

SPCSA CHARTER PROPOSAL COVER SHEET

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

Primary Contact person: Dr. Jim Christensen

Mailing Address: 2324 Earl Rudder Fwy, Suite 200
City: College Station **State:** Texas **Zip:** 77845

Phone Number:Day: 979-703-8820 **Evening:** 979-575-4346

Fax Number: 866-871-1480 **email:** jim.christensen@arrowacademy.org

Primary contact person: Dr. Jim Christensen
Mailing address: 232

Name of team or entity applying: Foundations Charter School

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

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

Foundations Charter School (FCS) has a mission to be the transformational learning model through a choice education system that can be replicated by School Districts so young students experience an academic, emotional and social success while they pursue their life ambitions. FCS wants to take the next step in the innovation of school choice in Nevada and ensure Pre-K and elementary learning relationships are embedded in the same environment by "pushing down and pulling up" the academic opportunities for students as one coherent learning unit from infant to grade 5

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

Full Name	Current Job Title and Employer	Position with Proposed School
William Walsh	FI Enterprises, Owner	Board Member
David Shellenberger	Real Estate Company Owner	Board Member
Brian Lee	National Direcorr, Beta Upsilon Chi	Board Member
Carmen Maxwell	Women's Counselor	Board Member
Connie Wood	Retired Principal	Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	480	480	600	720	840	960
1	240	600	600	720	840	960
2		240	600	600	720	840
3			240	600	600	720
4				240	600	600
5					240	600
6						
7						
8						
9						
10						
11						
12						
Total	720	1320	2040	2880	3840	4680

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

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

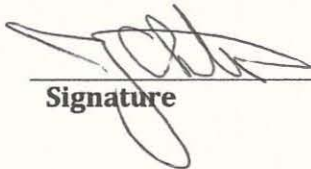
If yes, identify the EMO/ESP: Arrow Management

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

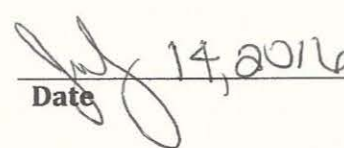
Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? Yes No

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


Applicant Certification:



Signature



Date



Printed Name:

Table of Contents

Executive Summary	6
Meeting the Need	10
Targeted Plan.....	10
Parent and Community Involvement.....	11
Academic Plan	15
Mission and Vision.....	15
Transformational Change.....	18
Curriculum and Instructional Design.....	22
Program of Distance Education.....	36
Pre-Kindergarten Programs.....	37
High School Graduation Requirements and Postsecondary Readiness.....	38
Driving for Results.....	38
At-risk Students and Special Populations.....	46
At-risk Students.....	46
Special Education.....	50
English Language Learners.....	55
Homeless/Migrant Services.....	58
School Structure: Culture.....	59
School Structure: Student Discipline.....	64
School Structure: Calendar and Schedule.....	70
A Day in the Life & Scenarios.....	71
Operations Plan	78
Leadership Team.....	78
Leadership for Expansion.....	83
Staffing.....	85
Proposed new School.....	85
Network.....	86
Human Resources.....	89
Scale Strategy.....	95
Student Recruitment and Enrollment.....	98
Board Governance.....	104
Incubation Year Development.....	110
School Management Contracts.....	111
Services.....	114
Facilities.....	116
Ongoing Operations.....	119
Financial Plan	124
Attachments	127
1. Letters of Support.....	127
2. Leadership Team Job Descriptions.....	133
3. Achievement Data for Instructional Leader and Leadership Resumes.....	140
4. Leadership Competencies.....	159
5. Regional Director Resume.....	177

6. Teacher Evaluation Rubric.....	181
7. Leadership Evaluation.....	184
8. Organizational Charts.....	204
9. Board Member Template.....	207
10.Board member Information.....	208
11.Board Governance Policies.....	220
12.Incubation Plan.....	228
13.Draft Contract.....	231
14.Dual Credit Partnerships.....	257
15.Operational Execution.....	258
16. Facilities.....	264
17.Insurance Coverage.....	276
18.Budget Narrative.....	277
19.Financial Plan Workbook.....	280
20.EMO Network Budget.....	291
21.EMO Financial Documents.....	293
22.Audit Data Worksheet.....	317

EXECUTIVE SUMMARY

Provide a brief overview of your proposed school

In 1998, the National Education Goals Panel set forth the goal that by the year 2000 all children in America will start school ready to learn. It then outlined 10 keys to "Ready schools" including: Ready schools strive for continuity between early care and education programs and elementary Ready schools smooth the transition from home to school (Shore, 1998)¹. Despite their belief that transition is a key component of school readiness, the panel goes on to state that "transition activities are the exception rather than the rule in our public schools."

The philosophy that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school with a great college-bound education. FCS desire to become the premier school choice network. Public education serves children in multiple settings and strategies. FCS is unique in seeking to align our sites to meet the needs of the parents and their challenging daily schedules with the best education for their children.

FCS is aligned with an early childhood partnership that wants to give back to the public school system. This innovative concept seeks to supplement the public's interest in education and engage in true innovational ideas for a good start in a child's educational life and a good career for the rest of their life. Enthusiastic owners of private ECC's in our designated communities desire to align their resources, while respecting the separate use of public resources, to create a partnership of a seamless infant through grade five collaboration and embrace a K-5 charter school system that is already constructed, prepared for learning and accessible to the customers (guardians and children). FCS is excited to act on a new delivery method that unites services, respects the laws and create a "best of show" learning environment in Nevada early childhood and elementary education.

An overview of the mission and vision for the school

The mission for Foundations Charter School is to be the transformational learning model through a choice education system that can be replicated by School Districts so young students experience an academic, emotional and social success while they pursue their life ambitions.

Foundations Charter School's vision is to provide the highest quality instruction in a safe and motivating learning environment for all students using a variety of instructional strategies that are research-based best practices in the field to ensure that each student is academically successful in reaching all his/her learning goals.

Proposed model and target community

The population anticipated in FCS covers the entire spectrum of ethnicity, poverty, at-risk and multiple languages in our targeted communities of students. FCS anticipates enrollees to come from the current traditional schools and from within the current existing pre-school centers in the community. We anticipate we will replicate the Clark County student ethnicity groups of 70% minority and 45% Hispanic student population. The rationale to attend FCS is the need for parents seeking a better opportunity for their child in a small learning relational environment under highly recognized research-based programs. The expertise and research-proven practices each child will receive with personalized attention, due to the size of the center, will be a utopian environment not offered in many public school systems.

The community is interested in attending the Foundations Charter School from our feedback

¹ Shore, R. (1998). *Ready schools*. Washington, DC: National Education Goals Panel.

due to several factors that include: Continuation of the pre-school experience into elementary school; transition consistency; convenience for working families; quality research practices and unique concept.

The outcomes you expect to achieve

The outcomes guiding the Foundations Charter School are:

- a. Each year 70% percent of all K-5 students will meet or exceed individualized status growth norm scores annually as measured by Measurement of Academic Progress RIT scores in math and reading.
- b. 55% of all students will meet or exceed reading national norms for RIT scores by the end of the year.
- c. 55% of all students will meet or exceed math national norms for RIT scores by the end of the year.
- d. By the end of year one 85% of non-IEP and ELL students will be reading on grade level in grades K-3.
- e. FCS students will exceed the baseline status measure of achievement for comparable averages of neighborhood schools in reading and math by 7%.
- f. FCS students will exceed comparable average of the neighborhood schools in growth measure by 7%.
- g. FCS students will close the achievement gap with FRL, ELL and IEP subgroups for comparable averages of neighborhood schools by 5% in reading and math each year.
- h. FCS will have a four star rating on the NSPF when two testing grade cohorts (3rd and 4th) have taken the SBA.
- i. FCS students will average 95% attendance annually.
- j. FCS will maintain an 80% teacher satisfaction rate with their job and organization.
- k. Teachers, after two years in FCS, through the performance pay scoring system, will constitute an aggregate system score of: 100% of teachers will meet or exceed the acceptable scoring range of 359-459 points; 60% of these will meet or exceed the proficiency scoring range of 460-540 points; and 20% of these teaches will meet the Highly effective score range of 541-600 points.
- l. FCS will balance the budget annually and build a fund balance of 8% by year three and 12% by year six.

The key components of your educational model

Research shows that early childhood education positively impacts the educational outcomes of children in the long-run and is cost-effective for the community. Scientific research continues to show that a child's experiences before elementary school directly impact brain development in ways that affect later learning, behavior, and physical and mental health; children from families at poverty levels of income, because of life stresses, psychological distress, and poor parental role models, are at the highest risk for not engaging in experiences that are most likely to promote school readiness, including those that advance a child's language and literacy development; and there is often a serious mismatch between the preparation of early childhood educators and the preparation needed to optimize classroom practices.

FCS wants to take the next step in the innovation of school choice in Nevada and ensure Pre-K and elementary learning relationships are embedded in the same environment by "pushing down and pulling up" the academic opportunities for students as one coherent learning unit. Advances in cognitive science disclose that very young children are capable of much more academically than we used to assume. High quality, age-appropriate and rich learning environments are too often unavailable to the poor and minority populations of our communities. These are the children who

are most likely to gain the most benefit from these innovations.

Therefore, a need exists to ensure school readiness is accomplished through a multi-dimensional process that encompasses connections between the school, the community and the family. A child ready for school, as defined by the National Education Goals Panel, has dimensions that display: physical well-being, socio-emotional development, language development approaches to learning and cognition and general knowledge.

The intent to grow the kids allows FCS in the early years to ensure students are on grade level and exceeding expectations or closing the learning gap at a desired rate of 1.5-2 years per year in school with our focus on starting with two grade bands. Expanding each center by one grade ensures transition, myopic review of students and clear focus on needs without overgrowing the school to the degree we are unable to control the learning gaps and differentiation that tends to expand exponentially when opening an entire elementary choice school in a single year.

The FCS model has strong support systems with administration engagement in teacher development since a low teacher to administrator level promotes high instructional development of the staff. By starting more pre-set and ready-to-go small centers with engaged adults in leadership, we avoid the common traditional 500:1 ratio of students-to-principal concerns as we launch our schools and progress annually one classroom per center.

FCS also supports the centers with a built-in oversight that is established by the director of the ECC who is already a part of the instructional environment, processes and public awareness of needs. This operational lead in each center will stabilize the environment as “business as usual” and allow the principal to be a truly effective instructional leader. The enrollment for success in a small school model requires more students in overall projections since costs to operate each center are increased in personnel support to students and teachers from a traditional school. However, the cost to run a center saves the taxpayers significant money in capital funds due to pre-existing privately owned centers that are move-in ready to operate.

FCS will lead innovation by establishing the use of a transformational report card for reporting student progress to parents; make available to every parent access to the classroom learning environments every school day from home or work to watch their child's learning from a secured web-based system; utilize a year-round track calendar that compliments the preschool model that parents and children are already familiar with; sustain minimal gaps in lengthy time off from learning and ongoing professional development without teacher burnout in the track calendar system; utilize pre-existing wraparound care for parents whose work schedule does not line up with the school's schedule to ensure the ability to care for kids before, during and after the typical school day; agreements with higher education departments to continuously fill the teaching ranks with known quality teachers; professional development and technical instructional support for the consistent alignment of preschool and elementary; implement a unique weighted teacher evaluation system that is coordinated to merit pay; deploy an inclusive lesson plan that engages the critical research components in an orderly manner for teachers to implement when designing robust learning lessons aligned to Nevada Common Core State Standards (CCSS); and maximize collaboration with quality preschools with current meta-analysis research that works in all school demographic populations to support student achievement.

The values, approach, and leadership accomplishments of your school leader or leadership team

The school leader comprising of FCS begins with the Leadership Education Foundation Board. The five member board has been passionately working in charter school governance for five years. The first networks were started for at-risk kids in Texas. The LEF selected Arrow Management, led by Dr. Jim Christensen, to lead the Texas inaugural schools, an organization that partners with community organizations and school districts to ensure all kids get the best education.

Dr. Christensen has been a visionary educator for the past 30 years. His vision is complimented with collaboration and a team approach within the organization. Dr. Christensen understands education and sees the changes needed to improve education through innovation, partnerships and accountability of performance from all personnel of the organization. His values as a leader are founded on relationships. He is able to surround himself with highly motivated individuals who are empowered to think big and work hard to ensure success for the students.

Dr. Christensen has served as a math teacher, principal and the past 18 years as superintendent. He has led four districts and shown significant improvements in academic achievement. During his tenure in Sheridan, Wyoming Dr. Christensen improved student performance from the middle of the State to the second highest performing district in the state in three years. In Adams 12 school district, located in the Denver metropolitan area, he guided the district to the greatest improvement gains in the metro area for two consecutive years. His six years in Douglas County, a southern suburb of Denver, Dr. Christensen established one of the highest performing district in the State with 94% of the 71 schools reaching high or excellent status under Colorado's accreditation report and reduced the dropout rate to less than 1%.

The past 5 years Dr. Christensen has built a start-up at-risk charter school system in Houston, Texas focused on students that are two to three years behind in elementary school and living in high poverty communities. The results of the charter school have shown an average of 18-26 percent gains in students reaching grade level proficiency over three years in the new State Accountability Assessment System in reading, writing, math and science. The schools are primarily minority students (97%) and African American students have made 21-30 percent gains in grade-level proficiency on the Texas State Accountability system.

Dr. Christensen serves as an educator and an engaged community member and has served on many boards and youth organizations including: National Advisory Board Member for *Scholastic*; Board member for Mid-Continent Research Lab; and the National Math Recovery Board. He was the recipient of Distinguished Alumni Award for Professional Achievement Award at Northwest College; National Reading Recovery Leader of the Year; Finalist for Colorado Leader of the Year; and his district in Douglas County was recognized as one of the nine best places to work in America.

Key supporters, partners, or resources that will contribute to your school's success

FCS has begun to leverage existing partnerships with multiple community business members. The value of the natural connections to the communities that our centers and schools are geographically located cannot be understated. Foundations Academy by its intentional school network design takes those natural connections with families, children, and local business and pastoral leaders as the bedrock of our outreach and support.

Philosophically at the most basic level the Nevada Childcare Association and its membership are advocates for a multi-site approach to reaching out to diverse geographic and socioeconomic groups within the Las Vegas valley and the state. Driven by Early Childhood Education business development leaders, as well as natural partners within the UNLV and the UNR Departments of Education and Clinical Studies the ongoing dialogue for the past 10 years has focused around reaching out to ECE centers as a delivery system of high level educational services.

MEETING THE NEED

TARGETED PLAN

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

The population anticipated in Foundations Charter School covers the entire spectrum of ethnicity, poverty, at-risk and multiple languages in our targeted communities of K-5 students. Foundations Charter School anticipates enrollees to come from the current traditional school districts, working parents commuting to the area, local area neighborhoods and from within the current existing pre-school centers in the community. The rationale to attend FCS is the need for parents seeking a better opportunity for their child in a small learning environment under collaborative educational programming. Due to the size, collaboration between existing pre-schools and our public school in the center, will be a utopian environment not offered in many public school systems from birth to 5th grade.

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

FCS wants to compliment the SPCSA mission statement of improving and influencing public education in charter schools that prepare all students for college and career success and by modeling best practices by taking the next step in the innovation of school choice in Nevada. Ensuring Pre-K and elementary learning relationships are embedded in the same environment create a vertical articulation for parents, students and teachers. This creates an avoidance of the troubling transition we often face with kids leaving an Early childhood Center and attending a public school system with a wide variety of learning challenges too early in the system's existence. Having teachers on the same page in academic practices and learning expectations will minimize the ongoing transition saga and create prepared students for future schooling needs.

Therefore, a need exists to ensure school readiness is accomplished through a multi-dimensional process that encompasses connections between the school, the community and the family as stated in the executive summary.

FCS will align with the SPCSA mission to prepare students for college and career by using the best practices, research, metrics and monitoring systems that are embedded in the school's classrooms and centers. The proven results that are balanced with innovative classroom practices aligned to how kids learn will maintain the high quality education all kids and parents deserve from a public school. With a focus on increasing children's school readiness through consistent research-based curricula, classroom resources, technology-driven child progress monitoring, teacher/staff professional development with mentoring, and program evaluation, FCS will lead a new era of innovative classroom opportunities for students.

The educational philosophy in FCS is founded on the strong portfolio of research that shows strong Pre-K programs can help amend current academic gaps and discrepancies in transitions if the Pre-K and elementary environment are contiguously aligned. The trend of universal Pre-K, state-funded preschool programs and collaborative transition processes are becoming the norm

rather than the exception across America. The ongoing review continues to focus on the quality of these programs and transitions. This is the intent of FCS to model this process for other organizations and replicate both internally in FCS and externally in school districts.

Therefore, a charter proposal to embed this research, early childhood centers and K-5 staff, facilities, training and studying of students on one coherent system and environment addresses a great start to school so a child can have a better way of life.

PARENT AND COMMUNITY INVOLVEMENT

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

A primary objective of FCS is to become an active part of the local community in which we serve. This involvement, ranging from HOA's to community service groups will provide our students and their family members both awareness of and access to needed service opportunities. Encouraging our families to be active members of their school and community will result in a stronger community and a life-long commitment to service in our students.

To date the feedback and discussions within the centers has targeted interesting discussions around the relatively small facility within each site that will foster a more accessible and intimate relationship between our staff and parents than is typical at a large school or School District. This increased accessibility will result in greater parent-teacher communication, increased parent intervention and involvement; greater understanding for the parents regarding what is being taught in the classroom, and students who see parents, not fully separate from school but rather an integral part of the school.

Parents have participated in multiple information forums held by the local Early Childhood Centers and Arrow Management team. Owners have formed and Owners Advisory Council (OAC) that serves multiple purposes in the development of the application and charter school plans. One pillar of this team was to create a communication engagement plan with an initial focus on outreach to the local communities in each of the designated sites identified for 2017-18 school year. Spreading news about the school's potential opening and determining interest with the use of an FAQ and an executive summary of the school's purpose and methodology is helping gather foundational information for the OAC and the management team.

What has been concluded to date is the parents and community are interested in attending FCS from our feedback due to several factors that include: Continuation of the pre-school experience into elementary school; transition consistency; small learning environments; people they trust and have been associated with for some time in the ECC; convenience for working families; quality research applications and unique concept.

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

For the year of planning the school the OAC will embed a committee of parents and volunteers to participate in the processes and actions of the rollout of the school in relevant areas of support that will include:

- Open house events in the fall, winter and spring prior to school opening
- Recruiting and informing students and parents about the process for interested families

and students

- Recruiting and communication process for interested staff in open employment positions
- Represent and speak on behalf of FCS mission and vision
- Approve school nick name, calendar items for family engagement and business partnerships at the school
- Act as key communicators, regarding concerns and questions to share with the leadership team
- Review school goals and focus
- Participate with Director in planning functions for kids, parents, staff and community
- Engage in volunteer organization efforts with Director in areas of needed support for the classrooms
- Participate in hiring process through recommendations and serving on the interview team for the director

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

Once the school doors are open FCS recognizes the beginning of parent engagement is founded on a welcoming environment and relationships. FCS will have customer service standards for our staff in the way we communicate and engage with parents so they at all times feel welcome and listened to in our centers and truly see themselves as partners in learning.

This will include ongoing communication of desired teacher support for completion of homework and consistent work to build and enhance academic skills of students as a necessary ingredient for the success of our school. We will forge deep connections with our families to build partnerships between them and our principal, teachers, students, and seek external mentors for children that need a significant adult in their life if the home life is not conducive to that opportunity.

Our teachers will maintain regular communication with the families of our students, making home visits and welcoming family members into the school. Our school will also have a "Family Room" to provide a place for positive interaction between families and activities chosen by them such as: guest speakers on pertinent topics; computer software use from school or home for the student's academic development 24/7; child development seminars and language development strategies that can be used at home; and reading and writing resource understanding and availability to parents.

Our school will also provide education to parents and the community based on their needs, such as Capturing Kids Hearts management practices in seeking behavior corrections and stronger relationships through proven strategies; learning to speak and write English as a second language, building computer skills, and other identified needs from our community parent teams.

Our work with families will be guided by our educational principles to have a safe, supportive learning environment, committed and respectful relationship and active partnerships with stakeholder that serves both students and the larger community.

FCS will lead parent and student engagement innovation by establishing the use of a transformational report card for reporting student progress to parents. This report card will identify where their child is performing each 6-weeks. The report card will identify the level of understanding the child is currently displaying with a grade and at what grade level. For example, a

student may be in third grade but doing “C” work at the second grade level according to current standard concept and skill attainment. Our report card communicated this versus a “D” or an “F” on the third grade report card. The intent is to ensure the parent understands their child’s current level of understanding and how we, together, are going to support the desired progress of our children with a family mind set.

We also plan to utilize a year-round track calendar that compliments the preschool model that parents and children. Since many families have both parents working in our centers FCS desires to partner with the ECC to provide a year-round schooling and custodial support process to the parents and students. This will enhance learning opportunities, sustain minimal gaps in lengthy time off from learning and ongoing professional development without teacher absence from class or burnout in the track calendar system. FCS will partner with the ECC and utilize pre-existing wraparound care for parents whose work schedule does not line up with the school's schedule to ensure the ability to care for kids before, during and after the typical school day.

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

The community resources first begin with the opportunity to have parents sustain a continuous learning environment from birth to 5th grade. The consistent process for parents and their children will serve as a connectivity process common much like a family atmosphere.

During the past year a number of our ECC’s participated in educational research studies and center based trainings to enhance the efficacy of the delivery of effective early literacy education. In these studies the ECC’s worked with The University of Nevada Reno research project “Striving Readers Literacy Program: Impacts of Literacy Coaching and Training of Childcare Teachers Implementation of Literacy Instructional Practices” by Dr. YaeBin Kim, and Dr. Teresa Byington. Most recently in a follow-up study by Joseph Morgan, PhD, Catherine Lyons PhD and Cecilia Billow of the UNLV Department of Education and Clinical Studies, “ Preschool Teachers Knowledge and Skills: Phonemic Awareness and Instructional Coaching”. The ECC’s continue to partner with and seek ongoing support of the Nevada Department of Education in their effort to utilize ECE centers as a forefront of early literacy and educational expansion.

The ECC’s have partnered with Dignity Health Hospitals, and the Board of Directors, including Jay Barrett, its previous president. Also they have partnered with Dr. Leonard Cash PhD, Clark County Court Administrator, Eighth Judicial Court, utilizing his parent and student training program, “HopeFul Kids” to create a support system for parent and a culture of respect within our schools.

A team is only as good as its leadership and its players. To this end we are excited to have on board for our Foundations Charter School project the professional insurance and legal services of Stan Rourke, Owner of MySchool Insurance Company. From a fiduciary and financial analysis perspective we have the support of John Whitman CPA, CGMA; and Managing Partner, Rich, Wightman & Company, CPA and LLC.

Finally from a financial support perspective The OAC have established a longstanding working relationship and access to capital from Nevada State Bank, Jeannie Robertson, Branch Manager, as

well as Bank of America, Senior Vice President of Enterprise Business & Community Engagement, Dan Giraldo.

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

Each ECC has served the community within which it resides for many years. The advantage of this model is the location of schools are well-known organizations and continuous contributors to the community. FCS will capitalize on this trust and built-in relationships through engagement and introductions from ECC owners, employees and parents.

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

The primary partner planning and establishing the school are the ECC owners of the facilities FCS desire to start in. Each ECC will contribute resources for the start-up of the school that include furniture, fixtures, playgrounds, marketing and outreach. FCS works with Conaway consulting for Special Education services in organizing the start-up of the program and ensuring all files and IEP transfers are reviewed, in compliance and IEP resources are in place. They also lead training for staff and leaders in State law, regulations and best practices.

Arrow management assumes most of the planning responsibilities of the educational program and strategic organization. They consult with the LEF board for needed input in application documents. They contribute the resources to put the application together and plan for the school's needs and requirements. Arrow mgt. has experience in starting a charter school organization and many years in all levels of public school education that supports the board in defining operational needs for planning.

ACADEMIC PLAN

MISSION & VISION

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

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

The mission for Foundations Charter School is to be the transformational learning model through a choice education system that can be replicated by School Districts so young students experience an academic, emotional and social success while they pursue their life ambitions.

The mission of FCS is aligned to school activities and experiences through the belief that if schools teach youngsters to work well with others, regulate their emotions, engage in rigorous study to constructively solve problems, students will be better equipped to deal with life's challenges. A part of the curriculum (Capturing Kids' Hearts)² in FCS directly aligns to the intent of the mission within our classrooms. Teaching the importance of relationship skills with students to ensure self-management, self-awareness, social awareness, responsible decision-making and overcoming behavioral constraints will organize and prepare a learner for our future citizenry success in the FCS and SPCSA mission. FCS becomes a destination school when students are highly motivated to learn and enjoy who they learn from in school. This will transform our model as a true student choice school versus a neighborhood school of attendance.

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

Foundations Charter School's vision is to provide the highest quality instruction in a safe and motivating learning environment for all students using a variety of instructional strategies that are research-based best practices in the field to ensure that each student is academically successful in reaching all his/her learning goals.

The foundation of using good instructional practices with strong effect size coupled with motivated learners will increase the rate of learning for students. FCS desires to extend the learning of each student beyond the expected requirements and give our students the best opportunity to compete for the best schools and careers as well as provide choices in life they desire verses those thrust upon them due to circumstances. By aligning relationships, self-managed behavior, motivation and research, FCS can attain a transformational state of performance with students.

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

² Flippen, M.B. (2007). *The flip side*. New York NY: Springboard Press.

The outcomes guiding the Foundations Charter School are:

- a. Each small-school center will cluster from a campus that will meet Common Core
- b. FCS will meet NSPF accountability index expectations as measured by the Smarter Based Assessments (SBA).
- c. Each year 70% percent of all K-5 students will meet or exceed individualized status growth norm scores annually as measured by Measurement of Academic Progress RIT scores in math and reading.
- d. 55% of all students will meet or exceed reading national norms for RIT scores by the end of the year.
- e. 55% of all students will meet or exceed math national norms for RIT scores by the end of the year.
- f. By the end of year one 85% of non-IEP and ELL students will be reading on grade level in grades K-3.
- g. FCS students will exceed the baseline status measure of achievement for comparable averages of neighborhood schools in reading and math by 7%.
- h. FCS students will exceed comparable average of the neighborhood schools in growth measure by 7%.
- i. FCS students will close the achievement gap with FRL, ELL and IEP subgroups for comparable averages of neighborhood schools by 5% in reading and math each year.
- j. FCS will have a four star rating on the NSPF when two testing grade cohorts (3rd and 4th) have taken the SBA.
- k. FCS will average 95% attendance annually across all campus clusters.
- l. FCS will maintain an 85% teacher retention rate.
- m. Teachers, after two years in FCS, through the performance pay scoring system, will constitute an aggregate system score of: 100% of teachers will meet or exceed the acceptable scoring range of 359-459 points; 60% of these will meet or exceed the proficiency scoring range of 460-540 points; and 20% of these teaches will meet the Highly effective score range of 541-600 points.
- n. FCS will balance the budget annually and build a fund balance of 10% by year three.

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

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

Achievement is the foundation of learning from a written curriculum that is grounded, implemented and monitored for present and future use by the students. Instead of thinking of content as concepts to be covered, knowledge and skills should be understood as the means of addressing questions central to understanding key issues in the various subjects. Students should develop flexible understanding of when, where, why, and how to use their knowledge to solve new problems. Understanding happens when knowledge and skills are blended and transferred when content is used.

FCS recognizes the primary role of the school is to prepare students at a minimum to be competency-based learners as prescribed from the State of Nevada. Many organizations have often times failed to meet this core expectation and FCS wants to ensure with an early start and ongoing collaborative discussion in a common arena from early age a child becomes proficient and above in academic standards. This proficiency success in the vision opens the door to many other traits the mission desires for all the children in FCS.

FCS will ensure in the vision that the statutes requirement of improving the academic achievement of pupils aligned to the NSPF for all students; the use of effective and innovative methods of teaching will align to need of children to meet academic goals; accurate measures of the academic achievement through valid and reliable assessments will be communicated; and establishing accountability and transparency in all operations of FCS at all times for the public's interest and desire to showcase learning environments so it may be used in other education organizations in Nevada.

The statutory expectation are embedded in the vision through clear and specific accountability measures for all students and aligned to the NSCF measures for comparable results between FCS and all other public education organizations. The mission seeks to create a transformational model for others to consider to use in aligning early childhood and elementary education in a one-stop environment at no additional cost to the taxpayers in construction of facilities. This model is not only advantageous to taxpayers it addresses a common issue of transition that is highly recognized as a deterring factor in student success for early learners.

Through a list of beliefs and outcomes that are embedded in the purpose, mission and vision of the board, FCS we will have a clear compass of who we are and where we are going. FCS has established the following non-negotiable beliefs:

- We have a commitment and access to continuous lifelong learning for all students in our community.
- Our expectation is that every child can achieve to the best of their ability, aiming for national aspirations, which is well supported by a commitment to early intervention.
- Learning will be an enjoyable and challenging experience for all.
- All children through assessment for learning will have secure foundations for subsequent learning.
- All sites will have systems in place to track all children's progress.
- Everyone within an educational setting will have continuing professional development.
- There will be good-quality teaching and learning on campus, which reflects our diversity.
- High standards of attainment and better than average value-added results will be achieved.
- Performance management of adults will determine the compensation and development recommendations.
- Parents will be provided with relevant information particularly about their child's standards and progress.
- Partnerships with parent and the wider community are crucial to supporting children to achieve as well as they possibly can.
- No limitations on success- No student shall be prevented by economic disadvantages, race or other constraints from achieving their full potential in academic performance. FCS highly encourages families of poverty to apply to FCS.

Each FCS campus frameworks is aligned to support the mission, vision, goals and beliefs through outcomes from:

- Highly effective and qualified staff
- Research-based curricula and instructional practices in:
Language, Literacy, Mathematics, Science, Social Studies, Health, Fine Arts and Technology, ESL, GT and SpEd
- Responsive teaching to all children
- Child progress monitoring aligned to standards for all students within a portfolio of data points in each content area. This includes monitoring of:
Student achievement, student annual progress, closing achievement gaps and subgroup populations
- Professional development for all staff in best research practices
- Mentoring teachers for ongoing continuous improvement
- Parents as partners in each classroom
- Comprehensive services for all learning needs

TRANSFORMATIONAL CHANGE

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

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals. Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- **Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)**
 - **Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)**
 - **Structures (e.g., blended learning, small learning communities, small class sizes, etc.)**
- FCS begins recognizing relationships are the most important beginning to learning. FCS engages in all aspects of its work a continuous focus on building positive relationships so we have motivated learners. FCS will lead innovation by establishing the use of a transformational report card for reporting student progress to parents by letter and grade of performance. For example, a student may be in 3rd grade, but doing "C" level work in second grade. The report card will communicate this to the parent so all are engaged in meeting every child's academic need, not just the need of the grade which they are enrolled. On the other hand, a student in 3rd grade doing "A" work in 4th grade will be challenged to grow versus becoming bored with school and redundancy. This is the intent of the FCS model to meet every student where they are in learning and accelerate their potential.

FCS will make available to every parent access to the classroom learning environments every school day from home or work to watch their child's learning from a secured web-based system; utilize a year-round track calendar that compliments the preschool model that parents and children are already familiar with in learning. FCS model promotes minimal gaps in lengthy time off from

learning and ongoing professional development without teacher burnout in the track calendar system that operates on a nine week on and three week off rotation.

By departmentalizing grades one through five FCS will be able to pace kids at personal rates of learning in a concept-based approach in learning with flexible grouping. The departmentalization allows content delivered from teacher's content strengths versus all teachers instructing and planning for all subjects.

FCS will utilize pre-existing wraparound care for parents whose work schedule does not line up with the school's schedule to ensure the ability to care for kids before, during and after the typical school day. FCS will seek local agreements with local universities to continuously fill the teaching ranks with known quality teachers. Vertical alignment of professional development and technical instructional support for the consistent application of preschool and elementary will have a major impact transition challenges commonly part of many organizations in education.

FCS will implement a unique weighted teacher evaluation system that is coordinated to merit pay versus experience of education. FCS will deploy an inclusive lesson plan that engages the critical research components in an orderly manner for teachers to implement when designing robust learning lessons aligned to Common Core State Standards and FCS will maximize institutional collaboration with quality preschools with current meta-analysis research that works in all school demographic populations to support student achievement.

Students enrolled in the Foundations Charter School will be provided instructional strategies that are research-based best practices and align to the standards-based curriculum. Classroom teachers will develop lessons and provide instruction based on high expectations for content learning grounded in aligned curriculum and individualized to ensure maximum learning for each student.

FCS believes in a systemic development of personnel. All teachers will begin training in the summer of 2017 prior to the beginning of the school year. The teacher agreement will be for 190 days. Ten days (80 hours) will be for professional development (PD) and 180 days for student instruction. Another 40 hours of PD will occur during the weekly site schedules for a total of 120 hours of PD per year.

The experience of the sponsoring Board members and the superintendent will define the initial rollout of training for staff. The superintendent will be responsible for implementation of the training and implementation with fidelity. The operational oversight will go through the superintendent for final approval.

Leadership Education Foundation Board has also defined a process of training for all year one leaders and teachers in FCS. The training schedule will be targeting dates between June 10 and August 20 and will include the following development strategies:

- Capturing Kids' Hearts-3 days
- Focus on culture, student engagement in consistent processes in each classroom Positive Behavior Support-1 day
 - Methods of working with the core behavior issues of a child and the affirmation process of supporting positive behavior
- Vision, goals, objectives, actions plans, tasks and monitoring processes-2 days
- Multi-tiered System Reading Rules –half day
- Lesson Plan Design-1 day

Training to support teachers in building strong lesson plans aligned to how students learn and retain information

- Research learning strategies and assessment Tools-1 day
- School operational software -1 day

FCS will use software to support our learning environment.

Principal and leadership training in how to use and access various elements of the software will be provided to ascertain a level of comfort with technology.

- School Handbooks (Parent, ESL, Crisis Intervention, Special Ed. and Employee)-half day
- Review of handbooks by all leaders so each site has a common understanding of State regulations and processes.

Ongoing training will complement the needs of each campus to meet their goals and address data-driven gaps in student performance. An ongoing review and extension of instructional development per the leadership and school need assessment areas of continuous improvement will define the training process.

Each year thereafter, an assessment of each campus will be conducted to define needs and level of implementation so that a fluid system of PD is installed in the process for each campus along with the foundational expectations.

The high quality PD will be delivered in five strategic methods in FCS. The first will be face-to-face induction training before school begins. Training in the FCS induction and non-negotiable charter training will include: Content training, lesson design, technology software, research's best practices, assessment tools, report cards/grading, school operations, student management and Capturing Kids' Hearts.

Three days will be built into the schedule during the "track off" sessions or during the traditional calendar release days for students. The days will address data-driven dashboard results at each campus for priority of focus in using "just in time" training methodologies based upon campus needs. Each of these three days will be facilitated through coaching reviews and feedback for defining the targeted training needs on campus.

Each campus will also have face-to-face development two times per month for the staff meeting. Staff meetings will be held weekly in FCS and designated as two for operations and two for professional development. The meetings are short chunks of PD that are aligned to student data, curriculum and instructional strategies through vertical teams.

This will be the learning communities defined in FCS. Communication, review of performance and further support and follow-up of prior training will be agenda items to ensure application and consistency of student progress is an FCS priority. Each campus will utilize web-based support to support the teachers' needs and coaching areas to avoid long gaps of poor or misunderstood delivery of important teaching techniques expected in FCS.

Finally, each campus will have autonomy to attend a regional center, charter school association or value-added State training session that is determined to be in the best interest of students and teacher development through superintendent approval.

FCS has collaborated extensively with the ECC's in helping formulate our choice of curriculum, programs, projects and professional development for the teaching staff. Through this partnership we will optimize two educational foci. The most obvious will be the high quality educational content

provided to our children. The second is the continuous professional and educational development directed toward our teaching staff. In developing the goals of the charter we have prioritized consistent improvement in both the children and the teaching skills of our staff.

(2) Describe the mechanisms by which the fundamental features you described in (1) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

The use of common understandings and research about what works between early childhood, kindergarten and primary grades will lead the practices to ensure research proven deliverables are demonstrated in every classroom on a continuous basis. These research-validated practices include:

- a. Technology Software
Odyssey (Compass) Learning³ and Learning A-Z (RazKids) software⁴
- b. Neuro Nine Lesson plans based on Robert Marzano research⁵
- c. Year-at-a-Glance (YAG) 6-week, Scope and Sequence and Unit alignment to standards with benchmark assessments
- d. Capturing Kids Heart classroom management model
- e. Gates Foundation Poverty Research Outcomes
- f. John Hattie Research on effect size⁶
- g. Direct and Small Group Instruction
- h. Manipulatives in math and science
- i. Nonlinguistic Representation
- j. Marzano instructional strategies
- k. Teaching toward higher order thinking strategies through Bloom's Taxonomy⁷
- l. Literacy
Balanced Literacy⁸, Fountas and Pinnell Level Literacy Intervention⁹, Guided Reading¹⁰, Go Phonics¹¹, Journey Textbook, Kemah Writing Academy

³Retrieved from: <https://compasslearning.com/odyssey/>

⁴ Retrieved from: https://www.readinga-z.com/updates/reading_az_white_paper.pdf

⁵ Marzano, R.J., Pickering, D.J., Pollock, J.E. (200). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁶ Hattie, John (2012). *Visible learning for teachers: Maximum impact on learning*. New York, NY: Routledge.

⁷ Retrieved from: <http://www.nwlink.com/~donclark/hrd/bloom.html>

⁸ Retrieved from: <http://www.lauracandler.com/strategies/balancedlit.php>

⁹ Fountas, I. C. & Pinnell, G.S. (2003). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*. Portsmouth, NH: Heinemann,

¹⁰ Fountas, I. C. & Pinnell, G.S. (2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.

¹¹ Retrieved from: <http://gophonics.com/>

- m. Science
StemScope; 5 E Model (engage, Explore Explain, Elaborate and evaluate), lab Motivation Math, Motivation Science and Motivation Writing workbooks
- n. Math
HMH Go Math Textbooks, Think through Math and manipulatives
- o. Social Studies
Studies Weekly integrated with extended literacy centers

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

FCS will use flexible grouping strategies based on a students' current level of standard attainment. Within these groups the classroom teacher will also create small group intervention structures to support all levels of learners. Beyond system and teacher differentiation students will have a MAP folder that is part of their learning portfolio aligned to technology software (Odyssey) that allows students to pace their individual targeted goals. Students with the greatest need of closing the achievement gap will have intense intervention schedules with such systems as, Go Phonics, LLI, go Math and Math Recovery. Personnel from tutors and aides will be used in each center to support students in closing the gap and exceeding the rate of learning.

(4) Provide, as Attachment 22, academic performance data for the CMO and contact information for each campus, school, and charter school authorizer in the appropriate tabs of the spreadsheet.

CMO academic performance is provided in attachment 22

CURRICULUM & INSTRUCTIONAL DESIGN

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

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

Standards-based teaching and assessing will be used at the FCS aligned to the Nevada Academic Content Standards and also identified as the Common Core State Standards that align with NRS 389.018. FCS will not participate in a distance learning program so NRS 386.550 is not applicable to this application.

Student expectation levels for CCSS developed from the Nevada Academic Standards for each grade level and content will be strictly adhered to in FCS. Parents will be provided student expectations rubrics at the beginning of each year. During conferences, teachers will identify the strengths and areas of concern in each content/skill. All data sources, both formative and summative will be used to communicate student learning. Grade and grouping placements will be based on these assessments and benchmarks aligned to the Smarter Balance Assessment in ELA and math.

The curriculum will begin with the foundational curriculum and resources presented by Houghton Mifflin Harcourt (HMH). The math series will be Go Math and the ELA textbook will be Journeys. Sciencesaurus resources will be part of the science curriculum along with relevant application material.

The Nevada Academic Content Standards for Science identify eight practices of science and

engineering and seven crosscutting concepts that are essential for every student to learn. Their purpose is to help students deepen their understanding of science content and develop a coherent scientifically based view of the world.

All students will be responsible for monitoring their progress. Based on age and appropriateness, each student will keep a journal and/or chart progress in reading and math (at minimum). In addition, progress monitoring aligned to the HMH curriculum from the continuum of assessment in HMH will serve as the benchmark assessments and will confirm student data status with CCSS and interim assessments. MAPS will be used to allow students to chart growth targets. Teachers will meet with students individually each six weeks to set goals for growth and understand how to monitor progress. Students will participate in parent conferences, with the teacher, and will communicate goals and growth to the parents. Parents will be asked to participate in the learning and growth of their child and will be provided training and materials to assist at home.

Part of the FCS curriculum for teachers include pre-assessing, instructional implementation, and post-assessing to determine level of teaching effectiveness. A tiered support system will be developed, implemented, and assessed for each student as needed in content and/or with objectives in which the student is struggling.

The CCSS need to be "translated" into operational terms, with a focus on complex outcomes - not a commonly used checklist. All grade level content areas will align with the Year at a Glance (YAG) standards; pacing guides; two student learning objectives (SLO) threaded through the standards for the entire school year; and exemplar lessons for teacher support. The standards will be incorporated and monitored through several strategies used by leaders, teachers and the LEF Board to ensure programs are meeting the high expectations for student learning and continuous improvement. The teacher will choose a thematic topic aligned to the CCSS benchmarks in enduring knowledge, important knowledge and knowledge worth being familiar with and then choose lessons, books, and activities that relate to the theme; focused on the depth and complexity of the Student Expectations (SEs), and researched best practices in the field, such as critical thinking/problem solving, collaboration, communication, and creativity. A range of developmentally appropriate, differentiated and standards-driven strategies will be included to maximize and motivate all learners.

Fine arts strategies will be integrated in content learning to enrich the curriculum and promote creativity. The curriculum will align vertically on prior knowledge and standard objectives from the grade prior and grade above to ensure coherent and connected learning.

An integrated learning approach will be used to teach all grade level and CCSS's at the student expectation level. A minimum of 90 minutes in literacy (reading and writing) and 90 minutes in math daily will be designed into the curriculum. Explicit instruction of the objectives will be introduced for new concepts, small group practice, and cross-curricular connections to other content will be part of the daily lesson cycle.

The four academic subjects of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. Permeating the strands of each subject are unifying concepts that link to the content that is introduced and taught in each strand, enriching the delivery of the standards-based curriculum. The following table lists the strands and unifying concepts for each of the core disciplines:

Discipline	Strands	Unifying Concepts
Language Arts	Reading, Writing, Listening and Speaking, Viewing and Presenting, Research Skills	Communication Skills and Strategies
Social Studies	History, Geography, Civics and Government, Economics	Global Perspective, Individual Social Competency
Mathematics	Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis, Mathematical Thinking	Communication, Problem Solving, Reasoning and Proof, Representations, Connections
Science	History and Nature of Science, Science as Universal Inquiry, Physical Science, Life Science, Earth and Space Science, Science and Society	Systems and Organization, Evidence and Explanation, Constancy and Change, Form and Function

In the English Language Arts Program communication takes many forms, from reading and writing to the visual and performing arts. To the extent that students can process written and oral communication, they are better able to interact with the world around them and to communicate their thoughts and ideas to others. Hence, effective literacy skills are central to the curriculum, weaving their way among the content and skills introduced and developed through Reading; Writing; Listening and Speaking; and Viewing and Presenting. Communication skills and strategies are intertwined, strengthening the strands that lead from content and concepts to connections among people and disciplines. A summary of curricular content follows.

Our students will be strong readers at or above grade level by the time they leave the primary levels, having opened doors to good literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and expository texts read in class, students read independently from a comprehensive list of leading works prepared for each grade level. This strand produces strong, fluent, lifelong readers.

FCS believes that writing should be, first and foremost, an exercise in thinking. Students write on a daily basis as they progress through the academies. From creative writing activities to research and reporting, our students write to express points of view and share information, and use writing as an avenue to self-discovery and self-expression.

Students will receive information from a variety of sources and practice presenting it for a variety of purposes. Socially interactive environments within each academy foster a love of language that encourages students to listen, question, discuss, debate and share all that they learn. This strand produces articulate, expressive students.

Viewing and presenting experiences instruct students to observe different forms of media from a critical perspective and to be responsible and effective users of innovative communication tools and technology. Making sense of their information rich environment requires visual literacy as well as a fine-tuned ear.

In mathematics FCS will provide students with in-depth mathematics content that is standards-based and reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student receives the essential skills needed for mathematical literacy. In keeping with this challenge and a focus on departmentalization in FCS, our teachers will have a strong interest and background in mathematics. Our teachers will have mathematical knowledge beyond the curriculum that is taught and will participate in ongoing professional development to better serve

our students.

What students learn is fundamentally connected to how they learn it. In response to this, our mathematics program will reflect a learning environment that emphasizes the unifying concepts of communication, reasoning and proof, representation, problem solving, and connections. Emphasizing Bloom's Taxonomy in questioning and lesson planning is expected in each lesson. Presenting the mathematics curriculum in this way helps all students experience the subject as significant and relevant to their lives.

The concrete to pictorial to abstract approach enables students to encounter math in a meaningful way through concrete activities before progressing to pictorial and abstract representations. New mathematical concepts are introduced through a spiral progression that builds on concepts already taught and mastered. Structured activities are used to consolidate the mathematical concepts taught. Review pages are offered at the end of each lesson and used to assess the students' mastery of key learning objectives.

Working with data gives students an opportunity to connect mathematics to other subjects as well as to their world. Analyzing the results of school-wide elections, searching the Internet for data related to a research topic, or comparing results of trials in a scientific investigation engages students and teachers in active learning.

The process strands that enable students to communicate what they learn, solve a multitude of problems, make decisions involving mathematical thinking, organize thinking through graphic and visual representations, and make the connections between mathematics and other subjects are integrated with the content and methodologies of the our charter school's mathematics program.

Effective science education begins in early childhood, when parents and teachers respond to a child's natural curiosity about the world around him or her. FCS will offer a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the Five E model to standards of learning. They will inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and Science, and Society, a description of which follows. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

Physical Science is a central focus of the science curriculum. In this strand, children will enhance, refine and explore the concepts they bring to school about the nature of matter, the way things move, and how different forms of energy behave and interact.

Life Science is a springboard for observation, exploration, experimentation, and fact-finding expeditions about the life processes in natural communities. Students use a myriad of scientific tools to document the processes of life and access books, magazines, software, and the Internet to augment and clarify their understanding of the living world. Taking part as questioning members of diverse environments, our students form associations that lead to a multitude of discoveries in our natural world.

Science and Society is a strand that enables students to broaden the horizons of their scientific knowledge and gain a new sense of the world around them. They begin to question the events that may jeopardize the harmony of life on Earth and to take an active role as solution finders. Students'

problem solving abilities are enhanced by participation in purposeful tasks using technology to seek solutions. Additionally, students explore important aspects of personal health and safety. Students will become learning contributors, decision-makers, and problem solvers while acquiring a sense of the ever-changing world in which they live.

Science as Universal Inquiry is a strand for curious young minds. Whether students are observing organisms under a microscope or simply exploring the various states of matter, they will be encouraged to ask questions, to provide explanations, and to reflect on their findings. This strand is infused into the overall science curriculum, providing students with opportunities to explore and experience the excitement of science by doing science and increase their competence in the subject by interacting with teachers who are subject area specialists. As they engage in activities that combine science knowledge with scientific reasoning and critical thinking, students will develop an understanding of the skills needed to become active and efficient learners.

The science curriculum is designed to develop the capacity to:

- Explain ideas, principles, and theories fundamental to understanding the natural world in which we live;
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint;
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies;
- Design and implement scientific investigations;
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles;
- Understand the interrelationships between the branches of science and its defining strands;
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

Social Studies are not just one discipline, but a combination of many. Literature, science, technology, and the arts enrich the canvas on which FCS's Social Studies curriculum is created, adding interest and integration to this fascinating subject. A personal and a global perspective are essential elements for students facing a world of rapid change, so both elements are present throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands, a description of which follows, are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society.

History should build on students' prior knowledge of their own lives and communities by taking them on journeys to those of other places and times. Integrating their own experiences with those of other cultures, children construct meaning and develop important concepts that help them to link the past and the present and pose questions about the future. History is present in each strand of the Social Studies curriculum, enabling students to understand the vital role that past events have on our lives today.

Geography is the stage upon which history unfolds. Students develop the understanding that this strand is a powerful force that motivates human behavior and influences movement, cultures, beliefs, and values. In learning to access and use geographical tools and technologies, students gain valuable literacy skills for a world that becomes figuratively smaller day-by-day.

Civics studies impart both the specific content as well as the development of skills related to good

citizenship, democratic principles, and the application of these to active participation in community affairs at local, national, and global levels. Our classrooms will be a microcosm of a social system, enabling our students to gain respect for the rights and differences of others through a strong infusion of character education, service learning, and problem-solving programs.

Economic literacy enables our students to become wise consumers and make good financial choices. Activities that tie economic understanding to events in history, geography, and civics establish a strong foundation of basic economic principles that prepare our students to participate in the worldwide marketplace.

The performing arts curriculum consists of activities in art, music, and drama that: nurture creativity; encourage productivity; provide a link to the past; promote appreciation of diverse cultures; and cultivate a love of beauty and great works. Participation in performance activities will enhance their ability to communicate with others in imaginative and creative ways. Masterpieces by great artists will be introduced and studied by students as a means of understanding themselves and others. Students will view, listen to, participate in, and discuss the performing arts and literary works from different periods and perspectives. Our students will gain a true appreciation of art, music, drama, and dance as important reflections of our past, present, and future.

The Health and Physical Education curriculum focuses on health and physical fitness skills. As our students progress through the academies, they will participate in activities and experiences that emphasize the importance of a healthy lifestyle. Teachers and instructors work on the premise that a sound body is essential to a sound mind. When students are healthy and active, they are more motivated to learn about the world around them. FCS will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness as students' progress through the academies.

Health topics are closely linked to science content as well as physical education. Concepts include: basic hygiene and health habits; nutrition; functions of body parts and systems; disease prevention; first aid and safety; dangers of substance abuse; and the benefits of exercise.

Physical Education will help our students keep fit through a variety of organized activities that focus on: control and coordination of movements; rhythm, agility and balance; simple sports skills; basic games and exercise; fitness; respect for rules; sportsmanship; proper use of equipment; strategy; competitive and non-competitive sports; and lifetime sports.

One additional curriculum component, Character Education, will be a part of our curriculum from Capturing Kids' Hearts. We live in an age where technology and social concerns dictate the need for a deepening concern for character. The principles will be utilized as basic principles for an integrated character education program to help us achieve our school's mission.

The menu of programs a school can select to the extent to which they align with the overall character education program criteria cited above include such programs as: Character Counts, Community of Caring, Eight Habits of the Heart, and the Heartwood Ethics.

Teachers will formatively assess student learning throughout the lesson and scaffold learning for each student. Teachers will reflect on formative assessments daily, adjusting learning by re-teaching and looping previous learning through whole group instruction and/or small group explicit instruction.

Literacy, reading and writing processing skills, will be integrated in all content areas to ensure strong comprehension in all content areas. ESL Core content concepts and vocabulary will be integrated in the curriculum to provide students will learning that is threaded both horizontally and vertically.

During the early childhood and primary years, the experiences and interactions children have will determine which brain cells are activated and which ones are pruned away from lack of stimulation. A child's learning environment has tremendous impact on brain development. In FCS, strategies and curriculum to support neural pathways for language, social-emotional, cognitive, linguistic and physical development during these critical years will support the enhancement of the academic outcomes aligned to the CCSS.

The extra support for students has several organizational components to provide assistance beyond the learning day instruction: The first is a unique schedule opportunity for campuses will offer a year-round track system for students and staff. The schedule will endorse nine weeks in class and three weeks available for supplemental support. This cycle continues throughout the entire calendar year yet still providing 180 days of instruction. The three week interim sessions can offer extra learning opportunities such as tutoring, enrichment learning and second language development. The funding of this source will be through Title I and State Foundation funds for poverty students and a fee rate for non-poverty students. The intent of the interim sessions is to ensure a continuous learning cycle for all children that need extra support and for any child who seeks to further their academic skills.

All students will participate in a community engagement project annually and all out of class trips will align to the theme of giving back to the community through an internal school learning and external community leading approach.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

The FCS vision is driven by robust instructional strategies used in every classroom every day. Instruction is based on the premise that children learn best when instruction is presented in the context of a relevant or coherent "whole," and when they can connect what they are learning to the real world. Instruction provides opportunities for children to make connections among different subject areas (such as reading, math, and science) and to build a base of knowledge about a particular topic.

The academic framework for FCS as students' progress in grades will align many of the components of research we know that represent proven learning systems. The lesson design for FCS children as they exit the primary grades and progress in learning will install these critical components of brain-based learning, direct instruction, higher order thinking, technology, visual learning and differentiated demographic research instruction in our classroom deliverable strategies.

For example, we know that as the free and reduced lunch rate of a school increases, the fewer research practices are available for significant student impact in learning. A study conducted by

Lead4ward and funded by the Gates Foundation found the following results:
 The Criteria for schools who met exemplary school status to be in Gates national study had the following criteria with at least:
 55% Free and Reduced Lunch 50% minority
 85% proficient on standardized state tests 75% of sub group proficiency
 35% improvement gains in last 3 years with same principal Research strategies with greatest impact in study:

Rank	Percent	Effect Size (2.0)	Strategy
1	45	1.6	Higher Order Thinking
2	34	1	Summarization
3	33	.85	Vocabulary in Context
4	28	.73	Advanced Organizers
5	25	.65	Non-linguistic Representation

The research found in poverty environments that demonstrates high success would embed the following expectations in the application of a lesson plan using Higher Order Thinking processing in a classroom:

Level of Learning	Name	Degree of Complexity	Description	Thinking Strategies
1	Recall	Lowest level of Thinking Required	Learning to recall from memory	Recall, Know, Define, Identify, Retell
2	Represent		Recall, organize and explain in student's words	Summarize, describe, represent, clarify, explain
3	Analyze/Reason		Recall, organize and interpret for new insights	Compare, contrast, patterns, evaluate, infer
4	Apply	Highest Level of Thinking Required	Information is applied to new context	Generate ideas, experiments

FCS will focus on the implementation of a lesson design that incorporates and is founded on these relationships, rigor, and correct research at the correct time with the right students, best practices over the past 60 years that ranges from Madeline Hunter¹² and Benjamin Bloom to current researchers including Robert Marzano, Lead4ward¹³ and John Hatti.

¹² <http://www.onetohio.org/library/Documents/Dr%20Madeline%20Hunter%20Article1.pdf>

¹³ <http://lead4ward.com/resources/>

The lesson design template for the teachers and students in FCS as they progress in some areas for all grades to more specific strategies for grades two through five will use the following academic enhancement strategies:

Relationships-Each day ensure the classroom teacher and staff welcome, affirm, and model; ensure a safe environment; listen and understand students' needs; Communicate – two-way process and flexibility; Empower – practice, apply, encourage; Launch – summary with passion

Relevance- Engage/Anticipatory Set (Hook)

This part of the lesson is to “grab” the students’ attention or relate the experiences of the students to the objectives of the lesson.

Retrieval – Explore

Unlock what the students already know by accessing prior knowledge. Students show interest in the topic by asking and answering questions such as: When did...? Which one...? Please select...? Can you list four...? Can you remember...?

Routing - Explanation/Teacher Modeling

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc. The teacher uses the materials to show students examples of what is expected as an end product of their work. It is important for students to understand what is to be learned before they practice it.

Retaining - Elaboration/Guided Practice

This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher’s supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary.

Re-exposing - Elaboration/Reteach or additional practice for other group

In re-exposing, the students can participate in an extension, or a different activity that either re-teaches an objective or teaches more details about the concept. Differentiation is to be used through small groups and technology support.

