



July 1, 2019

Sandra Kinne
Proposed Founder and Executive Director
Sage Collegiate Public Charter School

Dear Sandra,

I am pleased to inform you that pending approval and authorization of your charter application, Opportunity 180 is prepared to provide a start-up grant to Sage Collegiate Public Charter School in the amount of \$100,000.00. On receipt of a start-up grant, Sage Collegiate Public Charter School will be subject to the grant terms and conditions, including ongoing data requests.

Please let me know if I can answer any additional questions on Opportunity 180's support of Sage Collegiate Public Charter School.

Sincerely,


Jana Wilcox Lavin
Executive Director



July 11th, 2019

Dear Board of the State Public Charter School Authority of Nevada:

I enthusiastically support the charter application for Sage Collegiate Public Charter School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for urban charter school leadership. During her time in the Fellowship and after, I have worked closely with Sandra and observed first-hand her incredible strengths as a leader. Sandra is a thoughtful, intelligent, diligent, and a well-prepared leader who understands the work ahead and is prepared to do what is necessary to lead a high-performing urban charter school for students in her chosen home of Las Vegas, Nevada. She brings teaching expertise, teacher development expertise, content knowledge, and experience in curricular, operational, and cultural leadership to this work. She also brings the experience of two month-long Residencies in high performing charter schools, as well as experience as a school leader and as a staff member at the SPCSA, where she developed additional context of the charter school landscape and community needs in Las Vegas.

Sandra has assembled deep support for the school, including the assembly and training of a diverse and accomplished founding team, and she brings a network of school support, including that of Nevada Prep, Nevada RISE, and Futuro Academy in Las Vegas, Nevada. Additionally, she has built strong support throughout the community of Las Vegas.

Sandra is an inspirational leader with a clear vision for her founding team. She is detail-oriented and focused in her design of Sage Collegiate. Through BES Follow on Support (FOS), I am working with Sandra throughout her planning year and will continue to support her through the subsequent first two years of operation to ensure that she delivers high quality, rigorous instruction to the students at Sage Collegiate. As Sandra continuously demonstrates, her openness and responsiveness to feedback position her well to successfully deal with the challenges school leaders face in their Founding Year. Through weekly coaching sessions, weekly video analysis, on-site visits, and document review, Building Excellent Schools FOS provides significant support to ensure the successful opening and sustainability of each school and school leader.

I am honored to work with Sandra and have total confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for Sage Collegiate will lead to strong student achievement for the children of Las Vegas.

Respectfully,

A handwritten signature in black ink, appearing to read "Aidin Carey", written in a cursive style.

Aidin Carey, Director of Leadership Development
Building Excellent Schools
acarey@buildingexcellentschools.org 617-227-4545 x223



DEMOCRACY PREP

AT THE AGASSI CAMPUS

Work Hard. Go to College. Change the World!

July 13, 2019

Dear Board of the State Public Charter School Authority:

It is with great pleasure I write this letter in support of Sage Collegiate Public Charter School, a proposed Kindergarten through 8th-grade college-preparatory charter school for the students and families of Las Vegas.

As the founding Executive Director of a college prep school in West Las Vegas, I can speak to the significant need for additional high-quality charter options in our community and to Sandra Kinne's unique qualifications to found and lead a college prep charter school.

Sandra and I began our professional relationship more than five (5) years ago as colleagues at Teach For America Las Vegas Valley. Together we helped to recruit and train incoming teachers to schools across the Las Vegas Valley. Over the course of our tenure at TFA, I impressed by Sandra's high expectations, dedication to quality education for all children, and unwavering commitment to the Las Vegas community.

The need for a high-quality school in Las Vegas critical. In the most dire sections of the city, 80 percent of children receive Free and Reduced Priced lunch, 19 percent are classified as English Language Learners, and about 10 percent qualify for special education. In order to change the narrative for children in Las Vegas, we need to expand educational opportunities for children across the city. Sage Collegiate will provide families with an additional high-quality option that will ensure children have the rigorous academic work required to be prepared for high school and success in the college of their choice.

As a school leader, I am keenly aware of the importance of having skilled school leaders with a clear vision. Sandra has put in countless hours to ensure her vision is clear and that all of the critical details of creating a successful school are in place when children enter the building in August of 2020. It is with full confidence and pride that I recommend Sandra Kinne and Sage Collegiate with the highest confidence. If you would like to get in touch with me, you can find my contact information below. Thank you for your consideration.

Sincerely,

Adam Johnson
Executive Director
Democracy Prep at the Agassi Campus
347.504.5354



DEMOCRACY PREP

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Work Hard. Go to College. Change the World!

adam.johnson@democracyprep.org

July 13, 2019

Executive Director Rebecca Feiden
2080 E. Flamingo Rd, Suite 210
Las Vegas, NV 89119

Executive Director Feiden,

I am writing to express my support of Sage Collegiate Public Charter in their application for authorization under the State Public Charter School Authority. As the Executive Director of Teach For America Las Vegas, I support the school in its effort to expand opportunity for children in Southern Nevada. As an organization committed to community responsiveness, we are impressed with the school founder, Sandra Kinne, and her history of providing families and students in traditionally underserved communities access to a reliably strong public school education. For the record, Ms. Kinne is a former staff member at Teach For America, but has not been employed by our organization for several years now.

Teach For America Las Vegas has a proven track record of recruiting, selecting, training and providing ongoing leadership development to outstanding leaders. We've partnered with Southern Nevada schools for over 15 years to provide talented teachers and leaders to schools that choose to partner with us.

Sandra Kinne's work as a teacher, mentor, coach, Assistant Principal, charter school evaluator give me faith that she will work hard to produce improved student results in alignment to a common underlying goal: provide all children access to an excellent education.

We are hopeful Sage Collegiate Public Charter can successfully launch and work alongside families, existing traditional public schools, and the broader Las Vegas community. Please accept this letter of support.

In Partnership,

A handwritten signature in black ink, appearing to read "Sean Parker", with a stylized, cursive script.

Sean Parker
Executive Director
Teach For America Las Vegas



Colin E. Seale, Esq.

3651 South Lindell Road Suite D692
Las Vegas, Nevada 89103
Telephone (646)346-9258

To the Honorable Members of the Nevada State Public Charter School Authority,

I met Sandra Kinne several years ago, but not at an educational conference or a professional development session. It was at a garage sale she helped to organize on behalf of a local community organization to raise funds to send first-generation students to college in East Las Vegas. This spirit of doing whatever it takes to create opportunities for students who so often go overlooked is what made me especially excited about Sandra opening up Sage Collegiate Public Carter School.

With two decades of education experience from inside and outside of the classroom and successful completion of the highly competitive and rigorous Building Excellent Schools fellowship program, Sandra undoubtedly has the technical expertise needed to run a success charter school. But more importantly, her track record is all about the nitty-gritty tools it takes to translate good ideas into tangible results for our students. Her work in the Las Vegas community speaks for itself in terms of her ability to create strong external partnerships.

I am excited to submit this letter of support for Sage Collegiate's K-8 proposed charter school, as this will fill a crucial need in the heart of the Las Vegas community. Sandra's energy, leadership, and ability to galvanize the community will serve as tremendous assets for the long-term success of the students and families Sage Collegiate is designed to serve.

Sincerely,

Colin E. Seale



July 7, 2019

Dear Nevada Charter School Authority:

This letter affirms Leaders in Training's (LIT) strong support for Sage Collegiate Public Charter School and its proposal to open a new public elementary school for the 2020-2021 school year. Committed to college access and persistence for first-generation college students Nevada, education pipelines of more prepared youth and supported families align with LIT's vision of empowering diverse leaders.

As a first-generation college graduate myself, I founded LIT to empower equitable opportunity for students in East and North Las Vegas. Through a Year 1-4 High School college access program, Year 5-8 Postsecondary program and robust alumni program, LIT empowers over 150 students from the 9th grade to college graduates who are committed to using their education and success to empower Nevada. Over the past seven years, we have learned immensely and have a 100% college acceptance rate, 92% college persistence rate and all students commit to being a diverse leader in their home community. College acceptances include places like UCLA to Boston University and students attend schools on full-rides to places like University of Michigan to University of San Diego. Such results only happen because of students and families themselves.

The more access students and families have to equitable opportunities-- especially in the elementary school grades-- the greater chance students will be academically and socially emotionally prepared to become a first-generation college graduate.

Like Sage Collegiate, we know that all parents care and want the best for their children. Yet, access to choice and opportunity is not offered to all students and families. As an after-school college access program, students choose to join our program. LIT supports Sage Collegiate existing as an option and choice for those who need it most.

Personally, I've worked with Sandra Kinne at Teach For America who is also a long-term LIT supporter. Ms. Kinne is one of the hardest working people I know; she will dedicate her life to the success of Sage Collegiate. I proudly support with no reservations. Thank you for all that you do for our community and do not hesitate to reach out for further questions.

Erica V. Mosca, Harvard Ed.M. UNLV M.Ed. & Boston University B.S.
Founder & Executive Director
Leaders in Training: litlv.org
emosca@litlv.org/702.449.0703

TO: State Public Charter School Authority

From: Ignacio Prado, Executive Director – Futuro Academy Charter School

Date: July 2, 2019

Subject: Support of Sage Collegiate Public Charter School

To Whom It May Concern:

It's my absolute pleasure to write a letter of support for Sandra Kinne as she embarks on opening a charter school in Las Vegas, Nevada. Sandra and I have been colleagues since 2011.

I thoroughly enjoyed my time getting to know Sandra as she went from being a Manager of Teacher Leadership and Development at Teach for America, Las Vegas in Compton to working to support teachers in the Teach for America, as well as her career as an administrator in California, continuing on with thought partnering as she returned to Las Vegas to serve in support of authorizing. I have come to know her as a truly valuable asset to absolutely any team. She is defined by strong preparation, directness, and commitment to do things well in service of our students.

Her skills developed as part of a leadership team of a charter school in Los Angeles and as a Building Excellent Schools fellow have given the practical skills and presence to be a strong leader, and her work in authorizing has given her a unique understanding of our systems of performance and accountability in Nevada. She is now poised to put those skills to the ultimate test by opening a charter school in the community that she calls home.

I recommend without reservation Sandra to her new found position of school leader. I know she will be an effective member and leader in the Las Vegas community.

Please feel free to contact me at any time should you like to discuss Sandra's qualifications and commitment to excellence. I'd be happy to expand on my recommendation.

In service,



Ignacio Prado

Executive Director, Futuro Academy Charter School

Nevada Rise Academy

2525 Emerson Avenue
Las Vegas, NV 89121

702.336.7060
nevadarise.org



To the State Public Charter School Authority:

My name is Justin Brecht, Founder and Executive Director of Nevada Rise Academy, an elementary charter school in Las Vegas. I have known Sandra Kinne, Lead Founder of Sage Collegiate Public Charter School, for 7 years as both a colleague in the Building Excellent Schools Fellowship and in our work with Teach for America. I have witnessed her dedication to improve education and her relentless pursuit to eliminate educational inequity.

I fully support the establishment of Sage Collegiate Public Charter School and their efforts to establish a high-quality educational option for our community. Working alongside Ms. Kinne in the Building Excellent Schools Fellowship, I witnessed how Ms. Kinne thoughtfully crafted a mission and vision based on research and collaboration that I feel will cultivate empowered new leaders to serve in the diverse Southern Nevada region. I was most impressed with the approach toward literacy, field studies, and civic and community engagement for students in middle school. She also outlined her unique program to support not only all learners, supporting them at their individual academic levels, but also supporting all educators through targeted, strategic coaching and development.

At Nevada Rise Academy our mission is to ensure all students have access to a life of opportunity. It is my hope that Sage Collegiate and Nevada Rise Academy can work together to ensure a more successful Nevada future. Nevada Rise Academy can offer support through the planning phases of Sage Collegiate and are eager to collaborate with them through implementation.

I support the establishment of Sage Collegiate Public Charter School in Las Vegas and look forward to partnering with them to provide educational equity for Southern Nevada's youth. Please do not hesitate to reach out with any further information or any questions you may have.

In Partnership,

Justin Brecht
Executive Director, Nevada Rise Academy



California
Charter Schools
Association

1107 9th Street, Suite 200. | Sacramento, CA 95814
p 916-448-0995 | f 916-448-0998 | www.ccsa.org

July 7, 2019

To Whom It May Concern:

I am grateful for the chance to endorse Sandra Kinne and her plan to open Sage Collegiate Public Charter School to serve the children of Las Vegas. I've known Sandra for several years and worked with her closely in my capacity as Director, Advocacy, Los Angeles with the California Charter Schools Association. I've worked with hundreds school leaders seeking authorization for new and existing charter schools, and Sandra stands out for her tenacity, dedication, and fierce commitment to the belief that every child can succeed if given the right supports.

Sandra is certainly well-credentialled to lead a new school. As a former Compton teacher with close to two decades of experience as an educator—including the honor of Compton Teacher of the Year—she understands intimately the challenges inside the classroom. She's supplemented her teaching experience with graduate degrees in Education and Public Administration from Loyola Marymount University and Columbia University. And, as part of the nationally-recognized Building Excellent Schools Fellowship, she received more than a year of targeted professional development to prepare her to lead Sage, including intensive study of more than 40 of the country's highest-performing schools that educate students in low-income communities, individualized leadership coaching, and a residency at Endeavor College Prep, a California Distinguished School serving predominantly low-income students in Los Angeles. And, of course, Sandra's most recent work with SPCSA has given her even more experiences to apply.

Beyond Sandra's laudable professional experiences, however, is her character. I witnessed Sandra fight through every challenge she came across with a doggedness and determination that is only possible for those who see education as a calling. This work is personal for Sandra, and her dedication to every child is uncommon even in the incredible community of charter school educators I know. I believe in Sandra. I believe in her professional expertise, and I believe in her personal commitment to lead a school that will do right by Las Vegas children and their families. Please do not hesitate to contact me directly if I can be of additional assistance.

Warmly,

Keith Dell'Aquila

Director, Advocacy, Greater Los Angeles, California Charter Schools Association

kdellaquila@ccsa.org | 213-864-6310

July 9, 2019

To Whom It May Concern:

It's my absolute pleasure to write a letter of support for Sandra Kinne as she embarks on opening Sage Collegiate Public Charter School in Las Vegas .

Sandra and I have been colleagues since 1999.

I thoroughly enjoyed my time getting to know Sandra as she went from being an exemplary teacher in Compton to working to support teachers in the Teach for America office in Los Angeles to her position as a program director in the Teach for America Las Vegas office. I have come to know her as a truly valuable asset to absolutely any team. She is honest, dependable, and incredibly hard-working. Beyond that, she has an impressive capacity to listen to, and internalize specific facts concerning an issue in order to work towards a specific solution.

Her knowledge of how to support students and teachers was a huge advantage when she was a teacher, teacher leader and program director. She is now poised to put those skills to the ultimate test by opening a charter school in the community where she started her career.

Sandra has always been an absolute joy to work with. She is a true team player, and always manages to foster positive discussions and bring the best out of other colleagues and friends.

Without a doubt, I confidently recommend Sandra to be a school leader in Las Vegas. I know she will be an effective member and leader in your community.

Please feel free to contact me at any time should you like to discuss Sandra's qualifications and commitment to excellence. I'd be happy to expand on my recommendation. I look forward to hearing about the great things happening at Sage Collegiate.

Best wishes,
David Carr

Principal
LA's Promise Charter Middle School #1
An **LA Promise Fund** School
1755 W. 52nd Street, Los Angeles 90062
p: 562-544-2936
Follow LA Promise Fund on [Twitter](#) & [Facebook](#)

July 2nd, 2019

Dear Board of the State Public Charter School Authority:

I am writing this letter in support of Sage Collegiate Public Charter School, a proposed Kindergarten through 8th grade college-preparatory charter school for the students and families of Las Vegas. As a current founder and director of a charter school in Houston, I can speak to the significant need for additional strong charter options and to Sandra Kinne's unique qualifications to found and lead a high-quality charter school. I met Sandra as we both completed the Building Excellent Schools' Fellowship together. I was immediately impressed by her tenacity, dedication to quality education, and experience in early education. While many colleagues were learning about best practices to teach reading and early grades, Sandra already knew the research, the methods, and the vision for strong elementary education. Her background and her character make her an exceptionally qualified leader and founder. While the path to opening a charter school is often challenging, I have no doubt she will overcome any and all obstacles.

Las Vegas is in immediate need of high performing schools. The current schools have been consistently underperforming, and Sage Collegiate Public Charter will offer high expectations combined with robust supports to ensure students leave 8th grade on or above grade level. Unfortunately, too many families do not currently have access to this type of school. Families, students, and the community at large would greatly benefit from opening Sage Collegiate Public Charter.

As a recent founder, I understand the importance of a skilled school director and a strong vision for excellence. I cannot imagine anyone more prepared to do this work than Sandra Kinne. Her vision for Sage Collegiate ensures that all students have the best educational experiences. While innovative, it does not aim to experiment with our youth. Instead, it aims to ensure best practices are consistently used to ensure student mastery of standards. I recommend Sandra Kinne and Sage Collegiate with the highest confidence. My contact information is listed below, should you need anything further. Thank you for your consideration.

Sincerely,



Kayleigh Colombero
Founder and Director
Etoile Academy Charter School
713-265-8657
kcolombero@etoileacademy.org

To Whom It May Concern,

My name is TyAnthony Davis. I am the Founder and Head of School of Vox Collegiate of Los Angeles, a middle school in South Central LA. I'm also a former Clark County School District Teacher and UNLV school of education graduate. I began my teaching career in Las Vegas, proudly teaching 4th grade at Lewis E. Rowe. There, I found my passion for education and saw first-hand the vibrant potential of students in Las Vegas. My students inspired me to be better every day and to do what is within my power to ensure that them and children like them always have access to a high quality education. It is with that context that I write to share my support for Sage Collegiate Public Charter School and its founder, Sandra Kinne.

The mission of Sage Collegiate is to prepare all students for success, beginning their quest towards college at kindergarten. I firmly believe that we need more schools in Las Vegas, built on that foundational principal – the idea that our education of children is not piecemeal but a process of building towards a common goal brick by brick. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of Ms. Kinne. Her commitment to create and sustain a leading college preparatory school for the students of Las Vegas is clear. I have personally seen Ms. Kinne's expertise and skills as an educator, her work ethic, and her compassion for families. I can give no higher praise than to say that I would be lucky to send my daughter to a school led by Ms. Kinne.

Again, I would like to extend my support and recommendation for Sage Collegiate Public Charter School. Las Vegas is in further need of schools that bring both high academic standards and high levels of support to allow students to fulfill their dreams.

Sincerely,

A handwritten signature in black ink, appearing to read 'TyDavis', written in a cursive style.

TyAnthony Davis
Head of School

July 15, 2019

Dear State Public Charter School Authority:

This letter serves to confirm my support for Ms. Kinne and the founding team of Sage Collegiate. As the leader of a recently authorized public charter school in Nevada, I am encouraged by new schools who thoughtfully and diligently join us in our work. In a spirit of partnership, Sage Collegiate has reached out many times to ask questions and learn about our experience as they prepared their own charter application. We do not always have the answers, but I believe we can get better fast as we work together.

I have known Ms. Kinne professionally since she began working for Teach For America in Las Vegas, and I worked closely with her during the Building Excellent Schools (BES) Fellowship program. Ms. Kinne is as hard-working and committed to student success as any education leader I know, and I believe she will do what it takes to build the strong school outlined in the Sage Collegiate application.

Sincerely,



David Blodgett
Executive Director

ATTACHMENT 2: LEADERSHIP ROLE JOB DESCRIPTIONS

The job descriptions for leadership roles at Sage Collegiate PCS have been designed based on examples provided as a result of the Lead Founder's participation in the Building Excellent Schools Fellowship and the description models the Lead Founder has been trained on and provided of by leaders at high-performing schools.. These descriptions also akin to ones the Lead Founder previously used for hiring in a prior school leadership role. Any similarities in this proposal to other Fellows' descriptions, previous or future, is a result of similar leadership development training.

➤ **EXECUTIVE DIRECTOR [Year 1]**

Job Description: The **Executive Director** is charged with managing the school, and is responsible for all financial management, operational management, curricular and academic management, and school-based decision- making. The **Executive Director** sets the vision for the school and is responsible for ensuring that every adult in the building is focused on, and making decisions around preparing students for success in college and in their careers and ensures that the school meets the ambitious academic goals that it has set for all learners.

Job Outputs

- Ensures fiscal health such that the school meets its annual budget and maintains healthy cash flow.
- Ensures long-term fiscal health such that after year 5, the school is operating with a revenue cushion.
- Maintains a strong adult culture with annual staff retention over 80%.
- Maintains student and family satisfaction with annual attrition under 10%.
- Student achievement on state tests is at least 15% higher than comparable schools in Las Vegas and at least 90% of students pass the SBAC in grade 3.

Job Responsibilities

- Manages Board relationships, and all communications to the Board.
- Makes all final decisions per hiring and firing of the staff.
- Manages hiring
- Works directly with the back-office provider
- Serves as liaison with authorizer
- Leads and manages Leadership Team, including all roles in Y1
- Evaluates all members of Leadership Team and all teaching staff
- Establishes annual and long-term strategy and goals for the school with Board approval
- Develops educational program, including the school's curricular, assessment, and enrichment programming
- Trains or coordinates the training of all staff members, including teachers
- Selects and trains staff on assessment tools used by the school in addition to state tests
- Presents Board with contractual options for operational decisions
- Creates and maintains marketing and fundraising plans for school.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).

Competencies

- Strong team builder of Board and of school staff
- Strong communicator with Board, parents, community, staff, students, and partnerships
- Ability to long term strategically plan and execute on the school vision
- Curricular knowledge and vision
- Self-reflective; Self-directed

- Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school
- Strong problem solver, able to adapt and problem solve in the moment

Job Requirements

- Minimum of 5 years of urban education experience
- Experience and success leading and training adults
- Bachelor's degree and Advanced degree

Culture Fit

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

As an equal opportunity employer, Sage Collegiate hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

➤ MANAGER/DIRECTOR OF CURRICULUM AND INSTRUCTION at SAGE COLLEGIATE [Year 1/Year 3]

Job Description: The **Director of Curriculum and Instruction** works closely with the Executive Director in establishing and maintaining a fiercely positive, warm/strict school culture in a charter school, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution.

Job Outputs

- Ensures systems and procedures at school are clear, communicated, and consistently implemented to 100%.
- Establishes scope and sequence for ongoing courses, and upcoming years of curriculum.
- Creates and leads data analysis for rigorous, standards-based interim assessments in Reading/English Language Arts, Math, Science, Social Studies and Writing, in all grades.
- Defines pacing plan and day by day scope and sequence for English and Language Arts (ELA) and Math in all grades.
- Drives teacher growth at high levels through individual goal setting around classroom culture, curriculum development, lesson creation and lesson execution, and data analysis and action planning.
- Builds staff-wide professional development programming to lead teachers in analyzing student data highly responsive action plans that bring 100% of scholars to mastery of 100% of grade level standards.
- Establishes positive relationships with families, staff and community.

Job Responsibilities

- Designs general scopes and sequences for all content areas at all grade levels that is rigorous as well as responsive to our students.
- Creates rigorous, standards-based interim assessments for Reading/English Language Arts, Math, Science, Social Studies, and Writing for every grade, as well systems to evaluate the outcomes and respond to data.
- Works with the Executive Director to develop, implement, and maintain every detail of the school's

systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Sage Collegiate is structured, ambitious, and supportive with a fiercely positive culture of zest and focus on growth and achievement.

- Coaches teachers on executing daily, weekly, and interim assessments and analysis, implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single student masters every single standard.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Complete other tasks as directed by Executive Director and/or leadership team members

Competencies

- Experienced teacher with track record of student success in the classroom and around student culture.
- Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution
- Deep knowledge of elementary curriculum with knowledge of literacy development.
- Deep knowledge of curricular resources and programs, including an understanding of common core, social-emotional learning practices, and culturally responsive teaching.
- Strong communicator and relationship builder with adults, including peers and families.
- Able to build a strong, collaborative, transparent and motivated team.
- Able to drive cultural consistency-emotional continuity, system and procedural consistency, and is intentionally calm and positive.
- Demonstrated leadership skills, highly organized and efficient, self-motivated.

Job Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of four years teaching experience in an urban public school or urban charter school setting preferred but not required.
- Valid Nevada Teaching Certification is preferred but not required.
- Bilingual (English and Spanish) is preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Culture Fit: Do these words describe you?

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

As an equal opportunity employer, Sage Collegiate hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

➤ DIRECTOR OF STUDENT SERVICES [Year 3]

Similar to the Coordinator role but with added responsibilities of staff management and case load management as the school grows

Job Description: The **Director of Student Services** is responsible for overseeing the pre-referral and referral processes of special education, as well as managing the creation of, and execution of, Individualized Education Plans (IEPs) for special education students and the creation, execution and fidelity of our ELL program.

Job Outputs

- Assists in creation and execution of comprehensive schoolwide systems for monitoring all student progress
- Leads testing of all students who may be eligible for special education or ELL services and assures appropriate Individual Education Programs (IEPs) or 504 plans are put in place to provide them with specialized instruction, support and special education services
- Ensures school is in compliance with all state and federal special education laws
- Identifies all qualified students and connects them to the appropriate special services
- Serves on school leadership team, working closely with the Executive Director to create staff schedules and monitor compliance and special education service implementation
- Collaborates with Executive Director to set vision for special education and (RtI²) programming and oversee Response to Intervention (RtI²) process

Job Responsibilities

- Creates and executes engaging lessons that supports all special needs such that they consistently meet and exceed their IEP goals
- Manages weekly meetings with teachers and leadership team monitoring student progress, coordinating the RtI² process, and any testing necessary
- Collaborates with Student Support Services Providers and Lead Teachers in coordinating support schedules for all students with special needs
- As school grows, manages a team of special education teachers and service providers for all students with special needs at the school
- Manages parent relationships for all students receiving special services.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.)
- Complete other tasks as directed by Executive Director and/or leadership team members
- Manages Coordinator of Student Services, Student Support Specialists, and Coordinator of HS Outreach

Competencies

- Ability to coordinate the execution of evaluations and creation of IEPs or 504 plans for students in need of such.
- Knowledge of state and federal special education laws to ensure the compliance of the school with regulatory requirements.
- Ability to clearly communicate with families, students, and staff regarding individual student needs.
- Strong coordination and collaboration skills to organize and schedule the special services of all qualified students
- Deep knowledge of elementary-aged socio-emotional development as well as responsive, age-appropriate development strategies
- Entrepreneurial spirit that thrives in a start-up environment

Job Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of two years of teaching experience in Special Education in an urban public school or charter school setting is required.
- Valid Nevada State Special Education certification is required.
- Bilingual (English and Spanish) is strongly preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Culture Fit: Do these words describe you?

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the

power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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➤ **MANAGER of COMMUNITY and CULTURE [Year 3]**

Job Description: The **Manager of Community and Culture** works closely with the Executive Director in establishing and maintaining a fiercely positive, warm/strict school culture in a first-year charter school.

Job Outputs

- Ensures systems and procedures at school are clear, communicated, and consistently implemented.
- Assists in establishing the scope and sequence for character (social/emotional) teaching during morning meetings, community celebrations, and enrichment classes.
- Creates strong family connections and communication channels.
- Establishes positive relationships with families, staff and community.

Job Responsibilities

- Builds systems and structures for a fiercely positive, values-driven culture.
- Works with the Executive Director to develop, implement, and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Sage Collegiate is structured, ambitious, and supportive with a fiercely positive culture of zest and focus on growth and achievement.
- Creates system for tracking school culture and monitors, analyzes and defines action plans based on this data.
- Manages and monitors teacher use of schoolwide culture tracking systems (homework, attendance, awards, etc.), such as Kickboard.
- Creates a system for, and conducts, school culture audits on a quarterly basis, and develops plans to address any deficits in culture.
- Handles in-school disciplinary action, and coordinates any out-of-school actions, such as suspensions.
- Organizes and plans schoolwide and grade level out-of-school field studies.
- Manages schoolwide community events (such as seasonal celebrations, bringing in community speakers, etc.).
- Leads staff efforts to ensure all students have excellent attendance and arrive at school on time and works with students and parents to ensure excellent attendance.
- Participates in home visits during summer and teacher orientation, highlighting responsibilities of families, teachers, and students.
- Proactively circulates throughout classrooms and hallways during the day to gain valuable context on student behavior and help support positive school culture.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Completes other tasks as directed by Executive Director and/or leadership team members

Competencies

- Experienced teacher with track record of student success in the classroom and around student culture.
- Strong communicator and relationship builder with adults, including peers and families.
- Able to build a strong, collaborative, transparent, and motivated team.
- Able to drive cultural consistency- emotional consistency, system and procedural consistency, intentionally calm and positive.

- Demonstrated leadership skills - highly organized and efficient, self-motivated.
- Strong ability to deliver quality professional development to adult learners.

Job Requirements

- Bachelor's degree is required.
- Minimum of two years teaching experience in an urban public school or urban charter school setting required.
- Valid Nevada certification is preferred but not required.
- Bilingual (English and Spanish) is strongly preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Culture Fit: Do these words describe you?

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

As an equal opportunity employer, Sage Collegiate hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

➤ MANAGER OF OPERATIONS [Year 3]

Job Description: The **Manager of Operations** is charged with managing the school operations including vendor and contractor relationship and facilities, as well as managing and maximizing the impact of the full Operations team. The Manager of Operations also assists with the technology needs of the building and classrooms.

Job Outputs

- Establishing and maintaining contracts with all outside vendors and overseeing nutrition program.
- Ensuring up-to-date financial statements and record keeping in compliance with our back-office provider
- Ensuring technology needs of classrooms and facilities are met, including infrastructure and machines
- Ensuring school is consistently stocked with all necessary office, teacher, student, and classroom supplies
- Ensuring facilities are clean, organized, and well maintained
- Serving on school leadership team, working closely with academic leaders to create staff schedules and employment contracts including benefits
- Supervising and supporting Office Manager

Job Responsibilities

- Managing facility operations, including technology services
- Establishing, managing, and monitoring systems and processes for the sourcing, procurement, utilization of supplies for school, including furniture, curriculum, technology, and food
- Researching and selecting the most competitive and efficient outside vendors to support the school
- Establishing and monitoring vendor and contractor relationships
- Maintenance of schoolwide systems and structures such as morning entry, dismissal, lunch, etc.
- Project management of all renovation and building maintenance projects
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.)
- Complete other tasks as directed by Executive Director and/or leadership team members

Competencies

- Highly organized and efficient.
- Strong communicator and collaborator; able to lead teams
- Able to problem solve and think creatively about establishing systems and structures for a new school.
- Self-directed and flexible; able to thrive in a start-up environment.
- Has demonstrated ability to manage cross-functional teams
- Able to coordinate multiple moving parts, and multiple tasks daily
- Able to establish and implement operational and financial best practices at start-up school
- Knowledgeable in managing operational finances; able to manage the school budget and report out on school profit and loss to Executive Director and Board on daily, weekly, monthly basis
- Able to coordinate and manage multiple aspects of facilities management
- Contract procurement and management experience (preferred)

Job Requirements

- Bachelor's degree is required; Master's degree is preferred
- Minimum of two years of experience working in a similar capacity in operations and finance with demonstrated track record of success is preferred
- Minimum of two years of experience in a *school* required
- Bilingual (English and Spanish) is preferred
- Belief in and alignment with Sage Collegiate's core tenets and educational philosophy is non-negotiable

Culture Fit: Do these words describe you?

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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➤ DIRECTOR OF DEVELOPMENT [Year 3]

Job Description: The **Director of Development** is charged with developing supplemental funds to support mission-aligned work, such as field studies, and to ensure the continued implementation of our school design, as well as to manage the external relationships with our community, our partners, and our families.

Job Responsibilities

- Raises supplemental funds at least three times their salary, and, with the Executive Director, will set annual fund development goals to support expanded opportunities for our students.
- Develops and maintains relationships with community members, partners, and families.

Competencies

- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- Strong problem solver, able to adapt and problem solve in the moment.
- Establishes relationships with students' families, cultivating learning environments for our students in

and out of the classroom.

- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Works in concert with Executive Director, school leadership team, and entire school staff toward mission.
- Completes other tasks as directed by Executive Director and/or leadership team members.

Job Requirements

- Minimum of 5 years of fund development, with strong results
- Experience working in urban education preferred by not required
- Bachelor's degree required; M.B.A. preferred
- Bilingual (English and Spanish) is preferred.

Culture Fit

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

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PROFESSIONAL EDUCATION EXPERIENCE

Education Program Professional of Academic Performance: July 2018 – June 2019

Nevada State Public Charter School Authority ▪ Las Vegas, NV

- Member of Authorizing team of Nevada's statewide chartering authority, the third largest public school system in Nevada, overseeing 29 schools on more than 50 campuses, serving more than 42,000 students
- Assisted in review and recommendation processes of public charter school applications, renewals, and contract amendment proposals
- Developed Site Evaluation protocol; lead training, development, and review of Site Evaluations on regular basis
- Revised renewal process and developed pre-opening guidelines based on best practices
- Monitored assessment and accountability efforts
- Analyzed and interpreted education program data and ensuring compliance with state and federal requirements

Fellow//Founding Executive Director: August 2016 - March 2018

Building Excellent Schools//Paragon Academy of Compton ▪ Greater Los Angeles, CA

Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

- Participated in rigorous, year-long Fellowship of highly-selective flagship program of Building Excellent Schools
- Visited and analyzed more than 40 high-performing schools in low-income communities across the country
- Participated in 250 hours of leadership residencies at high-performing, award-receiving schools - Endeavor College Prep (Los Angeles) and Great Lakes Academy (Chicago)
- Completed 600 hours of professional development in areas including budget, finance, governance, staff development and training, vendor relations and procurement, school and staff culture, instruction and curriculum, hiring and human resources, community engagement, facilities, fund development

Paragon Academy of Compton was a county-authorized TK-8th grade school in Compton, CA driven by excellence for all and slated to open in August 2018. The school's Board of Directors voted in March 2018 to delay opening due to facility challenges and wanting to avoid a lengthy and expensive facilities legal battle. This effectively ceased school operations given conditions for the school's authorization, and the Board and entity dissolved.

- Responsible for day-to-day development of petition, school, and development
- Provided daily school leadership, including all instructional, operational and financial components
- Developed internal and external goals for school, and monitor progress towards achievement of those goals
- Developed educational program, including the school's curricular, assessment, and enrichment programming
- Recruited, hired, and trained instructional and building support staff
- Develop, lead, and manage the school Leadership Team and serve as instructional model to all staff members; evaluate all members of Leadership Team and all teaching staff
- Participated in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives
- Selected assessment tools used by the school in addition to state tests
- Created structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback
- Conducted student recruitment and oversaw enrollment, including the implementation of a public lottery
- Established annual and long-term strategy and goals for the school with Board approval; presented Board with contractual options for operational decisions
- Managed Board relationship and all communication to the Board
- Maintained and distributed monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data
- Created and maintained marketing and fundraising plans for school; actively partner with the Board to fundraise on behalf of Paragon Academy
- Developed and managed relationships with community service providers for student support services
- Served as primary administrator for student behavior
- Worked directly with the back-office provider, ExED
- Served as liaison with authorizer

Assistant Principal: July 2015 – June 2016

Monterey Peninsula Unified School District: Walter Colton Middle School ▪ Monterey, CA

Served on administrative team at Walter Colton Middle School, a Title I school for 6th-8th grade

- Supervised and evaluated instruction; trained staff in use of student assessments and data analysis; provided leadership for development, implementation, supervision of instructional programs and curriculum
- Assisted with administering the budget and administering master contracts at school site, as assigned
- Facilitated professional development of staff and adult learning opportunities
- Coordinated school's athletic program; managed coaches and seasonal sports activities
- Supervised extracurricular activities, including league sporting events, concerts, dances, parties, field trips and other activities beyond the regular school day
- Communicated regularly with parents/families on behavior, events, and general news through phone calls, emails, and newsletters; assisted in organizing parent conferences, back-to-school nights and other school wide events
- Developed and ensured the implementation of the school's student behavior policies and procedures; evaluated the effectiveness of the procedures and keeps students, staff and parents informed of changes
- Assisted in developing and implementing a system through which the educational program and activities of the school are regularly communicated to parents
- Served on district-level committees, including Secondary Instructional Leadership Team
- Attended appropriate conferences, workshops and meetings, including AP Leadership Academy and Administrator Induction Cohort 2015 with the Monterey County Office of Education.
- Performed other related duties as assigned by and in lieu of Principal

Manager, Teacher Leadership Development: July 2012 - June 2015

Teach For America: Las Vegas Valley ▪ Las Vegas, NV

Worked on regional team of national organization as an instructional coach for first- and second-year corps members in Clark County School District and regional public charter schools

- Managed, developed, and coached cohort of first- and second-year teachers in elementary and Special Education
- Observed teachers regularly in classrooms and debriefed with them to assist with management; planning & execution of instruction; data-analysis; relationship building with families, school staffs, peers; coach through mindset shifts to help create transformative pathways for students
- Planned and executed professional development for cohort and regional TFA corps through workshops, in-class modeling, co-teaching, and annual and quarterly professional development programs
- Built relationships with school administration and support staff to align and maximize support and coaching
- Supported regional and national operations, including recruiting, evaluating, hiring, and onboarding teachers
- Facilitated programming for new MTLs: July 2013
- Presenter, annual Teacher Leadership Development Summit: January 2015
- Co-designer and facilitator, Low Income Background Staff Strategic Retreat: May 2015
- School Director, Phoenix Institute: Feb. 2014 – July 2014

School Director: Feb. 2014 - July 2014

Teach For America: Phoenix Institute ▪ Phoenix, AZ

Served as School Director in a six-month, temporary role with Teach For America's summer program (*while simultaneously working in year-round role of MTL; see above*)

- Responsible for execution of five-week summer school program with 38 teachers, 425 students, and staff of 7 at Central Phoenix K-6th public charter school and a Southern Phoenix traditional K-8th district school
- Managed staff to ensure outcomes and goal achievement through four weeks of instruction
- Built relationships with school site partners and staff through spring and summer to ensure alignment of operations, outcomes, and content
- Used data to drive student outcomes, teacher leader training, and staff's professional development
- Facilitated training of staff through spring and summer; supported development of staff through coaching and differentiated support to implement vision and drive toward goals
- Responsible for fostering school and staff culture, as well as building relationships with families and community partners
- Supported Academic Deans and coaches in planning, presenting, and supporting cultural responsive teaching

Teacher: Aug. 2008 - June 2009, Aug. 2010 - June 2012

Southside Academy Charter School ▪ Syracuse, NY

Taught 1st, 2nd, and 4th grade at Title I public charter school

- Designed and implemented differentiated lessons to ensure student success
- Applied assertive discipline to manage classroom of at-risk students in school with 97% of student Title I population
- Assessed students and analyzed data weekly to determine achievement and ensure instructional accountability
- Collaborated with colleagues to redesign grade level instructional and accelerated student learning guides
- Initiated Staff Book Club to increase student achievement, develop teacher effectiveness, and build community among staff; lead discussions of staff-selected books on education reform, assessment, and best practices
- Spearheaded design and presentation of staff development
- Served as mentor for a second-year teacher; provide instructional support and feedback, Sept. 2011- June 2012
- Managed, coached, and supported student teachers from SUNY Cortland, Sept. - Oct. 2011, Sept. - Oct. 2010
- Committee Member: School Based Intervention Team, Academic Committee, School Improvement Committee, Math Committee, Discipline Committee, Saturday School tutor (6th-8th grades, 2nd-5th grades)

Teacher: Sept. 2004 - June 2006 and Sept. 1999 - June 2002

Compton Unified School District ▪ Compton, CA

Taught 4th grade at Title I schools; Served as a Corps Member of Teach For America, Sept. 1999- June 2001

- Designed and implemented instructional program aligned with state content standards in six subject areas for 32-35 at-risk students and second-language learners
- Provided instruction to ensure students met grade-level growth targets and more than doubled number of proficient students on state tests; advanced all students more than one grade level
- Evaluated student achievement through created and adapted weekly assessments
- Collaborated with grade level team to adapt and apply curriculum
 - **King Elementary:** Teacher of the Year (2006), School Site Council Chairperson (Sept. 2005 to June 2006); Leadership Team (Sept. 2005 to June 2006); Lead Teacher, Gifted and Talented Education program (Sept. 2005 to June 2006)
 - **Kennedy Elementary:** Lead Teacher, Gifted and Talented Education program (Sept. 2000 to June 2002); Grade Level Chairperson (March 2000 to June 2002), Elected School CEA Representative (March 2000 to Sept. 2001)

EDUCATION

Master of Public Administration

Columbia University, School of International and Public Affairs ▪ New York, NY

- Concentration: Education Policy
- Graduate Fellow: Office of former New York City Mayor David Dinkins
- SIPA Voice of Conscience, May 2004: Alumnae-endowed award given at Commencement recognizing graduating student for commitment and tangible actions in furthering tolerance and understanding among different groups

Master of Arts in Education

Loyola Marymount University, School of Education ▪ Los Angeles, CA

- Completed Teacher Credential Coursework: May 2005
- Completed Administrative Credential Coursework: May 2006

Bachelor of Arts

Syracuse University ▪ Syracuse, NY

- S.I. Newhouse School of Public Communications: Newspaper Journalism (major)
- Maxwell School of Citizenship and Public Affairs: International Relations (major)
- The College of Arts and Sciences: Women's Studies (major & program of thesis)

CERTIFICATION

- Nevada Administrative License: pending, June 2019
- Nevada Elementary (K-8) License: March 2018
- California Administrative Services Credential- Preliminary: June 2015
- California Multiple Subject Teaching Credential- Clear: March 2011

The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- How did last year's students perform on the CST?
- How did each group of students perform?
- What additional resources are available?

