,176.00	8,208,895.00	23,017,178.00
				2000	2015	1,963,164.00	3,035,023.00	94,397,561.00
				2000	2014	1,206,577.00	2,677,544.00	14,625,927.00
				2000	2013	1,259,782.00	1,974,687.00	13,548,244.00
				2000	2012	458,970.00	1,015,630.00	12,060,610.00

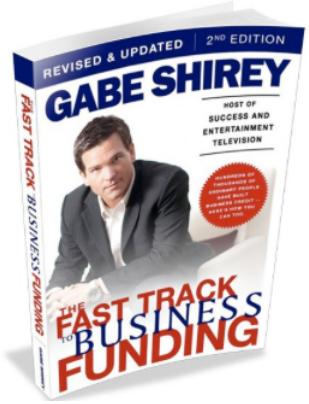
Independent Audit Data

Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures			Change in Net Assets	Current Ratio
31,226,073.00	2,257,426.00	#########	27,775,084.00	3,450,989.00	#########	#########			905,438.00	3.64
97,432,584.00	7,561,344.00	#########	89,478,544.00	7,954,040.00	#########	#########			4,913,580.00	0.40
17,303,471.00	1,351,121.00	#########	14,263,011.00	3,040,460.00	#########	#########			-171,100.00	1.98
15,522,931.00	837,546.00	#########	12,311,372.00	3,211,559.00	#########	#########			1,901,190.00	2.36
13,076,240.00	567,594.00	#########	11,765,871.00	1,310,369.00	7,349,263.00	7,048,162.00			301,101.00	1.79

Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)
44.73	0.89	0.02	4,146,206	7,954,040.00	3,450,989.00
33.63	0.92	0.19	1,963,164	3,211,560.00	3,040,460.00
21.88	0.82	(0.01)	1,206,577	3,211,560.00	3,040,460.00
30.10	0.79	0.11	1,259,782	1,310,369.00	3,211,559.00
23.77	0.90	0.04	458,970	1,009,268.00	1,310,369.00

Attachment 19-The Executive Director shall act as the Regional Director for American Leadership Academy Summerlin. **The job description for Executive Director has been included in Attachment 2 – "Leadership Team Job Descriptions."**

Gabe Shirey shall act as Executive Director. Mr. Shirey has launched three companies and served as Chief Executive Officer for two companies prior to joining ALA Summerlin. Mr. Shirey is familiar with the marketing and community outreach, budget planning, operations, governance structure, etc. required for a new corporation to be successful. Mr. Shirey is highly organized and has developed extraordinary leadership skills through his past work experience. He is an empowering leader that builds, trains and mentors large teams and groups. He creates new standards within each organization he works with. Mr. Shirey works to uplift, empower, and inspire people and truly subscribes to ALA Summerlin's vision to "Learn.Lead.Change the world!"



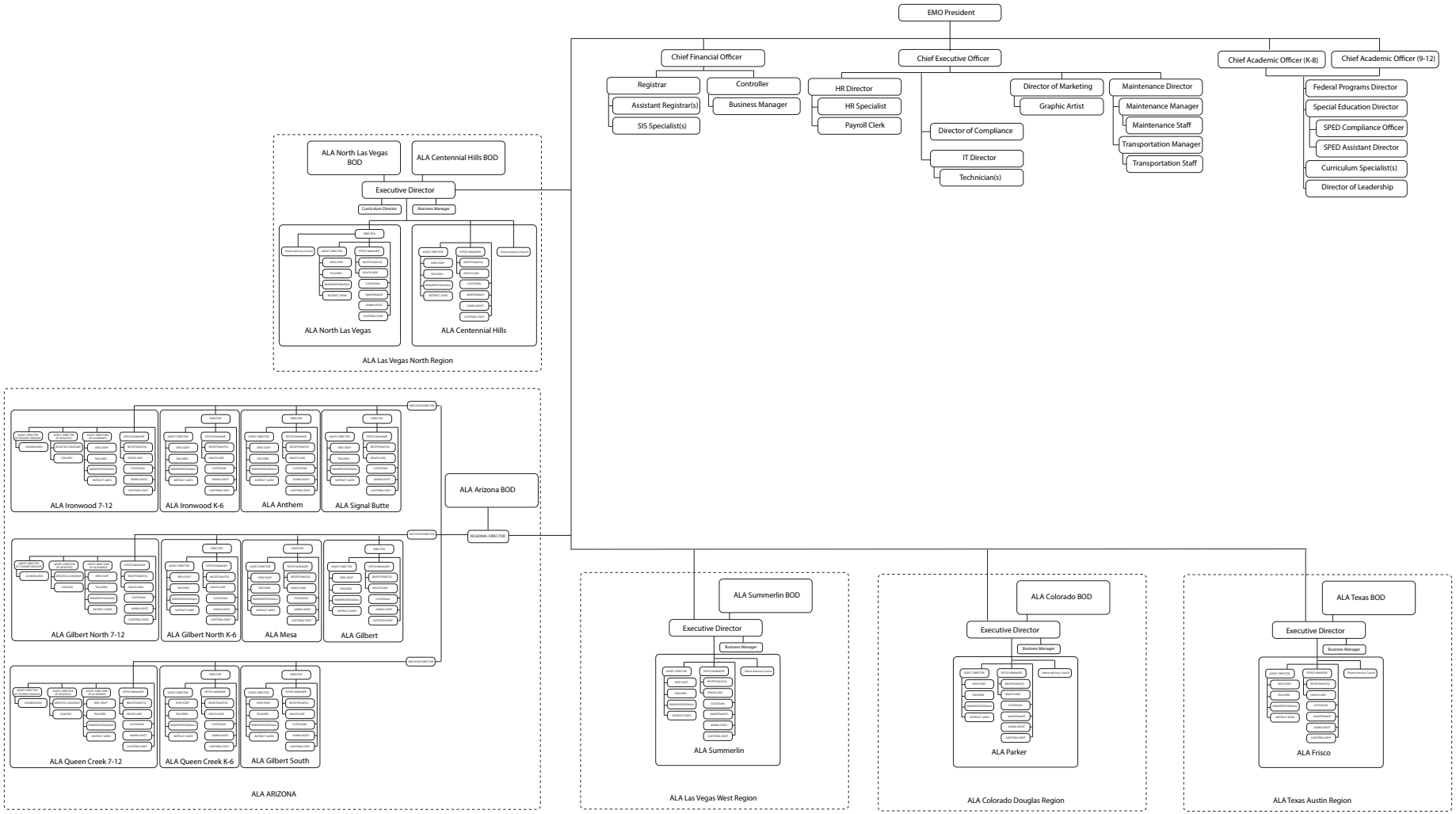
Mr. Shirey is also a best-selling author and well-traveled keynote speaker. He has earned a national reputation as a top producing, empowering leader capable of building, training, mentoring, and leading teams focused on achieving results with consistent momentum. Mr. Shirey has spoken with thousands around the world helping them achieve results in business and in their personal lives, all the while creating the habits that are necessary to achieve what many call impossible.[1]

Mr. Shirey brings a comprehensive understanding of business operations, community engagement, and leadership skills that will be a valuable asset to ALA Summerlin.

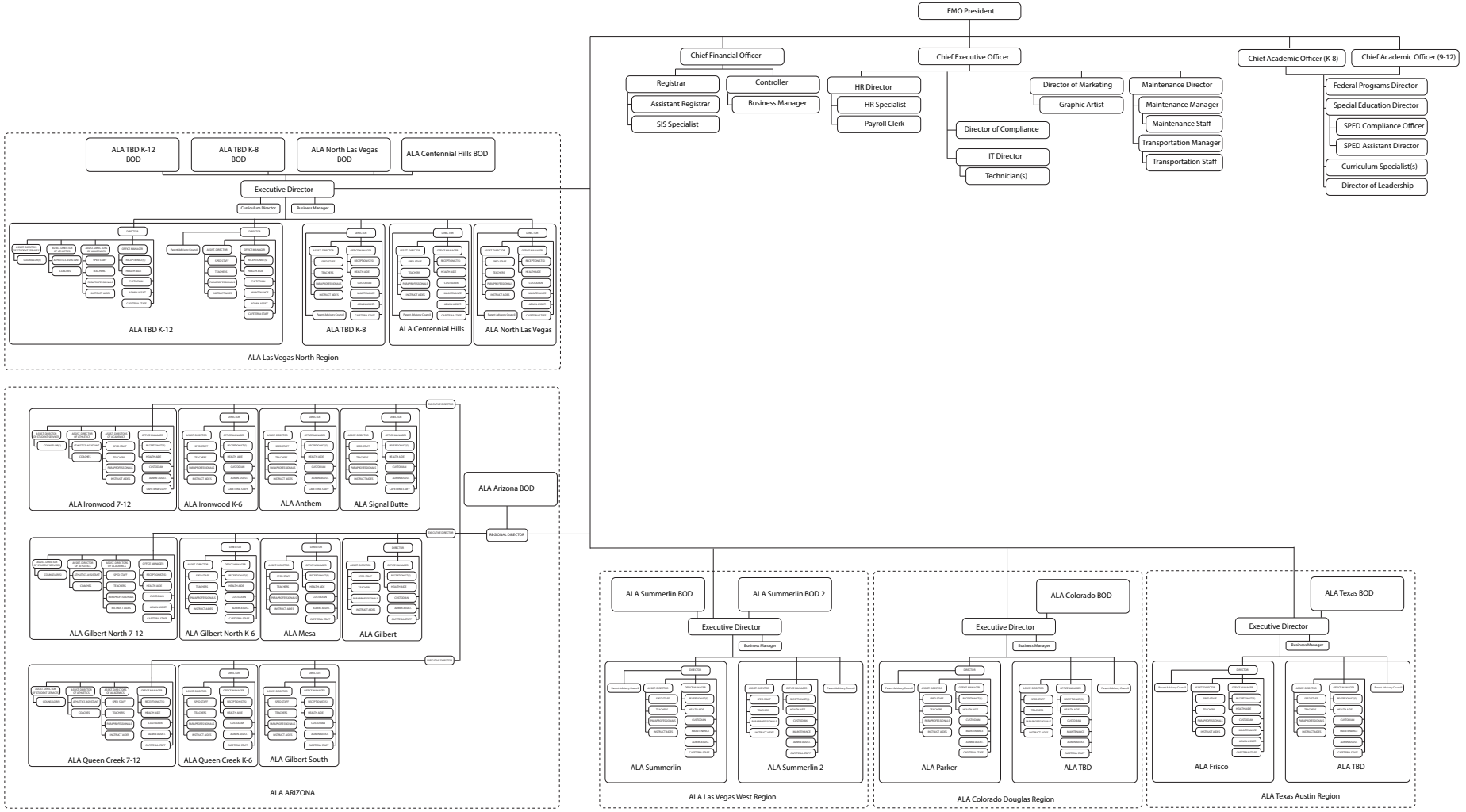
Mr. Shirley's resume has been included in Attachment 3 – "School Leader Resume."