Rehearsal - Evaluation/Independent Practice

This is for reinforcement practice and this may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.

Securing a safe, emotional attachment to the school and classroom is vital for the growth and development of a child’s brain. The use of Capturing Kids’ Hearts curriculum will support our classroom student relational and management capacity. FCS will use stimulating materials that allow teachers to facilitate children’s exploration through sight, sound, smell, taste, and touch as these sensory experiences send information directly to the brain and form the platform for healthy brain growth. We understand that each child is unique, so our teachers will cater to different interests and learning styles. Children will be exposed to many forms of learning and immersed in an environment rich in language and literacy. Our learning stations will be filled with math manipulatives, science elements, and stimulating visuals that support brain pathways for cognitive development. Problem solving is considered one of the best ways to support brain development, so

our teachers will conduct activities to help children explore cause and effect and employ questioning strategies that promote higher level thinking.

Technology is a part of our lives, so children need healthy exposure to be prepared for life in the 21st century. Research shows, however, that hours of exposure to digital technology can lead to over stimulation of the brain, fatigue, and irritability. We will take a balanced approach to technology. Our curriculum will be integrated with technology tools that can enhance learning. With the guidance of a teacher, children can engage in digital activities that build language, math, science, and fine motor skills. FCS will review such software programs as Compass Odyssey Learning and RazKids in the FCS technology learning environment.

FCS supports a nurturing learning environment, hands-on activities, higher order thinking and novel experiences that ignite a child's motivation. Our goal is to provide stimulating learning experiences that support brain development at the right age and maximize a child's mental capacity as defined in our lesson plan delivery model.

Teachers and students should both interact with their teaching and learning in meaningful ways. Our goal is to guarantee rigorous thinking and learning by ensuring that all students at a minimum make a year's growth on the standards, close the achievement gap and meet standards of performance through the delivery of appropriate instruction.

The instructional design plan is woven within the FCS education plan consisting of Highly Effective Staff; Research-Based Curricula comprised of Language, Literacy, Mathematics, Science, Social studies, Health, Fine Arts and Technology; Responsive Teaching; Child Progress Monitoring; Professional Development; Mentoring; Parents as Partners; Comprehensive Services; and Quality Assurance. It is also aligned to CCSS and carried out with research-based instruction that is trained and articulated in observable behavioral learning strategies. These strategies are used with appropriate quantity and high quality to ensure teacher engagement in a scope and sequence of instructional expectations and constructs are associated with each student's learning experience.

Teachers will be trained to use data from these assessments to make decisions about necessary modifications to their lesson planning and instruction. In these ways, assessment data will drive instructional decisions.

The learning environment for FCS will begin with grade level classrooms of students that will not exceed twenty-four students per core teacher. Each FCS classroom will have home video access for parents to observe the classroom from their computer during the school day via the internet. Students will engage in self-managing strategies and adhere to a social contract they support in developing classroom expectations. Sharing what we do and what happens in learning and culture in our classroom with both kids and parents as witnesses is an innovative priority in our instructional design.

Backwards design strategies will also be used to determine professional development priorities for principals who will provide training supports that are tailored to each classroom's needs. Teachers tend to be accepting of this approach because focus on needs of their students as well as needs identified with systematic observation of the teacher's instructional quality. All standards will be embedded into the student performance standards in multiple ways (routing, relevance, re-exposing and retrieval) to ensure coverage, teaching and learning and re-exposing as needed, based on each student's rate of learning.

The primary data tools used in FCS will include several summative and formative assessments. The summative assessments will be MAPS three times per year to monitor individual targeted student growth; HMH benchmarks every 6 week aligned to CCSS; unit assessments and CRT results. Formative assessment on a daily basis that include examples such as: questioning strategies, exit tickets, homework, quizzes, Socratic seminars, labs, reflections and student portfolios.

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

Teachers will begin teaching all students on the classroom level appropriate objectives using a variety of learning methods and strategies. The classroom environment will provide a safe, innovative, and rich instructional setting that varies strategies to accommodate for students' learning needs, linguistic differences, and background knowledge.

Flexible grouping in literacy and math will be provided to all students daily. Teachers will plan groups, based on individual progress monitoring, and provide specific instruction in balanced and phonemic literacy and math skills and concepts. Students will not be grouped by grade or age, rather level and need. All teachers will participate in flexible grouping based on their level of experience and expertise.

Students will flow in and out of groups based on progress. Teachers will record learning progress for each student weekly in their individual folders. This data will be used to make informed and appropriate decisions for student learning. FCS teacher candidates will teach guided lessons in small groups, providing a smaller group ratio and more individualized instruction.

Teachers will use individual student folders to monitor student progress weekly. Student folders will include reading level, accommodations for language and/or modifications for student learning needs, learning rubrics for writing and mathematics concepts, progress in fine arts, and individual student strengths. These folders will provide teacher and principal data when making curriculum and instructional decisions.

The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

The specific interventions will include a review running records and comprehension that may prompt a need for Leveled- Literacy Intervention, which is based on the research of Fountas and Pinnell and a small group intervention that was built off the Reading Recovery model.

Math recovery¹⁴ in small groups will be the intervention process for students identified through

¹⁴ Retrieved from: <http://www.mathrecovery.org/>

early intervention that need additional support in getting to grade level. This is a research-proven practice originated in the 1970's with influence from Professor Bob Wright.

FCS will push in and pull out students with support from a teacher aide and engage in teacher table intervention instruction. Through Title funds, FCS desires to fund tutors in each center to support the academic needs of low achieving student in targeted and school-wide title status schools.

Gifted and Talented students will be organized in high achieving groups by content area within the flexible grouping scheme. The students will be grouped with common learners to engage in higher order thinking and be challenged to excel well-beyond the grade level expectations of performance. Students will be monitored and supported needs aligned to performance on the CogAT assessment by HMH.

Performance will be measured in year 1 through baseline data of running records and comprehension tools in LLI, HMH and RazKids as well as SNAP and Add+Vantage MR¹⁵ in math. Along with these intervention assessments FCS will use the HMH continuum benchmark assessments, MAP data and State testing data to monitor longitudinal progress for year 1, 3 and 5 with the expectations students in remediation will reach grade level performance within one year and maintain or exceed growth by year three and five.

Students on level or accelerated in learning will be monitored by benchmark, MAP¹⁶ and State tests to expect annual growth of at least one grade for each student.

Parents will be apprised of the student's progress informally and formally through the report card that identifies academic performance and at what grade level they are attaining at that point and time. MAP data will be released three times per year to parents and benchmark data will be share every 6-weeks.

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

All students at FCS are entitled to the time, focus and intensity of instruction and behavior so that they will become owners of their thinking and learning. Instruction methods at FCS focus on the belief that not all students start at the same level, learn in the same way, or master skills at the same pace. Flexible ability grouping is used to address the needs of all students, and to challenge them to stretch their abilities and master new skills. A targeted multi-tiered instructional framework is used to ensure evidence-based instruction is provided to all students in their regular classrooms.

The Comprehensive Multi-Tiered System of Supports (CMTSS) provides three tiers of individualized instruction to meet the assessed needs of young language learners. The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions. There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). The movement and the intensity are based on data from campus screenings, assessments, and progress monitoring, and the data drives the instructional decision making throughout the process.

¹⁵ Retrieved from: <https://www.mathrecovery.org/addvantage>

¹⁶ Retrieved from: <https://www.nwea.org/assessments/map/>

The tiered system is supported by incorporating technology as an instructional tool and part of a data collection system. To ensure that students eligible for special education services are able to fully access the system of tiered instruction, relevant information from their Individualized Education Programs (IEPs) is to be incorporated into the design and implementation of instruction and assessments in all tiers. The Instruction model is presented in a three tier system:

Tier 3: Intervention of such time, focus, and intensity that it is delivered in a setting other than the regular classroom or in the regular classroom with additional staffing.

Tier 2: Scaffolding of instruction for individuals or groups of students that can be accomplished in the regular classroom and will benefit more students than the target group.

Tier 1: The high quality instruction found in the regular classroom; clearly defined learning objectives, instruction appropriate to meet those targets, student engagement, and assessment for learning that gives students feedback in timely and meaningful ways.

The environment for children will support all students, regardless of need or condition and shall provide a well-balanced lesson design incorporating a portfolio of research best practices mentioned in our portfolio of research practices in section two and three of this segment.

Chunking strategies when teaching the CCSS will be the norm in the environment to ensure segments of learning are aligned to memory and reinforced at the desired intervals to move from short term to long term memory storage. Flexible grouping will follow the student grouping system based upon needs and status of the learning objectives.

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

FCS seeks to identify those students who possess exceptional abilities and potential for accomplishment so outstanding that they require special gifted and talented programs to meet their educational needs. Through the procedure described below, an ongoing, comprehensive, and systematic review of all students will be made in an attempt to identify those students in need of gifted/talented services. The purpose of identification is to determine which students will benefit from the services provided in the school's program for gifted/talented students.

The procedures used to identify the gifted and talented children within the school include three main stages: (1) nomination, (2) screening, and (3) selection. The campus principal will make both staff members and parents aware of the process through written communication, staff or parent meetings and individual conferences,

Step One: Nomination Process

1. Students may be nominated for the Gifted and Talented Program by any of the following:
 - Parents
 - Teachers (any teacher who is familiar with the student's capabilities)
 - Administrators
 - Any other interested parties who are familiar with the student's abilities
2. Nominations by staff members may be submitted to the campus Principal. Parents can contact the campus Director on their child's campus or the school office

to request a nomination and permission to test form.

3. Students in grades K-8 have the opportunity to be screened annually. If nominated, students new to the school may be tested within six weeks of their enrollment. Nominated kindergarten students are tested and identified by the end of January. All second grade students are tested during the spring semester.

Step Two: Screening

During the screening process, relevant data is collected which shows the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's need to have an individualized G/T Program. FCS uses both quantitative (objective) and qualitative (subjective) measures.

1. As soon as the student is nominated, the Principal will send home a Permission to Test Form and a Parent Inventory of Student Characteristics Form.
2. When the forms are returned, the Principal may then begin administering the battery of tests needed to develop the student profile.
3. Testing data must be collected for each student being screened for the program.

Quantitative Information

- CogAT, MAPS, CRT's, Reading Records, Benchmarks, Smarter Balance Assessment results

Qualitative Information

- Teacher Observation Checklist
- Parent Inventory of Student Characteristics
- Portfolio (Student Samples)

Upon completion of the screening process, the student's records continue to the final step of selection.

Step Three: Selection Process

A Selection Team from the school reviews all information. The Selection team makes the decision to place the student or to decline to place the student on an Individual Gifted and Talented Plan based on the information.

When the Selection Committee has made a recommendation regarding placement, the campus Principal will notify the parents of the committee's decision. If the student qualifies for the Individual Gifted Program Plan, the school shall obtain written permission from the parents before a student is placed in the program.

Instruction for the students will be defined in the grouping priority of high achievers in math and ELA. These intentionally organized groupings support more homogeneous classrooms but still maintain various levels of learners. The differentiation spectrum is reduced significantly in FCS, which allows for individual instructional plans and better cognitive need lesson plan development.

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

The FCS enrichment opportunities will include grouping of higher performing students for various higher order thinking exercises during the day as well and the use of resources such as: Odyssey software lessons aligned to individual MAP folders targeting individually-leveled lessons; Mentoring Minds Socratic Seminars; RazKids Learning A-Z math, science, writing and Vocabulary and critical thinking and questioning within Project Based Learning sessions.

- (7) **Explain how students will matriculate through the school (i.e., promotion/retention**

policies) and how stakeholders will be informed of these standards.

The criteria for promoting students from one grade to the next are stated for grades 1-5 in FCS. Students in kindergarten shall not be retained. A common criteria used for all students includes a recommendation from the student’s teacher; the student’s review of performance on any state-mandated assessment instrument; and any other necessary academic information, as determined by the campus and Grade Placement Committee (GPC).

The GPC is the communication methodology for parents, teachers and the school principal to come together to discuss the needs, performance and best interest of the child in all situations when any student in FCS is being considered for retention and in need of an accelerated program. Students meeting the promotion criteria will have a letter sent home to the parents of the child identifying promotional status in May of each school year. A student in grades 1-5 who does not meet the standard on the state-required reading diagnostic test, mastery level of 70% or meet criteria on the testing grades CRT results must complete an accelerated instruction program provided by the school. Promotion shall be based on meeting the standard at the conclusion of an accelerated program.

A student shall be promoted from grade 1 to grade 2 if:

The student earns a yearly average of 70 percent or above in reading, writing, and mathematics; the student is reading at grade level.

A student shall be promoted from grade 2 to grade 3 if:

The student earns a yearly average of 70 percent or above in reading, language arts, mathematics, and science or social studies; the student is reading at grade level.

A student shall be promoted from grade 3 to grade 4 if:

The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies.

A student shall be promoted from grade 4 to grade 5 if:

The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies.

Any modified promotion standards for a student receiving special education services shall be determined and documented in the student’s individualized education program (IEP).

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

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA.

For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Describe the system of course credits that the school will use.

FCS will not be participating in a Distanced Education program so this section of the application is not applicable to this submission.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

FCS will not be participating in a Distanced Education program so this section of the application is not applicable to this submission.

(3) Describe how the school will ensure students participate in assessments and submit

coursework.

FCS will not be participating in a Distanced Education program so this section of the application is not applicable to this submission.

(4) Describe how the school will conduct parent-teacher conferences.

FCS will not be participating in a Distanced Education program so this section of the application is not applicable to this submission.

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

FCS will not be participating in a Distanced Education program so this section of the application is not applicable to this submission.

PRE-KINDERGARTEN PROGRAMS

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

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

FCS will not be participating in requesting a Pre-K program so this section is not applicable.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

FCS will not be participating in requesting a Pre-K program so this section is not applicable.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

FCS will not be participating in requesting a Pre-K program so this section is not applicable.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

FCS will not be participating in requesting a Pre-K program so this section is not applicable.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High*)

School Applicants Only)

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.**
FCS will not be participating in a high school program so this section is not applicable.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).**
FCS will not be participating in a high school program so this section is not applicable.
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.**
FCS will not be participating in a high school program so this section is not applicable.

DRIVING FOR RESULTS

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

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

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

Goal 1: Each year 70% percent of all K-5 students will meet or exceed individualized status growth norm scores annually as measured by Measurement of Academic Progress RIT scores in math and reading.

Goal 2: 55% of all students will meet or exceed reading and math national norms for RIT scores by the end of the year.

Goal 3: By the end of year one 85% of non-IEP and ELL students will be reading on grade level in grades K-3.

Goal 4: GFCS students will exceed the baseline status measure of achievement for comparable averages of neighborhood schools in reading and math by 7%.

Goals 5: FCS students will exceed comparable average of the neighborhood schools in growth measure by 7%.

Goals 6: FCS students will close the achievement gap with FRL, ELL and IEP subgroups for comparable averages of neighborhood schools by 5% in reading and math each year.

Goal 7: FCS will have a four star rating on the NSPF when two testing grade cohorts (3rd and 4th) have taken the SBA.

Goal 8: FCS students will average 95% attendance annually.

Goal 9: FCS will maintain an 80% teacher satisfaction rate with their job and organization.

Goal 10: Teachers, after two years in FCS, through the performance pay scoring system, will constitute an aggregate system score of: 100% of teachers will meet or exceed the acceptable scoring range of 359-459 points; 60% of these will meet or exceed the proficiency scoring range of 460-540 points; and 20% of these teachers will meet the Highly effective score range of 541-600 points.

Goal 11: FCS will balance the budget annually and build a fund balance surplus of 8% by year three and 12% by year six.

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

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

The baseline for the performance index scores was defined by comparing neighborhood school performances in the NSPF that were in close proximity to the ECC that FCS has designated as a charter school center. Index scores were used attribute ranges of performance in all four indexes to determine a baseline value with common population of expected enrollees in FCS. The MAP assessment baseline was determined by using the national average of a sample of 100,000 test scores from 1000 schools from a total population of 10.2 million student scores in 6,000 districts and 49 states. The reading level is based upon the LLI leveled-reader scoring chart of what constitutes a proficient on-grade level reader in each primary grade.

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

FCS will measure and evaluate progress of students, cohorts, subgroups and campuses throughout the year in a multiple assessment methodology. The MAP assessment will be administered three times per year with normed growth, individual student targets and proficiency levels for every student, class and subgroup. Cohorts are designed where they are in the current state of standard development versus the grade or expected level of students.

Complementing the MAPS assessment three times per year will be interim benchmark assessments

every 6-weeks from HMH continuum assessments to monitor organize students support for learning. All students needing intervention in math, ELA will be defined according to data that will support a teacher, center, school or leader in defining a needs assessment of the student's learning status.

All cohorts and subgroups will be organized in flexible grouping settings aligned to need based upon formative assessment, LLI and HMH reading level assessments, RAZ Kids reading and writing assessments, Go Math and Journeys unit assessments, SNAP and add+Vantage assessments and HMH benchmarks every 6-weeks.

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
Students will exceed baseline status measure for comparable schools in SBA by 7%	NSPF Student status Index	Reading 60% Math 70%	N/A	N/A	Reading 70% Math 80%
FCS students will exceed comparable average in growth measure by 7%	NSPF Student Growth Index	Med Read 50% Med Math 50% % Read 54% % math 53%	N/A	N/A	Med Read 60 Med Math 60 % Read 64 % math 63
FCS students will close the achievement gap with FRL, ELL & IEP subgroups by 5% each year	NSPF achievement gap index	FRL Read 45% FRL math 35% ELL Read 13% ELL math 30% IEP Read 10% IEP math 12%	N/A	N/A	FRL Read 55% FRL math 45% ELL Read 23% ELL math 40% IEP Read 20% IEP math 22%
FCS will have a four star rating when two testing grades have taken the SBA	NSPF scorecard	Three star			Three star
FCS students will average attendance rate annually	NSPF index 4	94% in comparable neighborhood schools	95%	95%	95%
Teacher performance on evaluation will reach 100% acceptable by year 2	FCS Evaluation scoring worksheet	50% acc. 20% prof. 0% high. Eff.	80% acc. 50% prof. 10% high. Eff	100% acc. 55% prof. 15% high. Eff	80% acc. 60% prof. 20% high. Eff

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

Every student at FCS will be assessed in all subjects throughout the school year including mathematics, reading, writing, social studies and science. The students will be divided into groups based on academic ability, learning style and other factors. Each group is challenged with concepts

and skills appropriate to their readiness level. Each and every group raises the bar for kids, requiring them to stretch themselves to meet expectations. Continuing assessments throughout the year will be used to validate or change placement. The primary interim assessments include: HMH benchmark assessments, writing prompts, Measure of Academic Progress (MAP), Reading assessments (LLI), technology assessments and Mentoring Minds. As the year progresses, we continue to evaluate placement and will make adjustments as needed with these summative assessments.

All students are assessed at regular intervals, allowing teachers to identify students who are in need of additional tiers of more targeted and intensive instruction. For English Language Learners, FCS will use the WIDA Model monitor annual progress in listening, speaking, reading and writing across content areas.

Formative Assessments will be used for frequent and ongoing monitoring of student performance, completed in route to mastery of the standards. These assessments are considered as “checkpoints” on students’ progress and the foundation for feedback for teachers to use for their own teaching decisions. It is designed to provide precise feedback to both the teacher and the student. This data establishes opportunities for corrective and extension feedback (re- doing work) with a second parallel, formative assessment and mastery is expected before the student moves on to the next material. With the use of instructional strategies from research by Robert Marzano and John Hattie our staff are engaged in direct relationships from training session to teaching sessions to assessing session. Examples include:

Interviews; portfolios; performance assessment; peer assessment; Non-graded practice; homework; Non-graded quizzes; Exit slips—have students write one or two sentences on what they learned and what they want to know; Student checklists— completed by the students; Assignment checklists and rubrics; The three-minute paper (summaries and reflections); Checking for understanding through good higher level questioning; Watch, look and listen; Conferences on planning projects or drafts of papers.

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

The common planning teams in FCS will provide support to teachers in using time to monitor data and discuss use of data, including assessment practices. Teachers will participate in extended planning twice a month with content teams and twice a month with vertical teams and a data component will also be included as an agenda item.

Teachers review all current student assessments (MAP’s data, HMH benchmarks, Unit Assessments, software tests, Teacher made tests, and Running Records) to determine focus for whole group re-teaching, small group instruction or simple daily/weekly review. The information collected can be used to provide a longitudinal view of student progress over time. Students’ instructional environments will be flexible so that classrooms can be adjusted based on the most recent data which identifies students’ needs. Flexible grouping is implemented to allow like-needs to be grouped together for instructional purposes and for re-evaluation. This data is also used to form intervention groups or one-to-one instruction. Data charts will be created for review in school-wide staff meetings. Data analysis is discussed as a team to determine focus objectives per content areas as well as instructional development for staff. The principal, teachers, lead instructional aides, and school technology specialist are all a part of the collection, analysis and dissemination of data.

All teachers in FCS will participate in professional development of all summative assessment tools and recommended formative assessments that align the research instructional practices being used

in the classrooms. For example, training teacher in how to take a running record, interpreting RIT scores and growth charts in MAP or practicing to assure reliability in assessing writing prompts through teacher exchange practices will be a part of the PLC vertical team time each week. Student learning expectations are founded on mastery of 80% of the content. This creates a common benchmark and criteria for adjustments in grouping per the assessment results which supports students' needs. All assessments create a portfolio of data that taught to the teachers on how to pass judgment on multiple sources versus single-source reliance on student performance decisions.

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

The interim assessment of MAPS is a nationally recognized norm assessment with over 10.2 million users. NWEA completed a project to connect the scale of Nevada's Criterion-Referenced Test (CRT) used for Nevada's mathematics and reading assessments with NWEA's RIT scale. Information from the state assessments was used in a study to establish performance level scores on the RIT scale that would indicate a good chance of success on these tests.

In 2011 NWEA linked together state test and NWEA test results for a sample of 28,084 Nevada students from at least 129 schools. The Nevada state test is administered in the spring. For the spring season (labeled "current season"), an Equipercentile method was used to estimate the RIT score equivalent to each state performance level.

For fall (labeled "prior season"), NWEA determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores. For example, if 40% of the study group population in grade 3 mathematics performed below the proficient level on the state test, we would find the RIT score that would be equivalent to the 40th percentile for the study population (this would not be the same as the 40th percentile in the NWEA norms). This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test.

CORRELATION COEFFICIENTS BETWEEN MAP AND STATE TEST FOR EACH GRADE AND TEST SUBJECT

Grade	Math Correlation	Reading Correlation	Language Correlation
3	.776	.815	.783
4	.816	.821	.782
5	.841	.821	.782

* Note: Correlations range from 0 (indicating no correlation between the state test score and the NWEA test score) to 1 (indicating complete correlation between the state test score and the NWEA test score).

In 2015 NWEA completed a concordance study to connect the scales of Smarter Balanced Assessment Consortium (SBA) English Language Arts (ELA) and Mathematics tests with those of the MAP Reading and MAP for Mathematics assessments. Information about classification accuracy

of the estimated MAP cut scores was provided, along with a series of tables that estimate the probability of receiving a Level 3 or higher score on the Smarter Balanced assessments, based on the observed MAP scores taken during the same school year.

Classification accuracy, expressed in the form of a rate between 0 and 1, measures the extent to which MAP scores (and the estimated MAP cut scores) accurately predicted whether students in the sample achieved proficiency (i.e., Level 3 or higher) on the SBA. Higher classification accuracy indicates stronger congruence between MAP and SBA scores. The results indicate that MAP scores accurately predicted students' proficiency (Level 3 or higher) status on SBA with about 83-89% accuracy, depending on grade and subject. MAP reading scores accurately predicted ELA proficiency on SBA 84% of the time, whereas MAP mathematics scores accurately predicted SBA mathematics proficiency about 88% of the time.

The design of LLI assessments is based on empirical research on reading acquisition and reading difficulties. Also considered in the design is research on language learning, particularly vocabulary acquisition and student motivation. (Beck, McKeown, and Kulcan. 2002),¹⁷ Twelve design features of LLI and their research base are available.

In Robert Marzano's assessment work the average effect size for all 329 independent studies was statistically significant ($p < .0001$). When corrected for attenuation, the percentile gain associated with the use of the instructional strategies is 16. This means that on the average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. In John Hattie's research effect size in assessments supported and used in FCS range from .4 to 1.13.

The HMH benchmark assessments are nationally recognized assessments that have been researched by such groups as Cobblestone Applied Research & Evaluation, Inc. for effectiveness and alignment to the Common Core Standards.

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

Corrective actions will begin with a School Improvement Plan (SIP) with the superintendent, principal and staff collaboratively reviewing performance and following a robust SIP format with urgency for student improvement. The plan would focus on critical success factors that would begin with a needs assessment. Within the needs assessment staff will:

1. Determining the root cause of the academic short fall
2. Review teacher instructional quality in that area of learning
3. Review leadership effectiveness
4. Review training and support effectiveness
5. Assess learning time effectiveness
6. Review culture an climate of the learning environment

¹⁷ Beck, McKeown, and Kucan (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guildford Press.

7. Review student motivation plan

Following the needs assessment a plan for improvement with goals, objectives and action plans will be created to address the root causes of the performance.

Then the plan will be implemented and monitored on a monthly basis and measure student progress. The data will be collected and reviewed with specific tollgate checkpoints so we adjust as needed.

For a classroom teacher and/or leader a common process is followed, but the data of the observation and evaluation record of performance is the first artifact to use in determining a root cause. Teacher and supervisor develop a weekly, or daily if serious immediate issues are surfacing, in the performance plan for deficiencies and corrective action.

All corrective actions are reported to the supervisor of the staff member. But in all cases the Superintendent is informed so a concentration of resources and support are put in place to correct the root cause and get back on track in student learning.

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

In FCS, the assessment program is designed to provide teachers with valid, reliable, and timely information for them to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Teachers will be expected to use a variety of assessments and to know how to apply and integrate assessment data to improve student performance on the standards-based curriculum requirements. Teachers will be expected to use assessment strategies to assist in attaining continuous progress. For example, teachers will assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance.

What teachers are learning from the ongoing analysis of the results of their instruction will be reflected during bi-weekly professional development sessions, when they will be asked to put their instructional challenges on the table. This information will be used to inform decisions about topics for professional development that respond to the needs of teachers. Additionally, as teachers place instructional challenges on the table, they will be able to learn from one another. Teachers will share their expertise with each other, collectively strengthening the teaching team in the process. Teachers will also visit one another in their classrooms to provide coaching to learn from one another. Finally, the professional development schedule will be informed by teachers' instructional and curricular needs as determined by the results of student assessment.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter	Quarter
55% of all students will meet or exceed reading national norms for RIT scores by the end of the year	MAPS Fall, winter, spring	KG Reading 141 Grade 1 Reading 160	KG Reading 151 Grade 1 Reading 171		KG Reading 158 Grade 1 Reading 177
55% of all students will meet or exceed math national norms for RIT scores by the end of the year	MAPS Fall, winter, spring	KG Math 140 Grade 1 Math 162	KG Math 151 Grade 1 Math 174		KG Math 159 Grade 1 Math 181
85% of non-IEP and ELL students will be reading on grade level by the end of the school year.	LLI scaled reading Table	50% of students in KG and first grade will be reading on Grade level	60% reading on Grade level	75% reading on Grade level	85% reading on grade level
70% of all students will meet or exceed reading individual growth plans	MAPS Fall, winter, spring	Beg to Mid KG Reading 10.3 Grade 1 Reading 10.8	Mid to End KG Reading 6.8 Grade 1 Reading 5.99		Beg to End KG Reading 17 Grade 1 Reading 16.8
70% of all students will meet or exceed math individual growth plans	MAPS Fall, winter, spring	Beg to Mid KG Math 11.4 Grade 1 Math 11.4	Mid to End KG Math 7.6 Grade 1 Math 7.0		Beg to End KG Math 19.1 Grade 1 Math 18.4

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

Infinite Campus will be the primary student information system (SIS) for electronic storage for students, staff, parents and school operations. Infinite Campus also serves as an LMS for such areas gradebooks, communication with Voice Messenger, food service programs, special education, RTI and reporting requirements to local and state officials.

Data will also be collected in TalentEd for all Human Resource staffing records and dashboards and FCS will consider SPED manager if the staff find it more user-friendly for doing the process work. Student performance data will be available in MAPS, RazKids and Odyssey online systems within the contract terms for access and reporting to teacher, students and parent needs.

(5) Describe the process for collecting and reporting data across the network of schools.

The school improvement process will be driven by a the web-based tools supported by the Infinite Campus student/school data collection system, an on-going assessment and a data interpretation system, and on-going data analysis system that will enable the parents, instructional staff and

administrative staff to make informed decisions related to educationally sound action plans on a daily basis. This warehouse will serve the network in real-time and support data-driven decisions from any local or network setting.

FCS will use such tools as document manager for network application and instructional management tools for assessments, mapping curriculum, report cards, communication, demographic data and data analysis.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

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

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charterschools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

At-Risk Students

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

In FCS we recognize that at-risk can mean and have many characteristics in students and all have important programmatic remedies to serve all of our children in FCS. In general terms and for purposes of this application a student at risk includes each student who:

- a. Was not advanced from one grade level to the next for one or more school years;
- b. Did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during the preceding or current school year or is not maintaining such an average in two or more subjects in the CCSS in the current semester;
- c. Did not perform satisfactorily on an assessment instrument administered to the student

and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level of satisfactory performance on that instrument;

- d. If the student is in kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- e. Is a student of limited English proficiency
- f. Displays ongoing behavior management issues
- g. Socially adverse to engagement in school settings with peers or staff
- h. Is in the custody of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- i. Is homeless, resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

A tiered approach to intervention will be used to determine the level of support and learning environment for each student not progressing to the expected standard in the general classroom setting. Tier One support can include small group or individualized instruction in addition to the regular curriculum in the classroom. Teachers will set goals and assess progress.

A plan for students not progressing to the determined level will be developed for Tier Two intervention. Tier Two support can include flexible grouping, small group instruction with the classroom teacher, during planned interventions before and/or after school, or with an assigned teacher, FCS faculty member and/or FCS student candidates who are qualified in that content area. Tier Three intervention will be designed to meet the specific individual needs for students not progressing with tier II support. The detailed process for FCS is processed as followed:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom.

Implementing an effective RTI program helps teachers identify and meet the needs of all students, including those with more intense instructional needs. Assessment in the context of RTI goes beyond just measuring achievement, giving teachers crucial data about what each student is ready to learn. An effective RTI program should include:

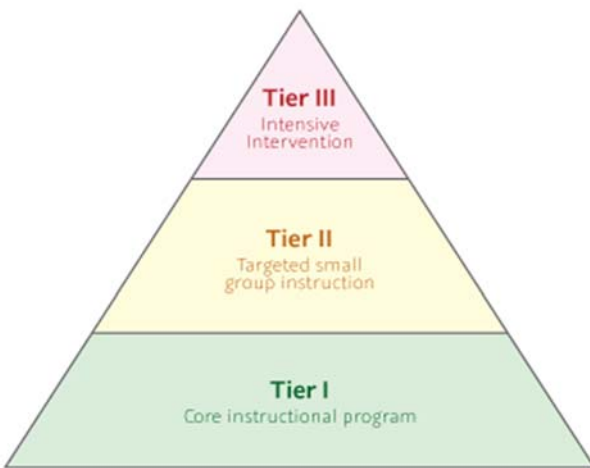
- ✓ A school-wide, multi-level instructional and behavioral system for preventing school failure
- ✓ Universal screening
- ✓ Frequent progress monitoring
- ✓ Data-based decision making for instruction, movement within the multi-level system, and referral process for further testing for learning disabilities.

Using RTI provides teachers with accurate and timely information that helps them:

- ✓ Identify students at risk for poor learning outcomes

- ✓ Monitor student progress
- ✓ Provide evidence-based interventions
- ✓ Adjust the intensity and nature of interventions depending on a student's responsiveness

RTI Tiers of Intervention



The FCS RTI model uses three tiers of instructional intensity; the intensity monitoring of student growth increases as a student moves through each Tier of Intervention

Tier I: Core Instructional Program

FCS will utilize the MAP (Measure of Academic Progress) and HMH benchmark assessments as the universal screenings to identify students that need additional, differentiated instruction to meet grade level expectations. The goal is to identify whether the curriculum is meeting the needs of most students—80% of students should be performing at grade level benchmarks—and move at-risk students into the next tier of intervention as early as possible. Tier I should include re-teaching to student mastery. Tier I duration should be approximately 3 to 4 weeks depending on student's progress. Tier I occurs in the general education classroom. The teacher should document all Tier I interventions on the appropriate Student RTI Form and hold a parent conference within 2 weeks of Tier I intervention beginning.

Tier II: Targeted Small Group Instruction

This Tier includes progress monitoring—a way to evaluate if interventions are working for the identified students. Tier II most likely will include 20% of students that need small group intervention. When the MAP test identifies students for more intensive intervention, teachers use targeted instructional strategies in small groups of no more than 5 students (5:1 Student/Teacher ratio). The teacher should document all Tier II interventions on the appropriate Student RTI Form and hold a parent conference within 2 weeks of Tier II intervention beginning.

Effective progress monitoring reveals whether these strategies are helping. During Tier II, teachers will work with students to:

- ✓ Identify the student's current performance level
- ✓ Create learning goals

- ✓ Implement evidence-based interventions
- ✓ Monitor the student's academic performance regularly by utilizing MAP/Odyssey Learning Folders for Math, HMH benchmarks and utilize the Leveled Literacy Intervention process for Reading

Effective progress monitoring: general outcome measure versus mastery measure.

Two types of measures are used for progress monitoring: general outcome measures and mastery measures. A general outcome measure assesses a student's performance in content knowledge or basic skills. A mastery measure offers more specific assessment of skills within a learning progression. Mastery measures must comprise:

- ✓ A hierarchy of skills that can be mastered one after the other
- ✓ A way to track the adequacy of student progress over time
- ✓ A way to track the changes and or adjustments to the intervention

Tier III: Intensive One to One Intervention—for students who need even more support

Using an effective progress monitor for students in Tier II RTI helps teachers quickly identify students who aren't responding well to interventions after four to six weeks. Teachers can refer such students into Tier III RTI programs to offer them more intensive support, instruction, and monitoring. Less than five percent of a student population is likely to be moved into this stage, but it is crucial to identify students who need this support as early as possible. A teacher may refer a student for Tier III intervention upon submitting the Tier I and II RTI Student Information Sheet to the principal. The principal will meet with the RTI team and parent to further discuss the RTI process in depth and next step actions. The teacher should document all Tier III interventions on the appropriate Student RTI Form and hold a parent conference to discuss the progress of the student after the Tier III process has started. During this Tier III Intervention, the student will be assigned to an interventionist for the LLI process or the MAP Skills Navigator for Math. This intervention will occur intensively 4 times a week for 30 to 45 minutes for 3 weeks. If there is not significant student growth, then the student will be referred for further testing for Special Education Services or Dyslexia Services.

Directions to complete the FCS RtI Student Information Form:

- ✓ This form was designed to be completed electronically.
- ✓ This form can be emailed to appropriate personnel for completion as needed.
- ✓ This form allows for an electronic file and electronic storage
- ✓ The Check Box is form filled so just click the appropriate boxes for selection.
- ✓ Each page requires a different date: Page 2 is the referral date to SPED, Page 3 is the Start date for Tier I, Page 4 is the start date for Tier II and Page 5 is the start date for Tier III.
- ✓ Each Tier Page has space to specify additional interventions/activities that was implemented for the student that is not already listed.
- ✓ Each Tier requires a summary of the intervention in addition to the check off list.
- ✓ Each teacher or interventionist that is providing the Tier intervention should be the one completing the appropriate part of the form. The teacher, interventionist, instructional coach and principal should meet weekly about all students in RtI.
- ✓ The Director or 504 designee should complete page 2 when referral to SPED is needed.
- ✓ For K-2, you must submit samples of student work.
- ✓ Attached copies of reports, a collection of Running Records data, a collection of benchmarks, content data, CRT's, MAP Student Progress Reports as well as specific identifications from

Infinite Campus as needed.

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

At-risk students require more than individual and isolated interaction for a school to be successful in academic, emotional and social achievement. The entire school should engage in specific instructional strategies based on scientifically based research, a strong core academic program, and increasing the quality and quantity of learning time at the school.

Instruction by highly effective teachers is a cornerstone to all student learning. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. High-poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly effective. FCS will focus on high quality teachers working with all kids in our school system.

FCS will address the challenges at-risk students face by being intentional about shaping students' development in positive ways. By adopting a holistic approach to instruction our school will prepare students to navigate the challenges they face both inside and outside the school environment. Our desire to effectively address the needs of students starts with this broad foundation and will be reinforced in concrete ways by: maintaining a demanding, content-rich curriculum and a unique approach to character development and community service; providing a mentoring; working with parents and families, community members and organizations to bridge some of the barriers that impede learning; and providing excellent school staff and Board leadership models.

FCS will maintain Student Success Plans for regular education students. One use of these plans will be scaffolding to assist teachers to develop focused learning for at-risk students. The Student Success Plans for those who do not meet specific levels of performance in reading, writing, and mathematics for each grade will contain an academic improvement plan. Special focus will be placed on students in the elementary grades of schooling to provide assistance before they need massive amounts of remediation.

Opportunities for extended learning for students with academic deficiencies will be offered during the school day. First and foremost, these strategies will include flexible uses of time and variable grouping strategies, such as providing small learning teams of students with accelerated instruction. Computerized instruction programs in Odyssey and RazKids aligned with our curriculum will also be used and differentiated instruction emphasizing individual learning needs and styles will be prevalent for these students.

Another educational program resource FCS will make available to at-risk students is an instructional aide trained in intervention programs such as Leveled Literacy Intervention (LLI) and Math Recovery.

Social and emotional support will be provided through ensuring every student has a strong adult relationship with someone they trust in the school they can access as needed during the school day. Staff will be trained in *child Trends* behavior management strategies, relationship building and engaging parent/school alignment in supporting the child's needs.

Special Education

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

FCS and Arrow management have a significant amount of combined experience in working with Special Education students and SpED settings, while at the same time recognizing ongoing changes in regulation, status of an IEP and comprehensive monitoring requirements are big tasks to accomplish. Therefore, FCS uses a combination of internal expertise and external oversight. The LEF board has three members who have served as teacher, coordinator and principal in their tenure as public educators. Each has engaged and contributed to the process and development of all children.

The LEF Executive Director is a principal and formal Federal Grants monitor in a very large urban school district. She understands the importance of process and accuracy in working with the entire spectrum of teacher, student and parent in special education.

Arrow Management has a superintendent who has served as a teacher, assistant principal in charge of the Special Education Department, principal and superintendent of schools who is well-versed in recognizing needs and when to get appropriate action or advice during the implementation of processes to meet student needs.

Finally, FCS will seek external support from Conaway Consulting, a special education expert team, or a comparable Nevada-based company to participate in assurances of compliance and treatment of all special education practices and process identification procedures for FCS.

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

FCS will create public awareness of special education opportunities and will advise parents/guardians of the rights of children with disabilities. Written procedures will be provided to parents/guardians to assure that information regarding the rights of children with disabilities is made available to them. This information will be made available in language and phraseology which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background. We will document our annual efforts to create public awareness of special education and to inform parents/guardians of the rights of children with disabilities. When appropriate, the charter school will initiate procedures to obtain a surrogate parent if there is no parent or guardian able to act as parent.

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

Students in the ECC will have identified needs that may include support for: ADHD, speech and language, blind and visually impaired, deaf or hard-of-hearing, emotional, life skills, physical, multiple disabilities, autistic and early intervention. Special Educational services in FCS are designed around the basic philosophy that all children can learn. Through the provision of special education services, these students within FCS are guaranteed an equal opportunity for a free appropriate public education (FAPE) within the least restrictive environment. FCS also endorses the concept that students with disabilities shall be educated with their peers without disabilities to the maximum extent appropriate. Special education is a part of the total educational program.

FCS will use Child Find, which is defined as the requirement to identify, locate, and evaluate children with disabilities ages three through twenty-one. All students with disabilities regardless of the severity of the disability and who are in need of special education and/or related services are to be identified, located, and evaluated. Parents are informed of our child find process by being listed on the school website and each campus. Any student with a suspected disability can be evaluated and identified. Parents are given screeners that help address areas of concern and guide in the child find process.

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

FCS will not be offering middle school or high school options in this application so this section is not applicable to the application.

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

To avoid over-identification of disabilities, FCS will use the RTI program that addresses specific academic areas and/or behavior of the student. Referral for special education evaluation can only happen if the campus-based multi-disciplinary team looks at the student's data and progress measures and determines evaluation is needed. Only students with a stagnant or declining growth despite the intense interventions are referred for special education assessment.

If a student is thought to be incorrectly identified, that student's data and present levels would be looked at by the committee and the student would be re-evaluated by a licensed evaluator. Once the evaluation was completed, the committee would reconvene and discuss the new evaluation. If consensus is reached at the meeting, the committee could dismiss the student from special education.

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

Our special education teachers are trained in developing effective and measurable IEPs. Once the student's present level is determined, the goals and objectives are implemented daily to monitor the progress of the student. This happens for all students identified with a disability. The level of support increases with the severity of the disability, however, the supports are solely based on student data and monitoring of the IEPs, supports and interventions. Students with severe disability and emotional needs are served through the school with a center location that will offer an appropriate educational setting for the children. All special education students that need services, noted in the IEP, which includes transportation, will be accommodated by FCS. Each school will have a resource location identified for high-need students within the cluster of centers.

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

During the pre-service all general education staff are trained in procedures and processes in the mainstream classroom. General education staff are given a copy of each students IEP. The special education and general educator collaborate in planning time to ensure access to the curriculum and

strategies of implementation. The curriculum is introduced to the student and supports and interventions are used as needed.

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

When standardized instruments are used to assess any area, the evaluators, including speech therapists, must be trained, licensed, certified, or qualified to administer the instrument. In the case of students who are suspected of being speech impaired only, a speech therapist will assess all of the six areas of targeted review for the student.

FCS will employ certified teachers and support staff services of educational diagnostician and other related services and psychological evaluations. The school will contract with third party education vendors. Licensed evaluators and related service personnel are readily available. FCS will obtain a copy of all professional licenses.

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

General educators will be trained to use on-grade level standards to introduce all students to the requirements. As specific standards are taught each teacher learns to use the supports, interventions and modifications allowable for each individual student. The special education teacher supports this process for each learning objective.

Common training practices will focus on collaboration strategies that embed small group and 1:1 student learning classroom organization, teacher table instruction, modification needs of assignments and time, pre-planned content review with general teacher and Special Education teacher and clear understanding of the IEP strategies of instruction.

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

The schools in FCS will follow the discipline flowchart. Even the most disruptive behavior is documented and interventions are put in place. If the behavior continues, a manifest determination meeting is held where the committee, including the parents, make determinations for placement of the student.

All behavior management techniques and/or discipline procedures will be implemented so as to protect the health and safety of the student and others. No discipline management practice will inflict injury, cause harm, demean, or deprive the student of basic human necessities. All students at FCS are treated with dignity and respect.

The most common areas of concern in our experience around behavior management is restraint and time out application. FCS staff, volunteer, or independent contractor may use restraint only in an “emergency” and with the following limitations:

- Must be limited to the use of such reasonable force as is necessary to address the emergency
- Must be discontinued at the point at which the emergency no longer exists
- Must be implemented in such a way as to protect the health and safety of the student and others
- Must not deprive the student of basic human necessities

Training for FCS employees, volunteers, or independent contractors is provided according to the following requirements:

- A core team of personnel is trained in the use of restraint; and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint
- Restraint training must include prevention and de-escalation techniques and provide alternatives to the use of restraint
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and restraint.

Time-out means a behavior management technique in which to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting that is not locked and from which the exit is not physically blocked by furniture or a closed door held shut from the outside.

FCS staff, volunteer, or independent contractor may use time-out with the following limitations:

- Physical force or threat of physical force must not be used to place a student in time-out
- Time-out is only used in conjunction with other positive behavior intervention strategies and is included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior
- Use of time-out is not implemented in a way that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward meeting annual IEP goals

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

All students are monitored and progress measures are implemented. For special education students, there is an additional IEP tracking measure. The tracking includes an update of all IEPs every 3 weeks. If a goal is met from the IEP or if an IEP is determined to be ineffective for the student, it can be reviewed and revised in a committee meeting. The special education teacher notifies the committee which includes the parents and a meeting is scheduled to re- design the program for the student.

To ensure that students eligible for special education services are able to fully access the system of tiered instruction, relevant information from their Individualized Education Programs is to be incorporated into the design and implementation of instruction and assessments in all tiers. The Instruction model is presented in a three tier system:

Tier 3: Intervention of such time, focus, and intensity that it is delivered in a setting other than the regular classroom or in the regular classroom with additional staffing.

Tier 2: Scaffolding of instruction for individuals or groups of students that can be accomplished in the regular classroom and that will benefit more students than the target group.

Tier 1: The high quality instruction found in the regular classroom; clearly defined learning objectives, instruction appropriate to meet those targets, student engagement, and assessment for learning that gives students feedback in timely and meaningful ways

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

Parents are invited to all school functions and students with disabilities are included to the maximum extent appropriate. FCS will provide the parent with a summary of performance that contains a summary of the students' academic achievement and a summary of the student's functional performance. FCS will include parents in field trips, school performances and all extra-curricular activities. Parents with students with disabilities are involved in every aspect of the IEP development for their child.

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

FCS does not have a distance learning program so this section is not applicable to the submission.

English Language Learners

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

When a student enrolls in FCS and indicates a language other than English on the Home Language Survey (HLS) conducted at FCS, the team will review documentation of the student's language proficiency and academic status. A recommended placement for the child will be in a Bilingual, English as a second language (ESL), or mainstream education program if:

- The pupil first spoke a language other than English;
- The primary language spoken in the home of the pupil is not English; or
- The language most often spoken by the pupil is not English."

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

FCS will align and follow the WIDA model assessment and WIDA standards of development for ELL students and teacher responsibilities. The comprehensive process includes: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.

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

The principal at each school shall designate the person who is responsible for the registration at that school as the individual to ensure that all parents or guardians enrolling students for the first time in FCS complete the HLS at the time of registration. This individual will also serve as the lead person for assessment, planning, and communication of all ELL processes in the school.

Noting that three quarters of ELL students are located in Clark County where FCS desired to begin the charter school it is imperative that most if not all teachers in FCS be or become TESL certified when they start at FCS or within no more than a two year period of time depending on site needs.

Three methods of becoming TESL certified will be used by the Human Resource department in FCS to ensure a very high level of ELL certified staff are working in our schools. The three options

include:

- Interviewing with a Bachelor's TESL Degree in Elementary Education
- Getting a Graduate TESL Endorsement for Licensed Teachers (12 credit program)
- Master's TESL Degrees

To support the desired expectations that all staff become at a minimum endorsed FCS may choose to use some Title II funds to support the teacher in attaining the licensure if they do not have it, but will be a great asset to our school.

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

The ongoing training for general education teachers and being supported by FCS training will align to the WIDA standards identified in the features of academic language. These features include linguistic complexity, language forms and conventions and vocabulary usage. Professional development will focus on these three areas that may include for linguistic complexity such practices as what amount, structure and density of speech or writing samples would look like or be desired in the five levels of performance (Entering, Emerging, Developing, Expanding and Bridging). The training will also be tailored to needs such as types and use of language grammar and sentence structure or specific recognition of word and phrase choice depending on what the school is seeing the priority of needs to target in the training.

There are several ways to target PD for the ELL teacher to work within the classroom. The ELL teacher should focus on providing scaffolding and addressing more basic skills. The ELL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. The ELL teacher is the expert on making the content and material accessible to all learners.

Another option is for the teacher to pull a small group during the independent work time to reinforce or re-teach a skill. This can also be a time to teach more basic language skill or grammar points. This is an ideal model, provided the classroom teacher has a consistent schedule for independent work time. It is not a time to help students finish worksheets. The ELL teacher should be teaching and supporting student learning through language.

A sample of a third way for the teacher to service the students is to sit with the students one-on-one to assess reading and writing skills during independent reading time or work time. This model is less efficient, but can work for small ELL populations.

Providing training to teachers at FCS in assessments should be consistent with the language of instruction and students' individual linguistic abilities. Assessing learning in the native language should be undertaken to establish appropriate instructional plans even when instruction will be in English. FCS will train staff in how to utilize language-appropriate alternative forms of assessments to provide students with opportunities to demonstrate both prior knowledge and progress toward the attainment of CCSS. Alternative forms of assessment might include portfolios with scoring rubrics; individual and group projects; non-verbal assessments including visuals, drawings, demonstrations, and manipulatives; self-evaluation; performance tasks; and computer-assisted assessments. If allowed and testing procedures are not standardized, allow time for flexibility in the administration of the assessment to accommodate students' linguistic competencies.

(5) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core

academic program for English Language Learners?

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

FCS will implement the Transitional Bilingual Education (TBE) philosophy. TBE is an instructional program in which subjects are taught through two languages – English and the native language of the ELs – and English is taught as a second language. The primary purpose of these programs is to facilitate ELs' transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through a student's first language decreases. Transitional bilingual education programs vary in the amount of native language instruction is provided and the duration of the program per the student's needs. TBE programs will be designed through the L early-exit or late-exit, depending on the amount of time a child may spend in the program.

To maximize opportunities for language use and content mastery, ELLs' social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers need to create an environment of predictability and acceptance.

Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- making efforts to incorporate diversity into the classroom by inviting students to share information about their background.

(6) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed? Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

The English Language Proficiency Assessment Committee (ELPAC) serves as the foundation for the education of ELL students. At the time a student with a language other than English enters the school system, the committee responsibilities are set in motion including determining what program needs are warranted for student success. The ELPAC work includes the following: Identify new ELL students, place all ELL students in the appropriate ELL program, assign English Proficiency Level of new ELL students, discuss linguistic and academic progress of ELL students, discuss interventions, report assessment results and identify students who will exit or be reclassified.

Parent engagement begins with welcoming parents into an FCS school. FCS will participate as

partners with ELL parents. FCS will host a Spanish-language back-to-school night. We take this time to get to know them, communicate our expectations, and answer questions. We also find out the best way to maintain regular communication with each parent and arrange for a "tour" of the school.

Within the first semester, we will organize a general school orientation session for parents of English language learners. Through a bilingual facilitator, explain and answer any questions about things such as state standards, assessments, school expectations and language program options. During this time we will recruit volunteers. If parents are willing to volunteer their time, we try to find out what their interests and skills are. ELL parents can help with a variety of activities, such as cooking food for school-wide holidays, telling stories, teaching a dance, teaching a craft, or making a presentation.

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

FCS does not offer a distance learning program so this section is not applicable to this application.

Homeless/Migrant Services

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

FCS supports and ensures that families who migrate as a method of lifestyle are supported in overcoming the challenges of mobility, cultural barriers, isolation and relationships. FCS, through the Homeless and Migrant Coordinator designee working with site directors and principals who assist in identifying students whose parents are part of a working industry associated with high mobility are referred for services.

The monitoring of identification is complete in the recruiting and identification process that states to qualify for Migrant Education Services, a migrant child must have moved within the past three years across state or school district boundaries with a migrant parent or guardian, or member of the child's immediate family, to seek/obtain temporary or seasonal employment in agricultural, fishing or food processing activity. The title I funds are targeted to support these students and home visits are a common method of introduction to the family in determining educational needs for the students.

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

Homeless students that lack a fixed, regular residence are provided immediate enrollment in our school with free school breakfast and lunch, supplies, clothing, basic hygiene needs and a 24-hour outreach to the designated coordinator at FCS.

Delivery of services to migrant children and homeless youth target six areas in FCS that we monitor and check in determining assessment and need of student and family so we can meet their needs in any of these areas:

Educational Continuity – Due to their mobility, students often face differences in curriculum, academic standards, homework policies and classroom routines, as well as inconsistent course placements.

Instructional Time – Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time students spend engaged in learning.

School Engagement – Students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance, issues which can be grouped according to (a) behavioral engagement, which relates to opportunities for participation in academic, social or extracurricular activities; (b) emotional engagement, which relates to positive and negative reactions to teachers, classmates, academic materials and school, in general; and (c) cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance and cultural connections.

English Language Development – Many students have a home language other than English and may face language barriers which impact content area learning.

Educational Support in the Home – While many migrant parents value education very highly for their children, they may not have the educational resources or knowledge to provide the support expected by school staff.

Health – Migrant and homeless children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student’s ability to succeed in school.

Access to Services – As a result of language barriers or the mobile family’s newcomer status, children and families often face difficulties accessing educational and educationally-related services to which they are entitled.

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

FCS does not have a Distance Learning Education Program so this is not applicable to this submission.

SCHOOL STRUCTURE: CULTURE

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

Culture in FCS is a set of shared beliefs, values and practices that are defined as our rules of behavior. Culture is the operating system that powers our organization. By establishing and maintaining a great culture it provides the context for people to produce their best work with a purpose.

Culture in FCS begins with intentional and meaningful relationships between all adults and students in the school. Every member of a school community--teachers, students, and family members will work together toward the shared vision. This is just as important as the vision itself. FCS will utilize the developed relationships through targeted, formal training for all members of the school. Goal setting, self-management, respect, affirmation, social contracts, discipline procedures and personal development from the Capturing Kids’ Hearts training will be implemented in all FCS classrooms and staff engagements.

Establishing a common culture of expectations and processes in every classroom with common actions and consistency will create a consistent vocabulary and understanding of our learning culture that is driven by our vision. Our culture will emphasize a clear, common vision for improving

student-centered learning and fostering relationships and leadership capacity. The collaborative culture will be promoted through the FCS culture trademarks. These include high expectations, instructional effectiveness and student-centered learning that build student efficacy.

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

FCS create a professional development plan for parents and community at the beginning of January for the 2017-2018 school year and again at beginning of the first semester of school for parents and community. This will include leadership training for improving culture, climate, curriculum and instruction. Topics to include but not limited to: Social Anxiety Theory; Growing Groups; Leadership Traits; Personal Growth; Constraint Theory; Feedback; Social Contract; Behavior Management; and affirmation processes.

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

What this looks like in practice is purposeful actions that build upon trust and collaboration that include: Creating opportunities for celebration with students, parents and staff; acknowledge efforts and progress of students, parents and staff; increase transparency of all aspects of the school's operations; seek input and feedback from all FCS constituents; focus on being a school of continuous improvement; and build in time for ongoing collaboration around student learning and treating each other with the utmost professional respect.

All staff and students in the school will participate in the development of a social contract for faculty meetings and classrooms. Whenever a new staff member or student joins the staff or class, the social contract will be re-designed to ensure the entire class is in agreement on behaviors and expectations of self-managing classrooms. All students and teachers are owners of their behavior, of their expected attributes in their learning teams and environments and therefore, must be part of the design of those expectations.

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

A second process that will be used in FCS is Positive Behavior Supports (PBS)¹⁸. The intent of PBS is to take this need to re-frame and broaden the interventions from one approach--reducing challenging behavior--to multiple approaches: Altering environments, increase predictability, making curricular adaptations, increase choice making, teach replacement skills and appreciating positive behavior. The goal in PBS is not to "eliminate" behavior. Rather, it is to understand the behavior's purpose so that the student can replace it with new, pro-social behaviors that achieve the same purpose. PBS helps students learn better ways to make their feelings and needs known. Everyone shares responsibility for the behavior.

The focus on reinforcing good behavior is a priority in FCS and the strategies that promote rewards. It is the goal to reduce rewards over time, while maintaining student confidence as well as to find rewards that are interesting to students but not overused. For example, praise can become meaningless if it is used inappropriately or constantly in a classroom. The balance of meaningful reinforcement is the target for FCS classrooms. Using activities and good news during the start of the day (engagement), affirmations through-out the day, then ratings and observations at the end of the

¹⁸ Retrieved from: <http://pbi.sagepub.com/content/2/3/131.short>

day (launches) keeps the focus on embracing the development of student behavior within the daily learning procedures.