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GROUP REPORT

KINNE

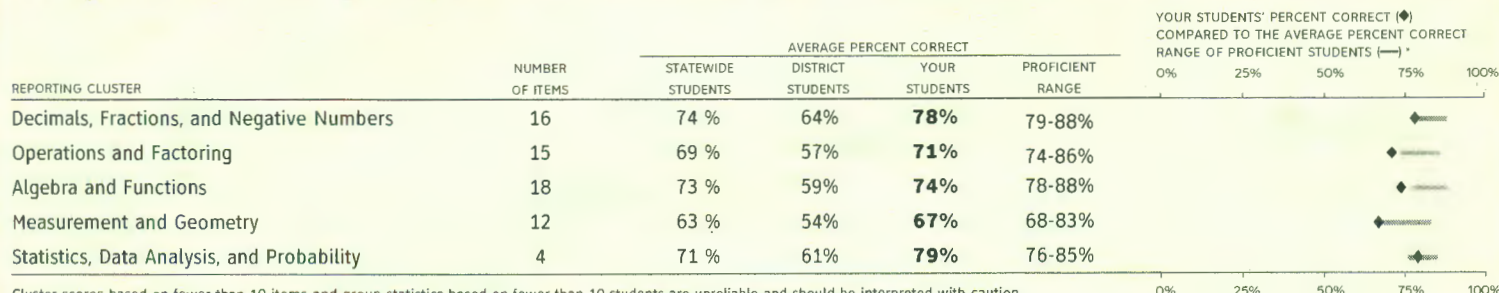
Test **2005 Grade 4 Mathematics CST**
School **King (Martin Luther) Elementary**
District **Compton Unified**

This report shall not be used for any form of teacher evaluation.
This report is based on data as of September 2005.
Cluster averages do not include students tested below level.



How did last year's students perform on the CST?

Your group's results by reporting cluster on the 2005 Grade 4 Mathematics CST (30 students)



Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.

* The state goal is for all students to score Proficient or above. The diamonds (◆) show the average percent correct for your students on each reporting cluster.

The bars show the average percent correct range for students statewide whose total MATH score was between the lowest score for Proficient and the lowest score for Advanced.

Overview of the reporting clusters

Number Sense

DECIMALS, FRACTIONS, AND NEGATIVE NUMBERS

Standard Sets 1.0 and 2.0. Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.

OPERATIONS AND FACTORING

Standard Sets 3.0 and 4.0. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

Algebra and Functions

Standard Sets 1.0 and 2.0. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

Measurement and Geometry

Standard Sets 1.0, 2.0, and 3.0. Students understand perimeter and area...use two-dimensional coordinate grids to represent points and graph lines and simple figures...demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

Standard Sets 1.0 and 2.0. Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

Focus on a selected reporting cluster

One reporting cluster to focus on is **Algebra and Functions**. This reporting cluster includes the following assessed standards:

- 1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
- 1.2 Interpret and evaluate mathematical expressions that now use parentheses.
- 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
- 1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.
- 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
- 2.1 Know and understand that equals added to equals are equal.
- 2.2 Know and understand that equals multiplied by equals are equal.

The complete California Academic Content Standards may be viewed and downloaded (without charge) at www.cde.ca.gov/be/st/ss or purchased by calling the CDE Press at 1-800-995-4099.

NOTE This report is based on data as of September 2005.
Please use your instructional program's assessments to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2005 Grade 4 Mathematics CST

PERFORMANCE STANDARDS (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥401)	14%	—	6%	16%	—	—	—	—	—	10%	14%	0%	18%	10%
Proficient (350-400)	10%	—	12%	9%	—	—	—	—	—	7%	10%	0%	7%	12%
Basic (300-349)	27%	—	24%	29%	—	—	—	—	—	28%	27%	0%	27%	28%
Below Basic (245-299)	37%	—	45%	34%	—	—	—	—	—	39%	37%	50%	33%	41%
Far Below Basic (≤244)	12%	—	12%	12%	—	—	—	—	—	15%	12%	50%	15%	10%
Total Number of Students	124	0	33	91	0	0	0	0	0	71	124	2	55	69

Percentages might not total 100 due to rounding.

Percent of students at or above Proficient on the 2004 and 2005 Grade 4 Mathematics CST

	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School: 2004	21%	0%	26%	21%	—	—	—	—	—	22%	21%	—	27%	15%
2005	23%	—	18%	25%	—	—	—	—	—	17%	23%	0%	25%	22%
District: 2004	21%	0%	16%	22%	100%	25%	23%	0%	—	19%	21%	1%	19%	22%
2005	28%	45%	23%	30%	100%	100%	40%	0%	8%	25%	28%	1%	27%	28%
State: 2004	45%	60%	28%	32%	74%	65%	43%	38%	—	26%	32%	20%	44%	45%
2005	50%	65%	33%	39%	78%	69%	51%	43%	54%	32%	38%	22%	50%	50%

N/A = Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

What are performance standards and scale scores?

Performance standards are reported in five performance levels that range from Far Below Basic to Advanced. All California students should be at the Proficient level or above.

Performance standards are based on scale scores. Scale scores take into

account differences in the difficulty of test forms and are useful for reporting changes over time. A scale score of 350 (Proficient) in 2004 is comparable to a scale score of 350 in 2005, even though the number of correct responses needed to get a scale score of 350 may be different.

What additional resources are available?

About the Standards and Curriculum

• Academic Content Standards

Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/be/st/ss

• Curriculum Frameworks

They show how the standards guide instruction and give guidelines for the selection of instructional programs. www.cde.ca.gov/be/st/fr/

Call CDE Press at 1-800-995-4099 to purchase copies of these materials.

State-Approved Textbooks and Instructional Materials

The standards-aligned textbooks and instructional materials adopted by the State Board of Education were recommended by teachers and other members of the Curriculum Commission.

These resources help you integrate this information with your instruction by providing:

- **Ongoing assessments** to test your students throughout the year
- **Activities for students at all levels** to address the needs of advanced students, as well as students requiring additional instruction and practice

Where can I find more information?

The approved materials and textbooks are listed on the web at: www.cde.ca.gov/ci/cr/cf/index.asp. Your district office and local Learning Resources Display Centers may also have a copy.

About Your School: The STAR Web site

(<http://star.cde.ca.gov>)

- Results for both the Norm Referenced Test and California Standards Test
- Grade level and schoolwide data
- Breakdowns by various categories
- Information about the STAR program

About Each Student: Reports with Individual Results



Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

- California Standards Test results
- California Reading List Number
- Norm Referenced Test results (Grades 3 and 7 only)

* Additional resources are available at www.cde.ca.gov/ta/tg/sr/resources.asp.

A comprehensive list of all STAR reports can be found at www.startest.org.

Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- ◆ How did last year's students perform on the CST?
- ◆ How did each group of students perform?
- ◆ What additional resources are available?

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GROUP REPORT

KINNE

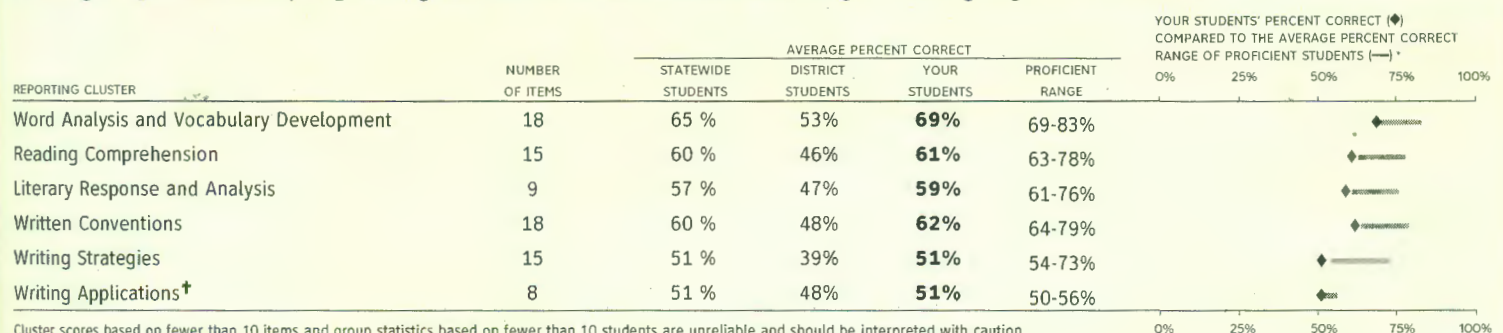
Test **2005 Grade 4 English-Language Arts CST**
School **King (Martin Luther) Elementary**
District **Compton Unified**



This report shall not be used for any form of teacher evaluation.
This report is based on data as of September 2005.
Cluster averages do not include students tested below level.

How did last year's students perform on the CST?

Your group's results by reporting cluster on the 2005 Grade 4 English-Language Arts CST (30 students)



Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.

* The state goal is for all students to score Proficient or above. The diamonds (◆) show the average percent correct for your students on each reporting cluster.

The bars show the average percent correct range for students statewide whose total ELA score was between the lowest score for Proficient and the lowest score for Advanced.

†For Writing Applications, average percent correct scores are calculated by adding all scores of 0 to 8, dividing the sum by the number of students, dividing the quotient by 8, the maximum score for this reporting cluster, and multiplying by 100.

Overview of the reporting clusters

Reading

WORD ANALYSIS AND VOCABULARY DEVELOPMENT

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

READING COMPREHENSION

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed...

LITERARY RESPONSE AND ANALYSIS

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements...

Writing

WRITTEN CONVENTIONS

Students write and speak with a command of standard English conventions appropriate to this grade level.

WRITING STRATEGIES

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process...

WRITING APPLICATIONS

Students write compositions that describe and explain familiar objects, events, and experiences...

Focus on a selected reporting cluster

One reporting cluster to focus on is **Writing Strategies**. This reporting cluster includes the following assessed standards:

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

This reporting cluster also includes standards 1.5, 1.6, 1.7, 1.8, and 1.10.

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NOTE This report is based on data as of September 2005.
Please use your instructional program's assessments
to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2005 Grade 4 English-Language Arts CST

PERFORMANCE STANDARDS (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥393)	7%	—	9%	7%	—	—	—	—	—	4%	7%	0%	5%	9%
Proficient (350-392)	20%	—	12%	23%	—	—	—	—	—	15%	20%	0%	18%	22%
Basic (300-349)	36%	—	48%	32%	—	—	—	—	—	35%	36%	50%	44%	30%
Below Basic (269-299)	29%	—	18%	33%	—	—	—	—	—	39%	29%	50%	27%	30%
Far Below Basic (≤268)	7%	—	12%	5%	—	—	—	—	—	6%	7%	0%	5%	9%
Total Number of Students	124	0	33	91	0	0	0	0	0	71	124	2	55	69

Percentages might not total 100 due to rounding.

Percent of students at or above Proficient on the 2004 and 2005 Grade 4 English-Language Arts CST

	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School: 2004	15%	0%	17%	15%	—	—	—	—	—	16%	16%	—	15%	16%
2005	27%	—	21%	30%	—	—	—	—	—	20%	27%	0%	24%	30%
District: 2004	15%	18%	14%	15%	100%	0%	31%	0%	—	12%	15%	4%	13%	17%
2005	24%	45%	26%	23%	100%	100%	25%	50%	0%	18%	24%	1%	21%	27%
State: 2004	39%	59%	27%	24%	63%	57%	37%	35%	—	14%	24%	15%	36%	43%
2005	47%	68%	36%	32%	70%	66%	48%	43%	57%	20%	32%	19%	44%	51%

N/A = Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

What are performance standards and scale scores?

Performance standards are reported in five performance levels that range from Far Below Basic to Advanced. All California students should be at the Proficient level or above.

Performance standards are based on scale scores. Scale scores take into

account differences in the difficulty of test forms and are useful for reporting changes over time. A scale score of 350 (Proficient) in 2004 is comparable to a scale score of 350 in 2005, even though the number of correct responses needed to get a scale score of 350 may be different.

What additional resources are available?

About the Standards and Curriculum

• Academic Content Standards

Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/be/st/ss

• Curriculum Frameworks

They show how the standards guide instruction and give guidelines for the selection of instructional programs. www.cde.ca.gov/be/st/fr/

Call CDE Press at 1-800-995-4099 to purchase copies of these materials.

State-Approved Textbooks and Instructional Materials

The standards-aligned textbooks and instructional materials adopted by the State Board of Education were recommended by teachers and other members of the Curriculum Commission.

These resources help you integrate this information with your instruction by providing:

- **Ongoing assessments** to test your students throughout the year
- **Activities for students at all levels** to address the needs of advanced students, as well as students requiring additional instruction and practice

Where can I find more information?

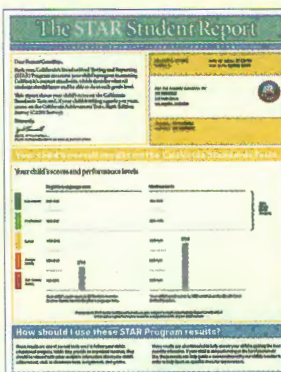
The approved materials and textbooks are listed on the web at: www.cde.ca.gov/ci/cr/cf/index.asp. Your district office and local Learning Resources Display Centers may also have a copy.

About Your School: The STAR Web site

(<http://star.cde.ca.gov>)

- Results for both the Norm Referenced Test and California Standards Test
- Grade level and schoolwide data
- Breakdowns by various categories
- Information about the STAR program

About Each Student: Reports with Individual Results



Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

- California Standards Test results
- California Reading List Number
- Norm Referenced Test results (Grades 3 and 7 only)

* Additional resources are available at www.cde.ca.gov/ta/tg/sr/resources.asp.

A comprehensive list of all STAR reports can be found at www.startest.org.

Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

ATTACHMENT 4: Leader Selection Rubric Draft *(adopted from high-performing charter network)*

Competency	LEVEL 1 - LIMITED <i>Serious flags</i>	LEVEL 2 - DEVELOPING <i>Minor flags, but is reflective</i>	LEVEL 3 - PROFICIENT <i>No flags, and evidence of strength</i>	LEVEL 4 - EXCEPTIONAL <i>Is a model for others</i>	EVIDENCE FROM INTERVIEW
Mission Focus : Expresses high expectations for all students and holds a strong conviction that all students have the potential to attend college. : Demonstrates sound judgment and makes good decisions that align to Sage Collegiate's mission, vision, and core tenets. : Sets team and individual goals with employees that align with the organization's vision, mission, values and goals. : Exemplifies the core values in daily actions.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Record of Results : Sets standards for excellence at a high, yet achievable level. Consistently delivers high quality work and reaches ambitious goals. : Thoughtfully prioritizes actions that are most likely to drive an excellent outcome and align with stated goals, especially when juggling numerous tasks. : Takes personal responsibility, demonstrates tenacity, and perseveres through significant challenges to reach goals. : Takes initiative, goes above and beyond typical expectations to achieve exceptional results.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Managing Others to Deliver Results : Sets a clear and ambitious vision for intended outcomes. : Organizes, prioritizes, and clarifies team objectives and deliverables while fostering interdependence and collaboration within the team and with teams throughout the organization. : Monitors and manages team execution to meet deadlines and achieve goals. : Leverages relationships to build and reinforce Sage Collegiate's culture and invest others in big goals. : Selects the best available talent to fill the needs of the team. : Assigns tasks, responsibilities and roles to the right people to maximize team members' skills and assure highest performance.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	

Coaching and Developing: : Provides timely and constructive feedback, using both formal and informal means in order to increase staff member effectiveness. : Coaches and mentors staff in an effort to retain Sage Collegiate's most talented and valued employees. : Understands the learning continuum for employees as they grow and develop in their roles and is patient when warranted. : Acknowledges and rewards outstanding achievements and performance both privately and publicly in ways that are personally meaningful to those who receive them.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Problem Solving : Identifies key problems or opportunities in his/her and invests time in structured problem solving to solve challenges and build on opportunities. : Understands the variety of possible causes that are driving a particular outcome. Can prioritize the root cause in complex contexts. : Sees multiple potential courses of action that could be taken to solve problems or achieve results. Thinks expansively about a variety of solutions.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Communication : Utilizes a variety of channels and techniques to convey important information. Matches channel usage and techniques to audience and situation. : Cascades messages effectively and motivate others to stand behind decisions for the benefit of the larger group. : Influences and motivates others around a common vision by investing them and gaining support for initiatives. : Understand the perspective of others, especially when those perspectives might differ from his/her own.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Continuous Improvement : Exhibits a willingness to change and embraces an organizational culture of continuous improvement. Takes ownership over learning, growth, and development to improve one's effectiveness and that of those around them. : Acts with a sense of possibility and optimism in the face of difficult challenges. : Uses both quantitative data and qualitative observations and reflections to determine which strategies have worked well and which ones should be improved upon.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
FIT with Role : INSERT NOTES UNIQUE TO THIS ROLE	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	

CANDIDATE NAME:
STRENGTHS:
WEAKNESSES:
DOES THIS PERSON MEET THE BAR? (Y/N) – All 3/4s with exemplary scores in numerous key competencies?

➤ EXECUTIVE DIRECTOR

Job Description

The **Executive Director** is charged with managing the school, and is responsible for all financial management, operational management, curricular and academic management, and school-based decision-making. The **Executive Director** sets the vision for the school and is responsible for ensuring that every adult in the building is focused on, and making decisions around preparing students for success in college and in their careers and ensures that the school meets the ambitious academic goals that it has set for all learners.

Job Outputs

- Ensures fiscal health such that the school meets its annual budget and maintains healthy cash flow.
- Ensures long-term fiscal health such that after year 5, the school is operating with a revenue cushion.
- Maintains a strong adult culture with annual staff retention over 80%.
- Maintains student and family satisfaction with annual attrition under 10%.
- Student achievement on state tests is at least 15% higher than comparable schools in Las Vegas and at least 90% of students pass the SBAC in grade 3.

Job Responsibilities

- Manages Board relationships, and all communications to the Board.
- Makes all final decisions per hiring and firing of the staff.
- Manages hiring
- Works directly with the back-office provider
- Serves as liaison with authorizer
- Leads and manages Leadership Team, including all roles in Y1
- Evaluates all members of Leadership Team and all teaching staff
- Establishes annual and long-term strategy and goals for the school with Board approval
- Develops educational program, including the school's curricular, assessment, and enrichment programming
- Trains or coordinates the training of all staff members, including teachers
- Selects and trains staff on assessment tools used by the school in addition to state tests
- Presents Board with contractual options for operational decisions
- Creates and maintains marketing and fundraising plans for school.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).

Competencies

- Strong team builder of Board and of school staff
- Strong communicator with Board, parents, community, staff, students, and partnerships
- Ability to long term strategically plan and execute on the school vision
- Curricular knowledge and vision
- Self-reflective; Self-directed
- Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school
- Strong problem solver, able to adapt and problem solve in the moment

Job Requirements

- Minimum of 5 years of urban education experience
- Experience and success leading and training adults
- Bachelor's degree and Advanced degree

Culture Fit

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

As an equal opportunity employer, Sage Collegiate hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
New Learning is Connected to Prior Learning and Experience	Learning Tasks have High Cognitive Demand for Diverse Learners	Students Engage in Meaning-Making through Discourse and Other Strategies	Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE**INDICATORS**

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	<ul style="list-style-type: none"> Direct evaluator observation One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> Lesson plan Teacher pre/post conference Student classroom interviews Student feedback (e.g., survey, writing) Student work 	<ul style="list-style-type: none"> Teacher needs to interpret levels of students' initial understandings in order to move learning forward

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings	Level 2 Teacher makes inadequate connections for most students	Level 2 Teacher inadequately clarifies the purpose and relevance of new	Level 2 Teacher employs inadequate and unvaried strategies, only minimally

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
(including misconceptions and incomplete understandings) using limited methods and/or modes	between previously learned and/or new concepts and skills	learning for most students and/or minimally connects new learning to longer-term learning goals	assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
Indicator 2 Tasks place appropriate demands on each student	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?
<p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher serves all students well regardless of family background, socio-economic status, or ability. • Teacher has an expectation that all children can achieve at high levels, • The teacher takes an active role in ensuring that students have equitable opportunities to achieve

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS*PERFORMANCE LEVELS*

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability
Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written
Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	<ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation 	<ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking
Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
			support understanding of ideas
<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES
PERFORMANCE LEVELS

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
Indicator 2 Teacher structures opportunities for self-monitored learning for all students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes
Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson	Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson	Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson	Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions
Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson	Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION**INDICATORS**

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
			<p>discussions, one-on-one conferencing</p> <ul style="list-style-type: none"> Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION**PERFORMANCE LEVELS**

Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.

ANNUAL SCHOOL LEADER EVALUATION

PART I – NARRATIVE EVALUATION

Name:

Position: Executive Director

Date: [INSERT DATE]

Section I: Background Information

Purpose of Evaluation

There are three, core purposes of the evaluation:

- To recognize areas of particular strength and success.
- To articulate areas for improvement and/or focus.
- To give overall feedback on performance to date.

Basis of Evaluation

This evaluation is based on the following sources of information:

- Direct observation of NAME performance.
- Self evaluation.
- Board Surveys: [INSERT NUMBER] individuals completed surveys for NAME.
- Staff surveys: [INSERT NUMBER] individuals completed surveys for NAME.

Context and Core Responsibilities

Having served as SAGE COLLEGIATE EXECUTIVE DIRECTOR during the [INSERT DATES] school year, NAME was named as EXECUTIVE DIRECTOR on [INSERT DATE], and she has served in this capacity since then. In this role, NAME has overseen all aspects of the day-to-day operations of the school and has had the following core responsibilities:

- *[INSERT MAJOR RESPONSIBILITY 1]:* [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 1]
- *[INSERT MAJOR RESPONSIBILITY 2]:* [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 2]
- *[INSERT MAJOR RESPONSIBILITY 3]:* [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 3]
- *ETC. (NOT TO EXCEED 5)*

Part II: Evaluation of Performance

[INSERT MAJOR RESPONSIBILITY 1]

Over the past [INSERT LENGTH OF TIME] year(s), NAME has grown as a leader and manager. [INSERT SYNTHESIZING STATEMENT.]

In the [INSERT NUMBER] surveys submitted on NAME performance, board members described NAME as [INSERT ADJECTIVE]. In the [INSERT NUMBER] surveys submitted on NAME performance, staff members described NAME as [INSERT ADJECTIVE]. Board and

staff offered [INSERT ADJECTIVE] feedback regarding NAME overall performance and, more specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what board members and staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 3]
- [INSERT QUOTE 4]
- [INSERT QUOTE 5]

In their surveys, a couple of board and staff members made particular note of NAME [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 3]
- [INSERT QUOTE 4]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
- [INSERT EXAMPLE 1]
- [INSERT EXAMPLE 2]
- [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One board member stated that [INSERT SUGGESTION]
- One board member stated that [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, [INSERT LEADER FIRST NAME] indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, [INSERT LEADER FIRST NAME] indicated [INSERT SELF-SUGGESTION 2]

[INSERT MAJOR RESPONSIBILITY 2]

Over the past [INSERT LENGTH OF TIME] year(s), [INSERT FIRST NAME] has grown as a leader and manager. [INSERT SYNTHESIZING STATEMENT.]

In the [INSERT NUMBER] surveys submitted on [INSERT FIRST NAME] performance, staff offered [INSERT ADJECTIVE] feedback regarding [INSERT FIRST NAME] overall performance and, more specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 1]

In their surveys, a couple of staff members made particular note of [INSERT NAME] [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
 - [INSERT EXAMPLE 1]
- [INSERT EXAMPLE 2]
 - [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 2]

[INSERT MAJOR RESPONSIBILITY 3 (ETC)]

Over the past [INSERT LENGTH OF TIME] year(s), NAME has grown as a leader and manager. [INSERT SYNTHESIZING STATEMENT]

In the [INSERT NUMBER] surveys submitted on NAME performance, staff offered [INSERT ADJECTIVE] feedback regarding NAME overall performance and, more specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 1]

In their surveys, a couple of staff members made particular note of NAME [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
 - [INSERT EXAMPLE 1]
 - [INSERT EXAMPLE 2]
 - [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 2]

PART II: PERFORMANCE BASED ON ACCOUNTABILITY PLAN

ACHIEVEMENT GOAL #1: BASIC SERVICES

The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair.

Annual Goal: Sage Collegiate will ensure 100% of core classroom teachers possess a valid Nevada Teaching Credential as defined by the Nevada Department of Education with the appropriate endorsements.

Method of Assessment
Verify with the
Nevada Educator Performance Framework

Goal Type

Met

Annual Goal: Sage Collegiate will ensure 100% of students, including our ELL, SPED, socioeconomically disadvantaged, Hispanic/Latino, and African American populations, will have access to standards-aligned materials and additional materials as outlined in the charter petition.

Method of Assessment
Purchase and adopt
instructional standrad-
aligned materials; Annual
inventory to purchase more
as necessary.

Goal Type

Met

Annual Goal: The school facilities will be clean and maintained in good repair with daily spot check and monthly site inspection yielding 90% in compliance (all years).

Method of Assessment
Daily spot checks and
Monthly Site Inspection Lists
equivalent to 90%+ in
compliance.

Goal Type

Met

ACHIEVEMENT GOAL #2: IMPLEMENTATION OF NEVADA ACADEMIC CONTENT STANDARDS

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Nevada Academic Content Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency.

Annual Goal: Sage Collegiate ensures 100% of academic content delivered to all students, including English learners, will be Common core-aligned with supports in place for English language proficiency.

Method of Assessment
Weekly review of daily
lesson plans to ensure
standards -alignment.

Goal Type

Met

ACHIEVEMENT GOAL #3: PARENT/FAMILY INVOLVEMENT

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Annual Goal: Sage Collegiate will ensure a minimum of, on average, 80% of parents are in attendance for family events.		
Method of Assessment Track parent/family attendance.	Goal Type	Met
Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Online or paper/pencil survey	Goal Type	Met
Annual Goal: Family satisfaction with the school's communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Online or paper/pencil survey	Goal Type	Met
ACHIEVEMENT GOAL #4: STUDENT ACHIEVEMENT The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all the following, as applicable: <ul style="list-style-type: none"> A. SBAC (3rd-8th grade) B. NWEA MAP (K-3rd grade) C. B. Percentage of ELLs who make progress toward English language proficiency as measured by the WIDA D. ELL reclassification rate 		
Annual Goal In years when students take the state assessments, Sage Collegiate students, including subgroups, will exceed the average local district performance by at least 5% on the SBAC.		
Annual Goal All students, including all subgroups, will meet or exceed targets for growth once set by the State on the SBAC (and comparable assessments for students with special needs) in ELA and Math; annual schoolwide and subgroups will meet or exceed growth targets set by the state.		
Method of Assessment SBAC	Goal Type	Met
Method of Assessment WIDA	Goal Type	Met
Annual Goal: At least 90% of all ELL-identified students will be re-designated proficient within three years of enrolling the in the school.		
Method of Assessment WIDA	Goal Type	Met
ACHIEVEMENT GOAL #5: STUDENT ENGAGEMENT The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> ▪ School attendance rates ▪ Chronic absenteeism rates 		
Annual Goal: Annual Average Daily Attendance will be at least 96%.		
Method of Assessment Daily Attendance	Goal Type	Met
Annual Goal: Chronic absenteeism will be lower than 3%.		

Method of Assessment Attendance Reports, Daily Attendance	Goal Type	Met
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ACHIEVEMENT GOAL #6: SCHOOL CLIMATE

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goal: Sage Collegiate will maintain a suspension rate of no greater than 5%.

Annual Goal: Sage Collegiate will maintain an expulsion rate of no greater than 1%.

Method of Assessment Suspension rates, student data	Goal Type	Met
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Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.

Method of Assessment Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Goal Type	Met
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Annual Goal: Family satisfaction with the school's communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.

Method of Assessment Online or paper/pencil survey	Goal Type	Met
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Part III: Overall Assessment

NAME performance has been [INSERT ADJECTIVE] this year. S/he has shown [INSERT DESCRIPTOR]. As one staff put it, [INSERT SYNTHESIZNG QUOTE]. SAGE COLLEGIATE has been [INSERT ADJECTIVE] to have NAME as its EXECUTIVE DIRECTOR.

* * * * *

EXECUTIVE DIRECTOR Signature: _____ Date: _____

BOARD REPRESENTATIVE Signature: _____ Date: _____

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

[illegible]

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).

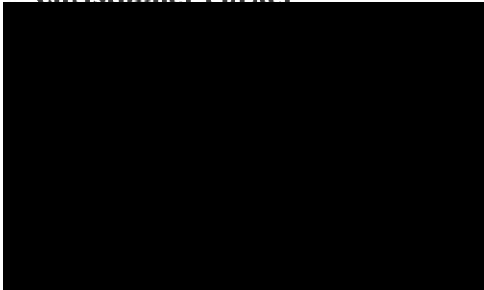
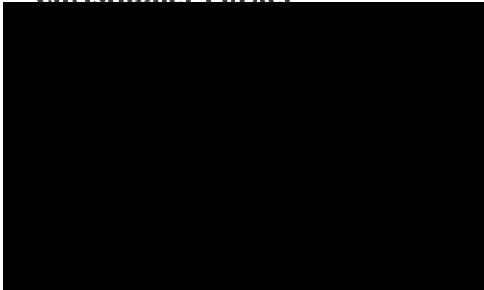
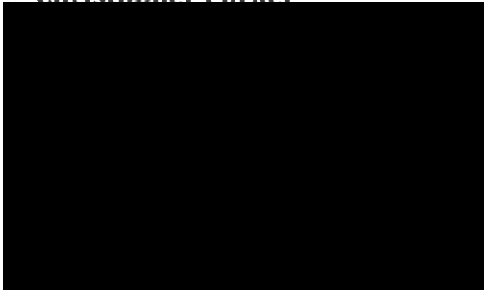
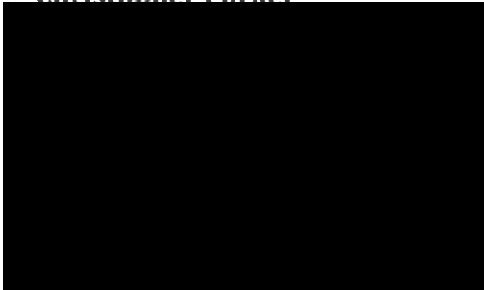
All forms must be signed by hand.

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 Sage Collegiate Public Charter School
2. Full name Christopher Parker
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - **Director of Advising – Howard R. Hughes College of Engineering, University of Nevada Las Vegas**
 - **Part-time Instructor College of Engineering and the Department of Civil Engineering**
 - **Board of Trustee – Candlelighters Childhood Cancer Foundation of Southern Nevada**
 - **Camp Director – Candlelighters Camp Independent Firefly**
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).

Start-Up Charter School Board Member Information

☒ Does not apply to me. ☐ Yes

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

The state of education in Nevada, and specifically Las Vegas, is at a very critical level. We currently only have a high school graduation rate of 74%. Additionally, we lag in Math and ELA competency rates compared to the rest of the country. Our traditional public schools have gaps that are not helping students to reach their potential. As Director of Advising of the Engineering College at UNLV, I see first-hand the basics our students are lacking when they come in especially for their math pre-requisite classes. There is a large cross section of undergrad students enrolling in remedial classes because they have not been challenged through their secondary education to be prepared for the demands of college writing and math. Our community needs alternative avenues than the traditional public school district is not meeting and that can be achieved through high performing public charter schools. Public charter schools traditionally hold high expectations for students and where ELA, math, and core content subjects are of utmost importance and setting the trajectory that college will happen starts early.

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

The role of a public charter school board member is to provide oversight for the fiscal and legal responsibilities of the school. This means engaging as a whole board and individually providing strategic direction, oversight, fundraising, fiscal compatibility, and fundraising needs. It also involves working close with the school leader/Executive Director, to ensure he/she leads the school to meet its goals and ensure student achievement. The Board is ultimately responsible for ensuring the execution of the authorized charter.

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.

Having served as a trustee on the board for Candlelighters Childhood Cancer Foundation of Southern Nevada that experience has given me the knowledge of how a board operates and the expectations that a board member must uphold. As a trustee, I was one of the members that was responsible for creating policy and overseeing management of Candlelighters Childhood Foundation of Southern Nevada.

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

I am a native of Las Vegas and a product of the traditional public school system. I had no public opportunities outside of CCSD, and there was no city-wide school choice for parents and families. The system had its gaps then, and they have worsened as the city and state have been unable to keep up with the rapid growth of schools and sustaining a teacher and leadership pipeline. As an undergraduate student outside of the state, I was able to see that my advanced courses had not adequately prepared me for the rigor of college. As an adult and as someone working in higher education, I have been given a perspective on what universities are looking for in the preparation of students. In my role at UNLV, I am a champion for students to ensure they have the tools and resources they need to matriculate

Start-Up Charter School Board Member Information

through college and be set up for success after college. This support must begin before they are college students and needs to occur in their classrooms every day. I would bring this perspective to the Board to ensure Sage Collegiate is fiscally solvent to be able to operate, educate students, and fulfill its mission, including preparing students to get to and through college, for years to come.

School Mission and Program

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

Sage Collegiate Public Charter school will be a K-8 public charter school located in Las Vegas. It will hold high standards for students with a rigorous curriculum and preparing students for college and beyond. The guiding beliefs include the path to college will begin in kindergarten for all students. Teachers will be of exemplar quality and will strive to ensure that all students are performing to their potential. Community will be a key pillar for students at Sage Collegiate Public Charter School and all stakeholders will be grounded in the mission.

The mission of the school is: With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

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

Sage Collegiate Public Charter School will have a laser focus on preparing students to get to and through college. This will be done by implementing strong literacy curriculum in every area of educational content. Administration and staff at Sage Collegiate Public Charter School will use data to drive instruction and ensure that intentional lesson planning is utilized and supported by the data.

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

The characteristics of a successful school are those that the school sets forth in their mission and then those that consistently meet those characteristics make a successful school. In addition to character, leadership and other personal development, all schools should be preparing students with a strong rigor, curriculum, and high expectations from staff that will set them on a path to be successful to and through college.

There are several parameters we can look at as a board member to determine if Sage Collegiate is successful, those markers would include if the students are meeting their goals, is the school meeting the commitments outlined in the charter and is the school meeting and fulfilling its overall mission that has been outlined.

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

The first measure of success is whether students are achieving and meeting their academic goals, as outlined in the charter. Having measurable, qualitative, and quantitative benchmarks that are rooted in the mission should be kept at the forefront of everything the school does for stakeholders. If at the end of the day the actions taken don't answer the question 'is this

Start-Up Charter School Board Member Information

helping us move closer to our mission?', then reevaluation should be done on those actions.

If there are consistent goals and parameters not met and therefore deeming the school unsuccessful at reaching its mission, then regrouping as a leadership team is absolutely necessary to course correct.

A further measure of success in a school's mission is if all stakeholders (students, parents, families, faculty and community) in the school can articulate and clearly understand the mission of the school. There must be a collective understanding and common language of what a school's mission is so there is buy in from the stakeholders.

Governance

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

Sage Collegiate Public Charter School's Board of Directors governs and adds oversight to the school's day to day operations which is owned by the Executive Director and staff of the school. The Board is accountable for all aspects of the school including, but not limited to, appropriate fiscal management, academics, and operations of the school.

The Board understands and is entrenched in the mission of the school. The Board is responsible for ensuring Sage Collegiate Public Charter School abides by the terms set out in the charter.

Within the Board of Directors, there will be several members designated to specific roles that will serve in capacity relevant to the school's charter. For example, a treasurer will be designated for oversight and reporting of financial stability.

The Executive Director reports to the Board of Directors. The Board will evaluate the Executive Director and ensure that he/she and other staff are implementing the mission of Sage Collegiate Public Charter School.

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

After the first year of operation, we will know that Sage Collegiate Public Charter School is successful because:

- Our students are meeting their ambitious goals and demonstrating academic growth
- Our budget is balanced and is solvent
 - This budget includes a full enrollment of students to ensure that the school is receiving maximum dollars in funding.
- Students and families are invested and there are data points for us to use for measures of the school's success
- There is sustainability around student recruitment and a vigorous plan in place to ensure enrollment is maintained.

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

Start-Up Charter School Board Member Information

- Our budget is balanced and is solvent
 - This budget includes a full enrollment of students to ensure that the school is receiving maximum dollars in funding.
 - Students and families are invested and there are data points for us to use for measures of the school's success
 - There is sustainability around student recruitment and a vigorous plan in place to ensure enrollment is maintained.
 - Assessment data from MAP and SBAC will be available for us to use as data points against our mission.
 - Literacy rates will have increased among the student population and all students in year two at Sage Collegiate Public Charter School will be on grade level.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- Have clear and concise understanding of the Board's role in governing and oversight of the school.
 - Support and ensure development of the Executive Director.
 - Hold high standards around fiscal management including a balanced budget, fundraising, and oversight.
 - Support the school's mission by advocating on behalf of Sage Collegiate Public Charter School in various mediums including community outreach, student recruitment, family education, and developing a positive authorizer relationship.
 - Support the school's mission around growth to grades K-8 by ensuring facilities are managed.
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?