[1] Taken from www.gabeshirey.com

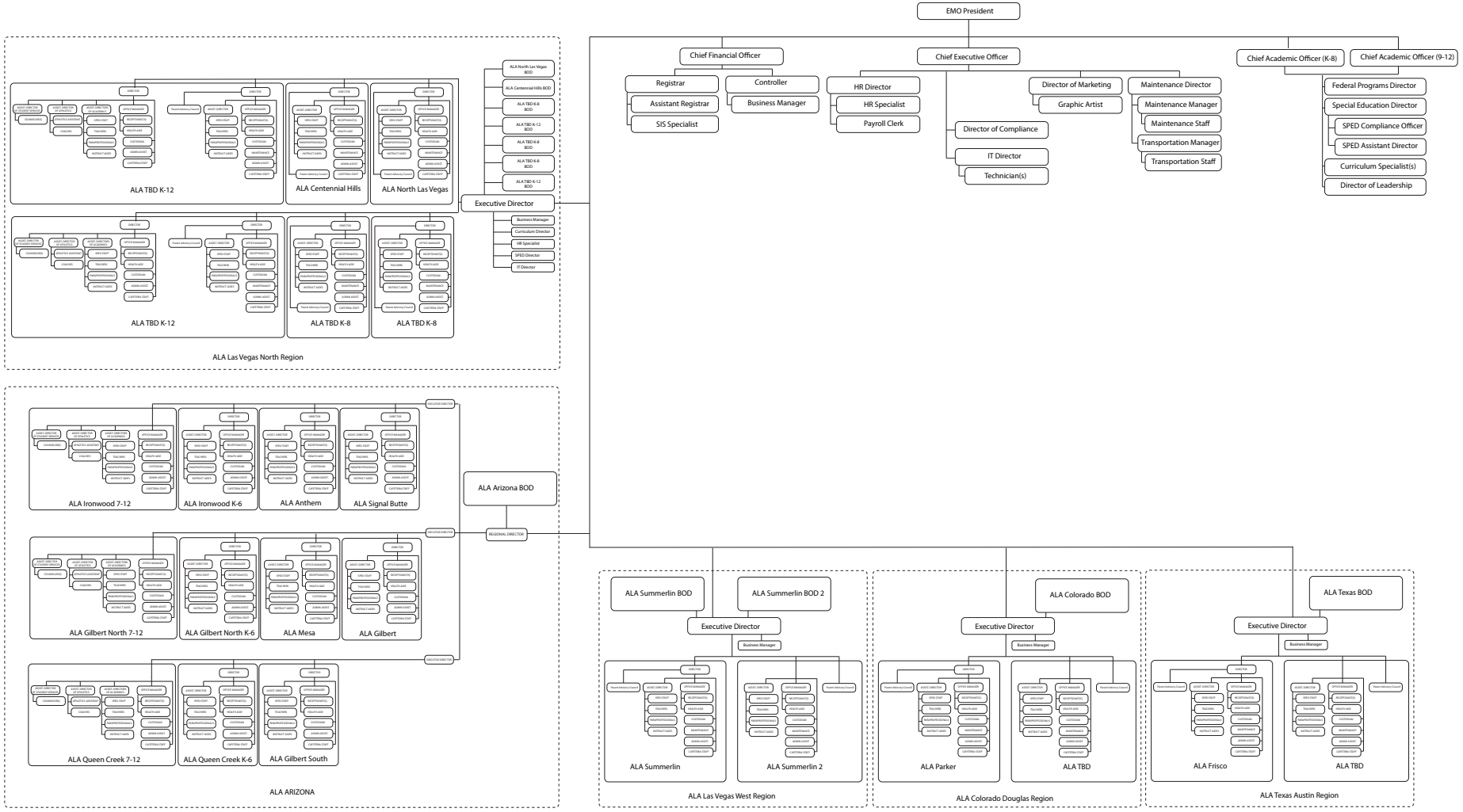
Year One Network Organizational Chart



Year Three Network Organizational Chart



Year Six Network Organizational Chart



Regional Budget

The regional budget table, below, outlines the projected revenues, expenses, and income for the American Leadership Academy Las Vegas West Region (American Leadership Academy Summerlin). As outlined in the charter narrative, multiple individuals are seeking to replicate the American Leadership Academy model in Nevada. To facilitate these concurrent paths, the state has been divided into regions and each charter school operator will remain constrained to their region. This budget pertains only to the Las Vegas West Region.

American Leadership Academy Las Vegas West Regional Budget (Projected)				
	2019	**2020**	**2021**	**2022**
TOTAL REVENUE	**$ 1,647,000.00**	**$ 3,105,000.00**	**$ 4,320,000.00**	**$ 5,521,500.00**
EXPENSES				
Personnel	$ 1,184,500.00	$ 2,769,000.00	$ 3,350,625.00	$ 3,874,750.00
Travel	$ 10,000.00	$ 20,000.00	$ 20,000.00	$ 25,000.00
Operating Expenses	$ 164,700.00	$ 310,500.00	$ 432,000.00	$ 552,150.00
TOTAL EXPENSES	**$ 1,359,200.00**	**$ 3,099,500.00**	**$ 3,802,625.00**	**$ 4,451,900.00**
NET INCOME	**$ 287,800.00**	**$ 5,500.00**	**$ 517,375.00**	**$ 1,069,600.00**

Budget Assumptions

Revenue

Revenue is calculated as $900 per student. It is anticipated that a new American Leadership Academy campus will open each year in the proscribed region. Growth targets will be reevaluated on an annual basis to ensure the success of organization and the students it serves.

Expenses

Charter One Education Group will employ all non-instructional personnel for the campuses operating in the Las Vegas West Region. This includes all administrative staff, clerical staff, and support staff. The expenses are based on the estimated staffing plan for the subject region.

Travel



Although all regional staff will work in the Summerlin/Las Vegas region, professional staff from the EMO headquarters in Las Vegas will be required to travel frequently to provide training, audit implementation, and provide general support.

Operating Expenses

Operating expenses have been calculated at a flat ten-percent rate to cover administrative overhead expense both at the regional and national level of the EMO.

American Leadership Academy Summerlin
EMO Audit Narrative

Charter One Education Group was recently formed and therefore has no audit or financial history. Audits for American Leadership Academy, Inc., from which the staff of COEG will be pulled, have been included as Attachment 17.

CHARTER SCHOOL MANAGEMENT AGREEMENT
BETWEEN
AMERICAN LEADERSHIP ACADEMY SUMMERLIN, INC.
AND
CHARTER ONE EDUCATION GROUP, LLC

THIS CHARTER SCHOOL MANAGEMENT AGREEMENT (this "Agreement") is dated this ___ day of _____ by and between AMERICAN LEADERSHIP ACADEMY SUMMERLIN, Inc., a duly organized and validly existing Nevada corporation, ("ALA SUMMERLIN"), and CHARTER ONE EDUCATION GROUP, LLC, an Nevada limited liability company (the "Service Provider").

RECITALS

WHEREAS, ALA SUMMERLIN has entered into a contract with the State Public Charter School Authority (the "Charter School Contract") for the purpose of operating charter schools;

WHEREAS, the Governing Board of ALA SUMMERLIN (the "Board") may carry out any act and ensure the performance of any function by ALA SUMMERLIN that is compliance with the Nevada and US Constitution; Nevada Education Code, other federal, state or local statutes and regulations, orders and rulings applicable to Nevada charter schools; and the Charter School Contract;

WHEREAS, Service Provider's members have expertise in the professional operation and management of charter schools, including but not limited to staffing, finance, management and operations, marketing and maintenance of the same, and Service Provider has been organized to provide or make provisions for the professional operation and management of charter schools and such other activities as are necessary, incidental, or appropriate in connection therewith;

WHEREAS, ALA AUMMERLIN desires to "outsource" certain services;

WHEREAS, the Board has determined that it is in ALA SUMMERLIN'S best interest to enter into this Agreement with Service Provider in order to obtain the skilled services of Service Provider at a fixed rate, for a stated time period, for services that would otherwise have to be provided by ALA SUMMERLIN;

WHEREAS, ALA SUMMERLIN and Service Provider desire to enter into this Agreement to establish the obligations and responsibilities of each party with respect to the operation and management of the schools as set forth below.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ALA SUMMERLIN and Service Provider, mutually agree as follows:

DRAFT

ARTICLE I
CONTRACTING RELATIONSHIP

1.1 Engagement. ALA SUMMERLIN hereby agrees and acknowledges that it engages Service Provider to provide the services set forth herein in accordance with the terms and conditions of this Agreement.

1.2 Incorporation of Recitals. The recitals listed above are hereby incorporated into this Agreement.

1.3 Independent Contractor/Standard of Care. In the performance of its duties hereunder, Service Provider shall be and act as an independent contractor and provide the services set forth herein in accordance with the terms and conditions of this Agreement. Service Provider alone possesses the sole duty to supervise, manage, operate, control and direct performance of the duties and obligations outlined in this Agreement, subject to the rights, supervision, review and approval of ALA SUMMERLIN, as described herein. Nothing contained in this Agreement shall be deemed or construed to create a partnership, joint venture, employment relationship, or to otherwise create any liability for one party with respect to indebtedness, liabilities or obligations of the other party except as otherwise may be expressly set forth herein.

Service Provider shall perform its duties and obligations in a professional, competent, businesslike and efficient manner as set forth in this Agreement and in accordance with all federal, state, and local legal and regulatory requirements.

ARTICLE II
FUNCTIONS OF SERVICE PROVIDER

2.1 Ongoing Services. Service Provider agrees to provide the services listed in this Article II on an as-needed basis throughout the term of this Agreement (the "Ongoing Services"). The Ongoing Services include the items listed in Section 2.2 through.

2.2 Academic Development. Service Provider shall assist ALA SUMMERLIN in the development, implementation and maintenance of academic curricula and programs necessary for ALA SUMMERLIN to operate the schools. Such academic support shall include, but not be limited to, the following:

2.2.1 Curriculum Development. Service Provider shall provide, develop, maintain, and enhance policies, procedures, curricula, curriculum maps, pacing guides, and a specialized program of instruction in accordance with law and best practices, to be used to educate students attending the schools.

2.2.2 Professional Development and Training. Service Provider shall disseminate, update, and maintain policy and procedure manuals relative to curriculum,

DRAFT

instruction and all school operations for teachers, administrators, and other staff employed by ALA SUMMERLIN. In addition, Service Provider shall oversee the design and delivery of comprehensive staff, teacher and administrator training and ongoing professional development. Service Provider reserves the right to add to or modify this list of training and development to ensure that such training and development is consistent with the guidelines released by the Nevada Department of Education. If Service Provider determines that it is necessary to add to or modify the list of training and development for any other purpose, Service Provider shall provide a list of the proposed modifications to the Board for its approval or consent.

ALA SUMMERLIN acknowledges that the provision of these training modules and ongoing support reduces or even eliminates the need to pay for and attend trainings and conferences that would otherwise be provided by outside industry providers. Nothing contained in this Agreement shall prevent the ALA SUMMERLIN Board members, employees, administrators and/or support staff from choosing to participate in additional training or professional development not provided by Service Provider, but in such event, all such costs shall be borne solely by ALA SUMMERLIN or the individual attending such training or development.

2.2.3 Implementation of the School Mission. Service Provider shall assist the Board in maintaining the School's mission statement, developing specific strategies that support the mission statement, and designing and implementing practices that fulfill those strategies. Any changes to the mission statement shall be subject to the review and approval of the Board.

The Service Provider shall ensure the fidelity of the implementation and maintenance of the school mission through accountability measures including a thorough appraisal process (i.e., a validation process including, but not limited to, observations, audits, support, mentoring, guidance, evaluations, and corrective action). In the event ALA SUMMERLIN fails any accountability measures, Service Provider shall work with the Board to implement the appropriate remedial actions.

2.3 Exceptional Student Services. The Service Provider shall assist ALA SUMMERLIN in identifying students in need of special education services and in developing, implementing and providing a continuum of services to eligible students. These duties shall include, but are not limited to, the following:

2.3.1 Special Education Personnel. The Service Provider, in accordance with the terms of this Agreement, shall make recommendations to ALA SUMMERLIN related to the hiring of certified special education teachers and, as needed, aides and provide additional human resources services in accordance therewith. In addition, the Service Provider shall make recommendations to ALA SUMMERLIN related to the hiring or contracting of related service providers to meet needs in speech therapy, occupational therapy, physical therapy, school psychology/counseling services. The Service Provider shall arrange staff, contracts with outside agencies, and voucher

DRAFT

programs with government agencies in order to ensure all necessary services are available to identified students.

2.3.2 Training. The Service Provider shall disseminate, update, and maintain case management handbooks for all school personnel. In addition, the Service Provider shall design and deliver comprehensive special education teacher and related service provider training on the state and federal regulations regarding special education, case management software, specialized instruction practices, policies and procedures, and any other area as needed.

2.3.3 Compliance. The Service Provider shall coordinate with ALA SUMMERLIN to provide that the school maintains all special education records, and Service Provider shall periodically audit such records to assist it in compliance with state and federal requirements. Ultimately, however, ALA SUMMERLIN is solely responsible to ensure compliance with all applicable local, state, or federal laws. In addition, the Service Provider shall cooperate with ALA SUMMERLIN to track evaluation timelines and due dates for Individualized Education Programs ("IEPs"), Multi-disciplinary Evaluation Teams ("METs"), and any other applicable evaluation deadlines and communicate those dates to the school in order to assist with compliance. ALA SUMMERLIN shall be solely responsible for completing all required state and federal reporting on behalf of the school.

2.4 Section 504 of the Rehabilitation Act of 1973 and Subsequent Amendments. The Service Provider shall assist ALA SUMMERLIN in identifying students in need of supports and services under a Section 504 Plan. These duties shall include, but not be limited to, the following:

2.4.1 Training. The Service Provider shall create, disseminate, update, and maintain policies, procedures, and forms regarding Section 504 programming. In addition, the Service Provider shall design and deliver training to administrators and staff regarding policies and procedures related to the identification and evaluation of students under Section 504 and related to creation and implementation of a Section 504 plan for eligible students.