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

In FCS the common denominator is the social contract that is required of all students and staff in the organization. The contract defines how we want to be treated, how we will treat others and how we want our leaders to treat us. This is set for each staff and classroom by the participants in those domains. The contract is posted and used every day and signed by each student and staff member. It is the tool that is used when behavior or actions are not in compliance with the expectations of the group. From the social contract participants are able to share opinions, acknowledge mistakes, correct behavior, receive affirmations and respect each other.

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

The Owners' Advisory Council (OAC) and Arrow management team will host regular open houses for promotion of the school and feedback from interested parents on program recommendations such as culture activities and outreach support systems. Each spring all sites will conduct a climate survey that will represent all constituent groups (parents, students, teachers and support staff) in areas that have high impact in climate that drives school operations and human motivation. These areas include: leadership, communication, treatment of constituents, direction of the school, teacher instruction, teacher accessibility, parent engagement and student views of their education. This survey will be replicated each year to monitor and set goals aligned to gaps or growth needs in school climate and culture.

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

Students who have special needs, talents and language limitations are encouraged and supported through these designated trademarks of culture and the purposeful actions monitored in the FCS culture. For example, a student who has autism will be receiving affirmations for progress in front of the student body and the student who struggles with behavior at times will lead the engagement assembly in the morning to display his leadership skills in a positive manner. The gifted and talented child will share his project that led to a 3rd place finish in the local engineer fair to the school during morning engagement time. Students and parents will engage in monthly principal meetings for improvement of school culture issues and be represented by a cross section of students. Students who struggle in learning will receive constant support in displaying effort. Our motto is that "effort trumps talent" every time so we focus our culture on this premise.

In FCS we plan to use the collected research from Child Trend's¹⁹ to measure elementary students' social and emotional skills. This comprehensive research framework focuses on five areas of monitoring for each child in FCS:

- a) control emotions and behavior,
- b) inhibit negative behavior, c) sustain attention or concentrate on a given task, and d) wait for his or her turn or for what he or she wants.

¹⁹Retrieved from: <http://www.childtrends.org/?publications=measuring-elementary-school-students-social-and-emotional-skills-providing-educators-with-tools-to-measure-and-monitor-social-and-emotional-skills-that-lead-to-academic-success>

Persistence is defined as a student choosing to continue toward a goal in spite of obstacles, difficulties, or discouragement. For persistence to be present, a student’s actions must be voluntary and indicate an underlying determination to continue at a task or goal despite challenges of failure that may occur along the way.

Mastery orientation is defined as a student’s desire to complete work in order to learn and improve their skills and ability rather than for external validation (e.g., wanting to look good in front of peers and teachers; get good grades).

Academic self-efficacy is defined as a student’s belief that s/he can effectively perform a variety of academic tasks.

Social competence is defined as a student having the ability to: a) understand and take peers’ perspectives (e.g., by picturing what peers are feeling or thinking), b) work well with peers to accomplish a task, c) resolve problems in ways that maximize positive consequences and minimizes negative consequences for oneself and one’s peers, and d) behave appropriately according to the situation or social norms.

Data is collected through student and teacher surveys. By gathering information on students’ social and emotional skills, these surveys aim to help teachers and programs assess and improve programs to foster these skills. These surveys are not intended to evaluate teacher or student performance.

The teacher survey collects information about students in three of the skill areas outlined above: (1) self-control, (2) persistence, and (3) social competence. The teacher survey does not collect information about mastery orientation or academic self-efficacy. These two skills relate to students’ internal thoughts and process; as such, students may be the best reporters for these skills.

A lead teacher completes the survey in self-contained classrooms. For other instructional settings, the person who interacts most with the student on a daily basis should complete the survey.

Information will be collected once an academic quarter. Surveys will be distributed to teachers within the first two weeks of the school year or start of the quarter, and teachers will complete the surveys for all students in their class within one week of receipt. The schedule for collecting information may be altered to meet the needs of, and not place too much burden on, the school/program, so long as information is collected at least three times through the length of the program.

Teachers should rate students according to what is developmentally appropriate for students of that age group. For example, kindergarten teachers should think about what is developmentally appropriate and expected for a typically developing kindergartener and use this as a guide to rate students. Also, teachers should rate students according to when they are expected to carry out behaviors targeted in the survey questions. For example, teachers should rate a student’s ability to sit still during quiet or instructional time, as opposed to during activities where more movement is to be expected.

Teacher Sample Survey

Skill	#	Question	Response Options
Persistence	1	Worked on tasks until they were finished.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the

Persistence	2	Kept working on an activity that was difficult.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Self-Control	3	Waited in line patiently.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Self-Control	4	Sat still when s/he was supposed to.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Self-Control	5	Waited for what s/he wanted.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Persistence	6	Focused on tasks until they were finished.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	7	Worked well with peers.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	8	Resolved problems with peers without becoming	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	9	Was thoughtful of the feelings of her/his peers.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	10	Cooperated with peers without prompting.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	11	Understood the feelings of her/his peers.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the
Social Competence	12	Resolved problems with peers on her/his own.	1= None of the time; 2= A little of the time 3= Most of the time; 4= All of the

The student survey collects information on four of the skills outlined above: (1) self-control, (2) persistence, (3) mastery orientation, and (4) academic self-efficacy. The student survey does not collect information about social competence since students may want to provide socially desirable responses when reporting on this skill.

Student surveys will be completed three times a year (or during the length of the program): once at the beginning, once in the middle, and once towards the end.

Before handing out the surveys, encourage teachers to discuss with students why this survey is being given to them. Teachers might explain that the survey asks how students feel about school and schoolwork, and that students' answers will be used to help them learn. Students' honest answers will show what really happens at school, which is needed to figure out what, if anything, can be improved. Encourage teachers to emphasize that the survey is not a test and there are no right or wrong answers; the students simply mark the answers that they feel are right for them. If there is a question that makes a student uncomfortable, teachers can assure the student that he or she does not have to answer the question, and should feel free to skip it.

Students may read the surveys independently or teachers may read the survey aloud to students. Students should always select their answers independently.

Student sample survey

Skill	#	Question	Response Options
Self-Control	1	I can wait in line patiently.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot

Self-Control	2	I sit still when I'm supposed to.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Self-Control	3	I can wait for my turn to talk in class.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Self-Control	4	I can easily calm down when excited.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Self-Control	5	I calm down quickly when I get upset.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Academic Self-Efficacy	6	I can do even the hardest homework if I try.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Academic Self-Efficacy	7	I can learn the things taught in school.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Academic Self-Efficacy	8	I can figure out difficult homework.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Persistence	9	If I solve a problem wrong the first time, I just keep trying until I get it right.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot like me
Persistence	10	When I do badly on a test, I work harder the next time.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Persistence	11	I always work hard to complete my school work.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Mastery Orientation	12	I do my school work because I like to learn new things.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Mastery Orientation	13	I do my school work because I'm interested in it.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot
Mastery Orientation	14	I do my school work because I enjoy it.	1 = Not at all like me; 2 = A little like me 3 = Somewhat like me; 4 = A lot

Each year the data will be compiled to show growth and progress. Students will be monitored in year 1, 3 and 5 for ongoing progress in each of the five designated skills. Parents will receive all results of each survey and discussion at parent/teacher conferences will embed the survey information or personal conferences. Parents can support their child's areas of growth with planned strategies at school and home with the teacher and parent working as partners.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

FCS will promote a pro-active approach to communication with students and parents. Each parent will have the Code of Conduct and the discipline procedures outlined in the student-parent handbook. Parents will sign the handbook at registration or the first day of school. The handbook will also be available on the website. A review of the Code of Conduct and discipline procedures will take place during open house at the beginning of the school year.

The foundation of FCS behavior management is embedded in two primary systems- Capturing Kids' Hearts (CKH) and Positive Behavior Support (PBS). The CKH program is the umbrella program for managing classrooms and building relationships with students so they are motivated learners. The focus of self-management begins with a social contract that is developed by students. As a result of

this contract, all students will agree on how to treat each other. FCS will embed leadership roles, personal growth methods, meeting and greeting skills, listening skills and affirmation methods. Also, conflict non-verbal cues are taught to address when a student is feeling upset, questioning techniques, when dealing with misbehavior and disrespect, and reframing negative situations.

CKH will use start-up activities such as oral and note-writing affirmations, show and tell, large group and small group discussions, name game, "Get to know each other" speeches, sentence relays and ball of yarn acquaintance as examples of activities that build and grow a team.

The intent of PBS as mentioned in school culture is to not "eliminate" behavior. Rather, it is to understand the behavior's purpose so that the student can replace it with new, prosocial behaviors that achieve the same purpose.

FCS believes that most students will self-manage their behavior if given the right methods and procedures to emulate and learn when embedded in the school and classroom routines. FCS desires to extend our appreciation to students who behave well, make responsible decisions and work hard; these students comprise the high majority of learners in school.

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action.

Parents' understanding and communication of these policies will ensure the home and school working together to support the behavior plans for each child in FCS. The policy will be presented in the Parent/Student Handbook that is signed by the parent when receiving the handbook during registration. The handbook is also posted on the website for access and review as needed by the parent or guardian.

FCS will use a level system to define in clear terms the infraction status of the poor behavior. Consequences can ascend or descend depending on the individual situation and habitual activity of that individual. Some offenses are specific and direct due to the behavior. The toolbox of discipline techniques will be aligned to the classroom, principal and board authorization status.

Levels of Disciplinary Action:

Custodial Level- Offenses that represent behaviors that occur outside the school environment and almost exclusively are related to truancy.

Principal Authorization

Level I offenses generally occur in the classroom and can be corrected by the teacher, i.e. Excessive talking, being rude to other students or any other disruptive act which violates the social contract agreement.

Teacher authorization

Level II offenses are more serious than Level I and/or represent the student's inability to control Level I misconduct. Level II offenses call for administrative intervention, i.e. Disrespect of faculty/staff members or using vulgarity or profanity.

Principal authorization

Level III offenses seriously disrupt the educational process in the classroom, the school, and/or at school-related activities, or are a continuance of repeated Level I or Level II offenses. Level III misconduct may result in student suspension, i.e. stealing, persistent bullying, harassment, drugs and alcohol, tobacco, and deliberate destruction of school property.

Principal authorization

Level IV misconduct involves more serious criminal offenses. This includes any felony for which expulsion is recommended.

Board authorization

Discipline Management Techniques

The following discipline management techniques may be used-alone or in combination-for behavior prohibited by the Student Code of Conduct and/or prohibited by campus or classroom rules:

Truancy warning letter

Verbal correction

Cooling-off time or "time-out" Seating changes within the classroom

Temporary confiscation of items that disrupt the educational process (Items will be returned to either the student or parent at the end of the day, the next school day, end of the semester, or end of the school year as outlined in district procedures.)

Rewards or demerits Behavioral contracts

Counseling by teachers, counselors, or administrative personnel Parent contact

Parent-teacher conferences Student conferences

Detention (A.M., Lunch, and/or P.M.)

Assignment of school duties *other than class tasks*, such as cleaning or picking up litter

Withdrawal of privileges, such as participation in extra-curricular activities, eligibility for seeking and holding honorary offices, membership in school sponsored clubs and/or organizations, or participation in academy programs Penalties identified in individual student organizations' extracurricular standards of behavior

School-assessed and school-administered probation or strategies within school guidelines

Student referral to the office or other assigned area (i.e., another teacher's classroom)

In-school suspension (ISS)

Out-of-school suspension (OSS)

Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school

Other strategies and consequences as determined by school officials within district/state/federal guidelines.

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

Any student who is suspended for three days or less is entitled to hear the charges and to be given an opportunity to present his or her position in a conference. The conference should occur prior to removal from the school, unless the student's presence constitutes a continuing danger to that student, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a conference should be held as soon as practicable after the student's removal from school.

As an alternative to suspension, the suspending authority may, acting in his or her discretion, allow the student to remain in school if the student's parent, guardian, or legal custodian, with the consent of the student's teacher(s), attends school with the student for a specified period of time. If a parent, guardian, or legal custodian does not agree, or fails to attend school with the student, the suspending authority shall suspend the student in accordance with the FCS board policy. A suspending authority may also order in-school suspension. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures.

The power to expel students has been delegated to the Board. Expulsion can occur only after the accused student and his or her parents have been given the opportunity for a hearing. No student shall be readmitted to school until a meeting has taken place between the principal or designee and the student's parents, guardian, or legal custodian to review the suspension, or until, in the discretion of the director or designee, a parent, guardian, or legal custodian of the suspended student has substantially agreed to review the suspension with the director or designee.

Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined in this regulation and current law. Students with disabilities who engage in misconduct may be removed from their current placement and be suspended, placed in an appropriate interim alternative educational setting, or placed in another setting for not more than 10 consecutive school days, and for additional periods of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under applicable law). In addition, a student with an IEP may be removed from his or her current placement and placed in an interim alternative setting chosen by the IEP team for not more than 45 consecutive school days if a hearing officer so orders, or if the student, while at school or at a school function: (1) carried or possessed a weapon; (2) knowingly possessed or used illegal drugs, or sold or solicited a controlled substance; or (3) inflicted serious bodily injury upon another person. Section 504 students may be disciplined for the use or possession of illegal drugs or alcohol to the same extent as students without disabilities.

If school personnel seek to remove a student with disabilities from his or her current placement for more than 10 consecutive school days (except as provided in the preceding paragraph), then the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the student's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the student's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, then the school may proceed with discipline in the same manner as with a student without disabilities, except that a student with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the student may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the student was suspended, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, then the school must discontinue the suspension proceedings and return the student to the placement from which he or she was removed, unless otherwise agreed to by the parent. In addition, for students with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, or, if a behavioral intervention plan was already in place, review and modify it as the team deems necessary.

Procedure for Expulsion

In the event that the school contemplates action expelling any student, the following procedures shall be followed:

Notice: Not less than ten days prior to the date of contemplated action, the director shall cause written notice of such proposed action to be delivered to the student and his or her parents, guardian, or legal custodian. Such delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the student or his or her parents, guardian, or legal custodian.

Emergency Notice: In the event the Board determines that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened to the extent the Board may direct, provided that the student or his or her parents, guardian, or legal custodian have actual notice of the hearing prior to the time it is held.

Contents of Notice: The notice shall contain the following:

A statement of the rule or regulation which the student is alleged to have violated.

A statement that a hearing on the question of expulsion will be held within the period of suspension applicable to the student if requested by the student or his or her parents, guardian, or legal custodian.

A statement of the date, time, and place of the hearing in the event one is requested.

A statement that the student may be present at the hearing and hear all information against him or her; that the student will have an opportunity to present such information as is relevant; and that the student may be accompanied and represented by his or her parents, guardian, or legal custodian and an attorney.

A statement that failure to request a hearing within five calendar days or failure to participate in such a hearing constitutes a waiver of further rights in the matter.

A statement of the effective date and duration of the contemplated expulsion.

Re-admittance: A re-admittance conference of the procedures for suspension shall be held prior to an expelled student being readmitted to school.

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

The principal is the designee for monitoring all discipline consequences and actions. The principal will have a form called the Student Referral for formal behavior referrals to the main office. These referrals will be maintained in Infinite Campus data and will be used in annual site School Improvement Plan discussions for goal setting as needed. The superintendent's administrative assistant will file report data for SPCSA.

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

FCS recognizes differences in situations and students. The discipline options in an FCS are lists of options from a menu. This menu of options has discretionary decisions for the administrator to act in the best interest of the school, student population and individual student discipline issues.

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

It is the school's desire that procedures for settling differences provide for prompt and equitable resolution and that each parent be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. A "grievance" is an alleged violation of the LEF Board of Education policies. All grievances should begin with the center director unless the grievance includes a director or personnel not at the site. This grievance process should begin by contacting Superintendent. The superintendent within 48 hours will communicate with the parent and provide a date and time or protocol for the parent to be heard or communicate in writing. The superintendent will act upon the grievance within 72 hours of receipt back to the parent. If the decision rendered is not acceptable or deemed unfair the parent can grieve the situation to the LEF Board of Education. The Board will hear the grievance at its next regularly scheduled meeting and render a written decision to the parent.

A complaint recorded by a parent that is not a grievance will first be heard by the site principal and an appeal may be made to the Superintendent with a response within 72 hours of receipt of the complaint. The Superintendent's decision is a final decision on the complaint.

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

The Board recognizes that dress and appearance of students is important in the educational process. Students are expected to dress according to the school's standard attire and to dress appropriately for all school activities. The following general standards will be in effect:

Dress Code Information:

- The standardized polo-style shirt.
- Closed toe shoes.
- Zipper-style hoodie, jackets, windbreaker and sweaters can be worn in temper related environments per director's approval.
- Appropriate undergarments are expected. All pants, shorts, skirts, and shorts must fit neatly at the inseam and at the waistline.
- Shirts must be tucked inside pants, shorts, or skirts. Students' standardized dress should not be too loose, too tight, too long, nor too short.
- Children should come to school in a manner that promotes learning and does not distract from the learning environment of other students and/or staff members. Hairstyles and fashion that cause or may cause a distraction are unacceptable.

Students May Not Wear:

- Over-sized baggy or flare leg pants.
- Coats or jackets in the classroom.
- Muscle shirts, sleeveless shirts, or undershirts worn as outer clothing.
- Any item identified as gang related by school officials.
- Warm-ups or sweat pants of any kind.
- Visible body piercing, clips, or grills in the mouth.
- Cut-off, torn, or tattered pants.
- Bicycle pants or spandex tops or pants.
- PE clothing to classroom.
- Bandannas.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

The annual calendars for FCS in will provide campuses with tracks that a school can use to operate. The track concept embeds the nine weeks on and three weeks off theory and includes the traditional holiday breaks. This calendar promotes a year-round engagement and a continuous learning cycle. This will complement the year-round ECC's that are commonly open for business all but a few holidays during the school year.

The track calendar supports continuous learning if a parent desires to have their child participate during the three week interim time when the FCS funded time of the 180-day school year is not in session. Re-teaching, extensions and exploring new subject areas can maximize students' development and create a love for learning with time to engage in arts, crafts, second language along with standards' mastery and extensions.

The calendar will have a student learning period of 180 days and five days for teacher development. The professional development days scheduled in the calendar will provide additional days of start-up learning opportunities for staff before school begins and five days of professional development embedded in the school year. Staff will also engage in weekly staff meetings with 50% of the meetings designed around content and instructional improvement. Staff will participate in weekly vertical alignment meetings to collaborate with colleagues about student learning, targets and coverage strategies.

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

The hours of school operations with students will be from 8:30-3:30 each day. Students will have a 30-minute lunch and six hours and thirty minutes of instructional contact time each day. Students can engage in character education extension sessions before and after school as parents are dropping and picking students up from school.

The daily schedule for the K-5 classroom schedules are designed to create flexible grouping and flexible instructional times based on time demand of learning needs. Each site has a required block of time for each of the content areas. Each grade will provide the required instructional time for grades K-5 each day:

English/Language Arts (ELA) - 2 hours

Mathematics- 1.5 hours

Science-1 hour

Soc. Studies-45 minutes (also embedded in ELA)

PE-120 minutes per week (three ancillary sessions)

Technology-embedded in one of the blocks for 20-30 minutes each day

Art and music-A minimum of 1 ancillary session per week

30 minutes of discretionary needs for the campus that will include wellness, health, technology or extended support for learning.

The school day and calendar are intentionally designed to ensure maximization of individual learning and local control of learning needs for students of FCS. Students will master and learn standards at various rates in the learning process. The schedule and calendar should not hinder the priority of student development. The calendar provides ongoing learning options for schools that need extra support for their population during interim breaks and also increases learning opportunities a traditional calendar does not offer.

The daily schedule is also constructed to benefit student learning. Blocks of time are available to group students, and study in-depth topics that are not driven by a bell schedule, but still allow for consistent expectations of contract time for all campuses and for the study of the curricula. For example, FCS will support science within the existing classrooms aligned to the learning expectations for experiment through blocks of time to conduct field investigations that will complement the desired time to engage in relevant learning through field and lab experiences. The science curriculum will meet the lab requirement and field investigation requirements in a combination of deliverables as appropriate for the age level.

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

The desired attendance goal for FCS will be to exceed the State and Clark County average daily attendance. FCS will set an annual goal of have a 95% average daily attendance rate. Each day a student is absent a call will be placed to the home of the student seeking confirmation and opportunity for daily lesson work to be picked up. Any student absent after 3-days will constitute a doctor's note or pre-excused absence acknowledged as being received by the principal of the school. A parent conference will be held if a student misses a week of school to determine the best strategies to ensure the student gets to school and can stay in school.

A DAY IN THE LIFE & SCENARIOS

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

A typical school day for a primary school student always starts with our morning engagement. Every day our students meet in the commons area to celebrate and get ready for the day with chants, music, good things statements, character focus for the week and motivation. This engages our students immediately as they enter our school and sets the tone for a productive learning day.

The day will begin with a robust E/LA session. Children will be initially engaged in Independent Reading/Word Study Groups. During this time, the teacher will meet with a group of four to six readers for a word study group as the other children read a book they have chosen. In the study group, attention will be given to spelling patterns and sounds. The students will create a Making Words activity where they focus on inflectional endings, prefixes, suffixes, common spelling patterns, or skills that need to be practiced.

The class will then transition into Read Aloud, Shared Reading or Shared Writing experiences. In Read Aloud, teachers make each book a special experience. This allows children to live literature, to become involved and part of the story. As the teacher reads the book, students will be introduced to a reading strategy that will be examined again later in the Guided Reading and Reading Conferences they experience. During Shared Reading time, the children and the teacher read poems, songs, big books, etc. together, blending their voices into one. Through repeated readings of predictable text, the children become familiar with word forms and begin to recognize words and phrases. This time is also used to practice reading orally with expression. During Shared Writing,

the students and the teacher compose a text together. The children may reflect on a class trip they took together, innovate on a text read together, or write their own story or poem. Later as a class they will revise and edit their work, using the conventions of print, spelling and grammar. As the day progresses, students will engage in Reading Conferences, Guided Reading and a Second Independent Reading. In these conferences, the teacher meets with small groups of children: Students in Guided Reading Groups will have similar needs and work on specific strategies using leveled reading materials; and students in Reading Conferences will receive instruction targeted to their needs. In Independent Reading, children read on their own or in pairs either using a strategy sheet, reading along with a tape, or responding to texts they have read and taking reading notes. Children will then come together to engage in a Reading Share where they will discuss what they learned as readers and what they may try again to help them become better readers.

When the reading activities have concluded, the children will start their Writing Workshop. The session will begin with a focused lesson on a strategy or skill children need to learn. This workshop will have small group conferences and Work Group Sessions designed to address specific instructional needs. While working with students, the teacher will assess their writing, and give support and advice. The children write and keep what they have written in a folder. At the end of the workshop, children who have finished a piece of writing will share it with their classmates.

The school day will continue with offerings of math, science, and social studies. During these sessions, as in the English/Language Arts block, students will be called on to evaluate growth as they respond to each other's work and progress. Students will be taught to use rubrics to evaluate their work since those who evaluate themselves using previous work as a benchmark become confident, active, and purposeful learners. Learning will be delivered in multiple pedagogical strategies that blend direct instruction, group and independent settings. This type of assessment, along with classroom imbedded alternative assessments, will drive each student's instruction in a continuous cycle of progress and improvement.

The school day will progress to include one session of either physical education, or art or music. Throughout this instruction and all coursework in our school, students will be encouraged to provide feedback within the context of open conversations using a strategy called "TAG." This is an acronym for Tell What You Like, Ask Questions, Give Ideas and Suggestions. Through the use of TAG, students will self-reflect on their own work as well as the work of their peers and it will enable them to begin to feel the power of their own decisions and take responsibility for their own learning and progress. This will help students develop strong critical thinking skills in all subject areas. Also throughout the instruction of the day, homework will be reviewed within the context of the activity as described in the English/Language Arts session.

The school day will conclude with closure. Just like how we start the day we also finish the day with inspiration statements and activities that send kids home excited about school that day.

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

A day in the life of teachers and students follows a common theme of consistency, but recognizes adjustments to meet students' needs is ongoing in FCS. The blocks of time for students and teachers will resemble the same format as the students' daily methodology:

The teacher starts the day off with full participation in the morning engagement just like the students. Teachers model that they too can have fun and enjoy each other. This breaks down barriers and builds relationships when they see teachers having fun with them. Students are

designated certain roles during the school day or week.

The teacher has designated the role of greeter, who has the responsibility of shaking every student's hand when they enter class and are welcoming students for the day. Another student will lead the class in good news so students can share items they are excited about personally or in school. A rater will be selected to rate the class on self-managing skills and compliance with the social contract at the end of the day. Student facilitators will be selected to lead the pledges and moment of silence before the character lesson begins. Teachers begin the day by reviewing a monthly social skill. Each month students are introduced to a new principle, with one story for each week for a total of nine lessons. Students engage in good news, affirmations and review of the areas of development in the social contract, self-managing and non-verbal communications while the teacher is taking attendance and addressing any start-up needs.

Each content format has a similar expectation in student engagement and processing the delivery of instruction. Teacher introduces (routes) a new skill or objective beginning with establishing relevance to the learning and retrieves prior learning to show a connection in the skill. The teacher may use time to review (re-expose) a skill or objective previously taught in which assessments indicates that review is necessary. During this time, academic or content vocabulary is reviewed and shared during student/teacher development of non-linguistic representations to anchor the students' learning for extension activities and future learning.

Students participate in the whole group activity, they engage in meaningful discussions and participate in creating non-linguistic representations of their new learning. Students are then pulled to the teacher table in groups of four to six students to address specific skill deficits as defined through FCS assessments, Unit Assessments or Running Records. Students work independently or in stations with activities relating to the objective or skill taught in a whole group setting.

At some point in the day each teacher has a vertical aligned team time for 40 minutes. This time is used to address student needs, review data, plan and complete required student forms, documentation and school improvement work. The teacher will also have a 30-minute duty-free lunch.

The teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction. They end the day by sending them off to their next class or home on a positive note.

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

Every LEF school will include in its hiring process a teacher who is certified as a Special Education teacher and supplemental personnel; as a result every school will be prepared to meet students' needs upon enrollment. Other staff will be added as determined by the IEP and meeting that must occur within the 1st 30 days of enrollment. Since Ruby is a student that is included in the general education program for 60% of the day, then the team, including the principal, will meet to carefully review Ruby's IEP and determine if the student will need content inclusion support where the SPED

(special education) teacher “push into” the general education classroom to provide support and instruction in a specified content area. Or, the team, based on Ruby’s IEP, may determine that Ruby will receive resource support in the SPED classroom with the SPED teacher. This support will be identified as needing one-to-one, small group, or other support such as an aide during recess or during the electives, ancillary schedule, or lunch time, additional time in reading, or support with social skills. Again, it is what is included in Ruby’s IEP. Finally upon reviewing the IEP, the principal will be able to build the master schedule to include the classroom instruction utilizing the SPED teacher as indicated in Ruby’s IEP.

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

Students who are ELL and enrolled in a LEF school will be able to receive ESL instruction. As for Alejandra, based on her scores, she will be offered literacy intervention and sheltered instruction to help this student to gain grade level proficiency in reading and writing.

The English Language Proficiency Assessment Committee (ELPAC) serves as the foundation for the education of ELL students. At the time a student with a language other than English enters the school system, the committee responsibilities are set in motion including determining what program needs are warranted for student success. The ELPAC work includes the following: Identify new ELL students, place all ELL students in the appropriate ELL program, assign English Proficiency Level of new ELL students (1, 2, 3, or 4), discuss linguistic & academic progress of ELL students, and discuss interventions for ELL students.

In general FCS will provide a student with multiple opportunities to respond to questions; multiple opportunities for students to practice reading both words and sentences, either in a small group or with a peer; clear feedback from the teacher when students make errors; explicit instruction in all areas of reading, including explicit comprehension instruction and explicit vocabulary instruction. Sufficient coverage of five areas-phonological awareness, phonics, reading fluency, vocabulary, and comprehension-should be used by teacher; ensure that the support is implemented daily for at least 30 minutes in small, homogeneous groups of three to six students.

As for Alejandra, based on her scores, she will be offered literacy intervention and sheltered instruction to help this student to gain grade level proficiency in reading and writing. Sheltered instruction strategies that will be utilized by the classroom teacher include: Use of high interest and low readability text in guiding reading to improve literacy skills specifically phonetics and fluency.

To improve comprehension in reading, Alejandra’s teacher will work with the student utilizing text comprehension strategies (predicting, retelling, and summarizing). These strategies in the target language can help Alejandra improve her reading skills. If the student is not successful as indicated on the teacher running records, comprehension tests, then a Response to Intervention meeting will be called to review all of the teacher’s documentation on this student to determine if the student needs to begin the RTI process.

If Alejandra needs to receive RTI services, then the Leveled Literacy Intervention by Fountas and Pinnell will be implemented. LLI is designed for struggling readers such as Alejandra to supplement daily literacy instruction by the teacher. LLI provides a combination of reading, writing, and phonics/word study. Alejandra will receive intervention that is focused on specific work on sounds, letters, and words in activities that are designed to help Alejandra to notice the details of written language and learn how words “work”. Another sheltered instruction strategy that will be utilized to improve the writing process for Alejandra is the read, write, and draw strategy. This will allow Alejandra to explicitly practice writing that is embedded in reading and using nonlinguistic representation to help Alejandra to better connect to her learning outcomes. Through reading, talking, and writing about reading, Alejandra will have the opportunity to extend her knowledge of the structure of English and expand her vocabulary to help build her literacy skills.

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

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

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

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

Trends in data:

1. 2012 through 2014 there is an annual decline in the number of students that are identified as SWD; by 2014 the percentage of students identified as SWD is nearly cut to 50%.
2. An anomaly in the data is the SWD outperformed its non SWD in math and reading in 2012 at the advanced level.
3. Overall in 3 years the achievement gap is growing in the percentage of SWD performing below the basic level in math. The gap is growing nor narrowing between SWD and Non-SWD.

Initial Thoughts:

There appears to be a need to implement some reform strategies in math and reading to increase student academic achievement to proficient on the state assessments. It is apparent that a reading program need to be implemented or alignment refined to assist students in reaching the proficient level in their literacy development such as inferencing, comprehension and fluency.

As for math, it also needs to be reformed in vertical alignment, process skills embedded in the math curriculum for better outcomes in reaching the proficient level on the math assessment. Finally, there is a need to align the Special Education Program with the general education program for improved outcomes for SWD. This needs to be a collaborative approach among teachers, administrators, and parents to help every student reach their full potential.

Team Needs to Address Accountability Growth:

The principal, teachers (both main stream and SPED), superintendent, and the appropriate charter school personnel responsible for data.

Next Steps

1. Implement reform strategies to address student academic performance for all students to help them grow towards proficiency.
2. Identify students' strengths and gaps in learning in literacy development and math concepts by using common assessments such as benchmarks, unit tests, and data from the state assessment.
3. Utilize flexible grouping to address learning gaps and drill down to identified learning needs
4. Utilize small group instruction in the classroom to differentiate instruction and meet the students' needs for learning new concepts based on data from aforementioned data points.
5. Provide professional development to teachers and staff who work with students to improve teaching skills in literacy and math based on the state assessment data.

6. Identify any teachers linked to student performance over the last 3 years that is basic or below and determine appropriate placement (if any) in the school setting.
7. Implement hiring strategies to attract high quality teachers and staff to improve academic achievement.
8. Implement alignment of resources in the school to ensure teachers are utilizing resources as intended and improve skill level usage with students to improve student performance.
9. Leadership development for positive school culture and an environment where teachers believe and teach like all children can and will learn.
10. Increase learning time by ensuring bell to bell instruction and extended the learning day by offering after school tutorials to students in the assessment grade levels.

Additional data needed and who will attain it:

1. Classroom teachers including SPED and data trends of performance as indicated on state assessments – principal and superintendent
2. Report card grades and any correlation to performance on state assessments – principal and teachers
3. Attendance rates and tardy rates – principal, teachers, and school registrar
4. Formative Assessments results – teachers and principal
5. Parent/student survey input – parents, students, principal and teachers
6. Classroom Observation notes - principal

OPERATIONS PLAN

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

The organizational model is a unique model since at it is shared space within an existing Early Childhood Center. In year one FCS will occupy three classrooms in an ECC. The first group of students will be in Kindergarten and first grade. FCS will add one classroom each year thereafter as the first class of students' progress to the next grade level. On the fifth year the ECC will have a complete K-5 grade band in place. Since each center is intentionally small with 72 kids in year one, FCS desires to cluster three centers to form a single school for accountability. Year one has a total of 10 centers with three classrooms. These 10 centers will create three schools per clustering by geographic location.

Each school has a FCS principal that will oversee the three or four centers. The centers already have existing directors, custodians, food clerks and receptionists working in the ECC. These positions will become contracted services for FCS to utilize in a shared use agreement with the ECC. Each of the centers, operating under one school will have FCS teachers for all classrooms that are employed, like the principal, by Leadership Education Foundation. FCS will offer comprehensive services in staffing among the centers that are also FCS employees. These employees include ancillary teachers, special education teachers and aides, teacher aides, ELL teachers and title I funded positions.

In the maximum enrollment during year six the same pattern is used with a total of eight schools in the system comprised of 35 total centers. Five centers will be added each year after year one. FCS will add four assistant principals and two area directors in leadership oversight of the schools as we progress to year six. A school that is greater than 550 students will be assigned an assistant principal position.

The school is a ready-made model and requires much less preparation for use of the facility and cost to the taxpayers. The principal of FCS assumes responsibility of the performance of the schools and total responsibility of the site operations. A clear role for ECC directors is defined that supports daily operational expectations. Each contracted position will not exceed .33 FTE. If an ECC has 10 classrooms and three are designated for FCS. The contract will be set for a .3 FTE.

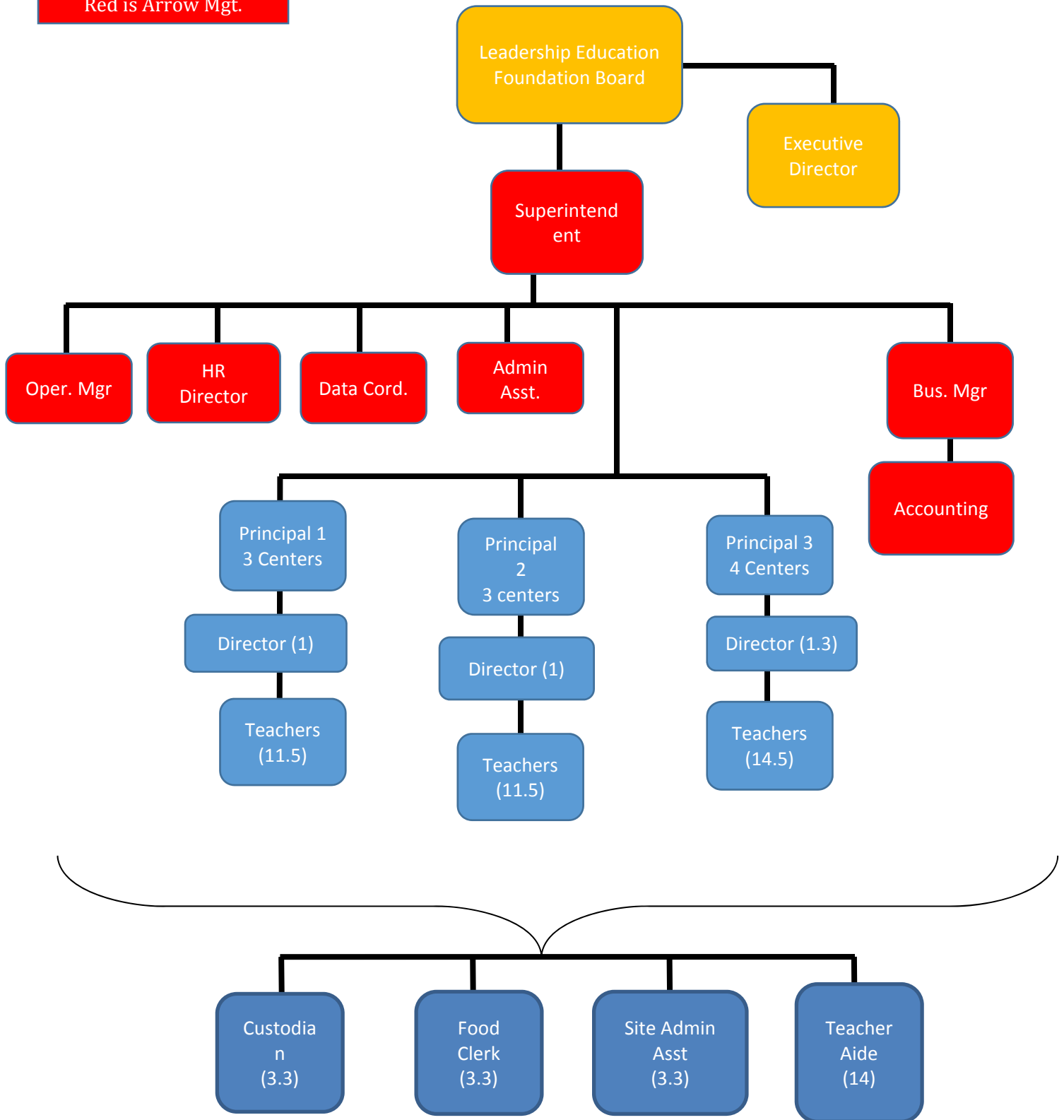
Below are the organizational charts for year one and year six. The funded positions by the Leadership Education Foundation include the Executive Director of LEF. The positions funded by the Arrow Management Company include: Superintendent, Human Resources, Operations Manager, Business Manager, Administrator Assistant and Accounting office. In year six the same positions with an increase in personnel in these departments will be added to the management company's funded positions.

(a) Organizational charts for year one and one for when the school is at full capacity

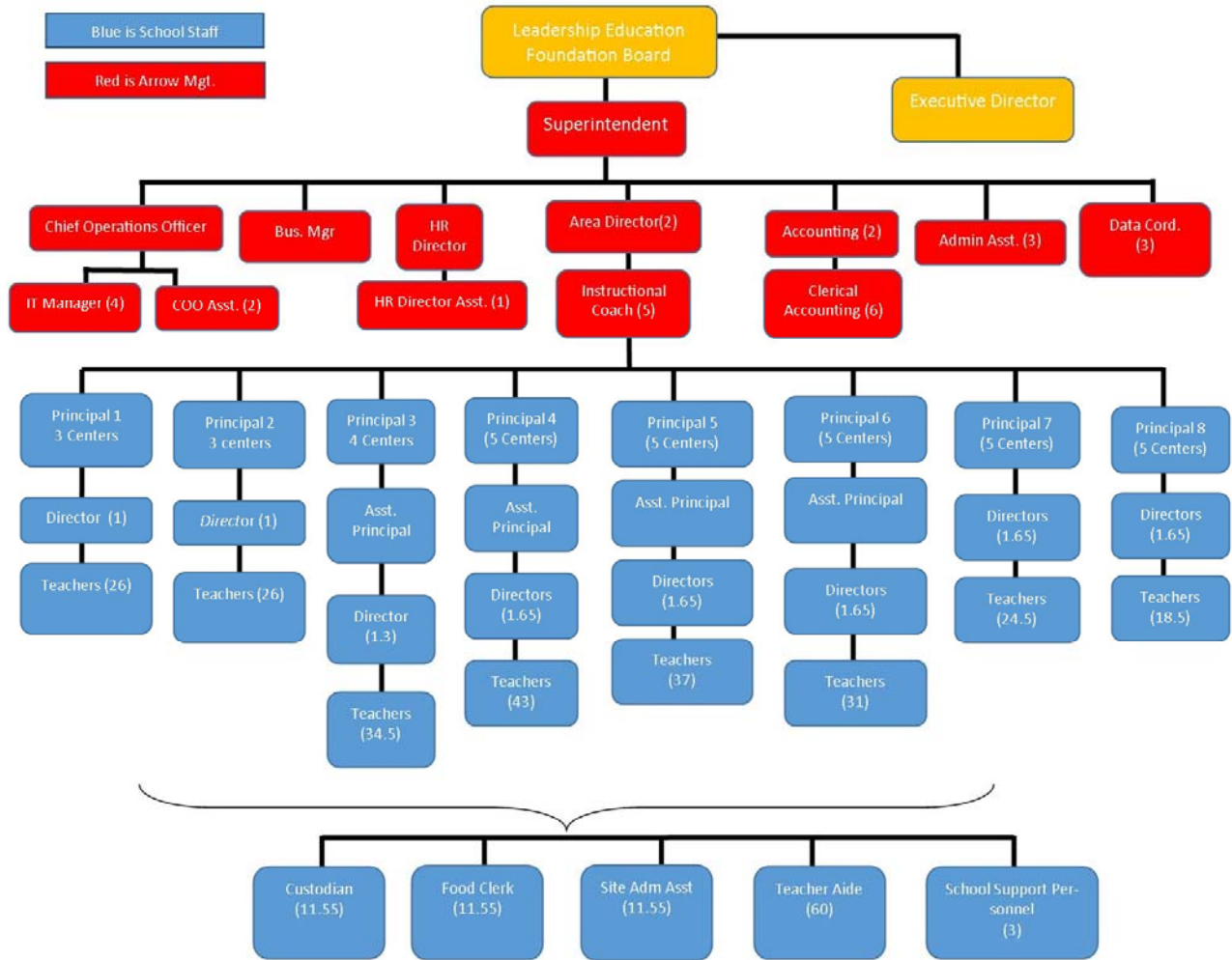
Blue is School Staff

Red is Arrow Mgt.

Year One School Organization Chart



Year 6 School Organization Chart



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

Job descriptions are provided in attachment 2

(b) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-1 schools at the time of applying) for any school which wishes to open in the 2017-18 school year.

Resumes are provided in attachment 3

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

Data is inserted in attachment three

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

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

Arrow Mgt. has five years of consistent experience from a team of leaders. Dr. Christensen has 30 years of public education experience and Dr. Audrey Sanders has 23 years of experience in education. Both leaders have experiences in large and small organizations with wide diversity in demographics and community wealth. The LEF board has three sitting board members who are or have been leaders in education at the principal or central office level. This foundational knowledge is a tremendous asset the operational, cultural, political and accountability of the FCS application.

Five members of the Board and Arrow Mgt. team have served as principals in their careers and can participate with experience and insight into the operational and leadership elements of the FCS proposal. The LEF governing board members have three original members and two members who have served for the past two years and one new member. The core leadership of governance has worked in the educational governance model for five years with training annually to stay up to date with management, regulations and oversight expectations.

Curriculum, instruction and assessment are the primary areas of expertise for Dr. Christensen and Dr. Sanders. Dr. Christensen also has served a program coordinator and senior instructor at the University level in executive leadership in education and principal licensure programs.

The past five years Arrow Academy has served at-risk students with the intention of taking the lowest performing communities in Houston and re-thinking a better way to get the kids the furthest behind, with the most needs, to become successful in school as measured by State assessments, character and a motivated disposition. Distinguished growth on academic progress, high levels of attendance and positive school climate learning environments have been established and recognized within the schools and have made the turnaround model successful with at-risk students.

Dr. Christensen and Dr. Sanders have been held to very high standards of performance in the State of Texas and former school districts leadership roles. Arrow Academy intentionally chose to be held

to the traditional standard of school performance in the Texas accountability system versus alternative performance standards available to our school. This challenge became greater with high mobility due to housing and following the cheapest rent rates; immigration influx in a safe harbor town; students 2-3 grades behind in elementary school; and 29 out of 31 students coming to Arrow in the past two years with high grades on report cards, but working with significant disabilities going unidentified. This combination of challenges and the desire to perform for all students has resulted in outstanding progress and accomplishments with 5 different stars of distinction in 2014-2015 school year in school performance.

Financially, Arrow Academy has been rated superior or met standards every year. The first year Arrow Academy met the standards and each year thereafter has maximum points allowed score for the Financial Integrity Rating System of Texas (FIRST). Curt Mackey serves as the CFO for Arrow Academy the past 5 years and brings over 30 years of financial, auditing and budgeting in schools and corporations experience to our group.

Mr. Mackey is currently the Chief Financial Officer for Arrow Academy, LLC. Mr. Mackey is a Texas certified public accountant with over 7 years of experience in the audit practice with Ernst & Young and over 24 years of experience in private industry working in the accounting field.

At Ernst & Young Mr. Mackey worked primarily in the manufacturing industry segment and had extensive experience with large public companies. After leaving Ernst & Young Mr. Mackey has been a corporate controller and principal accounting officer for public companies in the communications, manufacturing and consulting services industries and has served as chief financial officer for a large private company in the aviation industry. Mr. Mackey joined Arrow Academy in 2009 where he has served as Chief Financial Officer for Arrow Academy Charter School in Texas.

Mr. Mackey has a BBA in accounting from Texas A&M University where he was a member of the Corps of Cadets and a fellow in the College of Business Administration Fellows Program.

Community engagement at each site in Arrow is a welcoming place and monitored through parent surveys and ongoing feedback. Arrow is a choice school system so customer satisfaction is a key to our success in enrollment. Dr. Christensen and Dr. Sanders participate in engagement strategies that embrace each student's needs.

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

Dr. Christensen is responsible for leadership development. Monthly meetings are held from 10:00 am-3:00 PM to focus on leadership development, operational needs and timely communication. Each month the dashboard of results in our system drive the targeted areas of emphasis in our research practices.

Dr. Christensen engages in weekly walk-throughs at each campus and reviews data walks and areas of concern that need to be addressed aligned to our teacher and leader evaluation forms. Independent clinical evaluation sessions are held with each leader each month to discuss, collaboratively, views of progress and growth target areas. All leaders operate from a 360 degree profile that reports behaviors in areas of strength and areas of constraints. A traction plan is prepared for each leader to work on strategies to overcome behavior constraints. An organization can never rise above the constraints of its leader.

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

The school leader assumes the responsibility to review applicants presented in TalentEd or any other means of accessing interested applicants through contacts and job fairs as needed. The principal and his or her team conducts interviews, reference checks and follows the Arrow Mgt. hiring process in recommending staff candidates they have selected for hire in their school.

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

All school leaders are required to attend school culture training for three days prior to assuming the role of principal in FCS. All leaders are trained over five days in research-proven strategies aligned to the teacher and leadership evaluation criteria. The leader assumes the instructional leadership role of the school. The most important roles of the school leader are relationships of students, parents and staff and instructional development of staff. These two areas are a continuous and ongoing thread of responsibility the leader targets and grows on a daily basis in the system. The teacher evaluation system is used to monitor teacher and leaders' collaboration and feedback practices. Each semester the teacher self-assesses and the principal assesses the teacher's current state of progress. The superintendent reviews with the school leader outcomes of the teacher and leader's work and then defines gaps with the leader that need to be addressed and confirmation leader's strategies are aligned to best practices. Each teacher is led by the school leader on traction plans for continuous progress.

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

The assurance of redundancies in FCS will occur in two structural methods embedded in the operational processes at FCS. The first is through administrative PLC monthly meetings. Training and cross-training the school and management team with the practice of distributive leadership in FCS is part of the ongoing and cyclical training in such areas as: instruction, finances, schedules, community engagement, and use of school tools, assessment and daily operational concepts.

The second method is through weekly PLC teams in each center. The team of teachers, director and principal meet weekly in common planning time to focus on site-based distributive leadership for operational and academic redundancy in process and action.

LEADERSHIP FOR EXPANSION

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

Arrow Management has relationships with school leaders all across America. They range from Clark County leaders to former school and district leaders in all parts of the nation who now seek to serve in supporting roles toward a new way of thinking about education, yet maintaining all what is good about our profession.

One of the primary supports of Arrow Management is The Flippen Group (TFG). TFG trains 30,000 teachers a year and 5,000 school and district leaders each year. They have significant relationships and outreach for potential candidates within Nevada and the network. This source has served Arrow Management very well in the past with such employees as Curt Mackey and two of the current principals in the network. Access to this data base allows our system to thrive in meeting

the demand of growth and expansion.

(a) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 5). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network. If a regional director candidate has not yet been identified, provide the job description (as Attachment 5) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that experienced operator applicants proposing to open schools in the 2017-18 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

The beginning leadership for FCS in Nevada will start with the existing Superintendent of Arrow Academy, Dr. Jim Christensen. Dr. Christensen has served as a teacher, assistant principal, principal and superintendent during his 30-year career. He has worked in the complete spectrum of schools and districts that range from high poverty choice schools to high performing wealthy community neighborhood environments. His track record of improving schools as a leader is continuous and apparent in the school data. His leadership has been nationally recognized as a school leader that blends innovation, culture, transparency and performance into a winning formula. His passion is serving kids of need personally and professionally. He is clearly a student advocate and believes his role is to prepare successional leadership in all the leaders he work with. While in Colorado serving as Superintendent of Douglas County School District he established a leadership team that in the past five years has placed eight of these team members in Denver-area superintendent roles.

His work in at-risk students in Arrow Academy Charter School in Houston targeted kids that were two-three years behind grade level in the poverty zones of the community. The schools he started went into school improvement and have come out of school improvement with continuous high growth against high odds of failure with high mobility and poverty as shown in the school data in attachment three.

Dr. Christensen is supported by a Business Manager of 33 years who served as an auditor for Ernst and Young. Curt Mackey is a highly talented financial executive who has worked in the private and public domain during his career. Serving as a former auditor he has audited many school organizations in his career and over the past five years has been retained as the CFO for Arrow Academy. He has expertise in all facets of public school finance. The results of his prudent budgeting and monitoring has led to a superior rating in the State of Texas Financial Accountability system.

FCS will also add to the team a financial leader from Nevada to serve as a key member of the team to oversee much of the Nevada budgeting and finances at FCS. The COO, data manager and HR team leads will have understudies hired in year one for operational compliance and oversight of the daily operations in Clark County. In years three and five Arrow Mgt. will add a regional director to support the growth and oversight of FCS.

Arrow Academy anticipates at this time the first regional director of FCS in year three will be Dr. Audrey Sanders, current Executive Director of LEF.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Experienced operators should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

	Year 2017-18	2018-19	2019-20	2020-21	2021-22	2022-
Management Organization Positions						
Superintendent	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
Operations Manager	1	1	1	1	1	1
Operation Asst. Mgr.	0	0	0	0	1	2
HR Manager	.5	1	1	1	1	1
Hr. Asst. Manager	0	0	0	1	1	1
Accountant	1	1	2	2	2	3
Accounts Payable, Receivable/Payroll	0	1	2	4	5	6
Admin Asst.	1	1	2	2	2	3
Area Director	0	0	1	1	2	2
Instructional Coach	0	1	2	3	4	5
Data Coordinator	1	1	2	2	2	3
IT Manager	0	1	1	2	3	4
Total Back-Office FTEs	6.5	10	16	21	26	33
School Staff						
Principals	3	4	5	6	7	8
Assistant Principals	0	0	0	2	3	4
Asst. Directors of Centers	3.33	5	6.6	8.25	10	11.55
Classroom Teachers (Core Subjects)	30	55	85	120	160	195
Classroom Teachers (Specials)	4	7.3	11.3	16	20	24
Special Education and ELL Teachers	3.6	6.6	10.2	14.4	18	21.6
Counseling and Social Services	0	0	1	2	3	3
Secretary	3.33	5	6.6	8.25	10	11.55
Custodian	3.33	5	6.6	8.25	10	11.55
Food Clerk	3.33	5	6.6	8.25	10	11.55
Teacher Aides and Assistants	10	15	30	40	50	60
School Operations Support Staff	0	0	0	0	0	0
Total FTEs at School	63.92	107.9	167.9	231.4	298	358.8

Network

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-
Number of elementary schools	7	9	11	13	14	16
Number of middle schools	0	0	0	0	0	0
Number of high schools	0	0	0	0	0	0
Total schools	7	9	11	13	14	16
Student enrollment	1270	2020	2890	3880	4840	5830
Management Organization Positions						
Superintendent	2	2	2	2	2	2
Asst. Supt.	0	0	0	0	0	1
Business Manager	2	2	2	2	2	2
Operations Manager	2	2	2	2	2	2
Operations Asst. Mgr.	0	0	0	0	1	2
HR Manager	1.5	2	2	2	2	2
HR Asst. Manager	0	0	0	1	1	1
Accountant	1	1	2	2	2	3
Accounts Payable, Receivable/Payroll	2	2	3	5	6	7
Admin Asst.	2	2	3	3	3	4
Area Director	1	1	2	2	3	3
Instructional Coach	0	1	2	3	4	5
Data Coordinator	1	1	2	2	2	3
IT Manager	0	1	1	2	3	4
Total Back-Office FTEs	14.5	17	23	28	33	40
Elementary School Staff						
Principals	7	9	11	13	15	17
Assistant Principals	1	1	1	3	4	5
Director	1	1	2	2	3	3
Asst. Directors of Centers	3.33	5	6.6	8.33	10	11.55
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)	60	93	130	173	213	256
Classroom Teachers (Specials)	8	12.3	16.3	22	26	32
Special Education Teachers	6.6	9.6	14.2	20.4	24	26.6
ELL/TESOL Teachers	2	2	3	5	5	5
Secretary	7.3	10	12.6	8.25	10	11.55
Custodian	7.3	10	12.6	8.25	10	11.55
Food Clerk	7.3	10	12.6	8.25	10	11.55
Teacher Aides and Assistants	14	20	26	37	37	43

School Operations Support Staff	0	0	0	0	0	0
Total FTEs at Elementary Schools	124.8	182.9	247.9	306.48	367	433.8
Middle School Staff						
Principals	0	0	0	0	0	0
Assistant Principals	0	0	0	0	0	0

Add'l School Leadership Position 1 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 2 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 3 [Specify]	0	0	0	0	0	0
Classroom Teachers (Core Subjects)	0	0	0	0	0	0
Classroom Teachers (Specials)	0	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0	0
Special Education Teachers	0	0	0	0	0	0
ELL/TESOL Teachers	0	0	0	0	0	0
Student Support Position 2 [specify]	0	0	0	0	0	0
Specialized School Staff 1 [specify]	0	0	0	0	0	0
Specialized School Staff 2 [specify]	0	0	0	0	0	0
Teacher Aides and Assistants	0	0	0	0	0	0
School Operations Support Staff	0	0	0	0	0	0
Total FTEs at Middle Schools	0	0	0	0	0	0
High School Staff						
Principals	0	0	0	0	0	0
Assistant Principals	0	0	0	0	0	0
Deans	0	0	0	0	0	0
Add'l School Leadership Position 1 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 2 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 3 [Specify]	0	0	0	0	0	0
Classroom Teachers (Core Subjects)	0	0	0	0	0	0
Classroom Teachers (Specials)	0	0	0	0	0	0
Special Education Teachers	0	0	0	0	0	0
ELL/TESOL Teachers	0	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0	0
Student Support Position 2 [specify]	0	0	0	0	0	0
Specialized School Staff 1 [specify]	0	0	0	0	0	0
Specialized School Staff 2 [specify]	0	0	0	0	0	0
Teacher Aides and Assistants	0	0	0	0	0	0
School Operations Support Staff	0	0	0	0	0	0

Total FTEs at High Schools	0	0	0	0	0	0
Total Network FTEs	124.8	182.9	247.9	306.48	367	433.8

HUMAN RESOURCES

Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design. *Note: experienced applicants with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements beginning in the first year of operation for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) or contact the Authority for additional information.*

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

The salary schedule for staff will be competitive as compared to areas districts in order to attract and retain the highest quality individuals working with children. The salary schedule is unique since it will not be an experience and degree/coursework defined schedule that is common in most traditional school settings. FCS will offer ranges of pay based upon level of documented performance. The salary schedule will be similar to this sample:

Teacher Salary Schedule

	Level 1	Level 2	Level 3	Level4	Level5
Skill	Entry	Acceptable	Proficient	Highly Effective	Master
Range	34,000-37,000	37,001- 40,000	40,001- 43,000	43,001- 47,000	47,001- 53,000
Average	35,500	38,500	41,500	45,000	50,000

The benefit plan is designed to attract highly desirable employees in FCS. With high respect for this demanding schedule, FCS reflects that respect in the benefits we will offer our employees. This includes Basic Life and AD&D coverage with a benefit of \$20,000 and Long Term Disability Insurance. Medical insurance with \$300 towards the premium of each enrolling full-time employee (31-40 hours) and \$150 for half-time employees. Other benefits are available from Dentist, Vision, Cancer, Group Life, Individual life, Critical Illness, Accident, Identify Theft, Emergency Transportation and Medical Supplement.