All board members will be responsible to the success of Sage Collegiate Public Charter School. To combat any type of unethical behavior, there should be steps outlined in the by-laws. If there was a situation in which I believed there to be one or more members of the school board acting unethically or in violation of the charter, then I would immediately bring it to the attention of the Board and to discuss the matter at hand and what next steps should be taken, including removing the person from the Board if violations were found.

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.

Start-Up Charter School Board Member Information

☐ I / we do not know any such employees. ☒ Yes

I first met Sandra Kinne, proposed Executive Director, through a mutual acquaintance who was on staff with her at Teach for America.

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

Start-Up Charter School Board Member Information

provided this information in response to prior items, you may so indicate.


☒ Does not apply to me, my spouse or family. ☐ Yes

7. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Christopher Parker, 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 Sage Collegiate Public Charter School is true and correct in every respect.


Signature


Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate Public Charter School,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

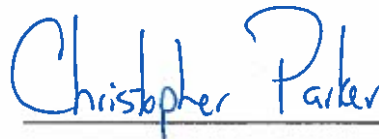
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official



Name Printed

Proposed Board Member

Title

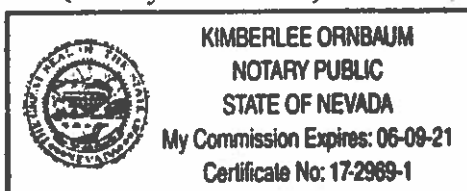
7/9/19

Date

Subscribed and sworn to before me

This 9th day of July 2019
date month year

(Notary Public Seal)



BIO for Chris Parker

Chris Parker is a native of Las Vegas and graduated from UNLV with a bachelor's degree in civil engineering in 2008 and obtained his master's degree in civil engineering in 2011. Additionally, Chris has a bachelor's degree in business management from the University of Utah. Prior to becoming an academic advisor for the College of Engineering in October 2011, he spent many years in the construction and civil engineering profession as a project manager designing multiple commercial and residential projects in Las Vegas and surrounding areas.

Chris currently works for the University of Nevada, Las Vegas as the Director of Academic Advising for the College of Engineering. Additionally, Chris works as a part-time instructor for the Department of Civil Engineering and Affiliate Instructor for the Department of Entertainment Engineering, teaching undergraduate level courses. Chris is also heavily involved in the community and within the UNLV community. Chris is a mentor and faculty advisor to many of the student engineering organizations, such as ASCE and the Solar Decathlon competition on the UNLV campus.

Away from work you can find him volunteering with Candlelighters Childhood Cancer Foundation of Southern Nevada in various ways. Chris volunteers yearly at Camp Independent Firefly with the organization, where he serves as a camp director for the past 8 years.

Christopher Allen Parker



EDUCATION

University of Nevada, Las Vegas, Las Vegas, Nevada

Master of Science Civil Engineering, May 2011

University of Nevada, Las Vegas, Las Vegas, Nevada

Bachelor of Science Civil Engineering, August 2008

University of Utah, Salt Lake City, Utah

Bachelor of Science Management, March 1996

PROFESSIONAL EXPERIENCE

University of Nevada, Las Vegas

August 2018 to Present

Director of Advising – Howard R. Hughes College of Engineering

- Manage and supervise 5 academic advisors, front desk Administrative Assistant and student workers
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2800+ admitted, transfer, exploring and prospective engineering undergraduate students
- Maintain Advising Center budget
- Oversee and coordinate the College of Engineering Scholarship program and awarding
- Work with Deans, Chairs and Directors to develop and implement RPC strategies for the college.
- Coordination of New Student Orientation (NSO) for Freshman and transfer students, including giving presentations and advise students of class selection
- Retention of current students by participating in campus and college initiatives geared towards student retention, progression and completion
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

September 2014 to August 2018

Associate Director of Advising – Howard R. Hughes College of Engineering

- Assist the Director of Advising in the management, development and maintenance of programs and curriculum within the College of Engineering Advising Center
- Supervise front desk staff and student workers
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2500+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Coordination of New Student Orientation (NSO) and Major Pathways program with the Academic Success Center
- Conduct orientation presentations and advise students during NSO, which included overview of major and class selection
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion

- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

October 2013 to September 2014

Assistant Director of Advising – Howard R. Hughes College of Engineering

- Assist the Director of Advising in the management, development and maintenance of programs and curriculum within the College of Engineering Advising Center
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2200+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

April 2012 to October 2013

Senior Academic Advisor – Howard R. Hughes College of Engineering

- Provide academic advising services to 1800+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Confirming of Undergraduate Engineering Degrees
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection for incoming freshman students
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

October 2011 to April 2012

Academic Advisor – Howard R. Hughes College of Engineering

- Provide academic advising services to 1800+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Confirming of Undergraduate Engineering Degrees
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection for incoming freshman students
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, and course prerequisites
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

LR Nelson Consulting Engineers, Las Vegas, Nevada

May 2011 to December 2012

Staff Engineer

- Structural analysis and design of residential/commercial projects
- Preparation of construction documents
- Review and coordination of truss calculations

Wright Structural Engineers, Las Vegas, Nevada

April 2003 to June 2008

Project Engineer

- Managed all aspects of structural design projects
- Client interaction during design and construction phases of the projects
- Structural analysis and design of residential projects
- Preparation of construction documents
- Review, track and coordinate truss calculations

TEACHING EXPERIENCE

Design of Timber Structures - Summer 2010, 2011, 2017, 2018, 2019

University of Nevada, Las Vegas

Adjunct Instructor

- Determination of wind and seismic forces on one and two story structures
- Discussion of engineering properties of wood
- Introduction to the design of sawn beams for flexure, shear, bearing and deflection
- Introduction to design of trusses, diaphragms and shear walls

Entertainment Venue Design - Fall 2015, 2016, 2017 and 2018

University of Nevada, Las Vegas

Affiliate Instructor – Department of Entertainment Engineering

- Engineering principles and technologies used in entertainment venue design
- Investigate engineering disciplines in design of entertainment venues

Engineering Mechanics of Deformable Bodies - Fall 2014

University of Nevada, Las Vegas

Adjunct Instructor

- Stress and strain determination of different engineering materials
- Beam deflection and failure, torsion testing, column stability analysis
- Shear and moment diagram development

Construction Engineering Mechanics - Fall 2012 and 2016

University of Nevada, Las Vegas

Adjunct Instructor

- Vectors and static analysis
- Mechanics of materials including stress and strain determination
- Beam deflection and failure, torsion testing, column stability analysis

Independent Study – UNLV Solar Decathlon - Fall 2012, Spring 2013 and Fall 2016

University of Nevada, Las Vegas

Adjunct Instructor

- Provided structural design guidance on project home to students
- Project management assistance and coordination between College of Architecture and Civil Engineering students to keep project on schedule
- Coordination meetings with engineering, architecture and construction management students

Engineering Mechanics of Deformable Bodies Lab - Fall 2009 and Spring 2010

University of Nevada, Las Vegas

Graduate Assistant

- Strain gage attachment and calibration
- Testing of metals and non-metal materials
- Beam deflection and failure, torsion, column stability testing.

Introduction to Engineering and Computer Science - Fall 2010

University of Nevada, Las Vegas

Graduate Assistant

- Provided pre-engineering students with a background into the engineering discipline
- Gave students skills, information and knowledge to promote academic success through goal setting, selecting a major, career preparation, studying and time management skills.

CONFERENCE PRESENTATIONS

Interventional Advising Practices for Student Engagement and Student Success. NACADA International Conference, Zayed University, Dubai, United Arab Emirates, February 22-25, 2016.

Technology in Advising: Campus Collaboration Assessing Student Technology Needs in Advising. Region 9 NACADA Regional Conference, University of California, Berkeley, March 26, 2014.

ACADEMIC/PERSONAL HONORS

- 2017-18 UNLV Academic Advisor of the Year
- 2016 Distinguished Service Award for Administrative Faculty – UNLV College of Engineering
- 2013 Academic Advising Commission of the Year Award
- 2012 and 2013 Academic Advising Professional Development Award
- 2015-16 Volunteer of the Year Award – Candlelighters Childhood Cancer Foundation
- 2008 ASCE Vodrazka Award Recipient

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- ASCE Associate Member (2008 to present)
- NACADA – National Academic Advising Association (2011 to present)
- Tau Beta Pi Engineering Honor Society

PROFESSIONAL ACTIVITIES

- Structural Engineering Advisor, U.S. Dept. of Energy's Solar Decathlon for UNLV (2016-2017)
- Structural Engineering Advisor, U.S. Dept. of Energy's Solar Decathlon for UNLV (2012-2013)
- Faculty Advisor, ASCE Student Chapter - University of Nevada, Las Vegas (2012 to 2018)
- Future Cities Judge – (2011 to 2018)
- UNLV Faculty Senate – Curriculum Committee (2015-2017)
- UNLV Advising Technology Commission – Committee Chair (2012 to 2014)
- 2010 Pacific Southwest Regional Conference Bridge Competition Chair
- 2009 UNLV National Steel Bridge Competition Technical Chair

COMMUNITY ACTIVITIES

- Candlelighters Camp Independent Firefly Counselor and Director (2010 to present)
- Board Trustee - Candlelighters Childhood Cancer Foundation of So. Nevada (2012 to 2015)
- Riders and Runners for Candlelighters Coach (2010 to 2016)

BIO for Chris Parker
Sage Collegiate Proposed Board Member

Chris Parker is a native of Las Vegas and graduated from UNLV with a bachelor's degree in civil engineering in 2008 and obtained his master's degree in civil engineering in 2011. Additionally, Chris has a bachelor's degree in business management from the University of Utah. Prior to becoming an academic advisor for the College of Engineering in October 2011, he spent many years in the construction and civil engineering profession as a project manager designing multiple commercial and residential projects in Las Vegas and surrounding areas.

Chris currently works for the University of Nevada, Las Vegas as the Director of Academic Advising for the College of Engineering. Additionally, Chris works as a part-time instructor for the Department of Civil Engineering and Affiliate Instructor for the Department of Entertainment Engineering, teaching undergraduate level courses. Chris is also heavily involved in the community and within the UNLV community. Chris is a mentor and faculty advisor to many of the student engineering organizations, such as ASCE and the Solar Decathlon competition on the UNLV campus.

Away from work you can find him volunteering with Candlelighters Childhood Cancer Foundation of Southern Nevada in various ways, including as a board member. Chris volunteers yearly at Camp Independent Firefly with the organization, where he serves as a camp director for the past 8 years.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

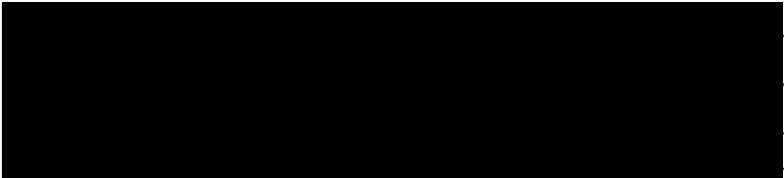
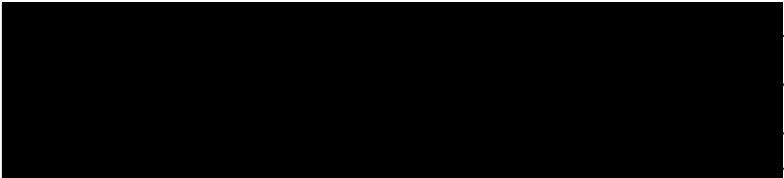
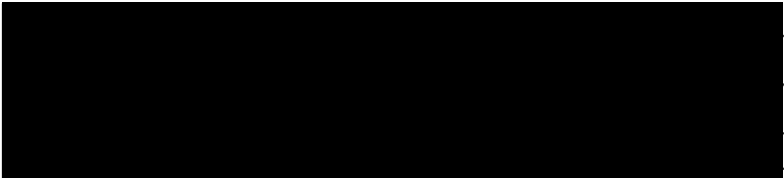
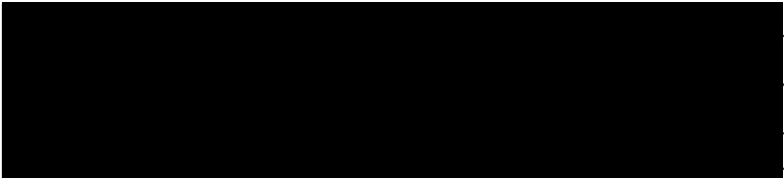
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Sage Collegiate Public Charter School
2. Full name Mia N. Arterberry
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - Middle school and high school mathematics teacher
 - CCSD charter school administrator
 - Education consultant, partnering with Nevada K-8 charter school campuses
 - Instructional coach
 - Curriculum consultant
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

Start-Up Charter School Board Member Information

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

I firmly believe in families having choice when it comes to education for their students. Charter schools are an important part of ensuring that this is the case, which is why I have dedicated so much of my professional life to work in charter schools in Las Vegas. As a classroom teacher, school administrator, and later a consultant, I have had the privilege of seeing the work of the board and its implications on the school and community from a multitude of angles. As a board member for Sage Collegiate, I will have the opportunity to be a part of a team that is dedicated to ensuring that the students, families, and surrounding community are offered the high quality education experience that they deserve and are entitled to.

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

The role of a public charter school board is to provide oversight and accountability for the school with which it was built to govern. The members of said board are charged with ensuring fiscal responsibility, long-term sustainability, and evaluation of administrative personnel including the executive director, principal(s), and other overarching positions.

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.

Though I have not had the privilege of serving on a board before, my experience in Las Vegas charter schools at multiple levels has given me a wealth of knowledge surrounding how the decisions made by the board influence each of the discrete parts of the organization at large. Now that I have moved out of Nevada charter school employment and am working as a national curriculum consultant, I am prepared to serve as an unbiased, dedicated board member.

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

My experience as a charter school teacher and administrator has equipped me with knowledge and skills surrounding effective classroom instruction, positive behavior and disciplinary practices, budgets, school culture, leader accountability, faculty and staff evaluation, community engagement, fundraising, public board meeting protocol, and best hiring practices.

Start-Up Charter School Board Member Information

School Mission and Program

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

Mission: *With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.*

The guiding beliefs of Sage Collegiate are grounded in equity of opportunity, regardless of where students live, socioeconomic status, and other lines of difference between students. The school believes strongly in high expectations and accountability for all stakeholders and school community members, and doing whatever it takes to ensure academic and social-emotional success for all students.

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

The school's proposed education program has foundations in partnership, data, literacy, college-going culture and attitudes, urgency, and results.

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

A successful school is one that works every day to fulfill its mission. It is a school that opens its doors each morning with a sense of urgency, dedication, and grit that is exuded by staff, students, and families. A successful school is data-driven and results-oriented. It is a school that all stakeholders are proud to be a part of because it has followed through on its promise of a quality education and positive, supportive learning environment.

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

I will know whether or not the school is succeeding in its mission based on student performance, growth, and achievement data, the meeting of board- and school-established benchmarks and growth metrics surrounding both academics and facilities/operations, as well as low teacher, leader, and student attrition.

Governance

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

The board of Sage Collegiate will ultimately be responsible for the school in its entirety. This includes, but is not limited to, financial decisions, organizational structure and planning, facilities and resource management, and monitoring progress towards established goals. Though the Executive Director is the individual responsible for the day-to-day operations, it is the responsibility of the board to ensure that accountability measures are in place, including a formal annual evaluation for the appointed Executive Director. The board, committed to the charter at its core upon approval, is charged with ensuring that the mission of the school is met and promises made to the students, families, and surrounding community are fulfilled.

Start-Up Charter School Board Member Information

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

I will know if the school is successful at the end of the first year of operation if our students have shown dramatic growth and met their rigorous academic achievement goals, if we have met our enrollment targets and have a waiting list of students that is adequate to maintain capacity, and if we are positive on our balanced budget.

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

In three years, I will know that the school is successful if we have strong, impressive student data that shows that students are making incredible academic growth and meeting their achievement goals, if we have an overwhelming waiting list of area families, a fiscally sound and sustainable budget, concrete evidence that we are meeting our mission, and demonstrated success in meeting the goals and benchmarks as indicated in our charter.

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

In order for the charter school board to be able to ensure the success of Sage Collegiate, we will need adequate training related to our role, an effective Executive Director that is committed to the mission of the school and knowledgeable about best instructional practices, a sustainable long-term facility and viable budget, proven financial policies and continued oversight, and to be vocal advocates for Sage Collegiate and the greater Nevada charter school movement, it's students and other stakeholders, and the surrounding community.

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?

Board members have an ethical obligation to not operate in any way other than what is best for the school and its constituents. If I believed that one or more members of the school's board were acting unethically or not in the best interest of the school, I would disclose such information to the appropriate parties— including the rest of the board—and upon proof of such a violation(s) I would initiate action to remove the violator(s) from the board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

Sandra Kinne and I met several years ago through the Teach For America alumni network in Las Vegas.

Start-Up Charter School Board Member Information

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

Sandra Kinne and I met several years ago through the Teach For America alumni network in Las Vegas.

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

Start-Up Charter School Board Member Information

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Mia N. Arterberry, 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 Sage Collegiate Charter School is true and correct in every respect.

Mia N. Arterberry
Signature

07.08.2019
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **Sage Collegiate Public Charter School**,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Mia N. Arterberry

Name Printed

- Manager of School Partnerships
- Proposed board member

Title

July 8, 2019

Date

State of Nevada County of Clark

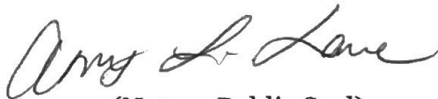
Subscribed and sworn to before me

This 8 day of July 2019

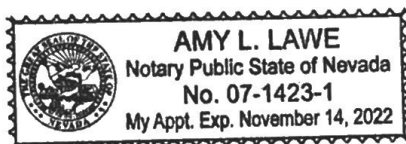
date

month

year



(Notary Public Seal)



MIA N. ARTERBERRY

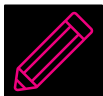
Mathematician, Educator, & Consultant



EDUCATION

- University of Nevada at Las Vegas**
- 2016 Master of Arts in Urban Leadership - *summa cum laude*
2011 Master of Education in Curriculum & Instruction - *summa cum laude*

- California State University of Fullerton**
- 2009 Bachelor of Arts in Mathematics - *summa cum laude*



EXPERIENCE

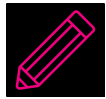
The TenSquare Group - Las Vegas, NV

- 2017 - Present **Consultant; Instructional Coach - Mathematics**
- Designs, plans, and facilitates professional development for teachers that drives school improvement
 - Leads school administrators in analyzing and responding to data, and assists with subsequent critical decision making in order to ensure the school's continued growth and required improvement
 - Provides instructional coaching to teachers, including weekly planning meetings, observations, and debrief sessions
 - Assists with teacher and school leader recruitment and development
 - Improved overall elementary school performance by 29.5 points and middle school performance by 22.5 points on the 100-point Nevada School Performance Framework scale at local partner schools

Andre Agassi College Preparatory Academy - Las Vegas, NV

- 2015 - 2017 **High School Mathematics Teacher**
- Provided differentiated instruction to approximately 130 ninth grade students based on Algebra 1 Common Core Standards
 - Collaborated with the ninth grade level team to create progress monitoring academic and behavioral systems in order to support overall student achievement
 - Improved student achievement by an average of 2.3 grade levels during the 2015-2016 academic year, as measured by STAR Math
 - Achieved 83% student proficiency on the 2016 Nevada Math I End of Course Exam

- 2013 - 2015 **Middle School Dean of Students**
- Implemented school-wide discipline policies, and created all accompanying documentation forms
 - Fostered a positive school culture focused on student behavior and academic responsibilities, by creating reward systems, supporting teachers with both instructional strategies and behavior management, and reaching out to parents and developing family partnerships
 - Communicated and worked collaboratively with teaching staff in order to create a school-wide environment focused on the socio-academic culture necessary to best support students



EXPERIENCE, *Continued*

2011 - 2013 High School Mathematics Teacher

- Provided differentiated instruction to approximately 120 ninth grade students according to Nevada State Academic Standards
- Taught fifteen junior and senior level students in the school's first Calculus course

2012 - 2013 Mathematics Department Chair

- Organized, planned for, and lead the high school mathematics department meetings
- Established and monitored department priorities, and monitored the department's budget
- Collaborated with the Director of Curriculum and Instruction to develop short- and long-term goals for the department
- Assisted the Principal and Executive Director in the hiring process for all high school mathematics positions

Teach For America, Inc. - New York, NY

2014 Los Angeles Institute School Director - R.L. Stevenson Middle School

- Oversaw a credit recovery summer school program and managed a School Operations Manager (SOM), a team of four Corps Member Advisors (CMAs), and 45 incoming first-year teachers
- Set a critical vision for the team's work at Institute centered around the academic success of our students and the development of our teachers and staff members
- Served as one of the leaders of the Black Affinity Group, which is aimed at welcoming, affirming, and supporting new black teachers as they transition into the profession

2013 Los Angeles Institute Corps Member Advisor - Luskin High School

- Coached and supported incoming first-year teachers through collection of student performance data and progress monitoring as they served as summer school mathematics teachers to high-needs high school students
- Developed teachers and continually increased their effectiveness through the creation and implementation of individualized growth and development plans and professional development
- Received survey data that 100% of Corps Members strongly agreed with the statement, "My CMA was critical in my ability to become a successful teacher."

2012 - 2013 Mathematics Content Team Leader - Las Vegas Valley

- Worked with Corps Members and Managers to identify the most impactful gaps in student achievement outcomes and instructional practice to then design custom professional development opportunities throughout the year for Corps Members to increase their effectiveness and ultimately improve student achievement
- Met with individual and small groups of mathematics teachers to hone their planning and instructional skills

Clark County School District - Las Vegas, NV

2009 - 2011 Middle School Mathematics Teacher - Monaco Middle School

- Provided differentiated instruction to 160 eighth grade students in both Pre-Algebra and Algebra 1 based on Nevada State Academic Standards
- Improved proficiency on the CCSD Pre-Algebra common course exam from 8.1% (2008 - 2009) to 63.8% (2010 - 2011)
- Improved proficiency on the CCSD Algebra I common course exam from 50% (2009 - 2010) to 86.8% (2010 - 2011)

2010 - 2011 Cheerleading Coach - Monaco Middle School

- Facilitated tryouts and practices, and chaperoned all sporting events in order to coach and supervise the twenty-member team



EXPERIENCE, *Continued*

2011 CRT Intervention Camp Mathematics Instructor - Robison Middle School

- Provided intensive instruction on weekends to students who needed supplemental instruction in order to be successful on the upcoming statewide standardized examinations

California State University of Fullerton - Fullerton, CA

2007 - 2009 Resident Advisor - CSUF Housing & Residence Life

- Supervised and assisted a group of 48 co-ed college students in on-campus housing, including conflict resolution, policy enforcement, and clerical responsibilities
- Planned and executed six optional educational programs each semester for 1,000 on-campus residents



ACCOLADES, AWARDS, & ACHIEVEMENTS

2017 TNTF Fishman Prize Nominee

2013 Teach For America Alumni Award for Excellence in Teaching Nominee

2011 Sue Lehmann Award for Excellence in Teaching Nominee

2010 CCSD New Teacher of the Year Nominee

2010 Area Service Center 2 Distinguished Educator Award Winner

2009 Teach For America Corps Member, Las Vegas Valley

2009 CSUF President's Associates Award Winner

2009 Golden Key International Honor Society Member

2008 Phi Kappa Phi International Honor Society Member

2005 CSUF President's Scholar

MIA ARTERBERRY
Professional Biography
Sage Collegiate Proposed Board Member

Mia N. Arterberry is a Manager of School Partnerships with Carnegie Learning, a nationally acclaimed mathematics curriculum and support organization. Originally from Southern California, Mia moved to Las Vegas as a Teach For America corps member over ten years ago, fell in love with the city, and never looked back. Throughout her time in the valley, she has taught middle and high school mathematics through Calculus I, served as a school administrator, and worked for a national charter school support organization as an education consultant and instructional coach in local Las Vegas charter schools. In her time as a teacher, Mia's students in East Las Vegas achieved unsurpassed growth and achievement metrics on statewide standardized testing, and later her students in West Las Vegas earned one of the highest End of Course exam pass rates in the state of Nevada on the Math I exam. Mia holds a BA in Mathematics from California State University, Fullerton, and an M.Ed. in Curriculum and Instruction from the University of Nevada, Las Vegas. She also earned a second Masters Degree as part of the inaugural class of the Urban Leadership Development program through the Greenspun College of Urban Affairs at UNLV.

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 SAGE COLLEGIATE PUBLIC CHARTER SCHOOL

I do not intend to serve on the Board, but I am the lead founder, on the Committee to Form, and am the proposed Executive Director.

2. Full name Sandra Kinne

Home Address

Business Name and Address

Phone Number

E-mail address

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

I will not serve on the Board but rather am the proposed Executive Director. My qualifications for that role are detailed in the appropriate sections of the application.

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

Start-Up Charter School Board Member Information

I am on the Board of The Daily Orange, the independent student newspaper of Syracuse University. I previously served on the board a community non-profit, the Meachem Area Parks Association, in Syracuse, NY.

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

N/A – I am the proposed ED.

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

The role of a public charter school board member is to provide oversight and fiscal prudence to the authorized school. Board members are the charter holders; that is, the school leader does not receive the authorization, the board does. It is the board's responsibility to hire/fire and evaluate the school leader, ensure fiscal prudence and sustainability, and hold the school leader accountable for meeting the goals set out in the charter.

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.

N/A – I will not be a board member.

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

N/A – I will not be a board member.

School Mission and Program

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

Our mission: With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

Guiding beliefs include creating opportunities in high need community, offering an excellent education to those most deserving and most in need, and holding all students and staff to high expectation to ensure the mission is fulfilled.

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

We are committed to creating a school of choice that is high-performing, high-quality, and provides opportunities for students in the 89107 and 89108 zip codes of Las Vegas to have access to an equitable education that prepares them to get to and through college.

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

Is the school fulfilling its mission? Are students meeting their goals? Is the school fulfilling the commitments outlined in its authorized charter? Is the school operating in the black, budget-wise?

Start-Up Charter School Board Member Information

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

Academic and operation goals are met; student achievement data shows significant movement toward fulfillment of the mission; student/family attrition shows families stay with and students stay at Sage Collegiate.

Governance

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

The Board of Directors of Sage Collegiate and the administrative staff will be responsible for all aspects of the day-to-day operations of the school, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of Sage Collegiate will be provided by the Executive Director and the administrative staff.

The Board will hold the mission of the school and will ensure Sage Collegiate carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee.

The Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Charter School Board by the Charter School staff and EdTec as the back-office provider. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the District.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission of Sage Collegiate, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director.

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

1. **We have a fiscally sound budget that it is in the black.**
2. **Our students have met their goals, and we have proof points toward our mission.**
3. **We have robust enrollment and a healthy waitlist that will allow for sustainability in year 2 and beyond.**

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

1. **We have a fiscally sound budget that it is in the black.**

Start-Up Charter School Board Member Information

2. Our students have met their goals, and we have proof points toward our mission.
 3. We have robust enrollment and a healthy waitlist that will allow for sustainability in year 2 and beyond.
 4. We have evidence we are fulfilling our mission.
 5. We are meeting the goals and agreements outlined in our authorized charter.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
1. Receive appropriate training to understand our role as the charter holders and governing board
 2. Hire the right and most competent Executive Director
 3. Have strong financial policies and oversight in place
 4. Understand, ask questions about, and develop our capacity with all things budget and finance
 5. Ensure facility options are feasible and aligned with fulfilling our mission
 6. Support the ED and school staff to ensure robust enrollment and a strong wait list
 7. Be supportive advocates for public charter schools and support community outreach on behalf of Sage Collegiate
 8. Be ready to fundraise and/or support development efforts when necessary
 9. Develop a strong, positive relationship with the authorizer for the best interest of Sage Collegiate, our students, and the work of charter schools
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?

All board members are bound by the code of conduct, code of ethics, conflict of interest, and confidentiality policies. (See appendices for proposed policies) Conflicts of interest must be disclosed formally and annually by each board member, whether the conflicts are real or perceived, and no board member would engage in discussion or vote on any matter in which such conflict existed. Self-dealing will not be tolerated; board members are stewards of the public and serve for the benefit of the public and the mission of the school. Should there be a conflict of interest or a board member acting unethically/not in the best interest of the school, the board would take action to remove the violator. The board of directors reviews the COI policy annually and makes updates as needed.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

I met Mia Arterberry through the TFA alumni network while I was on staff of Teach For America and a coach at Agassi, where she then worked.

I met Christopher Parker through a former colleague at Teach For America.

Start-Up Charter School Board Member Information

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

Myself. I am the proposed Executive Director.

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

Start-Up Charter School Board Member Information

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

I am a former Fellow with Building Excellent Schools and completed their 2016 Fellowship. We will receive Follow on Support and continue with a partnership as part of this Fellowship affiliation.

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

N/A as I will not be a board member.

Certification

I, Sandra Kinne, 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 Sage Collegiate Charter School is true and correct in every respect.

Sandra Kinne
Signature

15 July 19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, SAGE COLLEGIATE PUBLIC CHARTER SCHOOL,
(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.
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 - 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;
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5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Sandra Kinne

Signature of Certifying Charter School Official

Sandra Kinne

Name Printed

Lead founder / Proposed Board ED
(SK)

Title

15 July 2019

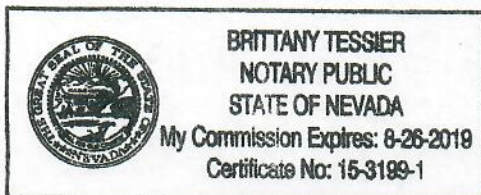
Date

Subscribed and sworn to before me

Brittany Tessier

This 15th day of July 2019
date month year

(Notary Public Seal)



SANDRA T. KINNE

PROFESSIONAL EDUCATION EXPERIENCE

Education Program Professional of Academic Performance: July 2018 – June 2019

Nevada State Public Charter School Authority ▪ Las Vegas, NV

- Member of Authorizing team of Nevada's statewide chartering authority, the third largest public school system in Nevada, overseeing 29 schools on more than 50 campuses, serving more than 42,000 students
- Assisted in review and recommendation processes of public charter school applications, renewals, and contract amendment proposals
- Developed Site Evaluation protocol; lead training, development, and review of Site Evaluations on regular basis
- Revised renewal process and developed pre-opening guidelines based on best practices
- Monitored assessment and accountability efforts
- Analyzed and interpreted education program data and ensuring compliance with state and federal requirements

Fellow//Founding Executive Director: August 2016 - March 2018

Building Excellent Schools//Paragon Academy of Compton ▪ Greater Los Angeles, CA

Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

- Participated in rigorous, year-long Fellowship of highly-selective flagship program of Building Excellent Schools
- Visited and analyzed more than 40 high-performing schools in low-income communities across the country
- Participated in 250 hours of leadership residencies at high-performing, award-receiving schools - Endeavor College Prep (Los Angeles) and Great Lakes Academy (Chicago)
- Completed 600 hours of professional development in areas including budget, finance, governance, staff development and training, vendor relations and procurement, school and staff culture, instruction and curriculum, hiring and human resources, community engagement, facilities, fund development

Paragon Academy of Compton was a county-authorized TK-8th grade school in Compton, CA driven by excellence for all and slated to open in August 2018. The school's Board of Directors voted in March 2018 to delay opening due to facility challenges and wanting to avoid a lengthy and expensive facilities legal battle. This effectively ceased school operations given conditions for the school's authorization, and the Board and entity dissolved.

- Responsible for day-to-day development of petition, school, and development
- Provided daily school leadership, including all instructional, operational and financial components
- Developed internal and external goals for school, and monitor progress towards achievement of those goals
- Developed educational program, including the school's curricular, assessment, and enrichment programming
- Recruited, hired, and trained instructional and building support staff
- Develop, lead, and manage the school Leadership Team and serve as instructional model to all staff members; evaluate all members of Leadership Team and all teaching staff
- Participated in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives
- Selected assessment tools used by the school in addition to state tests
- Created structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback
- Conducted student recruitment and oversaw enrollment, including the implementation of a public lottery
- Established annual and long-term strategy and goals for the school with Board approval; presented Board with contractual options for operational decisions
- Managed Board relationship and all communication to the Board
- Maintained and distributed monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data
- Created and maintained marketing and fundraising plans for school; actively partner with the Board to fundraise on behalf of Paragon Academy
- Developed and managed relationships with community service providers for student support services
- Served as primary administrator for student behavior
- Worked directly with the back-office provider, ExED
- Served as liaison with authorizer

Assistant Principal: July 2015 – June 2016

Monterey Peninsula Unified School District: Walter Colton Middle School ▪ Monterey, CA

Served on administrative team at Walter Colton Middle School, a Title I school for 6th-8th grade

- Supervised and evaluated instruction; trained staff in use of student assessments and data analysis; provided leadership for development, implementation, supervision of instructional programs and curriculum
- Assisted with administering the budget and administering master contracts at school site, as assigned
- Facilitated professional development of staff and adult learning opportunities
- Coordinated school's athletic program; managed coaches and seasonal sports activities
- Supervised extracurricular activities, including league sporting events, concerts, dances, parties, field trips and other activities beyond the regular school day
- Communicated regularly with parents/families on behavior, events, and general news through phone calls, emails, and newsletters; assisted in organizing parent conferences, back-to-school nights and other school wide events
- Developed and ensured the implementation of the school's student behavior policies and procedures; evaluated the effectiveness of the procedures and keeps students, staff and parents informed of changes
- Assisted in developing and implementing a system through which the educational program and activities of the school are regularly communicated to parents
- Served on district-level committees, including Secondary Instructional Leadership Team
- Attended appropriate conferences, workshops and meetings, including AP Leadership Academy and Administrator Induction Cohort 2015 with the Monterey County Office of Education.
- Performed other related duties as assigned by and in lieu of Principal

Manager, Teacher Leadership Development: July 2012 - June 2015

Teach For America: Las Vegas Valley ▪ Las Vegas, NV

Worked on regional team of national organization as an instructional coach for first- and second-year corps members in Clark County School District and regional public charter schools

- Managed, developed, and coached cohort of first- and second-year teachers in elementary and Special Education
- Observed teachers regularly in classrooms and debriefed with them to assist with management; planning & execution of instruction; data-analysis; relationship building with families, school staffs, peers; coach through mindset shifts to help create transformative pathways for students
- Planned and executed professional development for cohort and regional TFA corps through workshops, in-class modeling, co-teaching, and annual and quarterly professional development programs
- Built relationships with school administration and support staff to align and maximize support and coaching
- Supported regional and national operations, including recruiting, evaluating, hiring, and onboarding teachers
- Facilitated programming for new MTLs: July 2013
- Presenter, annual Teacher Leadership Development Summit: January 2015
- Co-designer and facilitator, Low Income Background Staff Strategic Retreat: May 2015
- School Director, Phoenix Institute: Feb. 2014 – July 2014

School Director: Feb. 2014 - July 2014

Teach For America: Phoenix Institute ▪ Phoenix, AZ

Served as School Director in a six-month, temporary role with Teach For America's summer program (*while simultaneously working in year-round role of MTL; see above*)

- Responsible for execution of five-week summer school program with 38 teachers, 425 students, and staff of 7 at Central Phoenix K-6th public charter school and a Southern Phoenix traditional K-8th district school
- Managed staff to ensure outcomes and goal achievement through four weeks of instruction
- Built relationships with school site partners and staff through spring and summer to ensure alignment of operations, outcomes, and content
- Used data to drive student outcomes, teacher leader training, and staff's professional development
- Facilitated training of staff through spring and summer; supported development of staff through coaching and differentiated support to implement vision and drive toward goals
- Responsible for fostering school and staff culture, as well as building relationships with families and community partners
- Supported Academic Deans and coaches in planning, presenting, and supporting cultural responsive teaching

Teacher: Aug. 2008 - June 2009, Aug. 2010 - June 2012

Southside Academy Charter School ▪ Syracuse, NY

Taught 1st, 2nd, and 4th grade at Title I public charter school

- Designed and implemented differentiated lessons to ensure student success
- Applied assertive discipline to manage classroom of at-risk students in school with 97% of student Title I population
- Assessed students and analyzed data weekly to determine achievement and ensure instructional accountability
- Collaborated with colleagues to redesign grade level instructional and accelerated student learning guides
- Initiated Staff Book Club to increase student achievement, develop teacher effectiveness, and build community among staff; lead discussions of staff-selected books on education reform, assessment, and best practices
- Spearheaded design and presentation of staff development
- Served as mentor for a second-year teacher; provide instructional support and feedback, Sept. 2011- June 2012
- Managed, coached, and supported student teachers from SUNY Cortland, Sept. - Oct. 2011, Sept. - Oct. 2010
- Committee Member: School Based Intervention Team, Academic Committee, School Improvement Committee, Math Committee, Discipline Committee, Saturday School tutor (6th-8th grades, 2nd-5th grades)

Teacher: Sept. 2004 - June 2006 and Sept. 1999 - June 2002

Compton Unified School District ▪ Compton, CA

Taught 4th grade at Title I schools; Served as a Corps Member of Teach For America, Sept. 1999- June 2001

- Designed and implemented instructional program aligned with state content standards in six subject areas for 32-35 at-risk students and second-language learners
- Provided instruction to ensure students met grade-level growth targets and more than doubled number of proficient students on state tests; advanced all students more than one grade level
- Evaluated student achievement through created and adapted weekly assessments
- Collaborated with grade level team to adapt and apply curriculum
 - **King Elementary:** Teacher of the Year (2006), School Site Council Chairperson (Sept. 2005 to June 2006); Leadership Team (Sept. 2005 to June 2006); Lead Teacher, Gifted and Talented Education program (Sept. 2005 to June 2006)
 - **Kennedy Elementary:** Lead Teacher, Gifted and Talented Education program (Sept. 2000 to June 2002); Grade Level Chairperson (March 2000 to June 2002), Elected School CEA Representative (March 2000 to Sept. 2001)

EDUCATION

Master of Public Administration

Columbia University, School of International and Public Affairs ▪ New York, NY

- Concentration: Education Policy
- Graduate Fellow: Office of former New York City Mayor David Dinkins
- SIPA Voice of Conscience, May 2004: Alumnae-endowed award given at Commencement recognizing graduating student for commitment and tangible actions in furthering tolerance and understanding among different groups

Master of Arts in Education

Loyola Marymount University, School of Education ▪ Los Angeles, CA

- Completed Teacher Credential Coursework: May 2005
- Completed Administrative Credential Coursework: May 2006

Bachelor of Arts

Syracuse University ▪ Syracuse, NY

- S.I. Newhouse School of Public Communications: Newspaper Journalism (major)
- Maxwell School of Citizenship and Public Affairs: International Relations (major)
- The College of Arts and Sciences: Women's Studies (major & program of thesis)

CERTIFICATION

- Nevada Administrative License: pending, June 2019
- Nevada Elementary (K-8) License: March 2018
- California Administrative Services Credential- Preliminary: June 2015
- California Multiple Subject Teaching Credential- Clear: March 2011

Professional Bio: SANDRA KINNE
Sage Collegiate Proposed Executive Director

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator, who began teaching in 1999 in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at “Teacher of the Year” at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program at both Kennedy and King Elementary schools, and as an elected CEA representative. Ms. Kinne brings a cumulative 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road, and at a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch.