2.4.2 Compliance. The Service Provider shall coordinate with the school in tracking due dates for all Section 504 plans. In addition, the Service Provider shall maintain copies of all Section 504 plans and audit such records to assist with compliance with federal requirements. Ultimately, ALA SUMMERLIN is solely responsible to ensure compliance with all applicable local, state, or federal laws. The Service Provider shall complete all required reporting to the U.S. Department of Education on behalf of ALA SUMMERLIN.

2.4.3 Representation. The Service Provider shall act as Section 504 Coordinator and Compliance Officer on behalf of ALA SUMMERLIN. The Service Provider shall represent ALA SUMMERLIN and act on its behalf to coordinate programs or directives from the U.S. Department of Education. ALA SUMMERLIN shall take all

DRAFT

steps necessary in a timely manner to appoint Service Provider as its Section 504 Coordinator and Compliance Officer in cooperation with the School principal for the duration of this Agreement.

2.5 **Complaint Resolution**. Service Provider shall offer assistance and guidance related to formal complaints filed against ALA SUMMERLIN and the Service Provider concerning the schools, including, but not limited to, complaints filed with the Office of Civil Rights, Nevada Department of Education, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, Office of Administrative Hearings and SPCSA. Service Provider shall notify ALA SUMMERLIN or the Board in writing of any additional costs or expenses determined to be necessary to provide this service, and ALA SUMMERLIN or the Board shall approve the same prior to utilizing such services.

2.6 **School Branding and Marketing**. Service Provider shall oversee the development of a coherent, attractive brand identity for ALA SUMMERLIN and an effective marketing plan to promote ongoing enrollment. Such work may include the use of print, public announcement, internet (as further outlined below), social media, email and flyer advertising.

2.6.1 Service Provider shall design, host and maintain a website for ALA SUMMERLIN, which shall provide updated information to parents, the general community, and employees regarding ALA SUMMERLIN related announcements, changes, calendar events, and any additional information deemed pertinent by Service Provider or ALA SUMMERLIN. The website may also include a section whereby individuals may donate to ALA SUMMERLIN. ALA SUMMERLIN shall be responsible for providing updated content for the website.

2.6.2 Service Provider shall be responsible for all costs associated with the services outlined above, with the following exceptions:

2.6.3 Service Provider may charge ALA SUMMERLIN reasonable print fees associated with the printing of campus-specific, discretionary efforts including, but not limited to parent communication, forms, fundraising and tax credits.

2.6.4 Service Provider may charge ALA SUMMERLIN for the use of an outside marketing agency if said agency work directly benefits ALA SUMMERLIN and is deemed by Service Provider to be necessary to promote full enrollment for the schools, to the extent such work has been approved by ALA SUMMERLIN or the Board.

2.7 **Enrollment.** Service Provider shall create and maintain all enrollment policies and processes for ALA SUMMERLIN that are compliant with applicable federal, state and local law, including the provision of the technology needed for said enrollment. Service Provider shall train and supervise ALA SUMMERLIN employees to process enrollment applications, notifications and any other necessary correspondence with parents of children applying to ALA SUMMERLIN. The primary responsibility for

DRAFT

enrollment and retention of students shall reside with ALA SUMMERLIN, but Service Provider shall provide ongoing support and training for such efforts.

2.7.1 If Service Provider determines, that an outside technology vendor is necessary in order to provide the level of enrollment services required for ALA SUMMERLIN, Service Provider shall notify ALA SUMMERLIN or the Board in writing of the additional costs or expenses determined to be necessary to provide this service, and ALA SUMMERLIN or the Board shall approve the same prior to utilizing such services. Service Provider may contract for such vendor services, and ALA SUMMERLIN shall be solely responsible for such costs.

2.8 Grant Coordination. Service Provider shall provide supervision and support to ALA SUMMERLIN in the solicitation of an application for grants and other state, federal, local or other funds earmarked for the development and improvement of charter and applicable public school curricula and programs. If Service Provider determines that the efforts expended on behalf of ALA SUMMERLIN exceed the labor Service Provider typically extends on behalf of the other schools under its management, Service Provider shall notify ALA SUMMERLIN in writing of the additional costs or expenses determined to be necessary to provide this service, and ALA SUMMERLIN shall approve the same prior to utilizing such services.

2.9 Financial Services. Service Provider shall assist ALA SUMMERLIN by providing the following accounting and financial services related to ALA SUMMERLIN:

2.9.1 Payroll. Service Provider shall establish a system for and provide payroll processing to all employees of ALA SUMMERLIN through the use of a human resource information system ("HRIS"). Service Provider shall provide, implement and manage ALA SUMMERLIN's HRIS. Service Provider shall be responsible for the portion of the monthly usage cost of the HRIS software itself related to administering and processing payroll, benefits, and human resources. ALA SUMMERLIN shall be solely responsible for the portion of the monthly usage cost of the HRIS software related to employee self-service functionality. Service Provider shall use information from the HRIS provider in determining the appropriate allocations. Prior to each pay date, Service Provider will send to the principal of ALA SUMMERLIN a listing of paychecks. ALA SUMMERLIN, or an authorized Key Administrative Staff Member of the same, will review and provide any corrections to Service Provider and approve the disbursement of the same within the timeframe indicated by Service Provider in order to process payroll timely. An authorized representative of Service Provider, as designated by the Board, shall sign all payroll checks. Service Provider shall either file, or assist ALA SUMMERLIN in filing, all reports relating to payroll or personnel with any federal, state, or local authority that requires the requires such reports.

In addition, Service Provider shall coordinate the payment of payroll taxes and all applicable withholdings for federal, state and local purposes.

DRAFT

2.9.2 Accounting and Record Keeping. Service Provider shall establish and maintain at all times the accounting records, policies and procedures necessary for the management and operation of ALA SUMMERLIN. All such accounting records shall remain the property of ALA SUMMERLIN and shall be safely preserved by Service Provider on behalf of ALA SUMMERLIN. Accounting records shall be available to ALA SUMMERLIN at all reasonable times during normal business hours upon request by ALA SUMMERLIN. Upon termination of this Agreement, Service Provider shall transfer all accounting records to ALA SUMMERLIN as expeditiously as possible but in no event, no later than sixty (60) days from the date of such termination.

Service Provider shall prepare financial statements reflecting ALA SUMMERLIN's financial position, operations, and budget vs. actual results on a monthly basis (e.g., ALA SUMMERLIN balance sheets, income statements). Service Provider shall prepare all required annual budgets and annual financial reports for review and approval by the Board and submission to the Nevada Department of Education. Further, Service Provider shall prepare and provide financial and accounting information to external parties to comply with all reporting requirements of bonds, loans, and lines of credit and as otherwise necessary for the ongoing management and financial needs of ALA SUMMERLIN. Service provider shall also prepare and file the paperwork necessary that ALA SUMMERLIN is in good standing with the Nevada Corporation Commission, including preparing and filing the annual report.

2.9.3 Internal Audit. Service Provider agrees to provide certain internal audit functions to ALA SUMMERLIN, including unannounced visits to the School to perform procedures to monitor and train ALA SUMMERLIN personnel related to cash handling procedures, student attendance records, and other matters as determined by Service Provider. The results and findings of those procedures shall be communicated to the executive level of Service Provider, which shall report significant results and findings to the Board. At all times the Board shall have the right to direct and oversee, at ALA SUMMERLIN's own cost, these internal audit procedures and the results thereof.

2.9.4 Audits and Taxes. Service Provider, with input from ALA SUMMERLIN, shall retain a third party auditing firm on behalf of ALA SUMMERLIN to audit the financial statements of ALA SUMMERLIN on an annual basis, the cost of which shall be borne solely by ALA SUMMERLIN. Service Provider and ALA SUMMERLIN shall cooperate with each other to provide all necessary information to the auditing firm in order to complete the annual audit.

Service Provider shall ensure that all required income, property and sales tax returns are prepared, paid and filed in a timely manner. Fees and taxes for preparation of such tax returns shall be borne solely by ALA SUMMERLIN, who shall also reimburse Service Provider for any fees or costs actually incurred by Serviced Provider.

2.9.5 Bond Financing. During the term of this Agreement, in the event that the Board decides to pursue bond financing for any ALA SUMMERLIN campus, Service Provider shall select and initiate contact with the necessary parties for bond

DRAFT

financing (bond underwriter, attorneys, etc.), coordinate with those parties, and prepare and provide all necessary information in order to close the bond financing (the "Bond Financing Services"). In consideration for the Bond Financing Services, ALA SUMMERLIN agrees to pay to Service Provider a fee (the "Bond Administration Fee"). The Bond Administration Fee will be One Hundred Thousand Dollars ($100,000). If ALA SUMMERLIN's bond financing is issued together with bond financing for other ALA SUMMERLIN campuses, the Bond Administration Fee will be ALA SUMMERLIN 's pro-rata portion of the sum of One Hundred Thousand Dollars ($100,000) for the first campus plus Fifty Thousand Dollars ($50,000) for each additional campus included in the bond financing. The Bond Administration Fee shall be paid in full at bond closing.

2.10 Human Resources. Service Provider shall assist ALA SUMMERLIN and make recommendations to ALA SUMMERLIN related to the identification, interviewing, selecting, hiring and supporting of all personnel necessary to operate

2.10.1 Health Care and Retirement Benefit. Service Provider shall coordinate, facilitate, obtain and administer all benefit programs to School employees for and on behalf of ALA SUMMERLIN. Service Provider shall, in good faith, seek the most cost effective benefit plan that shall allow ALA SUMMERLIN to attract competent and qualified teachers and employees. Service Provider shall identify and provide private health insurance and 401(k) and/or similar retirement plans. Such plans shall be administered by a third party selected by Service Provider in its sole discretion. Additional costs for the administration of such plans shall be provided by Service Provider in writing to ALA SUMMERLIN or the Board for its approval, and borne solely by ALA SUMMERLIN.

2.10.2 Compliance. Service Provider shall develop and make recommendations to ALA SUMMERLIN to assist ALA SUMMERLIN in executing human resource policies and procedures, termination support, and DOL and ADA compliance policies in accordance with local, state and federal rules and requirements for employees. Ultimately, ALA SUMMERLIN is solely responsible to ensure compliance with all applicable local, state, and federal laws.

2.11 Information Systems Support. Service Provider shall provide information systems support to ALA SUMMERLIN including, but not limited to the following:

2.11.1 Infrastructure and Equipment. All software, computer and network equipment costs shall be borne solely by ALA SUMMERLIN. Service Provider, however, shall install, manage and maintain ALA SUMMERLIN's computer, software and network infrastructure and shall be on call during regular business hours to respond to computer or network-related issues. Service Provider shall provide basic training to teachers and administrators concerning the information system.

DRAFT

2.11.2 Student Information Systems. Service Provider shall provide, implement and manage ALA SUMMERLIN's student information system either in house or by arranging for ALA SUMMERLIN to be hosted by a software provider, the cost of which shall be borne by ALA SUMMERLIN. The student information system shall provide parents with real- time access to grades, attendance and schedules. The student information system shall also be capable of generating reports required by the state of Nevada. All electronic information shall be the property of ALA SUMMERLIN, and Service Provider agrees to keep the information strictly confidential. Ongoing access fees, use fees, and license fees shall be borne by ALA SUMMERLIN.

2.12 Facilities Management. Service Provider shall provide facilities support to ALA SUMMERLIN. The following services are included in this support:

2.12.1 Facilities Maintenance. Service Provider shall assist ALA SUMMERLIN to identify and interview qualified professionals in the areas of custodial, grounds keeping and facility maintenance services and shall make recommendations to ALA SUMMERLIN and the Board regarding the hiring of the same. Service Provider shall support ALA SUMMERLIN facilities, grounds and maintenance employees in maintaining all grounds and facilities of the schools to a reasonable standard consistent with the level of services normally provided to and generally accepted by public and charter schools in the area.

Service Provider shall obtain Board or ALA SUMMERLIN approval prior to undertaking any Major Projects. "Major Projects" are defined as facility-related additions or modifications that meet both of the following criteria: (1) the total proposed cost of such project is equal to or greater than $50,000; and (2) the cost is not part of ALA SUMMERLIN's approved budget for that fiscal year.

Additionally, ALA SUMMERLIN and Service Provider shall consult together prior to undertaking facilities modifications, to: (1) ensure that such proposed modifications are consistent with the Service Provider's brand, image, and IP and the rules, regulations, policies and procedures, Build Preferences/Standards, Building Specifications, and Facilities Modification Process recommended by Service Provider, which have been previously approved by the Board; and (2) to assist the School in ensuring that all safety considerations are taken into account.

2.12.2 Training. Service Provider shall provide custodial, grounds and maintenance training to all facilities personnel at ALA SUMMERLIN.