Teachers will receive multiple point-based evaluations during the year. The final review of a teacher's performance will identify a performance skill level for that year. A teacher may jump from entry to proficient, if his/her performance reflects that skill level. This provides teachers an internal motivation to always do their best; a proficient rating one year could become an acceptable rating for the next school year. This internal accountability provides FCS with applicants who are confident and embrace ongoing high performing systems through behaviors and skills.

FCS believes high performing teachers desire to be around other high performing teachers and this motivation to have an open market without a pre-defined percentage of teachers in each performance level is an enticement to immediate financial rewards.

Teachers performing in the top 20% of the staff rating system, with a minimum requirement to meet the proficient level in the scoring index will receive merit bonuses that will range from

\$500-\$2000.

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

Each center director will report to the school principal. The school principal will report to the CMO leadership team director or superintendent if at the time FCS does not have enrollment for the area director position. The management system will be considered collaborative with some monitored non-negotiables. All sites will engage in the common training schedule for Year 1 and will then have consistent annual reviews by senior management. Each site will have full access to the center director at all times. The school principal will be on site between 1- 1.5 days per week and the superintendent will be on site each week during year 1 for a minimum of two hours to support the site and leadership team. Meetings between the senior team and site principals will be monthly. Each week during non-students hours, the leadership team will huddle with the senior management team for a conference call to provide push and pull communications between leadership and sites. The typical school will have a teacher to student ratio of 1:24 and a total adult to student ratio in year 1 of 1:8 and a year 6 ratio of 1:10.

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

A hiring process is a flow process using the Talent Ed software with tollgates of signatures through the hiring process.

The steps to complete the hiring process will be:

- a. An opening for a position is created when the site principal transmits a Request for Position to Hire form.
- b. Admin assistant notifies Central Office of positions openings to post.
- c. Webmaster posts the opening on the FCS website.
- d. Principal reviews On-line Employment Screening Applications at any time.
- e. Principal conducts screening review of applicants by phone or in person.
- f. Principal sends name of top applicant to Superintendent.
- g. For applicants who are approved, driver's license and social security number for fingerprinting/background check are collected by Operations Manager and principal can schedule interviews
- h. Principal contacts Superintendent for salary range for applicants approved for interview and confirms certification status
- i. Principal collects a signed application from all persons interviewed
- j. Principal conducts reference checks. No permanent record of these checks is retained. They are for campus use only.
- k. After interviews, the Director emails the Request for New Hire form to Superintendent indicating which applicant she/he wants to hire. This form includes the start date requested and salary consideration issues.
- l. Site Principal contacts applicant offers a position
- m. Applicant accepts the verbal agreement to work for FCS
- n. Principal Provides the salary number to the applicant
- o. Applicant accepts the signed at-will work agreement from applicant and sends the document to Central Office
- p. Principal provides applicant a copy of the new hire packet (check list, forms, and benefits info.)
- q. If offer is refused, the director notifies Superintendent and central office
- r. Recommended employee's original application, resume, and cover letter are

sent from the campus to Central Office for filing and placement on the board agenda personnel list for approval in the next board meeting.

- s. Principal meets with new hire one week or more prior to first day of work to collect paperwork-- including health benefits selections (A 30-day window for registration begins when a new hire is employed. This may be before the actual start date. All new hires must make a health care selection and submit application.)
- t. Principal examines the new hire's original Driver's License and Social Security Card, attests on the I-9 Form that they are original, and transmits all forms by email or fax.
- u. Central Office will collect employment documents, set up the employee on the software systems and set up payroll.

All employees in FCS are at-will employees and operate on an agreement. All potential employees will be told during the hiring process that the at-will employment relationship may not be modified by any oral or implied agreement, and that any course of conduct, practice, policy, award, promotion, performance evaluation, transfer, or length of service can modify the at-will relationship.

Termination and poor performance are unfortunate realities in a school. The goal of the hiring practice is that every classroom will be suited with the best educator. However, in those incidents where a staff member needs a specific directive or may face termination, a directive template and termination process is prepared for the supervisor for recommendation to the FCS board.

The process used in FCS:

A teacher or staff member who has habitual poor performance or displays a behavior that clearly violates policy, values or expectations of the FCS board, may face a written reprimand following a verbal process seeking a change in behavior. The written directive is issued in a face-to-face conference with the staff member and opportunities for the staff member to respond and participate in the discussion are required.

An involuntary termination must be handled carefully to protect the school from wrongful termination claims. In these instances, a supervisor usually has documentation to validate the termination. Exceptions to this would be immediate removal offenses in which the Supervisor would contact the superintendent for directions.

It is important to review the employee's file for documentation related to performance issues and disciplinary action. If the supervisor's reason for wanting to terminate is based on poor performance, the employee's working file must contain past warnings regarding poor performance. Warnings should include documented feedback, oral and written directives, conferences with employee and coaching support. A formal evaluation is not required but is recommended.

If the reason for the employee's termination is gross misconduct for which the school has zero-tolerance, call the superintendent for directions. The directions may be for an employee to be put on administrative leave, contact local police and/or initiate investigative proceedings. The superintendent, supervisor and employee will identify a time and conduct a meeting to review the actions/ claims. The superintendent will contact the Charter Board for briefing on the status of the gross misconduct. At the designated meeting the supervisor will present the claims and allow the employee a due process to respond. The Supervisor will validate the status of the

conversation through further investigative review or proceed with the reason for termination with an effective date.

If an employee's performance is not gross misconduct the direct supervisor should proceed with the evidence collected that warrants a termination by calling the superintendent and he/she will advise the supervisor on the next steps in the process. This may include a conference call, onsite meeting or continuation of termination by the supervisor.

Following the direction of the superintendent and assuming a termination is warranted, the supervisor will hold a meeting with the employee. Notify the employee how and why they are being terminated. Tell the truth, including such facts as the employee's poor performance, regardless of how uncomfortable it is. Inform the employee that the decision from the administration is final, but they do have a right to appeal the decision to the FCS Charter Board.

State when the termination will be effective. For example, a termination for poor performance is usually immediate, while a layoff due to reduction in workforce may be some time in the future. Let the employee know about benefits-i.e. payroll and COBRA/ health insurance as available. Give the employee a written termination notice. Send the written termination notice to the superintendent and designated central office person as soon as resignation or termination is determined. Avoid sending information the last date of employment unless an immediate termination is activated.

Central Office will proceed with communication for discontinuation of electronic access to technology and email. List those items the former worker must return to the school. Employee terminations are stressful for both the employer and the employee. During this time, you may forget to ask the worker to return important school property. Recovering it after the employee is gone will prove difficult.

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

FCS has reviewed the research in what constitutes good teaching. Our school will develop a shared understanding and alignment of resources and delivery to define what the good practices in the classroom are and how they are organized.

FCS believes leadership should teach what we expect. The evaluation tool for FCS is defined in segments. Each of the domains expected to be utilized in classrooms throughout the year are taught to the teachers in the annual professional development schedule. To this end, the evaluation should reflect the purpose of student learning through academic achievement, culture, professionalism and responsive communication.

Teachers will receive pre-service PD in the evaluation elements. During each week a staff meeting will be held to highlight a specific performance area for discussion and development. The evaluation focuses on the portfolio of research and data that constitutes good instruction. The evaluation areas of emphasis are combining:

- Content –specific training
- Bloom's Taxonomy and questioning techniques
- Direct Instruction
- Center-based instruction
- Intervention programs

Capturing Kids' Hearts
Marzano's Classroom Instruction that works
Learning-Focused top performing strategies for at-risk populations

Technology assisted learning strategies
John Hattie top effect size practices
Lesson Plan Development
Software Application in classroom and operations

By November of each year the teacher and principal will each complete the scoring matrix and compare results. The teacher will self-reflect and the principal will justify through walk-throughs and observations. This conference will lead to more reliability between appraiser and appraisee early in the process so corrections can be made and practiced prior to spring formal evaluations.

The evaluation tool is objective and consistent for staff that addresses a direct connection to compensation through the weighted value system. This will allow the teacher and principal to see where strengths and constraints exist in the teacher development and how improvement of those areas can impact the pay range the employee desires to reach. By presenting an objective evaluation that defines compensation, FCS is adding a new dimension to monitoring performance and compensation.

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

The school leader is evaluated on two forms of performance. The first is a comprehensive evaluation to chart a course of improvement for every leader in FCS. What matters most is monitoring those practices that are linked with student achievement, which include six domains created by Kim Marshall in his book *Rethinking Teacher Supervision and Evaluation*.²⁰

The rubrics are organized around the six domains covering all aspects of a principal's job performance:

Diagnosis and Planning
Priority Management and Communication
Curriculum and Data
Supervision, Evaluation, and Professional Development
Discipline and Parent Involvement
Management and External Relations

The rubrics use a four-level rating scale with the following labels: 4 – Highly Effective; 3 – Effective; 2 – Improvement Necessary; 1 – Does Not Meet Standards

The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. The rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been present in the school on a frequent basis throughout the year, and has engaged in regular dialogue.

The Effective level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The Highly Effective level is reserved for truly outstanding

²⁰ Marshall, K. (2013) *Rethinking teacher supervision and evaluation: How to work smart, build collaboration and close the achievement gap*. San Francisco, CA; Jossey-Bass.

leadership as described by very demanding criteria; there will be relatively few scores at this level.

Improvement Necessary indicates that performance has real deficiencies and must improve (although some novice administrators might start here). Does Not Meet Standards level is clearly unacceptable and will lead to dismissal without immediate improvement.

To score the evaluation four levels of performance for each criterion are established and the level that best describes the principal's performance is circled or highlighted. On each page, this will create a clear graphic display of overall performance, including areas for commendation and areas that need work. Write the overall score at the bottom of each page with brief comments and then record all the scores and overall comments on a summary page. The leadership evaluation should be an oversight to the classroom expectations in learning. There needs to be an intense dialogue with faculty members about what constitutes good teaching.

The second evaluation tool presented in attachment 7 is a specific school performance review that is used as part of the school leader's evaluation. This is based upon performance indicators. Each scoring system represents 50% of the evaluation of the school leader.

FCS believes in growing leaders and holding them accountable to academic performance. The rubric provides targeted areas of growth and needs to overcome leadership constraints and the scorecard puts the development into measureable performance goals.

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

Staffing for non-classroom staff in each center will have food service, custodial, secretary, teacher aides and tutorial support. This ensures a focus on academic support for our students by pushing into classroom or pulling students out for academics needs; low adult to student ratios as compared to other traditional environments ensure more relational capacity and eyes on the environment, which is a good feeling for parents with safety questions and concerns.

Each position assumes roles of responsibility aligned to compliance of health, academic plans, safety standards and report compliance that is required of each public school in Nevada.

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

In Arrow Management we have two methods of succession. One is for the assumption of sudden or short term loss of leadership capacity at the Superintendent and Business Manager level. Each position has a designated leader who would assume the role until a replacement is found. This individual is engaged in another position within the organization, but participates in the weekly huddle of leadership discussions and strategic planning.

The second succession focus is for the site principal. Within the organization we have targeted individuals that have become instructional coaches and/or assistant principals that are being prepared to be leaders of a school in the future. They can assume a role on a temporary or longer term basis should the need arise.

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

A teacher or leader that is not in violation of gross misconduct is monitored and evaluated per the prescribed evaluation tools as a teacher and a leader. Both positions have a metric evaluation

system that is specific and clear about desired intentions and expectations. During the school day a supervisor will be actively engaged in monitoring staff by walks-ins and consistent, regular engagement and visibility. Per our social contract if a constraint is occurring in some capacity of the staff members responsibility then the supervisor will address it with the individual and share desired expectations at all times.

If a staff member or leader fails to reform the ongoing performance they may be removed from the position at any time during the school year. FCS believes it is important to replace a person in a position that is ineffective with students or staff versus maintain the status quo and see others suffer due to inaction on the organization's part.

A good portion of the costs included in teacher turnover represented in the costs incurred to replace teachers who leave include such topics as: recruiting efforts to replace new teachers, training of new teachers, and various human resource costs. In FCS we estimate that cost per replacement to be about \$4,000 per teacher.

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

FCS uses Talent ED as the Information System that will compliment Infinite Campus.

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

No, Arrow Management will be responsible through staff positions to complete all HR tasks.

SCALE STRATEGY

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

Each year FCS desires to begin five additional centers (one school). Since the ECC is a pre-existing educational facility operating in compliance with many of the pre-requisite start-up topics in place, the scaling of the model is much easier than traditional brick and mortar or leased space agreements.

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

The Nevada scale is a much quicker-to-market scale and gross population than the at-risk centers in Texas. The centers in Texas are leased in community space within the desired community we want to serve within high poverty areas.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open. In the FCS model each center is a replicated in the same blueprint and strategic alignment. Since each center serves in a common domain and methodology, each center in terms of organizational services, mission and vision expectations are identical. All ECC owners will understand the application promises and goals set in academics, finances and operations and will agree per an MOU compliance and enthusiastic support in order to participate in the model.

(4) Explain any shared or centralized support services the network organization will provide to schools in Nevada.

Arrow Management will utilize shared services in several areas of the operations of the schools. The expertise in leadership from the Superintendent will be the common consistent point person in overseeing the shared services and processes. Staffing for HR, operations, accounting, business management, governance and school start-up training will all be areas a shared service between Texas and Nevada will be utilized.

- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the organization will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 13. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization. The FCS structure is attached in attachment 13 for a visual review of responsibilities. FCS will contract with Arrow Management, who will employ the Superintendent, has a primary role in his/her job to be responsible for:**

The oversight of the education plan; staffing centers; vendor services; application commitments to SPCSA; Board policy compliance; mission and vision implementation set by the board; professional development; hiring process; terminating process; evaluations; principal supervision; community engagement; facility preparation; school academic performance; District and Campus Improvement Plans; signature reports; and reporting requirements.

The FCS Board is responsible for:

The mission and vision of school system; review evaluation of Superintendent's performance; evaluate contract performance of Arrow Mgt; hiring/terminating employees; budget; Board training assurances; contracts; and policy development.

The annual rate per student for the comprehensive services is \$750. The goals of Arrow Mgt. will be to fulfill the contract expectations to the satisfaction of the FCS board with no material violations and strong academic performance that meet or exceed the goals set by the board. Arrow Mgt.'s goal is to operate with integrity and a trusted service provider in choice education that produces desired results so all children can have successful education experiences and a future successful career in life.

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

(7)

Function	Network/Management Organization Decision-Making	Local Board Decision- Making	School Leader Decision- Making
Performance Goals	Responsible to achieve goals	Responsible to Set goals	Responsible to Recommend Goals

Curriculum	Implements and monitors	Selects Curricula for use in schools	Implements and monitors
Professional Development	Organizes and supports	Assures PD is defined within Policy	Targets needs for appropriate PD in site based upon data
Data Management and Interim Assessments	Manages	Sets policy to assessments	Implements, monitors and adjusts
Promotion Criteria	Supports	Sets Policy	Implements and monitors
Culture	Advises and trains	Embeds in evaluations and policies	Implements and monitors
Budgeting, Finance, and Accounting	Recommend and does record keeping	Sets policy, approves and oversees	Implements use of funds and complies with policy
Student Recruitment	Organizes methodology	Sets policy	implements
School Staff Recruitment and Hiring	Organizes and recommends	Sets policy and Approves Hires	Implements and Recommends hiring
HR Services (payroll, benefits, etc.)	Implements	Sets Policy	Assure processes are followed
Development/ Fundraising	Engages in leading and supporting	Participates as requested or interested	Implements within community
Community Relations	Implements and Supports	Sets Policy	Implements with constituents
IT	Establishes infrastructure and support	Sets Policy	Implements and recommends
Facilities Management	Manages	Sets Policy and approves agreements	Implements and recommends
Vendor Management / Procurement	Oversight and implementation	Sets Policy and compliance	Implements policy
Student Support Services	Implements and reviews	Delegates	Implements, manages and Recommends
Other operational services, if applicable			

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

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

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the

governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

See attachment 8 for Network Year 1, 3 and 6 charts.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

The broad-based zip code communication system for appropriate grade levels does not allow for discrimination or a selection process. It is intentional and gives all children the opportunity to seek admission to the school. All students can apply within the geographic area and are encouraged to apply, but a blind mailing system will have the defined radius for budgeting purposes. An outreach through mailers will be sent to zip codes contiguous to a 2-3 mile radius.

The best way to push and pull information about our school is through the school website would be up and running immediately following an approved application. Social media to answer questions will be a vehicle for community and parents to access.

FCS will have open door policy for tours of the school via an appointment with the center leadership. FCS desires to be a destination school and seeks to promote the school through modeling good instruction and routines every day for interested parents considering our school.

The written and oral communication will emphasize a comprehensive school service program that ensures students of special needs, ESL, at-risk and struggling learners are welcome and encouraged to apply for admission.

- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.** FCS will have a designate window for applications that will be February 1 through April 15. All applications received through April 15 will be accepted. If there are more spaces than applications, all students, if they reside in the approved geographic boundaries, will be accepted for the upcoming school year's enrollment. If, however, there are not enough spaces for the number of applications submitted, a lottery will be conducted to determine

who is admitted into the school.

The application process will consist of a parent or guardian completing a form in the language spoken by the parents. The form will be available in electronic or hard copy to all interested families. The form will seek the following information: student name, grade, gender, date of birth and age. It will request parent information that includes name, address and contact information.

Each child will have the same opportunity to enroll in the school through the lottery process. A lottery will be conducted on the first Friday after April 15. After FCS has drawn and filled all the available spaces in the school, it will continue to draw the remaining names, listing them in the order drawn on a waiting list. Should space become available during the year, the school will call the next name on the waiting list. When the vacancy occurs, and there is an applicant on the waiting list, admission will be offered to that child.

A student that withdraws from FCS will give up that slot for future placement in FCS and will re-apply in the same manner as a new student seeking to enroll in the school. A child that seeks to transfer from one FCS campus to another will be granted if the receiving campus has an open position available. Any transfer from a school not a part of FCS will apply in the same manner as all new applications and follow the same lottery process. FCS Foundations Charter School will exempt returning students, siblings of returning students and staff as long as they constitute a small percentage of the total enrollment.

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

The enrollment targets are set for each center to begin with 3 classrooms of 24 students each. FCS desires to open 10 centers in year one to ensure full implementation of programmatic plans and a balanced budget. The impact of the local community of 72 students is minimal compared to a full school opening and should be quite attainable. Each year thereafter, the center adds one classroom of 24 students. This is a very attainable enrollment projection plan. The superintendent is ultimately responsible for enrollment numbers and will collaborate extensively with the management team, ECC advisory team and school leaders in community engagement and recruiting. Each year FCS anticipates an 85% re-enrollment. This is derived due to a choice school where parents want their kids to be will facilitate a higher retention rate; it is a destination center where siblings may attend or parents may be have a convenient route drop off or nearby employment.

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

Staff members in FCS will be supportive of an all-inclusive school FCS seeks to have in order to work in FCS. Staff will promote this inclusiveness to our surrounding community through prepared literature and marketing training upon approval of agreement to work in FCS. The interview process will vet the applicant to ensure at-risk, ELL, 504, SPED, dyslexia and GT students are embraced and supported in lesson planning and student learning.

Describe the student recruitment plan once your school has opened. In what ways will it be

pre- t than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

FCS accepts this information before and during the first week of school if a parent has some reasonable need to have not completed the required forms for processing. An announce the school application opportunity from multiple sources will include: A minimum of three open houses per campus location, postcards, website and local pre-school outreach to area zip codes within a two to three mile radius of the center. Once the school is open all students are open to enroll if the center is not at capacity on a first –come, first-serve basis. A waiting will be generated when a center has reached capacity. The wait list is also on a first-come, first-serve basis. Each vacancy will generate a call or notification to the parent who is next on the list to enroll. A 72-hour decision to accept the slot or decline will be afforded the parent.

The ongoing access for parent tours, school performance, reputation and customer service will be the cornerstone marketing tools for FCS once the school is open and operating.

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

Table is completed below

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

The rationale for the planned school funding is founded on a small school theory. By enrolling small number of students in each center as compared to a traditional school will embed a foundation expectation of strong relationships, academic opportunities, attention to detail in student needs and support and strong family engagement with teachers and school leaders. A strong recipe for all learners, but profound for at-risk kids, in getting them to desired academic and social skill levels of expectations.

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

Each center in Foundations Charter School

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	48	24	24	24	24	24
1	24	48	24	24	24	24
2		24	48	24	24	24
3			24	48	24	24
4				24	48	24
5					24	48
6						
7						
8						
9						

10						
11						
12						
Total	72	96	120	144	144	144

Each school is composed or 3 or 4 centers in Foundations Charter School

School A (3 centers)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	72	72	72	72	72	72
1	72	72	72	72	72	72
2	72	72	72	72	72	72
3		72	72	72	72	72
4			72	72	72	72
5				72	72	72
6						
7						
8						
9						
10						
11						
12						
Total	216	288	360	432	432	432

Two Schools (7 centers)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	168	168	168	168	168	168
1	168	168	168	168	168	168
2	168	168	168	168	168	168
3		168	168	168	168	168
4				168	168	168
5						
6						
7						
8						
9						
10						
11						
12						
Total	504	672	840	1008	1008	1008

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

Each center in Foundations Charter School

Grade Level	Number of Students
-------------	--------------------

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	48	24	24	24	24	24
1	24	48	24	24	24	24
2		24	48	24	24	24
3			24	48	24	24
4				24	48	48
5					24	24
6						
7						
8						
9						
10						
11						
12						
Total	72	96	120	144	168	168

School A (3 centers)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	144	72	72	72	72	72
1	72	144	72	72	72	72
2		72	144	72	72	72
3			72	144	72	72
4				72	144	144
5					72	72
6						
7						
8						
9						
10						
11						
12						
Total	216	288	360	432	504	504

10 Centers year 1

3 Schools

5 additional centers each year thereafter

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	480	480	600	720	840	960
1	240	600	600	720	840	960
2		240	600	600	720	840
3			240	600	600	720
4				240	600	600
5					240	600
6						
7						
8						

9						
10						
11						
12						
Total	720	1320	2040	2880	3840	4680

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

Each center in Foundations Charter School

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	48	24	24	24	24	24
1	24	48	24	24	24	24
2		24	48	24	24	24
3			24	48	24	24
4				24	48	48
5					24	24
6						
7						
8						
9						
10						
11						
12						
Total	72	96	120	144	168	168

School A (3 centers year 1)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	144	72	72	72	72	72
1	72	144	72	72	72	72
2		72	144	72	72	72
3			72	144	72	72
4				72	144	144
5					72	72
6						
7						
8						
9						
10						
11						
12						
Total	216	288	360	432	504	504

**10 Centers year 1
3 Schools**

5 additional centers each year thereafter

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	480	480	600	720	840	960
1	240	600	600	720	840	960
2		240	600	600	720	840
3			240	600	600	720
4				240	600	600
5					240	600
6						
7						
8						
9						
10						
11						
12						
Total	720	1320	2040	2880	3840	4680

The open houses will present the leaders of the school and hired personnel at the time of the open house so parents and students can meet the team and create a personal relationship in making their decision to apply at FCS.

BOARD GOVERNANCE

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

Our charter school will operate under the oversight of a board of Directors (LEF), which initially will include seven members identified in this application. The board exists to produce great results for students at a reasonable cost. The members bring expertise to the board in these key areas: charter school education, K-12 education, early childhood education, special education, parent involvement/community organizations, public relations, workforce development, business, strategic planning, financial management, public policy and fundraising. Subsequently, as the terms of office of the members expire, the board will select new members carefully considering a balance in the areas of expertise needed on the board, through a nomination process as defined in the bylaws.

Our board will oversee the overall direction of our charter school, maintaining a strategic plan that will align to the SPCSA goals and objectives. The board will supervise Arrow Mgt. in their management of the school's operations. The Board will enter into an annual performance contract with Arrow Mgt. The contract will include goals for which the management company will be held accountable and a professional development plan to promote continuous professional improvement. The Board will enter into an operating agreement to provide pre-operating and operating services as defined in this application. The Board will hold Arrow Mgt. accountable for achieving the goals set

forth in this charter application and will conduct mid- and end-of-school year performance reviews.

The expectations and responsibilities of the Board include:

- Supervision and evaluation of Arrow Mgt. in performance of their respective duties and obligations.
- Establishing and monitoring a strategic school improvement plan to clearly articulate the education program goals that Arrow Mgt. will be held accountable for achieving.
- Approve all hiring of staff employed in FCS
- Approve contracts
- Establishing and monitoring of bylaws for the Board and overall policy for the school.
- Approving and revising when necessary annual and long-term budgets of anticipated income and expenditures for the school, reviewing and approving monthly and quarterly budgets and financial statements, and ensuring that an annual financial audit(s) is prepared and filed.
- Fundraising to secure supplemental funds for school development initiatives and special projects.
- Reviewing regular reports on the academic achievement results of the education program.
- Filing reports and audits as necessary according to Nevada law
- Preparing written records of attendance at and minutes of Board meetings.
- Attending monthly meetings.
- Conforming Nevada Open Meetings Law.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 9). Please note that at least 75% of the board for SY 2017-18 must be identified by the capacity interview.

The board members of LEF have a wide variety of experiences in board membership, stewardship and professional skills. The board is comprised of five members currently. Two members will be added from Nevada. One board member, Holly Meyers, has been recommended for appointment and one final member will be selected in August.

Bill Walsh is the Board president. Bill is a lifelong learner and leader. He is a graduate of the University of Texas with a degree in business administration. Bill has served as a system analysis, comptroller, analyst to the Governor, executive and owner of several companies and community leader that serves on three boards. He has led Arrow Academy and the LEF board as the President since its inception over the past five years.

David Shellenberger has been a businessman, family member and community supporter in College Station, Texas over the past 40 years. He is currently owner/CEO of Keller Williams Realty. David has been on many board including Briarcrest Country Club (Chairman), College Station Chamber of Commerce, Waco Chamber of Commerce and Brazos Valley Rehab Center and served as the center's President. David is a graduate of Baylor University in Waco, Texas with a degree in science.

Connie Wood retired June 2013 as Assistant Principal of Pebble Creek Elementary. She taught 7th grade English and Speech Communications at College Station Middle School for 13 years before entering the world of administration. She received the College Station Middle School Teacher of the Year award for 2003-2004 and was inducted into the College Station ISD Hall of Fame in 2012.

Brian Lee has ten years of experience in education. During his time working in public schools in Texas he served as a middle school teacher, coach, and administrator. Brian was hired as the first

Director of Arrow Academy Save Our Streets in Bryan, TX in 2011. In December of 2012, he stepped away from his role and began to serve on the Arrow Academy board. He currently serves as the National Director for a college student ministry called Beta Upsilon Chi (BYX).

Carmen Maxwell has served on the board for 5 years and has led a teen girl's program that consists of inner-city girls between the ages of 12-18. She also leads a women's ministry for inner-city and local women in her community for the past 21 years. Carmen took in troubled girls into her home for 12 years. She was then was led to start the "Walk with Me" mentoring program that has been in existence for the past 6 years, to provide mentors for the homeless, pregnant, and inner city youth of her community.

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

Board members' information is provided in Appendix 10

- (4) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.**

Two additional members of the board will be added from Nevada. One board member has been identified, Holly Meyers, who serves as an educator in Clark County School District. A second member from the community will be identified by August 2016 to serve on the board from the Clark County community.

- (5) If this application is being submitted by an existing Charter Management Organization, please respond to the following:**

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to SB509 (2015 session)? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents? Note: the Board of the State Public Charter School Authority strongly believes that governance is one of the key innovations of the charter school movement and it is interested in engaging in a thoughtful dialogue with best-in-class charter management organizations regarding unique and innovative governance models.**

The applicant does not believe it requires a waiver from the governance provisions of the charter school law pursuant to SB509. It is LEF's intention to add two new board members, both residents of Nevada to provide input and oversight from a local perspective. One board member has been identified and the information has been provided in Attachment 10. The additional Nevada board member will be identified by August 2016.

- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?**

The existing non-profit board, with the addition of two Nevada residents, will govern the new school.

- (c) If the non-profit's current board will govern the charter school, what steps have been**

taken to transform its board membership, mission, and bylaws to assume its new duties?

Because the non-profit currently operates a charter school, the current mission and bylaws support the operation of charter schools and will require little change. The board will engage a Nevada attorney with experience in charter school law to review the existing by-laws and other organizational documents and will amend the documents to comply with Nevada law.

Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The board will complete the legal review by November, 2016. In addition, the board will require training to effectively govern the school under Nevada law. A Nevada based training company with public school training experience will be engaged to provide sufficient training to allow board members to have sufficient knowledge of Nevada law to operate the charter school prior to operations beginning in Nevada. This training is expected to be completed by March, 2017.

(d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

The board of directors for LEF currently has five directors. This board has been operating a charter school in Texas for five years. Current by-laws provide for as many as seven board members. It is LEF's intention to add two new board members, both residents of Nevada to provide input and oversight from a local perspective. One of the two Nevada board members has been identified in advance and her resume is provided in Attachment 10.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 11, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The board has a conflict of interest and code of conduct policy in place to use as a guiding policy in behaviors and action expected and required of LEF members. The policies are provided in attachment 11. Identification and procedures are followed in the following process:

Any staff member or board member may bring to the attention of the board President a potential, actual or assumed conflict of interest or behavioral conduct violation of any board member. The board president will investigate the claims and report to the board the information presented in the case and the findings. The board will act on the findings in a manner that will serve the community and integrity of the organization.

It is expected in LEF that board members will recognize a potential or actual conflict and recuse themselves or be advised by another board they should recuse themselves from such engagement in discussion and voting.

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

No identified or existing relationships are found to be in conflict of interest in this application. The board currently operates a charter school under Texas law and has a legally required conflict of interest policy which requires annual reporting to the state and local reporting as potential conflicts are identified by board members and school officers.

The board has plans to continue with a seven member governing board through the agreement.

(8) Describe the kinds of orientation or training new board members will receive and what kinds

of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements.

Topic	Timeline	First Year Participation	Annual Participation
Local Board Orientation	Within 60 days of appointment	Required	
Nevada Statute/Legal Responsibility Orientation	Within 120 days of Appointment	Required	
Governance Framework	Between June 1 and August 15 Annually	Required	Required
Open Meeting Training	Within 90 Days of appointment	Required	
Finance Training	Within 150 days of appointment	Required	
Board Policy Training	Between June 1 and August 15 Annually	Required	Required
Continuing Education Training based on assessment needs	Between October 1 and December 15 Annually	Required	Required

- (9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.**

The board serves in the governance role of assuring results are met at a fair cost and policies of limitation are adhered to in the organization. The LEF board will delegate all legally appropriate responsibilities to the Superintendent of Arrow Mgt. and supervise operational expectations through the Leadership Education Foundation’s President and submitted monitoring reports to the BOE. The Board will receive these reports prior to the meetings and act on the compliance of the reports during each board meeting. Regularly scheduled monitoring reports to the Board will be defined annually on when the reports are due to the BOE. These reports provide data of assurance or violation that is evidence-based regarding of the principles, practices and reports associated with acceptable standards of fiscal management. All budget amendments to the approved budget will be approved by the Board of Education.

The leadership team reports to the board each quarter or at a rate deemed desired by the LEF board on topics identified in the agenda and board policy. These include:
Public Comments

Finances

- Approval of check registers
- Budget approval
- Budget amendments and approval
- Contracts, agreements and purchasing

Instruction/Curriculum Operations

Student Program Operations

Policies and Procedures

Directors Report

Superintendent Report

Campus Operations Report

General Operations Policy

Attendance Reporting

Legal Compliance topics

Reporting Compliances

Personnel – New hires, terminations and resignations

(10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

The board will not have any advisory board’s directly reporting to the Board. However, the LEF has requested an Owners Advisory Council be formed to report and meet with Arrow Mgt. to ensure communication and collaboration on operational topics in the implementation of the school processes and operations.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Any complaint or concern in FCS should begin at the level the concern is being established.

The teacher, principal, director and superintendent are the chain of command in proceeding with a solution or presentation of the concern to try and get resolution in operational factors. A desire to grieve the superintendent’s decision to the board will be presented to the board for consideration by the Board President.

A violation of administrative procedure should also follow the order of hierarchy in FCS. A violation appealed from the superintendent’s decision to the board will be presented to the board and addressed on the agenda in the manner that is appropriate for the public to comment or during the executive session for such issues as personnel.

A desired change in policy or request in changing a board decision can be addressed to the board during public comment and reviewed in the next regularly scheduled meeting at the discretion of the board.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
------	---------	-----------------

FCS will progress annually toward the mission and vision of the school.	The intent of the charter is to make a substantial difference in a child's life through continuous progress in learning.	Performance on NSPA and SPCSA frameworks; waiting list of students; positive survey feedback from parents.
FCS will have a successful charter contract meeting all criteria of academic, operations and financial expectations.	For the mission and vision to be successful the entity under contract must be successful in meeting established board and contract criteria.	NSPA, SPSCA, interim assessments, audit and contract review
FCS will operate each year at a 90% capacity of desired enrollment.	Ensure a fiscally sound budget and an opportunity to make a difference in learning to as many kids as possible every year.	Annual October count enrollment
FCS will be a destination organization for students and staff	FCS desires to show innovational models in learning and organizing public education to prepare all students for life.	Growing waiting list annually; annual increase number of teacher applications of interest; positive community reputation
FCS will balance the budget annually and have a 8% funds balance by year three	Required by State law	Budget worksheet and annual audit. Year 1 fund balance of 5% that grows to 8% by year 6.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.**

FCS has a start-up check list representing a completion of tasks in a timely manner as the charter proceeds toward the first day of school. The list is an evolving and living document for all leaders and advisors of the school. The superintendent and AM team are the responsible parties for listing, administering and overseeing the start-up tasks for a target opening date of August 2017.

The ECC partners will contribute most of the startup expenses from their operating budgets without reliance on start-up grants." The business contribution of starting the school from their operating budgets and is the type of commitment rarely seen in many partnerships.

The significant challenge that is part of raising the start-up funds for the school is eased significantly with the partnerships of the centers and allows for a new model of enrollment and a "drop-in" start-up plan versus a comprehensive start-up from scratch that is most common in the charter school first year of operations expansion of sites.

The commitment for covering expenses in the start-up plan by the ECC's include such items as: All classroom and office furniture, fixtures, classroom equipment, gym supplies, cafeteria equipment, playground equipment, technology server and all technology infrastructure, security technology,

transportation, copy machines, Certificate of Occupancy, bathroom and washroom equipment and sanitization stations, defibrillator, American and Texas flags, phone infrastructure, site marketing, external and internal signage and other miscellaneous start-up costs. An estimated \$70,000 of in-kind material support from each site is affiliated with this partnership that would be found in a typical charter school start-up expense. The facility use and rental payment will not be due until after the first scheduled State payment so it is not a part of a Start-up funding requirement.

FCS plans for \$65,000 for start-up staffing expenses and \$71,000 operational expenses for a total FCS expense of \$136,000 for all year one planning locations. These funds will be encumbered and collected through Leadership Education Foundation.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 1 goals. If partnering with an organization, please briefly describe the main components of the training program.

Leadership training during the incubation year will consist of academic, leadership, organization and finance training of all leaders. Leadership Blueprint training is the training that teaches leaders how to set agreements, mission, vision, goals and a comprehensive school improvement plan into motion. Instructional development for leaders will embed modules of Literacy, Go Math, Go Phonics, Technology software, Capturing Kids Hearts, Mentoring Minds, Marzano-Classroom Instruction that Works, John Hattie-Visible learning and Lead4ward best high poverty instructional strategies.

Technical training in the spring will align to Infinite Campus, Talent Ed and SpEd Manager and school finance and processing.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Dr. Jim Christensen will work on nearly full-time basis for FCS during the entire process of incubation year. School leaders will be interviewed beginning in January of 2017. Funding for principals and operational support will begin June 1, 2017. Dr. Jim Christensen is paid by the Arrow Management network and will assume a change of status role to focus on FCS for the term of the contract.

SCHOOL MANAGEMENT CONTRACTS

It is rare, but not unheard of, for a non-profit charter management organization to contract with a for-profit or non-profit education management organization. If the applicant does not intend to enter into a management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

(1) How and why was the EMO selected?

The EMO, Arrow Mgt., was selected based upon prior performance in operationally leading Arrow Academy the past five years. The financial and operational compliance was outstanding and the academic growth was a true sign of what can happen in American education in the most at-risk environments. Arrow Mgt. has allowed LEF to be renewed for a 10-year contract in Texas so we can continue to serve and grow the most challenging population of kids in America.

The leadership of Arrow Mgt. is transparent, honest, fair, and acts with integrity at all times. They

understand their role to serve the board and do so with outstanding professional product and commitment. The work ethic is apparent and commitment to kids, staff and community drive their purpose as an organization.

(2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

The board roles and relationships are clearly delineated from the EMO. The board sets the mission and vision of the school system; evaluates the Superintendent's and Arrow Mgt. performance; annually evaluates contract agreements of Arrow Mgt.; hiring/terminating employees; approves budget; meets Board training assurances; approves contracts; and spends its time in policy development.

Arrow Mgt. is accountable to the board on all operations and established performance criteria that include:

- Budgets and Financial Records development
- Annual audit Process
- Oversight of all Federal, State or local Grants
- Compliance with External Source Funding
- Background Checks
- School Facilities
- Repairs and Improvements
- Comply with Board Approved Policies
- Employment recommendations
- School Operations
- School Technology
- Curriculum Materials
- Cost of Operating the Centers
- Recruiting
- Pre-School Operators

Quarterly reports are prescribed for review by LEF board to ensure compliance of operations, fiduciary and financial obligations and progress of academic and staff performance.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

No conflicts exist between EMO and LEF Board

(4) Please provide the following in Attachment 13:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and**

termination of the contract;

- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada. **DUAL-CREDIT PARTNERSHIPS**

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

- (1) : Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

FCS will not provide a college credit option for students so this section is not applicable.

- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

FCS will not provide a college credit option for students so this section is not applicable.

- (3) Discuss the scope of the services and resources that will be provided by the college or university.

FCS will not provide a college credit option for students so this section is not applicable.

- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

FCS will not provide a college credit option for students so this section is not applicable.

- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

FCS will not provide a college credit option for students so this section is not applicable.

- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.

FCS will not provide a college credit option for students so this section is not applicable.

- (7) Provide as Attachment 14, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

FCS does not have a credit need with college or university so this section is not applicable to this application.

SERVICES

(1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Each ECC offers a transportation opportunity to and from area hubs and schools. FCS will offer access to parents and students from these hub locations to be transported to the center for school.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

LEF will be the school food authority and provide a complete nutrition program serving breakfast and lunch meals according to the National School Lunch and Breakfast Programs. The nutrition program will be administered and run by LEF but the food service will be contracted to a catering company or the partnering early childhood center. All responsibility of application processing and eligibility determination along with counting and claiming meals will be carried out by LEF staff. The food preparation and serving will be contracted out to a catering company or the early childhood center that will be held to the nutritional standards required by NSLP and all nutritional accountability will be the responsibility of LEF. Each school site will have a nutrition aide that is responsible for that location's nutrition program. The nutrition aide will assist in the collection of NSLP application, operate the point of sale system to track meal counts and collect payment, verify production records from the caterer, and confirm that meals being served meet the reimbursable meal requirements. There will be a district level nutrition director that will be responsible for overall nutrition program compliance, overseeing caterer compliance, processing student eligibility, and supervising site based nutrition aides.

(c) Facilities maintenance (including janitorial and landscape maintenance)

Facilities maintenance along with landscape maintenance will be contracted into the lease agreement with the early childhood centers. Since LEF will be integrating school facilities into existing early childhood centers the existing maintenance infrastructure will be utilized to more efficiently use funds to upkeep the facilities. Any damage to the facilities caused by the school operations will be the responsibility of LEF to repair but major facility repairs such as air conditioning will be the responsibility of the early childhood center (landlord) as outlined in the lease agreement.

(d) School health and nursing services

School health and nursing services will be a contracted service when needed. A nurse professional will be contracted to ensure students have proper immunizations and to preform hearing and vision screening. A contracted nurse will also be used to direct school personnel on the

administration of medications that students may require. Due to the small size of the campuses there will not be a full time nurse at the locations. Office administrative staff will be trained on signs to look for in students that may be ill and follow established protocol for dealing with specific situations.

(e) Purchasing processes

LEF purchasing processes are established through board policy. Purchases under \$2,000 that are already budgeted may be made without competitive bidding. Purchases from \$2,000-\$10,000 must have at least 3 competitive bids and a purchase order must be completed and approved by the accounting department. Purchases over \$10,000 and under \$50,000 must have 3 competitive bids and a purchase order with Superintendent approval. Finally purchases over \$50,000 must have a RFP to complete the competitive bidding requirement and board approval. Purchases that are made with federal funds will follow all federal purchasing requirements.

(f) Safety and security (include any plans for onsite security personnel)

There will not be dedicated security personnel onsite. There will be staff that controls entry to the school and all visitors will have to check in before entry to the school facility. Additionally, the facilities will be equipped with video surveillance to aid in the security of the campus. The school will have emergency management plans for events that require school wide security action.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

Each location will have its own local area network consisting of both wireless and wired connections. All computers will rely on a wireless connection to the network. The network will consist of a firewall, content filter, switch and wireless access points. Each classroom will be equipped with 5-10 laptop computers for the students and each teacher and administrator will also be equipped with a personal laptop. There will be no server onsite as all software systems used will be hosted on the cloud. Additionally there will be no wide area network because all software and information systems will be cloud hosted so that all faculty and staff can access the software from any location. LEF will follow all CIPA requirements. The district will have a technology coordinator that will be responsible for network upkeep, hardware maintenance, software setup, user accounts, and help desk items. The duties will include creating and maintaining user accounts for all software systems along with maintenance and repair of hardware. Since the school sites will be small in size there will not be a technology coordinator at each location but instead a floating coordinator that rotates between several sites. As the district grows, technology staff will be added to accommodate the increase in the technology workload.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If you are new to Nevada, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

Each school will have an administrative assistant and principal that input and review data in the student information system. Additionally there will be a district level position, Student Information System (SIS) Manager, which maintains and audits the information input into the student

information system. The SIS Manager will be responsible for attending trainings and communicating all requirements and expectations to campus level personnel.

- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.**

LEF has experience in charter school records management and will continue to follow the established policies. Security of records is of high importance and is critical with both paper and electronic files. Paper files are always stored in locked file cabinets in secured rooms with only appropriate personnel having access to the files. Electronic files within various educational software systems and the student information system are protected through a secure network and adhering to strict access levels within the software programs for staff. Privacy of student information is of utmost importance and this is achieved through training staff on what information is allowed to be disseminated, to whom it can be disseminated and the appropriate method for record dissemination. Record retention is managed by a master schedule detailing what records are to remain on file and at what point in time records can be destroyed. This process is overseen by district level personnel and schools do not destroy any records without consent of the district.

FACILITIES

- (1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.**

FCS has a unique approach regarding its relationship with private ECC's to provide facilities for learning centers. The model is to partner with existing educational facilities that are already furnished with everything required to operate a charter school. The furniture, fixtures and equipment (including playground equipment and student and teacher furniture) will have already been purchased by the ECC partner and be in place prior to FCS opening a site. Rent will be paid on a per student basis rather than on a traditional per square foot basis which converts rent costs to FCS from a fixed to a variable cost. This greatly reduces the financial risk to FCS with regard to entering a facility lease. In other words, the school has far less financial risk if enrollment or attendance is less than projected as FCS will only pay rent based on average daily attendance.

FCS has been in contact with a complete portfolio of ECC's which already have certificates of occupancy. The ECC facilities have been evaluated and approved by local building inspectors and fire marshals and are certified to operate as schools. FCS has already identified enough ECC's to cover at least the first two years of operations and the agreement rate with local ECC's that have been approached has been overwhelmingly positive. It is FCS's belief, based upon negotiations that have already occurred, that finding quality ECC's that meet the rigorous standards of FCS will not be an issue and, in fact, the response has been such that a waiting list of interested partners will exceed the ability of FCS to open schools for the foreseeable future.

The ideal facility requirements are a structure with a total of 10,000 square feet first floor operational space or more; at least four classrooms with 600 square feet of space; adequate hallways that support the safe movement of students between classes or, in the event of an emergency, that are adequate to safely remove all students and staff from danger; include a 1000 sf or larger multi-use room large enough to support physical education classes, morning engagement, student and parent assemblies and breakfast and lunch dining; a classroom that will support art

and music instruction; and an outdoor area of 5000 sf or greater to allow for recess time and outdoor recreation and exercise.

Additionally, the exterior of the structure should be appealing to the local community and the interior decoration of the structure should be appealing to students and conducive to a learning environment. In all instances the facility must provide a safe and secure learning environment.

The initial facility needs will serve K through 5th grade student population. It is not anticipated the facilities will require separate science labs, computer labs or sophisticated art or music classrooms. Student computers (laptops or Chromebooks) will be an integral part of the educational process but will be housed within storage carts so that they can be easily transported between classrooms.

Equipment supporting wireless access to the student computers which allows them to access educational software is installed in each of the ECC's. Due to the intimate environment and comparatively small site population of students, a media center is not considered necessary, but does exist in each ECC location. Periodicals, library books and leveled readers can be housed on mobile book carts and will be in the classrooms if recommended by the ECC. In addition, the site utilizes educational software to support language arts and reading materials will frequently be accessed online, reducing the need for book storage space.

The facility will have multi-purpose room to support physical education classes, morning engagement and assemblies. The multi-purpose room is expected to be at least 1000 square feet. Special need and individual or small group populations will be need to be accommodated in appropriate learning environments aligned to the requirements of the student's IEP or performance needs.

Due to the comparatively small student population of a site, administrative support space needs are minimal. The site will need office space suitable for a director's office which supports private discussions with students, parents and/or staff including ARD meetings and other matters of a sensitive nature. It is anticipated an office of approximately 100 square feet will meet this need.

The site should have a reception/administrative area that will support an administrative assistant and office equipment (one desktop computer, one large copier, one small all-in-one copier/scanner/fax machine and lockable file cabinets for school and student records). It is anticipated each site will house only 4 to 7 classroom teachers and 1 FTE specialty teacher (art, music and PE). Therefore the needs for teacher work rooms are also minimal. It is anticipated one large administrative area of 250 square feet of space can serve as the administrative assistant's office and teacher work area or two smaller rooms with a combined 250 square feet of space will achieve the necessary space to provide suitable working conditions and a welcoming environment. The site will require a small storage area for instructional and office supplies and materials. It is anticipated a storage area of 200 square feet will be suitable.

FCS does not anticipate offering extracurricular sports programs and therefore there is no need for athletic equipment, locker rooms, or athletic fields. Only the supplies necessary to operate a quality physical education program for K through 5th grade students will be required.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

The timeline for assessing ECC's for year 2 and beyond will be to locate, assess and negotiate terms

in the fall of the school year prior to the anticipated opening of a new site (e.g. assess and secure a lease on facilities in the fall of 2017 to open a site for the 2018-2019 school year). The assessment and locations are defined for year 1 and the August 2017 opening. Facility assessment will include the completion of a comprehensive check list created by the leadership team establishing minimum requirements for operations and a rating the overall facility and specific areas of the facility. Assessments will be performed by staff or consultants qualified to make judgments regarding the sufficiency of a facility for suitability of Nevada public school operations.

The demand for our educational concept has been so well received by ECC's it has put FCS in the position of being able to selectively choose from well qualified locations the facilities in which it will locate with a focus on diversification.

(a) Total project cost

An estimated \$70,000 of in-kind material support from each site is affiliated with this partnership that would be found in a typical charter school start-up expense. FCS plans for \$65,000 for start-up staffing expenses and \$71,000 operational expenses for a total FCS expense of \$136,000 for all locations in year one. These funds will be encumbered and collected through Leadership Education Foundation.

(b) Financing and financing assumptions

FCS will not be financing a facility or seeking a stand-alone building.

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

The burden of a large fixed cost associated with a traditional lease or the construction of facilities built with debt is removed entirely. In addition, the startup facility costs associated with opening a site are extremely low as the furniture and equipment is already in place and the use of the equipment is included in the cost of the lease. This removes the burden of potentially purchasing furniture and equipment based on estimated enrollment and having actual enrollment numbers lower than anticipated.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

The facilities to house the charter school are existing Early Childhood Centers that are currently operating with children primarily in ages infant to age four or five. Compliance records and integrity of center's performance and facility are reviewed by FCS and must meet all Nevada and local standards. In attachment 16 the sample letter of intent and the MOU sample agreement are shared.

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

The governing board has two real estate professionals from which to consult regarding market conditions and rates. In addition, AM have significant financial experience with obtaining financing for public schools in the event FCS wishes to undertake building renovations or expansion. It is not anticipated FCS will have the need for renovating or constructing facilities but the existing leadership team is well qualified should the need arise.

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

The process for assessing ECC facilities will be performed by members of the leadership team that have substantial experience in both building and operating K-12 public schools. It is currently anticipated that FCS will not entertain facilities as potential sites that do not already have a certificate of occupancy and appropriate classroom square footage. FCS does retain the right to consider sites that are strategically located and are believed to support the FCS model that it believes can serve as quality educational facilities and, with reasonable modifications.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The expectations and current status of safety plans at each FCS location is one of the top priorities for FCS and our parent community. ECC's are equipped with a biometric or keypad secure entry system. The front desk is staffed at all times and any individual not assigned secure ID codes must be buzzed into the school. All individuals entering the school property are required to enter through this identified pathway. Each location is fully monitored via HD streaming video surveillance. Recordings from all cameras are retained for not less than 7 rolling days.

All visitors to the location must provide a picture ID and be accompanied by a member of the school while in the building. All staff members are required to complete a full background check and fingerprint search in addition to an annual First Aid and CPR certification. Each location practices a monthly fire drill affecting the full school in addition to inclement weather and intruder drills and an annual building evacuation/relocation drill. Results of each drill will be recorded and made available to parents, fire marshal or other authorities upon request. Each facility will conduct all state and county safety checks including Fire Marshall, gas leak, MUD District, fire system/extinguishers, alarm systems etc.

Health and Emergency contact information will be retained for all staff and children and processes exist to define required actions. All children's immunization records and compliance timelines are collected and requirements as specified by Nevada law. FCS has undertaken the task of planning for different crisis situations. It is our contention that by thinking through possible crises and providing possible solutions to them, all persons involved in dealing with these situations will be better prepared to handle them in the best possible manner.

The school has approached this issue by providing what we feel are safe, logical, humane steps to be considered when faced with a crisis situation. Our primary concern is for the health and safety of all. Education has entered a time when employees of the public school districts and Charter Schools are being held personally accountable for the handling of many of the crisis situations that occur during the school day. Educators are held accountable for the students' growth in knowledge as well as their physical and mental well-being.

FCS has developed a Crisis Management Plan to address prevention, intervention and post-intervention of crisis situations. The plan provides uniform predictable applications center-wide in all situations identified as potential crisis situations. This system clearly outlines steps to be taken in the event of a crisis and provides steps for preventative follow-up.

It is understood that every crisis situation has the potential for certain unique characteristics; therefore this plan is not proposed as a total plan of action for every crisis. It is, however, presented

as a logical series of steps that can be used to deal with specific crisis. It is understood that the individual from the crisis-team making the decisions at the time of the event will need to use his/her best judgment in applying or modifying this plan to handle the situation in the safest, most efficient and compassionate way.

A crisis is a condition which arises suddenly and without warning and adversely affects students and staff; a condition which may or may not be life-threatening.

The facility is the beginning of the crisis plan through preventive characteristics and clear non-negotiable processes. The building is secure with all external doors locked and a single point of entry that requires a bell entrance system and only accessible from the front office receptionist desk area; All building corridors and many classrooms have camera surveillance for 24 hours per day; required visitor badges and sign -in sheets with verified identification for all citizens entering the premise of FCS and the local ECC; staff and custodial hall monitoring and continuous observations support the minute-by-minute mind set of FCS and safety.

CRISIS IDENTIFICATION

Accidents (off campus)

Bomb threats

Chemical leaks/spills

Contagious disease

Dangerous and irate person on campus

Death of student or faculty

Fallen aircraft

Fire/explosion

Food poisoning (on campus)

Gang violence and/or riots

Hostage situations

Natural disasters

Protests/demonstrations

Serious injury or illness of student or faculty

Sexual assault/abduction on campus

Suicide or attempted suicide

Weapons threats

Other conditions which might necessitate utilizing the Campus Management Plan

The components in the Crisis Management plan in FCS are defined as a clear communication guideline plan; create a Campus/District Crisis Management Team; a campus/district response guideline plan; emergency contact information; and a debriefing plan. A sample process in different crisis situations are:

Crisis Response Procedures

STEP 1:Contact 911, if appropriate, and/or Police

STEP 2:Activate Campus Crisis Management Team (CCMT)

STEP 3:Contact Superintendent

Internal Procedures

Keep your faculty, staff and students informed of the situation. Every situation will be different and the means of communication will be different for each one. Use your best judgment in consultation with your Campus Crisis Management Team (CCMT). Communication with your internal audiences

goes beyond the day of the actual situation - communicate before, during and after the crisis situation. The key with your internal audience is to use your Campus Crisis Management Team to help communicate the message. Designate one member of the team to serve as the key campus spokesperson.

Alternate School Locations

Be prepared to let parents know the alternate site to which students have been moved, if necessary. These sites will be used in the event of structural damage or natural gas leaks or something else out of the ordinary that warrants moving all or some of the students off of the campus.

Transportation Options

In the event of a disaster or emergency, the superintendent, acting under Board authority, may close the schools and arrange transportation for students.

Schools affected will be advised by the superintendent's office as to which option to exercise depending on the nature of the disaster

Pupil Dismissal Procedures

Once the dismissal order is received from the proper school authority, the director will:

- Relay dismissal instructions to every classroom by the most rapid and efficient means.
- Parents should be asked to make special arrangements for care in the event school is dismissed and parents are not at home. The media will be asked to make public announcements of the dismissal.
- Review dismissal procedures already provided to parents to assure that it will be followed. The procedure should provide guidance regarding parents who have made special arrangements for care in the event parents are not at home.
- Designated school personnel will inspect the entire structure once dismissal is completed to assure the building is empty and any precautions dictated by the disaster plans are taken.
- School director may request assistance from administration and/or appropriate emergency agencies to assure that students disperse from the school building to minimize hazards and reduce congestion.

Sudden Loss of Utilities in Severe Weather

- After assessing situation and talking with the proper authorities, determine if the school must be evacuated. Only the person in charge can make this call in consultation with the superintendent.
- Proceed to alternate site for your school.
- If necessary, students will be sent home on foot or by bus or parents can pick them up at the school or at the alternate location. Information on student pickup will be supplied by the superintendent's office and broadcast on radio and TV.