Ms. Kinne served for three years as an instructional coach in the Las Vegas Valley with 1st- and 2nd-year teachers in the Clark County School District, was a School Director for six months at two sites as part of Teach For America’s Summer Institute in Phoenix, and was an Assistant Principal at a Title I middle school in Monterey Peninsula Unified School District.. She brings experience in research evaluation, consulting on education projects – including an early iteration of PBS Kids.

Ms. Kinne is a former military dependent and grew up on Army bases around the world. She first moved to Las Vegas in 2012 and returned in June 2018. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Ms. Kinne has a ‘Clear’ Teaching Credential and a Preliminary Administrative Services credential in the State of California. She has transferred both to Nevada and will complete the requirements for the full reciprocity of the credentials by Spring 2021.

SAGE COLLEGIATE PUBLIC CHARTER SCHOOL CORPORATE BYLAWS ("BYLAWS")

ARTICLE I NAME AND OFFICE

1.01 Name

The name of this corporation shall be Sage Collegiate Public Charter School ("Sage Collegiate", the "Corporation"). The business of the Corporation may be conducted under the Fictitious Firm Name "Sage Collegiate Public Charter School."

1.02 Office

The principal office of the Corporation shall be located at **TBD**. The Corporation may have other such offices as the Board of Directors (the "Board") may determine or deem necessary or as the affairs of the Corporation may find a need for from time to time.

ARTICLE II PURPOSES AND POWERS

2.01 Purpose

The Corporation is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or the corresponding section of any future Federal tax code.

The Corporation's purpose is to address, educate, coordinate, and provide an education to students in Clark County, Nevada.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other non-profit organizations which fall under the 501(c)(3) section of the Code and are operated exclusively for educational and charitable purposes.

At times, per the discretion of the Board, we may provide internships or volunteer opportunities which shall provide opportunities for involvement in said activities and programs in order to have a greater impact for change in education.

In addition, the Corporation has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

2.02 Powers

The Corporation shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. At no time and in no event shall the Corporation participate in any activities which have not been permitted to be carried out by an organization exempt under Section 501(c) of the Code. The powers of the Corporation may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limitation.

- (a) Nonprofit Legal Status. The Corporation is a Nevada non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the Code.
- (b) Exempt Activities Limitation. Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and the Federal tax regulations (the "Regulations") as they now exist or may be amended from time to time. No part of the net earnings of the Corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.
- (c) Distribution Upon Dissolution. Upon termination or dissolution of the Corporation, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501 (c)(3) of the Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving Corporation.

The organization to receive the assets of the Corporation hereunder shall be selected at the discretion of a majority of the Board, and if the Directors (as defined below) cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Corporation, by one (1) or more of its Directors (as defined below) which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of Nevada.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Nevada to be added to the general fund.

ARTICLE III

MEMBERSHIP

3.01 No Membership Classes

The Corporation shall have no members who have any right to vote or title or interest in or to the Corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that

seek to support the mission of the Corporation. The Board, a designated committee of the Board, or any duly elected Officer (defined below) in accordance with Board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or on the Corporation website. Affiliates have no voting rights and are not members of the Corporation.

3.03 Dues

Any dues for affiliates shall be determined by the Board.

ARTICLE IV

BOARD OF DIRECTORS

4.01 Number of Directors

The Corporation shall have a Board consisting of at least five (5) and no more than fifteen (15) directors (the "Directors"). Within these limits, the Board may increase or decrease the number of directors serving on the Board, including for the purpose of staggering the terms of directors. At any time, at least fifty-one percent (51%) of all Directors must be permanent residents of Nevada.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

4.03 Terms

- (a) All Directors shall be elected to serve a three (3) year term; however, the term may be extended until a successor has been elected.
- (b) Director terms shall be staggered so that approximately one-third of the Directors will end their terms in any given year.
- (c) Directors may serve two terms in succession.
- (d) The term of office for Directors shall be considered to begin July 1 and end June 30 of the third year in office, unless the term is extended until such time as a successor has been elected.

4.04 Qualifications and Election of Directors

In order to be eligible to serve as a director on the Board, the individual must be at least eighteen (18) years of age and an affiliate within affiliate classifications created by the Board. Directors may be elected at any Board meeting by the majority vote of the existing Board. The election of directors to replace those who have fulfilled their term of office shall take place in July of each year. The Board shall comply with specified membership guidelines pursuant to Section 388A.320 of the Nevada Revised Statutes ("NRS").

4.05 Vacancies

The Board may fill vacancies due to the expiration of a Director's term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position, subject to the maximum number of Directors under these Bylaws. Vacancies in the Board due to resignation, death, or removal shall be filled by the Board for the balance of the term of the Director being replaced.

4.06 Removal of Directors

A Director may be removed by two-thirds (2/3) vote of the Directors then comprising the Board, if: the Director is absent and unexcused from two or more meetings of the Board in a twelve (12) month period. The Board Chair (defined below) is empowered to excuse Directors from attendance for a reason deemed adequate by the Board Chair (defined below). The Board Chair (defined below) shall not have the power to excuse him/herself from the Board meeting attendance and in that case, the Board Vice Chair (defined below) shall excuse the Board Chair (defined below); or

- (b) for cause or no cause, if before any meeting of the Board at which a vote on removal will be made the Director in question is given electronic or written notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the Board.

4.07 Board of Directors Meetings.

- (a) Regular Meetings. The Board shall have a minimum of ten (10) regular meetings each calendar year at times and places fixed by the Board. Board meetings shall be held upon not less than 9 a.m. on the third (3) working day before by first-class mail, electronic mail, or facsimile transmission or seventy-two (72) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.
- (b) Special Meetings. Special meetings of the Board may be called by the Board Chair (defined below), Secretary (defined below), Treasurer (defined below), or any two (2) other Directors of the Board. A special meeting must be preceded by at least two (2) days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.
- (c) Waiver of Notice. Any Director may waive notice of any meeting, in accordance with Nevada law.

4.08 Manner of Acting.

- (a) Quorum. A majority of the Directors in office immediately before a Board meeting shall constitute a quorum for the transaction of business at that meeting. No business shall be considered by the Board at any meeting at which a quorum is not present.
- (b) Majority Vote. Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.
- (c) Hung Board Decisions. On the occasion that Directors of the Board are unable to make a decision based on a tied number of votes, the Board Chair (defined below) or Treasurer (defined below) in the order of presence shall have the power to swing the vote based on his/her discretion.
- (d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, Directors may participate in a regular or special meeting through the use of any means of communication by which all Directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as Directors. The Board may adopt policies providing for reasonable reimbursement of Directors for expenses incurred in conjunction with carrying out Board responsibilities, such as travel expenses to attend Board meetings.

ARTICLE V

COMMITTEES

5.01 Committees

The Board may, by the resolution adopted by a majority of the Directors then in office, designate one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Any committee, to the extent provided in the resolution of the Board, shall have all the authority of the Board, except that no committee, regardless of Board resolution, may:

- (a) take any final action on matters which also requires Board approval or approval of a majority of all members;
- (b) fill vacancies on the Board or in any committee which has the authority of the Board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- (e) appoint any other committees of the Board or the members of these committees;
- (f) expend corporate funds to support a nominee for Director; or
- (g) approve any transaction to which the Corporation is a party and one or more Directors have a material financial interest, or between the Corporation and one or more of its Directors, or between the Corporation or any person in which one or more of its Directors have a material financial interest.

5.02 Meetings and Action of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the Directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of the committee may also be called by resolution of the Board. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

5.03 Informal Action By The Board of Directors

Any action required or permitted to be taken by the Board at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the Board to use email to approve actions, as long as a quorum of Directors consent to the use of email communications.

ARTICLE VI

OFFICERS

6.01 Board Officers

The officers of the Corporation (each, an “Officer” and collectively, the “Officers”) shall be a Board Chair (defined below), Board Vice Chair (defined below), Secretary (defined below), and Treasurer (defined below), all of whom shall be chosen by, and serve at the pleasure of, the Board. Each Officer of the Corporation shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the Board or by direction of an officer authorized by the Board to prescribe the duties and authority of other officers. The Board may also appoint additional Board Vice Chairs and such other officers as it deems expedient for the proper conduct of the business of the Corporation, including, without limitation, an Executive Director, each of whom shall have such authority and shall perform such duties as the Board may determine. One person may hold two or more Board offices, but no officer may act in more than one capacity where action of two or more officers is required.

6.02 Removal and Resignation

The Board may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

6.03 Board Chair (President)

The Board Chair (the “Board Chair”) shall lead the Board in performing its duties and responsibilities, including, if present, presiding at all meetings of the Board, and shall perform all other duties incident to the office or properly required by the Board. The Board Chair is authorized to execute, in the name of the Corporation, any and all contracts or other documents which may be authorized, either generally or specifically, and shall be entitled to sign as the President of the Corporation where required.

6.04 Board Vice Chair (Board Vice President)

The Board Vice Chair (the “Board Vice Chair”) shall chair meetings and fulfill all responsibilities of the Board Chair in absence or vacancy of the Board Chair.

6.05 Secretary

The Secretary (the “Secretary”) shall keep or cause to be kept a book of minutes of all meetings and actions of Directors and committees of Directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with these Bylaws and other applicable laws and regulations. The Secretary shall cause notice to be given of all meetings of Directors and committees as required by the Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board or the Board Chair.

6.06 Treasurer

The Treasurer (the “Treasurer”) shall be the lead Director for oversight of the financial condition and affairs of the Corporation. The Treasurer shall oversee and keep the Board informed of the financial condition of the Corporation and shall be responsible for auditing and reviewing the financial information of the Corporation. In conjunction with other Directors or officers, the Treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the Corporation, are made available to the Board on a timely basis or as may be required by the Board. The Treasurer shall perform all duties properly required by the Board or the Board Chair. The Treasurer may appoint, with approval of the Board, a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the Treasurer.

ARTICLE VII

FINANCIAL MATTERS

7.01 Contracts and other Writings

Except as otherwise provided by resolution of the Board or Board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the Corporation shall be executed on its behalf by the Board Chair, Treasurer, or such other person(s) to whom the Corporation has delegated authority to execute such documents in accordance with Board resolutions and policies approved by the Board, including, but not limited to, the Corporation's Executive Director.

7.02 Checks and Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

7.03 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depository as the Board or a designated committee of the Board may select.

7.04 Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the Board. Such authority may be general or confined to specific instances.

7.05 Indemnification

- (a) Definitions. For purposes of this Section 7.05, (a) "Agent" means any person who (i) is or was a Director, Officer, employee, or other agent of the Corporation, or (ii) is or was serving at the Corporation's request as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, or (iii) was a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation, and (b) "Proceeding" means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative.
- (b) Indemnification Against Expenses. The Corporation, to the extent permitted by NRS Chapter 82, (a) shall indemnify any Agent of the Corporation against expenses, including reasonable attorneys' fees, actually and reasonably incurred in defense of any Proceeding in which the Agent was, is, or is threatened to be made a party by reason of being or having been an Agent of the Corporation, to the extent that the Agent was successful on the merits in the defense and shall have the power to advance to such Agent such expenses incurred by such Agent in defending any such Proceeding upon receipt of an undertaking by such Agent to repay such amounts if such Agent is not entitled to be indemnified for such amounts, and (b) shall indemnify any person who was, is, or is threatened to be made a party to any Proceeding by or in the right of the Corporation to procure a judgment in its favor by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorneys' fees, actually and reasonably incurred in defense or settlement of the Proceeding, if the person acted in good faith and in a manner the person believed to be in the best interests of the Corporation.

- (c) Indemnification Against Losses. The Corporation shall, to the extent permitted by NRS Chapter 82 and the Articles of Incorporation, indemnify any person who was, is, or is threatened to be made a party to any Proceeding (other than an action by or in the right of the Corporation) by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorney's fees, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the Proceeding if the person (a) acted in good faith and in a manner the person believed to be in the best interests of the Corporation, and (b) had no reasonable cause to believe the conduct of the person was unlawful, in the case of a criminal Proceeding.
- (d) Indemnification Rights Not Exclusive; Insurance. The foregoing rights of indemnification and advancement of expenses shall be in addition to and not exclusive of any other rights to which any Director or officer may be entitled by applicable law, the Articles of Incorporation, action or resolution of the Board, or any agreement with the Corporation. The Corporation may, but shall not be required to, subject to the provisions of NRS Section 82.541, purchase and maintain insurance to indemnify any Agent against any liability asserted against or incurred by an Agent in that capacity or arising out of the Agent's status as an Agent, whether or not the Corporation would have the power indemnify the Agent against that liability under NRS Section 82.541.

ARTICLE VIII **MISCELLANEOUS**

8.01 Books and Records

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its Board, a record of all actions taken by the Board without a meeting, and a record of all actions taken by committees of the Board. In addition, the Corporation shall keep a copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

8.02 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30 of each year.

8.03 Conflict of Interest

The Board shall adopt and periodically review a Conflict of Interest Policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Director, officer, employee, affiliate, or member of a committee with Board-delegated powers.

8.04 Nondiscrimination Policy

The officers, Directors, committee members, employees, and persons served by this Corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of the Corporation not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, or selection or appointment to any office.

8.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the Board then in office at a meeting of the Board, provided, however:

- (a) that no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Code, or the corresponding section of any future Federal tax code;
- (b) that an amendment does not affect the voting rights of Directors. An amendment that does affect the voting rights of Directors further requires ratification by a two-thirds (2/3) vote of a quorum of Directors at a Board meeting; and
- (c) that all amendments be consistent with the Articles of Incorporation.

ARTICLE IX

COUNTERTERRORISM AND DUE DILIGENCE POLICY

In furtherance of its exemption by contributions to other organizations, domestic or foreign, the Corporation shall stipulate how the funds will be used and shall require the recipient to provide the Corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, the Corporation willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

The Corporation shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

ARTICLE X

DOCUMENT RETENTION POLICY SECTION

10.01 Purpose

The purpose of this document retention policy section is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of the Corporation's records.

10.02 Policy

Section 1. General Guidelines

Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, the Corporation may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents

The Corporation expects all officers, Directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you reasonably believe, or the Corporation informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Section 3. Minimum Retention Periods for Specific Categories

- (a) Corporate Documents. Corporate records include the Corporation's Articles of Incorporation, these Bylaws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- (b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the Corporation's revenues. Tax records should be retained for at least seven (7) years from the date of filing the applicable return.
- (c) Employment Records/Personnel Records. State and federal statutes require the Corporation to keep certain recruitment, employment and personnel information. The Corporation should also keep personnel files that reflect performance reviews and any complaints brought against the Corporation or individual employees under applicable state and federal statutes. The Corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three (3) years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven (7) years.
- (d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the Corporation's minute book. A clean copy of all other Board and Board committee materials should be kept for no less than three (3) years by the Corporation.
- (e) Press Releases/Public Filings. The Corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the Corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the Corporation.
- (f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten (10) years.
- (g) Marketing and Sales Documents. The Corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three (3) years. An exception to the three year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three (3) years beyond the life of the agreement.
- (h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the Corporation and are protected as a trade secret where the Corporation:
 - i. derives independent economic value from the secrecy of the information; and
 - ii. has taken affirmative steps to keep the information confidential. The Corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

- (i) Contracts. Final, executed copies of all contracts entered into by the Corporation should be retained. The Corporation should retain copies of the final contracts for at least three (3) years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- (j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy section, correspondence should generally be saved for two (2) years.
- (k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven (7) years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three (3) years. Any inventories of products, materials, and supplies and any invoices should be kept for seven (7) years.
- (l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- (m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three (3) years.

Section 4. Electronic Mail.

Emails that need to be saved should be either printed in hard copy and kept in the appropriate file or downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the email, as covered above in this policy section.

ARTICLE XI

TRANSPARENCY AND ACCOUNTABILITY DISCLOSURE OF FINANCIAL INFORMATION WITH THE GENERAL PUBLIC

11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, the Corporation practices and encourages transparency and accountability to the general public. This transparency and accountability disclosure policy section will:

- (a) indicate which documents and materials produced by the Corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the Corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this transparency and accountability disclosure policy section are as follows:

11.02 Financial and IRS Documents

The Corporation shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, Bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

11.03 Means and Conditions of Disclosure

The Corporation shall make "Widely Available" the aforementioned documents on its website to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).

- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) The Corporation shall not charge a fee for downloading the information.
- (d) Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (e) The Corporation shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within seven (7) days for mailed requests.

11.04 IRS Annual Information Returns (Form 990)

The Corporation shall submit the Form 990 to its Board prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the Corporation's Form 990 shall be submitted to each Director via hard copy and/or email at least ten (10) days before the Form 990 is filed with the IRS.

11.05 Board

- (a) All Board deliberations shall be open to the public except where the Board passes a motion to make any specific portion confidential.
- (b) All Board minutes shall be open to the public once accepted by the Board, except where the Board passes a motion to make any specific portion confidential.
- (c) All papers and materials considered by the Board shall be open to the public following the meeting at which they are considered, except where the Board passes a motion to make any specific paper or material confidential.

11.06 Staff Records

- (a) Upon written request, all staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- (b) No staff records shall be made available to any person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that staff records shall be made available to the Board when requested.

11.07 Donor Records

- (a) Upon written request, all donor records shall be available for consultation by the members and donors concerned or by their legal representatives.
- (b) No donor records shall be made available to any other person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that donor records shall be made available to the Board when requested.

11.08 Annual Financial Statements

The Corporation shall prepare annual financial statements using generally accepted accounting principles. Such financial statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation shall make these financial statements available to the Nevada Attorney General and members of the public for

inspection no later than sixty (60) days after the close of the fiscal year to which the financial statements relate.

11.09 Annual Reports

The Board shall ensure an annual report is sent to all Directors within sixty (60) days after the end of the fiscal year of the Corporation, which shall contain the following information:

- (a) The assets and liabilities, including trust funds, of the Corporation at the end of the fiscal year.
- (b) The principal changes in assets and liabilities, including trust funds, of the Corporation during the fiscal year.
- (c) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year.
- (d) The information required by applicable law concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation that such financial statements were prepared without audit performed on the books and records of the Corporation.

ARTICLE XII

CODES OF ETHICS AND WHISTLEBLOWER POLICY SECTION

12.01 Purpose

The Corporation requires and encourages Directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of the Corporation to adhere to all laws and regulations that apply to the Corporation and the underlying purpose of this policy section is to support the Corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

12.02 Reporting Violations

If any Director, officer, staff or employee reasonably believes that some policy, practice, or activity of the Corporation is in violation of law, a written complaint must be filed by that person with the Board Chair.

12.03 Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of this code of ethics section must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of this code of ethics section. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

12.04 Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of the Corporation and provides the Corporation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

The Corporation shall not retaliate against any Director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of the Corporation or of another individual or entity with whom the Corporation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

The Corporation shall not retaliate against any Director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Corporation that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

12.05 Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

12.06 Handling of Reported Violations

The Board Chair shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation. This section shall be made available to all Directors, officers, staffs or employees and they shall have the opportunity to ask questions about the code of ethics policy.

ARTICLE XIII

AMENDMENT OF ARTICLES OF INCORPORATION

13.01 Amendment

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board.

CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the Corporation, and the above Bylaws are the Bylaws of this Corporation as adopted by the Board on _____ and that they have not been amended or modified since the above.

EXECUTED on this day of _____ in the County of Clark in the State of Nevada.
(Duly Elected Secretary)

CODE OF ETHICS

All Directors of the Corporation must:

- Uphold and abide by all laws, regulations, and rules pertaining to schools issued by the Nevada State Board of Education, the State Public Charter School Authority, the courts, and any other relevant authority.
- Effectuate desired changes only through lawful and ethical processes.
- Make decisions grounded on the educational welfare and wellbeing of the children served by the school without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Use her or his independent judgment in reaching all decisions.
- Not use her or his position as Director for personal gain or profit.
- Conduct herself or himself in a manner that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.



Sage Collegiate Public Charter School, Inc.

Conflict of Interest Policy

A. Purpose:

The purpose of the conflict of interest policy is to protect the interests of **Sage Collegiate Public Charter School, Inc.** ("Charter School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement the Conflict of Interest Disclosure Code, adopted to ensure compliance with the Political Reform Act.

B. Definitions:

1. **Interested Person:** Any director, officer, key employee or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
 - a. An ownership or investment interest in any entity with which the Charter School has a transaction or arrangement.
 - b. A compensation arrangement with the Charter School or with any entity or individual with which the Charter School has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Charter School is negotiating a transaction or arrangement.
 - d. Received compensation from the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

C. Procedures:

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.
2. **Procedures for Addressing the Conflict of Interest**
 - a. When an Interested Person who is NOT a director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Head of School, who shall record the employee's disqualification. In the case of an Interested Person who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).
 - b. Interested Persons who are directors: No persons serving on the Board of Directors may be interested persons. If a Board member's financial interest arises after a Board member has been elected to the Board of Directors and
 - i. if the Board determines that no applicable remote or noninterest exceptions apply under Government Code Sections 1091 or 1091.5, the Board must either: (1) not enter into the

contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

3. Violations of the Conflicts of Interest Policy

- a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.
- b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable. Any transaction entered into in violation of the Political Reform Act may be found to be void by a court of law. Any contract entered into in violation of Government Code section 1090 is void.

D. Records of Proceeding:

The minutes of the 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 of director'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.

E. Annual Statements:

Each director, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of this Conflict of Interest Policy.
- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.
- d. Understands the Charter School is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

F. Periodic Reviews:

To ensure the Charter School 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.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.



**Acknowledgement of Sage Collegiate Public Charter School, Inc.
Conflict of Interest Policy**

I _____, a Sage Collegiate Public Charter School, Inc. director, officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Conflict of Interest Policy, and I agree to the terms and conditions that are set out in this Policy.

I understand that Sage Collegiate Public Charter School, Inc. is a nonprofit public benefit corporation, and in order to maintain its tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. I also understand that Sage Collegiate Public Charter School, Inc. operates a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Date: _____

Board Secretary: _____

Finance & Fundraising

Handbooks

Fiscal Policies and Procedures Handbook

Operations Team Handbook

Financial Management

Set up a bank accounts

Approve Fiscal Policies and Procedures Manual

Develop chart of accounts to track income, expenses, assets, liabilities, cash flows

Develop financial reporting templates (budget vs. actual) and policy

Establish payroll

Develop schedule of Board financial reviews

Approve Y0-Y3 budgets

Approve Y0 and Y1 Cash Flow plans

Develop day-to-day accounting and financial management systems

Design process forms (purchase orders, expense forms) & policy

Define investment/savings strategy (where will excess funds be placed)

Fundraising

Establish 501c3

Create fund development plan

Identify government grants that we are eligible for

Identify private grants that we are eligible for

Identify individual prospects for cultivation

Create ready-to-use fundraising "packet"

Write need statement

Develop PowerPoint and/or video that "sells" school, mission, and need

Develop Board cultivation guidelines and strategies for targeting high net worth individuals

Cultivate and solicit potential donors

Schedule a series of events for securing donations

Plan and execute social media campaign to raise funds and build interest

Create plan to cultivate network of friends and supporters

Distribute bi-monthly e-newsletter

Apply to CSP

[illegible]

[illegible]

These Attachments are not applicable to our application.
(Attachment 11, 13)

Sandra Kinne
Sage Collegiate

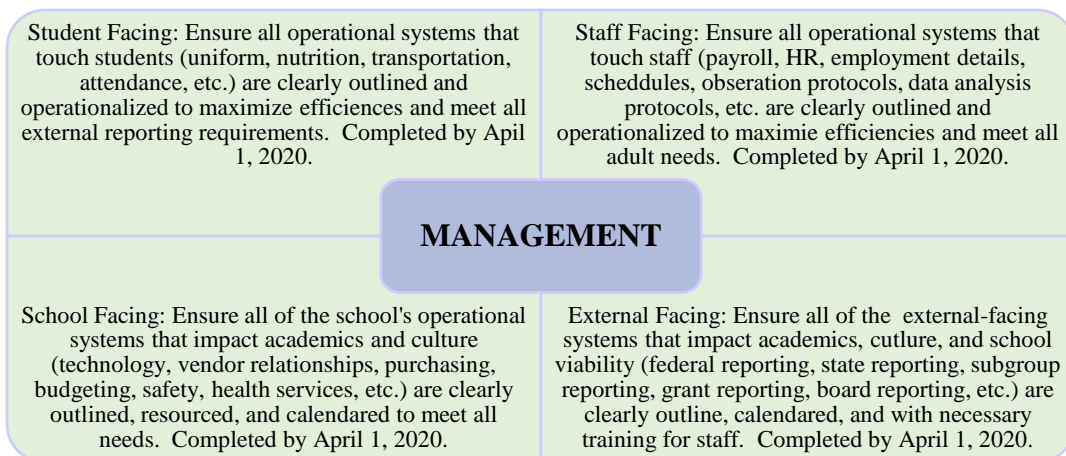
Attachment 12 – Operational Execution Plan

Along with having a plan for our Incubation Year (please see **Attachment 10**), we also have developed a plan to ensure that Sage Collegiate Public Charter School has the operational infrastructure, clarity, and systems to support the school's sustained success. We have been informed by the work of other charter schools nationally and here in Nevada (specifically, Las Vegas), and the currently drafted plan is both broad enough to ensure we attend to our needs while providing the flexibility that start-up requires. Further, it is specific enough to ensure that both the Board of Directors and Management work within their roles and with one another appropriately to set the charter school up for success, starting in our planning year and in preparation for year one. We have outlined our plan according to Board and Management functions.

Board: The first set of operational systems that must be in place address the functionality of the Board itself and its ability to conduct its oversight responsibilities.



Management: The second set of operational systems that must be in place address the functionality of Management and its ability to oversee and execute on the operational requirements of the school in support of its ambitious mission.



These Attachments are not applicable to our application.
(Attachment 11, 13)

Sandra Kinne
Sage Collegiate

Insurance Proposal for
***Sage Collegiate Public
Charter School***

Presented By
Vance Jolley



A Division Of:





8375 W. Flamingo Rd. #102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.charterschoolsinsurance.com

2020 Premium Summary

Customer: Sage Collegiate Public Charter School

<u>Coverage</u>	<u>Premium</u>
General Liability	\$4,000.00
Abuse	included
Employee Benefits Liability	\$350.00
Professional Educators Legal Liability	\$1,350.00
Auto	\$350.00
Property	\$2,000.00
Equipment Breakdown	included
Crime	included
Excess Liability	\$3,500.00
Directors & Officers / Employment Practices Liability	\$2,500.00
Student Accident Insurance	\$600.00
Workers Compensation	\$4,500.00
Risk Management Fee	\$500.00
TOTAL 2020 ANNUAL PREMIUM	\$19,650.00

Attachment 15: Budget Narrative

Sage Collegiate Public Charter School

The attached budget and cash flow projection are based on conservative estimates of actual costs to operate Sage Collegiate Public Charter School. Assumptions used to create the budget model are based on rates provided by the State of Nevada, historical financial data, and comparable school estimates in Las Vegas, NV.

For future years, the budget factors in a 3% inflation rate for the primary state funding source, Title funds, and the majority of expenditures. In taking a conservative approach and as required by the Nevada State Public Charter School Authority (SPCSA) budget template, the budget does not include other possible funding and financing sources that will likely be available once the charter is approved, including:

- Charter School Revolving Loan from the Nevada State Public Charter School Authority
- Charter School Program (CSP) Grant
- Federal Title I, II and III funding - \$89k likely additional funding in Year 1
 - Title I estimated to bring \$365/student
 - Title II estimated to bring \$95/student
- Federal Special Education IDEA funds – estimated to bring \$750 per SpEd student in Year 1
- National School Lunch Program
 - Approved application and funding are likely in Year 1, but the school would have matching expenses to offset revenue in the budget

REVENUES

- **Distributive School Account:** The largest source of revenue is the Distributive School Account based on enrollment. The budget reflects a slow growth model assuming an enrollment of 168 students in year 1. For Year 1, we assume Kindergarten, 1st grade and 2nd grade will each have 2 classes of 28 students. Each year, the school will backfill the Kindergarten grade with 56 new students, growing to 400 students by Year 5 (2024-25). Information on the Student Enrollment tab reflects projections for subgroups.
- **Federal and State Revenue:** Federal and state revenue assumptions are based on rates provided by the State of Nevada and comparable local charter schools in their first year of operations. While not in this budget, sources of Federal revenue will include eligible Title funding, special education funding, and the National School Lunch Program. Percentages of students identified as eligible for free and reduced lunch, English Language Learners, and Special Education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending under-performing schools. The budget assumes the school would not receive State Special Education during their first year in operation.
- **Start-Up Funding:** Upon authorization, the school will receive \$100,000 from Opportunity 180 to help with school start-up expenses. Between the time of authorization and August 2020, the school intends to engage in several fundraising initiatives to help fund start-up expenses. These funds will be used to support planning year, and, if granted, used with the Charter School Program (CSP) grant. We also assume our giving Board of Directors will help raise startup funds for the school.

EXPENSES

Salaries

- Salaries/Personnel

The head count included in the budget is below.

Year	2020-21 (Y1: K-2)	2021-22 (Y2: K-3)	2022-23 (Y3: K-4)	2023-24 (Y4: K-5)	2024-25 (Y5: K-6)	2025-26 (Y6: K-7)
School Staff						
Executive Director	1	1	1	1	1	1
Coordinator of Operations & Family Liaison	1	1	0	0	0	0
Manager of Curriculum & Instruction	1	1	1	1	1	1
Coordinator of Student Services	1	1	1	1	2	2
K-5 teachers	6	8	10	12	12	12
6-8 teachers					2	4
Enrichment Teachers		1	2	2	3	3
Director of Development				0	0	1
Manager of Operations			1	1	1	1
Office Manager			0	1	1	1
Operations Fellow			0.5	0.5	0.5	0.5
Director of Curriculum & Instruction: Elem			0	0	0	1
Director of Curriculum & Instruction: Secondary					0.5	0.5
Manager of Community & Culture			0	1	1	1
Community Coordinator & Family Liaison			0.5	1	1	1
Director of Students Services			1	1	1	1
Student Support Specialists		1	2	2	3	3
Coordinator of High School Outreach						0.5
Total FTEs at School	10	14	20	24.5	30	34.5

- Expenses for benefits are based upon state requirements and current Clark County School District rates. The average annual cost for medical benefits is estimated to be \$7,000 per employee. The school will also offer retirement benefits through NV PERS. Other benefit related costs include Medicare tax of 1.45%, and unemployment insurance at 3% of eligible costs up to the annual salary cap in the State of Nevada. Note that the budget template does not provide a line to reflect workers compensation expense, which will also be required. This item, estimated at \$4,000 in Year 1 based on estimate received from insurance broker, is included with the liability insurance amount in the Facility section of the budget template.
- The budget includes \$1000 per FTE for professional development in all budgeted years.

Instruction Related Expenses

- Curriculum costs: The budget assumes \$100 per student in textbooks and related materials, \$73 per student for educational software and \$130 per student in student supplies
- For recruiting and marketing, Sage Collegiate expects to spend \$8,360 in year 1 to recruit both students and teachers
- To ensure the school can service its projected special education population, in addition to the salaried special education personnel, the budget also includes \$25,200 in Special Education Contractor Costs in Year 1, increasing each year based on enrollment increases.

- Other supplies to support student learning include student supplies at \$130 per student, office supplies at \$50 per student, assessment costs at \$96 per student, and health supplies at \$25 per student

Operation Related Expenses

- Operational contracted expenses for the school include fees for an annual audit budgeted at \$3,000 in Year 1 with increase in Year 2 for full year of costs incurred. Also included are legal expenses budgeted at \$7,000 in Year 1, increasing proportionally each year based in population growth.
- Back office support services (Financial Services) are based on a quote from EdTec, who assisted the Committee to Form in the creation of this budget. Services include payroll, budgeting, accounting, financial reporting, and accounts payable.
- Nutrition: Revenue and related expenses have been excluded from this budget, though the school expects to apply for and receive funding for this program. The revenue of this program is expected to cover the costs of providing meals to students. Daily breakfast and lunch rates (estimated at \$2.00 and \$3.00 per student, respectively), will be based on benchmarked data from a number of charter schools throughout Las Vegas, Nevada.

Facilities

- Facility costs are estimated at \$5 per square foot, with estimated 22,000 to be leased in Year 1. We expect to work with partners to structure a lease that increases with student enrollment, indicating the increase each year. This cost is aligned with estimates per square feet from facilities located in our target community. In addition to lease costs, the budget assumes utilities at 10% of annual rent costs, or .64 per square foot, totaling \$14,000 in Year 1.
- Custodial costs and facility upkeep are estimated at \$1,300 per month, or .71 per square foot, based on contracted costs at similar facilities in the community.

Technology and Equipment

- Classroom Technology:
 - Devices: Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. Students will use Chromebooks, used for blended learning program for literacy, and when available, math. In the first years, a ratio of 1 computer to 5 students is used and that ratio will build with enrollment with the eventual goal being 1:1 device to support learning and assessment needs. The estimated average cost per device is \$400.
- Other Technology:
 - Student Information Systems (SIS) costs are based on vendor quotes and informed by similar school experiences.
 - Copier Lease rates of \$700/mo are based on similar costs of neighboring charter schools and include estimated usage fees.
- Furniture:
 - The school expects to purchase necessary faculty and student furniture based on a budget of \$500 per FTE for faculty and per student.

Budget Summary & Cash Flow

- With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, we were able to create a balanced budget with a surplus in each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.
- This petition budget is built to ensure the school maintains a positive cash balance in all months. The school's cash flow forecast in Year 1 assumes that they will not need to borrow over the course of the year. However, if cash flow needs arise, the school may enter into receivable sales where future guaranteed State revenues are factored, and funds are received in advance of actual payment at a fee. Cost for such borrowing would be approximately 10%.
- The start-up budget includes \$15,000 in fundraising, while we have conservatively budgeted Years 1-5 to exclude fundraising revenue.
- While these funds are not built into the budget, the school also hopes to secure revenue from the Charter School Program (CSP) Grant.