2.12.3 Use of Equipment and Labor. Service Provider may, from time to time, rent to ALA SUMMERLIN some or all of the facilities and grounds keeping equipment for the operation and upkeep of the campus. Such rental services shall be charged at a rate commensurate with local market rental charges.

Service Provider and ALA SUMMERLIN acknowledge that ALA SUMMERLIN may hire outside professional vendors to assist with facilities and/or grounds keeping-

DRAFT

related work that ALA SUMMERLIN cannot otherwise complete by itself. Similarly, ALA SUMMERLIN may hire Service Provider to complete such work, the costs of which shall be charged at a rate commensurate with local market labor charges.

2.12.4 Policies and Procedures. Service Provider shall develop and recommend to ALA SUMMERLIN for approval by the Board, facilities policies and procedures in compliance with local, state and federal rules and requirements.

2.13 Board of Director Meetings. Service Provider shall attend periodic Board meetings as directed by the Board and shall recommend the agenda and action items to the Board prior to such meetings in order to comply with state open meeting laws. Ultimately, ALA SUMMERLIN is solely responsible to ensure compliance with all applicable local, state, and federal open meeting laws.

ARTICLE III
INTELLECTUAL PROPERTY

As part of the services provided pursuant to this Agreement, ALA SUMMERLIN acknowledges that Service Provider shall provide its Intellectual Property for limited, non-exclusive use by ALA SUMMERLIN. So long as this Agreement is in effect, ALA SUMMERLIN, along with its employees and personnel, shall have a limited, non-exclusive license to use, scan, upload or download and reproduce such Intellectual Property for purposes directly related to School operations. ALA SUMMERLIN, along with its employees and personnel, may not sell, rent, license, use, claim title to or ownership of, or otherwise disseminate Service Provider's Intellectual Property to any other person or entity or use the Intellectual Property for any other purpose than School operations as contemplated herein without the express written consent of Service Provider.

For purposes of this Agreement, "Intellectual Property" shall mean all tangible and intangible rights associated with works of authorship, whether original or reproduced by Service Provider or any other individual or entity, that is originally authored, originated, discovered and invented by Service Provider or licensed to Service Provider, regardless of whether the same have been registered, copyrighted, trademarked, or patented with the United States Copyright Office, the United States Patent and Trademark Office, or the State of Nevada. Intellectual Property shall include, but is not limited to, all copyrights, moral rights, neighboring rights, and derivative works thereof, trademarks and trade name rights, trade secret rights, and all curriculum, worksheets, textbooks, internet and digital documents, online, audio or video media, recordings, materials, handbooks, models, logos, signage, slogans, training materials, digital content authored and techniques created, originated, discovered, invented by or licensed to Service Provider, and the name "American Leadership Academy" and any marks, logos, designs or derivatives associated with or incorporating the name "American Leadership Academy" or any part of such name. Intellectual Property shall exclude any form, document, or other material prepared by Service Provider on ALA SUMMERLIN's behalf and required by law to belong to ALA SUMMERLIN. By way of example only,

DRAFT

excluded items would be School budgets, payroll and employee information and documentation, audit materials, and tax information.

Service Provider shall have and retain all right, title and interest in and to Intellectual Property, both the originals and any and all copies made thereof, and shall retain the right to sell, assign or otherwise transfer any right, title or interest in such Intellectual Property and all rights to apply for, register, obtain and own any and all copyrights, trademarks, service marks, trade names, patents and/or other exclusive or proprietary registrations or forms of ownership. Use of the Intellectual Property shall be subject to and in accordance with the policies, procedures, rules or regulations as may be adopted by Service Provider throughout the duration of this Agreement and as may be amended from time to time (all such policies, procedures, rules and regulations are incorporated by reference herein). Further, if Service Provider deems that the use of any Intellectual Property by ALA SUMMERLIN conflicts with the intent of such policies, Service Provider may elect to provide written notice to ALA SUMMERLIN, and ALA SUMMERLIN shall comply the requirements of such notice within 30 days. A failure to comply with such notice shall be considered a breach of this Agreement.

While ALA SUMMERLIN has the authority under this Agreement to use and modify the Intellectual Property for School operations purposes only, ALA SUMMERLIN hereby unconditionally and irrevocably transfers and assigns any right, title and interest to Service Provider as an essential part of the consideration for this Agreement to any Intellectual Property described herein, as may be modified or amended, and, upon request, shall execute a written instrument for the purpose of waiving its rights, if any, to attribution for any of Service Provider's Intellectual Property under Section 106A(a) of The Copyright Act of 1976 (17 U.S.C. Sec. 101 et. seq.) or any succeeding law. ALA SUMMERLIN also acknowledges that its use of Service Provider's Intellectual Property furnished pursuant to this Agreement shall not give rise to any fair-use exemption to continue using Service Provider's Intellectual Property without its license and permission.

Upon the termination of this Agreement, ALA SUMMERLIN shall surrender and return all Intellectual Property, both originals and copies of the same, to Service Provider as provided in this Agreement. ALA SUMMERLIN agrees to take all actions necessary to remove all building signage and modify the School's name, logos, and all other items so as not to utilize the Intellectual Property no later than thirty (30) days after termination of this Agreement. ALA SUMMERLIN must not retain any Intellectual Property following the termination date of this Agreement. ALA SUMMERLIN's obligation to surrender, return, and remove the Intellectual Property, and each of the other obligations in this Section shall survive the termination of this Agreement. Service Provider and ALA SUMMERLIN shall schedule a walk-through of the School property within forty five (45) days after termination of this Agreement (but after the return of all Intellectual Property) to ensure that the removals and modifications have been completed as required by this Agreement.

DRAFT

Notwithstanding the termination of this Agreement, if Service Provider determines that the removals and modifications have not been completed within the required time period, ALA SUMMERLIN shall be subject to a monthly charge equal to fifty percent (50%) of the monthly Management Fee that would otherwise be due and payable if the Agreement were in full force and effect. Such charge shall continue to accrue each month until the Intellectual Property has been returned and removed from the School and may be collected by Service Provider as liquated damages in the event of the filing of any lawsuit or alternative dispute resolution procedures related to this provision of the Agreement.

ARTICLE IV
FINANCIAL ARRANGEMENTS

4,1 Compensation for Ongoing Services. In return for providing the Ongoing Services provided by Service Provider, ALA SUMMERLIN shall pay to Service Provider an annual fee in an amount equal to Eight Hundred Ten and 00/100 Dollars ($810.00) per student enrolled at the School (the "Management Fee"). In order to determine the students "enrolled" at ALA SUMMERLIN, the number shall be equal to the average number of students enrolled during the first 100 days of the School calendar (the "100th Day"). ALA SUMMERLIN agrees to pay the Management Fee to Service Provider beginning on February 1, 2017, and on or before the fifth (5th) day of each month thereafter an amount equal to one-twelfth (1/12) of the Management Fee. Because the actual average number of students enrolled through the 100th Day is not known until after the 100th Day, Service Provider will use the most current enrollment data reported to the state of Nevada to calculate the monthly Management Fee payment due to be paid by ALA SUMMERLIN. As a result, until the 100th Day enrollment is known, the monthly management fee payments will be adjusted each month until the 100th Day, at which point the Management Fee for the year will be adjusted so that the remaining payments will add up to the total Management Fee as calculated pursuant to this paragraph.

All costs identified above as being borne by ALA SUMMERLIN are costs ALA SUMMERLIN shall pay in addition to the Management Fee. As applicable, Service Provider shall deliver to ALA SUMMERLIN an invoice including additional and reimbursable costs owed to Service Provider. ALA SUMMERLIN shall pay the full amount reflected on the invoice within thirty days of the date listed on the invoice.

4.2 Additional Services. As referenced in this Agreement, certain additional services provided by Service Provider outside of the Ongoing Services may be recommended by Service Provider for approval by ALA SUMMERLIN or the Board. The costs for the additional services, after approval by ALA SUMMERLIN or the Board, shall be charged separately to ALA SUMMERLIN. Such examples include, but are not limited to: equipment rentals, labor, legal expenses, recurring software expenses, and print/marketing materials. Furthermore, additional service not included within the scope of this Agreement may be provided upon request by ALA SUMMERLIN with fees negotiated as needed on a per-service basis. Additional services may include the

DRAFT

engagement of third party professionals or other consultants for which ALA SUMMERLIN agrees to reimburse or otherwise compensate Service Provider for such services. ALA SUMMERLIN agrees to pay all charges for services provided by Service Provider within 30 days after receipt of any invoice or statement from Service Provider. These additional services shall not be considered Ongoing Services that Service Provider shall provide as part of its duties under this Agreement. ALA SUMMERLIN recognizes, however, that Service Provider possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to ALA SUMMERLIN. In procuring such reimbursable additional services, ALA SUMMERLIN is exercising and utilizing its time, expertise, negotiating power and ability, which in and of itself is a valuable service provided for ALA SUMMERLIN.

4.3 Services Not Provided. Service Provider shall only be responsible for providing the services set forth in this Agreement. ALA SUMMERLIN and Service Provider may enter into separate agreements for the provision of services not expressly listed or referenced in this Agreement. The following services are expressly excluded from this Agreement: (i) real estate development; (ii) real estate project management; (iii) initial project financing (excluding bond financing); (iv) real-estate brokerage; and (v) construction management.

4.4 Reimbursement of School Expenses. As set forth in this Agreement, ALA SUMMERLIN agrees to reimburse Service Provider for any expenses that may be paid by Service Provider that are the responsibility of ALA SUMMERLIN. ALA SUMMERLIN agrees to pay all reimbursements owed to Service Provider within 30 days after receipt of any invoice or statement from Service Provider.

4.5 Financial and Student Records. All financial records and educational records, including student records, are records of ALA SUMMERLIN and shall be maintained by ALA SUMMERLIN in a reasonably accessible electronic and/or physical form and in accordance with any and all applicable laws. Service Provider shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil Rights Amendment ("PPRA") and the applicable state freedom of information and/or open records laws. ALA SUMMERLIN hereby designates the employees and managers of the Service Provider as "other school officials" and agents of ALA SUMMERLIN, as having a legitimate educational interest in the schools, and as acting as a contractor providing institutional services and functions solely for the purpose of entitling such persons access to education records under FERPA 20 U.S.C. §1232g and 34 C.F.R. § 99.31. Service Provider shall also assist ALA SUMMERLIN in making any additional disclosures to other schools within Service Provider's management in accordance with 34 C.F.R. §§ 99.31 through 99.39. Notwithstanding the foregoing, Service Provider can only use the information for purposes within the scope of the agreement and no other purposes. Upon termination of this Agreement, the Service Provider shall have the right to make copies of all financial and educational records, to the extent permitted by law, and shall also have the right to

DRAFT

engage an independent audit firm to complete an audit, in accordance with Generally Accepted Accounting Principles ("GAAP"), and ALA SUMMERLIN shall comply with all reasonable requests. The cost of such an audit shall be borne by Service Provider.

4.6 Interest. In the event ALA SUMMERLIN fails to pay any fee, cost, expense, or reimbursement due to Service Provider, and unless otherwise stated in this Agreement, all unpaid amounts shall be subject to an interest charge at an annual rate equal to the greater of the following: (1) the prime rate (or similar rate) as published in the Wall Street Journal plus five percent (5%) or (2) ten percent (10%).

4.7 Term of the Agreement. This Agreement shall be effective as of _____, 2017 (the "Effective Date"). Unless otherwise restricted by state law or earlier terminated as provided herein, the initial term of this Agreement is for a period of five (5) years, with each year being defined as the beginning and end of the ALA SUMMERLIN's fiscal year.

Unless otherwise restricted by local, state or federal law or earlier terminated as provided herein, the initial term of this Agreement shall commence on the Effective Date and shall terminate on the fifth anniversary of the Effective Date. The term may be extended for up to two additional five (5) year periods upon written approval by the Board at least one hundred eighty (180) days prior to the termination of the current term.

4.8 Board Authority. Notwithstanding any provision contained herein, Service Provider acknowledges and agrees that ALA SUMMERLIN is and shall be governed by its Board, which is responsible for overseeing all of ALA SUMMERLIN's operations, in addition to the term found in this Agreement. The Board hereby authorizes and directs the Key Administrative Staff Members to make decisions, take actions and grant the approvals contemplated in this Agreement on behalf of ALA SUMMERLIN. Nothing in this Agreement shall be construed to interfere with the Board's authority and duty to exercise its statutory, legal, contractual and fiduciary responsibilities. The Board has, and shall retain, the right to request, accept, and apply for any services, equipment, or goods provided or offered by Service Provider.