Inclement Weather Procedures

- Listed below are procedures to be followed unless the safety of children or staff dictates other appropriate actions. When possible, a decision will be made by 6:00 a.m. to keep schools open, delay the opening, or close schools when there is an emergency such as bad weather making travel to and from school hazardous for students, parents and staff.
- The superintendent through his office will release this information.
- If a severe storm or other weather-related emergency has been forecast and/or has hit the area, the superintendent or designee will determine if school will open for the day, open under a delay opening, or close for the day.
- Listen to the radio stations and TV stations for early morning reports.
- If a storm develops during the day, the superintendent will determine the action to be taken

and advise directors. The news media will be informed by superintendent's office of the procedures being followed.

When schools are to remain open:

- All personnel are to report to their regular assignment if at all possible.
- Any employee unable to report to his/her regular assignment should notify his/her campus or contact central office.
- Once opened, schools are not to be closed unless the director receives a directive from the superintendent. This directive will be made personally or by telephone. No schools are to be closed on the basis of a news media report.

When there is a delayed opening:

- A delayed opening will be announced through the news media by 6:30 a.m.
- A delayed opening will set all reporting times, bus schedules, etc., back one and one-half hours.

All personnel are to report to their regular assignments, if at all possible, no later than the one and one-half hour delay.

- Any employee unable to report his/her regular assignment should notify his/her campus or contact central office.
- Those students who report to school are not to be released, sent home, or taken home unless the school receives a parent-initiated request.
- Once opened, schools are not to be closed unless the director receives a directive from the superintendent.

All offices and staff employees will make up the days lost in the same manner as classroom teachers. In order to make up any lost instructional days, holidays, non-duty days, teacher workdays, in-service days or an extension of instructional days may be used in order to meet the number of days of instruction required.

Tornado

- TORNADO WATCH - means no funnel clouds have been sighted, but conditions are such that tornadoes can occur.
- TORNADO WARNING - means a funnel cloud has actually been sighted or detected by radar. The approximate location and direction of travel is usually given in the warning broadcast. The best shelter is a steel-framed or reinforced concrete structure such as a basement, interior hallway or restroom.
 - Stay away from windows.
 - Get beneath heavy furniture.
 - Avoid auditoriums, gyms, or any room with wide free-span roof.

Fire

- Notify staff with alarm.
 - Proceed to lining up students at classroom door.
 - Move students to designated location per emergency exit process.
 - Secure student/staff rosters before exiting the areas.
 - Take role upon arriving at designated location and communicated to designee.
 - Monitor emergency services communication.
 - Return to rooms only after the "all call" to return is announced.
 - Utilize alternative sites, transportation and media communications process if necessary

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will

secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

FINANCIAL PLAN

- (3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractor.**

The majority of the financial and accounting duties will be performed by Arrow. The Suggested Model Policies for Nevada Charter Schools prepared by the Nevada Department of Education will serve as the basis and framework for FCS. The CFO for Arrow is a certified public accountant with over 30 years in the profession including over seven years as an auditor for an international accounting firm and five years working with Texas charter schools. In addition, Arrow will hire a local accountant with sufficient experience to manage the day to day financial operations. The model policies will be tailored to meet the specific needs of FCS, at all times complying with Nevada law and, where applicable, federal grants law. The tailored policies will be approved by the LEF board.

The purchasing agent will be the local accountant initially with purchasing clerks added as FCS grows. Procedures will be specifically defined in accordance with adopted policy and will comply with state purchasing laws. Purchasing limits will be established by the board with low levels at the learning center level (principal), moderate levels for the accountant, a higher level for the superintendent and requiring board approval for significant individual items, small items that in the aggregate are significant, significant service contracts, and any real estate acquisitions. All approvals are required to remain within the approved budget and the budget can only be modified by the board. Bidding requirement will follow Nevada Revised Statutes and adopted public contracting rules.

Payroll is expected to be processed in house and performed by Arrow. Payments will be in accordance with the employee's agreement as determined by the board. Employee health, dental, vision and other types of insurance will be provided as determined by board approval. Mandatory deductions will be withheld as required by state and federal law.

Selection of professional and service contractors will be based primarily on qualifications and performance history, expertise, knowledge and creativity and professional judgment. Selection will be based on competence and will encourage competition, discourage favoritism and procure services at a fair price.

An audit will be conducted annually by a certified public accounting firm selected by the LEF board. Preparation of audit schedules for, and audit assistance to, the CPA firm will be primarily performed by Arrow. Section seven below elaborates further about audit information.

- (4) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:**
- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**
 - (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include**

evidence of commitment for any funds on which the school's core operation depends.

- (c) **Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**
- (d) **Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
- (e) **Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
- (f) **Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

Attachment 18 is submitted with a budget narrative

- (5) **Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.**

Attachment 19 is submitted containing the Financial Plan for FCS

- (6) **Submit, as Attachment 20, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion).**

Attachment 20 is submitted with a budget of the network.

- (7) **Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and implementation plans. Include evidence that the school will adhere to Nevada accounting, auditing, and reporting procedures and requirements.**

An audit will be conducted annually by a certified public accounting firm, duly licensed and in good standing with Nevada and acceptable under federal guidelines, selected by the LEF board.

Preparation of audit schedules and audit assistance to the CPA firm will be primarily performed by Arrow. A copy of the completed audit report will be presented to the governing body by the CPA firm and, upon acceptance by the LEF board, a copy of the audit report will be submitted to the appropriate state agencies including the Legislative Counsel Bureau and Department of Education.

Financial controls will be implemented in accordance with board adopted financial policy. Internal controls will be designed to minimize errors, provide care, custody and control of school assets, promote proper stewardship of public and private funds while assuring appropriate segregation of duties, levels of approval, levels of review and appropriate oversight. Procedures will be documented and prepared by Arrow to comply with board adopted policies. Procedures will be in place prior to receipt of any state funds.

The school will comply with Nevada accounting, auditing and reporting requirements including cash management requirements, investment of funds, banking requirements, and property acquisition and disposal requirements. The board adopted budget will be the financial plan for the school and will be created and adopted in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

- (8) **Provide, as Attachment 21, historical financial documents for the CMO, including audited financial records for the applicant and, if any of the schools operated by the applicant are technically separate entities, audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for**

three years or longer. This may be provided in the format of your choosing.

Attachment 21 is attached with financial records for review.

- (9) Complete the audit data worksheet in Attachment 22. In the info tab, please identify any schools or campuses listed under the student achievement tab for which financial data is consolidated for reporting and auditing purposes in the audits provided in Attachment 21.**

Attachment 22 is attached with the audit data for review.

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

Child Care Association of Nevada

985 E. Serene Ave, Las Vegas, NV 89123

July 6, 2016

Attn: State of Nevada Charter School Authority

Re: The Value of Charter Schools as an Extension of an Early Childhood Education

Leaders within the Early Childhood Education field in the State of Nevada have for some time realized the importance for an integration of education from birth onward.

Research has also demonstrated that high-quality early childhood education has tremendous potential to improve children's and families' lives.

As outlined by the Nevada Early Childhood Advisory Council (NECAC) in 2013, under the work of the Children's Advocacy Alliance, points to the importance of educational transitions between ECE to Kindergarten, as well as the importance of improving a schools readiness for these incoming students. In their brief "Needs Assessment for Nevada's Early Childhood Data System Project, 2012", they also noted "a growing demand for childcare to enable parents to work, and identified early childhood education as a strategy to improve student achievement and break the cycle of intergenerational poverty".

The Childcare Association of Nevada and its leaders have identified the readiness of children as they enter school as a crucial step in setting a foundation for children to succeed both in school and in life. ECE centers are uniquely positioned to support an integrated educational model, as well as offering the ability for assessment data gathering of student to identify cognitive gaps that might exist to ensure that children enter kindergarten ready to learn.

We are excited for the work of the Foundations Academy leadership team in identifying these key learning issues as part of their model, and how they can utilize Kindergarten entry assessments to assist teachers in utilizing curriculum and aligning instruction to the needs of the children.

It is for these reasons that we strongly support Foundations Academy for acceptance as a Charter School provider in Nevada.

Please feel free to contact my office at 270-6010 for any additional information.

Sincerely,

Michael Thompson Ph.D President

July 12, 2016

To whom it may Concern,

I have known Michael Thompson, board member of Foundations Academy, since 1999 in both a professional and personal capacity. Michael is a leader in the Nevada Early Childhood Education field; He operates a high quality preschool and has trained numerous other owners in the field of school management. As the president of the Nevada Childcare Association, he has demonstrated positive leadership skills, and has exhibited the ability to collaborate with both industry and governmental counterparts.

I have met with the leadership team of Foundation Academy and I am impressed with both their goals, and their ability to bring quality education to Nevada children. They bring a wealth of real world experience and knowledge in the education of young children. It is clear to me their priority is quality education for all children.

I was a public school teacher for 15 years and since 1998, have been a specialist insurer of private and charter schools in the United States. I tour and visit schools around the country weekly, advising them on insurance and safety issues. Having met with hundreds of school administrators during that time, I recognize the Foundation Academy team as excellent. I highly recommend Foundation Academy for the granting of a Nevada Charter School license.



Stan Roork
President
My School Insurance

The Flynn Family

964 Duckbill A venue
Las Vegas, NV89123
dbcm@cox.net

To Whom it may Concern;

It is my pleasure to offer this letter of recommendation on behalf of the Foundations Academy Charter School License.

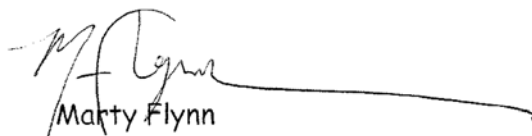
As a member of its leadership team Michael Thompson, PhD. and the Foundations Academy is once again taking steps to offer the children of Las Vegas and Nevada the highest level of education.

While my association began with him in a professional setting, we have become friends and an extension of each others' family over the last 30+ years. I would gladly attest to his character and the commitment he's shown to his wife, children and friends over those years.

For the past 17 years, Michael has been a leader in the Early Childhood Education field supporting increasing educational goals of children. As the President of the Nevada Childcare Association he has not only been a leader but has exhibited the ability to collaborate with both the industry and its governmental counterparts. Of all of his personal and professional passions, none have been more important to him than children's education.

Their proposal to become a K-5 charter school would be a logical extension of this lifelong work that will undoubtedly serve and benefit children in our community.

Respectfully,


Marty Flynn

July 6, 2016

Subject: Letter of Support for Granting Foundations Academy a Charter School License

ATTN: State of Nevada Public Chartered School Authority

It is with great enthusiasm and support that I submit this letter recommending that you grant Foundations Academy a Charter School License.

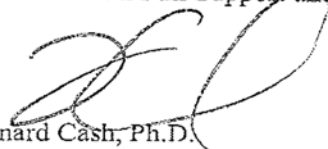
I was introduced to and learned about the mission of the Foundations Academy project from its leadership team including Jim Christensen, and Michael Thompson PhD. As I learned more about their hopes for making a difference in the lives of children it resonated with me as this has been the life work of Michael Thompson whom I have known for over 20 years.

During this time, he has always been on the leading edge in developing and implementing innovative programs and techniques to improve the educational process while keeping students motivated to learn. Moreover, he consulted with me as I developed the Hopeful Kids Program which culminated in a book that teaches parents how to instill hope in their children: "Hopeful Kids." His keen insight into the educational and encouragement process was valuable in helping me identify the best-practice techniques to create my program.

I have been a Family Court Administrator for nearly eight years. In this position, I have directly witnessed the horrific consequences of youth who made poor life choices and dropped out of school. In many of these cases, the youth lacked motivation to obtain an education due to a dearth of school support to keep kids interested and motivated to learn. Conversely, I can say with absolute certainty, that the mission of Foundations Academy under the leadership of Jim, Michael and their team will use his best-practice knowledge of the learning process to not only provide children with an excellent education but also keep them in school. This will be easily accomplished because Foundations Academy students will thrive in an academic environment that centers on individual-student attention, support, team development and hope for a better life to include a university education and professional achievement.

Thus, as an author, family court administrator and family advocate, I fully support and recommend that you grant Foundations Academy a Charter School License so he and his team can provide high-quality education and inspiring experiences to the children of Clark County.

Submitted with Full Support and Confidence,



Leonard Cash, Ph.D.



Saint Gabriel the Archangel Catholic Church
(Byzantine Rite)
2250 East Maule Ave. Las Vegas, Nevada 89119-4607
Phone 702-361-2431
Served by Fr. Marcus Gomori

July 11, 2016

ATTN: State of Nevada Public Charter School Authority

To Whom It May Concern,

It is without hesitation that I support Foundations Academy, and its leadership team along with Michael Thompson in their desire to make an educational difference in the lives of the children that will attend their schools.

As educational leaders within their communities each has a life mission and passion to make a difference in the educational lives of children.

I first met Michael when I was introduced to him by one of our parish's board leaders Mr. Jay Barrett who said "If you want to speak with someone who can assist you with the concept of your new school, you need to speak with Michael Thompson".

I did follow up on Mr. Barrett's advice and found that Dr. Michael Thompson has through the years given me guidance, wisdom, and luckily some very practical information and knowledge with all his experience with education and children. I found that he has a great passion in wanting children to learn and be their best. Because of his background and giftedness in this area, he was invaluable in giving me assistance in starting a new school.

Having come here to Las Vegas Nevada, 12 years ago, one of the great needs that I was well aware of here in Nevada was the quality of education, Nevada has had low marks on the national level in ranking as far as the quality of education. Because of this need I started a private Catholic School known as St Gabriel's Catholic School. Reading, Math, Science, History as well as specialty subjects offered, Art, Music, Spanish, Physical Education, and Religion for a

foundation of Morals and Right Choices. I have learned that in these early formative years, the child/children need to have a very firm foundation.

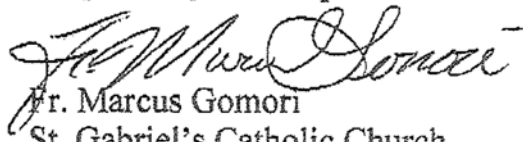
Those of us who have a passion for education, and wanting children here in this state to achieve to be the best I without hesitation and without question firmly recommend Foundations Academy for a Charter School License. There must be more school choice options to families and children. We are all in this together, to make education our number one priority.

Over the past 7 years I have known Michael Thompson Ph.D. both in a professional and personal capacity. From all the people that I encountered and know him, his history for the past 17 years has without question been a leader in the Early Childhood Education field supporting increasing educational goals of children. Many people respect him as well as I.

As the President of the Nevada Childcare Association he has not only been a leader but has exhibited the ability to collaborate with both the industry and its governmental counterparts.

As an advocate for quality education for all children I see their project to become a K-5 charter school as an extension of this lifelong work. If you have any questions please do not hesitate to contact me here at St Gabriel's Catholic Church at 702-433-1935 (Rectory-Home phone)

Respectfully, with a passion for education.



Fr. Marcus Gomori
St. Gabriel's Catholic Church
2250 East Maule Ave
Las Vegas, Nevada, 89119

Foundations Charter School Business Manager

Job Title/Position: Charter Business Manager
Wage/Hour Status: Exempt/At will
Evaluator: Superintendent and Leadership Team
Site: Central Office

Qualifications:

Education: Hold an undergraduate degree from an accredited College/University
Minimum 5 years accounting experience, 3 years minimum experience in Nevada school finance office

Certification:

CPA preferred but not required

Special Knowledge and Skills:

Knowledge of Federal Grant expenditure (read Title I, Title II, IDEA-B) rules and regulations (documentation requirements, eligible expenditures, reimbursement submissions, budget preparation)

Have been involved in all business office practices (HR, financial statement preparation, payable processing, payroll)

Ability to prepare audit schedules and work with auditors

Knowledge of Nevada school employment law (unemployment claims, payroll law, benefit law (mainly Federal law), severance rules, etc.)

Supervisory experience

Experience making journal entries and a complete knowledge of GAAP (governmental accounting a plus)

Knowledge of Nevada specific finance rules

Physical abilities

1. Be able to lift and carry up to fifty pounds twenty feet
2. Ability to stand for at least thirty minutes
3. Ability to type, read, and sit for an extended time
4. Ability to drive a vehicle to offsite meetings

Purpose:

Campus Administrator provides the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the schools. Provides supervision and direction to staff involved in budgets, site-based planning, purchase orders, procurement processes, grant fund regulations and all financial processes and law requirements

Duties and Responsibilities:

Comply with all elements in Charter Application for position of Business Manager. Comply with all board policies, and appropriate employee handbooks. Business Manager is responsible for delegating and reviewing the work of all delegated tasks for the financial operations.

Planning

Participate in board, charter and school financial planning, enrollment planning, facility planning, HR planning and execute growth plans.

Fiscal management

Provide budget recommendations, comply with budget guidelines, establish campus rules for fiscal operation, and approve campus expenditures.

Physical management

Provide a safe learning environment; inform appropriate individuals of repair and facilities maintenance needs.

Working environment

Interact successfully with Superintendent and campus staff to create a successful learning environment that is measured in increased student performance and financial solvency. Maintain emotional control under the stress of operations. Travel as needed to training or secure supplies and materials. Be flexible in assisting others. Participate in overnight training, field trips with students, and professional conferences. This is professional position that uses professional judgment and may serve more than forty hours per week.

Foundations Charter School COO

Job Title/Position: Chief Operating Officer
Wage/Hour Status: Exempt/At will
Evaluator: Superintendent and Leadership Team

Qualifications:

Education: Hold an undergraduate degree from an accredited College/University

Special Knowledge and Skills:

Ability to manage operations of a school
Knowledge of/and willing to learn and apply Nevada State Law and Regulations
Knowledge of/and willing to learn and apply National School Lunch Program Policies
Knowledge of/and willing to learn and apply school transportation rules and regulations
Knowledge of/and willing to learn and apply facility rules and regulations including asbestos management

Physical abilities

1. Be able to lift and carry up to fifty pounds twenty feet
2. Ability to stand for at least thirty minutes
3. Ability to type, read, and sit for an extended time
4. Ability to drive a vehicle to offsite meetings

Purpose:

The Chief Operation Officer provides the overall vision and operational guidance for the nutrition, technology, transportation, and facilities departments. Provides supervision and direction to staff involved in food service, transportation, technology, custodial and other operational needs. Provides a safe environment for all staff, students and visitors.

Duties and Responsibilities:

Comply with all elements in Charter Application, all board policies, and appropriate employee handbooks. The Chief Operation Officer is responsible for delegating and reviewing the work of all delegated tasks including records management, retention, and fiscal management. Responsible for oversight of district and campus technology including managing software systems and training staff on the use of software programs and hardware. Responsible for correct implementation and supervision of the nutrition department according to National School Lunch Programs rules and regulations. Responsible for the facilities management of all school sites. Responsible for creating and maintaining a safe and compliant facility including furniture, asbestos management, custodial processes and equipment. Other duties include conducting criminal history searches, textbook inventory management, transportation, data analysis and all other duties as assigned.

Planning

Participate in district-based decision-making and planning for opening new sites as well as

maintaining and expanding existing sites.

Fiscal management

Provide budget recommendations, comply with budget guidelines, and approve expenditures in supervised departments.

Physical management

Provide a safe learning environment; coordinate appropriate and needed repairs and maintenance.

Working environment

Interact successfully with Superintendent, Directors and campus staff to create a successful learning environment that is measured in increased student performance. Maintain emotional control under the stress of operations. Travel as needed to training or secure supplies and materials. Be flexible in assisting others. Participate in overnight training and professional conferences. This is a professional position that uses professional judgment and may serve more than forty hours per week. Retirement is through the Teacher Retirement System (TRS) of Texas and **not** Social Security. TRS requires five years of participation before any retirement funds are vested. The Texas Workers Compensation program covers this position.

Foundations Charter School Site Principal

Job Title/Position: Site Principal
Wage/Hour Status: Exempt/At will
Evaluator: Superintendent and Leadership Team
Site: As assigned

Qualifications:

Education: Hold an undergraduate degree from an accredited College/University

Certification:

Campus Principal must have a current valid Nevada Teaching Certificate and Principal Certificate.

Special Knowledge and Skills:

Ability to manage operations of a school

Knowledge of/and willing to learn and apply Nevada Statutes and Regulation

Ability to plan and supervise staff and manage the school consistent with the rules of the SPCSA

Physical abilities

5. Be able to lift and carry up to fifty pounds twenty feet
6. Ability to stand for at least thirty minutes
7. Ability to type, read, and sit for an extended time
8. Ability to drive a vehicle to offsite meetings

Purpose:

Campus Administrator provides the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the school. Provides supervision and direction to staff involved in instructional services to all students, programs for special education, food service, transportation, human resources and other operational needs. Provides a safe environment for all staff, students and visitors.

Duties and Responsibilities:

Comply with all elements in Charter Application for position of Campus Administrator/ Site Principal. Comply with all board policies, and appropriate employee handbooks. Principal is responsible for delegating and reviewing the work of all delegated tasks for the operation of the school including school records management, retention, fiscal management and all other duties as assigned.

Planning

Participate in site-based decision-making, instructional planning, establish criteria for lesson planning, provide for regular appraisal of staff, and execute growth plans.

Fiscal management

Provide budget recommendations, comply with budget guidelines, establish campus rules for fiscal operation, and approve campus expenditures.

Foundations Charter School Superintendent

Physical management

Provide a safe learning environment; inform appropriate individuals of repair and facilities maintenance needs.

Working environment

Interact successfully with Superintendent and campus staff to create a successful learning environment that is measured in increased student performance. Maintain emotional control under the stress of operations. Travel as needed to training or secure supplies and materials. Be flexible in assisting others. Participate in overnight training, field trips with students, and professional conferences. This is professional position that uses professional judgment and may serve more than forty hours per week.

Job Title/Position: Superintendent of Schools/ Chief Executive Officer

Wage/Hour Status: Exempt/At-will 12 month position

Evaluator: Leadership Education Board

Qualifications: Ability to communicate the mission and vision of the district.

Education: Hold a Master's Degree or greater from an accredited College/University

Certification:

Superintendent must hold at minimum a former or current superintendent license from a State.

Special Knowledge and Skills:

Ability to manage operations of a school

Knowledge of/and willing to learn and apply Nevada Statutes

Ability to plan and supervise staff and manage the school consistent with the rules and regulations of the State and School Board

9. Be able to lift and carry up to fifty pounds twenty feet
10. Ability to stand for at least thirty minutes.
11. Ability to type, read, and sit for extended time
12. Able to drive to offsite meetings and events

Purpose:

Provide the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the district. Provide supervision and direction to staff involved in instructional services to all students, and programs for special education, food service, transportation, human resources and other operational needs. Provide a safe environment for all staff, students and visitors. Seek to accomplish all tasks assigned by the Board of Directors and assure all actions of the district comply with all state and federal regulations.

Duties and Responsibilities:

Comply with all elements in Charter Application for position of Superintendent. Comply with all board policies and appropriate employee handbooks. Superintendent is responsible for delegating and reviewing the work of all delegated tasks for the operation of the district including delegating to the Site Principals and providing guidance for records management, retention, fiscal management and all other duties as assigned.

Foundations Charter School Superintendent

Strategic Planning

Provide leadership in the long range plan for the district in instruction and physical plant issues. Lead in creating the framework for site-based decision-making, instructional planning, establish criteria for lesson planning, provide for regular appraisal of staff, and execute growth plans.

Instructional Program

Be the lead instructional planner for the district. Review and report school performance data and delegate specific tasks to staff to improve student performance.

Fiscal management

Provide budget recommendations, comply with budget guidelines, establish campus rules for fiscal operation, and approve campus expenditures.

Physical management

Provide a safe learning environment; inform appropriate individuals of repairs and facility maintenance needs.

Working environment

Interact successfully with the Board of Directors and campus staff to create a successful learning environment that is measured in increased student performance. Maintain emotional control under the stress of operations. Travel as needed to training or to secure supplies and materials. Be flexible in assisting others. Participate in overnight training, field trips, and professional conferences. This is a professional position that uses professional judgment and may serve more than forty hours per week

Annual Evaluation

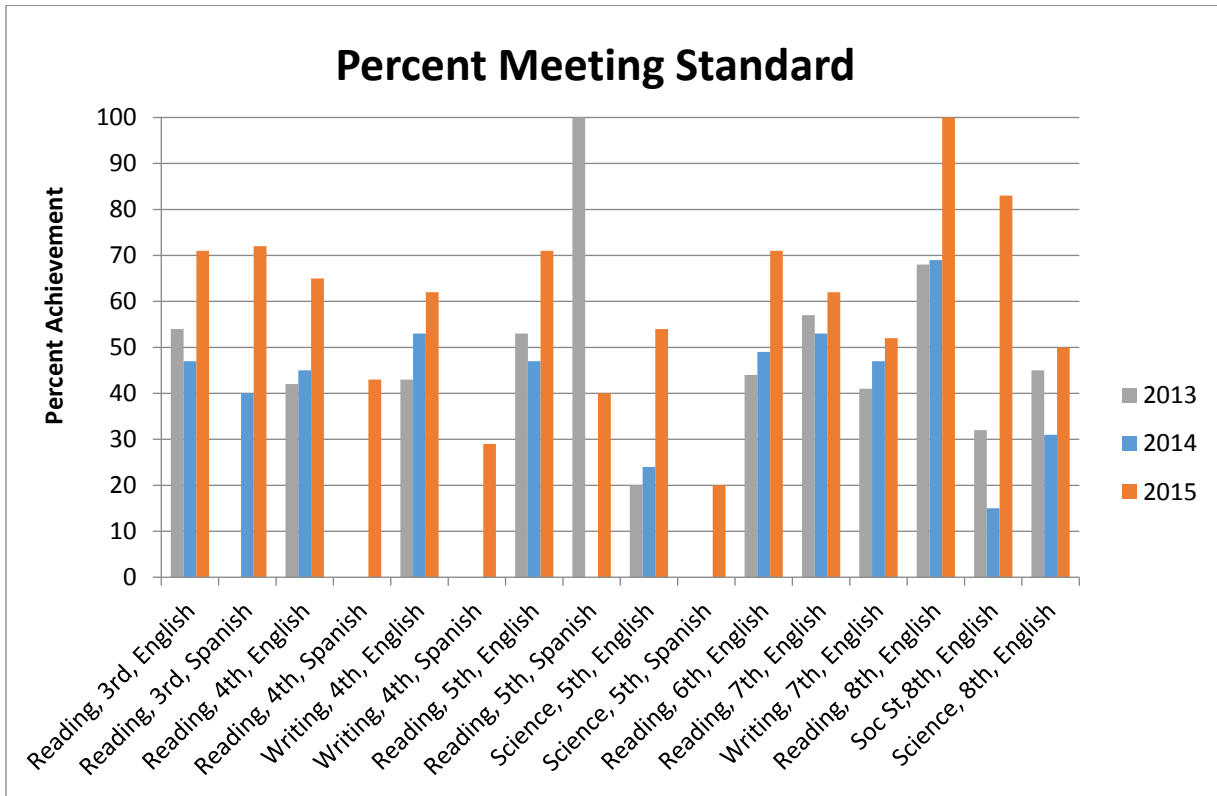
The Board of Directors will provide an annual evaluation. Factors to be considered in the evaluation include, but are not limited to the following;

- Academic Achievement
- Graduation rate
- State Assessment Pass rate
- Percentage of students demonstrating growth each year
- Financial Management
- Audit Management letter to indicate no significant deficiencies and material weaknesses
- Stakeholders Satisfaction

Leadership Performance
Dr. Jim Christensen
Percent Proficient and above Scores

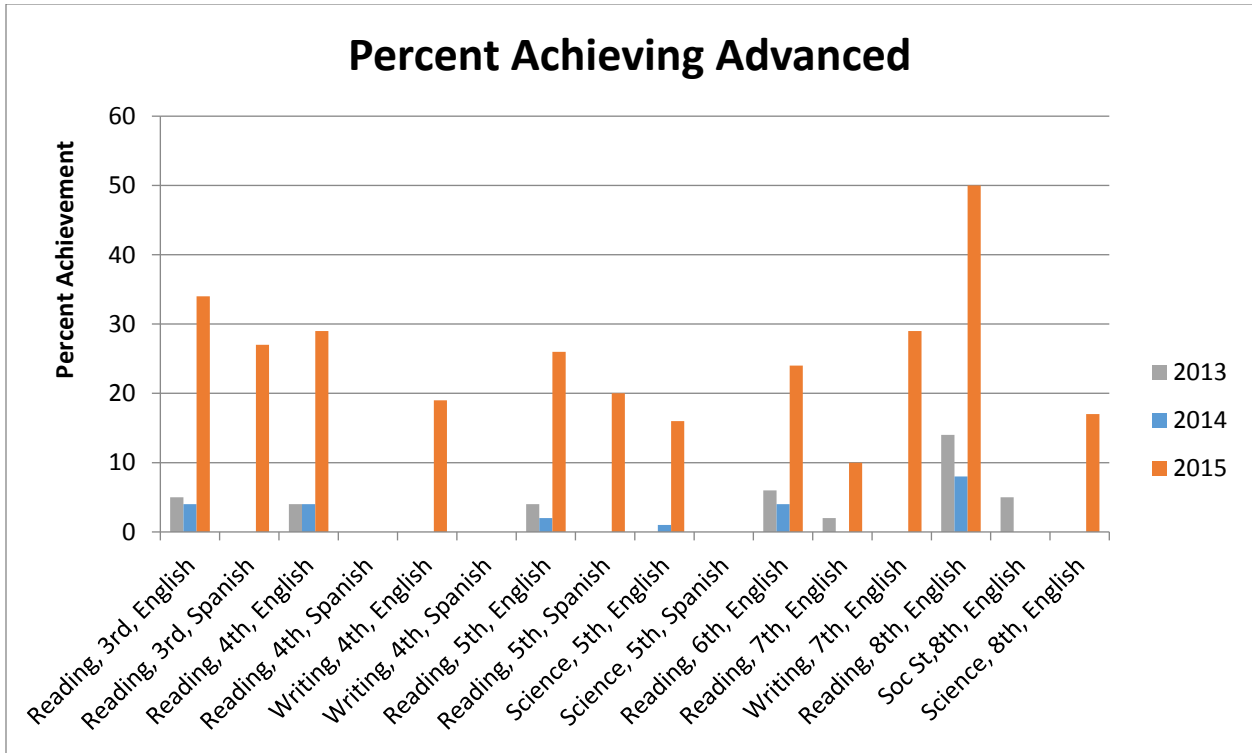
Arrow Academy Tx	2015-16	2014-15	2013-14	2012-13	2011-12		
Math	73	56	44	35	No Scores		
Reading	74	70	50	54	No Scores		
Douglas County CO	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Math	82.57	81.0	82.1	82.31	82.58	80.5	74.4
Reading	83.81	82.39	84.96	82.79	83.88	82.73	83.8

Arrow Academy Proficiency Results on State assessment (STAAR)



iciency

Arrow Academy Advance level Results on State assessment (STAAR)



Resume
James S. Christensen, Ed.D
Jim.christensen@arrowacademy.org
979-575-4346

EDUCATION

Doctorate of Education, Education Leadership
NOVA Southeastern University, FL September, 2006

Superintendent Certification
Montana State University, MT 1998

Masters of Arts Degree, Education Administration
University of Wyoming, WY 1988

Bachelors of Science, Math Education
University of Wyoming, WY 1985

Professional K-12 LICENSES

Colorado Professional Superintendent License
Texas Professional Superintendent License
Colorado School Administration License
Colorado Math 7-12 Teaching license

PROFESSIONAL PROFILE

- Thirty years of experience in education as superintendent of schools in three districts, middle school and high school building level principal and administrator and secondary math teacher
- Engaged participant within community
- Goal-oriented and high expectations for collaboration and positive culture
- Instructional strengths in pedagogy and data
- Strong conceptual and vision development skills complimented with detail application
- Strong relational capacity
- Compassionate, nurturing and positive leader
- Accountable to constituents in public domains

PROFESSIONAL EXPERIENCES

**Author, Charter School Application for University and Private Early Childhood Centers
2014-15**

Authored a State approved 500-page application for Sam Houston State University and Private Early Childhood Center partnerships for an enrollment of 2600 students opening in August 2017

**Superintendent, Arrow Academy Charter School
Houston, Texas 2011-2016**

State Board of Texas approved Charter School for inner-city Houston students that has enrolled 600 at-risk students a transformational learning system

- Academic proficiency progress over four years in the at risk school improved in reading by 20%; math by 38%; science by 33%; and writing by 18%.

Senior Instructor

Denver, Colorado 2013-2016

University of Colorado-Denver

Teach principal licensure and executive leadership courses in the graduate program

Superintendent, Douglas County School District Re.1***Castle Rock, CO 2003— 2010***

- Supervised 58,700 students with 6,800 employees and a 450 million dollar budget
- Highest performing district in metro area on State of Colorado assessments with 94 percent of schools high or excellent
- Reduced dropout rates from 1.8 percent to .7 percent
- 94 percent high school completion rate within four years of high school
- Lowest funded District in metro area on a per pupil basis
- Open 2-5 schools per year with average student growth of 2,500 students per year
- Created a comprehensive Learning Center for all staff development and human capital needs for 6700 employees
- Received permission from the State Board of Education to issue licensure authority for staff hired in DCSD. The first such act issued in the history of Colorado.
- Community partnership program with 16,000 community volunteers per year participating
- Nationally Recognized Pay-for-Performance Plan
- Nationally Recognized Partnership model with the American Federation of Teachers targeting collaboration and relationships. Paper submitted by request to President Obama's transition team
- Recognized by State of Colorado for Data Warehousing and scorecard products
- Recognized by State of Colorado for distinguished Accreditation results and process
- Reduced \$58 Million over three years from general budget
- Unanimous BOE support for each year's contract renewal
- Program implementation:
 - World Language in elementary schools
 - Critical thinking, leadership, ethics, wellness and student ownership in all schools
 - Reading Recovery for lowest Performing readers
 - Digital Educator Program
 - Expansion of IB programming to second high school and candidate for 2 middle and 4 elementary schools.
 - Developed Career Technical Center curricula with concurrent enrollment doubling in one year
 - Opened first technology-driven high school with no textbooks in the school
 - Developed eDCSD online learning for students across Colorado
 - Chartered a center-based learning school for 3,700 student

Superintendent, Adams 12 Five Star Schools

Northglenn, CO 2000 – 2003

- Supervised 31,000 students with 4,000 employees with a two hundred million dollar budget
- Strong student performance gains in Denver area for two consecutive years following new programs implemented during my tenure (2004 and 2005)

- Passed a one hundred million dollar Bond and ten million dollar instructional override during first year as superintendent after prior year failure
- Reorganized district delivery system for instruction and communication
- Targeted student learning by defining an eight trait strategic plan
- Implemented Six Sigma quality management tools and evaluation methods for each program in Administration leadership
- Implemented Policy Governance and management strategies in Administration leadership
- Added literacy resource teacher and art teacher to every elementary school
- Started the Reading Recovery Program for highest need students in district
- Started a balanced literacy learning environment for all elementary classrooms
- Targeted class size reduction with the hiring of eighty additional classroom teachers beyond normal growth funding
- Organized the Head Start grant for learning alignment in literacy for early childhood students
- Added 1.5 million dollars to technology-enhanced learning communities
- Developed a “Smart Mart” program for itemized analysis of each student’s longitudinal progress on standards
- Added thirty dollars per student to site staff development for Best Practices research and targeted population academic improvements in six recipient groups of learners
- Initiated a Strategic Listening for community feedback for real-time monitoring of need
- Established customer service priorities and methods of evaluation to ensure needs of the customers is met and improved upon by the District
- Created first State online school in Colorado, Colorado Virtual Academy
- Started a Math framework for all elementary students and staff in pursuit of sound math principles and practices in all District Twelve classrooms

Superintendent, Sheridan County School District No. 2

Sheridan, Wyoming 1997 – 2000

- Supervised 3,500 students and 550 employees with a twenty-one million dollar budget
- Recognized by *Parent Magazine* as becoming one of the top one hundred academic performing school districts in the nation over the three-year period of 1997 – 2000
- Recognized by the State of Wyoming as the exemplary district for foreign language in elementary. Supported by becoming the recipient of a \$300,000 grant to model for other school districts in the State of Wyoming
- Recognized by Wyoming Public Television in a documentary of model programs that support brain research and shows results in student achievement through literacy and performing arts
- Improved Terra Nova Standardized test scores in reading by 12%; math by 20%; and language by 25% from 1999 – 2000
- Became the first District in Wyoming to achieve full implementation status as a Reading Recovery site with the hiring of ten Reading Recovery teachers
- Reached an eighty-six percent success rate with first grade level students reading at grade level by the end of first grade
- Maintained grade level reading students for three years following intervention of Reading Recovery
- Selected by California State University to become a demonstration site for Literacy Coordinator Training for the Rocky Mountain Region

- Selected as a demonstration site for State of Wyoming with over 500 teachers visiting literacy instruction
- Utilized three literacy coordinators in the district for instructional improvement
- Chosen by the State Superintendent of Instruction as one of two superintendents to attend the National Leadership Conference at Ohio state University, 1998
- Reduced dropout rates of students in grades 10 – 12 by twenty-five percent
- Recognized by the State Department of Education as developing the role model At-Risk Intervention program in Wyoming
- Developed a Comprehensive Plan for five years for all District programs
- Implemented a Data Management System monitoring student results
- Created standards and assessments for all content areas and grade levels
- Organized the first Alternative School in the county and added a second Alternative School in joint partnership with Veteran Affairs Hospital
- Initiated the first Police/School Task Force for communication in Wyoming
- Developed Foreign Language, Orchestra and Musical Keyboarding program for all K-5 students
- Reduced class size from 22:1 to 16:1 in primary education
- Initiated a new district developed math framework program for all elementary teachers utilizing math coordinators in the learning environment
- Initiated a Math Recovery program for all students in the bottom twenty-five percentile according to standardized math scores in elementary school
- District Math program is being considered by the State of New York for math program adoption
- Started the first Special Education/Title I comprehensive literacy program for teachers through California State University
- Scheduled meetings every week with a school faculty for maximum communication effectiveness
- Held monthly public meetings at school sites for direction in reorganizing our space to reduce class size in upper elementary and secondary classrooms
- Initiated the Partners-in-Print program for parent literacy engagement at all elementary schools
- Implemented a three-year VISTA Americorps grant for elementary literacy in all schools

Principal, Sheridan High School

Sheridan, Wyoming 1996 – 1997

- Promoted reduction strategies in dropout rates which resulted in a nineteen percent decrease in students leaving school
- Directed a vocational education articulation which promoted open enrollment for all courses throughout the day and resulted in an increase of student enrollment by twenty percent
- Implemented the Advanced Placement program in eleven courses
- Collected comprehensive data for development of school-wide goals

Principal, Sheridan Junior High School

Sheridan, Wyoming 1995 – 1996

- Developed a comprehensive peer mediation program
 - Reduced discipline referrals by thirty percent
- Promoted student academic successes through community relations and media

Principal, Irving Middle School

Norman, Oklahoma 1994 – 1995

- Asked to revive discipline and academic failures in a 1,000 student middle school
- Hired sixteen new teachers
- Implemented middle school philosophy

Assistant Principal, Longfellow Middle School

Norman, Oklahoma 1992 – 1994

TEACHING EXPERIENCE

Math Teacher

Norman, Oklahoma: Longfellow Middle School and West Mid High School, 1998 – 1992

Gifted and Talented Coordinator/West Mid High School, 1992

Cheyenne, Wyoming: Carey Junior High School, 1986 – 1988

Gila Bend, Arizona: Gila Bend High School, 1985 – 1986

PROFESSIONAL RECOGNITION

- Speaker/presenter at Shankers Institute of “Good School” seminar 2008
- National Reading Recovery Leader of the Year Recipient, 2007
- Leader of business/education coalition trip to China to review education system 2006
- KUSA Colorado Leader of the Year Finalist, 2005
- American Rights at Work Labor Day List of top nine employers in America: Partnerships that Work, 2005
- Recipient of Distinguished Alumni Award for Professional Achievement Award Northwest College 2003
- Graduate of Policy Governance Academy, 2001
- Trainer in Board Governance and financial management of schools
- Trained in Brain research and Neuroscience Education, 1999 – 2000
- Expert Witness for State of Wyoming Funding Analysis, Cheyenne, Wyoming 1998
- Continuing Education Instructor, 1996-1998

HIGHER EDUCATION TEACHING EXPERIENCE

EDUC-DSEP/7500	Strategic Human Capital
EDUC-DSEP/7510	Strategic Organizational Management
EDUC-DSEP/7520	Strategic System Improvement
EDUC/5751	Educational Leadership
EDUC/5752	School Improvement
EDUC/5753	Instructional Leadership and Evaluation
EDUC/5754	Equity & School Law

SERVICE BOARDS

- Wish For Haiti, 2008-2010
- National Advisory Board Member for *Scholastic* 2009
- Board member of Douglas County Juvenile Assessment Council 2009
- National Math Recovery Board vice-chair 2007-2009
- Member Arapahoe Community College Advisory Board 2006-2009
- Honorary Member Denver Chinese School, 2005-2008
- Member of Castle Rock Economic Development Council, 2006-2009
- Chair for Douglas County Children Chorale 2005-2009
- The Wildlife Experience Museum Community Board member, 2005 – 2009

- Member of District Management Council at Cambridge, MA, 2004 – 2008
- Public Education and Business Coalition Board, 2003 — 2009
- Member of Douglas County Foundation 2003-2009
- Rotary Member Castle Rock, 2003-2009
- Adams County Economic Development Board, 2001 – 2003
- North Metro Chamber Business and Governmental Affairs Board, 2001 – 2003
- Westminster Education Foundation, 2001 – 2003
- Member of Adams Twelve District Foundation Board, 2000 – 2003
- Member of Adams Twelve Hispanic Advisory Council 2000 – 2003
- Member of Colorado Association of School Executives, 2000 – 2009
- Member of Denver Area School Superintendent Council, 2000 – 2009
- Mid Continental Research and Educational Learning Board Member, Denver, Colorado 1999 – 2000
- Northglenn/Thornton Rotary, 2000 – 2003
- Rural/Urban Development Committee, Sheridan, Wyoming, 1996 – 1999
- Advisory Board Member, Salvation Army, Sheridan, Wyoming, 1996 – 1999
- Board Member, Economic Development – Chamber of Commerce, Sheridan, Wyoming, 1997 – 1999
- Member, Work Development Task Force, Sheridan, Wyoming, 1997 – 1999
- Organizer and Member, Police/School Task Force, Sheridan, Wyoming, 1997 – 1999
- Member, Rotary Civic Organization, Sheridan, Wyoming, 1996 – 1999
- Board Member, Cleveland County 4-H Club, Norman, Oklahoma, 1994 – 1995
- Board Member, Oklahoma Middle School Association, 1994
- Director, First Statewide Middle School Conference, Oklahoma City, Oklahoma, 1994
- Director, Southwest Regional Middle School Conference, Dallas, Texas, 1994
- Member, Oklahoma Academy for State Goals, Ok City, Oklahoma, 1992 –1995
- Member, Staff Development Council of Oklahoma, Ok City, Oklahoma 1992 –1995

CURTIS L. MACKEY, C.P.A.

PROFESSIONAL EXPERIENCE

Arrow Academy LLC – Chief Financial Officer (10/09 – Present)

Arrow Academy, LLC is a private education consulting company that operates charter schools in Texas.

Duties as CFO include managing all financial aspects of the charter school including budgeting, federal grants, financial reporting, procurement, accounts payable and payroll. The charter school has had as many as 7 campuses with annual revenues over \$9 million and approximately 130 staff members.

Financial Consulting (1/09 – 9/09)

Performed accounting and consulting services for several local businesses including Lynntech, Astin Partners, Ground Force Building Systems and The Flippen Group.

Atlantic Aviation – Senior Regional Controller (7/06 – 12/08)

Atlantic Aviation is an airport services business which principally derives income from fuel sales and related airport services. Atlantic is the largest subsidiary of Macquarie Infrastructure Company, an NYSE company. Atlantic has approximately 70 locations in 29 states with over \$750 million in sales and almost two billion in total assets.

Atlantic Aviation purchased Trajen and I continued as a senior regional controller for many of the Trajen sites. In addition to accounting duties I became the manager of the Bryan office. My regional duties include Sarbanes-Oxley compliance, budgeting, financial reporting, financial statement analysis, and the integration of Trajen into the Atlantic accounting and financial reporting systems. Atlantic acquired five new locations in my region for which I created new budgets and integrated the sites into the Atlantic accounting system. My region had 14 locations in 8 states.

Trajen, Inc. – Chief Financial Officer (4/03 – 9/05), Chief Accounting Officer (9/05 – 7/06)

Trajen was a leading aviation fuels management company supporting the United States Department of Defense and general aviation customers at 29 locations in 12 states. Trajen was purchased by Atlantic Aviation in July 2006.

Duties as CFO included managing all financial aspects of the company, lender relations, board of directors' presentations and supervising a staff of nine. While at Trajen I reduced the financial reporting cycle time from approximately 45 days to 10 business days. I implemented the first budget process the company had used and successfully created and integrated the budgeting methodology and format for the consolidated company and for each of the 29 locations. I renegotiated the company's credit agreement, increasing the total facility from \$35 million to \$61 million first and subsequently to \$125 million. I also revised the company's cash management system, creating a system which fully utilized cash availability and instituted a corporate purchasing card system.

Duties as CAO were very similar to those of CFO with the same number of direct reports and

continued significant involvement with lender relations. I joined the company shortly after the acquisition of 10 locations and helped oversee the integration of those sites along with 3 later acquired sites into the company accounting structure while CFO. During my tenure as CAO the company acquired 8 additional sites (seven separate acquisitions) in 9 months with all sites being immediately integrated into the existing accounting system and policies.

VT, Inc. – Chief Financial Officer (1/02 – 3/03)

VTI was the U.S. holding company for VT Group Plc, a \$750 million revenue United Kingdom manufacturing and services company. VTI had annual revenues of \$130 million and subsidiaries in the maritime, energy and services industries with offices in four states. Parent in U.K. opted to divest of three of the four U.S. companies, eliminating the need for a U.S. CFO.

Duties included managing the U.S. financial aspects and staff, U.S. taxes, 401(k) plans (four separate plans), budgeting and insurance. I negotiated an \$8 million working capital line of credit for the U.S. companies and obtained new general liability, umbrella and foreign insurance policies for one of the U.S. subsidiaries. In addition, I implemented a different tax preparation procedure that saved the company over \$50,000 annually.

Industrial Holdings, Inc. – Corporate Controller (1/99 through 12/01)

IHI was a \$240 million annual revenue public (NASDAQ) holding company with 16 companies in the manufacturing, distribution and service industries with operations in 4 states. IHI merged with T-3 Energy Services in Dec. 2001 with T-3 management taking control.

Duties included the preparation of all SEC filings, coordination with accounting and management personnel at the operating entities for treasury management and financial reporting, coordination of the annual audit and maintaining relationships with the Company's lenders. The majority of the subsidiaries were purchased in 1997 and 1998 and the company was heavily decentralized. I implemented the first standardized monthly and quarterly reporting package at the company as well as the first financial calendar. I also prepared the first standardized annual budget to be prepared and submitted by the subsidiaries and implemented the company's treasury management system. I was an integral part of the team that prepared an S-3 for a \$100 million debt offering, including preparing the due diligence materials reviewed by the underwriters. I was also part of the team which negotiated the company's \$55 million credit facility and which worked to acquire a \$75-\$100 million replacement debt facility. I also was part of the team which disposed of IHI's non-energy related companies (5 separate divestitures) and completed a reverse merger (and corresponding S-4 filing) with T-3 Energy Services.

Work International Corp. – Corporate Controller (3/98 through 12/98)

Work International was a roll-up founded in October 1997 with sixteen founding companies with fifty-one offices in thirteen states and Canada. Combined pro forma annual revenues were \$200 million and the initial public offering was anticipated to raise \$77.5 million. The S-1 for the IPO was filed in July 1998. The IPO was not completed due to a declining stock market, which made the economics of the deal untenable and the company ultimately dissolved.

Duties included preparation of the S-1 for the IPO and preparation and review of founding company financial statements. Coordinated the assimilation of the information from the founding companies

and prepared summaries of financial information and three-year projections (budgets) presented to the underwriters. I was an integral part of the team which worked with the Corporate Finance groups and the Financial Analysts for the underwriters. Concurrent with IPO, participated in the selection of a senior lender and the negotiation of a \$70 million credit facility. After IPO market collapsed, participated in meetings with venture capital groups attempting to secure private financing and prepared additional analysis to support a private transaction. Prepared the management reporting package in preparation for post-acquisition consolidation and drafted corporate and accounting policies and procedures. Performed financial due diligence on potential founding companies and coordinated with KPMG the audits of the selected companies. Direct due diligence efforts resulted in the addition of material audit adjustments (subsequent to KPMG fieldwork) to two founding companies and ultimately the withdrawal of our offer to one company.

SoHoT, Inc./Immortality, Inc. – Chief Financial Officer (9/97 through 3/98)

SoHoT and a sister company, Immortality, Inc., were start-up enterprises to develop and market Internet products. SoHoT attempted to market and distribute, via the Internet, products targeted at the small and home office demographic. Immortality markets on-line “living tributes” to families through the death care industry.

Part of the management team responsible for developing the business concept and formulating and preparing the business plan. Prepared financial model and budgets for both companies. Researched Internet concepts with a focus on financial transactions and security. Maintained the financial records and developed the basic accounting control environment.

EqualNet Holding Corp. (9/95 through 9/97) – Corporate Controller

EqualNet was a public (NASDAQ) domestic telecommunications company founded in 1991 with peak annual revenues of \$78 million.

Principal accounting officer and integral part of management responsible for directing and controlling the financial management function. Managed all aspects of monthly financial reporting, budgeting and recordkeeping and prepared the quarterly and annual financial statements (including 10-K's, 10-Q's, Proxy and Annual Report to Shareholders). Directed the annual audits and quarterly reviews performed by E&Y and was the primary liaison with SEC legal counsel (Fulbright & Jaworski). Managed the billing department, which included the processing of four billing cycles and the billing of over 100,000 customers a month. Managed a direct report staff of nine employees (total staff of 16 in all departments). Reviewed and analyzed the potential acquisition of eleven separate targets. Created internal financial analysis spreadsheets (cash flow and book earnings estimates) and worked with the company's investment bankers on target viability. Administered and performed financial due diligence reviews independently and in conjunction with outside accountants.

CRSS Capital, Inc. (2/93 through 9/95) – Director of Partnership Accounting

Independent Power subsidiary of CRSS, Inc., a NYSE architecture, engineering and construction company. Capital maintained an ownership position and was administratively responsible for seven operating independent power partnerships with combined assets of \$750 million and combined revenues of \$200 million.

Responsibilities included quarterly financial presentations to each partnership board, coordination of external and internal audits, preparation of annual operating and financial budgets, monthly financial analysis and forecasting, contract review and compliance procedures, and supervision of a staff of five. Prepared and negotiated a \$3 million property and business interruption insurance claim on an equipment failure at partnership facilities. Created and implemented a special accounting system to capture incremental operating costs and replacement costs. Successfully collected 97% of the claim submitted. Prepared 20 year forecasted financial models for all seven partnerships in connection with the valuation and sale of the company to Tractebel Power (Belgian utility). Managed the transition and completion of the accounting for the construction of four independent power plants (designed and constructed by sister engineering company transferred to CRSS Capital upon the sale of the engineering division), including the accumulation of financial data and analysis for counsel and arbitration for a \$300 million project in litigation.

Ernst & Young (1/86 through 2/93) Audit Staff to Audit Manager

Audit professional in manufacturing and entrepreneurial service groups. Manager on the Temple-Inland engagement for three years (senior three years previous). Primarily responsible for auditing/reviewing the Annual Report and all SEC filings (including 4 Reg. D filings for debt totaling \$1 billion) for this Fortune 500 NYSE company. Campus interviewer at Texas A&M, Sam Houston and Houston Baptist universities for six years. Taught numerous staff training programs at office and regional levels and managed the summer intern program (8 – 10 interns) for two summers. Held significant roles in numerous process improvement teams as part of the firm's overall Total Quality Improvement Initiative.

Ernst & Young (6/85 through 8/85) – Audit Intern

Audit staff for summer internship.

Price Waterhouse (2/84 through 6/84) – Tax Intern

Tax intern in Expatriate Group for spring busy season working on individual returns.

EDUCATION

B.B.A. in Accounting from Texas A&M University – December 1985

Corps of Cadets (4 years)

College of Business Administration Fellow (Business Honors Program)

PERSONAL INTERESTS AND OTHER

Treasurer, Christ United Methodist Church (2008-present)

Trustee for Christ United Methodist Church (2005-2008)

Board member of the College Station ISD Education Foundation (director beginning May 2003, Treasurer for 2004-2005 board year)

Member of Board of Deacons (1998-2000 and 2003) – First Presbyterian Church Kingwood (1,800 member church)

Chairman of the Humble ISD Education Foundation for the '01-'02 and '02-'03 fiscal years (director '00-'01, Advisory Board '03 to present)

Co-chair High School Boundary Committee for Humble ISD (2003)

President – Humble High School Alumni Association ('02-'03)

Committee member of the 2002 Bond Review Committee for Humble ISD responsible for issuing a report proposing the district implement a \$230 million bond package

Coach – Youth soccer, youth basketball, youth baseball and youth football

Nation Chief '99-'00–Indian Guides program at Lake Houston YMCA (Nation Sachem '00-'01, Nation Scout, '98-'99, Tribal Chief '97-'98, '03)

CONTACT INFORMATION:

Home phone – (979) 690-3042

Cell phone – (979) 777-2965

Email – themackkeys@suddenlink.com

Bradley Green

19315 Indigo Lake Drive ♦ Magnolia, TX 77355

(979) 574-7219 ♦ bradley.green@arrowacademy.org

Education:

Texas A&M University, College Station, TX

Master in Biotechnology; GPR: 4.0

Dec 2008

Bachelor of Science in Zoology; GPR: 3.08

May 2006

Work History:

Arrow Academy, Houston, TX

July 2012 - Present

Chief Operating Officer

Responsible for oversight of National School Lunch Program, district technology program, and district facilities management. Other duties include purchasing, data management, and marketing.

The Flippen Group, Temple, TX

November 2008 - July 2012

Executive Assistant

- Responsible for managing an office building, controlling 2 executives' calendars, and assisting in corporate level projects such as recreating training manuals, creating marketing materials, and assisting in the start-up of a charter school within a private educational training company.

Reynolds and Reynolds, College Station, TX

July 2007 - August 2008

Part time Equipment Control Associate

- Receive incoming equipment and stocking of warehouse

Dept. of Entomology, Texas A&M University

Sept. 2006 - May 2007

Research Assistant

- Assisted in design and execution of scientific experiments in the biological control of western flower thrips and two-spotted spider mites

Student Recreation Center, Texas A&M University

Sept. 2002 - June 2006

Facility Supervisor

- Supervised 7 employees per shift and responsible for operation of the Student Recreational facilities

Additional:

President, TAMU Biotechnology Society

Sept. 2007 - Sept. 2008

Eagle Scout Award, Boy Scouts of America

References:

Dr. Jim Christensen

Superintendent Arrow Academy

Phone: 979-575-4346

PO Box 12207

Email: jjim.christensen@arrowacademy.org

College Station, TX 77842

AUDREY NIECE SANDERS
11107 Dawson Road
Pearland, Texas 77584
Phone Number: (832) 818-4442

CAREER OBJECTIVE

To obtain a position where I can best utilize my leadership skills to enhance the success of the organization.

WORK EXPERIENCE

ARROW ACADEMY:

EXECUTIVE DIRECTOR

Provide leadership, decision making, strategic focus, and guidance to the District. Direct and manage specific areas of school operations for improved academic achievement results. Represent the superintendent of schools as an official of the district. Interface extensively with Board of Education members in order to support Arrow Academy initiatives and to provide expertise and recommendations to Board Members. Attend all Board Meetings and functions in order to represent the schools, school support, or department interests. Provide input to the superintendent of schools in the selection and assignment of district and school leaders. Assist the superintendent of schools in formulating and recommending policies and goals for the operation of the district.