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less

Revenue Assumptions

1. Please enter a Base Year into cell F5.
2. Next, be sure to enter the number of classrooms by school year (H9-N9) in the enrollment section.
3. Enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 10-22) and by school year (Columns H-N).
4. In cells H25 through N25, please enter your school's percentage of Title 1 students. Similarly, in cells H26 through N26, enter your institution's percentage of special education students.
5. In cells D28, select the county district for which the students belong from the drop-down list. If the school will be multi-district (e.g. a virtual school), then select Multi-District.
6. At this time, the County DSA worksheet should be completed. The applicant must enter an estimated enrollment number of students per county in the County DSA tab to generate an appropriate figure.
7. The Distributive School Account (DSA) funding per student is automatically populated in cell D29 depending on the county where the school (cell D28) is located and the enrollment numbers entered into the County DSA
8. The Inflation Adjuster in cell D30 is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for
9. Special Education Funding (D32) is prepopulated based on the amount received from NDE.
10. Title I (D33) and IDEA (D34) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from these programs, then provide documentation for further consideration of populating this field. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA
11. Enter "yes" or "no" for the Breakfast Program. The Breakfast Program (D36) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the
12. The National Scholl Lunch Program (D37) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for this program and therefore the amount is zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the revenue line item for the Federal Lunch Program.
13. Any remaining revenue entries can be manually accounted for in the following subgroups:

Charter Start-Up Funds (H39-N39)

Other Start-Up Grant Funds (H40-N40)

Student Fees (H41-N41)

Investment Income (H42-N42)

Private fundraising (foundations, corporate) (H43-N43)

Private Fundraising (H44-N44)

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'E52' and 'E53'.
2. Second, enter the school's percentage of coverage in 'E54'.
3. In 'E55', enter the assumed percentage of employees choosing single for their health benefits.
4. In cells E57 through E60, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.
5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'E61' and 'E62'.
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'E63'.
7. Any bonuses should be accounted for in 'E64', which is calculated as a percentage of salaried employees.
8. The information requested in cells E65 through E68 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).

administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,

10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

[INSERT School Name]

[illegible]

[INSERT School Name]											
Grade Level Teacher	K-5	2025	\$48,000.00	Enrichment	0.00	0.00	0.00	0.00	0.00	1.00	1.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	6-8	2026	\$48,000.00		0.00	0.00	0.00	0.00	0.00	0.00	1.00
Grade Level Teacher	6-8	2026	\$48,000.00		0.00	0.00	0.00	0.00	0.00	0.00	1.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers					0.00	6.00	9.00	12.00	14.00	17.00	19.00

FTE - Total	0.00	10.00	14.00	20.00	24.50	30.00	34.50
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SALARIES

Administrators							
Executive Director	\$0	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668	\$98,538
Director of Development	\$0	\$0	\$0	\$0	\$0	\$0	\$69,556
Director of Curriculum and Instruction - Elementary	\$0	\$0	\$0	\$0	\$0	\$0	\$69,556
Director of Curriculum and Instruction - Secondary	\$0	\$0	\$0	\$0	\$0	\$33,765	\$34,778
Director of Student Services	\$0	\$0	\$0	\$63,654	\$65,564	\$67,531	\$69,556
Manager of Curriculum and Instruction	\$0	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$55,645
Office Staff							
Office Manager	\$0	\$0	\$0	\$0	\$43,709	\$45,020	\$46,371
Manager of Operations	\$0	\$0	\$0	\$50,923	\$52,451	\$54,024	\$55,645
Operations Fellow	\$0	\$0	\$0	\$19,096	\$19,669	\$20,259	\$20,867
Coordinator of Ops and Family Liaison	\$0	\$40,000	\$41,200	\$0	\$0	\$0	\$0

[INSERT School Name]

Manager of Community and Culture		\$0	\$0	\$0	\$0	\$49,173	\$50,648	\$52,167
Community Coordinator and Family Liaison		\$0	\$0	\$0	\$20,157	\$41,524	\$42,769	\$44,052
Coordinator of High School Outreach		\$0	\$0	\$0	\$0	\$0	\$0	\$17,389
Total Administrators and Office Staff		\$0	\$173,000	\$178,190	\$294,930	\$417,422	\$463,710	\$634,123
Special Education and ELL Teachers								
Coordinator of Student Services		\$0	\$46,000	\$47,380	\$48,801	\$50,265	\$51,773	\$53,327
Student Support Specialist		\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648	\$52,167
Student Support Specialist		\$0	\$0	\$0	\$47,741	\$49,173	\$50,648	\$52,167
Student Support Specialist		\$0	\$0	\$0	\$0	\$0	\$50,648	\$52,167
Coordinator of Student Services		\$0	\$0	\$0	\$0	\$0	\$54,024	\$55,645
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
0		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Special Education and ELL Teachers		\$0	\$46,000	\$93,730	\$144,282	\$148,611	\$257,742	\$265,474
Teachers								
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Teacher		\$0	\$47,500	\$48,925	\$50,393	\$51,905	\$53,462	\$55,066
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$54,024	\$55,645
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$54,024	\$55,645
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Assistant		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher		\$0	\$0	\$49,440	\$50,923	\$52,451	\$54,024	\$55,645
Grade Level Teacher		\$0	\$0	\$49,440	\$50,923	\$52,451	\$54,024	\$55,645
Grade Level Teacher		\$0	\$0	\$49,440	\$50,923	\$52,451	\$54,024	\$55,645
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher		\$0	\$0	\$0	\$0	\$0	\$0	\$0

[INSERT School Name]

[illegible]

[INSERT School Name]

Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Salaries	\$0	\$285,000	\$441,870	\$607,896	\$731,034	\$915,039	\$1,053,780
TOTAL SALARIES	\$0	\$504,000	\$713,790	\$1,047,108	\$1,297,067	\$1,636,490	\$1,953,377
BENEFITS							
TOTAL BENEFITS	\$0	\$126,708	\$196,243	\$294,190	\$353,786	\$463,789	\$563,519
<i>% of Salaries</i>		25.1%	27.5%	28.1%	27.3%	28.3%	28.8%

PART-TIME EMPLOYEES

Input part-time employees:

Annualized salary	\$1	\$0	\$8,250	\$12,813	\$20,000	\$26,750	\$31,750	\$32,703
Number of part-time employees at this pay rate		0.00	8,250.00	12,812.50	20,000.00	26,750.00	31,750.00	32,702.50
Annualized salary	\$95,000	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate		0.16						
Annualized salary	\$27,040	\$5,850	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate		0.22						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate								
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate								

PART TIME WAGES	\$20,850	\$8,250	\$12,813	\$20,000	\$26,750	\$31,750	\$32,703
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PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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PAYROLL SERVICES	\$0	\$2,640	\$3,696	\$5,280	\$6,468	\$7,920	\$9,108
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[illegible]

[INSERT School Name]									
Office Supplies	\$50	Per student	\$2,500	\$8,400	\$11,200	\$14,000	\$16,800	\$19,600	\$22,400
Assessment costs	\$96	Per student		\$16,128	\$21,504	\$26,880	\$32,256	\$37,632	\$43,008
Supplies for students	\$130	Per student		\$21,840	\$29,120	\$36,400	\$43,680	\$50,960	\$58,240
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		\$25,200	\$33,600	\$42,000	\$50,400	\$58,800	\$67,200
Instuctional supplies - Teachers (just teaching faculty)	\$600	Per Instructional FTE		\$4,200	\$6,600	\$9,000	\$10,200	\$13,200	\$14,400
General office supplies		Per year		\$0	\$0	\$0	\$0	\$0	\$0
School uniforms	\$30	Per new student		\$5,040	\$1,680	\$1,680	\$1,680	\$1,680	\$1,680
School uniforms - returning students		Per returning student			\$0	\$0	\$0	\$0	\$0
General building decorum		Per year		\$0	\$0	\$0	\$0	\$0	\$0
Health supplies	\$25	Per student per year		\$4,200	\$5,600	\$7,000	\$8,400	\$9,800	\$11,200
Bank fees		Per year		\$0	\$0	\$0	\$0	\$0	\$0
Athletic expenditures		Per student		\$0	\$0	\$0	\$0	\$0	\$0
Postage and shipping	\$18	Per student	\$1,000	\$3,024	\$4,032	\$5,040	\$6,048	\$7,056	\$8,064
Gifts & awards - students		Per student		\$0	\$0	\$0	\$0	\$0	\$0
Gifts & awards - faculty and staff		Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Dues and memberships	\$1,800	Per FTE		\$18,000	\$25,200	\$36,000	\$44,100	\$54,000	\$62,100
Travel and Meetings		Per FTE	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0
Background checks	\$100	Per new FTE		\$1,000	\$400	\$600	\$450	\$550	\$450
Accounting services	\$48,000	Per year	\$1,500	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
Field trips	\$1,680	Per grade level		\$5,040	\$6,720	\$8,400	\$10,080	\$11,760	\$13,440
Field trips - out of state		Per grade level		\$0	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings		Per year		\$0	\$0	\$0	\$0	\$0	\$0
Saturday School (contractors for instruction)		Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies			\$19,000	\$203,202	\$229,586	\$276,930	\$318,524	\$364,968	\$406,612
<i>Per student</i>				\$1,210	\$1,025	\$989	\$948	\$931	\$908
Contracted Services									
Annual audit	\$14,000	Per year		\$3,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Legal funds	\$7,000	Per year	\$5,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
Total Contract Services			\$5,000	\$10,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
Food Program									
Breakfast	yes	Per student		\$0	\$0	\$0	\$0	\$0	\$0
Lunch program	yes	Per student (not covered by Title I)		\$0	\$0	\$0	\$0	\$0	\$0
Snacks	yes	Per student		\$0	\$0	\$0	\$0	\$0	\$0
Saturday food program	yes	Per student		\$0	\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL GENERAL OPERATING EXPENSES			\$24,000	\$213,202	\$250,586	\$297,930	\$339,524	\$385,968	\$427,612
TRANSPORTATION COSTS ASSUMPTIONS									
Percentage of students transported	0%								
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		annual							
Number of students participating				0	0	0	0	0	0
Number of buses required				0	0	0	0	0	0

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2020	2021	2022	2023	2024	2025	2026

Bus purchasing costs		\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$0	\$0	\$0	\$0	\$0
Maintenance costs		\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRANSPORTATION COSTS		\$0	\$0	\$0	\$0	\$0	\$0
Per student		NA	NA	NA	NA	NA	NA

ATHLETIC COSTS

Head coach

Assistant Coach

Equipment

Uniforms

Footballs

Flags/Misc Equipment

Transportation

Referees

Total Costs

\$0

Example: \$150 per away game for 8 games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

Head coach

Assistant Coach

Equipment

Uniforms

Basketballs

Misc Equipment

Transportation

Referees

Gym rental

Total Costs

\$0

Example: \$150 per away game for 8 games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200

Example: \$35/hour - could be up to \$6K

Head coach

Assistant Coach

Equipment

Uniforms

Basketballs

Misc Equipment

Transportation

Referees

Gym rental

Total Costs

\$0

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200

Example: \$35 per hour for 120 hours of practice is \$4,200

Head coach

Assistant Coach

Equipment

Uniforms

Soccer balls

Shin guards, Misc Equipment

Transportation

Referees

Total Costs

\$0

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

Head coach

Assistant Coach

Equipment

Uniforms

Soccer balls

[INSERT School Name]

Shin guards, Misc Equipment

Soccer goals

Transportation

Referees

Total Costs

\$0

Example: \$1,000 per goal post is \$2,000 for a set of goals

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

Head coach

Assistant Coach

Equipment

Uniforms

Other Equipment

Transportation

Referees

Total Costs

\$0

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

Head coach

Assistant Coach

Equipment

Uniforms

Other Equipment

Transportation

Referees

Total Costs

\$0

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

Head coach

Assistant Coach

Equipment

Uniforms

Other Equipment

Transportation

Referees

Total Costs

\$0

Example: \$150 per away game for 8 away games is \$1,200 for bus rental

Example: \$100 for two referees (\$50 per ref) for eight home games is \$800

PLANNING

YR 1

YR 2

YR 3

YR 4

YR 5

YR 6

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2020

2021

2022

2023

2024

2025

2026

Start Year

Active program?

(Input year or "NA")

(Input "yes" or "no")

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

yes

0

NA

no

0

NA

no

TOTAL ATHLETIC COSTS

\$0

\$0

\$0

\$0

\$0

\$0

TOTAL EXPENSES	\$44,850	\$854,800	\$1,177,128	\$1,664,508	\$2,023,595	\$2,525,917	\$2,986,318
----------------	----------	-----------	-------------	-------------	-------------	-------------	-------------

Sage Collegiate PCS

FACILITY & TECNOLOGY EXPENSES

FACILITIES		
INPUT "Purchase" or "Lease"	Lease	

LEASE OPTION

Square feet leased

Lease rate	\$5.00	Per sq ft	Annual lease cost
Custodial	\$0.71	Per sq ft	
Utilities	\$0.64	Per sq ft	
Capital Outlay (building renovations)		One-time cost	Capital Outlay

Total cost to lease

General liability insurance	\$18,000.00	Annual cost
-----------------------------	-------------	-------------

TOTAL FACILITIES COSTS

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2020	2021	2022	2023	2024	2025	2026
0	22,000	29,333	36,667	44,000	51,333	58,667
\$0	\$110,000	\$146,667	\$183,333	\$220,000	\$256,667	\$293,333
\$0	\$15,600	\$20,800	\$26,000	\$31,200	\$36,400	\$41,600
\$0	\$14,000	\$18,667	\$23,333	\$28,000	\$32,667	\$37,333
\$0	\$139,600	\$186,133	\$232,667	\$279,200	\$325,733	\$372,267
\$1,700	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
\$1,700	\$157,600	\$204,133	\$250,667	\$297,200	\$343,733	\$390,267

TECHNOLOGY & EQUIPMENT

ASSUMPTIONS

Copier (monthly lease rate)	\$700	Per month
	200	Students per copier
Desktop/laptop computer cost - Faculty	\$400	Per faculty member
Desktop/laptop computer cost - Students	\$0	Per student
Desktop/laptop computers - Students	400	Per grade level
Cart costs - Students	\$3,500	Per cart

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2020	2021	2022	2023	2024	2025	2026
	1	2	2	2	2	3
	\$8,400	\$16,800	\$16,800	\$16,800	\$16,800	\$25,200
	\$0	\$0	\$0	\$0	\$0	\$0
\$1,000	\$4,000	\$1,600	\$2,400	\$1,800	\$2,200	\$1,800
	\$0	\$0	\$0	\$0	\$1,000	\$4,000
	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0
	\$10,500	\$14,000	\$17,500	\$21,000	\$24,500	\$28,000
	\$0	\$0	\$0	\$0	\$0	\$10,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$10,000					
	\$1,000					
	\$0	\$0	\$0	\$0	\$0	\$0
	\$12,264	\$16,352	\$20,440	\$24,528	\$28,616	\$32,704
	\$0	\$0	\$0	\$0	\$0	\$0
	\$11,400	\$11,400	\$11,400	\$11,400	\$11,400	\$11,400
	\$5,000					
	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$5,000	\$2,000	\$3,000	\$2,250	\$2,750	\$2,250
	\$33,600	\$11,200	\$11,200	\$11,200	\$11,200	\$11,200
\$1,000	\$104,764	\$76,952	\$86,340	\$92,578	\$102,066	\$130,654

TOTAL TECHNOLOGY & EQUIPMENT COSTS

Sage Collegiate PCS

BUDGET SUMMARY

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	2020	2021	2022	2023	2024	2025	2026
Number of Students	0	168	224	280	336	392	448
Number of Employees	0	10	14	20	25	30	35
REVENUE							
DSA Funding	\$0	\$1,140,979	\$1,566,944	\$2,017,441	\$2,493,557	\$2,996,424	\$3,527,219
DSA Sponsorship Fee	0	(17,115)	(23,504)	(30,262)	(37,403)	(44,946)	(52,908)
State Special Education Funding	0	0	77,450	96,812	116,175	135,537	154,900
Title I	0	0	0	0	0	0	0
IDEA	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
School level fundraising	0	0	0	0	0	0	0
R&E start-up funds	0	0	0	0	0	0	0
Other start-up funds	0	0	0	0	0	0	0
Student fees	0	0	0	0	0	0	0
Investment Income	0	0	0	0	0	0	0
Private fundraising (foundations, corporate)	100,000	0	0	0	0	0	0
Private fundraising (individuals)	15,000	0	0	0	0	0	0
TOTAL REVENUE	\$115,000	\$1,123,864	\$1,620,890	\$2,083,991	\$2,572,328	\$3,087,015	\$3,629,210
EXPENSES							
Salaries	\$0	\$504,000	\$713,790	\$1,047,108	\$1,297,067	\$1,636,490	\$1,953,377
Benefits	0	126,708	196,243	294,190	353,786	463,789	563,519
Part-Time Wages	20,850	8,250	12,813	20,000	26,750	31,750	32,703
Performance Bonuses	0	0	0	0	0	0	0
Payroll Services	0	2,640	3,696	5,280	6,468	7,920	9,108
General Operating Expenses	24,000	213,202	250,586	297,930	339,524	385,968	427,612
Transportation	0	0	0	0	0	0	0
Athletic Program	0	0	0	0	0	0	0
Facilities	1,700	157,600	204,133	250,667	297,200	343,733	390,267
Technology & Equipment	1,000	104,764	76,952	86,340	92,578	102,066	130,654
TOTAL EXPENSES	\$47,550	\$1,117,164	\$1,458,213	\$2,001,515	\$2,413,373	\$2,971,716	\$3,507,239

SURPLUS/(DEFICIT)	\$67,450	\$6,701	\$162,677	\$82,476	\$158,955	\$115,298	\$121,971
<i>Per student</i>		<i>\$40</i>	<i>\$726</i>	<i>\$295</i>	<i>\$473</i>	<i>\$294</i>	<i>\$272</i>
Ending Fund Balance	\$67,450	\$74,151	\$236,827	\$319,304	\$478,259	\$593,557	\$715,528

Sage Collegiate PCS

Projected Cash Flow Statement

2020-21

	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET	REVENUES PER BUDGET SUMMARY	
REVENUES	July	August	September	October	November	December	January	February	March	April	May	June			VARIANCE
DSA Funding		285,245			285,245			285,245			285,245		1,140,979	1,140,979	
DSA Sponsorship Fee		(4,279)			(4,279)			(4,279)			(4,279)		(17,115)	(17,115)	
State Special Education Funding															
Title I															
IDEA															
Federal Breakfast Program															
Federal Lunch Program															
School level fundraising															
R&E start-up funds															
Other start-up funds															
Student fees															
Investment Income															
Private fundraising (foundations, corporate)															
Private fundraising (individuals)															
Cash flow loans - inflows/outflows															
Total Revenues		280,966			280,966			280,966			280,966		1,123,864	1,123,864	
Total Revenues Y-T-D		280,966	280,966	280,966	561,932	561,932	561,932	842,898	842,898	842,898	1,123,864	1,123,864			
Percent of Revenues Y-T-D	.00 %	25.00 %	25.00 %	25.00 %	50.00 %	50.00 %	50.00 %	75.00 %	75.00 %	75.00 %	100.00 %	100.00 %			
EXPENDITURES													TOTAL PROJECTED BUDGET	EXPENSES PER BUDGET SUMMARY	VARIANCE
Salaries	21,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	63,000	504,000	504,000	
Benefits	5,279	10,559	10,559	10,559	10,559	10,559	10,559	10,559	10,559	10,559	10,559	15,838	126,708	126,708	
Part-Time Wages										2,750	2,750	2,750	8,250	8,250	
Performance Bonuses															
Payroll Services		220	220	220	220	220	220	220	220	220	220	440	2,640	2,640	
General Operating Expenses		4,264	20,894	20,894	20,894	20,894	20,894	20,894	20,894	20,894	20,894	20,894	213,202	213,202	
Transportation															
Athletic Program															
Facilities	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	157,600	157,600	
Technology & Equipment		5,238	11,058	11,058	11,058	11,058	11,058	11,058	11,058	11,058	11,058		104,764	104,764	
Cash flow loan payments - outflows															
Total Expenditures	39,413	75,415	97,865	97,865	97,865	97,865	97,865	97,865	97,865	100,615	100,615	116,056	1,117,164	1,117,164	
Total Expenditures Y-T-D	39,413	114,827	212,692	310,556	408,421	506,285	604,150	702,014	799,879	900,493	1,001,108	1,117,164			
Percent of Expenditures Y-T-D	3.53 %	10.28 %	19.04 %	27.80 %	36.56 %	45.32 %	54.08 %	62.84 %	71.60 %	80.61 %	89.61 %	100.00 %			
Net Change	(39,413)	205,551	(97,865)	(97,865)	183,101	(97,865)	(97,865)	183,101	(97,865)	(100,615)	180,351	(116,056)	6,701	6,701	
Net Change Y-T-D	(39,413)	166,139	68,274	(29,590)	153,511	55,647	(42,218)	140,884	43,019	(57,595)	122,756	6,701			
Percent of Net Change Y-T-D	(588.20)%	2,479.48 %	1,018.94 %	(441.61)%	2,291.03 %	830.48 %	(630.07)%	2,102.57 %	642.02 %	(859.56)%	1,832.03 %	100.00 %			

Projected Cash Balance

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	NET CHANGE PER BUDGET SUMMARY	VARIANCE
Net Change in Cash (F/B)	(39,413)	205,551	(97,865)	(97,865)	183,101	(97,865)	(97,865)	183,101	(97,865)	(100,615)	180,351	(116,056)	6,701	6,701	
Begin Cash Balance (F/B)	67,450	28,037	233,589	135,724	37,860	220,961	123,097	25,232	208,334	110,469	9,855	190,206	67,450	67,450	
End Cash Balance (F/B)	28,037	233,589	135,724	37,860	220,961	123,097	25,232	208,334	110,469	9,855	190,206	74,151	74,151	74,151	

WEIGHTED
Estimated 2018-19 Rates

County District	Outside				
	DSA	Revenue	Total	Enrollment	Subtotal
Carson City	\$ 7,193	\$ 1,053	\$ 8,246		\$ -
Churchill	\$ 7,202	\$ 1,173	\$ 8,375		\$ -
Clark	\$ 5,779	\$ 1,013	\$ 6,792	168	\$ 1,140,979
Douglas	\$ 6,334	\$ 2,723	\$ 9,057		\$ -
Elko	\$ 8,129	\$ 1,310	\$ 9,439		\$ -
Esmeralda	\$ 21,776	\$ 7,784	\$ 29,560		\$ -
Eureka	\$ 14,487	\$ 21,820	\$ 36,307		\$ -
Humboldt	\$ 7,379	\$ 1,977	\$ 9,356		\$ -
Lander	\$ 4,904	\$ 4,529	\$ 9,433		\$ -
Lincoln	\$ 10,907	\$ 1,329	\$ 12,236		\$ -
Lyon	\$ 7,487	\$ 936	\$ 8,423		\$ -
Mineral	\$ 9,725	\$ 1,475	\$ 11,200		\$ -
Nye	\$ 8,278	\$ 1,469	\$ 9,747		\$ -
Pershing	\$ 9,261	\$ 2,606	\$ 11,867		\$ -
Storey	\$ 8,283	\$ 6,398	\$ 14,681		\$ -
Washoe	\$ 5,737	\$ 1,245	\$ 6,982		\$ -
White Pine	\$ 8,324	\$ 1,634	\$ 9,958		\$ -
Multi-District	\$ 6,792			168.0	\$ 1,140,979

Note - this rate is not correct - should be \$6,067 and \$1,111 as of FY19-20; actual funding will be higher and will be used to further support staffing and instructional needs at the school



BES Guide to Follow-On Support

FOS Mission and Vision

Mission

FOS challenges and supports each founder from the planning year through second year of operation to effectively deliver on the school's mission and vision and achieve its ambitious goals in closing the achievement gap.

Guiding Principle #1: Our Strong Relationships Drive Transformational Growth

Breakthrough leadership learning can only happen when the DLD gains the leader's trust and establishes a strong relationship. The leader has to know that we will be both their biggest supporter and advocate and their toughest critic.

Guiding Principle #2: We Constantly Push for a High Bar

We hold the bar high, especially when the leader is tempted to lower it. When the leader does not have a clear bar for excellence, we help them define it.

Guiding Principle #3: We are Honest

We are direct, honest, and true. We say what the leader needs to hear, in away that she/he will hear it.

Guiding Principle #4: We Target the Most Important Issues and Skills Founders Need to Tackle

We help founders prioritize the 1-3 most important issues facing them and develop the skill(s) they need to solve these issues.



Follow-On Support Explained

What is Follow-On Support?

- **Leadership coaching** for the three years after the Fellowship ends: planning year, year one of the school, year two of the school
- **Continuance of training and guidance** to prepare Fellow to effectively open and run a high performing, urban charter school
- **A mix of coaching activities:** visits to your school, weekly coaching calls, webinars, document review, and video feedback

Why Follow-On Support?

BES believes that strong coaching of high capacity leaders is the most effective way to ensure high quality schools in urban communities across the country. Therefore, the mission of Follow-On Support at BES is to **challenge** and **support** each founder from the planning year through the second year of operation to effectively deliver on the school's mission and vision and achieve its ambitious goals.

What Exactly Does FOS Look Like?

The following pages describe the coaching services provided by Follow-On Support by year, as well as the scope and sequence of leadership goals for each year.

Is FOS Cost Effective for My School?

Yes. The chart below shows the savings to a BES school that uses FOS coaching.

Service	Market Unit Rate ¹	Total FOS Units	Total Market Cost
Individual Coaching	\$160 per hour	50 hours (approximate)	\$8000
Webinars/Resources	\$150 per session/resources	10 (approximate)	\$1500
Board Committee Action Planning	\$3000 per day	1 day	\$3000
School/Local Visits	\$3000 per day	3 days	\$9000
Travel Costs	\$500 per visit (approx.)	3 visits	\$1500
TOTAL MARKET COSTS			\$22,000
TOTAL FELLOW COSTS			\$10,000

¹ Market unit rates based on BES analysis, including price quotes from coaching services procured by nationally recognized CMOs.



Planning Year

In the planning year, FOS exists to push founders to become strong project managers, develop leadership skills where they have gaps, learn the content they need, hire their founding team, recruit their founding students, move from lead founder to executive, and crystallize the vision for the school.

Standard Services	Cost	Additional Services	Cost
<p>FOS for founders consists of a minimum of 6 hours per month of support, broken up into:</p> <ul style="list-style-type: none">• Two, two-hour webinars.• Bi-weekly one hour check-ins with BES coach (or weekly 30 min check-ins) <p>FOS for founders also includes one in-person visit per year.</p>	<p>\$10,000 per year</p>	<p>FOS may also include:</p> <ul style="list-style-type: none">• Document review.• TORSH video review of founder at a school site in teaching/leading role to build leadership presence.• School visits with coach.• In-person meeting to build the relationship.• In-person co-planning with coach.• In-person role playing and practice with coach.	<p>No additional cost for document or TORSH review.</p> <p>School does pay cost of additional in-person support (above and beyond the 1 in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for a two day trip (may vary depending on distance): \$700.</p>



Y0 Quarterly Leadership Development Goals

Quarter 1: Sept-Nov

1. Leader establishes self as skilled project manager to drive multiple priorities simultaneously.
2. Leader immerses in residency to aggressively build needed skillset by getting frequent feedback from BES coach.
3. Leader recruits top talent by using a diverse array of strategies.

Quarter 2: Dec-Feb

1. Leader effectively hires talent that is a strong culture and instructional fit for school.
2. Leader effectively recruits students to ensure healthy budget.
3. Leader sets academic and culture goals for the year (with metrics).

Quarter 3: Feb-Apr

1. Leader articulates clear vision & rationale for every second of day and documents all systems for vision in handbook.
2. Leader sets expectations for staff w/rationale to ensure strong instruction & adult culture and memorializes in handbook.
3. Leader finalizes summer PD that prepares every teacher to lead high expectation classroom on day 1 of school.

Quarter 4: May - June

1. Leader is ready to execute PD at a high level by rehearsing sessions with BES coach.
2. Leader plans every second of student orientation and prepares team to execute at a high level.
3. Facility is set up to support strong culture systems that support academic goals.

* Note: Quarterly goals for leaders are continuous in nature. For example, recruiting top talent is a skill that is developed in Q1, but is still exercised throughout the year.



Year One

In year one, FOS exists to push leaders to champion and uphold their vision, become strong teacher coaches, use data to aggressively move academic results, manage and cultivate talent, and create personal organization systems that allow them to effectively deliver on their core responsibilities.

Standard Services	Cost	Additional Services	Cost
<p>FOS consists of a minimum of 4 hours per month of support, broken up into:</p> <ul style="list-style-type: none">• Phone calls• Document review• TORSH video review <p>Additionally, FOS provides four annual visits to campus:</p> <ul style="list-style-type: none">• Each visit lasts at least 3 hours• At least one visit takes places during summer PD or first days of school to ensure strong opening• Includes school walkthrough, school systems audit, and full debrief with written follow-up.	\$10,000 per year.	<p>FOS may also be used for:</p> <ul style="list-style-type: none">• Visits to other schools with coach.• Additional visit to campus during a time of high need.• One week intensive culture reset if behavior is impeding learning.• Two week intensive if school has become an unsafe or non-respectful environment.	<p>School pays cost of additional in-person support (above and beyond the 4 in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for an additional visit to campus (may vary depending on distance): \$700.</p> <p>Estimated cost for a one week school reset: \$2500</p> <p>Estimated cost for a two week school reset: \$5000</p>

Y1 Quarterly Leadership Outcomes

Quarter 1: July-September

1. Leader plans & leads strong summer PD to establish academic and culture base (incl. "Day in the Life").
2. Leaders effectively coaches teachers on strong classroom culture.
3. Leader explains, models, and reinforces the "bar" for every stakeholder in every part of the school.

Quarter 2: October - December

1. Leader diagnoses instructional trends and creates a data based action plan to move academic results.
2. Leader has a means of keeping "ear to the ground" re: staff culture and can invest/hold the line with adults.
3. Leader effectively recruits talent for Y2 using school as marketing tool.

Quarter 3: January – March

1. Leader adjusts/resets weak systems for strong start to the new year.
2. Leader assesses effectiveness of curriculum and plans curriculum systems for Y2..
3. Leader start readiness process for following year re: hiring, facilities, enrollment, systems, budget, calendar for Y2, etc.

Quarter 4: April - June

1. Leader effectively manages talent by non-renewing weak staff, developing Y2 leaders, and aggressively recruits for remaining vacancies.
2. Leader reflects on performance of school and sets goals for next year.
3. Leader plans summer work time to ensure strong Y2 (self, LT, ops).



Year Two

In year two, FOS exists to push leaders to champion their vision as the school doubles, sharpen the academic focus, manage talent in a competitive market, develop talent for future school growth, manage their role to empower others, and prepare the school to qualify for The Network.

Standard Services	Cost	Additional Services	Cost
<p>FOS consists of a minimum of 4 hours per month of support, broken up into:</p> <ul style="list-style-type: none"> • Phone calls • Document review • TORSH video review <p>Additionally, FOS provides three annual visits to campus with the option of a fourth visit (if determined to be necessary by leader and/or coach):</p> <ul style="list-style-type: none"> • Each visit lasts at least 3 hours • Includes school walkthrough, school systems audit, and full debrief with written follow-up. 	\$10,000 per year.	<p>FOS may also be used for:</p> <ul style="list-style-type: none"> • Visits to other schools with coach. • Additional visit to campus during a time of high need. • One week intensive culture reset if behavior is impeding learning. • Two week intensive if school has become unsafe. 	<p>School pays cost of additional in-person support (above and beyond the 4 in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for an additional visit to campus (may vary depending on distance): \$700.</p> <p>Estimated cost for a one week school reset: \$2500</p> <p>Estimated cost for a two week school reset: \$5000</p>

Y2 Quarterly Leadership Outcomes

Quarter 1: July-Sept

1. Leader develops 1-2 team members to take significant ownership in school and are able to execute on leader's vision.
2. Leader plans & executes high quality summer PD and onboarding.
3. Leaders effectively coach teachers, ensuring they are holding a high bar for culture

Quarter 2: October - December

1. Leader uses systems for distributed leadership to ensure all leaders are implementing vision of school.
2. Leader effectively coaches (or coaches another leader to coach) teachers ensuring they are holding a high bar for academic rigor
3. Leader diagnoses instructional trends and create a data based action plan to move academic results.

Quarter 3: January - March

1. Leader creates clear vision for grade level and dept. structures for Y3 and develops leaders to ownership of these structures.
2. Leader start readiness process for following year re: hiring, facilities, enrollment, systems, budget, calendar for Y3, etc.
3. Leader has short and long term facilities plans in place.

Quarter 4: April - June

1. Leader effectively manages talent by non-renewing weak staff, developing Y3 leaders, and aggressively recruits for remaining vacancies.
2. Leader reflects on overall performance of the school and sets goals for next year.
3. Leader plans summer work time to ensure strong Y3 time (self, LT ops)



FOS Leadership Competencies

A competency is defined as, “a cluster of related knowledge, skills and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Parry, 1996, p. 50).²

The following leadership competencies are organized by the Building Excellent Schools Ten Principles of School Design with one additional category for relationship building. Schools grow only as fast as the leader does. Therefore, it is incumbent on the leader to self-assess and seek out feedback on each of these competencies on a regular basis. Follow-On Support requires that the leader and coach assess these metrics at least twice per year.

Competency 1: Leader demonstrates an unwavering belief that all students can, must, and will learn at high levels.

Mindsets:

- High Expectations – Sets high expectations for students for both behavior and academics. Believes that all students can meet high expectations. Holds all students accountable to high expectations, and holds all adults accountable to maintaining these high expectations.
- Urgency – Shares a sense of urgency about closing the achievement gap and demonstrates urgency and persistence in pursuit of solutions that maximize student achievement. Is willing to do whatever it takes to get the work done right.³
- Whole School – Believes the success of all students in the school is her responsibility. Considers the needs of all grade levels and all subject courses when making decisions⁴.

Skillsets:

- Leader as the Bar - Leader explains, models, and reinforces the "bar" for every stakeholder in every part of the school.
- All Students – Strategically plans how the school will ensure that all students will meet high academic expectations across grade levels and across subjects.⁵

² Found in KIPP Leadership Framework and Competency Model, p. 2

³ Directly taken from LENS competencies

⁴ My language with a concept from the Leadership Pipeline book

⁵ My own language based on concepts from Leadership Pipeline

Competency 2: Leader establishes a clear, college-bound **mission** understood/supported by all.

Mindsets:

- College, College, College – Shows an unwavering belief that all students can and must go to college.
- Alignment – Ensures that all goals, budgets, staffing, training, and meetings are aligned to the mission and vision of the organization.⁶
- Ownership – Takes ownership over the school's mission and considers it her responsibility to ensure that the staff and the organization as a whole stay focused on the mission.⁷

Skillsets:

- Sets Challenging Goals – Sets goals for student achievement and for the organization that ensure the high expectations of the mission are met.
- Mission, Vision, Values, and Goals – Creates, communicates and monitors clear organizational mission, vision, values, and goals for all stakeholders including: teachers, leaders, board members, parents, students, and community members.⁸

Competency 3: Leaders is adamant about strong academic results, inspiring and demanding team towards goals.

Mindsets:

- Demand – Is unafraid to demand an extraordinary amount of work from adult team.
- Inspiration – Understands that part of the role is to inspire adults towards the hard work of academic results.
- Perseverance – In the face of challenges, leader perseveres by staying focused on the goal and changing course if necessary.

Skillsets:

- Effective Managing Towards Results – Knows when to inspire and when to demand so that adult team works urgently towards academic goals.
- Strategic Planning – Develops strategic plans and communicates to necessary stakeholders.⁹
- Monitoring Progress – Sets milestones and metrics for understanding progress towards goals. Carefully monitors progress and changes course when necessary.¹⁰
- Prioritizing – Manages time/resources effectively to drive towards organizational goals.
- Student Support- Collaborates with school staff to maximize the ability of the school to support all students' academic development.

⁶ Directly from Bellwether

⁷ My own language based on conversations with DLDs and Bellwether

⁸ Adapted from Bellwether and KIPP

⁹ Bellwether

¹⁰ Bellwether



Competency 4: Leader hires and develops **teachers** to be strategic, engaging, knowledgeable, and adamant about academic results.

Mindsets:

- Accountability – Holds all staff members accountable to the stated standards, expectations, and non-negotiables of the organization.¹¹
- Responsibility for Others – Believes in her own responsibility for the success of others. Knows that making time to help and coach others is the major responsibility of her role.¹²
- People Management – Values managerial work as the main purpose of her role. Sees the management of others as the main work rather than her own tasks.¹³

Skillsets:

- Feedback – Provides specific, concrete, and timely feedback that holds all individuals accountable for high-level execution of tasks related to the mission of the school.¹⁴
- Development – Provides adequate, relevant, and practice-based development and training to all appropriate staff members. Considers developing others to be one of her main responsibilities.¹⁵
- Collaboration – Facilitates professional learning opportunities in which teachers regularly collaborate to reflect on and refine their curriculum and instruction using achievement data, student work, and their own observations/experiences.¹⁶
- Retention – Uses time and financial resources for the development and retention of top performers who have long-term potential in the organization.¹⁷
- Evaluation – Engages in regular and transparent evaluation of all appropriate staff members. Handles any challenging conversations or issues urgently and clearly. Removes underperformers quickly.

¹¹ Revised from Bellwether

¹² My own words based on concept in The Leadership Pipeline book

¹³ My own language based on a concept in the Leadership Pipeline book.

¹⁴ Directly from LENS competencies.

¹⁵ Adapted from Bellwether

¹⁶ LENS

¹⁷ Bellwether



Competency 5: Leader creates a **structured** organization and culture that embraces urgency and efficiency and celebrates achievement. Leader ensures the **discipline** system is consistently applied with high behavioral expectations for all.

Mindsets:

- Respect – Establishes school culture that reflects self-discipline and respect for learning from all students and staff in the building.¹⁸
- Bar for Excellence – Holds staff and students to a high bar of behavioral and academic excellence. Considers it her responsibility to hold the bar in all cases.¹⁹
- Student Best Interest – Makes all decisions with students’ best interests in mind. Ensures that all teammates do the same.

Skillsets:

- Cultural Vision – Develops, communicates, establishes, and protects a specific vision for adult and student culture.
- Modeling – Models what it looks like to hold a high bar, and to run an effective classroom using a range of taxonomy techniques.
- Culture Building – Creates an environment where the stated mission, vision, values, and goals are woven into the culture through purposeful decision-making, systems, policies, rituals and traditions.²⁰
- Celebration – Ensures that academic excellence and the school’s mission are celebrated whenever and wherever the school community gathers (classrooms, hallways, assemblies and school events.)²¹
- School Culture - Provides leadership to all staff and students in establishing a positive, structured, achievement-oriented, and fun school culture. Ensures that high academic and behavior standards are maintained in and out of class.²²

¹⁸ LENS

¹⁹ My language based on conversations with DLDs

²⁰Adapted KIPP competency, description is adapted from Bellwether

²¹ Directly from LENS competencies.

²² Adapted from Uncommon Principal Description

Competency 6: Leader institutes deep and rich **curriculum**, from skill mastery leading to college prep work.

Mindsets:

- Quality - Believes that curriculum for all subjects and grade levels must be of the highest quality, tied to common core and leading to college readiness.²³
- Depth of Knowledge – Understands that she must have a deep understanding of all subjects in all grade levels in order to hold others accountable to delivering excellent instruction.²⁴

Skillsets:

- Instructional Philosophy – Provides instructional leadership informed by a nuanced understanding of best practices in all grade levels and in all core subjects (e.g., reading, writing, math, social studies, science).²⁵
- Curriculum – Creates, teaches, and manages a curriculum planning process that aligns clear, specific, and measurable standards for each subject, well-planned lessons, and rigorous assessments.²⁶
- Instruction – Develops teachers with curricular feedback, direct instructional and behavior management coaching, observation and feedback meetings, and professional development sessions.

Competency 7: Leader employs frequent and rigorous **assessments** with data analysis connected to immediate action plans.

Mindsets:

- Focus on Results – Focuses on results and does not confuse effort with results.
- High Bar – Uses common-core or College Board pegged assessments

Skillsets:

- Assessment – Oversees the administration of several different types of assessments to measure and improve instruction and learning.
- Data Driven – Supports the team to use academic achievement data to drive instruction and learning. Sets milestones and metrics for progress towards academic goals. Monitors and assesses progress towards key milestones and metrics. Articulates progress to key stakeholders

²³ My own language added because I didn't have any mindsets in this section. Based on discussion with DLDs.

²⁴ Ibid.

²⁵ LENS competency

²⁶ Slightly adapted LENS



and determines critical moves based on progress.²⁷ Makes key decisions based on assessment data.

- Gathering Information – Collects data, seeks patterns, and researches possibilities in order to make decisions²⁸
- Action – Ensure every teacher creates thoughtful and comprehensive action plans based on data.

Competency 8: Leader establishes clear and frequent **communication** with parents on academics and behavior.

Mindsets:

- Input – Gains input from school community (internal and external) and adapts accordingly, while remaining true to the organizational mission and vision.²⁹
- Parents as Partners – Sees parents as partners in the work, and works to engage them in students academic lives.

Skillsets:

- Communication Systems – Ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.³⁰
- Family Engagement – Plans, organizes, and leads efforts at family engagement including family events, report card distribution, daily/weekly/monthly communication systems, and family calendar.³¹

Competency 9: Leader builds **relationships** within and outside the organization to achieve the mission of the school.

Mindsets:

- Respect for Community – Demonstrates knowledge of and respect for the cultures of the communities served by the organization. Actively seeks to understand the community and establish partnerships with community members.

²⁷ Bellwether

²⁸ Definition from Bellwether

²⁹ Bellwether

³⁰ LENS

³¹ Adapted from UP DOO Competencies.



- Emotional Constancy - Demonstrates emotional constancy in stressful situations and acts as a role model in the school.³² Always treats others with respect and actively displays appreciation and gratitude towards others in all aspects of the work.³³
- Awareness and Appreciation of Difference – Is aware of lines of difference and seeks to understand how she/he “shows up” to those who are different from leader.

Skillsets:

- Relationships – Purposefully builds strong relationships with all students and ensures all teammates do the same. Builds productive working and/or mentoring relationships with those from diverse backgrounds, particularly with someone from a different cultural and socioeconomic background.
- School Community – Builds a collaborative culture in which teachers see themselves as personally responsible for student and school success.³⁴
- Networking – Actively seeks opportunities to make relationships that are beneficial to the organization. Promotes and contributes to culture of sharing effective practices within the organization and outside of the organization while regular taking advantage of networking opportunities to share best practices with other organizations.
- Communication – Communicates effectively with all stakeholders and adapts communication style appropriately to each situation. Inspires all stakeholders to believe in and reflect the school’s mission and high expectations.³⁵
- Motivating Others – Stimulates others to take action. Anticipates reactions and addresses concerns of others in order to persuade them to take the correct action.
- Self-Reflection – Understands her own strengths and weaknesses and takes the time to reflect on these and on own growth. Models self-reflection for others.
- Self-Development – Proactively seeks professional development of self as a leader and is self-aware to know what development is needed. Demonstrates humility and admits when they don’t know something while seeking support from others.
- Inclusiveness – Creates and maintains an environment in which people from diverse backgrounds and perspectives communicate well, feel confident, and work together.³⁶
- Perception – Understands and anticipates how her actions affect how others perceive her. Purposefully controls her leadership presence to create the desired perception.
- Modeling – Models excellent leadership presence, organizational values, and strong character at all times.
- Difficult Conversations – Engages in effective “difficult conversations” and provides clear, direct, and respectful feedback to students, families, staff, colleagues, and others.³⁷

³² LENS competency

³³ Adapted from KIPP

³⁴ LENS

³⁵ LENS competency

³⁶ Bellwether description, adapted KIPP competency

³⁷ LENS competency



- External Relations and Development - Manages relationships with all outside organizations and leads the school's efforts to partner with community leaders and organizations.³⁸
- Coalition Building – Builds a coalition of support behind the school that includes staff, families, community members, and other friends of the organization.³⁹

Competency 10: Leader ensures that the school is a model of organizational and operational effectiveness.