4.9 Public Relations. In addition to the Ongoing Services set forth above, ALA SUMMERLIN hereby engages Service-Provider to exclusively manage all media and public relations on the ALA SUMMERLIN's behalf. Any statements, quotes, interviews, or social media drafted by ALA SUMMERLIN must be submitted to Service Provider prior to the publication of the same and ALA SUMMERLIN shall agree to make any reasonable revisions proposed by Service Provider to the same. To the extent feasible, all requests for a quote, statement, or interview concerning ALA SUMMERLIN shall be referred by ALA SUMMERLIN to Service Provider who, at their sole discretion, shall decide whether to provide such quote, statement, or interview and what individual(s) shall provide the quote, statement, or interview.

ARTICLE V
TERMINATION

DRAFT

This Agreement may terminate upon the occurrence of any of the following events as provided in Sections 5.1 through 5.5 below.

5.1 If either party provides written notice of its intent to terminate the Agreement at least one hundred eighty (180) days prior to the end of the term of the Agreement.

5.2 If the State legislature or any other source of public funding fails to appropriate funds for the operation of charter schools in the State. In such an event, this Agreement shall terminate on the last date that funds are appropriated for the operation of charter schools.

5.2.1 If ALA SUMMERLIN's Charter Contract is revoked or not renewed by the State, this Agreement shall terminate on the date the Charter Contract expires or on the date of revocation, as applicable.

5.3 If ALA SUMMERLIN commits any breach or Default (as defined below), and such breach or Default remains uncured after end of the Cure Period, Service Provider may elect to immediately terminate the Agreement, which termination shall be effective upon delivery of written notice to ALA SUMMERLIN.

5.4 If Service Provider breaches or defaults on any rights or responsibilities owed pursuant to the terms of this Agreement, and such breach or default remains uncured after end of the Cure Period, ALA SUMMERLIN may elect to immediately terminate the Agreement, which termination shall be effective upon delivery of written notice to Service Provider, or to waive such Service Provider Default, and continue receiving services from and utilizing the Intellectual Property provided by Service Provider in consideration for its fulfilment of each of the duties and obligations provided for in this Agreement through the end of the current fiscal year.

5.4.1 Any termination for cause shall be effected by written notice of termination to the other party. In the event that any party files suit to challenge or enforce termination, and unless otherwise mutually agreed upon in writing by the parties hereto, this Agreement shall remain in full force and effect until a final resolution via mediation, arbitration, settlement, or judgment in trial court is obtained.

5.4.2 Upon termination of this Agreement, and unless otherwise provided above, Service Provider shall have the right to discontinue provision of any and all services immediately and without further notice. In such event and without further notice, Service Provider shall also cancel, terminate, disconnect and discontinue all: (i) marketing programs; (ii) professional training programs and events; (iii) right to collaborate with any other school managed by Service Provider; (iv) Board training or recruiting programs and events; (v) board/staff gatherings, programs and events; (vi) other assistance; and (vii) revoke the right and license to use any and all Intellectual Property belonging to Service Provider. The parties shall also cooperate to arrange for the

DRAFT

termination of any other agreements that may exist between the parties hereto. If no alternative arrangement is reached, the non-breaching or defaulting party may terminate any other agreements that may exist between the parties hereto in accordance with the termination provisions contained in such separate agreements. Moreover, Service Provider shall cause all direct loan funding, lines of credit, or other financial aid to cease as of the date of termination unless otherwise required by separate contract, local, county, state or federal law. Further, upon termination, ALA SUMMERLIN shall, within thirty (30) days, discontinue the use of the immediately surrender all Intellectual Property and other materials or goods belonging to Service Provider, in whatever form, to Service Provider, and arrange for a walk-through to confirm the termination of such use within forty-five (45) days of such termination. Upon termination of this Agreement, and unless otherwise provided above, ALA SUMMERLIN shall also immediately discontinue the use of any Intellectual Property, materials, or goods and any copies or backups of the same that belong to Service Provider.

5.5 **Force Majeure.** Except for payment of amounts due, neither party shall be liable for failure to perform solely for reasons beyond the reasonable control of such party which reasons are generally being encountered at the time in other charter schools in Nevada, including, without limiting the generality of the foregoing, Acts of God, unavoidable casualty, strikes, lockouts or labor problems, governmental preemption, except as set forth in Section 18, laws, conditions of supply and demand which have been or shall be affected by war or other emergency or general market conditions or otherwise, any similar unforeseen event that renders performance commercially implausible.

5.5.1 If an event of force majeure occurs, the party injured by the other party's inability to perform may elect one of the following remedies: (a) to terminate this agreement in whole or in part; or (b) to suspend the Agreement, in whole or part, for the duration of the force majeure circumstances. Notwithstanding the foregoing, until notice of the injured party's election pursuant to this paragraph is provided to the party experiencing force majeure circumstances, the obligation of each party to perform and comply with all of the other covenants and agreements hereunder on its part to be performed or complied with, shall not be affected or excused. The party experiencing the force majeure circumstances shall cooperate with and assist the injured party in all reasonable ways to minimize the impact of force majeure on the injured party, which may include locating and arranging substitute services if necessary.

ARTICLE VI
WARRANTIES AND REPRESENTATIONS
OF
SERVICE PROVIDER

6.1 Service Provider represents and covenants that it is a duly organized limited liability company in good standing and is legally authorized to conduct business in the State or Nevada.

DRAFT

6.2 Service Provider represents and covenants that to the best of its knowledge, Service Provider has the right and authority under Nevada law to fulfill the obligations and execute the terms of this Agreement and shall do so in a manner consistent with all federal, state, county and local laws, rules and regulations pertaining to Service Provider's performance under this Agreement.

6.3 Service Provider represents and covenants that the services it provides shall be performed by adequately trained persons in a professional and workmanlike manner.

6.4 Service Provider represents and covenants that there are no pending or threatened actions, suits, or proceedings of any type whatsoever affecting Service Provider or Service Provider's ability to execute, deliver and perform with respect to this Agreement except as has been disclosed to ALA SUMMERLIN.

6.5 Service Provider understands and agrees that it shall not employ teachers or any other licensed personnel of ALA Summerlin.

6.6 Service Provider will not use fees paid by American Leadership Academy Summerlin to benefit or subsidize schools located outside of Nevada.

6.7 None of the services provided by COEG will overlap those provided by ALA Summerlin.

ARTICLE VII
WARRANTIES AND REPRESENTATIONS OF ALA SUMMERLIN

7.1 ALA SUMMERLIN represents and covenants that to the best of its knowledge, ALA SUMMERLIN has the right and authority under Nevada law to contract with Service Provider and fulfill the obligations and execute the terms of this Agreement and is not in breach of contract with the Nevada State Board for Charter Schools by entering into this Agreement.

7.2 ALA SUMMERLIN represents and covenants that ALA SUMMERLIN is authorized to contract with Service Provider.

7.3 ALA SUMMERLIN represents and covenants that there are no pending or threatened actions, suits or proceedings of any type whatsoever affecting ALA SUMMERLIN or its ability to execute, deliver and perform with respect to this Agreement.

7.4 ALA SUMMERLIN represents and covenants that ALA SUMMERLIN shall provide written notice to Service Provider within twenty (20) days of the enactment of any changes to its charter contract or corporate structure.

DRAFT

7.5 ALA SUMMERLIN represents and covenants that ALA SUMMERLIN and its Board shall authorize the School principal or other School employee to take all actions necessary to fulfill the obligations of the School as contained in this Agreement and to comport itself in accordance with any policies, procedures, rules or regulations as may be recommended by Service Provider and adopted by the Board throughout the duration of this Agreement.

ARTICLE VIII
DEFAULT; ALTERNATIVE DISPUTE RESOLUTION.

8.1 In the event ALA SUMMERLIN defaults on any obligation required by this Agreement or otherwise fails to perform any duty contained herein, including the duty to make all required payments in a timely manner or in the event of the filing by or against ALA SUMMERLIN of a petition to have ALA SUMMERLIN adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law (an "ALA SUMMERLIN Default"), Service Provider shall send written notice of such Default and ALA SUMMERLIN shall have thirty (30) calendar days after the receipt of such notice to cure such Default (the "Cure Period"). In the event ALA SUMMERLIN fails to cure such Default within the Cure Period, Service Provider has the right to terminate the Agreement pursuant to Section 18. Notwithstanding such termination, ALA SUMMERLIN agrees to pay to Service Provider, and Service Provider is entitled to recover, all amounts due and owing to it, as well as any amounts or fees it would have otherwise been entitled to for the remainder of the Agreement term.

8.2 In the event Service Provider fails to perform any obligation or duty required by this Agreement ALA SUMMERLIN or the School or in the event of the filing by or against Service Provider of a petition to have Service Provider adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law (a "Service Provider Default"), ALA SUMMERLIN shall send written notice of such Default and Service Provider shall have thirty (30) calendar days after the receipt of such notice to cure such Default (the "Cure Period"). In the event Service Provider fails to cure such Service Provider Default within the Cure Period, ALA SUMMERLIN has the right to terminate the Agreement pursuant to Section 18.

8.3 Dispute Resolution. In the event that any dispute arises relating to this Agreement between Service Provider and ALA SUMMERLIN, the parties agree to first submit the dispute to non-binding arbitration. The foregoing agreement to arbitrate shall be specifically enforceable under prevailing arbitration law.

8.3.1 The parties hereto shall mutually agree to retain one arbitrator to hear the dispute. The arbitration shall take place in or near Summerlin, Nevada and in accordance with the rules promulgated by the American Arbitration Association in place at the time of such dispute. If the parties cannot agree to one arbitrator, each party hereto shall retain an arbitrator, and those arbitrators shall agree on a third arbitrator. The dispute shall then go before the three arbitrators.

DRAFT

8.3.2 The parties hereto shall pay the total fees and costs incurred in arbitration evenly, unless a three-arbitrator panel is utilized in which case each party shall be individually responsible for the fees associated with their selected arbitrator and shall divide all other costs and fees evenly.

8.3.3 Each party shall bear their own costs and attorneys' fees incurred in arbitration and the arbitrator shall not award attorneys' fees and costs associated in arbitration to any other party.

ARTICLE IX
MISCELLANEOUS

9.1 **Insurance.** At all times during the Term of this Agreement, each party shall procure and maintain adequate insurance coverages for liability and property loss with limits commensurate for charter schools in Nevada, as well as worker's compensation insurance in compliance with federal, state and local law.

9.2 **Mutual Non-Disparagement.** Both parties to this Agreement agree that neither party shall make or cause to be made any statements, including, but not limited to, communications made electronically, orally or written, to third parties that disparage, are inimical to, damage the reputation of, or which in any manner may interfere with the personal or business affairs or relations of the other party or their attorneys. The parties hereto understand and agree that this non-disparagement provision extends to any newspapers, television programs, blogs, tweets, postings or other communications on internet message boards or social media websites.

9.3 **Amendments.** This Agreement may not be altered, amended, or modified in any way except by a written document that makes explicit reference to this Agreement that is signed and dated by all parties to this Agreement.

9.4 **No Third Party Beneficiary Rights.** This Agreement is not intended to create any rights of a third party beneficiary, whether a constituent of Service Provider or otherwise.

9.5 **Entire Agreement.** This Agreement constitutes the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual, written consent of the parties. Any substantial amendment to this Agreement shall require approval of the Board.

9.6 **Waiver.** No Waiver or provision of this Agreement shall constitute a waiver of any other provision of the Agreement, nor shall a waiver constitute an ongoing waiver, unless otherwise expressly stated.

DRAFT

9.7 **Severability.** If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision of this Agreement and all such provisions shall remain in full force and effect.

9.8 **Governing Law.** The laws of the State of Nevada shall govern this Agreement and any legal determination of rights, duties and remedies of the parties arising from a dispute related to the Agreement. The courts located in Clark County, Nevada shall have jurisdiction over any dispute arising out of this Agreement.

9.9 **Assignment.** Neither party may assign this Agreement to another party without the prior written consent from the other party. Notwithstanding the foregoing, Service Provider may delegate the performance of, but not the responsibility for, specific portions of this Agreement to qualified third party contractors, professional service providers or experts, subject to ALA SUMMERLIN 's approval, which approval shall not be unreasonably withheld.

9.10 **Successor.** This Agreement shall inure to the benefit of the respective successors and assigns of Service Provider and ALA SUMMERLIN.

9.11 **Indemnification.**

9.11.1 ALA SUMMERLIN agrees to indemnify, defend, save and hold harmless Service Provider, and its directors, officers, employees, agents and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to ALA SUMMERLIN's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own business.