August 2015 - Present

PRINCIPAL - LIBERATION ACADEMY

A campus administrator with proven leadership in closing the achievement gap for students from being below grade level proficiency in reading to 100% passing rate in reading for 3rd, 4th, and 5th grades on the state assessment, STAAR 2014-15. As principal, the Liberation Academy was recognized by TEA as a Met Standard, 2 Stars Distinguished School in Texas.

Provide the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the school. Supervise instructional services to all students, programs for special education, dyslexia, RtI, food service, transportation, human resources and other operational needs at the campus level. Ensure teacher quality for every classroom and a safe learning environment for all students, staff, and visitors.

August 2011 - May 2016

HOUSTON INDEPENDENT SCHOOL DISTRICT:

PROGRAM ADMINISTRATOR – TITLE I, PART A PARENTAL INVOLVEMENT PROGRAM

Monitored 1.2 million dollars budgetary information for parental involvement activities at 280 HISD Title I campuses. Assisted schools with budget expenditures for program implementation. Analyzed parental involvement data to ensure capacity building that would increase the high academic achievement of students at low performing campuses. Managed the Title I Parental Involvement Program at the district level, working collaboratively with instructional and program specialists, principals and School Improvement Officers ensuring compliance with the *No Child Left Behind* Act. Designed

and facilitated the Parental Involvement Workshop Series to build capacity at all Title I schools.

January 2003 – July 2011

FEDERAL PROGRAM ADMINISTRATOR - SUPPLEMENTAL EDUCATION SERVICES (SES) & SCHOOL CHOICE

Supervised components of the School Improvement Program (SIP). Provided technical assistance to Stage 1 and above in SIP to complete the federal application, develop a budget within the guidelines of the School Improvement Program, and analyzed test data to ensure implementation of school improvement strategies that purported to increase student academic achievement.

January 2003 – March 2009

SUPERVISOR – EXTERNAL FUNDING (TITLE I)

Responsible for monitoring schools to ensure compliance with federal and state guidelines. Provided additional school support to TEA Acceptable rated schools, new campuses and new principals to the Title I program. Conducted in-depth analysis of student data and program effectiveness to help each assigned campus improve student achievement. Made recommendations to principals and Title I Coordinators on the implementation of the School Improvement Plan with inclusion of scientifically researched-based programs and the alignment of funds with data driven campus needs.

July 2002-January 2003

TRAINER III – ALTERNATIVE CERTIFICATION PROGRAM

Supervised up to 30 teachers and librarians seeking their certification. Visited campuses throughout HISD and observe and assess teachers' performance and provided ongoing assistance. Planned, coordinated, and presented professional development modules on best practices in education. Provided support in teacher training activities for the state examination for certification (ExCET & TExES). Assisted first year teachers in discovering sound teaching strategies and disciplinary procedures for a learner-centered environment.

March 1998 – July 2002

PRINCIPAL'S DESIGNEE - THE RICE SCHOOL

In the principal's absence, I was responsible for administering the school, holding conferences with students and/or parents on disciplinary problems and academic performance. Supervised faculty and staff in all school programs.

Second Semester 1998

TEAM LEADER - THE RICE SCHOOL

Developed master ancillary schedule. Played an integral role on the screening and interviewing team for teachers' and principals' selection. Acted as a liaison between the administration and the team. Assisted in establishing goals for the team. Communicated responsibilities to each team member. Kept records of team achievements. Communicated training needs to the administrators. **August 1995 – February 1998**

CONTENT SPECIALIST - THE RICE SCHOOL

Assisted with the articulation of a K-8 curriculum. Collaborated with content specialists from all disciplines-physical education, fine arts, exceptional education, technology, and dual language to plan TAAS preparation program and activities. Assisted with the implementation of an interdisciplinary curriculum. Assisted in establishing benchmarks for student performance.

May 1997 – February 1998

TEACHER - THE RICE SCHOOL

Planned and taught activities for grades Kindergarten through Eight. Tutored students in an after school homework program. Served on the Strategic Planning Committee where I assisted in assessing and analyzing the school's performance for the determination of future programs. I have also been apart of the Shared Decision Making Team as the time facilitator.

August 1994 – February 1998

TEACHER - BONHAM ELEMENTARY

Planned and taught activities for grades Kindergarten through Five. Implemented a track and field program and coached grades Two through Five. Worked in the Extended Day program as a tutor for students at risk.

August 1993 - June 1994

EDUCATION

HOUSTON BAPTIST UNIVERSITY; Houston, Texas

Bachelor of Arts Degree - Conferred February 27, 1993

Triple Major: Speech, Mass Media, and Human Kinetics

TEXAS SOUTHERN UNIVERSITY; Houston, Texas

Master of Education Degree - Conferred August 10,

1996 **Concentration:** Educational Administration

Certification: Mid-Management

TEXAS SOUTHERN UNIVERSITY; Houston, Texas

Doctorate of Education Degree – Conferred August 7, 2010

Concentration: Educational Administration

Dissertation Title: *“The Effectiveness of Two-Way Bilingual Education Programs in Closing the Achievement Gap for Minority Students”*

PROFESSIONAL DEVELOPMENT & ACTIVITIES

- Professional Development Appraisal System Certification (PDAS)
- Instructional Leadership Training Certification (ILD)
- Texas Essential Knowledge and Skills Review Team (Joint Project with TEA and Texas A & M University)
- Board of Directors, Member-at-Large for the National Association of Alternative Certification (2000-2002)
- TEA designee for the USDE National Summit on Supplemental Educational Services and Public School Choice
- Team Leader for District implementation of the Arrow Academy Instructional Framework

REFERENCES

Jim Christensen, Superintendent
Arrow Academy

Cell/Work: (979) 575-4346

Pamela Evans, Director
HISD - External Funding/Federal Programs
Work: (713) 556-6937, Cell: (713) 702-
6174

Robert Childress, Senior Pastor
Covenant Glen United Methodist Church
Work: (713) 499-8788, Cell: (832) 368-2676

Keith Manning, Senior Consultant SGV
International
Home: 281-862-0339, Cell/Work: (713) 202-5667

The Board of Trustees will use the following criterion to define leadership competencies and the monitoring tool to communicate progress in these competencies:

- 1. Diagnose and Planning:** articulating a clear vision of the culture (value-centered and results oriented), goals and educational philosophy of our proposed school; focusing on and prioritizes goals and results with persistence, determination, and relentless drive to achieve them, keeping the big picture in mind; analyzing complex problems and establishing a strategic plan of action for effective solutions; overcoming challenges and diversions inherent in the start-up of a visionary school; and adapting to implement an array of solutions to achieve results.
- 2. Priority management and communication:** demonstrates poise and strong verbal and written skills to motivate and express thoughts clearly across diverse school and community audiences; models active listening skills; values the perspective of students, adults, parents, and community members, understanding their points of view, needs and how to meet these needs; and remains calm, competent under pressure situations, expressing confidence in a way forward that ensures process and goal success.
- 3. Is an Educator with strong leadership curriculum and Data knowledge:** models and assesses exemplary instructional practices, distinguishing between excellent, strong, weak and poor teaching; provides constructive feedback to improve instruction; conducts excellent teaching; and commits to a comprehensive curriculum, which includes all subject areas.
- 4. Has skills in Supervision, Evaluation and Professional Development:** builds a culture of reflecting and learning and accepting feedback from one's own experiences to grow; commits to building a school culture where staff focus continuously on successes and challenges and how this learning can help them individually and as a group to improve results for children; orchestrates a direction for the development of staff aligned with their learning needs; delegates responsibility and decisions to staff, enabling them to contribute to the school's success and grow professionally; and identifies and mentors emerging leaders within the school staff team
- 5. Is family and Community-Oriented leader who:** values a strong "customer" oriented approach to promoting, building and improving the school to attain enrollment goals and high levels of parent and community satisfaction; interfaces well with key community leaders and politicians to maintain and build their support for and involvement in our school; involves effectively a wide-array of community organizations in school partnerships and has a vision for the same for the character education aspects of our school; develops working relationships and collaborative arrangements with the Community Board, politicians, and other organizations to ensure ongoing support for our charter school; and interacts with various faith-based institutions, and community leaders from the multiple cultures in our community to guarantee our educational philosophy is embraced and supported throughout the community

6. **Manages and has high expectations of success:** Believes that each student can learn to high academic standards; thinks “outside the box” with the flexibility to ensure each student’s educational needs are served; takes personal responsibility as a school leader for ensuring the success of each child; and practices holding adults accountable for attaining academic achievement for all children. IS a license in school administrator supervision in Nevada; at least five years experience in education, with teaching experience included; experience with smooth school business and facility operations; and the ability to manage balanced school budgets.

**FCS Principal’s
Six monitored Competencies
for Hire and Annual Progress**

Name _____

A. Diagnosis and Planning

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Team	Recruits a strong leadership team and develops its skills and commitment to a high level	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support	Works solo with little or no support from colleagues.
Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school’s strengths and weaknesses.	Carefully assesses the school’s strengths and areas for development.	Makes a quick assessment of the school’s strengths and weaknesses.	Is unable to gather much information on the school’s strong and weak points.

Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data. Bemoans students' low achievement and shows fatalism about bringing about significant change.
Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.

ategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current r.	Writes a cumbersome, nonaccountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data. Is too caught up in daily crises to focus on emerging data.

Comments:

B. Priority Management and Communication

				1
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals	Is not an effective communicator, and others are often left guessing about policies and direction.
Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
Follow-Up	Has a foolproof system for capturing key information, remembering,	Writes down important information, remembers, prioritizes, and	Writes things down but is swamped by events and sometimes	Trusts his or her memory to retain important information,

	prioritizing, and following up.	almost always follows up.	doesn't follow up.	but often forgets and fails to follow up.
Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him or herself
Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
Prevention	almost always prevented or deflected.	Takes the initiative so that time-wasting activities and crises are Is effective at preventing and/or deflecting many timewasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.

Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores. Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Comments:

C. Curriculum and Data

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Expectations	Gets all teachers to buy into clear, manageable, standards aligned	Tells teachers exactly what students should know and be able to do by	Refers teachers to district or national scope-and-sequence documents for	Leaves teachers without clear direction on student learning

	grade-level goals with exemplars of proficient work.	the end of each grade level.	curriculum direction.	outcomes for each grade level.
Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
Interims	Ensures that high-quality, aligned, common interim assessments	Orchestrates common interim assessments to monitor student	Suggests that teacher teams give common interim assessments to check on	Doesn't insist on common interim assessments, allowing teachers to use

	are given by all teacher teams at least four times each year.	learning several times a year.	student learning.	their own classroom tests.
Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year
Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.

	toward goals.			
Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Comments:

D. Supervision, Evaluation, and Professional Development

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.

Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
Development	Orchestrates aligned, high quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.

Units	Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits
Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective

Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.
---------------	--	--	---	---

Comments:

E. Family Involvement

Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
Celebration	Publicly celebrates kindness, effort, and improvement and builds students'	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.

	pride in their school.			
Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
Support	Is highly effective getting counseling, mentoring, and other supports for high-need students	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns
Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
Conferences	Orchestrates productive	Works to maximize the	Makes sure that report	Provides little or no

	parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	number of face-to-face parent/teacher report card conferences.	cards are filled out correctly and provided to all parents.	monitoring of the report card process.
Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Comments:

F. Management and Expectations

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Strategies	Implements proven macro strategies (e.g., looping, class size reduction)	Suggests effective macro strategies (e.g., looping, team teaching) to	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.

	that boost student learning.	improve student learning.		
Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems
Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.

Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.

Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.
------------------	---	--	---	--

Comments:

AUDREY NIECE SANDERS
11107 Dawson Road
Pearland, Texas 77584
Phone Number: (832) 818-4442

CAREER OBJECTIVE

To obtain a position where I can best utilize my leadership skills to enhance the success of the organization.

WORK EXPERIENCE

ARROW ACADEMY:

EXECUTIVE DIRECTOR

Provide leadership, decision making, strategic focus, and guidance to the District. Direct and manage specific areas of school operations for improved academic achievement results. Represent the superintendent of schools as an official of the district. Interface extensively with Board of Education members in order to support Arrow Academy initiatives and to provide expertise and recommendations to Board Members. Attend all Board Meetings and functions in order to represent the schools, school support, or department interests. Provide input to the superintendent of schools in the selection and assignment of district and school leaders. Assist the superintendent of schools in formulating and recommending policies and goals for the operation of the district.

August 2015 - Present

PRINCIPAL - LIBERATION ACADEMY

A campus administrator with proven leadership in closing the achievement gap for students from being below grade level proficiency in reading to 100% passing rate in reading for 3rd, 4th, and 5th grades on the state assessment, STAAR 2014-15. As principal, the Liberation Academy was recognized by TEA as a Met Standard, 2 Stars Distinguished School in Texas.

Provide the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the school. Supervise instructional services to all students, programs for special education, dyslexia, RtI, food service, transportation, human resources and other operational needs at the campus level. Ensure teacher quality for every classroom and a safe learning environment for all students, staff, and visitors.

August 2011 - May 2016

HOUSTON INDEPENDENT SCHOOL DISTRICT:

PROGRAM ADMINISTRATOR - TITLE I, PART A PARENTAL INVOLVEMENT PROGRAM

Monitored 1.2 million dollars budgetary information for parental involvement activities at 280 HISD Title I campuses. Assisted schools with budget expenditures for program implementation. Analyzed parental involvement data to ensure capacity building that would increase the high academic achievement of students at low performing campuses. Managed the Title I Parental Involvement Program at the district level, working collaboratively with instructional and program specialists, principals and School Improvement Officers ensuring compliance with the *No Child Left Behind* Act. Designed

and facilitated the Parental Involvement Workshop Series to build capacity at all Title I schools.

January 2003 – July 2011

FEDERAL PROGRAM ADMINISTRATOR - SUPPLEMENTAL EDUCATION SERVICES (SES) & SCHOOL CHOICE

Supervised components of the School Improvement Program (SIP). Provided technical assistance to Stage 1 and above in SIP to complete the federal application, develop a budget within the guidelines of the School Improvement Program, and analyzed test data to ensure implementation of school improvement strategies that purported to increase student academic achievement.

January 2003 – March 2009

SUPERVISOR – EXTERNAL FUNDING (TITLE I)

Responsible for monitoring schools to ensure compliance with federal and state guidelines. Provided additional school support to TEA Acceptable rated schools, new campuses and new principals to the Title I program. Conducted in-depth analysis of student data and program effectiveness to help each assigned campus improve student achievement. Made recommendations to principals and Title I Coordinators on the implementation of the School Improvement Plan with inclusion of scientifically researched-based programs and the alignment of funds with data driven campus needs.

July 2002-January 2003

TRAINER III – ALTERNATIVE CERTIFICATION PROGRAM

Supervised up to 30 teachers and librarians seeking their certification. Visited campuses throughout HISD and observe and assess teachers' performance and provided ongoing assistance. Planned, coordinated, and presented professional development modules on best practices in education. Provided support in teacher training activities for the state examination for certification (ExCET & TExES). Assisted first year teachers in discovering sound teaching strategies and disciplinary procedures for a learner-centered environment.

March 1998 – July 2002

PRINCIPAL'S DESIGNEE - THE RICE SCHOOL

In the principal's absence, I was responsible for administering the school, holding conferences with students and/or parents on disciplinary problems and academic performance. Supervised faculty and staff in all school programs.

Second Semester 1998

TEAM LEADER - THE RICE SCHOOL

Developed master ancillary schedule. Played an integral role on the screening and interviewing team for teachers' and principals' selection. Acted as a liaison between the administration and the team. Assisted in establishing goals for the team. Communicated responsibilities to each team member. Kept records of team achievements. Communicated training needs to the administrators. **August 1995 – February 1998**

CONTENT SPECIALIST - THE RICE SCHOOL

Assisted with the articulation of a K-8 curriculum. Collaborated with content specialists from all disciplines-physical education, fine arts, exceptional education, technology, and dual language to plan TAAS preparation program and activities. Assisted with the implementation of an interdisciplinary curriculum. Assisted in establishing benchmarks for student performance.

May 1997 – February 1998

TEACHER - THE RICE SCHOOL

Planned and taught activities for grades Kindergarten through Eight. Tutored students in an after school homework program. Served on the Strategic Planning Committee where I assisted in assessing and analyzing the school's performance for the determination of future programs. I have also been apart of the Shared Decision Making Team as the time facilitator.

August 1994 – February 1998

TEACHER - BONHAM ELEMENTARY

Planned and taught activities for grades Kindergarten through Five. Implemented a track and field program and coached grades Two through Five. Worked in the Extended Day program as a tutor for students at risk.

August 1993 - June 1994

EDUCATION

HOUSTON BAPTIST UNIVERSITY; Houston, Texas

Bachelor of Arts Degree - Conferred February 27, 1993

Triple Major: Speech, Mass Media, and Human Kinetics

TEXAS SOUTHERN UNIVERSITY; Houston, Texas

Master of Education Degree - Conferred August 10, 1996

Concentration: Educational Administration **Certification:**

Mid-Management

TEXAS SOUTHERN UNIVERSITY; Houston, Texas

Doctorate of Education Degree – Conferred August 7, 2010

Concentration: Educational Administration

Dissertation Title: *“The Effectiveness of Two-Way Bilingual Education Programs in Closing the Achievement Gap for Minority Students”*

PROFESSIONAL DEVELOPMENT & ACTIVITIES

- Professional Development Appraisal System Certification (PDAS)
- Instructional Leadership Training Certification (ILD)
- Texas Essential Knowledge and Skills Review Team (Joint Project with TEA and Texas A & M University)
- Board of Directors, Member-at-Large for the National Association of Alternative Certification (2000-2002)
- TEA designee for the USDE National Summit on Supplemental Educational Services and Public School Choice
- Team Leader for District implementation of the Arrow Academy Instructional Framework

REFERENCES

Jim Christensen, Superintendent
Arrow Academy
Cell/Work: (979) 575-4346

Pamela Evans, Director

HISD - External Funding/Federal Programs
Work: (713) 556-6937, Cell: (713) 702-
6174

Robert Childress, Senior Pastor
Covenant Glen United Methodist Church
Work: (713) 499-8788, Cell: (832) 368-2676

Keith Manning, Senior Consultant SGV
International
Home: 281-862-0339, Cell/Work: (713) 202-5667

Foundations Charter School

Teacher Evaluation Scoring Sheet		Score				pts	Max	Total
Rubric Title	Below	Acceptable	Proficient	H. Effect				
Common Language	Rare	Some	Often	Most				
Percent of Max Points	0-40	41%-65%	66-85%	85-100%				
Domain 1 Classroom Environment								
EXCEL Model					0	20		
Social Contract					0	20		
Greeting/Shaking hands					0	10		
Good Things					0	10		
Affirmations					0	10		
Non-verbal Cues					0	10		
Self-managing classrooms					0	10		
Four Questions modeled					0	10		
					0	100		
Domain 2-Pre-lesson Rigor								
Access and use of TEKS/data systems					0	20		
Domain 3-Lesson Relevance								
Objectives visible					0	10		
Relevance of Objective					0	10		
Metaphor/Analogy					0	10		
Non-linguistic tool-bridge an circle maps					0	10		
Technology					0	10		
					0	50		
Domain 4-Retrieving Knowledge								
Questions targeting descriptions					0	10		
Non-linguistic-circle and bubble maps					0	10		
Technology					0	10		
					0	30		
Domain 5-Routing Lesson								
Cues					0	10		
Transitions					0	10		
Modeling					0	20		
Application Questions					0	10		
Analysis Questions					0	10		
Similarities nad Differences					0	10		
Compare and Contrast					0	10		
Non-linguistic-double bubble and multi-flow					0	10		

Foundations Charter School

Technology	0	10
	0	100
Domain 6-Retaining		
Checking for Understanding	0	10
Synthesis Questions	0	10
Cause and effect	0	10
Problem Solving	0	10
Non-linguistic-Brace amd Multi-flow maps	0	10
Technology	0	20
	0	70
Domain 7-Re-Exposing		
Summarize	0	20
judgment Questions	0	20
Rule-based	0	10
Narrative Frame	0	10
Definition Frame	0	10
Argumentation frame	0	10
non-linguistic-Tree Map	0	10
Technology	0	10
	0	100
Domain 8-Rehearsing		
Appropriate level Independent Practice	0	10
Appropriate amount of Independent Practice	0	10
Appraisla Criteria Defined	0	10
	0	30
Domain 9-Post-lesson Reflection		
Tracking Student Progress	0	10
Teaching adsutments per data	0	10
Feedback on Assignments	0	10
Corrective oppportunities	0	10
Flexible learning Time	0	10
	0	50
Domain 10-Professionalism		
Appropriate Communication with constituents	0	10
Team Player and Advocate for school	0	10
Complies with Policies and Procedures	0	10
Complies with Social Contract	0	10
Meets Deadlines for Reporting	0	10
	0	50
		600

Under 349 **Below** Teacher is not at level of retention and must improve.

350-459 **Acceptable** Teacher is progressing and implementing expectations but continuous

Foundations Charter School

progress is expected.

460-540 **Proficient** Teacher is doing a very good job of meeting expectations and impact is observed in student data.

541-600 **H. Effective** Teacher can serve as a coaching model for others on how to implement expectation with fidelity.

Foundations Charter School

The Board of Trustees will use the following criterion to define leadership competencies and the monitoring tool to communicate progress in these competencies:

- 1. Diagnose and Planning:** articulating a clear vision of the culture (value-centered and results oriented), goals and educational philosophy of our proposed school; focusing on and prioritizes goals and results with persistence, determination, and relentless drive to achieve them, keeping the big picture in mind; analyzing complex problems and establishing a strategic plan of action for effective solutions; overcoming challenges and diversions inherent in the start-up of a visionary school; and adapting to implement an array of solutions to achieve results.
- 2. Priority management and communication:** demonstrates poise and strong verbal and written skills to motivate and express thoughts clearly across diverse school and community audiences; models active listening skills; values the perspective of students, adults, parents, and community members, understanding their points of view, needs and how to meet these needs; and remains calm, competent under pressure situations, expressing confidence in a way forward that ensures process and goal success.
- 3. Is an Educator with strong leadership curriculum and Data knowledge:** models and assesses exemplary instructional practices, distinguishing between excellent, strong, weak and poor teaching; provides constructive feedback to improve instruction; conducts excellent teaching; and commits to a comprehensive curriculum, which includes all subject areas.
- 4. Has skills in Supervision, Evaluation and Professional Development:** builds a culture of reflecting and learning and accepting feedback from one's own experiences to grow; commits to building a school culture where staff focus continuously on successes and challenges and how this learning can help them individually and as a group to improve results for children; orchestrates a direction for the development of staff aligned with their learning needs; delegates responsibility and decisions to staff, enabling them to contribute to the school's success and grow professionally; and identifies and mentors emerging leaders within the school staff team
- 5. Is family and Community-Oriented leader who:** values a strong "customer" oriented approach to promoting, building and improving the school to attain enrollment goals and high levels of parent and community satisfaction; interfaces well with key community leaders and politicians to maintain and build their support for and involvement in our school; involves effectively a wide-array of community organizations in school partnerships and has a vision for the same for the character education aspects of our school; develops working relationships and collaborative arrangements with the Community Board, politicians, and other organizations to ensure ongoing support for our charter school; and interacts with various faith-based institutions, and community leaders from the multiple

Foundations Charter School

cultures in our community to guarantee our educational philosophy is embraced and supported throughout the community

- 6. Manages and has high expectations of success:** Believes that each student can learn to high academic standards; thinks “outside the box” with the flexibility to ensure each student’s educational needs are served; takes personal responsibility as a school leader for ensuring the success of each child; and practices holding adults accountable for attaining academic achievement for all children. IS a license in school administrator supervision in Nevada; at least five years experience in education, with teaching experience included; experience with smooth school business and facility operations; and the ability to manage balanced school budgets.

**FCS Principal’s
Six monitored Competencies
for Hire and Annual Progress**

Name _____

B. Diagnosis and Planning

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Team	Recruits a strong leadership team and develops its skills and commitment to a high level	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support	Works solo with little or no support from colleagues.
Diagnosis	Involves stakeholders in a comprehensive diagnosis of	Carefully assesses the school’s strengths and areas for	Makes a quick assessment of the school’s strengths and weaknesses.	Is unable to gather much information on the school’s

Foundations Charter School

	the school's strengths and weaknesses.	development.		strong and weak points.
Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data. Bemoans students' low achievement and shows fatalism about bringing about significant change.
Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
Theory	Wins staff ownership for a robust, research-based theory	Researches and writes a convincing theory of action for improving	Accepts colleagues' current notions of how student	Says that hard work improves achievement – but shows

Foundations Charter School

	of action for improving achievement.	achievement.	achievement is improved.	doubts that progress can be made
Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, nonaccountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data. Is too caught up in daily crises to focus on

Foundations Charter School

				emerging data.
--	--	--	--	----------------

Comments:

B. Priority Management and Communication

				1
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals	Is not an effective communicator, and others are often left guessing about policies and direction.
Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
Follow-Up	Has a foolproof	Writes down	Writes things	Trusts his or

Foundations Charter School

	system for capturing key information, remembering, prioritizing, and following up.	important information, remembers, prioritizes, and almost always follows up.	down but is swamped by events and sometimes doesn't follow up.	her memory to retain important information, but often forgets and fails to follow up.
Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him or herself
Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
Prevention	almost always prevented or deflected.	Takes the initiative so that time-wasting activities and crises are Is effective at preventing and/or deflecting many	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.

Foundations Charter School

		timewasting crises and activities.		
Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores. Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Comments:

E. Curriculum and Data

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Expectations	Gets all teachers to buy	Tells teachers exactly what	Refers teachers to	Leaves teachers

Foundations Charter School

	into clear, manageable, standards aligned grade-level goals with exemplars of proficient work.	students should know and be able to do by the end of each grade level.	district or national scope-and-sequence documents for curriculum direction.	without clear direction on student learning outcomes for each grade level.
Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
Interims	Ensures that high-quality,	Orchestrates common	Suggests that teacher teams	Doesn't insist on common

Foundations Charter School

	aligned, common interim assessments are given by all teacher teams at least four times each year.	interim assessments to monitor student learning several times a year.	give common interim assessments to check on student learning.	interim assessments, allowing teachers to use their own classroom tests.
Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year
Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
Monitoring	Uses data on grades, attendance, behavior, and other variables	Monitors data in several key areas and uses them to inform improvement	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.

Foundations Charter School

	to monitor and drive continuous improvement toward goals.	efforts.		
Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Comments:

F. Supervision, Evaluation, and Professional Development

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.

Foundations Charter School

	trust and respect.			
Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
Development	Orchestrates aligned, high quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
Support	Gives teacher teams the training, facilitation, and resources they need to	Ensures that teacher teams have facilitators so meetings are focused and	Has teacher teams appoint a leader to chair meetings and reports.	Leaves teacher teams to fend for themselves in terms of leadership

Foundations Charter School

	make their meetings highly effective.	substantive.		and direction.
Units	Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits
Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously	Counsels out or dismisses most ineffective teachers, following	Tries to dismiss one or two ineffective teachers, but is	Does not initiate dismissal procedures, despite evidence

Foundations Charter School

	following contractual requirements.	contractual requirements.	stymied by procedural errors.	that some teachers are ineffective
Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Comments:

E. Family Involvement

Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
Celebration	Publicly celebrates kindness,	Praises student achievement and works to	Praises well-behaved students	Rarely praises students and fails to build

Foundations Charter School

	effort, and improvement and builds students' pride in their school.	build school spirit.	and good grades.	school pride.
Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
Support	Is highly effective getting counseling, mentoring, and other supports for high-need students	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns
Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.

Foundations Charter School

	learning.			
Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Comments:

F. Management and Expectations

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Strategies	Implements	Suggests	Explores macro	Plays it safe

Foundations Charter School

	proven macro strategies (e.g., looping, class size reduction) that boost student learning.	effective macro strategies (e.g., looping, team teaching) to improve student learning.	strategies that might improve achievement.	and sticks with the status quo.
Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems
Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
Transparency	Is transparent about how and why decisions were made, involving stakeholders	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders	Makes decisions with little or no consultation, causing

Foundations Charter School

	whenever possible.		sometimes feel shut out.	frequent resentment and morale problems.
Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
Relationships	Builds strong relationships with key district and external personnel and gets them	Builds relationships with district and external staffers so they will be	Is correct and professional with district and external staff but does not enlist their	Neglects relationship-building with district and external staff and doesn't

Foundations Charter School

	excited about the school's mission.	helpful with paperwork and process.	active support.	have their support to get things done.
Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Comments:

Foundations Charter School

**Student Performance Domain
WORKSHEET
(to be completed by the Principal)**

Principal [Click here to enter text.](#)

Date [Click here to enter a date.](#)

Campus [Click here to enter text.](#)

Grades [Click here to enter text.](#)

Directions:

I. Met Standard Improvement Required Focus School Priority School

If improvement needed, give reason:

Title I Campus: Yes No

Has the school been identified for Distinction Designations? If yes, for which indicators? [Click here to enter text.](#)

Principal Comments: [Click here to enter text.](#)

II. Student Performance

A. Post campus State Assessment results below.

Proficient	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Special Ed*	Econ Disadv*	ELL*
EXAMPLE	88%	84%	79%	93%					78%	93%	
All Subjects											
Reading											
Mathematics											
Writing											
Science											
Social Studies											

*

Principal comments regarding State Assessment Results: [Click here to enter text.](#)

**Student Performance Domain
SUMMARY**

(to be completed by Superintendent)

Principal: [Click here to enter text.](#) Appraiser: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Campus: [Click here to enter text.](#) Grades: [Click here to enter text.](#)

Step 1: Verify the information on the Worksheet completed by the principal. Use the current Accountability Reports.

Step 2: Campus Accountability Rating: [Click here to enter text.](#)

District Accountability Rating: [Click here to enter text.](#)

Step 3: Complete an intervention plan if warranted based on local criteria.

Step 4: Determine a domain rating based on local criteria. Use the Campus Accountability Rating and the locally determined domain rating as one part of the local appraisal instrument which includes results for other domains such as: instructional management, school or organization morale, school or organization improvement, personnel management, management of administrative, fiscal, and facilitative functions, student management, school or community relations, professional growth and development.

Identify areas for growth based on student performance achievement data: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Strengths: [Click here to enter text.](#)

Signature of Appraiser

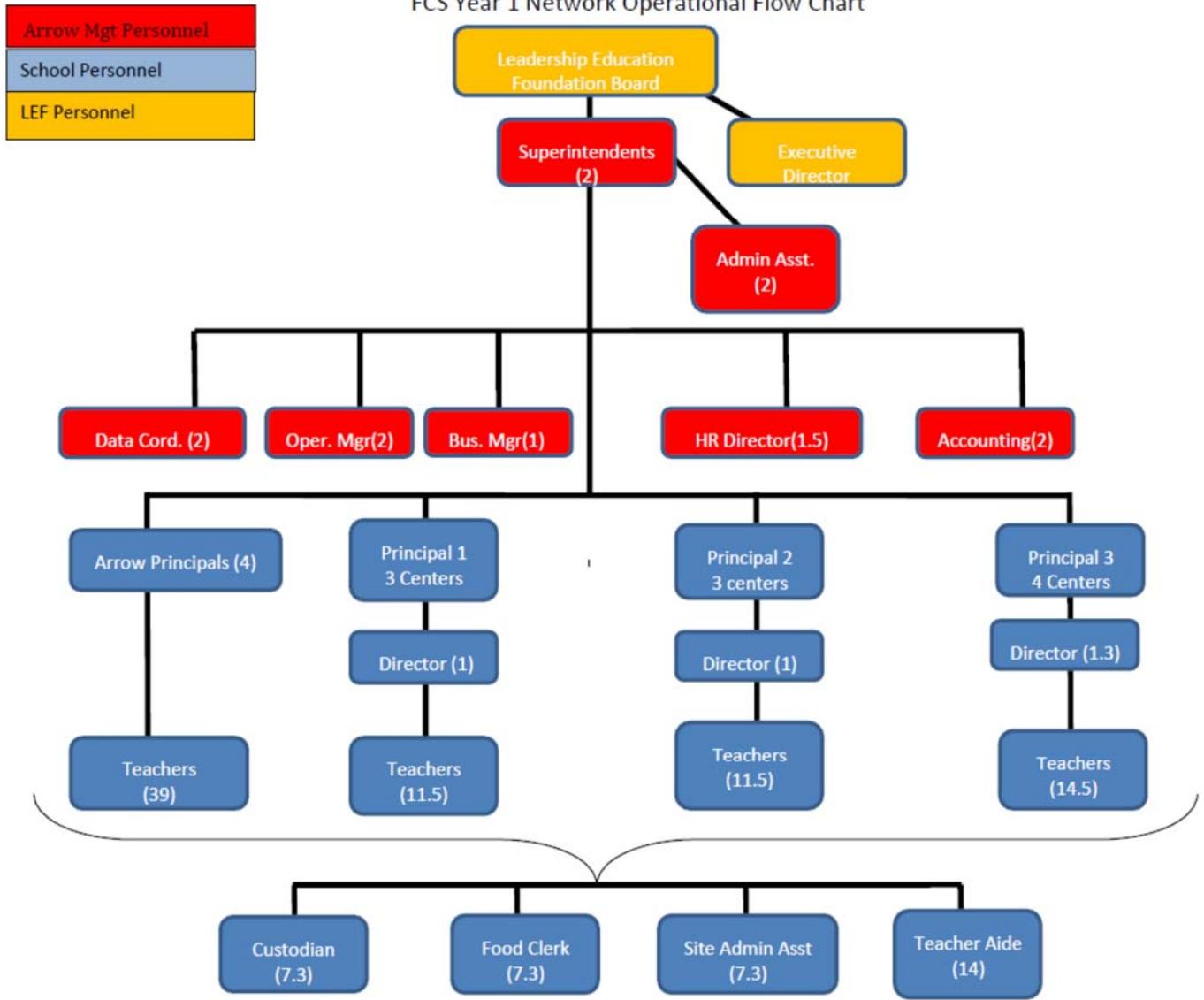
Date

Signature of Principal

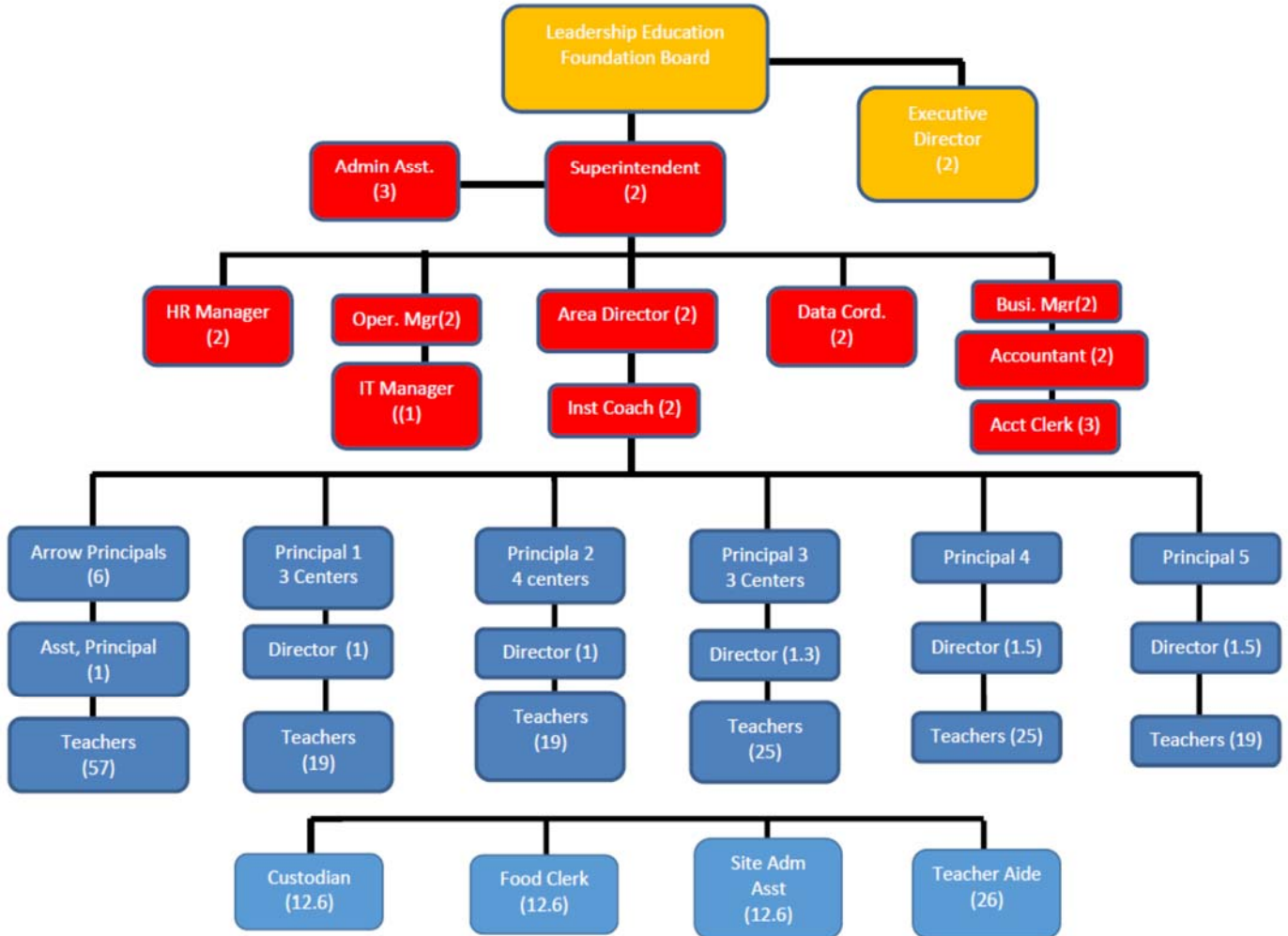
Date

Attachment 7

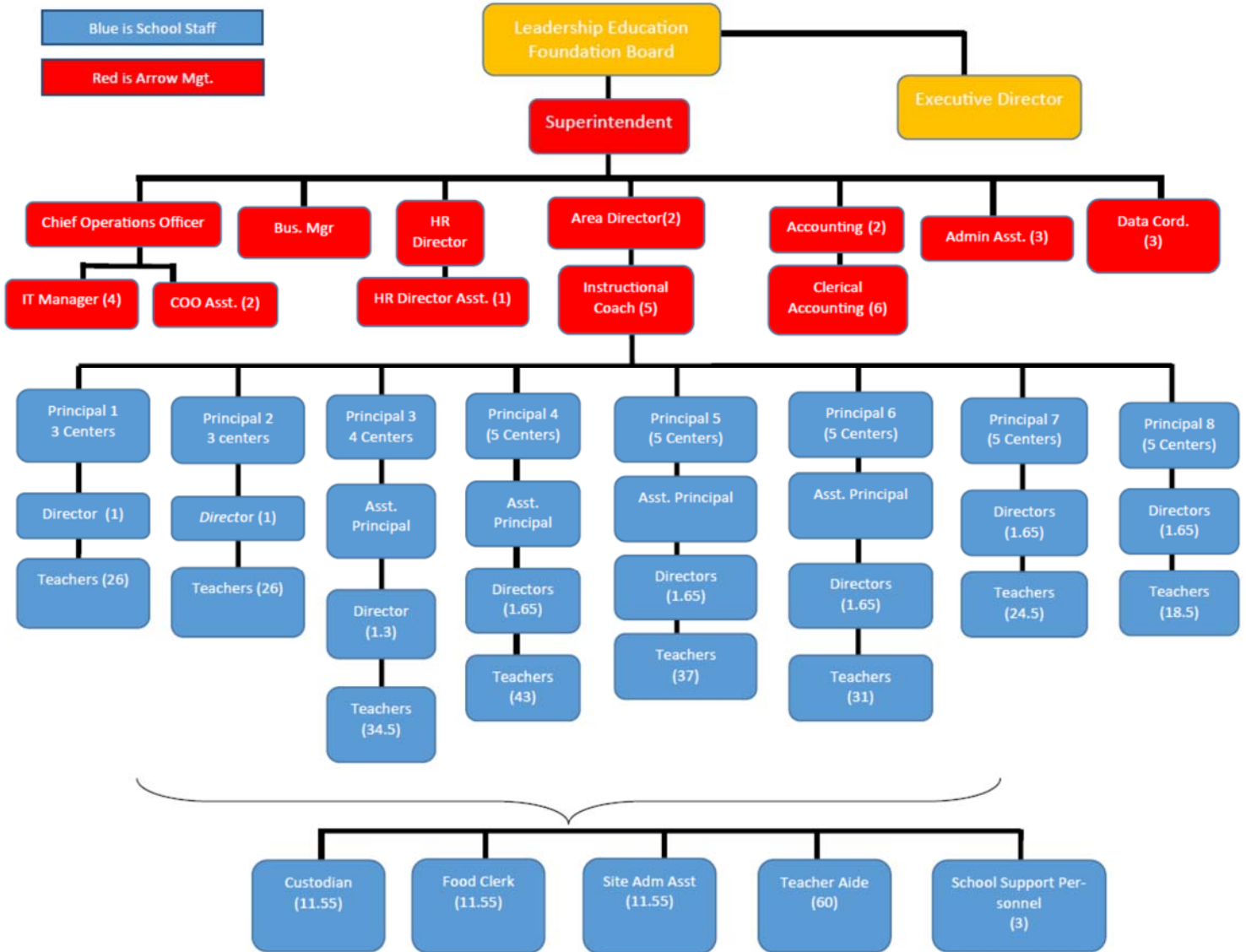
FCS Year 1 Network Operational Flow Chart



FCS Year 3 Network Operational Flow Chart



FCS Year 6 Network Operational Flow Chart



CURRICULUM VITAE FOR WILLIAM R. WALSH

PERSONAL

William R. Walsh
2383 Kelley Woods Lane
Franklin, Texas 77856

Married for 48 years to Janet
Three Children; Eight Grandchildren
Home Phone: 979-828-5697

EDUCATION

1963-1967 University of Texas - Austin, Texas

Degree : Bachelor of Business Administration
Major : Industrial Management
Minor : Mathematics

1959-1963 McAllen High School – McAllen, Texas

EXPERIENCE

2007-Present Semi-Retired; Owner, FI Enterprises LLC
2005-2007 Seisco International, Houston, Tx., Chief Operating Officer
2000-2005 Mission Shippers, Inc., Mission, Tx., Owner, General Manager
1999-2000 Farmsource, Inc., Owner; Vice-President
1995-1998 Microtherm, Inc., Vice-President
1988-1995 AMS, Inc., College Station, Tx., Executive Vice-President
1984-1988 AMS, Inc., Dallas, Tx., Senior Vice-President
1980-1984 Agency Records Control, Atlanta, Ga., Vice-President
1977-1980 Texas State Comptroller, Austin, Tx., Ass't Comptroller Data Services
1975-1977 Texas State Comptroller, Austin, Tx., Director Evaluation/Internal Audit
1971-1975 Texas Governor's Office, Austin, Tx., Analyst/Consultant
1969-1971 McDonnell Douglas Aerospace Corp., St Louis, Mo., Systems Analyst
1967-1969 McDonnell Douglas Aerospace Corp., St Louis, Mo., Staff Assistant

CURRENT ACTIVITIES

Board Member, Leadership Education Foundation, Chairman of Board
Board Member, Seisco International LLC
Board Member, FI Enterprises LLC

PREVIOUS ACTIVITIES

Board Member, Mission Shippers Inc., Chairman of Board
Board Member, Texas Enterprise Bank

RECOGNITION

BRIAN LEE

2712 BAYBERRY CT.
BRYAN, TX 77807
BRIANLEE10@GMAIL.COM
(979) 575-3114

EDUCATION

Master of Arts in Counseling

September 2007 – May 2009
Prairie View A&M

BS in Recreation, Parks, & Tourism Sciences

Sept. 1998 – Dec. 2002
Texas A&M University, College Station, TX

WORK EXPERIENCE

National Director

January 2013-Present

Beta Upsilon Chi, Inc, Fort Worth, TX

Serving as the executive leader for nation's largest national Christian Fraternity

Offering visionary leadership to staff as well as to 2500 active members on 34 university campuses

Responsible for overseeing the mission, vision, and strategic planning for the organization

Responsible for developing strategic partnerships at a national level

Responsible for managing fundraising and expansion for the organization

Director

June 2011-Present

Arrow Academy Save Our Streets Center, Bryan, TX

Served as principal of the charter school.

Part of the leadership team of a network of charter schools for at-risk students.

Helped to establish the mission, vision, and strategic planning for the organization

Responsible for hiring and overseeing all staff members

Responsible for supervising and managing day-to-day instruction and student behavior

Engaged all students with motivating message during a morning rally each day

Personal:

Hometown:

New Braunfels, TX

Family:

Married for 14 years and have two daughters (9,6) and two sons (4,2)

Hobbies:

Golf, Basketball & Reading Biographies

World Travel Experience:

Siberia
Vietnam
India
England
Haiti
Honduras

Student Intervention Specialist

August 2009-May 2011

Jane Long Middle School, Bryan, TX

Served in an administrative role helping to meet the needs of students considered the most at-risk on the campus.

Developed and maintained positive, caring relationships with students with chronic behavior and academic problems

Coordinated services and resources in the community to help meet the needs of the students I served.

Teacher & Coach

January 2003- 2009

Jane Long Middle School, Bryan, TX

Instructed middle school students in Teen Leadership, Language Arts, World History, Health and Physical Education

Composed curriculum for Bryan ISD Social Studies and World Culture

Trained and led middle school athletes in football, basketball, soccer and cross-country

Crisis Counselor

January 2008-2013

Treatment Assessment Services, Tomball, TX

Counseled over 1000 men, women and children in emergency care at St. Joseph's Regional Hospital and The Medical Center of College Station

Assessed emotional health and stability working alongside emergency room doctors and nurses for patient placement and care

Christian Camp Men's Director

March 2001-August 2001

Deer Creek Camp, Medina, TX

Recruited counselors, led bible studies to college students, organized nightly events, facilitated large meetings for campers and counselors.

Worked alongside owner to select and purchase campgrounds, assisted in vision setting for the purpose and future of camp

RA- Residence Advisor

September 1998-May 2000

Cain Hall Athletic Dorm, Texas A&M University

Supervised athletic dorm life and activities

Monitored and Assisted Texas A&M athletes

Camp Counselor and Ropes Course Director

May 1999-August 1999

Camp Timberline, Estes Park, Colorado

Leadership Experience

BYX Fraternity President, Chaplain, & Pledge Trainer

September 1999-May 2002

Brothers Under Christ (BYX), Texas A&M University

While serving as president there were over 250 college men who were active members of this Christian Fraternity at A&M

IMPACT Co-Founder and Director

January 1999-August 2000

Impact Freshman Christian Camp, Texas A&M University

This organization started with 100 incoming freshman and 50 student staff members and has grown to one of the largest organizations on campus involving over 500 student staff members and over 1500 freshmen each year

Other Public Speaking Engagements

- Master of Ceremonies – Brothers Under Christ National Convention
- Key Note Speaker – Disciple Now Conferences, TELEO Conference
- Fellowship of Christian Athletes – Bryan High School and Jane Long Middle School
- IMPACT – Camp for incoming freshmen at Texas A&M University
- New Braunfels High School Varsity Football Team

Carmen Maxwell
5041 Whispering Oaks
College Station, Texas 77845
Phone: 979-777-4468
carmenmaxwell777@gmail.com

Professional Objective:

To utilize my knowledge and experience to inspire, educate, and motivate our staff, and students, creating a productive and transforming learning environment.

Certifications:

Capturing Kids Hearts, Teen leadership

Work Experience:

- Master Stylist and Color Specialist, REGIS Corporation Bryan Texas
1984- October 1994
- Assistant Director, Save Our Streets Ministries Bryan Texas
October 1994-2016

Educational Background:

- Bryan High School

Skills:

Proficient at Microsoft Word, Excel, Public Speaking, Customer Service, ,Team Building, Event planning, Strategic Planning, Great Communication, Social, Organizational, and Leadership Skills

Duties:

Teach, Disciple, Mentor, Motivate, Supervise Inner-city Teens/Women, Create, Plan, Organize, Train and Lead; Retreats, Camping Trips, Lock-ins, Cross-Cultural Training, Mentoring Programs, Discipleship programs, Summer Programs, Leadership Training, Volunteer Training, Community Relations, Assisting in staff Development and Organizational Development, Public Speaking, Fundraising, Strategic Planning

Education

Sam Houston State University	Masters of Education in Administration	August 2006
Texas A&M University	Bachelors Art in English	May 1992
Lamar Consolidated High School	Diploma	May 1970

Employment

2010 – 2013	Pebble Creek Elementary – CSISD	Assistant Principal
2000 – 2010	College Station Middle School, CSISD	7 th English
1997 – 2000	College Station Middle School, CSISD	7-8 th Speech Com
March 1996 – 1997	Jane Long Middle School, Bryan ISD	7 th Grade English
1993 – March 1996	Spring Forest MS, Spring Branch ISD	6 th English; 7-8 th Speech Com
1988 – 1992	Student at Texas A&M University	Student
1985 – 1988	Registered Day Care	Director
1983 – 1985	St. Paul's UMC	Youth Director
1980 – 1982	Ellison's Western Wear	Book keeper
1979 – 1980	Calvert Independent School District	Business Manager

Awards and Recognition

- 2012 College Station ISD Hall of Fame
- 2003 - 2004 Teacher of the Year - College Station Middle School, CSISD
- 1992 Woman of the Year – St. Paul's United Methodist Church
- 1987 – 1992 Texas A&M University - Distinguish Student three times

Areas of Leadership and Professional Associations

- 2011 – 2013 CSMS Foundations Team
- 2011 – 2013 Founder - 4th Grade CORE (Character, Organization, Respect, Etiquette)
- 2011 – 2013 Pebble Creek – Bus Behavior Panther Style
- 2010 – 2011 CSISD Deep Dive Team – Review District Grading Policy
- 2007 – 2010 **CSMS Instructional Coach** – programming and presenting CSMS Staff Development
- 2008 – 2010 CSMS AVID Team
- 2007 – 2008 CSISD PBMAS Team
- 2007 – 2008 CSISD Reading Leader Team
- 2007 – 2008 CSMS Student Achievement Design Team
- 2006 – 2009 **Bridging the TAKS Gap** – Personal Training for Parents - Created, planned & implemented BTG by collaborating with the Lincoln Center, CSMS PTO, Concerned Black Men, CSISD Ed Foundation
- 2002 – 2009 Team Leader – Team Tejas/Team Endeavour
- 2002 – 2009 Campus Leadership Team – CSMS
- 2002 – 2007 Team Leader – Student Equity Design Team (CSMS)
- 1997 – 2010 Mentor Teacher for TAMU Dept. of EDCI
- 1997 – 2013 Association of Texas Professional Educators
- 2002 – 2004 CALT Leadership Team - CSISD Content Area Leadership Team – Writing

- 2000 – 2002 Parent Community Involvement Committee (CSMS)
- 2000 – 2003 Co-founder and co-leader CSMS Target Club (TAAS/TAKS focus club for students)
- 1999 – 2000 Texas Association of Speech Communicators – Area Rep.
- 1997 – 2002 Campus Improvement Plan Committee (CIP) CSMS

Staff Development, Presentations and Training of Future Teachers

- 2010-2013 Staff Development for Pebble Creek Elementary
- 2007 – 2010 New Teacher Induction – for CSISD
- 2007 – 2010 **Instructional Coach** – All Student Engagement Staff Development Presentations
- April 2010 Presenter - CSMS Staff Development - *Do You Know Me Well Enough to Teach Me?*
- August 2009 Presenter - CSMS Staff Development - *Cooking Up Something Special*
- August 2008 Presenter - CSMS Staff Development - *Racing Toward Success*
- April 9, 2007 Presenter - CSMS Staff Development - Working on the Work – Student Engagement
- January 2007 Working on the Work Conference in Dallas – Phil Schlechty
- August 2006 Presenter – Staff Development – Discipline with Dignity Management
- 2002 - 2004 CSISD TAKS Writing Scoring Trainer
- 2002 - 2004 CSISD Content Area Leadership Team (Writing)
- Fall 2004 Cooperative Teacher – College Station Middle School, College Station ISD
- 2003 Trainer - TAKS Writing Scoring Training - Cypress Grove Intermediate School, CSISD – At the request of the English department, I conducted a pull-out day on TAKS writing
- 2000 – 2002 Region VI – African-American Initiative
- 1999 – 2000 Presenter - **Texas Middle School Conference**, Travel TEKSas
- 1998 – 2000 Presenter - 8th Annual Region VI Technology Conference - *Travel TEKSas*
- 1997 – 2000 Presenter - CSISD Tech Fest - *Travel TEKSas* with Track Star & Hyper Studio

References

- | | | |
|-------------------------------------|--|--------------|
| • Mrs. Annette Roraback – Principal | Pebble Creek Elementary | 979-764-5595 |
| • Mr. Oliver Hadnot - Principal | College Station Middle School | 979-764-5545 |
| • Laura Wilding – Assistant | Aggie Teach Program
College of Science -TAMU | 979-575-0080 |
| • Mrs. Starlet Bell - Consultant | Former Principal for CSISD at
Southwood Valley Elementary | 979-324-6623 |

RESUME FOR CHARLES DAVID SHELLENBERGER

PERSONAL:

Charles David Shellenberger
306 Suffolk Ave
College Station, Tx 77840

Married to Melina for 47 years
Three Children, Seven Grandchildren

EDUCATION:

1966-1970 Baylor University, Waco, Texas

Degree: Bachelor of Science
Major: Biology

EXPERIENCE:

2007-Present Broker/Owner-Keller Williams Realty, Brazos Valley, Bryan/College Station, Tx
1975-2011 Owner/CEO-David Shellenberger's Mens Wear, College Station, Tx
1988-1993 Owner/CEO-Shellenberger's Apparel, Dallas, Tx
1970-1995 Owner/CEO-David Shellenberger's Mens & Ladies Apparel, Waco, Tx
1968-1970 Sales Representative, Merit Pharmaceuticals, Houston, Tx
1963-1970 Sales Person, The Charles Shop, Waco, Tx

CURRENT ACTIVITIES:

Board Member, Leadership Education Foundation, Past Chairman of the Board
Board Member, Extarco Bank, Waco/Bryan, Tx

PREVIOUS ACTIVITIES:

Deacon, First Baptist Church, College Station, Tx
Deacon, First Baptist Church, Bryan, Tx, Treasurer
Board Member, Briarcrest Country Club, Chairman of the Board, Vice-Chairman of the Board, Treasurer
Board Member, Bryan/College Station Chamber of Commerce, Chairman of the Board
Board Member, Waco Chamber of Commerce
Board Member, Brazos Valley Rehab Center, President

Holly Myers Bio

My name is Holly Myers. I have been an educator for 15 years, working with children from birth through 18. During these 15 years, I earned my B.a. In Child and Family Sociology followed by an international Montessori credential for children from 0-3 and 3-6. After this, I completed my Masters in Education at Loyola College of Maryland and my teaching credential at National University. I spent the next few years writing a project based literacy curriculum, integrating the state standards with social studies and science. I was honored to host a GATE workshop and teach this curriculum to students from first grade through fifth at a public school. During this time, it became clear to me how important a strong foundation in literacy was. But more than simply a strong foundation, a strong interest in learning through reading. I have been teaching the elementary grades for the past six years in California and Nevada, two of which were at a charter school. I am trained in multiple online reading programs and Whole Brain Teaching. I am dedicated to improving our education system and providing for other children what I wish for my own children.

Holly

Connie Wood Board Member Bio



Connie Wood retired June 2013 as Assistant Principal of Pebble Creek Elementary. She taught 7th grade English and Speech Communications at College Station Middle School for 13 years before entering the world of administration. She received the College Station Middle School Teacher of the Year award for 2003-2004 and was inducted into the College Station ISD Hall of Fame in 2012.