Mindsets:

- Personal Effectiveness Leadership – Constantly looking for ways to grow self on personal organization and effectiveness.
- Operations as Integral to Mission – Sees operational excellence as the necessary precondition for academic excellence.
- Systems-Driven - Prioritizes student achievement while consistently designing, implementing, enhancing, and enforcing school policies and procedures.

Skillsets:

- Over-Preparation & Practice--Over prepares for projects, deadlines, and deliverables by always meeting deadlines and set expectations by asking clarifying questions prior. Relies on and consistently practices prior to any big project, session, or event. Takes initiative on practicing and utilizes feedback from practice in final execution.
- Delegation—Ensures her time is focused on the highest leverage work by successfully delegating projects in early planning stages and setting up people for success by mapping out clear vision, outcomes, and plan.
- Staffing Structure – Identifies the key roles, responsibilities, skills and mindsets of the organization. Records staff progress towards these items and makes training, staffing, and budgeting decisions that reflect the needs of the organization.⁴⁰
- Resources – Manages acquiring and using resources (people, funding, supplies etc.) to reach the mission of the organization.
- Financial Management – Makes sound financial decisions based on budget planning and maintenance. Makes financially sound decisions resulting in positive cash flow and cash preserve.
- Compliance – Maintains and audits systems to make sure that the organization is in compliance with all state and federal laws as well as grant requirements and to the mission and values of the organization.

³⁸ From Uncommon DOO JD

³⁹ Our own addition

⁴⁰ Directly from Bellwether



- Systems Development and Management – Develops, documents, teaches, and maintains school wide systems for things like nutrition, arrival and dismissal, bathrooms, class coverage, etc.⁴¹
- Facility Support – Ensures that the school facility is maintained and creates a clean, bright, and positive physical environment for the school.⁴²
- Student Enrollment – Manages student recruitment and enrollment ensuring that the school has a healthy enrollment to reach both the school’s mission and the budget targets.⁴³

⁴¹ Adapted from UP DOO Competencies.

⁴² Adapted from UP DOO Competencies.

⁴³ Adapted from UP DOO Competencies.

APPENDIX 2: CORE TENETS at SAGE COLLEGIATE

- **College starts in Kindergarten.** We have two college campus tours and a Family College Night “Learning is Love” built into our annual calendar. At Sage Collegiate, we firmly believe all children can achieve at high levels and meet high standards. College is a goal for all, and Sage Collegiate is a college-focused community, with high expectations for all, emphasizing what is possible for scholars and conducting college tours to provide students and families with the opportunity to begin planning their child’s future as college graduates.
- **Literacy is everything.** To ensure scholars are firmly on a college path and set up for success in middle school and beyond, Sage Collegiate focuses on literacy and sets ambitious goals of all scholars reading at or above grade level by the end of second grade. Due to our extended school year and extended day, our daily instructional program includes 200 of literacy in K-5. Our Middle School block is doubled, as well. In contrast, CCSD K-5 students spend 158 minutes on literacy.¹ This is 42 more minutes, on average, each day. Over the course of the year, Sage Collegiate spends 7686 minutes (128.1 hours) *more* than the local district on literacy in K-5.
- **Structure + zest = All scholars learn.** As Paul Tough, in *How Children Succeed*, and Ellen Galinsky, in *Mind in the Making*, tell us, character and non-cognitive development are critical to student success. They are core features to our overall structure and day. Zest, character development, and non-cognitive development are addressed in our annual calendar through Family Literacy Nights, Family Math Nights, Fall Festival, Weekly Community Circles (Jubilee Gatherings on the last day of school each week), field trips; Scholastic Book Fairs; and the annual EOY family celebration.
- **We lead with urgency.** Time is a non-renewable resource. Our scholars have but a single year in each grade. They cannot afford for us to take our time or for change to come at an incremental pace. We have an extended day (7:30 a.m. – 4:00 p.m.) and year (183 days) to provide the necessary instruction and support to meet our mission and fulfill our vision. Our approach to time and the urgency of our mission best ensures we create opportunities for scholars to maximize their growth and skill development.

We protect instructional minutes. We minimize interruptions, have strong systems and procedures in place to maximize efficiency, including silent hallways, bringing books to lunch, and no loud-speaker or non-urgent calls to classrooms during instructional times. This keeps in practice with our structured environment. With efficient, effective systems in place and consistent practices, there is no need for the unexpected interruption or schedule that veers off course. Practiced and mastered procedures, by both staff, during at least three weeks of summer professional development, and by students, during summer orientation, allow for familiarity and reliability that allows our attention to be put on instruction and supporting students’ academic needs.

- **Exemplary teachers, exemplary results.** Our academic calendar is similar to the typical CCSD calendar but provides additional instructional days and minutes. The calendar is divided into three trimesters, with 183 instructional days, 35 of which are abbreviated days, which provide weekly mid-to late-afternoon professional development sessions for staff and teachers. In addition to those abbreviated days, there are 20 full days of professional development, including three (3) weeks of summer professional development before the school year begins and data days. Additional days are strategically built in to support effective data analysis and intervention planning each trimester.

¹ http://cpd.vegas/ourpages/auto/2017/7/21/32097798/Literacy%20Instruction%20Framework_Elementary_1-5.pdf

- **Data drives instruction.** *“Data-driven instruction is the philosophy that schools should constantly focus one simple question: are our students learning?”*² Encompassed in our 20 days of Professional Development are 4 Data Days (DDs) that allow us to better answer that question and determine how much and at what pace our scholars learn. Research shows that when implemented well, data-driven instruction can transform student achievement in a school through targeted instructional planning and execution.³ Data Days allow teachers to work collaboratively to analyze and dive deep into student achievement results within and across classrooms, content, and grade levels.
- **It takes a village.** Our annual calendar demonstrates a clear commitment to partnership with families and communities. Prior to the start of the school year, during our Summer Staff Professional Development, we have home visits and family orientation. Families will participate in at least one of two college campus tours each year. Family-teacher conferences take place at least twice a year, and families receive daily, weekly, and monthly updates, and 6-week reports on the academic and behavioral progress of their scholar(s). We have monthly gatherings such as College Night, Book Launch Party (where scholars are the authors), and Family Literacy/Math Nights focused on at-home math and literacy activities. Workshops are offered to families around college access, literacy at home, and character development to help parents and guardians sharpen the skills they need to be effective teachers at home. We proactively engage and partner with community organizations to provide enrichment opportunities, afterschool programming, field trips, and health services, and we are actively pursuing a partnership with local organizations to support students and families on our Abbreviated Fridays.

² Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

³ Bambrick-Santoyo. *Leverage Leadership*.

APPENDIX 3: FAMILY ENGAGEMENT

Home Visits and Family Orientation

Our partnership with families begins before the school year with Home Visits and Family Orientations. Research shows that home visits strengthen students' chances for success in school¹ and have been identified as a best practice by the NEA.² Home Visits allow the school leader and other staff to get to know the new family, better understand the shared high expectations for student success, and discuss families' reasons for choosing to enroll their child(ren) in Sage Collegiate. Annual Family Orientations offer another opportunity for parents to learn about our cultural procedures and practices, routines and rituals, ambitious academic expectations, and day-to-day logistics prior to the first day of school. Families have a chance to learn about the processes around transportation, arrival, dismissal, and nutrition, as well as the food options for scholars. We communicate proactively and clearly with all families, engaging them in conversations about school practices, including academic goals, homework, uniform, attendance, and behavior, making sure parents are clear on our consistent expectations and policies. We remind families we are a different type of school because if you want to be different, you have to *be* different.³ Each August, within three weeks prior to the start of school, Sage Collegiate will host multiple Family Orientations. We will provide opportunities both in the evening and during the day, and on a Saturday, to allow families ample opportunity to attend Family Orientation for which the goal is 100% attendance.⁴

Members of the school's leadership team will plan and lead Family Orientation for each grade level, and all teachers will be present to help facilitate. Students and their families will receive a formal presentation about promotion requirements for the grade level, during which the school leader will walk through each individual promotion requirement for the ensuing year and will make clear that falling short of meeting these promotion requirements may result in a retention decision. At this time, families will also receive the Student and Family Handbook, which outlines all expectations including those around promotion and graduation requirements.

After a family has accepted a seat at the school for their child(ren), and prior to the start of the school year, Home Visits will be scheduled for all new Sage Collegiate students and families. Additional Home Visits will be conducted throughout the year, as needed, to maintain positive relationships between school and family. At these individual meetings, invitational and not required, school leaders (and advisors, in Middle School) will meet with students and family members to review the Student and Family Handbook and walk through the Sage Collegiate Family-Scholar- School Commitment, which again lays out the school's promotion and graduation requirements as well as expectations regarding attendance, punctuality, Life Work (homework), and parent communication (daily homework tracker, bi-weekly academic progress report (middle school), bi-weekly phone call home, etc.). Again, family participation will never be a condition of enrollment at Sage Collegiate. During this meeting, the school leader (or advisor) will take the opportunity to conference with the student and family individually to discuss the student's academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school's behavior expectations and discipline plan. The tone of this meeting will be both celebratory and serious. The school leader (or advisor) will congratulate the student and family on committing to the rigorous academic challenges of the ensuing year; they will also describe the

¹ Kilgore, E. "Teacher Home Visits: The Importance of Sharing a Meal." *Education Week*. March 11, 2014
<http://www.edweek.org/tm/articles/2014/03/10/kp-kilgore.html>.

² 263 "Research on Best Practices in Education." National Education Association. <http://www.nea.org/tools/17073.htm>.

³ This notion and concept of being different comes from many former BES Fellows and current schools, leaders, but specifically from Lagra Newman, 2011 BES Fellow and Head of School at Purpose Prep, during an August 2016 visit by Ms. Kinne as part of the BES Fellowship, and Kelly Dowling, Principal of Uncommon Schools' North Star Academy Downtown Middle School, during a September 2016 visit. At Purpose Prep, <http://www.purposeprep.org/>, scholars rank in the 90th percentile on nationally-normed assessments, and 93% of Kindergarteners and 96% of 1st graders read *above* grade level on STEP assessments. Uncommon Schools, <http://www.uncommonschools.org/>, where students outperform their peers throughout the state, including the state's white and affluent students.

communication milestones and intensive support that the student and family will receive if the student is struggling.

Cafecitos

On the third Thursday of every month, the Executive Director hosts hour-long Cafecitos, a chance for parents to engage in conversation with our school leader, build and strengthen relationships between home and school, share concerns and praise about the school's team, and learn more about the school's vision. Pastries and beverages are provided, and younger siblings are welcome along with parents. We offer a blend of curriculum exposure, workshops for families, and open forum for families to share ideas and ask questions. As our school grows, other School Leadership Team members, such as the Director of Student Services and Community Coordinator and Family Liaison, participate with the Executive Director to provide opportunity for even deep relationship building with families.

Families for Sage Collegiate

We work diligently and purposefully to involve and invest families in our school. If parents want to be more involved, Families for Sage Collegiate is a group all families are welcome to join; parents can also just attend the monthly meeting. Each month, the group works closely with the Executive Director, and other school leadership, to identify and coordinate support for the school. The group coordinates May's Teacher Appreciation Week, identifies parent volunteers for field trips, facilitates welcoming events for new families, and plans other events as identified. Based upon strong family engagement practices at high-performing schools observed by the proposed ED during the BES Fellowship and her Leadership Residencies, Families for Sage Collegiate also engage and coordinate parent volunteers for everything from helping to copy reading books (Reading A-Z books, which many Kindergarteners and 1st graders use for Life Work) to organizing the school library and establishing rituals that infuse the community.

Family Nights and Conferences

Every month, we have a least one family event, including Family Nights and Family-Teacher Conferences. Family Nights are centered around math and literacy and provide engaging workshops to help parents learn strategies for at-home skill practice. In our first year, we will have one Family College Night, growing this event each year as our school grows. We have other events to bring our school community together and to create safe alternatives and festive options and showcase our students' talents, including a Family Fall Festival each October, Family Holiday Arts Event each December, and an end-of-year Family Gathering during the last week of school. Families are invited to join students and staff at the fall Las Vegas Book Festival. This free, annual event provides students with exposure to authors, artists, and literature.

Conferences take place at the end of each trimester, with all families invited and expected to attend in November and March, and specific students' families asked to attend at the end of the school year. These conferences ensure parents and teachers are aligned with student achievement, support systems, and best practices for home and school.

College Campus Tours

Beginning Year 1, we have at least two college campus tours each year for scholars. College begins in Kindergarten, and we invite and encourage families to participate in these college tours. Parent involvement in campus visits helps students and families better plan the path to college, and families have an opportunity to see the possible for their scholars. Costs are built into our budget as part of our field studies and subsidized through fundraising.

Communication

Families receive daily, weekly, and monthly updates on the academic and behavioral progress of their scholar(s). As part of their daily Life Work⁵ assignments, students share their Daily Log with their parents. Daily Log communicates to parents their child's attendance, school behavior, class participation, Life Work completion, and academic performance, keeping families informed daily. Families are required to sign scholars' Daily Logs and Life Work. These daily logs are linked to daily and weekly rewards at school that incentivize students to do and be their best. When needed, reports are customized for individual scholars and specific goals.

Each week, families receive a purple folder with all announcements, permission slips, monthly calendar, and students' weekly behavior reports/paychecks, detailing their earned incentives that show how well their child(ren) met behavior expectations during the week. These folders are signed and returned to the school as evidence parents have received and read the materials, in keeping with our shared goals for students as partners in our mission.

Each week, our family newsletter goes home to families. This allows us an opportunity to celebrate student achievement, share data around academics, attendance, and goals, and highlight upcoming school events. Newsletters are also shared on our website, which is updated regularly with school news and information.

Every 6 weeks, we send home our mid-trimester report to families, informing them of students' academic achievement and progress toward goals. These reports include updated performance data that outlines students' academic proficiency in literacy development, targeted intervention action plans that maximize academic progress, and tangible supports for families to provide at home. Sage Collegiate communicates scholars' progress as compared to state standards to keep parents apprised of the scholars' individual, collective (whole group), and comparative (ranking within classroom) achievement.

In addition to our outreach to families, teachers are required to answer phone calls from scholars and families up until 7:30 p.m. each school night. This allows parents to ask teachers about students' Life Work and student progress. Additionally, teachers make bi-weekly Sunshine calls to allow parents to hear about the great choices their scholars make and how proud we are of students' progress. Families receive automated calls the night before school events to remind and encourage families' attendance and following any unexpected safety issues at the school (i.e., lockdown) to keep families informed and have transparent communication.

Family and Community Engagement

We proactively engage and partner with community organizations to provide enrichment opportunities, afterschool programming, field trips, and health services. When aligned to our mission, we welcome community members as speakers, volunteers, and event sponsors. As we grow as a school, workshops are offered to families around college access, literacy, and character development to help parents and guardians sharpen the skills they need to be effective teachers at home.

We also provide ample opportunity for parents to volunteer at the school. Family members may assist in a variety of ways, from supporting drop-off and pick-up, helping with the set up and supervision of breakfast and lunch, assisting in our office, and more. Volunteers receive training and development to assure they are allies in school culture and practices. Given our anticipated Spanish-speaking population, we provide a translator at family events and family-teacher conferences, and we ensure all materials are translated so parents can stay informed.

Additionally, to allow families an opportunity to provide feedback and inform the school's growth, we seek parent input through semi-annual surveys. Conducted in concert with a third-party evaluator, such as

⁵ Given the need to develop life-long habits, practices, and study skills, we refer to students' nightly assignments and reading as Life Work.

TNTP, surveys are administered during Family-Teacher Conferences in November and March. We value the voice of parents, and we welcome their feedback.

Monthly Board Meetings

Every board meeting is open to the public, and a forum for public comment is structured to solicit feedback from families at all meetings, in alignment with Open Meeting laws. Board meetings are open to the public, are announced on our website and in our weekly newsletters, and parents are welcome to attend. Families for Sage Collegiate serves as a consultative board, from which volunteer and organizers for school events, like Fall Festival, are identified.

Figure 3.1: Family Engagement Events: 2020-21

Family Engagement Events: 2020-21	
Spring & Summer	Post-lottery: Family Home Visits
July & August	07.20-07.31 Family Orientations 08.20: Third Thursday Cafecito TBD: Monthly Board Meeting
September	09.17: Third Thursday Cafecito 09.24: Family Literacy Night and Fall Scholastic Book Fair 09.28: 6-weeks report to families TBD: Monthly Board Meeting
October	10.15: Third Thursday Cafecito 10.30: Family Fall Festival TBD: Monthly Board Meeting
November	<i>NO Third Thursday Cafecito due to Parent-Teacher Conferences</i> 11.16: 6-week reports to families 11.17-11.19: Family-Teacher Conferences and Semi-Annual survey #1 TBD: Monthly Board Meeting
December	12.05: College Campus Visit #1 12.17: Family Holiday Arts Celebration 12.17: Third Thursday Cafecito TBD: Monthly Board Meeting
January	01.21: Third Thursday Cafecito 01.22: 6-week reports to families 01.28: Family Math Night TBD: Monthly Board Meeting
February	02.11: Family College Night: Learning is Love 02.18: Third Thursday Cafecito TBD: Monthly Board Meeting
March	03.02-03.04: Family-Teacher Conferences, 6-week reports, and Semi-Annual Survey #2 03.21: Third Thursday Cafecito Monthly Board Meeting
April	04.12: 6-week reports to families 04.15: Family Literacy Night and Spring Scholastic Book Fair 04.15: Third Thursday Cafecito 04.24: College Campus Visit #2 TBD: Monthly Board Meeting
May	05.20: Family EOY Celebration (picnic) 05.24-05.26: Family-Teacher conferences for identified families TBD: Monthly Board Meeting

APPENDIX 4: CURRICULUM & INSTRUCTIONAL COMPONENTS

Literacy K-2 Rationale/Explanation Component	
Read Aloud	Reading aloud to children has been referred to as the single most important activity for building the skills required for reading success. ¹ It allows teachers to demonstrate the metacognitive processes necessary for successful reading comprehension. ² Read Alouds allow students to focus on high-frequency sight words, to acquire new vocabulary, develop auditory skills, and hear modeled reading fluency and expressive reading. Read Alouds also build an enjoyment for reading and love for learning. Teachers read books from a variety of genres and styles to maximize students' exposure to print and literature.
Vocabulary	Researchers have discovered children in low-income families hear two-thirds fewer words than students from families not living in poverty. By the time these students enter Kindergarten, students from low-income families have been exposed to roughly 30 million fewer words than children in more affluent households. ³ To close this gap, we weave vocabulary acquisition throughout our day in a variety of ways: words of the day, previewing vocabulary words before reading texts, having vocabulary word walls for math, science, and social studies. Our teachers consistently use high vocabulary in classrooms, modeling the language we want to hear from students. We demonstrate what is expected, and our students use correct, high-level vocabulary, and full, grammatically correct sentences when speaking, as well.
Phonics	Phonological and phonemic awareness is a basic component of children's reading skills and must be taught. We use research-based programs, such as Reading Mastery, to ensure all students develop phonemic awareness. Phonemic awareness is explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and, finally, to use phonics to read and write.
Guided Reading/Reading Comprehension	All aspects of reading are taught during small group, guided reading lessons; from the basic concepts of tracking print and understanding punctuation to reading fluency, and basic reading comprehension skills. Based upon the Fountas and Pinnell guided reading structure, groups are homogeneously grouped based on reading level, and instruction is targeted and intentional based upon the individual needs of students within that small group. A mini-lesson is taught on a discrete reading skill, and then reviewed and practiced with small groups. Individual attention is paid and individual reading goals are set for each student based on STEP tests and teacher observation.
Blended Learning	We used computer-based adaptive literacy program, such as IXL to provide students individualized practice and more "at-bats" to practice and review the skills they have been explicitly taught in direct instruction. Blended learning has been shown to be an effective instructional strategy to support students' achievement and allow for individualized learning.
Word Study	Students study word relationships, including rhyming patterns. Students are learning to read and write the Sage Collegiate sight words, based on Dolch and Fry sight words.
Writing and Handwriting	Students receive explicit writing instruction each day. We teach handwriting in K-2 using curriculum such as Zaner-Bloser or Writing Without Tears. Students transition from telling stories through pictures and words in Kindergarten to communicating ideas through complete sentences and paragraphs in second grade through a program like 6+1 Writing Traits.

¹ Routman, R. (2000) *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heineman.

² Keene and Zimmerman. (1997) *Mosaic of Thought*.: Portsmouth, NH: Heinemann.

³ Hart, Betty, and Todd R. Risely. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*. (Spring 2003).

Literacy Component 3 rd – 5 th	Rationale/Explanation
Read Aloud	As in K-2, Read Alouds happen daily and allow for students to continue developing reading comprehension and an appreciation for reading. Teachers continue to use a variety of genres and texts, including a more frequent use of chapter books. See the K-2 description for additional explanation.
Book Club	Students will have a daily opportunity to read on-level fiction and non-fiction books for 20-40 minutes, with the idea that the more that students read, the better reader they become. Students will have a schoolwide goal of reading 1 million words by the end of the year, and this objective will be infused into school culture and events. Our Book Club block replaces our blended-learning, computer-based block in K-2. All adults in the building will lead a small-group, leveled Book Club that provides students with the opportunity for additional, supported, zesty daily reading practice.
Vocabulary & Word Study, including Latin	Students continue word study, through research-based programs such as <i>Words Their Way</i> , and apply their foundations to understand word parts, spelling patterns, and language construction. Third graders also begin Latin studies to better develop their vocabulary. As reported in Education Week, Latin allows children to learn about morphology (a study of word forms) and word patterns, which greatly improves their ability to gain meaning from unfamiliar words, which helps with overall reading skills.
Guided Reading	Moving from basic concepts in the lower grades, we transition students to literature discussions guided by teachers. Homogenously grouped students read ‘just-above’ reading levels to push students’ growth and development. Teachers plan explicit, skill-based reading strategy lessons based on the students’ assessed needs.
Reading Comprehension	Daily reading comprehension focus on a discrete reading skill(s) in either fiction or non-fiction texts. Students learn key reading skills, including making inferences, visualizing, asking questions, summarizing, and comprehension monitoring.
Writing and Grammar	Students focus on learning the components of the three main genres of writing: narrative, persuasive, and expository. More focus is paid to formal grammar and spelling; students practice correcting and discussing a minimum of two sentences daily using a program like Daily Oral Language. We teach students the formal writing process from brainstorming, drafting, editing, revising, and publishing. Students present their essays to peers through the use of Author’s Chairs, and in the Spring, students publish a book and celebrate their publication with a Book Launch party. We also begin incorporating writing into Social Studies and Science, ensuring cross curricular practice, following our belief that students must develop the ability to write to learn.

ELA Scope and Sequence: 6th – 8th grade

English 6.1: Using the ELA State Standards, the purpose of English 6.1 is to develop student focus and active engagement with text and provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will allow them to listen, speak, think, read, and write about content material. Students are expected to read at least 1 million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 6.1 is complemented through more individualized instruction in English 6.2.

English 6.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 6.1.

English 7.1: Using the ELA State Standards, the purpose of English 7 is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will continue to build academic vocabulary, independent reading skills, and develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will allow to listen, speak, think, read, and write about content material. Students are expected to read at least 1 million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 7.1 is complemented through more individualized instruction in English 7.2.

English 7.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 7.1.

English 8.1: The purpose of this course is to build student readiness required for successful achievement with secondary content in 9th through 12th grade and to support the development of proficiency with the 8th grade State Standards. Students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text. Students are expected to read at least 1

million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 8.1 is complemented through more individualized instruction in English 8.2.

English 8.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 8.1.

English Electives (7th or 8th grade): For students who do not need remedial support in English and/or who demonstrate a need and capacity for accelerated learning, four electives will be offered each year in 7th and 8th grade: (1). Journalism and Reporting, (2) Creative Writing, (3) Race, Class, Gender, and Culture, and (4) Writing for Television, Radio, Film, and the Stage. All courses will include guest speakers focused on career development, hands-on field studies to learn about real-life skill application, and tangible, student-created production around the focus area (i.e., scholars in the “Journalism and Reporting” will produce the school newspaper).

- **Journalism and Reporting:** The purpose of this course is to offer introductory training and exposure to writing news stories, feature articles, editorials, and content for social media, and ready students for an increasingly-diverse 21st century information era. Students will also explore the language of still photography organized around photojournalism in newspapers and magazines. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources. Students are involved in the development of photo essays and character studies and will learn how a good photo for journalistic purposes enhances the written word and tells its own story. Laboratory experiences in preparation of the school newspaper and/or magazine provide practice in editing and publication procedures, including copy reading, caption writing, headline writing, page makeup, proofreading, and achieving a balanced publication through a selection of editorial accounts. Publishing the school paper/magazine will be part of this course.
- **Creative Writing:** The purpose of this course is to create a positive writing experience for students interested in creative writing through experiential, literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various skill such as point of view, characterization techniques, sensory detail development, effective dialogue, creating suspense, figurative language, and much more. In addition to responding to high-interest prompts, students will have multiple opportunities to read and discuss examples of good writing. Students will use technology to develop and publish work. An annual excursion to the *LA Times*’ Festival of Books to hear published authors will be part of this course.
- **Race, Class, Gender, and Culture:** The purpose of this course is to expose scholars to contemporary issues while preparing them for a growing global community in which the issues of race, class, gender, and culture are increasingly relevant and critical for adolescents in the 21st century. Issues of slavery, racism, inequity, sexism, socio-economics, misogyny, sexuality, religion, segregation, and ethnocentrism will all be explored. Scholars will read the works of relevant authors, educators, and social justice activists for both fictional literature and non-fiction works, such as Malcom X, Alice Walker, George Orwell, Maya Angelou, Elie Wiesel, Cornel West, Jonathan Kozol, Angela Davis, Paolo Freire, Richard Wright, bell hooks, James Baldwin,

Anne Frank, Khaled Hosseini, and Dee Brown. This class will be an Elective for 8th graders only and the organizing and facilitating of a public forum on social issues related to the content will be part of this course.

- **Writing for Television, Radio, Film, and the Stage:** The purpose of this course will be to provide an introduction to scholars to and develop foundational skills in writing for television, radio, film, and stage. Scholars will explore the different styles for each medium, read and watch exemplary works of production to analyze the features of each medium, and create multiple pieces embodying the aspects of scripts for each type of medium. Examples of the types of works students will study include *The Color Purple* (stage), *Hamilton* (stage), “*Roots*” (TV), *Hidden Figures* (film), and NPR’s “*All Things Considered*” (radio). The course will be designed to be aligned to ELA Common Core State Standards and be influenced by the courses of Belier Center for Television and Popular Culture at Syracuse University. The production of a script for a class-selected capstone project (i.e., a school play) will be part of this course.

MATH Scope and Sequence: 6th – 8th grade

Math 6.1: This course is designed to meet the needs of 6th grade students under the State Standards for Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Our 6th grade scholars take both Math 6.1 and Math 6.2.

Math 6.2: This course is designed as a supplement math course to meet the needs of 6th grade students under the State Standards for Mathematics while also providing targeted support for remediation or acceleration purposes around specific content standards, basic math functions, and/or prerequisite skills (for both remediation and acceleration, content is designed based on scholar’s mastery of standards). Our 6th grade scholars take both Math 6.1 and Math 6.2.

Math 7.1: This course is designed to meet the needs of 7th grade students under the State Standards for Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Our 7th grade scholars take both Math 7.1 and Math 7.2.

Math 7.2- Pre-Algebra: For the Pre-Algebra course, instructional time focuses on four critical areas in order to appropriately prepare scholars for Algebra in 8th grade and provide a faster pace for instruction and learning: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Our 7th grade scholars take both Math 7.1 and Math 7.2.

Math 8 Pre-Algebra: This course is designed to meet the needs of 8th grade students under the

Standards for Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students who demonstrate need for additional content knowledge before taking Algebra 1 take our 8th grade Pre-Algebra course, focused on mastery and preparation for Mathematics I.

Math 8: Mathematics I - Algebra 1: The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Scholars who showed mastery in 7th grade Pre-Algebra enroll in this accelerated Mathematics I-Algebra I course in 8th grade.

Students in all grade levels supplement instruction with skills practice on IXL, a Common Core aligned, web-based, adaptive learning site. As with literacy, math curricula are aligned to State Standards.

SCIENCE Scope and Sequence: 6th – 8th grade

Grade 6 - Integrated Science I: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Grade 7-Integrated Science II: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Grade 8 - Integrated Science III: This Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro- magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

HISTORY/SOCIAL STUDIES Scope and Sequence: 6th -8th grades

Grade 6 - American History and Government: This course explores the functions of American government and its development over time. Students become familiar with the underlying principles and unique structure of our democratic republic, analyze the U.S. Constitution and landmark Supreme Court cases, discuss the principles that inform our political processes, and consider the social and cultural implications of important legislation and political events. This course provides an understanding of

American government so that students become informed, committed, active citizens. Study strategies and organizational skills—including careful reading and annotation, primary source analysis, critical thinking, note taking, and research skills—are taught. Students develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Use of a variety of digital tools enhance students' 21st Century learning experience.

Grade 7 - World Civilizations I: This course introduces students to the history of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.

Grade 8 - World Civilizations II: This course continues the study of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.

APPENDIX 5. PROFESSIONAL DEVELOPMENT at SAGE COLLEGIATE

SAGE COLLEGIATE Professional Development	
BES Follow on Support	Participants: Executive Director Timeframe: On-going Purpose: Provide continued support to BES Fellows in the areas of leadership growth, fund development, board development, curriculum, evaluation, human resources, facilities development; Format: Individual
Coaching: Classroom Observation Video Debriefs	Participants: Individual Teachers Timeframe: At least bi-weekly Purpose: Provide opportunity for teacher to see instructional delivery from students' perspective; Align on strengths and area of growth through shared evidence from video; Build a resource of instructional videos, including videos from excellent teachers in other schools Format: Individual, classroom based
Coaching: Classroom Observations and Debriefs Individual Check-Ins	Participants: Individual Teachers Timeframe: Weekly, 5 – 30 minute observations followed by debrief/check-in; Purpose: Provide opportunity for observation of teacher instruction; Ensure alignment between planning and execution of plans; Opportunity to discuss teacher growth and development, and student achievement; Address immediate development needs and determine next steps; Support and challenge in areas of growth; Identify strengths to leverage (i.e., teacher leads a session at Whole Team PD; teacher is coached and developed to be school leader); Format: Individual, classroom-based
Excellent Classroom and School Visits	Participants: Leadership Team, Whole Team, Individuals Timeframe: On-going annually Purpose: To continue to improve and refine our practices by studying the highest performing schools Format: External visits
Grade Level Team Development	Participants: Grade Level Teams Timeframe: Weekly, On-Going Purpose: Analyze student academic growth; Align on instructional content, assessments, and intellectual planning; Address grade level specific needs; Practice-based professional development, including instructional delivery rehearsal; Format: Grade Level Teams
Instructional Rounds	Participants: Leadership Team Timeframe: On-going Purpose: Conduct shared observations; Align using calibrated rubric; Determine trends and instructional gaps for prioritization in subsequent professional development sessions; Format: Individual, classroom-based
Leadership Development	Participants: Individuals, self-selected or leadership team identified; Timeframe: On-going; Purpose: Provide opportunities for teachers and staff to assume more responsibilities; Format: By design (i.e., Family Nights, Fall Festivals)
Leadership Team Meetings	Participants: Sage Collegiate Leadership Team Timeframe: Weekly, On-going support Purpose: Align on key levers of development for whole team; Identify strengths and needs of team, school/staff culture Analyze data and trends across grade level, cohorts, school (i.e., behavior, assessments, attendance) Reflect on progress toward goals, vision, and mission; Format: Whole Team
New Staff Onboarding (during year)	Participants: New Staff; Timeframe: As needed; Purpose: Similar to Summer Staff Orientation; see above; Format: Individual, as needed
Professional Development Sessions Data Analysis & Evaluative Skills Development	Participants: Whole Team' Timeframe: Weekly - Abbreviated Fridays; Professional Development & Data Days (20); Purpose: Analyze student academic growth and areas of growth; Cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; Reflect on students' current data to redesign fluid and flexible small groups for RTI; Align instruction, including small groups, to current student data Format: Whole Team, Grade Level Teams, Content Teams

Summer Staff Development	Participants: Whole Staff; Timeframe: Annually. Y1: 3 weeks before school begins; Y2 & beyond: at least 3 weeks before school begins; Purpose: Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in intentional, practice-based professional development that build strong teacher skills; To build professional relationships as a team; Format: Whole Team, Grade Level Teams, Content Teams, Individual Goal Setting & Beginning of Year (BOY) meetings
Summer Staff Orientation – New Staff	Participants: New Staff beyond Y1 Timeframe: Week before Summer Staff Development Purpose: Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture Participate in intentional, practice-based professional development that build strong teacher skills; Develop an understanding of existing school culture, achievement results, and past years’ success Format: Whole Team, Individual Goal Setting & BOY meetings
Whole Team Professional Development	Participants: Whole Team Timeframe: Weekly – Abbreviated Fridays; Daily - Morning Huddle Purpose: Continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in Demo Lessons in order to receive feedback from instructional leadership team and peers to ensure complete clarity for scholars; Format: Whole Team, Small Group

▪ **Onboarding and Orientation**

Our professional development of teachers begins with Onboarding and Orientation. Teachers will have had a preview of the expectations of our Professional Development through our rigorous and selective hiring process, in which teachers model lessons, draft lesson plans, receive feedback, and role play coaching sessions. Prior to the first day of Summer Staff Development, teachers will come prepared for discussion and reflection around a shared text on which we start discussion and build culture, such as *Reading Reconsidered* or *Teach Like a Champion*. Summer Staff Development, which takes place the month before students start, allows us to understand schoolwide expectations, align on school mindsets, actions, and habits that create a strong student and staff culture, participate in the intentional practice based professional development that build strong teacher skills, and build professional relationships with another. Goal-setting meetings with individual teachers take place, and expectations are established, communicated, and enforced as part of teachers’ Individual Professional Development Plans (IPDPs). Led by the Sage Collegiate School Leadership Team, Onboarding and Orientation will set the tone for schoolwide expectations, teacher/staff development, and ongoing support for a year of high academic achievement. As new staff onboard mid-year, they will receive individual development sessions to support the need to rapidly acclimate them to our culture, practices, and expectations.

▪ **Whole Team Professional Development**

Our weekly, on-going professional development continues beyond the summer with daily, weekly, and semi-monthly whole team professional development sessions. Following holiday and seasonal breaks, as well as timed to the end of trimesters, the whole team meets to realign on mission-driven practices, habits, and skills, as well as to set shared goals, learn new skills, and continue team building to ensure a strong staff culture.

Each week, on abbreviated days, the whole team gathers for two-hour team sessions, and daily, we gather for 10-minute team huddles prior to students’ arrivals. This allows for a total of 170 minutes of whole team professional development each week. During these sessions, we continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture and continue development of targeted skills and taxonomies and participate in intentional, practice-based professional development. During their weekly meeting, the Leadership Team identifies key levels and priorities for Friday whole

team meetings. These guide our practice and are aligned with identified weekly goals and immediate ‘wins’.

▪ **Data Analysis and Evaluative Skills Development**

At Sage Collegiate, data drives instruction. Research shows that when implemented well, data-driven instruction can transform student achievement in a school through targeted instructional planning and execution. Through the creation of rigorous assessments, strong analysis of the results, effective instructional action based on the results, and a culture in which data-driven instruction thrives, student achievement can greatly increase.¹

As supported by research, key strategies for student achievement include: “(1) investing in professional development, (2) providing support for staff in how to use data and modeling data use and data discussions, (3) providing time for teacher collaboration, and (4) connecting educators across schools to share data and improvement strategies.”² Our teachers, through weekly team professional development, Data Days every six-to-eight weeks, ongoing coaching and support, shared collaboration time, and our relationships with other BES schools across the country, provide critical levels for student success and teacher professional development.

As part of our ongoing, whole team professional development days, at least six days each year are intentionally reserved for data analysis and evaluative skill development. Typically following our six-week, interim assessments, teachers and staff analyze student academic growth and areas of growth; cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; reflect on students’ current data to redesign fluid and flexible small groups for RTI²; and align instruction, including small groups, to current student data.

▪ **Grade Level Team Development**

Grade levels work collaboratively to ensure our four priorities of professional development permeate the practices of this micro-team within the macro-team of the school. Grade level teachers share responsibility for working cooperatively and aligning on common practices, instruction, and cultural norms. Grade level team members collaborate on curriculum content and development, as well as practice execution to ensure all students receive the same high-level quality of instruction from classroom to classroom.

In addition to the weekly whole team development, grade level teams meet weekly during a shared prep time. During this time, the grade level team analyzes student academic growth; aligns on instructional content, common assessments, and intellectual planning; addresses grade level specific needs; and conduct practice-based professional development, including instructional delivery rehearsal.

¹ Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

² Datnow, Amanda, Vicki Park, and Priscilla Wohlstetter. “*Achieving with Data*.” Center on Educational Governance, Rossier School of Education, University of Southern California, 2007. <http://newschools.org/files/AchievingWithData.pdf>.