9.11.2 Service Provider agrees to indemnify, defend, save and hold harmless ALA SUMMERLIN and its directors, officers, employees, agents and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to Service Provider's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of its own business related to the School.

9.11.3 The indemnification obligations contained in this Section shall survive the termination of this Agreement.

9.12 **Notice.** Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, electronic mail ("Email") or by facsimile transmission, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

DRAFT

If to ALA SUMMERLIN:
Attn: Gabe Shirey
940 Hickory Park St
Las Vegas, NV 89138
(702) 493-5661
gshirey@alaschools.org

If to Service Provider:
CHARTER ONE EDUCATION GROUP, LLC
Attn: Brian J. Holmes, Esq.
19935 E Chandler Heights Road
Queen Creek, AZ 85142
(480) 223-0919
brian@holmeslawaz.com

9.13 Headings. The headings in this Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

9.14 Adequate Consideration. Each party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agree that such consideration is fair, adequate, and substantial.

9.15 No Coercion. Each party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

9.16 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

DRAFT

[Signature Page to Follow]

IN WITNESS WHEREOF, the parties have executed this Charter School Management Agreement as of the date first set forth above.

AMERICAN LEADERSHIP ACADEMY SUMMERLIN, INC.
a Nevada corporation

By: _____

Name: _____

Title: _____

CHARTER ONE EDUCATION GROUP, LLC
an Nevada limited liability company

By: _____

Name: _____

Title: _____

DRAFT

TERM SHEET

Proposed Duration of Contract: Unless otherwise restricted by local, state or federal law or earlier terminated, the initial term of the Charter School Management Agreement ("Agreement") shall commence on the date of signature by both parties (ALA Summerlin and Charter One Education Group, LLC) ("COEG") (the "Effective Date") and shall terminate on the fifth anniversary of the Effective Date.

Roles and Responsibilities

School Governing Board: Nothing in the Agreement shall be construed to interfere with the Board's authority and duty to exercise its statutory, legal, contractual and fiduciary responsibilities. The Board has, and shall retain, the right to request, accept, and apply for any services, equipment, or goods provided or offered by ALA Summerlin.

ALA Summerlin shall be governed by its Board, which is responsible for overseeing all of ALA Summerlin's operations and determining the academic direction of the school. It is the responsibility of the Board to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign student interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations.

School Staff:

The Executive Director of the ALA Summerlin network will be responsible for the effective operation of the organization; general administration of all instructional, business or other operations of the organization; and for the advising and making recommendations to the Board of Directors with respect to such activities. The Executive Director is responsible for providing leadership to achieve strategic goals established by the Board and to ensure fidelity to the ALA Summerlin model amongst all of the ALA Summerlin schools that they have been assigned to supervise. The Executive Director shall possess the right to speak on all matters before the Board, but not to vote. The Executive Director shall 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.

The Director, as the instructional leader, will be responsible for all aspects of day- to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines. The School's on site administration (Director, Assistant Director, Chief Academic Officer, and lead staff) will ensure the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the School. The Director, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Director will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the

community.

The school's on-site administration consists of the Director, Assistant Director, Chief Academic Officer, and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student- related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Director will have authority to delegate additional administrative tasks to supporting administrating positions including but not limited to Assistant Director, Chief Academic Officer, Business Manager, Office Manager, etc.

The Executive Director, Director, Assistant Director, Chief Academic Officer, Business Manager, and Office Manager will be employees of COEG.

Other school staff, for example teachers, paraprofessionals, aides will report to the Assistant Director. Other school staff, including teachers, will be employees of American Leadership Academy Summerlin.

COEG: The role of COEG is to serve at the will and guidance of the Board. COEG will carry out the defined responsibilities found in the Agreement in a manner that is consistent with the school mission.

ALA Summerlin will hire COEG to provide specific support services thereby freeing up the school administration to focus on the educational goals set by the Board. Support services include, but are not limited to, the following:

- **Academic Development**. COEG shall assist ALA Summerlin in the development, implementation and maintenance of academic curricula and programs necessary for ALA Summerlin to operate the schools. COEG shall provide, develop, maintain, and enhance policies, procedures, curricula, curriculum maps, pacing guides, and a specialized program of instruction in accordance with law and best practices, to be used to educate students attending the schools.

- **Professional Development and Training.** COEG shall disseminate, update, and maintain policy and procedure manuals relative to curriculum, instruction and all school operations for teachers, administrators, and other staff employed by ALA Summerlin. In addition, COEG shall oversee the design and delivery of comprehensive staff, teacher and administrator training and ongoing professional development.

- **Implementation of the School Mission.** COEG shall assist the Board in maintaining the school's mission statement, developing specific strategies that support the mission statement, and designing and implementing practices that fulfill those strategies. Any changes to the mission statement shall be subject to the review and approval of the Board.

- **Complaint Resolution.** COEG shall offer assistance and guidance related to formal complaints filed against ALA Summerlin and the COEG concerning the schools, including, but not limited to, complaints filed with the Office of Civil Rights, Nevada Department of

Education, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, Office of Administrative Hearings and SPCSA. COEG shall notify ALA Summerlin or the Board in writing of any additional costs or expenses determined to be necessary to provide this service, and ALA Summerlin or the Board shall approve the same prior to utilizing such services.

- **School Branding and Marketing.** COEG shall oversee the development of a coherent, attractive brand identity for ALA Summerlin and an effective marketing plan to promote ongoing enrollment. Such work may include the use of print, public announcement, internet (as further outlined below), social media, email and flyer advertising.

- **Enrollment.** COEG shall create and maintain all enrollment policies and processes for ALA Summerlin that are compliant with applicable federal, state and local law, including the provision of the technology needed for said enrollment. COEG shall train and supervise ALA Summerlin employees to process enrollment applications, notifications and any other necessary correspondence with parents of children applying to ALA Summerlin. The primary responsibility for enrollment and retention of students shall reside with ALA Summerlin, but COEG shall provide ongoing support and training for such efforts.

- **Grant Coordination.** COEG shall provide supervision and support to ALA Summerlin in the solicitation of an application for grants and other state, federal, local or other funds earmarked for the development and improvement of charter and applicable public school curricula and programs. If COEG determines that the efforts expended on behalf of ALA Summerlin exceed the labor COEG typically extends on behalf of the other schools under its management, COEG shall notify ALA Summerlin in writing of the additional costs or expenses determined to be necessary to provide this service, and ALA Summerlin shall approve the same prior to utilizing such services.

- **Financial Services.** COEG shall assist ALA Summerlin by providing certain accounting and financial services related to ALA Summerlin and outlined in Section 2.9 of the Agreement, such as establishing a system for and providing payroll processing to all employees of ALA Summerlin through the use of a human resource information system.

As part of the Agreement, it is understood and agreed that COEG will NOT do the following:

- Employ teachers or any other licensed personnel;

- Draw orders for the payment of money, as that responsibility is limited strictly to the Board and Executive Director;

- Use fees paid by American Leadership Academy Summerlin to benefit or subsidize schools located outside of Nevada.

- None of the services provided by ALA Summerlin will overlap those provided by COEG.

Performance Evaluation Measures and Mechanisms: The Board expects COEG to perform each of the specific duties of the contract.

The Board expects COEG to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and student assessments.

The Board expects COEG to successfully assist ALA Summerlin in completing the accreditation process.

The Board expects COEG to work closely with the Executive Director in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

Annually, each Board Member and the Executive Director will evaluate COEG in eight areas, including:

1. Financial;
2. Human Resource Management;
3. School Operations Management;
4. Start-up and Expansion;
5. Mission Support;
6. Marketing and Enrollment Support.

In evaluating the COEG, the Board and the Executive Director will use the following rubric:

1. Exceeds Expectations: The COEG exceeds expectations by providing an excellent level of service. Provider anticipates problems and responds immediately to urgent requests.

2. Satisfactory: The COEG consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the COEG acknowledges the deficiency and takes appropriate corrective action.
3. Needs Improvement: The COEG has occasionally failed to meet expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the COEG is slow to respond or challenges the facts rather than focusing on solving the problem proactively.

4. Unsatisfactory: The COEG consistently fails to meet expectations, is inflexible when urgent requests are made, does not respond quickly to communication, and does not embody ALA Summerlin's mission and vision.

Detailed Explanation of all fees and compensation to be paid to the provider: ALA Summerlin shall pay to COEG an annual fee in an amount equal to Eight Hundred Ten and 00/100 Dollars

($810.00) per student enrolled at the school (the "Management Fee"). In order to determine the students "enrolled" at ALA Summerlin, the number shall be equal to the average number of students enrolled during the first 100 days of the School calendar (the "100th Day"). ALA Summerlin agrees to pay the Management Fee to COEG beginning on February 1, 2017, and on or before the fifth (5th) day of each month thereafter an amount equal to one-twelfth (1/12) of the Management Fee. Because the actual average number of students enrolled through the 100th Day is not known until after the 100th Day, COEG will use the most current enrollment data reported to the state of Nevada to calculate the monthly Management Fee payment due to be paid by ALA Summerlin. As a result, until the 100th Day enrollment is known, the monthly management fee payments will be adjusted each month until the 100th Day, at which point the Management Fee for the year will be adjusted so that the remaining payments will add up to the total Management Fee as calculated pursuant to this paragraph.

Financial Controls and Oversight: The Board will adopt sound financial policies and accounting procedures in accordance with Nevada Law. These policies will ensure effective internal controls over revenues, expenses and fixed assets and will be evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

The Executive Director will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's on-site administration/faculty and staff will report directly to the Assistant Director, who then reports to the Director, who then reports to the Executive Director, who then reports to the Board. The EMO, contracted by the Board, will provide financial services if determined to be necessary and approved by the Board. The Board will be responsible for the following:

1. Reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;

2. Reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;

3. Annually adopting and maintaining operating budget for the school;

4. Retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;

5. Reviewing and approving the audit report, including audit findings and recommendations; and

6. Reporting to all applicable legal agencies including the charter school's sponsor;

The Director will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount. The Director and EMO will report on a monthly basis to the Board on all payroll reports, financial statements, and any other information requested by the Board.

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, and staff will be required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

Methods of Contract Oversight and Enforcement by the Governing Board and/or School: The Board may hire independent counsel to advise and guide the Board in any necessary contract oversight and enforcement. The independent counsel will NOT represent Charter One Education Group in any capacity.

Investment Disclosure: COEG will not invest any ALA Summerlin school funds.

Conditions for Renewal and Termination of the Contract: The initial term may be extended for up to two additional five (5) year periods upon written approval by the ALA Summerlin Board at least one hundred eighty (180) days prior to the termination of the current term. Please see Article V of the Agreement for termination conditions.

American Leadership Academy Summerlin

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?	Students attending ALA will achieve median growth percentiles above the 50th percentile in both mathematics and reading as measured by the Smarter Balance assessment	1. Recruit highly qualified instruction staff
	2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math?		2. Provide professional development to instructional staff.
	2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?		3. Implement ALA program of instruction
	2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math?		4. Monitor instructional practices and pacing
	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?		5. Evaluate teacher performance.
	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?		6. Implement assessment program to measure student progress.
	2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?	Students within the designated sub-groups of FRL, ELL, and IEP will maintain median growth percentiles above the 50th percentile in both mathematics and reading as measured by the Smarter Balance assessment	7. Propose adaptations and modifications, as necessary, to achieve goal.
	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?	Students attending ALA will achieve a minimum score of 80% proficiency in mathematics and reading as measured by the Smarter Balance assessment at the end of the fifth academic year.	1. Recruit highly qualified instruction staff
	2.2.b Are students achieving proficiency on state examinations in math?		2. Provide professional development to instructional staff.
	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?		3. Implement ALA program of instruction
	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?		4. Monitor instructional practices and pacing
	2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?	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 fifth academic year.	5. Evaluate teacher performance.
	2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math?		6. Implement assessment program to measure student progress.
			7. Propose adaptations and modifications, as necessary, to achieve goal.
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 rady by the time they graduate?	95% of 8th graders will complete the ASPIRE summative assessment and 100% of regular ed students that have attended ALA for 3 years or more 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 by the end of the fifth academic year.	1. Deliver program of instruction to prepare students to succeed on the ASPIRE assessment
	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?		2. Assess students to measure progress towards college readiness
	English		3. Deliver Leadership program to prepare students for career
	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	Ensure full enrollment to maximize revenue. Maintain accurate record of enrollment to ensure accurate forecasting
	2. Unrestricted days cash on hand	Establish a reserve of 45 days cash on hand by end of year 1	Safeguard limited funds, follow established budget