Not one to stand still, Connie has formed a company called, Legacy Memories. In addition, she is writing a series of values-based children's books entitled, *The Adventures of Little Brucie*. Recently, she was the ghost writer for her husband's newly published book, *Rising Up to Meet the Challenges of Life*.

She lives to love God and love people. Connie is married to Dr. Bruce Wood, recently retired pastor of 18 years for Aldersgate United Methodist Church. She has four wonderful children who have given her six beautiful grandchildren.



Bio for Carmen Maxwell

Carmen Maxwell, is the assistant director for Save Our Streets Ministries. Under the direction of JJ Ramirez, SOS is a ministry that reaches out to at risk youth and their families in our community. Carmen has led the teen girl's ministry at SOS that consist of numerous inner-city girls between the ages of 12-18 on a weekly basis. She also leads a women's ministry for inner-city and local women in our community for the past 21 years. Carmen took in troubled girls into her home for 12 years. She was then was led to start the "Walk with Me" mentoring program that has been in existence for the past 6 years, to provide mentors from our local churches for the homeless, pregnant, and inner city youth of our community. SOS is committed to becoming an answer to the problems of our inner-city, therefore Carmen has lead and organized, lock-ins, sexual abuse retreats, women and teen girls retreats, sexual integrity, job training, leadership training classes, and "SOS Angel tree" to provide Christmas gifts to inner-city youth. She has also created cross cultural-training, and a discipleship program to train volunteers for ministry. SOS Partners with over 50 churches, law enforcements agencies, schools and over 300 volunteers in our community. The SOS mission is to bring the love of Jesus to the streets of Bryan and College Station and beyond, to rescue restore and release this generation to enter into their God-given destinies, and to become productive members of our society.

Bio
William Walsh
Board President

Bill Walsh is a lifelong learner and leader. He is a graduate of the University of Texas with a degree in business administration. Bill has served as a system analysis, comptroller, analyst to the Governor, executive and owner of several companies and community leader that serves on three boards. Bill is a lifelong athlete who enjoys traveling the country and participating in basketball competitions. Bill has a passion for kids, the outdoors and his family. His wife of 48 years, Janet, have three children and eight grandchildren who spend time of their Franklin Texas ranch enjoying time together. Bill was selected for the Texas producers Hall of Fame for his outstanding work in the industry in his career.

BIO for Brian Lee
Board Member

Brian has ten years of experience in education. During his time working in public schools in Texas he served as a middle school teacher, coach, and administrator. Brian was hired as the first Director of Arrow Academy Save Our Streets in Bryan, TX in 2011. In December of 2012, he stepped away from his role at Save our Streets and began to serve on the Arrow Academy board. He currently serves as the National Director for a college student ministry called Beta Upsilon Chi (BYX). Brian graduated from Texas A&M in 2002 and received a Masters Degree in Counseling from Prairie View A&M in 2009. Brian has been married to his amazing wife, Stephanie, for 14 years. They have four children, Jada (9), Kiva (6), Judson (4), and Kason (2). They currently live in Bryan, TX, where they are deeply connected to their local and church community.

Bio for Charles David Shellenberger
Board Member

David has been a businessman, family member and community supporter in College Station, Texas over the past 40 years. He is currently owner/CEO of Keller Williams Realty. He has owned Shellenberger's Men and Ladies Apparel in three Texas cities and was a former sales representative for Merit Pharmaceuticals. David is a member of the board for Extarco Bank in Bryan and Waco Texas and supports his community by serving on the Leadership Education Foundation School Board and a leader of the First Baptist Church in College Station.

David has been on many board including Briarcrest Country Club (Chairman), College Station Chamber of Commerce, Waco Chamber of Commerce and Brazos Valley Rehab Center and served as the center's President.

David is a graduate of Baylor University in Waco, Texas with a degree in science. He and his wife, Melina, have three children and seven grandchildren.

Leadership Education Foundation

Board Member Code of Ethics

Members of the LEF Board are appointed officials and are responsible for governing the educational system of the public school. Each governing board member shall

1. adhere to the principle that the responsibility of the board is to govern the school, which includes but is not limited to establishing goals, planning, developing effective policies, and evaluation;
2. practice good stewardship of the State's resources;
3. in an effort to become a more effective board member, keep themselves informed of local, state and national education issues through individual study and professional development;
4. recognize and follow the legal principles that (a) the authority vests with the majority of the members of the governing board when assembled in meetings as authorized by law, (b) no individual school board member has, or a minority of school board members have, the legal right to bind the school, and (c) no individual school board member may make decisions on behalf of the school unless upon approval of a majority of school board members.
5. make informed decisions on matters brought before the school board;
6. recognize and adhere to the policy that it is the responsibility of the school board to plan, make, implement, appraise, and enforce policies and that it is not the responsibility of the school board or school board members to run the day-to-day operations of the school;
7. observe and enforce federal and state laws and regulations;
8. respect the limited intent and scope of executive sessions as set forth in statute;
9. distinguish between personal views and those of the school board when making public comments regarding school matters;
10. present information to the school board without distortion and accurately represent facts concerning school district matters in direct or indirect public statements;
11. maintain professional relationships in a manner which are free of vindictiveness, recrimination and harassment;
12. refer persons having complaints to the applicable complaint policy and appropriate school administrator; refrain from giving an opinion on the merits of the complaint unless, following the complaint procedure required in the school board complaint policy, the matter is before the school board;
13. respect the legitimacy of the goals and interests of other school board members and respect the rights of other school board members to pursue goals and policies different from their own;
14. respect, require and contribute to the maintenance of order and decorum in proceedings before the school board;

15. be honest, patient, dignified, and courteous to those with whom he/she deals with in his/her official capacity;
16. diligently discharge responsibilities and dispose promptly of the business of the school district for which he/she is responsible;
17. inform the school board president or school superintendent as soon as possible upon learning that he/she will not be in attendance at a school board meeting;
18. refrain from personal, professional, business and financial dealings that interfere with or are in conflict with, or give the appearance of interfering with or being in conflict with, the performance of official duties;
19. not use the office of a school board member to promote political candidates or partisan political activities;
20. not accept nor offer any gratuities, gifts, services, or things of value that (a) impair professional judgment, (b) offer special advantage or benefit to any person or organization, or (c) provide a direct or indirect personal benefit.
21. not commit any act of moral turpitude or gross immorality;
22. render a decision as a school board member only after having discussed the matter with other board members in a legal school board meeting, after having reviewed applicable information and data, and after having considered recommendations including but not limited to recommendations from school administration;
23. support Board decisions made by the majority of governing board members, subject to a board member's right to formally make a motion at a school board meeting to have the decision reconsidered or rescinded;
24. not participate in discussion or vote on any issue in which I have an actual or the potential of a conflict of interest.

Leadership Education Foundation (LEF)

Conflict of Interest Policy¹

And

Annual Statement

**For Directors and Officers and
Members of a Committee with Board Delegated Powers**

Article -- Purpose

1. The purpose of this Board conflict of interest policy is to protect LEF's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of LEF or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

Article II-- Definitions

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which LEF has a transaction or arrangement,
 - b. A compensation arrangement with LEF or with any entity or individual with which LEF has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which LEF is negotiating a transaction or arrangement.

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

A financial interest is not necessarily a conflict of interest. A person who has a financial

¹ This policy is based on the IRS model Conflict of interest policy, which is an attachment to Form 1023. It adds information needed to allow LEF to assess director independence in order to answer questions on Form 990.

interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. **Independent Director** -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --
 - a. is not, and has not been for a period of at least three years, an employee of LEF or any entity in which LEF has a financial interest;
 - b. does not directly or indirectly have a significant business relationship with LEF, which might affect independence in decision-making;
 - c. is not employed as an executive of another corporation where any of LEF's executive officers or employees serve on that corporation's compensation committee; and
 - d. does not have an immediate family member who is an executive officer or employee of LEF or who holds a position that has a significant financial relationship with LEF.

Article III -- 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 Board or Executive Committee.
2. **Recusal of Self** -Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. **Procedures for Addressing the Conflict of Interest**
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether LEF can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in LEF's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV-Records of Proceedings

The minutes of the 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 Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V - Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from LEF for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEF for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEF, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands LEF is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII - Periodic Reviews

To ensure LEF operates in a manner consistent with charitable purposes and does not

engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to LEF's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, LEF may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

The End

Revision History by the LEF Board
Initial Conflict of Interest policy adopted April 19, 2006
Restated April 17, 2008

**Director and Officer
Annual Conflict of Interest Statement**

1. Name: _____ Date: _____

2. Position:

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

3. I affirm the following:

I have received a copy of the LEF Conflict of Interest Policy. (initial)

I have read and understand the policy. (initial)

I agree to comply with the policy. (initial)

I understand that LEF is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____

__ (initial)

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with LEF? Yes No

1. If yes, please describe it: _____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with LEF? Yes No

1. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

Signature of director

Date: __

Date of Review by Executive Committee: _____

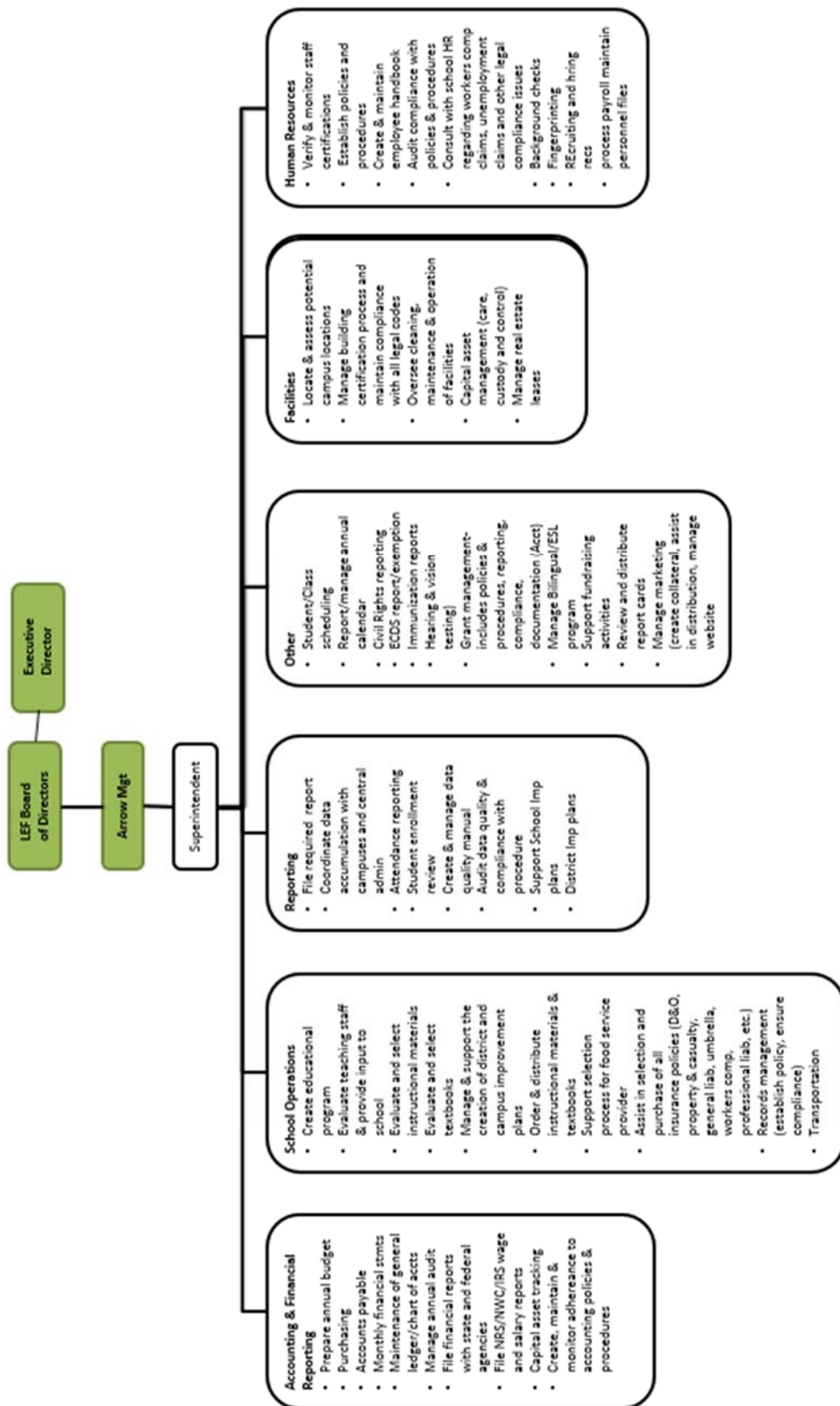
Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Feel free to add rows as needed.

2015-2016 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
<i>INSTRUCTION</i>	Set up campus model		Aug 2015
	Professional Development Literacy, Math, Lesson plans, Inst. Research, assessment, CKH, software, operations, SpPop.	Supt, principal	May 2017
	Textbook finalization	COO	May 2017
	Standards decomposed and aligned to resources	Supt, principal	June 2017
	Benchmarks complete	Supt, principal	July 2017
	Assessments	Supt, principal	July 2017
	Supplies	Principal	July 2017
	Computers/software	COO	July 2017
<i>TALENT</i>	Talent Ed Implemented	HR Director	Oct 2016
	Staffing for each site	Supt, principal	June 2016
	Staffing model & Job Description for each school and district centers	Supt, HR Director, principal	July 2016
	Staff recruiting and hiring	Supt, principal, HR	Feb 2017
	Staff Employee information	HR Director	Feb 2017
	Selection of administrative site Team	Supt	Mar 2017
<i>OPERATIONS</i>	Charter Board development	LEF Board	July 2016
	Academic calendar		July 2016
	Establish campus/site location(s)	Supt/OAC	June- December 2016
	Calendar of public meetings	LEF Board	May 2017
	Admin flow chart – report line		July 2016
	Security review for sites fire- intruder-burglary	COO	Aug 2016
	Furniture Audit in each site	COO	Aug 2016
	Food Service Equipment Audit	COO	Aug 2016
	Defibrillator Review	COO	Aug 2016
	Define locations and which services delivered from each: instruction, support, technology, business functions	COO	Oct 2016
	Lease agreement	Supt/LEF	Nov 2016

		Board	
	Board: Minutes, training, policies	LEF Board	Jan 2017
	Nevada Central administrative office space who, set up	COO	Jan 2017
	CMO agreement	LEF Board	Oct 2016
	Asbestos check in sites	COO	Feb 2017
	Vendor for contract services	Supt/COO	March 2017
	Certificate of Occupancy	COO	Mar 2017
	Food service process how and who	COO	Mar 2017
	NSLP Application	COO	April 2017
	Transportation	COO	May 2017
	Health Permit	COO	June 2017
	Delivery between sites, support areas, product orders, textbooks, electronic file storage	COO	June 2017
	Record collection and depository arrangements: Students, Human resources, correspondences, etc	COO	June 2017
<i>TECHNOLOGY</i>	Internet lease agreement with site	Supt	Nov 2016
	Technology infrastructure Audit	COO	Nov 2016
	Technology software review	COO	Dec 2016
	Phone service	COO	Jan 2017
	School website launch	Data Admin	Jan 2017
	Computer purchase RFP	COO	Mar 2017
	Nutrition Software status	COO	Apr 2017
	Nutrition Terminals status	COO	Apr 2017
	Copier Lease status	COO	May 2017
	Technology plan connectivity, hardware, repair vendor	COO	June 2017
<i>FINANCE</i>	Budget set up	CFO	July 2016
	Start-up grant review process	Supt	Jan 2017
	Business services software	CFO	Feb 2017
	Payroll software	CFO	Feb 2017
	Banking set up	CFO	June 2017
	Audit Selection	CFO	Aug 2017
<i>PARENT & COMMUNITY ENGAGEMENT</i>	Marketing	Supt/OAC	Oct 2016
	Define community partners	Supt/ OAC	July 2016
	Partnership planning	Supt/OAC	July 2016
	Communication tools to public	Supt	Feb 2017
	PTO development	Principal	Aug 2017
<i>SCHOOL SYSTEMS & CULTURE</i>	Research study development for student data collection	Supt	July 2016
	Staff Evaluation processes	Supt	July 2016
	Enrollment forms	Supt/Data Admin	Jan 2017
	Curriculum: yearly plans, course description, etc	Supt/Principal	March 2017
	Student Management system	COO	April 2017

	training		
	Handbooks and forms	Supt/Principal	June 2017
	Registration forms	Principal/ Admin Asst.	June 2017
	Record keeping: Student, staff, parents, correspondences, etc	principal	June 2017
<i>OTHER</i>	OAC development	Supt	June 2016
	Legal services	Supt	Oct 2016



Arrow and FCS Charter School Oversight Roles and Responsibilities

ARROW MGT. will furnish the the sponsoring entity (FCS Charter Board) with all information deemed necessary by law and policy in accordance with Nevada statutes, Education Code, SPCSA and the State Board of Education.

Roles and Expectations of ARROW MGT. Scope of Work:

ARROW MGT who will employ the Superintendent has a primary role in his/her job to be responsible for:

The oversight of the education plan; staffing centers; vendor services; application commitments to SPCSA; Board policy compliance; mission and vision implementation set by the board; professional development; hiring process; terminating process; evaluations; principal supervision; community engagement; facility preparation; school academic performance; District and Campus Improvement Plans; signature reports; and reporting requirements.

The FCS Board is responsible for:

The mission and vision of school system; review evaluation of Superintendent's performance; annually evaluate contract of Arrow Mgt.; hiring/terminating employees; budget; Board training assurances; contracts; and policy development.

ARROW MGT. Oversight Roles:

1. Budgets and Financial Records development.

ARROW MGT. shall be work within a GAAP/FASB approved nonprofit format. The service requires compliance with all requirements, terms and conditions established by any Federal or State funding source.

a. The budget is prepared by ARROW MGT. ARROW MGT. shall provide the Superintendent with an annual projected budget, in reasonable detail, for the Charter School prior to the opening of the School or when required. The annual budget for each subsequent year is provided to the Board for its approval in June of each year. ARROW MGT. expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the approved budget. This includes:

- i. All revenue anticipated to be received from the Board
- ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.
- iii. All expenses anticipated and associated with the operation of the governance costs to run the school, including personnel, occupancy

and travel expenses.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to ARROW MGT. or by the Charter School.

b. Support Board with Quarterly Financial Statements.

c. Support Board with Annual Audit Process.

d. Support Board with oversight of all Federal, State or local Grants and fundraising efforts.

e. Compliance with External Source Funding.

ARROW MGT. supports all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education) that is received. Such payments are expended by ARROW MGT. on behalf of the designated students when so required by the funding source. Upon reasonable advance request, ARROW MGT. provides evidence to the Board that the Centers and Schools are in compliance with such requirements, and provides all reports, data, and information reasonably necessary for the campuses to meet any reporting, certification or other requirements for such funding.

2. Background Checks

All employees are at will employees under agreement with the Charter Board and ARROW MGT. has responsibility of ensuring the staff and any person in daily contact with students of the school are subject to the criminal background check requirements and collected by ARROW MGT. on behalf of the board.

3. School Facilities.

ARROW MGT. shall recommend approval to the Board the real estate facilities constituting the Campuses. ARROW MGT. shall use its reasonable efforts to ensure that the School Facilities are suitable and appropriate for use as a school by the student population to be served at the site.

ARROW MGT. shall be responsible for overseeing the cleaning, maintenance and operation of the School portion of the Facilities. Upon termination of the agreement, ARROW MGT. shall take steps to insure that the School Facilities are in substantially the same condition as they were on the date of this Agreement, except for permitted alterations and improvements, reasonable wear and tear consistent with the number of years that ARROW MGT. has performed services at the School Facilities.

4. Capital Repairs and Improvement approvals.

Capital repairs and improvements in the public school portion of the Centers from start-up funds, grants, donors or Operating Funds shall run through ARROW MGT. This includes discussion around:

- a. all maintenance, replacement and repair of the structural portions of the School Facilities which shall be necessary to maintain the School Facilities in a safe, dry and tenantable condition and in good order and repair;
- b. all maintenance, replacement and repair of underground utility installations and underground electrical conduit and wire, up to the points of connection with the School Facilities and inside the School Facilities;
- c. Any repair, maintenance or restoration required as a result of the act or neglect of Lessor or its agents, employees, students or contractors;
- d. All major repairs, improvements and alterations and all replacements to:
 - (i) All fixtures attached within the School Facilities,
 - (ii) The parking area(s) adjacent to the School Facilities
 - (iii) The building systems of the School Facilities and/or any major component such as the electrical, mechanical, sewerage and plumbing systems.

5. Real Estate.

Through ARROW MGT.'s recommendations the Board shall review all agreements and rental payments and other payments due from the Board as tenant pursuant to leases for the School Facilities out of the share of Operating Funds within commonly acceptable market ranges.

6. Board Approved Policies

ARROW MGT. advises the Board when establishing Board policies to govern the board and set forth terms of conditions for those working under purview of the board that are in the best interest of students, taxpayers and the community resources.

7. Board Meetings and Reports.

ARROW MGT. shall be present and provide such assistance to the Board in the preparation or review of documents, applications and reports as the Board may request for board meeting discussions.

8. Appeals

ARROW MGT. shall have an appeal process so the Board is the final arbitrator of all conflicts that do not reach resolution within the school and ARROW MGT. vendor.

9. ARROW MGT. Performance

ARROW MGT. works with the operators to define the criteria of performance set forth prior to enacting the school for the purposes of clear expectations and communication of defined outcomes in designated areas of management.

- i. Annual student performance report to Board and to the public.
The primary purpose of the contract with ARROW MGT. is to ensure all students can make greater gains than the current common school systems and meet SPCSA criteria of academic performance. Through the unique model that defines a delivery and approach not commonly found in traditional classrooms, high quality professional training and delivery of results that outpace our education system, ARROW MGT. shall report such progress and strategies.
- ii. School improvement plan.
ARROW MGT. shall comply with all, contract and required student performance reporting criteria. Annual progress of student performance will be presented to the board.
- iii. A balanced budget shall be provided by Arrow MGT annually.

10. Employment

The Board employs ARROW MGT. Each board meeting the Superintendent of Arrow Mgt. will provide updates and reports as prescribed by the board about school matters.

11. School Operations

ARROW MGT. shall support the campuses with a complete educational program based on school management principles presented in the charter school application. ARROW MGT. will provide the management and administrative services necessary to implement and operate the FCS chartered educational programs at the centers and school campuses.

12. School Technology.

ARROW MGT. shall be responsible for the oversight of school-based technology and equipment integrated into the operations of the campuses and student learning. School technology equipment is also applied for and acquired through the e-Rate program by ARROW MGT. personnel.

13. Curriculum Materials and Other Property.

ARROW MGT. shall be responsible for the ordering and distributing curriculum materials to be used at the Centers.

14. Cost of Operating the Centers.

ARROW MGT. shall be responsible for oversight of expenses of operating the Centers and collaborate with in the agreement process of use of those operational funds.

15. ARROW MGT. shall be responsible for contracting a food service provider for the campuses in accordance with applicable law.

16. Philanthropic Campaigns.

ARROW MGT. will cooperate with the Board's reasonable requests in the Board's conduct of philanthropic campaigns.

17. Certain Insurance Requirements.

ARROW MGT. shall be responsible to support the Board in identifying, securing and maintaining the following insurance:

Worker's Compensation – \$1,000,000 each accident and in the aggregate
Commercial General Liability – \$1,000,000 each occurrence, \$3,000,000 aggregate
Umbrella Policy - \$3,000,000 aggregate
Personal & Advertising Injury - \$1,000,000 aggregate
Abuse Liability - \$1,000,000 each occurrence and in the aggregate
Directors & Officers - \$1,000,000
Employment Practices - \$1,000,000
Educators Legal Liability - \$1,000,000
Hired & Non-owned Automobile - \$1,000,000
Property & Casualty – coverage determined based on asset values, building values, landlord requirement

20. ARROW MGT. shall collect Information Regarding Teachers, Administrators, and Support Staff

- a. Personal information (name, address, age, sex, marital status – if known)
- b. Education (highest degree attained, alma mater, certifications, teaching certificates, years of experience in educational systems, etc.)
- c. Employment record (occupation, rate of pay, seniority, salaries, benefits, disciplinary actions – if any, commendations, special projects directed, supervisory evaluations, etc.)

21. Recruiting. ARROW MGT. shall be responsible in the recruiting of qualified staff to work within the school and perform the duties set forth in the job description.

22. ARROW MGT. will support the board by providing services for public education information requests; purchase orders; textbooks; gradebooks, report card and discipline oversight software; formal assessment collection oversight; Human Resource issues (Workers Comp, Insurance, HQ, background checks); recruiting; tracks certificates of qualifications; Federal Grants; fundraising; central office phone system; complaint management; board communication and meeting agendas; and school website overview.

23. ARROW MGT. Oversight of Pre-School Operators Responsibility:
ARROW MGT. shall address the following matters:

a. School Facilities.

Operators shall assure that School Facilities are in compliance with all federal, state and local fire, safety, and building codes and requirements applicable to the Charter School, including, to the extent applicable to the Charter School, the abatement of environmental hazards and the requirements of the Americans with Disabilities Act; provided that its sources of funds for doing so will be the operating funds it receives, which are retained by the LEF, grants, landlord agreements and donors.

b. Furniture and Fixtures.

In addition to capital improvements paid for by grants, Operators may make building adaptations to the School Facilities at its own cost and expense if required by or advantageous to its educational objectives consistent and compliance with normal Charter School standards.

c. Transportation

Operators may offer or may subcontract with a certified public or private subcontractor for the provision of transportation services to and from the campus and receive the mileage reimbursement approved rate, per application.

d. Property Ownership.

All property are purchased and leased by the Operators for school use. Any purchases made pursuant to grants or donation, or other similar receipts, shall remain the property of the FCS Charter Board, or be disposed of in accordance with the terms of the applicable grant.

- i. Teacher and Other Staff Property. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of such individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed by teachers or staff.

e. Extra-Curricular Student Fees.

Subject to the approval of the Board an operator may charge fees to students at the Campuses for program expenses for which other public schools in the region customarily charge fees or for extra services such as after school programs, athletics and other similar activities.

f. Budget

Operators work from a collaborative range of expenses approved by the FCS Board to guide a budget that is submitted to ARROW MGT. for review and recommendations to the Board, charter application, SPCSA and regulation expectations for use of public funds.

g. Personnel

Each operator will have day-to-day engagement directing and leading personnel in the school aligned to the Education Plan. Evaluations and reporting oversight of personnel are from certified personnel that may or may not be the campus operator (pending qualifications and circumstances at the center).

h. Schedule

Each Campus will comply with the track school calendar and school day In accordance with the application guidelines that will seek to create 180 days and 7 hours of instruction per day.

j. Professional Development/research and technical support

Each site will align with the FCS charter framework of learning and expand pedagogy aligned to ARROW MGT and campus recommendations and feedback. But all Education planned training, research or technical support modifications will need to be completed by ARROW MGT with strategic implementation.

k. Personnel

Site operators will participate with ARROW MGT. on hiring process and review of personnel for each certified position in the school. Site operators will oversee all hourly employees hiring in accordance with the hiring process.

l. Marketing

Each site operator may participate in marketing, community meetings and community engagement freely as needed. A review of material to be used in marketing of the school should be reviewed in collaboration with ARROW MGT. staff.

m. Campus Selection Criteria

Each interested operator shall provide a letter of interest to participate in the school charter. The members of the board will review and ask ARROW MGT. to do a due diligence on sites to recommend campus recipients according to criteria to be established that may include performance of center, geography, demographics...

Academic Framework	Goal	EMO Responsibility
Annual Growth Measure	70% of students will reach annual growth goals	Complete Responsibility
Annual Growth Measure	FCS students will exceed comparable average of the neighborhood schools in growth measure by 10%.	Complete Responsibility
Annual Growth Measure	Within two years of attending FCS 90% of non-IEP and ELL students will be reading on grade level in grades K-3.	Complete Responsibility
Annual Status Measure	FCS students will exceed the baseline status measure of achievement for comparable averages of neighborhood schools in reading and math by 10%	Complete Responsibility
Annual Achievement Gap Measure	FCS students will close the achievement gap with FRL, ELL and IEP subgroups for comparable averages of neighborhood schools by 5% in reading and math each year.	Complete Responsibility
NSPF Performance Rating	FCS will have a four star rating on the NSPF when two testing grade cohorts (3 rd and 4 th) have taken the SBA.	Complete Responsibility
Other Indicator	FCS students will average 95% attendance annually.	Complete Responsibility
Financial Framework	Goal	Responsibility
Fund Balance	FCS will balance the budget annually and build a fund balance of 8% by year three and 12% by year six.	EMO responsibility with board approval of recommendations
Variance in Projection to Actual Budget	FCS will predict within 5% the projection to actual variance in annual budgets	Complete Responsibility
Annual Balanced Budget	FCS will comply with Nevada State law and ensure an annual balanced budget	EMO responsibility with board approval of recommendations
Cash Flow	Two months of surplus by the end of year 3	Complete Responsibility
Operational Framework	Goal	EMO responsibility
Facility	All ECC's recommended will meet all code standards and comply with contract regarding ECC required commitments	EMO recommendation to Board
Personnel	All staff and volunteers will have a successfully reviewed background check	Complete Responsibility
	All required records of all staff will be filed and kept in a safe location.	Complete Responsibility
	FCS will have successful recruit high performing staff for the children of FCS.	Complete Responsibility
Education Services	FCS will provide a comprehensive list of services as defined in the contract to the students, parents and community members	Complete Responsibility
	FCS will engage in rigorous and just in time Professional Development as defined by student population and performance data	Complete Responsibility

	FCS will provide a viable and challenging curriculum to every student in our school	Complete Responsibility
	Students in FCS will have opportunities to use digital engagement in learning support on a regular basis during or after the school day.	Complete Responsibility
Food Service	FCS will ensure a year-round calendar is operational in every ECC FCS will comply with the NSLP in each ECC	Complete Responsibility Complete Responsibility
Insurance	FCS will comply with minimal insurance requirements per State law requirements	EMO responsibility with board approval of recommendations

Attachment 13

Leadership Education Foundation and Arrow Academy

THIS SCHOOL MANAGEMENT AGREEMENT (the "Agreement") is executed as of the as of *****, by and between Arrow Academy, a for profit corporation ("Arrow"), and the Charter holder and board, Leadership Education Foundation ("LEF"), a Texas 501 (c) (3) not-for-profit corporation. This Agreement shall be effective as of *****.

The LEF and Arrow also agree to the terms set forth below and in, "Terms and Conditions," attached hereto and incorporated herein.

1. Term.

The term of this Agreement ("Term") shall commence on **** and end on ***** unless terminated earlier in accordance with the terms and conditions set forth herein. Upon termination of this Agreement, Arrow acknowledges that the LEF or its designee shall be entitled to offer employment to any of the Arrow's employees without liability to Arrow.

The Term shall include two (2) school years, each commencing on or about ***** and ending on or about *****. However, notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to the LEF, as it may be extended from time to time.

2. Charter School.

(a) Authorization. The LEF has been granted a charter (the "Charter") to organize and operate a charter school (the "Charter School") In Nevada. (each such location, a "Center") by the State Public Charter School Authority (the "SPCSA") pursuant to the State of Nevada Charter Schools Laws.

The Nonprofit and the SPCSA, will enter into a Charter School Contract Agreement dated ***** (the "Charter Agreement") which

- (i) sets forth certain terms and conditions of the Charter, and
- (ii) may be amended from time to time, subject to the obligation of the LEF to consult with Arrow before it agrees to any amendment which materially affects Arrow.

The Nonprofit is governed by a Board of Directors (the "Board") which is responsible for overseeing the operations of the Nonprofit and Arrow Academy. Arrow shall provide the services (the "Services") contemplated by this Agreement to the Board subject to the direction, oversight and policies of the Board, and the requirements of the Charter Agreement, the Charter Schools Law, as either may be amended from time to time, to the extent applicable to such services. Arrow shall provide the services contemplated by this Agreement at the school's Centers.

(b) Name of Attendance Center. The LEF shall have the sole authority to name the School and all other Centers subject to the Charter.

(c) Program. The Centers will open for each academic year on or about August 15, with an expected aggregate enrollment of 720 students in grades K-5 for the first year during the Term. The final year of the term (year 6) will enroll 4680 students in grades K-5.

(d) Admissions and Recruitment. Admission to the Centers shall be open to all students residing in the geographic boundary set forth in the charter application and contract with SPCSA. Admission to the Centers shall be on a nondiscriminatory basis. Arrow shall be responsible for the recruitment of students for the Centers. Arrow shall select students based upon selection criteria agreed upon between LEF and subject to the requirements of the Charter Contract and the Charter Schools Law, as either may be amended from time to time.

3. The LEF Responsibilities.

The bylaws of LEF shall provide that the Charter School or Center may not enter into any Service contract for comprehensive school management or operations services without first submitting such contract to the Board for review. The LEF shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Agreement as provided herein.

The Management Services shall be submitted to the Board no later than 90 days prior to its effective date. The Board shall not enter into the agreement unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

Required Terms of Management Contract. The Management Contract prepared by the LEF includes, without limitation, the following Required Terms:

i. The Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School contract with SPCSA.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service in the management and operation of each center facility for which Arrow shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Arrow may be held accountable to the LEF.

iii. The Service Contract shall be terminable by the LEF, in accordance with its bylaws or other established termination procedures, (A) upon default by Arrow, including without limitation any act or omission of Arrow that causes a default under the Charter School Agreement or that causes the LEF to be in violation of the Charter Schools Law, or (B) for

other good cause as agreed by the LEF and Arrow.

iv. The Service Contract requires that Arrow furnish the LEF with all information deemed necessary by the Board for the proper completion of the budget, quarterly reports, or Financial Audits, required under law. The Contract shall provide that all financial reports provided or prepared by Arrow shall be presented in GAAP/FASB approved nonprofit format.

v. The Service Contract provides that all employees or contractors of Arrow who have direct, daily contact with students of the School shall be subject to the criminal background check requirements to the same extent as employees of the LEF.

vi. The Service Contract requires compliance with all requirements, terms and conditions established by any Federal or State funding source.

vii. The contract requires a percentage of revenue per child paid to Arrow for the management services rendered in this contract.

Financial Reporting.

a. Budget. The budget prepared by Arrow for LEF and the Charter School Contract shall be defined by the LEF and include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Contract.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses anticipated and associated with the operation of the LEF governance costs to run the school, including without limitation personnel, occupancy and travel expenses, if any, and provided that in the event that the expenses in this subsection are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to Arrow or otherwise paid for the Contract Services by the Charter School.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the School such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to Arrow or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits of the Charter School shall include review of all fees and payments made by the Charter School to Arrow.

Nothing in this Section 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

School Facilities.

The LEF shall approve the real estate facilities (the "School Facilities") constituting the Centers. The LEF shall use its reasonable efforts to ensure that the School Facilities are suitable and appropriate for use as a school by the student population to be served at the site.

Capital Repairs and Improvements.

Capital repairs and Improvements at the Campuses shall be managed and paid for by the LEF from start up funds, grants, donors or Operating Funds retained by the LEF pursuant for such purpose. The LEF shall consult with Arrow in determining the capital repairs and improvements that will be made out of such funds; provided, that the final decision shall rest with the LEF.

The following maintenance, repair, replacement and improvement activities at the School Facilities shall be the LEF's responsibility, without reimbursement from Arrow (unless the need for such maintenance, repair, replacement or improvement is due to the negligence or willful misconduct of Arrow or its agents, employees or contractors):

1. all maintenance, replacement and repair to the roof, flashing, gutters downspouts, outer walls and structural portions of the School Facilities which shall be necessary to maintain the School Facilities in a safe, dry and tenantable condition and in good order and repair;
2. all maintenance, replacement and repair of underground utility installations and underground electrical conduit and wire, up to the points of connection with the School Facilities and inside the School Facilities;
3. any repair, maintenance or restoration required as a result of the act or neglect of Lessor or its agents, employees or contractors, or resulting from the failure of Lessor to perform in a timely manner its obligations under this Agreement;
4. all major repairs, improvements and alterations and all replacements to:
 - (i) all fixtures attached within the School Facilities, (ii) the parking area(s) adjacent to the School Facilities and (iii) the building systems of the School Facilities and/or any major component thereof, including the electrical, mechanical, sewerage and plumbing systems.

Real Estate.

The LEF shall make all rental payments and other payments due from the LEF as tenant pursuant to leases for the School Facilities out of the share of Operating Funds allocable to Arrow.

Board Approved Policies

The LEF shall establish Board policies to govern the board and set forth terms of conditions for those working under purview of the board that are in the best interest of students, taxpayers and the community resources.

Board Meetings.

The LEF shall provide Arrow not less than three (3) days' prior written notice of all meetings of its Board of Directors (including, without limitation, telephonic and similar meetings) including the meeting agenda.

Appeals

The LEF shall be the final arbitrator of all conflicts that do not reach resolution within the school and Arrow management.

Arrow Performance

The LEF shall define the criteria of performance set forth prior to enacting this contract for the purposes of clear expectations and communication of defined outcomes in designated areas of management.

Employment

The LEF will oversee the management of the Arrow contract in the best interest of the board. Each board meeting Arrow will provide updates and reports as prescribed by LEF about school matters.

4. Arrow Responsibilities.

(a) School Operations. Arrow shall provide the School and its students at the Centers in grades K-5 with a complete educational program based on school management principles previously presented in writing to the LEF in the charter school application and subject to the overall direction, oversight and policies of the LEF, and shall meet all requirements of the Charter Contract and the Charter Schools Law, as either may be amended from time to time, except as otherwise specifically required by this Agreement. Arrow will provide the management and administrative services necessary to implement and operate its educational program at the School Facilities.

(b) School Technology. Arrow shall be responsible for the acquisition and installation of school-based technology equipment integral to the operations of the Centers. School technology equipment provided by Arrow hereunder out of funds other than Operating Funds shall be the property of Arrow, provided that any items acquired through the e-Rate program will be the property of the LEF.

(c) Curriculum Materials and Other Property. Arrow shall be responsible for the provision of curriculum materials to be used at the Centers, including without limitation acquisition of curriculum materials from third parties to the extent necessary or appropriate. Curriculum materials and other property provided by

Arrow hereunder out of funds other than Operating Funds or public funds provided to the school for use at the School shall be the property of Arrow, provided that any items provided through funds the LEF acquires through government or private grants or donation LEF grants or other similar receipts, will be the property of the LEF.

(d) Cost of Operating the Centers. Except as otherwise provided above, Arrow shall be responsible for all expenses of operating the Centers.

(e) School Facilities. Arrow shall assure that School Facilities are in compliance with all federal, state and local fire, safety, and building codes and requirements applicable to the Charter School, including, to the extent applicable to the Charter School, the abatement of environmental hazards and the requirements of the Americans with Disabilities Act; provided that its sources of funds for doing so will be the operating funds it receives, which are retained by the LEF, grants, landlord agreements and donors. Allocating such funds so received by the LEF (whether retained by the LEF or disbursed to Arrow) shall include and state that Arrow will be responsible for maintenance and repairs and any costs or expenses incurred.

(f) Furniture and Fixtures. Although the LEF shall retain legal possession of and access to the School Facilities at all times, Arrow may enter the School Facilities to meet its obligations hereunder and may use the desks and other furniture, furnishings and other personal property included with and located at the School Facilities to educate students at the Centers; provided, that Arrow may not move such personal property valued over \$10,000 in the aggregate between Centers without the prior approval of LEF. In addition to capital improvements paid for by grants or the LEF, Arrow may make building adaptations to the School Facilities at its own cost and expense if required by or advantageous to its educational objectives; however, Arrow shall not make significant capital improvements or significant alterations to the School Facilities without prior approval of the LEF, which approval may be contingent upon consistency and compliance with normal Charter School standards, LEF educational objectives and landlord requirements, but which otherwise may not be unreasonably withheld.

Arrow shall be responsible for the cleaning, maintenance and operation of the School Facilities. Upon termination of this Agreement, Arrow shall take steps to insure that the School Facilities are in substantially the same condition as they were on the date of this Agreement, except for permitted alterations and improvements, reasonable wear and tear consistent with the number of years that Arrow has performed services at the School Facilities, obsolescence, and fire or other casualties beyond Arrow's control.

(g) Transportation and Food. Arrow shall be responsible for providing food service for the Centers in accordance with applicable law. Arrow may at their discretion subcontract with a certified public or private subcontractor for the

provision of transportation services.

5. Philanthropic Campaigns.

Arrow will cooperate with the LEF's reasonable requests in the LEF's conduct of philanthropic campaigns during the Term for the benefit of the LEF.

6. Property Ownership.

(a) LEF Property. All property purchased for use at the Centers with LEF funds, including purchases made with Arrow Receipts pursuant to the Charter Agreement and the funds the LEF acquires through government or private grants or donation, or other similar receipts, shall remain the property of the LEF, or be disposed of in accordance with the terms of the applicable grant.

(b) Teacher and Other Staff Property. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of such individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed by teachers or staff.

7. Annual Fees.

(a) State Funding. The LEF shall use its best efforts, without expenditure of funds other than its share of Operating Funds, to comply with the requirements of the Charter Agreement and the Charter Schools Law, as they may be amended from time to time, for the purpose of receiving or maintaining its eligibility to receive from The State of Nevada the per pupil allowance for each student enrolled and in attendance at the Centers. The LEF shall also comply, without expenditure of funds other than its share of Operating Funds, with the requirements to receive funds from other external sources, including but not limited to those listed in subsection (c) below.

Arrow shall provide such assistance to the LEF in the preparation or review of applications and reports as the LEF may request. The LEF shall permit Arrow to create and discuss any such applications and reports prior to the LEF submission.

(b) Arrow Fees and LEF Expenses. The LEF shall apply for and shall promptly remit to Arrow all Operating Funds that it receives allocable to the School and Centers, less the following:

- (i) Four percent (4%) of the Operating Funds for the LEF for the reasonable expenses of the LEF,
- (ii) amounts payable by the LEF for staff and insurance required.
- (iii) an offset for any obligations that are imposed on Arrow by this Agreement and that have not been paid in a timely fashion. The 4 percent (4%) calculation in clause (i) of the preceding sentence shall not take into consideration

revenues such as Title I, special education, gifted and talented, or other funding that, by terms of state or federal legislation or regulation, may only be used for direct services to students who qualify for (or whose status enables the school to qualify for) receipt of such funds.

(c) Compliance with External Source Funding. The LEF and Arrow shall comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education) that is received pursuant to this Agreement. Such payments shall be expended by Arrow solely on behalf of the designated students when so required by the funding source. Upon reasonable advance request, Arrow shall provide evidence to the LEF that the Centers are in compliance with such requirements, and shall provide all reports, data, and information reasonably necessary for the LEF to meet any reporting, certification or other requirements for such funding.

(d) Payment Schedule. All funds payable to Arrow hereunder shall be paid to Arrow by the LEF within five (5) business days after its receipt of such funds, except that if the LEF has concerns about the ability of Arrow to pay its remaining obligations for a particular school year, Arrow will work together to insure Arrow's ability to finish the school year, including the ability of the LEF to withhold a sufficient amount of funds so that at no time during the school will the withheld funds be insufficient to meet Arrow's remaining obligations.

8. Budgets and Financial Records.

(a) Arrow shall provide the Board with an annual projected budget, in reasonable detail, for the Charter School prior to the opening of the School or when required. The annual budget for each subsequent year shall be provided to the Board for its approval by the 30th of June. Arrow expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the approved budget without notice to the LEF.

(b) Financial and Business Records. Arrow shall, on behalf of the LEF, maintain accurate financial and business records pertaining to the operation of the Centers. Arrow agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement Arrow agrees to transfer or transfer control of such records to the LEF. Arrow also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, financial records relating to the Centers shall be made available to the Board upon request, or any other appropriate regulatory agency entitled by law to review such records. Arrow also acknowledges that all financial statements and records pertaining to each of the Centers are subject to an independent annual audit. Arrow agrees to cooperate fully with the independent auditor selected or retained by the Board and to make available all financial and other records pertaining to the Centers to such independent auditor as requested in a timely manner. Arrow agrees and

acknowledges that all student information, data and records, including test results from outside testing services, are the property of the LEF. Arrow will cooperate with the LEF to insure that the LEF has timely access (including the simultaneous receipt of outside information and data) to all such information, data and records. Arrow's obligations with regard to such data, information and records will extend beyond the termination of this Agreement, and at the end of the term of this Agreement will transfer and deliver to the LEF, or dispose of, such information, data and records in such manner as the LEF shall request.

9. Student Fees.

Subject to the approval of the LEF, Arrow may charge fees to students at the Centers for program expenses for which other public schools in the region customarily charge fees or for extra services such as after school programs, athletics and other similar activities.

10. Certain Insurance Requirements. Arrow shall secure and maintain the following insurance and shall add the LEF as a co-insured or loss payee, in such manner as the LEF shall request, including the right of the LEF to receive notices of cancellation at least thirty (30) days in advance of cancellation in the minimum amounts set forth below:

Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate; Automobile liability insurance of one million dollars (\$1,000,000); and Employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000).

Educators legal liability insurance with limits of one million dollars (\$1,000,000) for each claim and one million dollars (\$1,000,000) aggregate.

Employee practices liability insurance with limits of one million dollars (\$1,000,000) for each claim and one million dollars (\$1,000,000) aggregate.

Director's and officers insurance with limits of one million dollars (\$1,000,000) for each claim and one million dollars (\$1,000,000) aggregate.

Notwithstanding any provision of the Agreement to the contrary, all insurance to be carried by Arrow shall be written for not less than limits of liability required by the Charter Agreement, the Charter Schools Law and any and all other applicable federal and state laws and regulations, as they may be amended from time to time.

11. Annual student performance report to LEF and to the public. The primary purpose of the management contract with Arrow is to ensure all students can make greater gains than the current common school systems. Through the unique model that defines a delivery and approach not commonly found in traditional classrooms, high quality professional training and delivery of results that outpace our education

system, Arrow shall report to the LEF on such progress and strategies within this contract.

12. School improvement plan. Arrow shall comply will all Nevada Department of Education, SPCSA, and NCLB required student performance reporting criteria. Annual progress of student performance will be presented to LEF.

13. Information Regarding Academy Teachers, Administrators, and Support Staff
a. Personal information (name, address, age, sex, marital status – if known)
b. Education (highest degree attained, alma mater, certifications, teaching certificates, years of experience in educational systems, etc.)
c. Employment record (occupation, rate of pay, seniority, salaries, benefits, disciplinary actions – if any, commendations, special projects directed, supervisory evaluations, etc.)

14. Recruiting. Arrow shall be responsible for the recruiting of highly qualified staff to work within the school and perform the duties set forth in the job description.

15. Entire Agreement. This Agreement shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

16. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, telecopy or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Arrow Academy at:
Arrow Academy
2423 Earl Rudder Fyw Suite 200
College Station, TX 77845
Attn: Dr. Jim Christensen

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Leadership Education Foundation
By _____
Board President
Arrow Academy
By _____ ,
Superintendent

LEF Quality and Performance Assessment

Name: **Arrow Academy**

Date Completed:

Project/Objective: **Annual Review**

Instructions

Members of LEF Board of Directors indicate a performance rating for each category listed on the form. Complete the form for each project or objective that you wish to assess.

Rating definitions: **Performance against Expectation**

5 Exceeds

Performs exceptionally, significantly and positively impacts projects. Demonstrates future thinking; promotes organizational strategic objectives. Identifies and resolves issues before they become problems.

4 Above

Performs above expectations. Has an important and positive impact on organizational performance. Promotes organizational objectives. Solves problems efficiently and effectively.

3 Meets

Meets expectations for performance. Competent, dependable performance; meets basic fundamental needs of organization.

2 Below

Results are below expectation. Organizational goals are compromised. Improved performance is required.

1 Fails

Organizational goals are not met. Results are significantly below expectation. Performance improvement is mandatory

Quality of Service

Comprehensiveness	5	4	3	2	1
Relevant					
Inclusive, thorough					
Deals with appropriate details					
Documentation					

Accuracy	5	4	3	2	1
Free from errors and omissions					

Usefulness	5	4	3	2	1
Practical, beneficial, functional, pertinent					

Quality of Service Comments:

Performance

Management	5	4	3	2	1
Deals with complexity in the environment of competing needs					
Exercises planning, organization, direction, coordination, flexibility and priority identification.					
Performs role in an adept and highly skilled manner.					
Acknowledges the needs and motivation of others.					

Management Comments:

Teamwork and Communication	5	4	3	2	1
Practices full disclosure by understanding and using appropriate communication methods, identifying target audiences, delivering effective presentations, useful reports, and listens to learn.					
Shares information and resources in a manner that aids and assists others in accomplishing their goals.					

Teamwork and Communication Comments:

Analysis and Decision Making	5	4	3	2	1
Seeks to identify and define problems, develops facts, formulates alternative solutions, and offers appropriate conclusions and recommendations.					
Searches for and assesses many different kinds of information before arriving at an understanding of an event, problem, or opportunity. Demonstrates creative approaches to addressing issues.					

Analysis and Decision Making Comments:

Leadership	5	4	3	2	1
Copes with change, focuses on objectives, develops strategies and inspires the entire organization to move in the same direction.					
Demonstrates a positive and encouraging attitude toward the organization, staff, and constituents.					
Serves as a role model.					

Leadership Comments:

Use of Resources	5	4	3	2	1
Effectively manages financial and human resources to stay within budget.					
Establishes priorities and schedules activities to accomplish goals in a timely and thorough manner. Makes effective use of own and other's time.					
Exercises care in utilizing organizational resources to achieve results.					

Use of Resources Comments:

Relations with Others	5	4	3	2	1
Works effectively and cooperatively with others at all levels of the organization.					
Seeks out other's opinions. Listens to and acknowledges concerns.					
Modifies courses of action, as appropriate, based on opinions and concerns.					
Is able to receive input and create a synthesis of issues, and ideas.					
Maintains confidentiality and objectivity.					

Relations with Others Comments:

Technical Performance	5	4	3	2	1
Demonstrates expertise and effectiveness both technically and professionally.					
Keeps current in recent developments and research in all areas.					
Applies technical knowledge in a practical manner.					
Completes projects/tasks within the required time while meeting quality requirements for accuracy and thoroughness.					

Technical Performance Comments:

Reviewed by:

Date completed:

Comments:

Period of Performance Review:

!

Narrative for Project/Objective:

Describe in detail Arrow's performance for each provision in a management agreement or contract that details work to be performed.

1. Contract Provision

Narrative on Contract Provision 1

FCS does not have a credit need with college or university so this section is not applicable to this application,

Foundation Charter School Operational Execution

The charter board will engage in operational support in the form of professional, consultative, support and management from the CMO Arrow Mgt. for this application. Arrow Mgt. will engage principal's in site leadership services to fulfill the mission and vision of LEF.

Professional Services.

a. **Financial Reporting and Compliance.** Under the supervision of and consultation with the LEF Business Office Arrow Mgt. will oversee administration of all financial and business aspects and day-to-day operations of the school, including, without limitation, regulatory compliance.

(b) **Facilities.** Arrow Mgt will assume administration of the classroom and administrative facilities of the school consistent with all leases or other documents pertaining to the facilities. This will include, without limitation, locating and assessing potential campus locations, managing building certification and permitting processes and compliance with all facilities-related applicable laws and regulations, coordinating the cleaning, maintenance, and operation of facilities, and assisting with facilities-related capital asset administration.

(c) **Record Keeping.** In performing the Professional Services, Arrow Mgt will keep all its records relating to the School in a safe and orderly manner, and acknowledges that some records may constitute public records of the LEF in accordance with the Nevada Public Information Act. All public records of the LEF shall be subject to the LEF's final authority to direct the disposition and safekeeping of all public records.

The LEF designates Arrow Mgt. employees which are specifically assigned to perform services for the School (which may include the LEF employee primarily located other than at the school site) as agents of the LEF for the limited purpose of access to education records, such that the Arrow Mgt. employees have a legitimate educational interest and need to know within the meaning of FERPA. Arrow Mgt. shall ensure, and shall institute policies and procedures reasonably calculated to ensure, that its employees and agents comply with FERPA and all other federal and state laws governing the rights of the Charter School's students with respect to education records, and shall protect the Charter School's education records against accidental or deliberate disclosure to unauthorized persons.

- i. The Arrow Mgt. will ensure maintenance of complete and accurate records pertaining to the operation of the School separately from any other records of Arrow Mgt., in a physical location within the State of Nevada except that any records stored electronically will be stored in accordance with Applicable law.
- ii. Separately track costs and maintain cost control records in accordance with applicable provisions or directives of LEF;
- iii. Use reasonable efforts to ensure security of all student and financial data relative to the School;
- iv. To the extent records are public, comply with the Nevada Public Information Act; FERPA; and ensuring retention of all such records at the School facilities in accordance with the Document Retention and Safekeeping Plan adopted by the LEF; and
- v. Ensure accessibility by the LEF and TEA of those School records maintained by Arrow Mgt. at any reasonable time. The parties understand that the School records, regardless of source of origin, are public records subject to the Nevada Public Information Act ("PIA"), FERPA, and other Applicable law. The parties agree to maintain, retain, disclose, and withhold School records as may be required and in the manner required by any of these laws.

(d) **Audit Services.** The Arrow Mgt. will coordinate with the accounting firm(s) selected by LEF and liaise with same to ensure the accuracy and timeliness of financial reporting, record keeping and auditing of the LEF as may be required by Applicable law.

(e) **Personnel.** The LEF shall hire and terminate all employee's in the organization. Arrow Mgt shall exercise functions respecting School employees including whether a candidate is qualified; has the appropriate qualifications for employment and continued employment; to determine employee compensation; and to determine whether an employee shall be disciplined or recommended for dismissed by the Board. Any person employed by the School shall be an employee of the School, not the Arrow Mgt.. The Arrow Mgt. will prepare employment agreements and documentation for School staff, subject to review and final approval by the LEF.

(i) **Hiring Staff.** The Arrow Mgt. may assist the LEF in identifying and proposing qualified teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The Arrow Mgt. will, as may be directed by the LEF, make recommendations and extend offers to individuals for School positions, within the budget parameters authorized by the LEF. Arrow Mgt. will assist the LEF in verifying and monitoring certifications of School employees, developing staffing policies and procedures that comply with applicable laws and regulations, creating and updating a School employee handbook, completing required background checks, and working with human resources staff and/or LEF's legal counsel to resolve workers' compensation claims, unemployment claims, or other such employee-related legal matters.

(ii) **Superintendent.** The LEF will provide an annual evaluation of the Arrow Mgt. Superintendent aligned to the performance, financial and operational goals of the LEF board.

(iii) **Grievances.** The Arrow Mgt. shall implement any internal grievance policy.

(iv) **Staff Training Requirements.** The Arrow Mgt. shall insure that training is provided to the "School Officers" as defined and required under Applicable law and shall ensure that training is provided to all School employees to meet the training requirements.

(f) **Annual Budget and Financial Projections.** In accordance with Applicable law, the LEF will adopt an annual budget for the School. Through the budget process, the LEF will authorize Arrow Mgt to expend or obligate the School's funds or the use of its property and extension of the School's credit-worthiness. At least 90 days prior to the beginning of each fiscal year, LEF shall direct Arrow Mgt to develop and prepare a proposed budget for approval.

(i) **Financial Statements.** In addition to any financial reports required by Applicable law or by the LEF on request, Arrow Mgt. shall preparing and submitting to LEF reports on the finances of the School on a monthly basis by the 25th of the month following the month to which the records pertain for review by the LEF and provide the LEF such other information as the LEF shall reasonably request from time to time to enable the LEF to monitor the performance of the School, including the effectiveness and efficiency of the School's operations, and as may be otherwise reasonably necessary for the LEF's oversight of the School. Such financial reports to be provided to the include, but are not limited to, detailed statements of all revenues received for the School, from whatever source and detailed statements of all direct or indirect expenditures for services rendered to or on behalf of the School.