APPENDIX 6: Sage Collegiate School Wide Staff Readings¹

Book	Shared Understanding
<i>Better</i> Atul Gawande	<ul style="list-style-type: none"> Importance of pushing to improve processes and systems as an organization Small, seemingly insignificant details have a large impact Importance of discipline in maintain a steady course that “sweats the small stuff”
<i>Mindset</i> Carol Dweck	<ul style="list-style-type: none"> Difference between fixed and growth mindset, with emphasis on importance of having a growth mindset Importance of teaching students from growth mindset Importance of approaching life, and teaching, as process of growth Intelligence is not fixed, but product of hard work and growth
<i>Driven by Data</i> Paul Bambrick-Santoyo	<ul style="list-style-type: none"> Importance of analyzing, reflecting, action planning from variety of student assessments Importance of consistent, rigorous assessments Attacking/understanding data produced by quality assessments on grade-wide, class-wide, and individual student bases
<i>Teach Like a Champion 2.0 and TLAC Field Guide</i> Doug Lemov	<ul style="list-style-type: none"> Shared language around different teacher management and instructional techniques Importance of 100 percent Students must do the cognitive heavy lifting Great teachers are like great artists – fundamental mastery and individual style Consistency of high behavioral and academic expectations
<i>Practice Perfect</i> Doug Lemov, Katie Yezzi	<ul style="list-style-type: none"> Practice improves the “game time” live teaching Skills should be isolated and practiced to automaticity Quick practice and feedback, followed by more practice, causes enormous improvement Focus on the 20% of key skills and continue to practice and drill
<i>Leverage Leadership</i> Paul Bambrick-Santoyo	<ul style="list-style-type: none"> Importance of consistent, high-quality teacher feedback and coaching Building a transparent, data-driven school culture How to run productive, professional development that benefits all teachers
<i>Great Habits, Great Minds</i> Paul Bambrick-Santoyo	<ul style="list-style-type: none"> Lays out backbone of K-4 literacy program, including our balanced literacy approach How to design Reading curriculum How to run high-leverage guided reading groups
<i>Get Better Faster</i> Paul Bambrick-Santoyo	<ul style="list-style-type: none"> Aligns on skill-building strategies Provides techniques for improving instruction in an urgent manner
<i>The Daily Five</i> Gail Boushey and Joan Moser	<ul style="list-style-type: none"> Students must be able to do independent work and be given choices with accountability High levels of student independence coupled with high levels of student accountability and carefully scaffolded support and training

¹ Adopted from Great Lakes Academy, <http://www.glachicago.org/>

	<ul style="list-style-type: none"> Building culture of literacy involving choice and high levels of mutual student support
<i>The Skillful Teacher</i> Jon Shaphier, Mary Ann Haley-Speca, and Robert Gower	<ul style="list-style-type: none"> Skill development for teachers in Management, Instruction, Curriculum Aligns on skill-development and techniques for maximizing instruction
<i>The Five Dysfunctions of a Team</i> Patrick Lencioni	<ul style="list-style-type: none"> Importance of hashing out a decision, hearing from everyone, getting everyone on the same page, agreeing to move in the same direction Common pitfalls that erode adult culture at organizations, and how to avoid those Importance of building trust in workplaces
<i>Difficult Conversations</i> Douglas Stone, Bruce Patton, Sheila Heen	<ul style="list-style-type: none"> Importance of assuming the best in colleagues How to frame conversations to productively air frustrations and bring about resolution What to say in conversation that lets other person(s) know they have been heard How to remain professional and productive in disagreements with colleagues
<i>Switch</i> Chip and Dan Heath	<ul style="list-style-type: none"> The importance of appealing to a person's rational and emotional sides to impact change. Laying out a clear path for change and eliminating situational challenges
<i>Mind in the Making</i> Ellen Galinsky	<ul style="list-style-type: none"> Provides background for our school's Core Values Aligns staff on the importance of character development and life skills for children
<i>How Children Succeed</i> Paul Tough	<ul style="list-style-type: none"> Provides background for our school's Core Values Aligns staff on the importance of character development and life skills for children Provides insights on what motivates students and how to help them be successful
<i>Grit: The Power of Passion and Perseverance</i> Angela Duckworth	<ul style="list-style-type: none"> Aligns staff on the importance of character development and life skills for children Provides insights on what motivates students and how to help them be successful
Article/Excerpt	Shared Understanding
"Slow Ideas" Atul Gawande	<ul style="list-style-type: none"> Importance of relationship building in changing people's ideas/spreading new thinking Importance of face-to-face time v. social media for affecting change
<i>The Seven Habits of Highly Effective People, Ch. 1</i> Stephen R. Covey	<ul style="list-style-type: none"> The importance of being proactive, solution-orientated person. The Paragon Academy definition of responsibility: response <i>ability</i>. Being self-reflective and choosing a response that is productive, positive, solutions-orientated. Circle of influence and circle of concern: how to grow influence and shrink concern by focusing on being proactive.

APPENDIX 7: STUDENT PROFESSIONAL DRESS ATTIRE (UNIFORM) POLICY

Sage Collegiate’s culture, practices, and policies are all driven by academic excellence for all and our mission to educate all students for academic success, college readiness and a life of opportunity.

A clear, specific, appropriate student dress code, which we call **student professional dress attire**, is a critical component of the culture at Sage Collegiate. It ensures more time on task and focus on instructional content because teachers and staff do not need to spend time addressing student attire and all students, regardless of family income, home language, or other demographics share one college-bound identity through our common uniform. Teachers and staff also adhere to a strict professional attire to model professional dress and lead by example.

Like many of our practices, routines, and rituals at Sage Collegiate, our policy on student professional dress attire is influenced and replicated based on the practices of high-performing schools in communities of low-income, particularly Freedom Prep in Memphis, Great Lakes Academy in Chicago’s South Side, and Purpose Prep in Nashville.

Scholars are expected to wear their complete uniform to school every day. The first shirt and uniform pants, shorts, or skirt will be provided by Sage Collegiate. Additionally, in Middle Schools, the school will provide the blazers and ties upon scholars’ earning of these pieces. Families may purchase school uniform shirts from the office. Local vendors, such as Wal-Mart and Target, and online vendors will be identified for other uniform pieces, i.e., pants, shorts, shoes. We will work with families on a plan for purchase in the instance of multiple students or particular economic hardship.

Students are expected to wear the following:

Kinder – 5th grade

	Girls	Boys
Shirts	Light green or purple polo shirt with school logo or long sleeve shirt with school logo. Plain white, navy blue, or black undershirts are allowed. Shirts must be tucked in.	Light green or purple polo shirt with school logo or long sleeve shirt with school logo. Plain white, navy blue, or black undershirts are allowed. Shirts must be tucked in.
Sweaters or Sweatshirts	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.
Pants	Khaki or black pants Khaki or black shorts Khaki or black skirts below the knee Tights and leggings are allowed in plain white, purple, or black. Patterns are not allowed.	Khaki or black pants Khaki or black shorts
Shoes	Solid black or solid white sneakers with same color shoelaces	

	<p>Roller shoes and shoes that light up are not allowed to minimize distractions and ensure student safety.</p> <p>Rain boots can be worn to/from school, when weather warrants</p>
Socks	Solid white, purple, or black socks
Belts	Solid black, or brown are optimal in K-3. Students in K-3 are discouraged from wearing a belt unless a student can independently buckle and unbuckle.
Jewelry	<p>Jewelry accessories are minimal and non-distracting to guarantee our focus on is on academics not appearance. Scholars are not allowed to wear disruptive jewelry. (Jewelry that takes focus from learning.)</p> <p>Only stud earrings are allowed. (No hoops or dangling earrings; dime size or smaller.) Only hidden necklaces are allowed (tucked into shirt).</p> <p>Students may not wear bracelets, rings, or fake nails as they prevent young children from learning to write and type properly.</p> <p>Talking or beeping watches are disruptive and not allowed.</p>
Headwear	<p>Students are not allowed to wear hats, bandanas, or wave caps.</p> <p>Head wear for religious purposes is allowed.</p> <p>Distracting hair is not allowed (i.e. multi-colored Mohawk)</p> <p>Hair clips and bows must meet our dress code colors.</p>
Make-Up	Make-up is not allowed. This includes nail polish.

Middle School: 6th – 8th grade

	Girls	Boys
Shirts	<p>Short or long-sleeved white Oxford-style dress blouses with purple or green cross tie (once earned).</p> <p>Shirts must be ironed and tucked in.</p> <p>School blazer (once earned)</p>	<p>Short or long-sleeved white Oxford-style dress blouses with purple or green tie (once earned).</p> <p>Shirts must be ironed and tucked in.</p> <p>School blazer (once earned)</p>
Sweaters or Sweatshirts	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.
Pants	<p>Khaki or black pants</p> <p>Khaki or black shorts</p> <p>Khaki or black skirts below the knee</p> <p>Tights and leggings are allowed in plain white, purple, or black. Patterns are not allowed.</p>	<p>Khaki or black pants</p> <p>Khaki or black shorts</p>
Shoes	<p>Students in Middle School must wear solid black or white sneakers or solid black, brown, or white dress shoes. Middle School scholars must bring sneakers for PE.</p> <p>Roller shoes and shoes that light up are not allowed to minimize distractions and ensure student safety.</p> <p>Rain boots can be worn to/from school, when weather warrants.</p>	
Socks	Solid white, purple, or black socks	
Belts	Solid black or brown are required.	

Jewelry	<p>Jewelry accessories are minimal and non-distracting to guarantee our focus on is on academics not appearance. Scholars are not allowed to wear disruptive jewelry. (Jewelry that takes focus from learning.)</p> <p>Only stud earrings are allowed. (No hoops or dangling earrings.) Only hidden necklaces are allowed (tucked into shirt).</p> <p>Students may not wear bracelets, rings, or fake nails as they prevent young children from learning to write and type properly.</p> <p>Talking or beeping watches are disruptive and not allowed.</p>
Headwear	<p>Students are not allowed to wear hats, bandanas, or wave caps.</p> <p>Head wear for religious purposes is allowed.</p> <p>Distracting hair is not allowed (i.e. multi-colored Mohawk).</p> <p>Hair clips and bows must meet our dress code colors.</p>
Make-Up	Limited make-up is allowed (nail polish, lipstick, i.e.)

COLLEGE DAYS: Scholars may wear college t-shirts or Sage Collegiate t-shirts on designated Fridays in lieu of uniform shirt. Scholars must still adhere to the dress code policy for other clothing items, including shoes, pants, belt, socks, and outerwear.

DRESS DOWN DAYS: As part of our core value of Zest, scholars will be able to earn dress down day passes for use on designated Fridays only. Scholars must adhere to the jewelry and headwear uniform policy on Dress Down Days. Student safety is off utmost importance, and on Dress Down Days, students must wear clothes that are safe, hole-free, and appropriate for a K-8 school.

No Dress Down Day passes will be distributed or used until at least the second month of school. On Dress Down Days, students who have earned participation passes will be able to wear attire of their choice. Specific guidelines will be sent home with scholars prior to Dress Down Days. Scholars or parents with questions about attire on Dress Down Days should contact the Executive Director.

INCENTIVE FOR FAMILIES: Recognizing children grow quickly and may out grow their uniform pieces, we encourage families to donate uniform shirts back to the school. For every three items donated back, a family will receive a free uniform shirt or sweatshirt for their scholar.

MIDDLE SCHOOL BLAZERS AND TIES: The ritual of earning blazers and ties serves two purposes at Sage Collegiate. First, it allows our Middle School students, many whom will have attended our school since Kindergarten, the opportunity to connect to our culture through a common school uniform but also maintain their own identities as student leaders and exemplars for our younger students. They have a unique identity as middle schoolers at Sage Collegiate, while also adhering to a shared uniform policy.

Second, it allows students to be part of a unique ritual and practice that prepares them for college rituals and routines in associations, societies, and sorority and fraternities. Students feel more prepared for ceremonial customs because they have already participated in them and are part of a proud tradition.

OUTERWEAR: Students may not wear outerwear inside the school building. This includes, but is not limited to, coats, rain jackets, hats, scarves, mittens, gloves, earmuffs, boots, or rain galoshes. (Students who wear rain galoshes to school will need to bring school uniform shoes to change into at the start/end of the day.) School outerwear, including fleeces, will be available for purchase. School outerwear may not be worn inside the school building.

SUPPORT FOR FAMILIES: Families who have financial difficulties purchasing school uniform pieces may speak with the Coordinator of Operations and Family Liaison and/or the Executive Director. Families may also purchase gently worn uniform pieces at a discounted rate. These pieces have been

donated back to the school by other families. An inability to purchase uniform pieces will not be an obstacle for student attendance; we will work with individual families to find solutions.

PE: In K-5, scholars have PE every day for 30 minutes and will not change attire. For safety purposes, scholars must wear sneakers for PE. K-3rd grade scholars are required to wear sneakers every day, as part of their uniform. Scholars in Upper Academy, 4th & 5th grade, are strongly encouraged to wear sneakers every day and will be given limited time to change into sneakers for PE. Upper Academy scholars who fail to bring sneakers or change into sneakers for PE more than three times through the year will be required to wear sneakers as uniform attire.

In Middle School, 6th – 8th grades, students may be required to change into a PE uniform (school t-shirt, sweatpants or shorts, sneakers) depending on facilities and if space is available that allows for single-sex changing rooms. Regardless of PE attire, all students must wear sneakers for PE. Middle School scholars will be given limited time to change into sneakers, and Middle School scholars who fail to bring sneakers or change into sneakers for PE more than three times through the year will be required to wear sneakers as uniform attire and will be ineligible for Dress Down Day passes.

PICTURE DAY: During the Fall Picture Day, scholars will wear school uniform for school sponsored picture days unless otherwise communicated by school leadership. During the Spring Picture Day, free dress will be allowed.

SCHOOL SPIRIT DAYS: As part of our core value of Zest, scholars will be able to earn passes for School Spirit Days during designated weeks. Scholars must adhere to the jewelry and headwear uniform policy on School Spirit Days. Student safety is of utmost importance, and on School Spirit Days, students must wear clothes that are safe and appropriate for a K-8 school.

In Year 1, no School Spirit passes will be distributed until at least the second trimester, and in subsequent years of operation, no School Spirit passes will be distributed or used until at least the second month of school. On School Spirit Days, students who have earned participation passes will be able to wear attire of their choice that fits the theme of the spirit day (i.e. Twin Day, Pajama Day).

Specific guidelines will be sent home with scholars prior to School Spirit Days. Scholars or parents with questions about attire on School Spirit Days should contact the Executive Director.

K-1ST GRADE SUPPORT: Scholars in Kindergarten, and 1st grade, as well as any other scholar with identified medical conditions or as needed, will be required to keep a change of uniform in their classroom in the event of a bathroom accident. Teachers will track these items and follow up, with the support of school leadership, to ensure scholars' needs are met and uniforms are available.

TRANSGENDER STUDENTS: Students have the right to dress in accordance with their gender identity within the constraints of the dress code adopted by the school.

UNIFORM VIOLATIONS: Scholars who are out of uniform will receive a note home on the first offense. Parents/guardians will be called after three uniform violations. After five uniform violations, a parent/guardian conference will be required. Scholars may not be eligible for school events, such as Fall Festival, School Spirit Days, and end-of-year field trips with more than five uniform violations.

APPENDIX 8: DAILY SCHEDULE IN DEPTH

Figure 8.1: Components of Daily Schedule: Lower & Upper Academies

Component of the Day	Description	Duration (minutes)
Greeting, Arrival, Breakfast, & Brain Boost	The Executive Director (ED) greets all scholars and families upon arrival to Sage Collegiate with a “Good Morning,” handshake, and smile. The ED asks, “Are you ready to grow your brain today?” with the anticipated response of “Yes, I am ready to be a Sage Scholar.”	Greeting, Arrival, Breakfast, & Brain Boost
Morning Motivation	The instructional day begins with a daily Morning Motivation, an inspirational session designed to motivate and energize students for a great day of learning. Scholars recite the Sage Collegiate Pledge sing our school songs, and chant college cheers. Teachers recognize individual scholars and colleges for demonstrating the core values with ‘Put Ups.’ The Executive Director reminds scholars of their goal of the day/week, facilitates conversations around character development, and reads the quote of the day, which connects to shared goals, values, and character traits. The Executive Director incorporates instructional elements relevant to that week’s content, including vocabulary words of the day, sight words, and math facts. Morning Motivation ends with a song and students transition to their classrooms.	20 minutes
Literacy Instruction	<p>Morning Meeting & Read Aloud: The morning begins with intentional focus on our core tenet: Literacy is everything. Scholars’ 200 minutes of literacy begins with a 30-minute block of Morning Meeting and Read Aloud.</p> <p>Using “The Morning Meeting Book”¹ as a shared guide, teachers design a 10-minute daily Morning Meeting that starts with a written morning message from the teacher and includes team building with students through greetings, sharing, and/or group activities centered around developing literacy and verbal skills.</p> <p>While staying in whole group, classes transition to a 20-minute Read Aloud, in which they are exposed to a wide-range of genres and literature. Teachers incorporate vocabulary lessons in the daily Read Aloud, assuring students develop word familiar and meaning in context. Read Aloud books are intentionally chosen and planned based on weekly school themes around character development, holidays, seasons, and cultural awareness.</p> <p>Phonics: Lower Academy scholars move into small group instruction and rotations centered around Reading Mastery instruction, independent work, and computer-based, individualized instruction and practice.</p> <p>Guided Reading: This is an opportunity for scholars to practice reading comprehension skills and strategies in small, homogenous reading groups facilitated by the classroom teacher and literacy teacher. The structure for Guided Reading is drawn from the work of Fountas and Pinnell and includes components that activate prior knowledge, help students make connections to texts, content, and experiences, and uses new vocabulary in conversation to reveal the meaning. Teachers can monitor how well students use strategic actions of reading, such as maintaining fluency, synthesizing, predicting, and inferring.² With appropriately leveled reading materials selected for each group, the</p>	200 minutes

¹“The Morning Meeting Book” is published by the Northeast Foundation for Children and is part their Responsive Classroom Approach, designed to support cognitive growth, social skill development, and build relationships between students and students and teacher.

² “Guided Reading, Second Edition: Responsive Teaching Across the Grades.” Portsmouth, NH: Heineman, 2016.

	<p>teacher establishes a particular objective or purpose for reading which is informed by the Common Core State Standards and teachers' analysis of student data from the STEP Assessments. Teachers explicitly lead a mini-lesson around the objective, and scholars independently practice the skill while the teacher monitors, prompts, and questions. Scholars have multiple opportunities to apply the reading strategies to their leveled texts.</p> <p>Word Study: Through the research-based approach of Pearson's <i>Words Their Way</i>, students study word relationships, including rhyming patterns, prefixes and suffixes, and spelling patterns. Students are learning to read and write the Sage Collegiate sight words, based on Dolch and Fry sight words.</p> <p>In 3rd - 5th grade, this block is an opportunity for students to learn Latin, which allows children to learn about morphology (a study of word forms) and word patterns. This unique offering for children in Las Vegas and in schools in low-income communities, greatly improves scholars' ability to gain meaning from unfamiliar words, which helps with overall reading skills. Scholars continue Latin through 8th grade.</p> <p>Vocabulary: With student in poverty hearing two-thirds fewer words than students from high-income households, vocabulary is a critical component of literacy instruction.³ Teachers are intentional in their use of vocabulary, front load selected vocabulary from stories and lessons, and provide structured sentence frames for students to use through academic discourse. Vocabulary instruction is deliberately included in each lesson and allows for scholars to develop fluent and expressive reading skill, reading comprehension strategies, and listening acuity.</p> <p>Writers Workshop: Each workshop begins with a grammar mini-lesson and then moves into explicit writing instruction in a workshop model while the teacher confers with students 1:1. In TK and 1st grade, students receive instruction and independent work time on handwriting to ensure they have the necessary foundational skills for writing.</p>	
Math Instruction	<p>Math Meeting (K-2): During this whole group time, scholars review calendar math, place value, money, tallying, and patterns. Examples of activities include creating a graph to track the weather, counting to the 100th day of school, and learning days of the week.</p> <p>Facts Practice (3-5): In this portion of whole class time, scholars practice their math facts through chants (rolling numbers), games, and timed drills.</p> <p>Math Focus Lesson: Aligned to the Common Core State Standards, math lessons are rigorous and consistent across grade levels. Students are given ample opportunity to practice and apply their learning in whole class, small group, and independent activities designed to help students master content.</p> <p>Math CGI & Small Groups: Teachers will guide their class through a shared math problem as part of Cognitively Guided Instruction (CGI), followed by an intentional lesson on problem solving or application of content in small group rotations.</p>	100 minutes
Snack & Restroom Break	<p>Structured opportunities for scholars to use the restroom are scheduled throughout the day, in addition to the schoolwide classroom procedure. A staggered schedule allows all K-2 classes the opportunity to use the restroom. An in-class snack is provided during this time, and scholars read independently, talk with classmates at a quiet level, or participate in a trivia game, for example. This is also an opportunity for a 10-</p>	20 minutes

³ Hart, Betty, and Todd R. Risely, "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*, (Spring 2003).

	minute teacher break, as School Leaders and the Operations teams support this block.	
Lunch & Recess	Students gather in the cafeteria/Commons for a healthy meal and some unstructured yet safe recess time. Students enter the cafeteria/Commons silently and for the first 10 minutes of lunch, they concentrate solely on eating to ensure they are well- nourished. After 10 minutes, guided questions are offered, and students engage in conversation with their immediate neighbors, talking in a ‘restaurant voice’ level of conversation. Students have another opportunity to use the restroom, following the schoolwide bathroom routine. Students are taught restaurant etiquette to help them prepare for the professional world. (In Year 1, depending on space, recess time may be staggered, with one grade level playing for 10 minutes and then eating, and the other grade level eating then playing.)	30 minutes
Core Content: Science and Social Studies	Core Content in Science and Social Studies is critical for students’ learning and exposure to new concepts, and they provide an opportunity to apply reading and math skills in new content. We alternate the subject every six weeks; for six weeks, teachers teach Science then shift to Social Studies for another six weeks.	30 minutes
PE	As required by state law, scholars must have 200 minutes of structured Physical Education (PE) every 10 days. We dedicate 30 minutes each day, exceeding the state mandate by 40 minutes each week to ensure students are developing life-long habits and basic fitness concepts. As part of that extra time, we incorporate Mindfulness instruction into this block, providing an opportunity for students to focus on their mental and physical well-being.	30 minutes
Enrichment	Enrichment classes are an opportunity for scholars to expand their learning beyond core content and develop skills, life-long habits, and appreciation for physical and mental health, arts, technology, and public speaking. In our Lower Academy (TK-3), our Enrichment focus is “Performing Arts,” and instruction is offered in Art, Music, and Dance. Students participate PE and Mindfulness daily. In our Upper Academy (4 th & 5 th), students continue with PE and Mindfulness, and they have Enrichment in “Communications” themed classes: Public Speaking, Technology (keyboarding, coding, and publishing/web design), and American Sign Language. In Middle School, (6 th – 8 th) students continue to have PE and Mindfulness daily, and the focus as they prepare for high school is on “Life Skills.” Middle School students have Enrichment classes in Speech & Debate, Health & Nutrition, & Civic Engagement & Community.	30 minutes
Essentials of Excellence (E²)	Targeted ELD support, tutoring, choice time, and Response to Instruction and Intervention (Rtl ²) are encompassed into Essentials of Excellence (E ²). This block provides scholars with the opportunity to experience a secondary tutoring period or a college study session by choosing from intentional choices and skill-based activities. Scholars in our Lower Academy may choose between partner work, such as sight word practice, sorting games, or reading, and educational activities like art or dramatic play. In our Upper Academy, scholars may choose from academically focused computer games, reading, or trivia games, like Brain Quest or Jeopardy, and engage with a partner. Students may also use this time as an opportunity to begin homework, especially if they need additional assistance. In Middle School, this time is also spent on specific needs for students. Scholars choose from activities like working on applications for	30 minutes

	<p>selective high schools, tutoring their younger peers, or individualized study session.</p> <p>On planned days, we also use part of this time for DEAR. Teachers announce we are “Dropping Everything and Reading.” Students will silently read or read with a partner. Teachers model the importance of reading and literacy by reading their own book during the activity.</p> <p>When scholars have earned the option, they may choose from educational games, like Connect 4, Mancala, and chess that allow for social skill-building, cognitive development, and provide an opportunity for character growth.</p> <p>For identified students who need additional support, we also use this block to provide strategic, individualized remediation and enrichment. This is not a time for new instruction, rather a chance to differentiate previously taught content to best support students.</p>	
Weekly Jubilee (Friday)	<p>Our weekly gatherings on Fridays allow us to close out the week on a celebratory note and strengthen our school culture with intention and zest. We celebrate the academic and character achievements of scholars through individual recognitions, such as Scholars of the Week. Selected students lead this celebration, sharing an inspirational story, quote, or poem. We reiterate character lessons from Morning Motivations, and scholars can ‘Put Up’ one another and recognize peers for demonstrating core values. We end our celebration of a week of exemplary learning and teaching with our school chant before students begin the dismissal routine and leaving school for the day.</p>	45 minutes
Community Closing & Dismissal (Monday – Thursday)	<p>Community Closing takes place just before dismissal Monday through Thursday and is an opportunity for our teachers and leaders to reinforce our strong school culture. Students ‘Put Up’ one another and recognize peers for demonstrating the school’s core values. Teachers use this time to ask scholars to summarize and reflect on their learning for the day. We close with a chant and dismiss while our school song plays. On Fridays, Community Closing and Dismissal are incorporated into our Weekly Jubilees.</p>	10 minutes

Figure 8.2 Components of Sage Collegiate’s Daily Schedule: Middle School, 6th – 8th grade

Subject	Description	Duration (minutes)
English Language Arts (ELA)	ELA courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	135 minutes total/daily
Latin	Student receive Latin instruction beginning in 3 rd grade. In Middle School, it becomes more intensive and serves as a foreign language course. Latin provides students with a better understanding of word study, vocabulary, and definitions.	45 (Monday-Thursday)
Book Club	Students participate in teacher-facilitated, student-driven, small group book clubs. We read culturally responsive texts that speak to social justice and real life, such as <i>The Skin I’m In</i> , and <i>The House on Mango Street</i> .	45 (Fridays only)
Mathematics	Math courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	90 minutes total/daily

History - Social Studies	History-Social Studies courses are offered daily in each trimester. The Scope and Sequence outlines each grade level's content and curriculum.	45 minutes
Science	Science courses are offered daily in each trimester. The Scope and Sequence outlines each grade level's content and curriculum.	45
Physical Education	PE, including Mindfulness, is taught daily throughout the year.	45
Enrichment	Enrichment course are taught daily, Monday through Thursday, for one trimester each. Our focus in Middle school is on: Speech & Debate (continuing from the Public Speaking component of Enrichment in 3 rd – 5 th grade), Health & Nutrition, which includes state- required Sex and Health Education, and Civic Engagement and Community, which allows scholars to develop their self-advocacy skills and explore topics of social justice and civil rights.	
Leadership	<p>Leadership classes take place on Fridays. Small groups are intentionally planned each trimester, and sessions are student-facilitated, and teacher - and scholar-designed based on students' needs, interests, and goals. Leadership is purposeful and guided instruction, aligned with state standards to strengthen students' skills in character development, autonomy, and self-advocacy.</p> <p>Topics in leadership classes include social justice, current events, career and college prep, financial management, professional skill development, life skills, and social-emotional development. Leadership time may be used for scholars to plan for presentations at Weekly Jubilees, conduct Restorative Justice conversations, or plan for their Community Engagement activities.</p>	45
Essentials of Excellence (E²)	<p>Targeted ELD support, tutoring, choice time, and Response to Intervention (RTI) is encompassed into Essentials of Excellence (E²). This block provides scholars with the opportunity to experience a secondary tutoring block or a college study session by choosing from intentional choices and skill- based activities.</p> <p>In Middle School, this time is spent on specific needs for students. Scholars choose from activities like working on applications for selective high school, tutoring their younger peers, or individualized study session.</p> <p>On planned days, we also use part of this time for DEAR. Teachers announce we are “Dropping Everything and Reading.” Students will silently read or read with a partner. Teachers model the importance of reading and literacy by reading their own book during the activity.</p> <p>For identified students who need additional support, we also use this block to provide strategic, individualized remediation and enrichment. This is not a time for new instruction, rather a chance to differentiate previously taught content to best support students.</p>	45
Independent Study	Independent Study, offered weekly on Fridays, allows an opportunity for scholars to receive intensive tutoring, meet with advisor to discuss progress toward goals, or work on specific assignments independently. This block is designed around students' individual needs each week.	45 (Fridays only)

Morning Advisory	Morning Advisory provides teachers and students an entry point into the day. An opportunity to discuss the quote or core value of the week, preview the day ahead, or check in on last night's homework. Scholars also have an opportunity to sign up for extra support, schedule time with their advisor, and read silently in preparation for instruction.	10 minutes
Afternoon Advisory	Afternoon Advisory provides an opportunity for students to ensure they have their Life Work (homework) assignments and materials, informally check in with their advisor around daily progress to goals and affirm peers with 'Put Ups' and celebratory recognition.	15 minutes
Weekly Jubilee	Our weekly gatherings on Fridays allow us to close out the week on a celebratory note and strengthen our school culture with intention and zest. We celebrate the academic and character achievements of scholars through individual recognitions, such as Scholars of the Week. Selected students lead this celebration, sharing an inspirational story, quote, or poem. We reiterate character lessons from Morning Motivations, and scholars can 'Put Up' one another and recognize peers for demonstrating core values. We end our celebration of a week of exemplary learning and teaching with our school chant before students begin the dismissal routine and leaving school for the day.	45 minutes (Fridays only)

Figure 8.3 outlines a sample schedule for K-2 scholars. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local public-school options and therefore reinforces the unique offerings currently available to local families. All literacy-based instruction is emphasized (*), and the schedule provides opportunities for zest, breaks, and structured learning games. Our official school day begins at 7:30, and scholars will be considered tardy at that time.

Figure 8.3 Sample Schedule, Grades K-2

Monday – Thursday		Friday: Abbreviated Day	
7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines	7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines
7:45 – 8:00 a.m.	Morning Motivation Transition to class	7:45 – 8:00 a.m.	Morning Motivation Transition to class
8:00 – 10:00 a.m.	Morning Meeting* & Read Aloud* (30) Literacy Block* #1 Reading Mastery & Rotations (45) Guided Reading (45)	8:00 – 10:00 a.m.	Morning Meeting* & Read Aloud* Literacy Block* #1 Reading Mastery & Rotations (45) Guided Reading (45)
10:00 – 10:15 a.m.	Bathroom & Snack	10:00 – 10:15 a.m.	Bathroom & Snack
10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Word Study (40)	10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Word Study (40)
11:35 a.m. - 12:05 p.m.	Lunch & Recess	11:35 a.m. – 12:05 p.m.	Lunch & Recess

12:05 - 1:45 p.m.	Math Block (100) Math Meeting (10) Math Focus Lesson (45) Math CGI & Small Groups (45)	12:05 – 1:15 p.m.	Math Block (70) Math Meeting (10) Math Focus Lesson (30) Math CGI & Small Groups (30)
1:45 - 2:15 p.m.	Core Content*: Science & Social Studies (30)	1:15 – 2:00 p.m.	Weekly Jubilee (40)
2:15 – 2:45 p.m.	Enrichment (Performing Arts)	2:00 p.m.	Dismissal
2:45 p.m. – 3:15 p.m.	PE (including Mindfulness)	2:00 – 2:30 p.m.	Teacher Prep
3:15 – 3:45 p.m.	Essentials of Excellence* (E ²)	2:30 – 4:30 p.m.	Whole Team Professional Development
3:45 p.m.	Community Closing		
4:00 p.m.	Dismissal		
4:00 - 4:30 p.m.	Shared Teacher Prep		

As scholars move through grade levels, the core of their day and focus continue. Scholars across all grade levels continue to receive rigorous instruction, build character, and prepare for selective high schools and colleges. Third graders are part of the Lower Academy to ensure a seamless transition from the lower elementary grades through their first year of state standardized testing. Their continued inclusion in Lower Academy, while participating in elements of Upper Academy (i.e. Enrichment) allows for 3rd grader to have the familiarity of lower grades while transitioning to the upper grades and SBAC. Scholars are becoming more independent and have more autonomy, while also remain in an environment with extensive and developmentally appropriate support.

In our Upper Academy, 4th and 5th grades, our scholars are focused on preparation for middle school and developing academic skills and character traits that allow them access and admission to selective high schools.

Figure 8.4 outlines a sample schedule for scholars in grades 3-5. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local district options. All literacy-based instruction is emphasized (*), and the schedule provides opportunities for zest, breaks, and structured learning games. Our official school day begins at 7:30, and scholars will be considered tardy at that time.

Figure 8.4. Sample Schedule, Grades 3-5

Monday – Thursday		Friday: Abbreviated Day	
7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines	7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost, Morning Routines
7:45 – 8:00 a.m.	Morning Meeting	7:45 – 8:00 a.m.	Morning Meeting

8:00 – 10:00 a.m.	Literacy Block* #1 Read Aloud & Vocabulary (30) Reading Mastery & Rotations (45) Guided Reading (45)	8:00 – 10:00 a.m.	Literacy Block *#1 Read Aloud & Vocabulary (30) Reading Mastery & Rotations (45) Guided Reading (45)
10:00 – 10:15 a.m.	Bathroom & Snack	10:00 – 10:15 a.m.	Bathroom & Snack
10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Latin (40)	10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Latin (40)
11:35 a.m. - 12:05 p.m.	Lunch & Recess	11:35 a.m. – 12:05 p.m.	Lunch & Recess
12:05 - 1:45 p.m.	Math Block (100) Facts Practice (10) Math Focus Lesson (45) Math CGI & Small Groups (45)	12:05 – 1:15 p.m.	Math Block (70) Facts Practice (10) Math Focus Lesson (30) Math CGI & Small Groups (30)
1:45 - 2:15 p.m.	Core Content: Science* & Social Studies*	1:15 – 2:00 p.m.	Weekly Jubilee
2:15 – 2:45 p.m.	Enrichment (Communications)	2:00 p.m.	Dismissal
2:45 p.m. – 3:15 p.m.	PE (includes Mindfulness)	2:00 – 2:30 p.m.	Teacher Prep
3:15 – 3:45 p.m.	Essentials of Excellence* (E ²)	2:30 – 4:30 p.m.	Whole Team Professional Development
3:45 p.m.	Community Closing		
4:00 p.m.	Dismissal		
4:15 – 4:45 p.m.	Shared Teacher Prep		

Figure 8.5 and **Figure 8.6** outline sample schedules for scholars in grades 6-8 for Monday through Thursday and our abbreviated Friday schedule, allotting for staff professional development. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local district options. The daily schedule provides opportunities for zest, breaks, and Enrichment.

Scholars in 6th- 8th grade are separated into two cohorts: A and B, to provide for small groups and class sizes while also building relationships with peers akin to a single-class setting in Lower and Upper Academies. Cohorts will be 6A, 6B, 7A, 7B, 8A, and 8B. Scholars' schedules will align with their A or B cohort.

Figure 8.5 Sample Middle School Schedule [Monday-Thursday]

Start	End	6 th grade		7 th grade		8 th grade		Minu
		A	B	A	B	A	B	
7:30 am.	7:50 a.m.	School Day Begins Arrival, Breakfast, Morning Routines, Independent Reading						20

7:50 a.m.	8:00 a.m.	Morning Advisory						10
8:00 a.m.	8:45 a.m.	ELA 6.1	Math 6.1	ELA 7	Pre- Algebra	Latin 8	Math I: Algebra I	45
8:45 a.m.	9:30 a.m.	Math 6.1	ELA 6.1	Pre-Algebra	ELA 7	ELA 8	Math I: Algebra I	45
9:30 a.m.	10:15 a.m.	World History & Geography; Ancient Civilizations	Earth & Space Science	PE 7	Enrichment	ELA 8	Latin 8	45
10:15 a.m.	10:30 a.m.	Break/Snack						15
10:30 a.m.	10:45 a.m.	Earth & Space Science	World History & Geography : Ancient Civilizations	Enrichment	PE 7	Math 8	ELA 8	45
10:45 a.m.	11:30 a.m.	ELA 6.2	Latin 6	ELA 7.2	Pre- Algebra	Math 8	ELA 8	45
11:30 a.m.	12:15 p.m.	Latin 6	Math 6.2	World History & Geography Medieval Times	Life Science	PE 8	Enrichment	45
12:15 p.m.	12:45 p.m.	Lunch/Detention						30
12:45 p.m.	1:30 p.m.	Math 6.2	ELA 6.2	Life Science	World History & Geography: Medieval Times	Enrichment	PE 8	45
1:30 p.m.	2:15 p.m.	Enrichment	PE 6	Latin 7	ELA 7.2	US History & Geography: Growth & Conflict	Physical Science	45
2:15 p.m.	3:00 p.m.	PE 6	Enrichment	Pre-Algebra	Latin 7	Physical Science	US History & Geography: Growth & Conflict	45
3:00 p.m.	3:45 p.m.	Essentials of Excellence (E ²)						50
3:45 p.m.	4:00 p.m.	Afternoon Advisory						15
4:00 p.m.		Dismissal						n/a
4:00 p.m.	5:00 p.m.	Opt-In After School Enrichment						n/a

Figure 8.6. Sample Middle School Schedule [Friday]

Start	End	6 th grade		7 th grade		8 th grade		Minutes
		A	B	A	B	A	B	
7:30 am.	7:50 a.m.	School Day Begins Arrival, Breakfast, Morning Routines, Independent Reading						20
7:50 a.m.	8:00 a.m.	Morning Advisory						10

8:00 a.m.	8:45 a.m.	Book Club		PE	Ind. Study	ELA	Math I: Algebra I	45	
8:45 a.m.	9:30 a.m.	ELA	Ind. Study	Ind. Study	PE	Math 8	ELA	45	
9:30 a.m.	10:15 a.m.	Math	ELA	ELA	Pre-Algebra	PE		45	
10:15 a.m.	10:30 a.m.	Break/Snack							30
10:30 a.m.	10:45 a.m.	PE	Ind. Study	Pre-Algebra	ELA	Book Club		45	
10:45 a.m.	11:30 a.m.	Ind. Study	PE	Book Club		Ind. Study		45	
12:15 p.m.	12:45 p.m.	Lunch/Detention							
12:45 p.m.	1:15 p.m.	Leadership							30
1:15 p.m.	2:00 p.m.	Weekly Jubilee							45
2:00 p.m.		Dismissal							x

APPENDIX 9: DAY IN THE LIFE SCENARIOS, extended version

DAY IN THE LIFE OF SCHOLARS

7:32 a.m.: Siblings Tahirah and Ibrahim (Ibby), and their cousin, Dani, arrive at Sage Collegiate in their car; Tahirah and Ibby's mom drives them. They pull up to the curb, following the signs and cones posted for safety. Staff members and volunteers greet them as they open the doors. "Buenos Dias. Good Morning." They walk into the school, where Ms. Kinne, the Executive Director, shakes their hand and asks, "Are you ready to be a wise scholar, today?" Individually, they each respond with a handshake and, "Yes, I am ready to be a sage."

Ms. Kinne directs Ibby to step aside while Tahirah and Dani continue inside. Ibby tucks in his shirt, and he follows his sister and cousin into the building. Ibby, a 2nd grader, heads to UNLV, his table. Tahirah, a 1st grader, heads to her homeroom down the hall, Harvard, and Dani, a Kindergartner, heads to her homeroom table, Howard.

In the cafeteria, Ibby and Dani hang up their backpacks at their homeroom's assigned spots. They silently follow the taped arrows to their tables, and they work on their Brain Boost work silently. They have eaten breakfast at home, so they use this time to practice grade level skills. Dani works on writing full sentences, while Ibby works on his 0s, 1s, and 2s, multiplication facts.

Ibby's teacher is at her Arrival station, checking scholars' Life Work (homework) and shakes Ibby's hand. Dani's Kindergarten teacher, Ms. Curry, follows a similar routing, shaking Dani's hand, checking scholars' Life Work, and then circulates to support Kindergarteners. Ms. Oltz, the PE teacher, has started the soft, classical music that plays while students eat and work on their morning Brain Boost. At her 1st grade table, Tahirah follows a similar routine; she hangs up her backpack, takes out her Life Work folder and puts it in its usual spot, and she gets her independent reading book and reads silently while classical music plays softly in the background.

7:45 a.m.: In the cafeteria, the music is faded out, and Morning Motivation begins. Ms. Kinne leads this daily, school wide ritual, which was repeatedly rehearsed with teachers during summer professional development and with scholars during their first-week Orientation. Now, five months into the first year of Sage Collegiate's operations, it is a well-established and cherished piece of the culture.

After Ms. Kinne leads the daily core value review, Ms. Benz is charged with leading the quote of the week and connecting it to the weekly core value – this week's is Audacious. She shares, "Anything's possible if you've got enough nerve" from author J.K. Rowling; Ms. Benz calls on Starnisha to share out a time when she's shown Audacity.