	3. Enrollment forecast accuracy	Forecast enrollment with 95% or great accuracy	Complete an annual finance and attendance compliance audit of ALA.
	4. Debt default	Maintain all debts current (no delinquent accounts)	Maintain accurate financial records to forecast near-term and long-term liabilities. Adjust the budget to meet perceived needs. Secure additional funding, as necessasry.
SUSTAINABILITY MEASURES			
	1. Total Margin	Maintain a positive total margin	Limit debt and maximize assets
	2. Debt to asset ratio	Maintain a Debt to Asset Ratio less than 0.90 by end of year 1	Manage AP and AR to maintain positive cash flow.
	3. Cash Flow	Maintain positive cash flow	Manage financial statements.
	4. Debt service coverage ratio	Maintain Debt Service Coverage Ratio equal to or greater than 1.10	Minimize debt through austerity measures
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	Follow the essential terms of the charter contract. Audit contract compliance and make coreections where necessary.
	2. Education requirements	Meet all educational requirements included in Nevada Statute	Deliver the adopted program of instruction to meet or exceed state education requirements
	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	Align staff, vendors, and parents to help each student with disabilities succeed.
	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.	Implement student identification protocols, deliver specialized instruction to reach reclassification goals. Measure progress.
FINANCIAL MANAGEMENT & OVERSIGHT			
	1. Financial Reporting and compliance	Maintain 100% compliance with state reporting guidelines including the timely submission of required reports and submissions.	Maintain school financial records.
	2. Financial management and oversight	Annual independent audit reveals no significant findings or deficiencies.	Complete internal and external financial reports
			Implement financial controls, including cash controls.
			Complete an annual finance audit of ALA. Provide financial consultation as requested.
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.	Maintain board meeting notifications and minutes on school property and website.
	2. Management accountability	Complete annual evaluation of school leadership and the EMO.	Complete an annual compliance audit of ALA. Provide policy support and legal counsel as requested.
	3. Reporting requirements	Complete 100% of required reports on time.	Complete all required reports in a timely manner.
STUDENTS & EMPLOYEES			
	1. Rights of students		
	2. Attendance goals	Maintain attendance rates of 95% or greater.	Complete biannual attendance audits of ALA.
	3. Staff credentials	Maintain an instructional staff or 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 disbersments 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. Provide health and IT training and support. Manage school SIS.
	2. Health and safety		
	3. Information management		
ADDITIONAL OBLIGATIONS			
	1. Additional obligations		

Charter One Education Group, LLC (COEG) is an Arizona limited liability company duly organized and in good standing, see Certificate of Good Standing and Articles of Incorporation included with Attachment 23. COEG submitted its Application for Registration of Foreign Limited Liability Company to the Nevada Secretary of State, see proof of filing also included with Attachment 23. This filing was not accepted because the name of the EMO has the word "Education." COEG has filed a Licensure Exemption with the Nevada Department of Secondary Education so that it may operate with the word "Education" in its name. COEG is currently waiting on approval of the exemption. If the approval is withheld, COEG may change its name. COEG or its alternative name will not do business in Nevada until it has successfully filed its application for registration of foreign limited liability company and complied with all other necessary local and state laws.

STATE OF ARIZONA

Office of the
CORPORATION COMMISSION

CERTIFICATE OF GOOD STANDING

To all to whom these presents shall come, greeting:

I, Ted Vogt, Executive Director of the Arizona Corporation Commission, do hereby certify that

******CHARTER ONE EDUCATION GROUP, LLC******

a domestic limited liability company organized under the laws of the State of Arizona, did organize on the 18th day of July 2016.

I further certify that according to the records of the Arizona Corporation Commission, as of the date set forth hereunder, the said limited liability company is not administratively dissolved for failure to comply with the provisions of A.R.S. section 29-601 et seq., the Arizona Limited Liability Company Act; and that the said limited liability company has not filed Articles of Termination as of the date of this certificate.

This certificate relates only to the legal existence of the above named entity as of the date issued. This certificate is not to be construed as an endorsement, recommendation, or notice of approval of the entity's condition or business activities and practices.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Arizona Corporation Commission. Done at Phoenix, the Capital, this 11th day of January, 2017, A. D.

Ted Vogt, Executive Director

By: 1570011

ARIZONA CORP COMMISSION
FILED
SEP 23 2016
FILE NO. L-2108167-8

AZ Corp. Commission
05604938

DO NOT WRITE ABOVE THIS LINE; RESERVED FOR ACC USE ONLY.

ARTICLES OF AMENDMENT

Read the Instructions L015I

1. **ENTITY NAME** – give the exact name of the LLC as currently shown in A.C.C. records:
CHARTER ONE EDUCATION GROUP, LLC

2. **A.C.C. FILE NUMBER:** L21081678
Find the A.C.C. file number on the upper corner of filed documents OR on our website at: http://www.azcc.gov/Divisions/Corporations

CHECK THE BOX NEXT TO EACH CHANGE BEING MADE AND COMPLETE THE REQUESTED INFORMATION FOR THAT CHANGE.

3. ☐ **ENTITY NAME CHANGE** – type or print the exact NEW name of the LLC in the space below:

4. ☑ **MEMBERS CHANGE (CHANGE IN MEMBERS)** – *see Instructions L015I* – Use one block per person – FOR MEMBERS CURRENTLY SHOWN IN A.C.C. RECORDS – list the name of each member being changed, and below that provide any new information for that member (new name and/or address), then check all boxes that apply to indicate the change being made for that member. FOR NEW MEMBERS – in a separate block, list the name in the NEW Name blank and give the address, and check the appropriate box. If more space is needed, complete and attach the Amendment Attachment for Members form L044.

Name currently shown in ACC records: BILL GUTTERY	Name currently shown in ACC records:
NEW Name: 2350 E GERMANN RD STE 24	NEW Name:
Address 1:	Address 1:
Address 2 (optional): CHANDLER AZ 85286	Address 2 (optional):
City: UNITED STATES State or Province: Zip:	City: State or Province: Zip:
Country: ☐ Address change ☑ Add as 20% or more member ☐ Name change ☐ Add as less than 20% member ☐ Remove member	Country: ☐ Address change ☐ Add as 20% or more member ☐ Name change ☐ Add as less than 20% member ☐ Remove member
Name currently shown in ACC records:	Name currently shown in ACC records:
NEW Name:	NEW Name:
Address 1:	Address 1:
Address 2 (optional):	Address 2 (optional):
City: State or Province: Zip:	City: State or Province: Zip:
Country: ☐ Address change ☐ Add as 20% or more member ☐ Name change ☐ Add as less than 20% member ☐ Remove member	Country: ☐ Address change ☐ Add as 20% or more member ☐ Name change ☐ Add as less than 20% member ☐ Remove member

L015 001
Rev. 2/10

Arizona Corporation Commission - Corporations Division
Page 1 of 3

ATTACHMENT 23 - EMO DOCS

5. ☑ **MANAGERS CHANGE (CHANGE IN MANAGERS)** – Use one block per person – **FOR MANAGERS CURRENTLY SHOWN IN A.C.C. RECORDS** – list the name of each manager being changed, and below that provide any new information for that manager (new name and/or address), then check all boxes that apply to indicate the change being made for that manager. **FOR NEW MANAGERS** – In a separate block, list the name in the NEW Name block and give the address, and check the appropriate box. If more space is needed, complete and attach the Amendment Attachment for Managers form L043.

Name currently shown in ACC records BILL GUTTERY	Name currently shown in ACC records
New Name 2350 E GERMANN RD STE 24	New Name
Address 1	Address 1
Address 2 (optional) CHANDLER AZ 85286	Address 2 (optional)
City / State or Province / Zip UNITED STATES	City / State or Province / Zip
Country ☐ Address change ☑ Add as manager ☐ Name change ☐ Remove manager	Country ☐ Address change ☐ Add as manager ☐ Name change ☐ Remove manager

6. ☐ **MANAGEMENT STRUCTURE CHANGE** – see Instructions L015 – check only one box below and follow instructions:

☐ CHANGING TO MANAGER-MANAGED LLC – complete and attach the Manager Structure Attachment form L040. *The filing will be rejected if it is submitted without the attachment.*

☐ CHANGING TO MEMBER-MANAGED LLC – complete and attach the Member Structure Attachment form L041. *The filing will be rejected if it is submitted without the attachment.*

7. ☐ **STATUTORY AGENT CHANGE – NEW AGENT APPOINTED** – see Instructions L015A

7.1 REQUIRED – give the name (can be an individual or an entity) and physical* or street address (not a P.O. Box) in Arizona of the NEW statutory agent:	7.2 OPTIONAL – mailing address in Arizona of NEW Statutory Agent (can be a P.O. Box):
Statutory Agent Name (required)	
Attention (optional)	Attention (optional)
Address 1	Address 1
Address 2 (optional) City / State / Zip	Address 2 (optional) City / State / Zip

7.3 REQUIRED – the Statutory Agent Acceptance form M002 must be submitted along with these Articles of Amendment.

8. ☐ **STATUTORY AGENT ADDRESS CHANGE – ADDRESS OF CURRENT STATUTORY AGENT** – complete 8.1 and/or 8.2:

8.1 NEW physical or street address (not a P. O. Box) in Arizona of the existing statutory agent:	8.2 NEW mailing address in Arizona of the existing statutory agent (can be a P.O. Box):
Attention (optional)	Attention (optional)
Address 1	Address 1
Address 2 (optional) City / State / Zip	Address 2 (optional) City / State / Zip

ATTACHMENT 23 - EMO DOCS

9. ☐ **ARIZONA KNOWN PLACE OF BUSINESS ADDRESS CHANGE:**

9.1 Is the NEW Arizona known place of business address the same as the street address of the statutory agent?

☐ Yes – go to number 10 and continue
☐ No – go to number 9.2 and continue

9.2 If you answered "No" to number 9.1, give the NEW physical or street address (not a P.O. Box) of the known place of business of the LLC in Arizona:

Attention (optional)			
Address 1			
Address 2 (optional)			
City Country		State/Province	ZIP

10. ☐ **DURATION CHANGE** – check one to indicate the NEW duration or life period of the LLC:

☐ Perpetual
☐ The LLC's life period will end on this date: _____ (enter a date – mm/dd/yy)
☐ The LLC's life period will end upon the occurrence of this event:

_____ (describe an event)

11. ☐ **ENTITY TYPE CHANGE** – If changing entity type, check one and follow instructions:

☐ Changing to a PROFESSIONAL LLC – number 12 must also be completed.
☐ Changing to a NON-PROFESSIONAL LLC (professional LLC becoming a regular LLC).

12. ☐ **PROFESSIONAL SERVICES CHANGE** – describe the NEW type of professional services the professional LLC will render:

_____

13. ☐ **OTHER AMENDMENT** – If an amendment was made that was not addressed by the check boxes on this form, then you must attach to these Articles of Amendment a complete copy of the LLC's written amendment.

SIGNATURE By checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.

☑ I ACCEPT

Brian J. Holmes — Printed Name — 09/22/2016 — Date (mm/dd/yy)

REQUIRED – check only one and fill in the corresponding blank if signing for an entity:

☐ This is a manager-managed LLC and I am signing individually as a manager or I am signing for an entity manager named:	☐ This is a member-managed LLC and I am signing individually as a member or I am signing for an entity member named:

Filing Fee: $25.00 (regular processing) Expedited processing – add $25.00 to filing fee. All fees are nonrefundable – see instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100

Please be advised that ACC forms reflect only the minimum provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.
All documents filed with the Arizona Corporation Commission are public record and are open for public inspection.
If you have questions after reading the instructions, please call 602-542-3285 or (within Arizona only) 800-345-5819.

LLC AM21
Rev 2012

Arizona Corporation Commission - Organization Division
Page 3 of 3

AZ Corp. Commission
05609765

FILED: 7/15/2016 10:41:46 PM
FILE #: L21081675

DOCUMENT # [illegible]

[illegible]

ARTICLES OF ORGANIZATION

1. ENTITY TYPE: LIMITED LIABILITY COMPANY

2. ENTITY NAME: CHARTER ONE EDUCATION GROUP, LLC

3. FILE NUMBER: L21081675

4. STATUTORY AGENT NAME AND ADDRESS:

Street Address:
BRIAN J. HOLMES
2450 S GILBERT RD SUITE 100
CHANDLER , AZ 85286

Mailing Address:

ARIZONA CORP COMMISSION
FILED
AUG 11 2016
FILE NO. L-21081675

5. ARIZONA KNOWN PLACE OF BUSINESS ADDRESS:
2350 E. GERMANN RD., SUITE 25
CHANDLER , AZ 85286

6. DURATION: Perpetual

7. MANAGEMENT STRUCTURE: Manager-Managed

The names and addresses of all Managers are:

1 GLENN L. WAY
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

2 SHELINA WAY
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

3 PAUL BRENT MCARTHUR
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

4 BRIAN J. HOLMES
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

The names and addresses of all Members are:

1 GLENN L. WAY
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

2 SHELINA WAY
2350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

ATTACHMENT 23 - EMO DOCS

3 PAUL BRIDGEMCARTHUR
8350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

4 BRIAN J. HOLMES
8350 E GERMANN RD., SUITE 25
CHANDLER, AZ 85286

ORGANIZER: BRIAN J. HOLMES Brian J. Holmes 7/18/2016

[redacted] [redacted]

Do not write above this line; reserved for ACC use only.

STATUTORY AGENT ACCEPTANCE

Please read instructions (#002)

1. **ENTITY NAME** – give the exact name in Arizona of the corporation or LLC that has appointed the Statutory Agent (this must match exactly the name as listed on the document appointing the statutory agent, e.g., Articles of Organization or Articles of Incorporation):

   [redacted]

2. **STATUTORY AGENT NAME** – give the exact name of the Statutory Agent appointed by the entity listed in number 1 above (this will be *either* an individual or an entity). *NOTE* - this name must match exactly the statutory agent name as listed in the document that appoints the statutory agent (e.g. Articles of Incorporation or Articles of Organization), including any middle initial or suffix:

   BRIAN J. HOLMES

3. **STATUTORY AGENT SIGNATURE:**

   By the signature appearing below, the individual or entity named in number 2 above accepts the appointment as statutory agent for the entity named in number 1 above, and acknowledges that the appointment is effective until the appointing entity replaces the statutory agent or the statutory agent resigns, whichever occurs first.

   The person signing below declares and certifies *under penalty of perjury* that the information contained within this document together with any attachments is true and correct, and is submitted in compliance with Arizona law.

   [redacted] BRIAN HOLMES 8/10/2016

   Signature — Printed Name — Date

REQUIRED – check only one:

☒ **Individual as statutory agent:** I am signing on behalf of myself as the individual (natural person) named as statutory agent.	☐ **Entity as statutory agent:** I am signing on behalf of the entity named as statutory agent, and I am authorized to act for that entity.

Filing Fee: none (regular processing) Expedited processing – not applicable. All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100

Please be advised that A.C.C. forms reflect only the minimum provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.
All documents filed with the Arizona Corporation Commission are public record and are open for public inspection.
If you have questions after reading the instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

050303

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov

Application for Registration of Foreign Limited-Liability Company

(PURSUANT TO NRS 86.544)

USE BLACK INK ONLY - DO NOT HIGHLIGHT **ABOVE SPACE IS FOR OFFICE USE ONLY**

1. Name of Foreign Limited-Liability Company: Charter One Education Group, LLC

Check box if a Series Limited-Liability Company ☐

2. Name Being Registered with Nevada: (see instructions)

The name under which this foreign limited-liability company proposes to register and transact business in Nevada is:

Charter One Education Group, LLC

3. Entity Domicile: (date and state or country of formation)

08/16/2016 (Date Formed) | Arizona (State or Country where Authorized)

☒ This entity is in good standing in the jurisdiction of its incorporation/creation.

4. Registered Agent for Service of Process: (check only one box)

☒ Commercial Registered Agent: Registered Agents Inc. (Name)

☐ Noncommercial Registered Agent (name and address below) ***OR*** ☐ Office or Position with Entity (name and address below)

Name of Noncommercial Registered Agent **OR** Name of Title of Office or Other Position with Entity

Street Address | City | Nevada | Zip Code

Mailing Address (if different from street address) | City | Nevada | Zip Code

In the event the above-designated Agent for Service of Process resigns and is not replaced or the agent's authority has been revoked or the agent cannot be found or served with exercise of reasonable diligence, then the Secretary of State is hereby appointed as the Agent for Service of Process.

5. Records Office: (see instructions)

19935 E Chandler Heights Road (Street Address) | Queen Creek (City) | AZ (State) | 85142 (Zip Code)

6. Street Address of Principal Office: (or office required to be maintained in the domicile state by the laws of that state)

19935 E Chandler Heights Road (Street Address) | Queen Creek (City) | AZ (State) | 85142 (Zip Code)

7. Name and Address of each Manager or Member: (attach additional page if more than 1)

Bill Guttery (Name)

19935 E Chandler Heights Road (Street Address) | Queen Creek (City) | AZ (State) | 85142 (Zip Code)

8. Name and Signature of Manager or Member:

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

Brian J Holmes (Name)

X _____ **Authorized Signature**

9. Certificate of Acceptance of Appointment of Registered Agent:

I hereby accept appointment as Registered Agent for the above named Entity.

X _____

Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity | Date

This form must be accompanied by appropriate fees.

BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov

180304

Registered Agent Acceptance

(PURSUANT TO NRS 77.310)

This form may be submitted by: a Commercial Registered Agent, Noncommercial Registered Agent or Represented Entity. For more information please visit http://www.nvsos.gov/index.aspx?page=141

USE BLACK INK ONLY - DO NOT HIGHLIGHT **ABOVE SPACE IS FOR OFFICE USE ONLY**

Certificate of Acceptance of Appointment by Registered Agent

In the matter of Charter One Education Group, LLC

Name of Represented Business Entity

I, REGISTERED AGENTS INC. - E0354042011-8 am a:

Name of Appointed Registered Agent *OR* Represented Entity Serving as Own Agent*

(complete only one)

a) [X] commercial registered agent listed with the Nevada Secretary of State,

b) [ ] noncommercial registered agent with the following address for service of process:

Street Address | City | Nevada | Zip Code

Mailing Address (if different from street address) | City | Nevada | Zip Code

c) [ ] represented entity accepting own service of process at the following address:

Title of Office or Position of Person in Represented Entity

Street Address | City | Nevada | Zip Code

Mailing Address (if different from street address) | City | Nevada | Zip Code

and hereby state that on 01/09/2017 (Date) I accepted the appointment as registered agent for the above named business entity.

X Bill Haase

Authorized Signature of R.A. or On Behalf of R.A. Company

01/09/2017

Date

*If changing Registered Agent when reinstating, officer's signature required.

X

Signature of Officer

Date

Nevada Secretary of State Form RA Acceptance
Revised: 1-5-15

7. Name and Address of each Manager or Member

NAME	ADDRESS
BRIAN J HOLMES	19935 E CHANDLER HEIGHTS ROAD QUEEN CREEK, AZ 85142
PAUL BRENT MCARTHUR	19935 E CHANDLER HEIGHTS ROAD QUEEN CREEK, AZ 85142
SHELINA WAY	19935 E CHANDLER HEIGHTS ROAD QUEEN CREEK, AZ 85142
GLENN L WAY	19935 E CHANDLER HEIGHTS ROAD QUEEN CREEK, AZ 85142

STATE OF NEVADA

BARBARA K. CEGAVSKE
Secretary of State

KIMBERLEY PERONDI
Deputy Secretary
for Commercial Recordings

OFFICE OF THE
SECRETARY OF STATE

Commercial Recordings Division
202 N. Carson Street
Carson City, NV 89701-4201
Telephone (775) 684-5708
Fax (775) 684-7138

January 11, 2017

ASHLEY SPEAR

NV

Re: Returning request for Application for Foreign Registration

Dear Mr./Ms. SPEAR,

Thank you for your recent request. However, in order to process this request we need:

Other

RE: CHARTER ONE EDUCATION GROUP, LLC

ARTICLE #1- When using the word "EDUCATION" in the name and/or purpose, you must obtain approval from the Dept. of Secondary Education. You may contact them at 702-486-7330.

Obtain approval and resubmit entire order with ALL documents for processing, thank you.

This letter must be returned with the requested information or fee indicated above. If you paid for this filing via cash or check, the money is available towards the fees for the replacement filing, another filing or can be refunded upon written request within 1 year of payment pursuant to NRS 353.115. Amounts not used or refunded within one year are not available for use or refund. We have not charged your credit card or trust account for this filing. Please resubmit your credit card or trust account information when submitting replacement documents.

Respectfully,

---

for Secretary of State use only

corporation name:
document number: 20170011369-40
job number: C20170110-1432
processor: rxa

Any request for a refund must be made within 1 year from date of payment pursuant to NRS353.115.

STATE OF NEVADA

BARBARA K. CEGAVSKE
Secretary of State

KIMBERLEY PERONDI
Deputy Secretary
for Commercial Recordings

OFFICE OF THE
SECRETARY OF STATE

Commercial Recordings Division
202 N. Carson Street
Carson City, NV 89701-4201
Telephone (775) 684-5708
Fax (775) 684-7138

Barbara K. Cegavske

BARBARA K. CEGAVSKE
Secretary of State

---

for Secretary of State use only

corporation name:
document number: 20170011369-40
job number: C20170110-1432
processor: rxa

Any request for a refund must be made within 1 year from date of payment pursuant to NRS353.115.

Nevada Commission on Postsecondary Education Licensure Evaluation Form

BUSINESS NAME AND ADDRESS Charter One Education Group, LLC 19935 E Chandler Heights Road Queen Creek, AZ 85142	BUSINESS PHONE 480-420-2121 CELL PHONE 602-751-6311
BUSINESS WEB SITE ADDRESS None at this time.	CONTACT EMAIL ADDRESS Glenn Way – Glenn@schooldev.us Ashley Spear – Ashley@holmeslawaz.com
OWNER/EMPLOYEE NAME Glenn L. Way-Manager Shelina Way-Manager Brian J. Holmes-Manager Bill Guttery-Manager Paul Brent McArthur-Manager	POSITION Glenn Way-Manager Ashley Spear-Compliance Officer

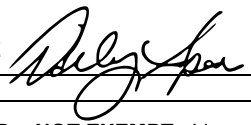
NAME/TITLE OF TRAINING PROGRAM	LENGTH	COST	DESCRIPTION/OBJECTIVE OF TRAINING

LICENSES HELD TO OPERATE EDUCATIONAL PROGRAMS Charter One Education Group, LLC is a duly organized and validly existing Arizona limited liability company that is in good standing. It does not have any licenses. Its sole purpose and operation is to act as an Education Management organization (EMO). We are required to register as a foreign entity in order to do business in Nevada. Business conducted in Nevada is solely limited to acting as an EMO. For example, Charter One Education Group, LLC would like to provide leadership consultation, marketing advice, technology support and intellectual property such as school mission and vision to charter schools in Nevada.	ISSUING AGENCY

NAME OF OTHER OWNERS/PARTNERS/INVESTORS		MAILING ADDRESS
	☐ OWNER ☐ PARTNER ☐ INVESTOR	
	☐ OWNER ☐ PARTNER ☐ INVESTOR	

Y/N	**This section is not applicable.**
N	Do you charge any fee for the training?
N	Is the training offered to adults?
N	Will the training be offered ***exclusively*** to your bona fide employees?
N	Does the training lead to employment at a beginning or advanced level?
N	Does the training lead to the award of educational credentials or credits towards a degree?
N	Does the training prepare an individual to take examinations for initial licensure in a profession or vocation?

I certify the information I have provided on this form and any attachments thereto are correct and complete to the best of my knowledge

SIGNATURE OF APPLICANT/DATE  **01/11/2017**

►CPE USE ONLY◄

LICENSURE IS REQUIRED – NOT EXEMPT. Licensure is required based on the information provided by the applicant and a letter explaining the reason is included. If you wish to apply for licensure, please obtain the proper application online at www.cpe.state.nv.us or contact this agency. If you believe the requirement to be licensed is incorrect, you may request a hearing before the Commission, however, you cannot operate until such time as an exemption has been approved by the Commission or a license to operate has been issued.

	LICENSURE NOT REQUIRED – EXEMPT. Training identified by applicant on this form and attachments (_____) are exempt from licensure. Exemption does not constitute any endorsement or approval by the State of Nevada or the Commission and neither endorses or approves any activities, programs, training, courses, businesses by issuing this exemption. Exemption applies only to the persons and/or businesses identified on this form and is non transferrable. Failure to immediately bring any changes related to the information provided on this form to the attention of the Commission invalidates the exemption. A copy of this form and attachments will be on file with the Commission.
SIGNATURE OF **CPE** REPRESENTATIVE / DATE	

COMMISSION ON POSTSECONDARY EDUCATION 8778 S MARYLAND PW STE 115 LAS VEGAS NV 89123	PH: 702-486-7330 FX: 702-486-7340	www.cpe.state.nv.us kdwuest@cpe.state.nv.us

Updated 12/23/2014