Starnisha shares, "I showed Audacity when I tried out for a soccer team. I knew I was good because I practiced a lot, but the team is older girls, so I wasn't sure if I would make it. But I am audacious, so I dared to try." Ms. Benz responds to Starnisha, "That was audacious. Congratulations on making the team! Way to go, Starnisha." Scholars, in another engrained piece of Sage Collegiate's culture, chant, "Way to go, Starnisha." Ms. Benz gives the cue for Ms. Saldo to continue with the next feature of Morning Motivation, "Let's track Ms. Saldo for our school chant."

7:55 a.m.: Scholars, including Ibby and Dani, follow Ms. Saldo's lead and sing the school chant. "Learn. Lead. Live. We are Sage. We are Sage. We are wise. We are mighty. Our brains are strong. We are Audacious. Dare to be great. We are Brilliant. I am smart. We are Curious. Where's your evidence? We are Determined. Nothing's going to stop us now. No way. No how. I am a Sage Scholar. I am a Sage Scholar. We have Zest. That means joy. We have Integrity. Honor, ethical, honesty. We have Purpose.

We are on a mission. Sage Scholars! Education is power. Wisdom is for life. We are Sage. Sage Collegiate!” The room returns to silence.

8:00 a.m.: In 2nd grade, Ibby greets Ms. Benz, who stands at the threshold of the doorway between the hall and her classroom. Ibby shakes Ms. Benz’s hand and walks in, putting his pencil case on his desk, grabbing his independent book, and going to his spot on the rug to wait for everyone to get seated for Morning Meeting. He read silently while he waits.

“Good morning, scholars.” “Good morning, Ms. Benz.” “I am glad you are here today.” “We are glad you are here, too.” “Are you ready for a fun day of learning?” “We are.” “Are you ready to be exemplary scholars?” “We are ready to be wise.” Ms. Benz behavior narrates and names core values as she moves the Morning Message board. “Joaquin is ready. Shanice is ready. Ja’Cere, you’re doing a great job this morning showing Purpose. Thank you.” Ibby quickly shuffles so he can be a model scholar, too. Ms. Benz tells her students she is looking for volunteers to read the Morning Message. “Looking for 100% today,” she says, as she scans the circle. Ibby raises his hand. Ms. Benz recognizes him for participating, and he smiles, happy to do the right thing. Ibby likes learning and school, and he feels challenges at Sage Collegiate.

In Kindergarten and 1st grade, Dani and Tahirah join their classmates in a morning circle, too. In their classes, they greet each other by shaking one another’s hands and saying the other person’s name. They then chorally read a poem and ‘move’ their sight words. (Standing tall for b, patting their head for i, and doing a squat for ‘g’, e.g.) Back in 2nd grade, Ibby listens to Ms. Benz introduce the story “An Orange for Frankie” by Patricia Polacco. This story, holiday themed for the time of year, is part of their on-going author study and the fifth book they have read by author and illustrator Patricia Polacco.

“What major event have you had in your life,” Ms. Benz asks. “Take five seconds to think of a challenge in your life.” Turn and talk with a neighbor. The neighbor on the east side goes first, alluding to the cardinal directions posted on the four walls of the classroom. Scholars, well-versed in the instructional practice of ‘turn and talk’ use level 2 voices with their neighbor, taking turns and sharing their responses. Ibby turns and talks with Guadalupe. She shares that a major event for her was when her baby sister came home. Ibby shares a major event for him was when he won 1st place in a martial arts contest two months earlier.

10:00 a.m.: After a full morning of literacy and reading instruction, 2nd grade students take a break. They are able to read independently or work on the computer while taking turns using the restroom. Ms. Blume provides supervision while Mr. Chavez, and Ms. Miranda take a brief break and transition classes. Tahirah chooses to read instead of have free time on the computer because she is close to finishing her independent reading book and wants to track her words read toward her 1 million words goal.

In 1st grade, Mr. Stevens, the Manager of School Operations arrives. He provides coverage for the scholars’ bathroom break while Ms. Benz takes a 15-minute break, herself. Ibby lines up in the hall with his classmates, and then they have seven minutes of “Brain Quest” while they enjoy a snack. In Kindergarten, Dani and her classmates take turns using the classroom bathroom, and they have a snack. Ms. Curry puts on a brain break video, and Dani decides to dance when she finishes her snack.

11:34 a.m.: “One, two, three, eyes on me,” Ms. Benz calls, interrupting the quiet buzz of students working in pairs. “It is time for lunch. Please return silently to your seats, stand behind your chairs, and get your lunch book bag.”

Ibby follows her directions. He has stayed on green today, and he wants to get a good note at the end of the day. Ibby has his independent book, one of the “Diary of a Wimpy Kid” books. Ibby just started

reading chapter books and is excited to be on track to meet his goals. In Kindergarten, Dani gets her book, “One Fish, Two Fish, Red Fish, Blue Fish,” and follows Ms. Curry’s directions to line up.

Ibby and Dani see each other on the playground and play Four Square with Ms. Kinne. She is at recess today, and she has won her 1114th consecutive game of Four Square. Ibby lost four rounds to her, but she said he showed Determination with his commitment to trying to win and not getting upset when he lost.

12:15: In 2nd grade, with Math Meeting complete, Ibby’s favorite part of the day, CGI, begins. He is excited each day to try to find a new way to solve a problem. Today’s problem was read by Caliaun: “There were 250 students in the school. Some more kids came to the school. Now there are 420 students at the school. How many more kids came to the school?”

Ibby decides to use figures for his solution and draws squares for the hundreds and rectangles for the tens. He gets 170 and is pleased when that is the answer. In Kindergarten, Dani and her partner, Kai, are at the sorting group before their CGI lesson, and she and Kai sort manipulatives by color and then by shape. Her favorite right now is the bright green triangle.

In 1st grade, Tahirah is at lunch. She and her classmates have just earned the privilege of talking, and they use voice level 1s to talk with a partner about the upcoming school dance. Tahirah has earned a pass to go, thanks to her perfect attendance and perfect professional attire.

2:13: Ibby’s class begins their transition to Enrichment and gathering their belongings. Ms. Benz walks UNLV to their Art class, and Ibby is excited to continue his watercolor project. He wants Ms. Blume to select his project for the school art exhibit, on display next month at the local library.

In Kindergarten, Dani is at music class. She and her peers work on “This Land is Your Land,” which they will soon need to know for Morning Motivation. At the end of music class, Dani gets to lead the Howard chant, which they sing every Friday at Weekly Jubilee.

Tahirah is a PE, and her class is goal setting for the upcoming Presidential Physical Fitness test. After they set their goals, they play scrimmage game of soccer, Tahirah’s favorite sport.

3:15: Tahirah transitions to the common area, and sees her brother, Ibby, and her cousin, Dani, at their tables across the room. Tahirah has earned free choice and joins the chess table. Ibby has also earned free choice and decides to join the domino game at his table. Dani works with Ms. Curry in a small group on short vowels for 15 minutes and then joins her peers to listen to Ms. Parker’s Read Aloud.

3:44: Ms. Kinne enters the room, and calls out, “One minute.” Just as they did in the morning, scholars calmly and silently put their materials away and stand behind their seat.

Tahirah and her classmates head back to their college to get their belongings and have their Afternoon Advisory. Mr. Chavez checks their homework log, which they copied down earlier in the day. Tahirah grabs her independent book to take home; she is determined to finish it before bed.

One minute later, Ms. Kinne says, “It is the day’s end. Turn to a neighbor and in a voice level 1, tell them one thing you learned today.” Ibby turns to his classmate, Shanice, and tells her he learned about opinion writing. Shanice shares she learned about borrowing from the hundreds place. Dani tells a classmate she learned how to say ‘bat’ instead of saying ‘bate.’

Ms. Oltz leads the end of the day Put Ups and who chants, “Sage Scholars, Put Up, Put Up. No putting down, we Put Up, Put Up. Help someone smile, get rid of that frown. Who has a Put Up?” Two students

share, recognizing peers for something positive and helpful. With five minutes until the end of the school day, Ms. Kinne leads scholars in the Sage Collegiate chant.

Ibby shakes Ms. Benz's hand, and he and Dani follow their teachers' directions to dismiss, and they join Tahirah in the car line. They wait safely until a teacher calls for them and walks them to their car. They start their Life Work in the car, anxious to meet their goal for reading for the week and year.

➤ DAY IN THE LIFE OF A TEACHER

6:57 a.m.: Ms. Benz pulls into the parking lot of Sage Collegiate. She sees most of the staff cars already there, and she takes a moment to appreciate working in a school where her colleagues work as hard as she does and where the mission is clear. She gathers her belongings, including yesterday's corrected math tests, and she heads into her classroom.

She stops at the main office to sign in and greets the school's Office Manager, Ms. Tinoco, who opened the school almost 15 minutes ago. "Buenos dias," Ms. Benz says to Ms. Tinoco and her son, Bryan, a 4th grader at Sage, who sits in the office, reading, waiting for his day to begin. The two of them briefly discuss their favorite show that was on last night, and Ms. Benz heads to her classroom. She passes one of her peers and greets her with a smile and bright face.

Ms. Benz spends eight minutes putting her things away and reading her email. She sees an email from a parent about the upcoming conference, and she flags it to follow up. She also adds a calendar appointment to respond to a staff survey, due in three days. Her classroom is set up and ready for students; the Morning Message, date, and objectives for the day were posted the night before. Like the rest of the team, Ms. Benz recognizes the value in preparation and maximizing her time, and she is ready for her 2nd grade class to arrive.

7:13 a.m.: Ms. Benz heads to the main hall for the Staff Team Huddle. These daily huddles provide a chance for the staff to come together daily, get pertinent information for the day and week ahead, and recognize each other's hard work. The school's Executive Director, Ms. Kinne, leads the Huddles, with team members taking on tasks each week. This week, Ms. Benz is tasked with leading Put Ups and closing out the Huddle with the team chant.

Ms. Kinne shares information with the team: Grades are due Friday ("Thank you, everyone, for keeping up with those each week."). Ms. Oltz, the school's PE teacher, is out for a half-day training and the Ops Fellow, Mr. Ford, will provide PE coverage for the afternoon. He is studying to be a Physical Education teacher and has a background in Physical Therapy, so it is a perfect opportunity for him.

Ms. Kinne asks for any other updates and shifts the focus to the week's staff area of growth – Economy of Language. Ms. Kinne shares an example of what she has heard in a class during her daily observation and models how to abbreviate that direction to minimize teacher voice and use economy of language. She directs a Kindergarten teacher, Ms. Curry, to model: "Voices off. Hands raised." After Ms. Curry models, Ms. Kinne praises her and directs the staff to practice with a partner for two minutes. Ms. Benz works with her grade level partner, Ms. Zolik, to practice the skill.

After two minutes, Ms. Kinne, who circulates and provides specific feedback to partners, nods at Ms. Benz, who chants, "We Put Up. We don't Put Down. Help someone smile, get rid of that frown. Who has a Put Up?" The chant is similar to what is shared with students during Community Closing each afternoon. A 6th grade teacher, Mr. Chavez, shares, "I would like to 'put up'" - the staff chants, "put up" – "Mr. Ford for 'Purpose'" – the staff chants 'purpose.' "He asks for help with his plans for PE today

from me and Ms. Oltz, and he is very intentional about what he wants scholars to be able to do and very detailed in his planning,” Mr. Chavez continues. Ms. Benz, who is leading ‘Put Ups,’ asks Ms. Chavez what cheer he would like, and after he responds, the team gives him the ‘Elvis cheer.’ Two other staff members share out and put each other up, and the team follows their routine of repeating “put up” and the core value for which their peer is recognized.

7:26 a.m.: With two minutes until the team needs to be at their Arrival posts, Ms. Benz leads the end of the Huddle with their close out ritual. She asks, “What’s our mission?” Teachers respond with, “With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.” Ms. Benz and the team put their hands in the circle and chant the school’s tagline, “Lead. Learn. Live.” and close with “Sage Collegiate!” and lifting their hands. Ms. Kinne tells them to make it a “Terrific Tuesday,” and the team scatters to their Arrival posts.

7:28 a.m.: As Ms. Benz gets to her Arrival post, she realizes how grateful she is for the daily huddles. They save time at their PDs, and the Leadership team can focus on actual professional development instead of a litany of housekeeping and administrative items. Huddles allow the staff to start the day off with positivity and a reminder of a shared purpose of their work. Ms. Benz, in her 4th year of teaching and first year at Sage Collegiate, appreciates the tone that is set and culture that is cultivated through the team Huddles.

7:30 a.m.: Scholars begin arriving. Ms. Benz’s Arrival station is her class’ cubby spot, where she checks scholars’ Life Work (homework) while scholars silently eat breakfast. Ms. Oltz has started the soft, classical music that plays while students eat and work on their morning Brain Boost. As scholars enter the common area, they follow their well-established routine, and turn in their Life Work folder for Ms. Benz to check. Ms. Benz carefully monitors and scans the room to ensure scholars meet morning expectations and are either working or eating.

7:43 a.m.: Ms. Kinne enters the common room and calmly says, “Two minutes.” Ms. Benz joins her peers and in a regular speaking voice, responds, “Two minutes.” Ms. Benz, who has finished checking scholars’ Life Work (homework) begins assisting other teachers and students with an organized, well-established practice for clean-up. Ms. Kinne or Ms. Oltz has also put on an upbeat, uplifting song like “Fire Under my Feet” by Fiona Lewis or Bill Withers’ “Lovely Day” with which scholars and staff are familiar.

7:44 a.m.: Ms. Kinne calls out “Last Bites,” and teachers echo, “Last Bites.” Ms. Benz continues assisting scholars, who are now getting ready for Morning Motivation and dancing in the square in front of their seat.

7:45 a.m.: At 7:45 a.m., the music is faded out, and Morning Motivation begins. Ms. Kinne leads this daily, school wide ritual, which was repeatedly rehearsed with teachers during summer professional development and with scholars during their first-week Orientation. Now, five months into the 1st year of Sage Collegiate’s operations, it is a well-established piece of the culture.

After Ms. Kinne leads the daily core value review, different staff members complete their component of Morning Motivation. Ms. Benz is charged with leading the quote of the week and connecting it to the weekly core value – this week’s is Audacious – and at 7:51 a.m., she takes her cue from her colleague, Ms. Saldo, and shares out the week’s quote, “Anything’s possible if you’ve got enough nerve” from author J.K. Rowling; she calls on Starnisha to share out a time when she’s shown Audacity. Starnisha shares, “I showed Audacity when I tried out for a soccer team. I knew I was good because I practiced a lot, but the team is older girls, so I was not sure if I would make it. But I am audacious, so I dared to try.” Ms. Benz

responds to Starnisha, “That was audacious. Congratulations on making the team. Way to go, Starnisha.” Scholars, in another ritualized piece of Sage Collegiate’s culture, chant, “Way to go, Starnisha.” Ms. Benz gives the cue for Ms. Saldo to continue with the next feature of Morning Motivation, “Let’s track Ms. Saldo for our school chant.”

7:55 a.m.: Ms. Benz, joins the staff and scholars in their school chant. The room returns to silence, and Ms. Benz grabs the bucket of Work Life folders and takes her position at her class’ table.

7:57 a.m.: Ms. Kinne tells everyone, “Be a Sage for yourself. Be a Sage for each other. Have a terrific Tuesday,” and gives a silent signal for teachers to dismiss. Ms. Benz gives her silent signal to her scholars in UNLV, their class, and scholars stand up silently. They follow Ms. Benz’s clear, silent directions for transitioning to their class, ready to begin instruction.

8:00 a.m.: Ms. Benz stands at the threshold of the doorway between the hall and her classroom, UNLV. She shakes each scholar’s hand as they enter the doorway and tells them she is glad to see them. She asks Mario about his baby sister, who just came home from the hospital last week, and she tells Oneness it was nice seeing him and his mom at the grocery store the night before. Oneness blushes and says he hopes she enjoyed her ice cream. Ms. Benz laughs and tells him she did.

As students walk in, they put their pencil cases on their desk, grab their independent book, and go to their spot on the rug to wait for everyone to get seated for Morning Meeting. Ms. Benz monitors students from the door’s threshold, as she finishes greeting scholars.

8:02 a.m.: Students are seated on their assigned spot on the carpet, in a circle so they can see each other during Morning Message. As Ms. Benz takes her seat, they put their bookmarks in their books and set them gently behind where they are seated.

“Good morning, scholars.” “Good morning, Ms. Benz.” “I am glad you are here today.” “We are glad you are here, too.” “Are you ready for a fun day of learning?” “We are.” “Are you ready to be exemplary scholars?” “We are ready to be Sages.” Ms. Benz’s behavior narrates and names core values as she moves the Morning Message board. “Joaquin is ready. Shanice is ready. Ja’Cere, you’re doing a great job this morning showing Purpose. Thank you.”

“Please greet your neighbor.” Students turn and shake the hand of their classmate sitting on either side of them. “Rapid round,” Ms. Benz calls out. “Like a cheetah,” students respond, sliding their hands in a fast motion. “Your personal goal for the day. One or two words. Start with Makai. Go clockwise. Ready?” “Ready!” “Makai, go!” Makai, “Star student.” Delia, “Blue card.” Yasmin, “Line leader.” This continues as all scholars share their goal for the day. Ms. Benz makes a mental note of Delia’s, Yasmin’s, and Oneness’ goals as they have struggled this month to reach them, and she wants to be sure to support. As scholars complete their rapid round, Ms. Benz recognizes them for sticking to the word count and having such audacious goals.

“Ten seconds to shift,” she calls out and, in a soft but audible voices, begins counting down from 10. Without talking, several students stand and move to a square on the carpet. A quarter of the class turns to face forward, and the morning circle shifts to rows so all scholars can see the Morning Message board.

Ms. Benz tells her students she is looking for volunteers to read the Morning Message. “Looking for 100% today,” she says, as she scans the circle. Lizzy-Jayne, seated next to Ibby and Guadalupe, does not have her hand up. “I see Ibby’s hand up. I see Guadalupe’s hand.” Lizzy-Jayne’s hand goes up. “Lizzy-Jayne, thank you for helping us get to 100%. Please read our Morning Message.” Lizzy-Jayne reads.

*“Dear Scholars,
Good morning! I am thrilled you are hear today. We have so much two learn. our focus area this week is 100%, and our core value of the week is ‘purpose.’ How will you show purpose today!*

If you see Ms. Zolik, tell her happy birthday, Today.

Love, your teacher, ms. Benz”

After Lizzy-Jayne reads, Ms. Benz says, “Nice job, Lizzy-Jayne.” Students echo, “Nice job, Lizzy-Jayne.” Immediately, hands go up on the air. Ms. Benz, playing coy, says, “Hmmm. I wonder why all these hands are in the air. I must have some mistakes in my Morning Message. Zaki, how many errors did you catch today?” Zaki responds, “I caught six errors.” “How many others caught six errors?” Ms. Benz asks. All scholars raise their hand. “Zaki, what is one error you caught?” “One error I caught is, you did not capitalize the ‘M’ in Ms. Benz, the signature.” “Nice catch, Zaki,” Ms. Benz says. “Nice catch, Zaki,” students echo. Ms. Benz fixes the error and continues calling on students and praising them, as they correct all six errors. As they conclude Morning Message, Ms. Benz says, “Way to go, scholars.” Students respond, “Way to go, me” and pat themselves on their head.

8:12 a.m.: Ms. Benz introduces the story “An Orange for Frankie” by Patricia Polacco. This story, holiday themed for the time of year, is part of their on-going author study and the fifth book they have read by author and illustrator Patricia Polacco. “Describe how characters in a story respond to major events and challenges,” which she has written on the board. She introduces the objective to students by telling them they are going to learn how and be able to describe how characters in “An Orange for Frankie” respond to a major event.

“What major event have you had in your life?” she asks. “Take five seconds to think of a challenge in your life. Then, turn and talk with a neighbor.” The neighbor on the east side goes first, alluding to the cardinal directions posted on the four walls of the classroom. Scholars, well-versed in the instructional practice of ‘turn and talk’ use level 2 voices with their neighbor, taking turns and sharing their responses. “Bring it back now, bring it back,” Ms. Benz calls. Students respond, “Here we go.” and silently turn back toward the circle. Pulling a popsicle stick from a tin next to her, she calls out the name on the stick, “Guadalupe. What major event did you share with your partner?” Guadalupe shares, “The major event I shared was when my baby sister, Carolina, came home from the hospital.” Ms. Benz responds, “Thanks for sharing, Guadalupe.” Students echo, “Thanks for sharing, Guadalupe.”

Ms. Benz pulls two more sticks, and students share their responses. Ms. Benz shifts back to the book and tells scholars, “You shared the major events, and now we are going to learn about a major event for Frankie. While we read and listen, I want you to think about how he responds to his major event and how you responded to your major event.”

Ms. Benz begins reading the story. Intermittently, she asks students questions about the story. “Who are the characters so far?” “What do you predict is the major event for Frankie?” “Why do you think that just happened in the story?” Ms. Benz has written out her questions on Post-Its and put them on specific pages, based on natural points to pause or events that connect back to the objective. Ms. Benz scans the room as she reads and praises scholars for meeting expectations. “Delia, you are doing an excellent job right now. Keep it up.” Ms. Benz moves Delia’s clip from green to purple.

8:28 a.m.: As she approaches the end of the story, Ms. Benz asks students to think about the major event for Frankie in the story. “Use some think time,” she tells them, tapping her head to indicate she is thinking. She waits 30 seconds and watches as students think. “Okay, now, to close out our Read Aloud

and Morning Meeting time, you will silently complete the exit slip at your seat. You know what to do first.” “Write our name,” students chant.

Ms. Benz silently signals to the first row to stand. They urgently and silently move, and begin the exit slip at their seat. Ms. Benz circulates to monitor and support students.

8:45 a.m.: At 8:44, a soft alarm on her smart phones chimes and Ms. Benz tells her group they need get ready for their transition. She stands up from the kidney table where she worked with students and gives the classroom attention signal, “One, two, three, eyes on me.” Students respond, “One, two, eyes on you.” “It’s 8:45 a.m. We have 30 seconds to transition to our next group. Is there anyone who does not know where they are going. On your mark...” Students stand up from their seats. “Get set ...” Students push in their chairs. “Go,” Ms. Benz whispers. Students move urgently but silently to their next station, and by 8:46 instruction has begun again in UNLV, Grade 2.

10:00 a.m.: Mr. Stevens, the Manager of School Operations arrives at UNLV. He will provide coverage for the scholars’ bathroom break while Ms. Benz takes a 15-minute break herself. This allows her to use the restroom, make a phone call, and pick up copies from her mailbox. It also gives her a chance to confer with Ms. Zolik, her grade level partner, on how today’s lessons are going. Both teachers teach the same objective, and a shared teacher prep/break allows them to finetune lessons and learn from each other.

10:15 a.m.: Ms. Benz returns to her classroom, ready to begin Literacy Block #2. Scholars are already silently taking out their materials for Word Study prompted by Mr. Stevens when scholars transitioned back to their seats after their break. Ms. Benz thanks Mr. Stevens and circulates through the classroom, checking students’ progress on reading their letters for their “Words Their Way” lesson.

After a 30-minute lesson and word sort, Ms. Benz directs students to put their materials away and transition to writing. She leads a lesson on opinion writing, scholars continue working on their previously drafted response to a given writing prompt.

She calls Group 3 (Pacific Ocean group) to the table with her, while the other students check the writing process task board to see their task and partner assignment. Scholars silently transition through the room to their expected spot.

Ms. Benz and scholars continue working in small groups, rotating through the task board depending on where they are in the writing process.

11:34 a.m. : “One, two, three, eyes on me,” Ms. Benz calls, interrupting the quiet buzz of students working in pairs. “It is time for lunch. Please return silently to your seats, stand behind your chairs, and get your lunch book bag.”

Ms. Benz monitors students as they follow her ‘What to Do’ directions – specific, sequential, and observable. Ms. Benz learned this strategy in her Summer Staff Development, along with other Teach Like a Champion strategies. The entire school uses similar taxonomy, and she finds the consistent helpful for teacher collaboration and students’ benefits.

Scholars stand behind their chairs, with their books in gallon-sized baggies. Scholars take their books to lunch to read once they have eaten and before quiet conversation time begins. Ms. Benz appreciates that no time is wasted, and instructional opportunities are threaded throughout the day. Ms. Benz walks her class to the cafeteria, where scholars follow their routine for getting food and eating.

12:04 p.m.: Ms. Benz meets her class at the playground; they had a short recess after lunch, supervised by the Ops and Enrichment teams. She gives stickers to students she sees reading in line, as they wait to transition to class, and she positively narrates as scholars transition back to class.

12:15 p.m.: With Math Meeting complete, scholars stay on their carpet and begin their CGI lesson. Today's problem is prepared on butcher block paper, and Ms. Benz calls on Caliaun to read it. "There were 250 students in the school. Some more kids came to the school. Now there are 420 students at the school. How many more kids came to the school?"

Scholars independently work on the problem using their white boards, and Ms. Benz monitors, checking their understanding and seeing how they each solve the problem.

After two minutes, Ms. Benz asks students to share their responses and strategies. "What is your answer, and how did you get it? Calaysia?"

Calaysia, Caliaun's twin, shares. "I subtracted 250 from 420 and got 170. I borrowed from the hundreds for the tens."

Ms. Benz charts Calaysia's response, says "Good job, Calaysia," and her peers chorally repeat, "Good job, Calaysia."

Ms. Benz asked for volunteers to share a different response. Eight scholars raise their hand, and Ms. Benz calls on Donovan. "I separated the placed values. I took 400 minus 200, and got 200. I took 20 minutes 50, which I realized I could not do, so I borrowed from the hundreds and had one hundred left in that column. Then I had 120 and 50, and I drew a line and had 12 and 5. I know 12 minus 5 is 7, so I added the 0 back in. I had 70. I added that to the 100 and got 170.

Ms. Benz observed as several scholars shook their hands in agreement. "Good job, Donovan," she said. "Good job, Donovan," his peers repeated.

Ms. Benz then said, "You all did a great job on that problem. Now, you will work with a partner to solve an even more challenging problem." "Yay," scholars responded.

Ms. Benz directed students to their partner, and selected three scholars to work with her at the small table. She set a timer for 7 minutes, and checked for understanding for voice level. "Voice level 1," scholars responded correctly.

After the timer went off, Ms. Benz collected scholars' responses, and directed them to check the Math Group poster. Scholars had internalized the routine, and they went to their assigned group. Ms. Benz called Group 7 (the Antarctica group) to meet with her at the small table. Scholars work for 20 minutes before she calls them all back to the carpet for today's Math Focus Lesson, measuring using rulers and yard sticks.

1:45 p.m.: After the usual transition routine, scholars are now in Social Studies and have their books out. Ms. Benz leads a chapter reading on how laws get made, and scholars work in small groups to brainstorm potential new 'laws' for their classroom. They will work collaboratively on this project for a week, presenting their proposed 'law' to peers and Ms. Benz, and then the class will discuss all the proposed laws and then take a vote to decide which new 'law' the class will have for Social Studies. Ms. Benz knows that real-life application is critical for students' learning, and learning how to propose and pass a law connects to their future as actively engaged participants.

2:13 p.m.: Scholars begin their transition to Enrichment and gathering their belongings. Ms. Benz walks UNLV to their Art class and heads to work with Ms. Zolik on lesson plans that are due in two days for two weeks from now. The opportunity for collaborative work time is important to Ms. Benz and Ms. Zolik; it means they can brainstorm, keep their scholars on the same pace, and they can share resources. Time each day provides extensive collaboration.

After a half hour, Ms. Benz meets Ms. Kinne for their standing O3 - one-on-one – meeting. It occurs at the same time each week and is a chance for Ms. Kinne to provide instructional feedback based on her observation the previous day. Ms. Benz appreciates the regular, consistent feedback that pushes her development. In this week’s meeting, Ms. Kinne provides feedback on a CGI lesson and pushes Ms. Benz to use more economy of language, another TLAC technique, and to provide more student think time. “Don’t call on the first hands you see. Use wait time.” She praises Ms. Benz for increasing the rigor, a previous push, and they discuss an upcoming IEP review.

3:15 p.m.: Ms. Benz joins her colleagues in the common room, where Ms. Blume has brought her class after Art. Scholars have been given their table assignment, based on ELD targeted instruction, remedial support, or free choice time. Ms. Benz works with EL scholars who are in the ‘Expanding’ stage, per the most recent WIDA tests, and today’s targeted instruction is on reading technical texts supported by graphics and pictures.

3:44 p.m.: Ms. Kinne enters the room, and calls out, “One minute.” Just as they did in the morning, scholars calmly and silently put their materials away and stand behind their seat. One minute later, Ms. Kinne says, “It is the day’s end. Turn to a neighbor and in a voice level 1, tell them one thing you learned today.” Scholars turn and talk. “Scholars, now turn to another neighbor, and in a voice level 1, tell them one goal you accomplished today.” Scholars turn and talk.

“Scholars, who feels Audacious enough to share one thing they learned today with the whole school?” Almost all scholars raise their hand, and Ms. Benz gives a silent cheer to her class – all of them have their hands raised.

As Ms. Kinne takes an answer from Sorcha in 1st grade, Ms. Benz circulates around her table to correct student behavior and to give a thumbs up to scholars who are making good choices.

Ms. Oltz leads the end of the day Put Ups and who chants, “Sage Scholars, Put Up, Put Up. No putting down, we Put Up, Put Up. Help someone smile, get rid of that frown. Who has a Put Up?” Ms. Oltz calls on Ronin, Sorcha’s older brother in Ms. Benz’ class. “I want to Put Up Rashad because he loaned me a pencil when mine broke.” “Put him up, Put him up,” Ms. Oltz calls out. “Waayyyyy up,” scholars call out. Ms. Benz makes a mental note to give Rashad a special pencil tomorrow for helping a peer.

Ms. Oltz continues with four more Put Ups, while Ms. Benz silently puts Life Work folders in front of scholars’ seats. They have been prepared by the Operations team with daily assignments, a checked reading log, and a reminder about the field study the next day.

With five minutes until the end of the school day, Ms. Kinne leads scholars in the Sage chant, and scholars silently turn to follow Ms. Benz’s directions for dismissal. Scholars have this routine memorized; after a few weeks of practice at the beginning of the school year, it became second nature.

3:59 p.m.: Ms. Benz shakes her scholars’ hands and thanks them for being Sages today. As dismissal begins, she takes her post, grateful for another positive day in her profession.

4:15 p.m.: With her role in dismissal complete, Ms. Benz begins her end of the day prep time, entering scholars' behavior for the day into the school tracker, Kickboard. She resets the room and board, ready for the morning, and makes two sunshine calls – one to the parents of Rashad, who had struggled at the beginning of the year with behavior and poor choices, and of whom she is proud of his growth; and to Yesenia's mom. Yesenia is a newer scholar to Sage, and she has made tremendous growth in just two weeks, and Ms. Benz wants to recognize that.

4:30 p.m.: Ms. Benz signs out in the office, along with two other teachers. Her classroom is ready for scholars in the morning, materials prepared in advance. She can balance her longer day because of the intentional times for prep and professional development built into the schedule. She heads to the gym before going home, excited for the next day with her scholars.

APPENDIX 10: ADDITIONAL BEHAVIOR MANAGEMENT DETAILS

Lower Academy

Kindergarten – 1st grade: Transitional Kindergarten, Kindergarten, and 1st grade scholars are held to the same high standards and expectations as their older peers. We recognize that with limited TK options in Compton, Kindergarten is likely the first time that students will spend full days in a highly-structured, high-expectations environment, and those expectations are enforced from Day 1. Through Student Orientation, repeated practice of routines and procedures, and modeling of expectations, students quickly acclimate and embody the ‘Sage Way.’

Teachers in Transitional Kindergarten, Kindergarten, and 1st grade track students’ behavior using a five-tiered clip stick. Students start each day on green and move up and down the colors in response to their positive and negative behaviors.

- **Purple** - Exceeds expectations. Scholars on purple exceed expectations and are the exemplary scholar. Scholars on Purple at the end of the day receive a Purple Put Up at Community Closing and Parent Sunshine call.
- **Green** – Meets expectations. Scholars on green meet expectations and model the expected behavior. Scholars on Green at the end of the day get a prepared “Good note” to take home. Good notes can be saved and exchanged for prizes once each month.
- **Yellow** – Below expectations. Scholars on yellow fail to meet expectations but are able to quickly turn around behavior and need minimal reminders to meet expectations. Scholars on yellow may choose to sit at the Refocus Station for two minutes and practice mindfulness strategies.
- **Red** – Far below expectations. Scholars on red have repeatedly failed to meet expectations and require additional support to be successful through the day. For each clip to red, a scholar loses a minute of recess. Scholars who are repeatedly on red will be sent to the Refocus Station for two minutes and practice a mindfulness strategy and reflect on their choices. Scholars who are consistently on red will have a conference with School Leadership (Executive Director and/or Dean of School Culture).
- **Orange** – Scholars on orange have committed a community violation, such as putting their hands on another student, displaying destructive or disrespectful behavior toward a staff member, and/or have repeatedly failed to meet expectations. Scholars on orange at any point of the day receive a phone call home and lose recess. A Parent Conference with School Leadership will be required for scholars after their second orange.

2nd and 3rd grades: As part of the Lower Collegiate, scholars in 2nd and 3rd grade continue to follow a tiered-color system and use cards instead of clips. This provides for more ownership over changes in colors and requires a lengthier display of positive choices and international behavior for students to move back up to green or purple. The colors are similar with consequences more appropriate for the age and reflective of students’ ability to self-monitor.

- **Purple** – Exceeds expectations. Scholars on purple exceed expectations and are the exemplary scholar. Scholars on purple at the end of the day receive a Purple Put Up at Community Closing and Parent Sunshine call.
- **Green** – Meets expectations. Scholars on green meet expectations and model the minimally expected behavior. Scholars on green at the end of the day get a prepared “Good note” to take home. Good notes can be saved and exchanged for prizes once each month.
- **Yellow** – Below expectations. Scholars on yellow fail to meet expectations but are able to quickly turn around behavior and need minimal reminders to meet expectations. Scholars on yellow *may* choose to sit at the Refocus Station (*name may change*) for two minutes and practice mindfulness strategies.
- **Red** – Far below expectations. Scholars on red have repeatedly failed to meet expectations and require

additional support to be successful through the day. After a scholar's first red card, they must sit at the Refocus Station for two minutes and practice a mindfulness strategy. After their second red card, scholars must sit at the Refocus Station and complete a Reflection Sheet and have a brief check-in with their teacher. [There will be no third clip to red; it becomes a move to Orange.] Scholars' Reflection Sheet gets put in their Life Work folder, and a parent must sign it – in addition to the Daily Report – and return the next day. Students who end the day on red lose a quarter of recess. Scholars who are consistently on red will have a conference with School Leadership (Executive Director and/or Dean of Scholar Culture).

- **Orange** – Scholars on orange have committed a community violation, such as putting their hands on another student, displayed destructive or disrespectful behavior toward a teacher or staff member, and/or have repeatedly failed to meet expectations. Scholars on Orange at any point of the day receive a phone call home and lose a portion of recess. A Parent Conference with School Leadership will be required for scholars after their second Orange.

Upper Academy

In 4th and 5th grade, students need to develop more autonomy and self-discipline. This will better prepare them to be more independent in middle and high school, as well as further their college ready skills, including self-advocacy. We eliminate the color-coded system for our Upper Collegiate students, and instead shift to “Professional Practices” that allow students to demonstrate their developing maturity, as well as model their acquired habits, mindsets, and actions.

Comparable to the Brooke Charter Schools' upper grades Professional Impression system, students have specifically defined Professional Practices in a tiered system.

- **Sage Professional Practice:** “You are making repeatedly positive choices that leave an excellent impression on your community. You are a role model who is helping our community grow.”
- **Proficient Professional Practice:** “You are making positive choices that leave a good impression on your community. You are helping our community grow.”
- **Unexceptional Professional Practice:** “You are making choices that leave an unexceptional impression on our community. We know you can make more positive choices to help your community.”
- **Unprofessional Practice:** “You are making repeatedly unprofessional choices that leave an undesirable impression on our community. Your choices are hurting our learning environment and community. We know you can do better.”

Scholars in 4th and 5th grade, as with our younger students, receive a Weekly Report that shows parents their students' Professional Practice for the week. Scholars who repeatedly demonstrate ‘Unexceptional’ or ‘Unprofessional’ Practice will meet with the Executive Director and/or Dean of School Culture, as well as their care-giving parent or guardian, to develop an action plan and set goals for improving the choices the student makes and better setting themselves up for success and academic achievement.

Consequences: Positive and Negative

Through systemized Positive Consequences, in concert with our daily and weekly routines and traditions of joy, scholars are able to celebrate and take pride in making good choices and meeting/exceeding behavior expectations. We have individual, class, and whole group positive consequences, and they are tiered for both immediate and delayed gratification to help develop students' non-cognitive proficiencies and character.

As previously outlined, when students end the day on Sage Purple, they receive a Purple Put Up during Community Close Out and the classroom teacher makes a Sunshine call home to their parents. Additionally, there is a celebratory lunch at the end of each month with the School Leadership team for any scholar who

is a Sage Purple. For scholars on green at the end of the day, they receive a Good Note signed by their teacher. Scholars can save their Good Notes, and exchange them at the end of each month for specific prizes and tokens (i.e., a school pencil may be worth 10 Good Notes, a pass for wearing a college t-shirt on Spirit Day might equal 25 Good Notes).

Additionally, each teacher and a designated staff member (Dean of School Culture, for example) select a Scholar of the Week. Scholars of the Week are selected based on overall behavior and academic performance centered around the core values.

Scholars' behaviors are tracked daily and entered into the school's Student Information System. Averages are calculated over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival or Spirit Weeks.

Middle School

In the 6th through 8th grades, Sage Collegiate moves to a merit/demerit paycheck-based behavior system. In order to support students' adherence to and development of the school's Core Values - We are Audacious, Brilliant, Curious, and Determined; we have Zest, Integrity, and Purpose. – each student starting in 6th grade will have a Core Value Tracker leading to a Sage Paycheck. Merits and Demerits are tracked on a teacher clip board in every class and entered by a member of our operations team to the Dean's List at the end of the day, but there is no visual tracking for students. The Sage Paycheck is a cumulative paycheck through which students gain and earn points. Those points are totaled at the end of every week for parents to review and sign. Additionally, students are expected to complete a weekly reflection form on their merit/demerit paycheck.

Further, adhering to best practices and research proven approaches,¹ we practice Restorative Justice for scholars, particularly those in Middle School. Through a program like The Center for School Climate and Learning,² staff will receive training on Restorative Justice practices to ensure students are able to achieve greater academic success in a positive school climate, while also being held to high expectations for behavior. Restorative Justice, coupled with our Mindfulness instruction, provides scholars with real-life tools that inform their habits, mindsets, and practices, as well as supports their self-advocacy and autonomous decision making as they move into high school and continue to prepare for college.

¹ There is growing evidence to support the effectiveness of Restorative Justice approach. One of the most compelling examples is from the Oakland Unified School District's Restorative Justice for Oakland Youth. "Beginning in 2007, RJOY's city-funded West Oakland Middle School pilot project eliminated violence and expulsions, and reduced suspension rates by 87%." <http://rjoyoakland.org/>.

² <http://www.thecscl.com/>.