(g) **Annual Reporting.** The Arrow Mgt. will assist in the preparation and submission of the Annual Audit Report required by the State. The Report will be submitted to the LEF for approval. The Arrow Mgt. shall provide for the compilation, preparation, review, and submission for approval by the LEF of financial information and other records as may be requested, necessary, or advisable for operation of the School and for submission of reports required or requested by SPCSA.

(h) **Grant Solicitation.** Arrow Mgt. will solicit grants available for the funding of the School from various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grant programs and various continuation grants for charter schools.

(i) **Finances.** All School revenues will go to the School and be maintained in a depository account belonging only to the LEF designated for the School conforming to the requirements of Applicable law.

(i) In accordance with the annual budget adopted by the LEF, the Arrow Mgt. shall prepare and process budgeted expenditures from the School account subject to proper authorization and approval by the Business Office, including but not limited to: School personnel costs, third-party vendors and contractors, insurance costs, all rent for leases entered into for the operation of the School, and other operating costs of the School. The Arrow Mgt.'s monthly invoice for services and/or reimbursement of expenses shall be approved by the LEF board, by a check drawn on the School's operating account, signed by the LEF's Designee. In conformity with the expenditures approved and budgeted by the LEF and in accordance with Applicable Law, School policies, and the Charter, the Arrow Mgt. shall ensure payments are made, within commercially reasonable periods of time or as required by any agreement governing the same, of the authorized, approved, and budgeted.

(j) **Representation before SPSCA.** Under the direction of and in consultation with the LEF's Designee, the Arrow Mgt. may act as a liaison with SPSCA to support or represent the School. In connection therewith, the Arrow Mgt. representatives will attend required meetings and public hearings as directed by the LEF.

5. Educational Services.

During the term and in accordance with applicable law, the Arrow Mgt. will provide the following educational services (the "Educational Services") to the School:

(a) **Educational Program.** Collaborate with and assist the LEF board in the creation of educational goals, curriculum, on-line syllabi, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled at the School (the "Educational Program"), all of which must be consistent with the School's Charter and applicable law. At all times, the LEF and its Designee shall have final authority over and ultimate responsibility for development and implementation of the educational program of the School.

(b) **Student Recruitment.** Coordinate and prepare student recruitment and marketing materials, development of enrollment and application forms and review of student records in accordance with the School's Charter and applicable law.

(c) **Admissions.** Arrow Mgt. shall be responsible for the administration and implementation of the School's admissions policy and procedure. The School will not discriminate in the admissions process against any student on the basis of sex; national origin; ethnicity; religion; disability; language; academic; artistic; or athletic ability; socio-economic status; age or the district the child would otherwise attend.

(d) **Special Education Services.** The School shall manage day-to-day operations relating to the special education program and shall provide regular education products and services to special education students to meet its obligations as required by the School's Charter and applicable law. However, upon request by the School, the Arrow Mgt. shall identify and recommend special education shared service arrangements/co-operatives, professional service Arrow Mgt.s, or other related and skilled vendors to provide special education related services to the School's students eligible for special education services. If required by federal law, Arrow Mgt. shall advise LEF about the applicable procurement requirements and processes.

(e) **Student Discipline.** The Arrow Mgt. will collaborate with the LEF and legal counsel to assist in the School's preparation or updating of a Student Code of Conduct in accordance with the School's Charter and applicable law. The Arrow Mgt. shall supervise the School in student disciplinary matters. The LEF shall have final authority in hearing student grievances and determining disciplinary consequences or placements. The Arrow Mgt. will, as requested by the LEF, advise administrators and teachers and provide or facilitate training regarding effective handling of

student discipline matters and due process in accordance with Applicable law, School policies, and the Student Code of Conduct. The Arrow Mgt. also will assist in developing a student grievance policy and advise on best practices for the process and requirements for handling appeals of student discipline matters.

(f) **Student Assessment.** The Arrow Mgt. will provide assessment and student evaluation services as required to confirm performance expectations. Arrow Mgt. will develop and manage Bilingual/ESL programs, review and distribute student report cards and/or progress reports as necessary under the School's education program.

(g) **Curriculum Development.** The Arrow Mgt. shall periodically review the School's curriculum to ensure that it is consistent and compliant with the Charter and Applicable law. Arrow Mgt. will develop and implement campus improvement plans as may be required by applicable state law or regulation. Arrow Mgt. shall develop and implement an education program that includes innovative teaching methods.

(h) **Annual Reports to SPCSA.** Upon request and assignment of the LEF, the Arrow Mgt. will assist the School and the LEF board in preparation and submission of reports to be submitted to SPCSA by the Board, School and Superintendent. The Arrow Mgt. will review attendance and other data required for reporting and other submissions to SPCSA either directly or through recommending the School engage the services of other professionals with expertise in this area to test the gathering, recording and analysis of such data, and will report the results of such audits and testing to the LEF.

6. Other Services Provided.

(a) **Governmental Compliance.** The Arrow Mgt. will oversee and assist the LEF concerning School compliance with state regulations and reporting requirements.

(b) **Charter Renewal/Amendment Coordination.** The Arrow Mgt. will work with the LEF for any Charter amendments on a timely basis and as directed by the LEF.

(c) **Transportation.** The Arrow Mgt. will coordinate transportation services for students requiring transportation under applicable federal law (IDEA and McKinney-Vento).

(d) **Facilities Identification Acquisition, Renovation and Development.** Arrow Mgt. shall coordinate for the purpose of identifying the facilities needs of the School from year to year. The Arrow Mgt. agrees to develop strategic relationships for the benefit of the School and to provide the LEF with access to potential facilities and partnerships. The LEF retains all final authority regarding the location, design, expansion and all other decisions regarding facilities.

(e) **Systems Development.** Arrow Mgt. will identify and develop school information systems to be used in connection with the administration and reporting system for the School and the dissemination of information to parents, students and the public through use of the internet and or media outlets. This includes, but is not limited to, accounting documentation filing systems, student records systems, student performance appraisal systems, computer systems, telecommunications and web design and social media outreach services and administration, marketing and public relations and other additional services as may be authorized.

(f) **Public and Governmental Relations.** Arrow Mgt. will coordinate and assist with public and governmental relations on behalf of the School with the community, media, and relevant government offices and agencies.

Site Operational Execution

Principal

1. **Supervises all school personnel**, directly and/or indirectly
 - (a) **Purpose:** To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
 - (b) **General Planning:** conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
 - (c) **General Coordination:** ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
 - (d) **Enhancement of Personnel Skills:** provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
2. **School Objectives:** Identifies the annual objectives for the instructional and extracurricular programs of the school.
3. **Curriculum Objectives:** Ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
4. **Establishes Formal Work Relationships:** evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff ensure expectations of academic performance are met or exceeds as aligned to the SPCSA and NSPF criteria.
5. **Professional Development:** Implementation and support staff in continuous improvement to ensure student success aligned to the mission and vision of LEF that is engaging teachers through fostering professional learning communities and promoting all staff as learners acquiring and building a repertoire of skills to meet the needs of every student.

Creating professional development opportunities, related to:

Evidence of student learning

Data analysis

Instructional best practices

Peer visits with reflection

Modeling instruction for staff

Local school walk through

Collaborative team planning

Individual professional growth

Reflective practices
Professional portfolio

Demonstrating high expectations and modeling effective strategies for continuous school improvement.

Communicating and supporting implementation of system wide initiatives.

Supporting the development, implementation and monitoring of the school plan based on:

The school's vision and mission
Meet the goals of the school
Classroom management system

Supporting job embedded staff development by:

Allocating time
Planning for the effective use of time

Organizing, coordinating, and documenting the utilization of allocated substitute time.

Assisting individual teachers to self- monitor their professional growth needs.

6. **Facilitates Organizational Efficiency:** maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
7. **New Staff and Students:** orients and assists new staff and new students and provides opportunities for their input in the school program.
8. **Community:** encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
9. **Supplies and Equipment:** manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
10. **Services:** organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.



Dear Charter School Authority,

I am writing to inform you of my intent to be a part of the group charter application submitted on my behalf as Foundations Academy. I am thrilled to be included in an organization that has a proven track record of strengthening the connection between the school district and the family.

Together we will exceed the state standards in education for the students that enroll in this innovative program. Raising the bar for Nevada Education and exceeding the expectations for students, parents and school staff.

Thank you,
Maggie Bray

Memorandum of Understanding and Operating Agreement between Leadership Education Foundation and Early Childhood Center

This Memorandum of Understanding (this “MOU” or “Agreement”), by and between Leadership Education Foundation (LEF) and the Early Childhood Center (“ECC”) is entered into for the operation of a charter school at _____ (the “Site”) by LEF and ECC are hereinafter referred to individually as a “Party” and collectively as “Parties.”

The Parties agree that they work together under the following terms and conditions:

Responsibilities of ECC

1. **Intent of MOU.** The intent of this MOU is to ensure each ECC works directly and partners with LEF in the implementation of the early childhood center charter model approved by SPCSA. The collaborative partnership is designed to protect the integrity of the model with ECC locations who agree to participate with operational practices and processes in the selection process of facilities for the charter school.
2. **Facility.** LEF will operate its charter school at the ECC Site. ECC will provide all the facility needs for the operation of a charter school at the Site, including, but not limited to, the following as negotiated between LEF and ECC:
 - i. Parking lot;
 - ii. Adequate square-footage/space for all students;
 - iii. Play space;
 - iv. Functioning Heating and Air Conditioning;
 - v. E-Occupancy Permit from the local authority, including an asbestos-free notation; and
 - vi. Monthly fire drills and documentation or as otherwise required by law.
3. **Access.** ECC will grant full and open access to LEF and Arrow Mgt for all portions of ECC facilities used or occupied by LEF.
4. **Inventory and Capital Items.** ECC will provide inventory and capital items necessary for the operation of a charter school at the Site, including, but not limited to, the following
 - i. Defibrillator;
 - ii. United States flags in each classroom;
 - iii. A copy machine;
 - iv. A telephone; and
 - v. Per student space lease rate

- vi. Furniture and Fixtures
 - vii. Classroom Cameras
 - viii. Technological projection systems for each classroom
 - ix. Playground Equipment
 - x. Kitchen Equipment
5. Utilities. ECC will provide the following utilities at the Site:
- i. Water service;
 - ii. Waste water and sewage treatment;
 - iii. Internet access and service; and
 - iv. Telephone line.
 - v. Asbestos sampling and management plan
6. Network Infrastructure. ECC will provide network infrastructure support by providing maintenance and support for all data lines and equipment in the physical plant that are part of the fixed network infrastructure of the facility.
7. Secure Area. ECC will provide a locked secure area for the storage of state accountability exams, such as the CRT Assessments, and other tests or examination, with access limited to the Principal and other staff who have test security clearance.
8. Furniture. ECC will provide all furniture needs for all students. School may make reasonable requests ECC to provide specific and needed furniture at any time. To compensate for furniture that will be used by School, ECC may submit a supplemental request at any time to the original contract amount to be considered on a case-by-case basis before such furniture is ordered and costs incurred. All furniture will remain the property of ECC. ECC may determine at its discretion the reasonableness of any furniture request.
9. Playground. ECC will provide and maintain in usable condition an outdoor play space for students.
10. Insurance. ECC will provide liability insurance coverage for students using the play space. ECC will provide general liability insurance coverage for all students, staff, and visitors of School and the School shall be a named additional insured.
11. Food Services. ECC will comply with the USDA National School Lunch Program for providing daily breakfast and lunch food service for qualifying students. ECC will maintain postings for all food service training required by law

12. Website. ECC will include information about shared use of the Site facilities with School on its website and include a link to the School website from ECC's website. ECC may include on its website registration information for School and other information of value to prospective students of School.

Responsibilities of Leadership Education Foundation

13. Compliance with Laws. LEF will operate in accordance with the charter and applicable state and federal laws and regulations.
14. LEF through Arrow Mgt. will communicate to leadership the expectations to owners' group or designee in timely manners relevant to all daily operations, expectations and board directives.

Mutual Responsibilities

15. Recordkeeping. ECC and Arrow Mgt. will develop a recordkeeping strategy to document use of the copy machines, paper, and other general office supplies provided by ECC.
16. Non-discrimination. LEF does not discriminate on the basis of race, color, national origin, sex or disability in admission or access to, or treatment or employment in, its programs or activities. ECC and Arrow Mgt. do not discriminate on the basis of race, color, gender, sexual orientation, national origin, sex or disability in admission or access to, or treatment or employment in, its programs or activities.

General Provisions

17. Term. This MOU will become effective the day of the last execution by a Party hereto, or the last date of approval of this MOU by the owners and LEF representative of the Parties, whichever is later. This MOU will continue for a period of two (2) years.
18. Integration, Counterparts, Modification, and Severability. The Parties agree that this MOU is the entire agreement between the Parties, superseding any previous oral or written communications, representations, understandings, or agreements between the Parties or any of their representatives. This MOU may be signed in counterparts, each of which shall be deemed an original and all of which shall together constitute one MOU. This MOU may not be changed, modified, released, discharged, abandoned, or otherwise amended, in whole or in part, except by an instrument in writing, signed by the duly authorized representatives of both Parties. In the event that any paragraph or provision of this MOU shall be held to be illegal or unenforceable, such paragraph or provision shall be severed from this MOU and the entire MOU shall not fail on account thereof, but shall otherwise remain in full force and effect.
19. Parties Bound and Assignment. This MOU shall inure to the benefit of and be binding upon each Party and its heirs, successors, affiliates, and assigns. Neither this MOU nor the rights or obligations herein granted to either Party shall be assignable or otherwise transferable by a Party without the other Party's prior written consent, which shall not be unreasonably withheld. Such assignment shall not relieve the Party of its obligations hereunder and the other Party may ask for reasonable assurances to such effect. Any such assignee for the Party shall be bound by the terms hereof as if such assignee were the original Party hereto.

20. Force Majeure. In the event of circumstances beyond the reasonable control of either or both parties, including but not limited to riots, strikes, Acts of God, or the exercise of authority of either the federal or state governments or any political subdivision thereof, which prevent the performance of the obligations of this MOU by either Party, this MOU may be modified by mutual consent of the parties or shall otherwise become null and void.

21. Exclusivity and No Formal Business Obligations. This MOU is exclusive and ECC shall not permit another public or private school to operate at its facilities. In the performance of this MOU, neither Party is authorized to act as the agent for the other and neither shall be bound by the acts of the other.

22. Governing Law and Compliance. This MOU shall be governed and construed in accordance with the laws of the State of Nevada and the United States of America. The Parties agree to comply with all applicable federal, state, and local laws and regulations in the operation of School's charter school at the Site.

23. Dispute Resolution. Any and all claims, disputes or controversies arising under, out of, or in connection with this MOU, which the Parties cannot resolve within 60 days, shall be mediated in good faith. The Party raising a dispute shall promptly advise the other Party of the claim, dispute or controversy in writing that describes in reasonable detail the nature of the dispute. The Parties shall share the costs of mediation equally. If the Parties have not been able to resolve the dispute within fifteen (15) business days after a mediation hearing, the Parties shall have the right to pursue any other remedies legally available to resolve such dispute in the state and/or federal courts. Notwithstanding the foregoing, nothing in this clause shall be construed to waive any rights or timely performance of any obligations existing under this MOU.

24. Immunity. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS MOU, ECC ACKNOWLEDGES, STIPULATES AND AGREES THAT NOTHING IN THIS MOU SHALL BE CONSTRUED AS A WAIVER OF ANY STATUTORY OR GOVERNMENTAL IMMUNITY FROM SUIT AND LIABILITY AVAILABLE TO SCHOOL AS A STATE AGENCY AND PUBLIC CHARTER SCHOOL UNDER APPLICABLE LAW.

Leadership Education Foundation

By: _____

Title: _____

Date: _____

Early Childhood Center

By: _____

Title: _____

Date: _____



985 E. Serene Ave, Las Vegas, NV 89123
Phone (702) 270-6010 Fax (702) 260-3976
KidsRKidsLV.com

July 7, 2016

Re: Memorandum of Understanding

On behalf of Kids R Kids Learning Academies of Las Vegas we are excited to be part of the future Foundations Academy Charter School network.

We certainly do understand that our schools will follow all regulatory compliance issues as outlined by the Nevada Charter School Authority as well as those directives inherently connected to general compliance as being a member of the Foundations Academy Charter School network.

Sincerely,

Debbie & Michael Thompson Ph.D

JRA
Jeffrey R. Johnson & Associates, Inc.

10000 E. 1st Avenue
Denver, CO 80231
Phone: (303) 750-1100
Fax: (303) 750-1101

PROFESSIONAL INFORMATION
THE INFORMATION CONTAINED IN THIS
DRAWING IS THE PROPERTY OF JRA AND IS
TO BE USED ONLY FOR THE PROJECT AND
SITE SPECIFICALLY IDENTIFIED THEREIN.
NO PART OF THIS DRAWING IS TO BE
REPRODUCED OR TRANSMITTED IN ANY
MANNER OR BY ANY MEANS, ELECTRONIC
OR MECHANICAL, INCLUDING PHOTOCOPYING,
RECORDING, OR BY ANY INFORMATION
STORAGE AND RETRIEVAL SYSTEM, WITHOUT
THE WRITTEN PERMISSION OF JRA.



PERSONALS

REV.

DATE

CONSTRUCTION

SITE LOCATION

OWNER APPROVAL

PROJECT NAME

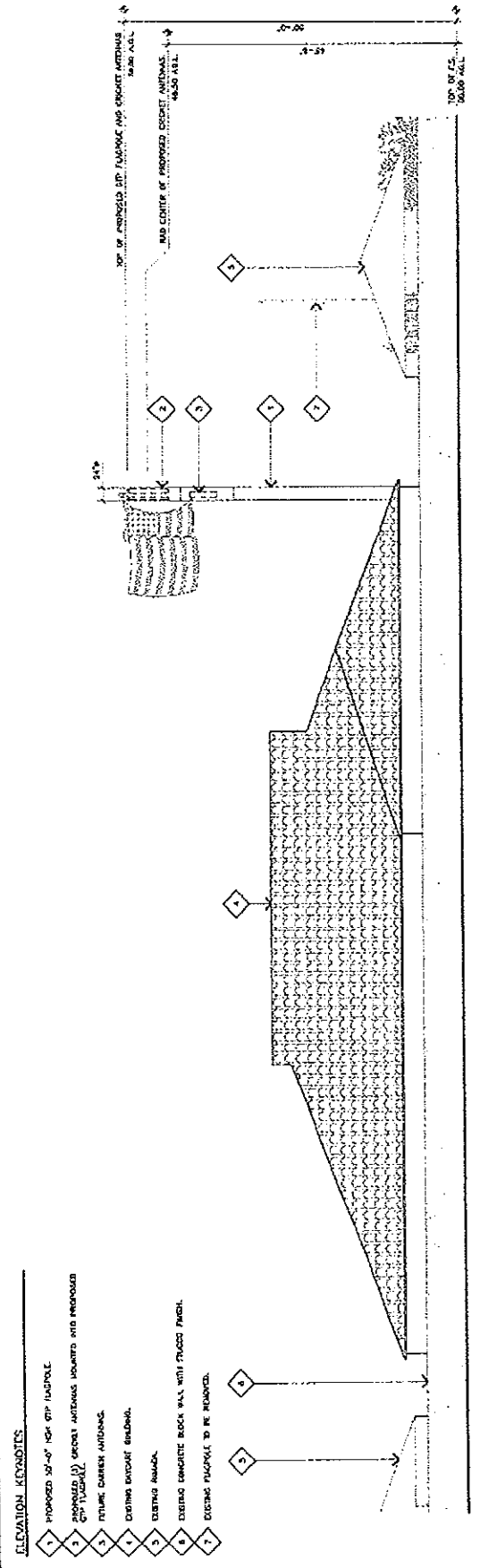
KIDS R KIDS
PROJECT NUMBER
LAS-532-A
800 EAST INTEREST AVENUE
DENVER, COLORADO 80202

DRAWN BY
08/21/09
CHECKED BY
07/27/09

SHEET TITLE

NORTH & SOUTH
ELEVATIONS

A-2



ELEVATION KEYNOTES

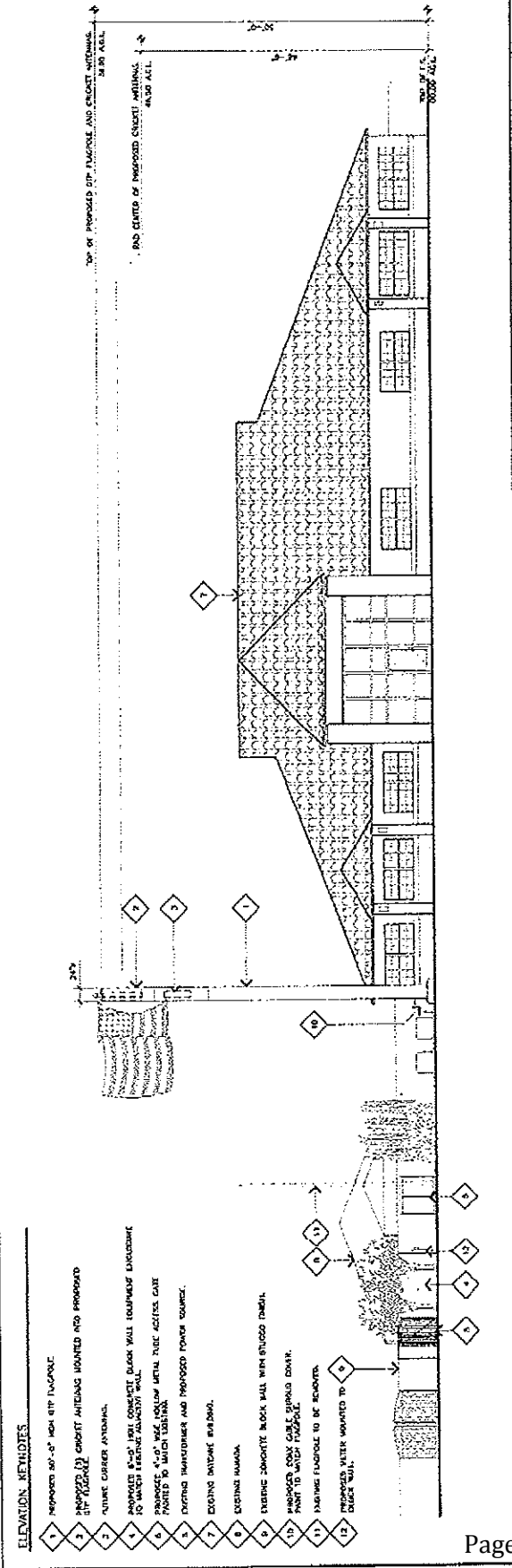
- 1 PROPOSED 30'-0" HIGH GTP FLAGPOLE
- 2 PROPOSED (1) SIGNAL ANTENNAS MOUNTED AND PROPOSED GTP FLAGPOLE
- 3 PLUMB, CORNER ANTIWIND
- 4 SYSTEMS BAR/CAIRT FINISHING
- 5 EXISTING RAMBLA
- 6 EXISTING CONCRETE BLOCK WALL WITH FLUCC FINISH
- 7 EXISTING FLAGPOLE TO BE REMOVED

SOUTH ELEVATION

ELEVATION KEYNOTES

- 1 PROPOSED 30'-0" HIGH GTP FLAGPOLE
- 2 PROPOSED (2) SIGNAL ANTENNAS MOUNTED AND PROPOSED GTP FLAGPOLE
- 3 PLUMB CORNER ANTIWIND
- 4 PROPOSED 6'-0" TALL CONCRETE BLOCK WALL TYPICAL OF EXISTING TO MATCH EXISTING ADJACENT WALL
- 5 FINISHING 4'-0" WIDE, FOLLOW WITH TILE ACCESS GATE POINTED TO MATCH EXISTING
- 6 EXISTING TRANSDOMER AND PROPOSED POWER SOURCE
- 7 EXISTING ANTIWIND BRACING
- 8 EXISTING RAMBLA
- 9 EXISTING SANDWICH BLOCK WALL WITH STUCCO FINISH
- 10 PROPOSED COAX CABLE SHOULD COVER FINISHING FLAGPOLE TO BE REMOVED
- 11 PROPOSED WATER MOUNTED TO EXISTING WALL
- 12 EXISTING WALL

SOUTH ELEVATION



NORTH ELEVATION

NORTH ELEVATION

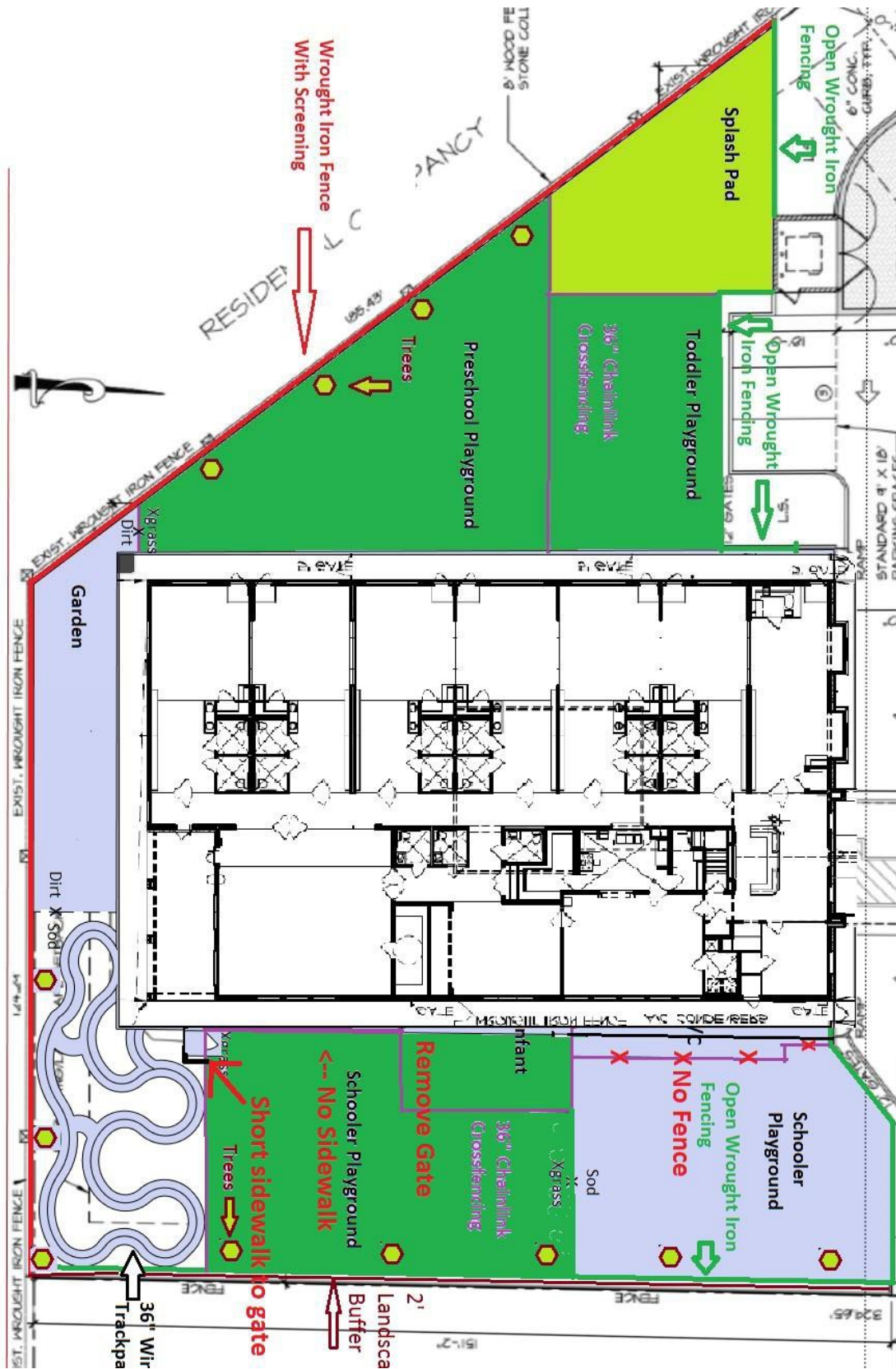
Facility Overview

Foundations Charter School



- Over 10,000sf 1st floor operational space
- 9 classrooms apx 600sf each, with a 1150sf gym
- 5 specialty rooms including a full commercial kitchen, Café, Computer lab, TLC (nurse) room, and Teacher lounge
- Library corner in each classroom
- Over 11,000sf of playgrounds including:
 - 7000sf School Age playgrounds
 - 1000sf Track Path area
 - Covered patio
 - 1000sf Splash Pad
 - 1000sf Student maintained garden
- Consistent 100% compliance with Childcare Licensing, Clark County Fire Marshall, County Health Department

FCS Sample Floor Plan



Sample Pictures of Sites facilities







Insurance Coverage

Leadership Education Foundation currently carries the insurance listed below however, in the event existing policies and coverage does not comply with NAC 386.215, coverage will be updated to comply.

Worker's Compensation – \$1,000,000 each accident and in the aggregate

Commercial General Liability – \$1,000,000 each occurrence, \$3,000,000 aggregate

Umbrella Policy - \$3,000,000 aggregate

Personal & Advertising Injury - \$1,000,000 aggregate

Abuse Liability - \$1,000,000 each occurrence and in the aggregate

Directors & Officers - \$1,000,000

Employment Practices - \$1,000,000

Educators Legal Liability - \$1,000,000

Hired & Non-owned Automobile - \$1,000,000

Property & Casualty – coverage determined based on asset values, building values, landlord requirement

Sports & Athletic Participation – not applicable (will not be offered)

Budget Narrative

(4) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

State revenue was budgeted based on the Attachment 19 budget template calculation. Distributive School Account funding per student for year one was budgeted at \$6,506 with an estimated three percent inflation factor thereafter. Special Education Weighted funding was estimated as \$533 per student and IDEA funding at \$1,200 per qualifying special education student. The special education weighted funding and IDEA funding are conservative estimates based on historical review of the Texas charter school.

FCS expects to receive funding from and has budgeted revenue for the National School Lunch (\$2.87 per meal) and Breakfast (\$1.50 per meal) programs but has also budgeted to supplement these funds with \$0.65 per qualifying student per day over and above the federal grants. FCS also expects to be eligible for Title I and Title II funding but understands that those funds must be used to supplement the educational process and the expenses will equal revenues provided (and only budgeted and expended when the grants have been submitted and the NOGA's have been received detailing the funds to be received). The expenses included in the budget are minimal and successful operation of the school does not require federal funds although a conservative rate of \$75 per qualifying student was used for NCLB funding.

FCS realizes enrollment is the primary driver of state funding. The school has attempted to minimize the number of traditional fixed costs (e.g. rent, facilities operations costs, debt service, furniture and fixtures, etc.). The operations model is designed to allow the school to be flexible in that student

enrollment drives many of those costs or the cost is pushed to the facility provider (e.g. most furniture and fixtures, facility debt). Accordingly, expenses can, to a certain extent, be controlled/modified based on actual enrollment. Therefore, the financial risk is greatly reduced in relation to over-estimating enrollment figures.

While FCS will seek private grants and donations, the operational budget including core operations is prepared expecting minimal private funding and costs could easily be adjusted should no private funding be available. The exception to this is in the startup phase. FCS has budgeted for \$150,000 in funding from private sources to cover initial startup costs. While FCS will seek support in Nevada, LEF has sufficient unrestricted funds to cover the entire \$150,000 startup funding already on hand and has pledged to cover any shortfalls required to bring the school into operation.

The school does not anticipate requiring any funding from banks or lending institutions. Technology is budgeted to be leased but commencement of the lease can be timed to use state funding to support the payments.

Payroll comprises approximately 53% of total expenses annually. Savings are recognized with shared costs with the ECC of campus level staff including principals, administrative assistants, custodial staff and maintenance staff. Instructional staff needs are based on staff to student ratios (24:1 for core teachers, approximately 16:1 for all instructional staff). The estimated average salary for teachers is budgeted for \$40,221. The salary range for teachers with a bachelor's degree for Clark County School District was \$34,637 to \$51,401 for the '15-'16 school year. FCS will be competitive at this average wage rate for Class A and Class B teachers and Class C teachers through Step 6. This is an average salary so some more experienced teachers can be employed with the correct balancing of staff with fewer years of experience. Special Education teachers are budgeted at \$45,000. Principals are budgeted for \$80,000. This is lower than average for elementary principals in Clark County but with the support system under our system along with the smaller school sizes it is believed the position is competitive with assistant principals in the area. In addition, each site has an ECC director that the school shares the expenses of who supports the principal with building operations and student supervision. Teacher Aides are budgeted for a range of \$10 to \$15 per hour, paid commensurate with qualifications and responsibilities.

Facilities costs are the second largest expense of the school. Rental rates have been preliminarily negotiated with the ECC partners at \$15 annually per square foot. This represents a below market rate for the quality of the space rented were the school to be the only user of the facilities. However, since the facilities are shared with the ECC operator the costs can be shared, lowering the cost to both users. The same applies to custodial costs and utilities. They have been previously negotiated and represent shared costs with the ECC partner. Rent expense is added one classroom at a time allowing for a rent schedule that increases as revenue grows. If the number of students does not keep pace with projected enrollment (and therefore does not keep pace with projected revenue) the amount of space leased can be managed more effectively year to year reducing the risk associated with fixed facility costs. Total facilities costs in year one represent approximately 15% of total expenses. This percentage gradually declines to approximately 11% in year six.

Approximately 12% of the operating costs in year one relate to the cost of food. In total, the school

expects to supplement the cost of meals provided over the revenue received from federal programs by \$0.65 per student for a net deficit on food of \$35,251 in year one.

The next largest expense is the CMO fee. This fee is entirely variable with enrollment as the fee is \$750 annually per student and makes up approximately 10% of the projected expenses for year one through six. Typical CMO fees average from 10% to 15% of operating costs and Arrow is at the bottom of that range. The CMO fee per student does not escalate if revenue per student received from the state increases.

The remaining 10% of the budgeted operating expenses are a mix of supplies, student assessment and support, travel and other miscellaneous expenses. The budget for these expenses was based primarily on the per student operating costs of the Texas charter school operated by Arrow.

Year One Cash Flow Contingency Plan

The school has very experienced leadership and believes it can adjust operations to support the schools at any reasonable enrollment level. Leadership believes that enrollment numbers will be very estimable in the spring of 2017 due to the feeder pattern with ECC partners (i.e. enrollment will be clear based on acceptance of the concept by ECC existing parents and enrollment forms received from those parents). In the event enrollment is not at an acceptable level based on the spring enrollment process, that site will not be opened. FCS will have a somewhat flexible rent cost, no construction costs, minimal to no furniture and fixture costs, and controllable personnel costs. Accordingly, any costs that cannot be covered by anticipated enrollment the school believes it can cover through short term loans, grants received, donations and other public support.

In the event enrollment is at a level that the few fixed costs cannot be covered the school will adjust salary rates downward and reduce expenses where possible. The number of sites will be adjusted downward should enrollment be substantially less than expected. Ultimately the school will be required to seek outside financing in the event cash flow is insufficient to support operations. FCS believes it has relationships with a sufficient number of financially substantial individuals to obtain short term loans or donations to support any shortfall. In addition, LEF has over \$700,000 in unrestricted cash available to support the school should it come to that.

The model for the school is designed to minimize fixed costs and therefore minimize risk. The staffing model is based upon an FTE per student for instructional staff and per site (adjusted somewhat for student growth at each site) for administrative staff. In general, the FTE's are based on the number of students at a site. The larger the site the higher the number of FTE budgeted. Core course teachers are based on an estimated 24:1 student to teacher ratio. Supplemental teachers (art, music and PE) and aides increase in FTE's as the number of sites increases but not on a direct student to teacher ratio. Similarly, principals, administrative assistants, custodians and nutrition aides serve multiple sites and the FTE's increase commensurate with enrollment.

The majority of rent expense can be gradually stepped up as enrollment increases. The proposed facilities are already operating as schools and have the furniture and fixtures necessary to operate the sites. The cost of using the furniture and fixtures is included in the rent payment and is therefore variable with

Name of School	CHARTER SCHOOL BUDGET		Base Year	2016						
	Foundations Charter School			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
REVENUE ASSUMPTIONS				2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of grade levels				2016	2017	2018	2019	2020	2021	2022
Number of classrooms					3	4	5	6	6	6
K					30	55	85	120	160	195
1st					480	480	600	720	840	960
2nd					240	600	600	720	840	960
3rd						240	600	600	720	840
4th							240	600	600	720
5th								240	600	600
6th									240	600
7th										
8th										
9th										
10th										
11th										
12th										
Total Student Enrollment				0	720	1320	2040	2880	3840	4680
Title I (% of student body)				0%	40%	40%	40%	40%	40%	40%
Special Education (% of student body)				0%	10%	10%	10%	10%	10%	10%
Total Distributive School Account (funding per student)				\$6,506	Base year					
Inflation adjustor				1.03						
Special Education Weighted Funding				\$533	Per student					
Title I				\$75	Per student					
IDEA				\$1,200	Per SPED student					
Breakfast Program -- Federal Reimbursement				yes	"yes" or "no"					
Breakfast Program				\$2	Per student per day					
Lunch Program				\$3	Per student per day					
School level fundraising				\$540	Per student					
County where school is located				Clark						
DSA Funding				\$0	\$4,684,320	\$8,845,558	\$14,080,519	\$20,474,732	\$28,118,632	\$35,297,670
DSA Sponsorship Fee				\$0	-\$70,265	-\$132,683	-\$211,208	-\$307,121	-\$421,779	-\$529,465
Title I				\$0	\$21,600	\$40,788	\$64,927	\$94,412	\$129,659	\$162,762
Federal Breakfast Program				\$0	\$77,760	\$142,560	\$220,320	\$311,040	\$414,720	\$505,440
Federal Lunch Program				\$0	\$148,781	\$272,765	\$421,546	\$595,123	\$793,498	\$967,075
IDEA				\$0	\$86,400	\$158,400	\$244,800	\$345,600	\$460,800	\$561,600
State Special Education Funding				\$0	\$38,376	\$70,356	\$108,732	\$153,504	\$204,672	\$249,444
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)										
Other start-up grant funds										
School level fundraising				\$0	\$388,800	\$712,800	\$1,101,600	\$1,555,200	\$2,073,600	\$2,527,200
Student fees										
Investment Income										
Private fundraising (foundations, corporate)				\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Private fundraising				\$150,000						
TOTAL REVENUE				\$150,000	\$5,400,772	\$10,135,543	\$16,056,236	\$23,247,490	\$31,798,800	\$39,766,726

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
EXPENSES	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
STAFFING COSTS	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ASSUMPTIONS	2016	2017	2018	2019	2020	2021	2022
Payroll Tax and Benefits							
Medical							
Single Coverage	\$4,800						
Family Coverage	\$12,000						
School's percentage of coverage	50%						
Assumed percentage of employees choosing single coverage	67%						
Weighted avg. cost for medical	\$7,198						
FICA	1.45%						
State Retirement - Certified	14.50%						
State Retirement - Non-certified	14.50%						
Life Insurance	0.10%						
GASB 45	\$100						
Unemployment Insurance	\$150						
Payroll Services	\$0						
Bonus Pool	0.00%						
FTE - Total	1.0	39.6	72.9	113.5	161.4	203.0	242.6
FTE - Administrators	0.5	2.0	4.0	6.0	9.0	12.0	14.0
FTE - Office	0.5	0.0	0.0	0.0	0.0	0.0	0.0
FTE - Special Education/ELL Teachers	0.0	3.6	6.6	11.2	16.4	21.0	24.6
FTE - Grade Level Teachers	0.0	34.0	62.3	96.3	136.0	170.0	204.0
Instructional days per year	180						
Saturday schools per year	0						
Contractors required for Saturday School	0						
Price per contractor	\$0						

	Start Year (Input year or "NA")	Base Salary	FTE Count						
Administrators									
Principal	2016	\$80,000.00	0.50	3.00	4.00	5.00	6.00	7.00	8.00
Director	2019	\$100,000.00	0.00	0.00	0.00	1.00	1.00	2.00	2.00
Asst. Principal	2020	\$60,000.00	0.00	0.00	0.00	0.00	2.00	3.00	4.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators			0.50	3.00	4.00	6.00	9.00	12.00	14.00
Office Staff									
	N/A		0.50	0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00						
	N/A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators and Office Staff			0.50	0.00	0.00	0.00	0.00	0.00	0.00

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers			0.00	44.00	77.30	126.30	176.00	230.00	279.00
				16.36	17.08	16.15	16.36	16.70	16.77
TOTAL SALARIES			\$40,000	\$1,961,914	\$3,513,709	\$5,797,269	\$8,438,755	\$11,470,938	\$14,264,634

BENEFITS

Total Medical Benefits	\$3,599	\$187,562	\$335,599	\$564,315	\$815,767	\$1,097,235	\$1,364,777
Total FICA	\$580	\$28,448	\$50,949	\$84,060	\$122,362	\$166,329	\$206,837
Total State Retirement Costs	\$5,800	\$284,478	\$509,488	\$840,604	\$1,223,619	\$1,663,286	\$2,068,372
Total Life Insurance	\$40	\$1,962	\$3,514	\$5,797	\$8,439	\$11,471	\$14,265
Total GASB 45	\$100	\$5,060	\$8,790	\$14,350	\$20,140	\$26,300	\$31,760
Total Unemployment Insurance	\$150	\$7,590	\$13,185	\$21,525	\$30,210	\$39,450	\$47,640
TOTAL BENEFITS	\$10,269	\$515,099	\$921,525	\$1,530,651	\$2,220,537	\$3,004,070	\$3,733,650
<i>% of Salaries</i>	<i>25.7%</i>	<i>26.3%</i>	<i>26.2%</i>	<i>26.4%</i>	<i>26.3%</i>	<i>26.2%</i>	<i>26.2%</i>

PART-TIME EMPLOYEES

Input part-time employee							
Percentage of full-time FTE		10.00	15.00	20.00	25.00	30.00	35.00
Annualized salary	\$18,000	\$0	\$180,000	\$270,000	\$360,000	\$450,000	\$630,000
Input part-time employee							
Percentage of full-time FTE		10.00	15.00	20.00	25.00	30.00	35.00
Annualized salary	\$6,349	\$0	\$63,490	\$95,235	\$126,980	\$158,725	\$222,215
Input part-time employee							
Percentage of full-time FTE		10.00	15.00	20.00	25.00	30.00	35.00
Annualized salary	\$5,148	\$0	\$51,480	\$77,220	\$79,537	\$81,923	\$84,380
Input part-time employee							
Percentage of full-time FTE		1.67	10.00	15.00	20.00	25.00	30.00
Annualized salary	\$8,000	\$13,334	\$80,000	\$120,000	\$160,000	\$200,000	\$240,000
Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
PART TIME SALARIES	\$13,334	\$374,970	\$562,455	\$726,517	\$890,648	\$1,054,850	\$1,219,127
PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0

GENERAL OPERATING EXPENSES

Instruction

Professional development	\$1,200
Staff recruitment	\$2,000
Student recruitment and marketing	\$10,000
Special Ed/Psychology Consultant	\$50,000
CMO Fee	\$750
Textbooks - initial costs	\$30
Textbooks - repurchase of new books	5
Library books	\$12
Food services	\$0
Music program	\$10
Management fees	0%
Licensing fees	0%
Charter application	\$0
Office Supplies	\$65
Assessment costs	\$38
Supplies for students	\$150
Yearbook	\$0
School store	\$0
Contracted SPED	\$55
Instructional supplies - Teachers (just teaching faculty)	\$300
General office supplies	\$280
School uniforms	\$0
School uniforms - returning students	\$0
General building decorum	\$0
Health supplies	\$10
Bank fees	\$1
Athletic expenditures	\$0
Postage and shipping	\$2
Gifts & awards - students	\$3
Gifts & awards - faculty and staff	\$0
Dues and memberships	\$10
Travel and Meetings	\$200
Background checks	\$0
Accounting services	\$0
Field trips	\$2,000
Field trips - out of state	\$0
Parent & staff meetings	\$500
Saturday School (contractors for instruction)	no

Assumptions

Per FTE	
Per Year	
Annual expense	
Annual Expense	
Per Student	
Per student	
Number of years use	
Per student	
Per student	
Per Student	
% of S&L Revenues	
% of S&L Revenues	
Per student	
Per student	
Per student	
Per student	
Per SPED student	
Per Instructional FTE	
Per month	
Per new student	
Per returning student	
Annual Exp	
Per student per year	
Annual Exp	
Per Student	
Per student	
Per student	
Per FTE	
Per FTE	
Per new FTE	
Annual Exp	
Per grade level	
Per grade level	
Annual Exp	
Input "yes" or "no"	

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	2016	2017	2018	2019	2020	2021	2022
\$10,000	\$47,520	\$87,480	\$136,200	\$193,680	\$243,600	\$291,120	
\$3,000	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	
\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	
\$540,000	\$990,000	\$1,530,000	\$2,160,000	\$2,880,000	\$3,510,000		
\$21,600	\$18,000	\$21,600	\$25,200	\$28,800	\$25,200		
\$0	\$0	\$0	\$0	\$0	\$21,600		
\$5,000	\$8,640	\$15,840	\$24,480	\$34,560	\$46,080	\$56,160	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$1,000	\$7,200	\$13,200	\$20,400	\$28,800	\$38,400	\$46,800	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$4,000	\$46,800	\$85,800	\$132,600	\$187,200	\$249,600	\$304,200	
\$38	\$27,360	\$50,160	\$77,520	\$109,440	\$145,920	\$177,840	
\$10,000	\$108,000	\$198,000	\$306,000	\$432,000	\$576,000	\$702,000	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$10,000	\$3,960	\$7,260	\$11,220	\$15,840	\$21,120	\$25,740	
\$300	\$11,280	\$20,670	\$32,250	\$45,720	\$57,300	\$68,580	
\$2,000	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$1,000	\$7,200	\$13,200	\$20,400	\$28,800	\$38,400	\$46,800	
\$1	\$1	\$1	\$1	\$1	\$1	\$1	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$2	\$1,440	\$2,640	\$4,080	\$5,760	\$7,680	\$9,360	
\$3	\$2,160	\$3,960	\$6,120	\$8,640	\$11,520	\$14,040	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$10	\$396	\$729	\$1,135	\$1,614	\$2,030	\$2,426	
\$200	\$7,920	\$14,580	\$22,700	\$32,280	\$40,600	\$48,520	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$2,000	\$6,000	\$8,000	\$10,000	\$12,000	\$12,000	\$12,000	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$500	\$500	\$500	\$500	\$500	\$500	\$500	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$51,000	\$908,337	\$1,591,380	\$2,419,566	\$3,385,395	\$4,463,911	\$5,428,247	
Per student	\$1,262	\$1,206	\$1,186	\$1,175	\$1,162	\$1,160	
Contracted Services							
Annual audit	\$25,000	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000
Legal funds	\$20,000	\$20,000	\$20,000	\$30,000	\$35,000	\$35,000	\$40,000
Total Contract Services	\$20,000	\$45,000	\$50,000	\$65,000	\$75,000	\$80,000	\$90,000

[INSERT School Name]

	School Pays?			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Food Program										
Breakfast	yes	\$1.60	Per student		\$207,360	\$380,160	\$587,520	\$829,440	\$1,105,920	\$1,347,840
					\$443,232	\$812,592	\$1,255,824	\$1,772,928	\$2,363,904	\$2,881,008
Lunch program	yes	\$3.42	Per student (not covered by Title I)							
Snacks	no	\$0.00	Per student		\$0	\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00	Input "yes or "no"		\$0	\$0	\$0	\$0	\$0	\$0
Total Food Costs				\$0	\$650,592	\$1,192,752	\$1,843,344	\$2,602,368	\$3,469,824	\$4,228,848
TOTAL GENERAL OPERATING EXPENSES				\$71,000	\$1,603,929	\$2,834,132	\$4,327,910	\$6,062,763	\$8,013,735	\$9,747,095
TOTAL TRANSPORTATION COSTS				\$0	\$0	\$0	\$0	\$0	\$0	\$0
<i>Per student</i>					NA	NA	NA	NA	NA	NA
TOTAL EXPENSES				\$134,602	\$4,455,912	\$7,831,821	\$12,382,347	\$17,612,702	\$23,543,594	\$28,964,507

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

Foundations Charter School

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students	0	720	1320	2040	2880	3840	4680
Number of Employees	1	40	73	114	161	203	243
REVENUE							
DSA Funding	\$0	\$4,684,320	\$8,845,558	\$14,080,519	\$20,474,732	\$28,118,632	\$35,297,670
DSA Sponsorship Fee	\$0	(\$70,265)	(\$132,683)	(\$211,208)	(\$307,121)	(\$421,779)	(\$529,465)
State Special Education Funding	\$0	\$38,376	\$70,356	\$108,732	\$153,504	\$204,672	\$249,444
Title I	\$0	\$21,600	\$40,788	\$64,927	\$94,412	\$129,659	\$162,762
Federal Breakfast Program	\$0	\$77,760	\$142,560	\$220,320	\$311,040	\$414,720	\$505,440
Federal Lunch Program	\$0	\$148,781	\$272,765	\$421,546	\$595,123	\$793,498	\$967,075
IDEA	\$0	\$86,400	\$158,400	\$244,800	\$345,600	\$460,800	\$561,600
Transportation	\$0	\$38,376	\$70,356	\$108,732	\$153,504	\$204,672	\$249,444
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	\$388,800	\$712,800	\$1,101,600	\$1,555,200	\$2,073,600	\$2,527,200
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Private fundraising (individuals)	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$150,000	\$5,439,148	\$10,205,899	\$16,164,968	\$23,400,994	\$32,003,472	\$40,016,170
EXPENSES							
Personnel	\$63,602	\$2,851,983	\$4,997,689	\$8,054,437	\$11,549,939	\$15,529,859	\$19,217,412
General Operating Expenses	\$71,000	\$1,603,929	\$2,834,132	\$4,327,910	\$6,062,763	\$8,013,735	\$9,747,095
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$779,000	\$1,302,600	\$1,901,000	\$2,574,200	\$3,172,600	\$3,771,000
Technology & Equipment	\$900	\$114,120	\$204,486	\$308,936	\$431,786	\$563,316	\$666,536
TOTAL EXPENSES	\$135,502	\$5,349,032	\$9,338,907	\$14,592,283	\$20,618,688	\$27,279,510	\$33,402,043
SURPLUS/(DEFICIT)	\$14,498	\$90,116	\$866,992	\$1,572,685	\$2,782,305	\$4,723,962	\$6,614,127
<i>Per student</i>		<i>\$125</i>	<i>\$657</i>	<i>\$771</i>	<i>\$966</i>	<i>\$1,230</i>	<i>\$1,413</i>
Ending Fund Balance	\$14,498	\$104,613	\$971,605	\$2,544,290	\$5,326,595	\$10,050,558	\$16,664,685

2017-18	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	Total
	July	August	September	October	November	December	January	February	March	April	May	June	July	Projected
REVENUES														
Distributive School Acct		\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	\$ 425,847.27	#####
DSA Sponsorship Fee		\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (6,387.71)	\$ (70,264.80)
Donations	\$ 150,000.00	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 2,273	\$ 175,000.00
State Special Ed		\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 3,488.73	\$ 38,376.00
IDEA		\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 7,854.55	\$ 86,400.00
Nutrition (Fed. & Local)		\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 55,940.07	\$ 615,340.80
Title I		\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 1,963.64	\$ 21,600.00
														\$ -
														\$ -
Total Revenues	\$ 150,000.00	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	\$ 490,979.27	#####
Total Revenues Y-T-D	\$ 150,000.00	\$ 640,979.27	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	
EXPENDITURES														
Salaries & Benefits														
Salaries	\$ 53,333.60	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	\$ 212,444.00	#####
Benefits	\$ 10,268.80	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 46,827.22	\$ 525,368.26
Supplies	\$ 23,000.00	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 17,694.55	\$ 217,640.00
Rent		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 550,000.00
Utilities		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 110,000.00
Contracts	\$ 10,000.00	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 53,996.36	\$ 603,960.00
Textbooks		\$ 21,600.00												\$ 21,600.00
Equipment	\$ 900.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 9,510.00	\$ 105,510.00
Staff & Student Recruiting	\$ 8,000.00												\$ 7,000.00	\$ 15,000.00
Professional Development	\$ 10,000.00			\$ 6,000.00			\$ 6,000.00		\$ 6,000.00				\$ 29,520.00	\$ 57,520.00
Legal	\$ 20,000.00	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 1,818.18	\$ 40,000.00
Custodial		\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 2,545.45	\$ 28,000.00
Meals		\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 59,144.73	\$ 650,592.00
Insurance	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 3,445.00	\$ 31,000.00
Student Assessment		\$ 5,472.00	\$ 5,472.00	\$ 5,472.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 2,736.00	\$ 27,360.00
Field Trips & Travel		\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 3,720.00	\$ 3,720.00	\$ 720.00	\$ 720.00	\$ 13,920.00
Other		\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 212.45	\$ 2,337.00
														\$ -
														\$ -
														\$ -
Total Expenditures	\$ 138,947.40	\$ 495,429.95	\$ 473,829.95	\$ 479,829.95	\$ 471,093.95	\$ 471,093.95	\$ 477,093.95	\$ 471,093.95	\$ 474,352.95	\$ 467,912.95	\$ 467,912.95	\$ 501,432.95	\$ 501,432.95	#####
Total Expenses Y-T-D	\$ 138,947.40	\$ 634,377.35	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 11,052.60	\$ (4,450.68)	\$ 17,149.32	\$ 11,149.32	\$ 19,885.32	\$ 19,885.32	\$ 13,885.32	\$ 19,885.32	\$ 16,626.32	\$ 23,066.32	\$ 23,066.32	\$ (10,453.68)	#####
Begin Cash Balance(F/B)	\$ -	\$ 11,052.60	\$ 6,601.92	\$ 23,751.24	\$ 34,900.57	\$ 54,785.89	\$ 74,671.21	\$ 88,556.53	\$ 108,441.86	\$ 125,068.18	\$ 148,134.50	\$ 171,200.82	
End Cash Balance (F/B)	\$ 11,052.60	\$ 6,601.92	\$ 23,751.24	\$ 34,900.57	\$ 54,785.89	\$ 74,671.21	\$ 88,556.53	\$ 108,441.86	\$ 125,068.18	\$ 148,134.50	\$ 171,200.82	\$ 160,747.14	#####

WEIGHTED
2016 Count Day

County District	DSA	Outside		Enrollment	Subtotal
		Revenue	Total		
Carson City	\$ 6,637	\$ 1,002	\$ 7,639		\$0.00
Churchill	\$ 6,621	\$ 1,100	\$ 7,721		\$0.00
Clark	\$ 5,527	\$ 979	\$ 6,506		\$0.00
Douglas	\$ 5,941	\$ 2,466	\$ 8,407		\$0.00
Elko	\$ 6,707	\$ 1,302	\$ 8,009		\$0.00
Esmeralda	\$ 15,590	\$ 7,867	\$ 23,457		\$0.00
Eureka	\$ 5,653	\$ 26,220	\$ 31,873		\$0.00
Humboldt	\$ 5,738	\$ 2,269	\$ 8,007		\$0.00
Lander	\$ 3,955	\$ 6,063	\$ 10,018		\$0.00
Lincoln	\$ 10,369	\$ 1,469	\$ 11,838		\$0.00
Lyon	\$ 7,150	\$ 928	\$ 8,078		\$0.00
Mineral	\$ 9,561	\$ 1,644	\$ 11,205		\$0.00
Nye	\$ 7,104	\$ 1,458	\$ 8,562		\$0.00
Pershing	\$ 8,964	\$ 2,662	\$ 11,626		\$0.00
Storey	\$ 8,309	\$ 5,783	\$ 14,092		\$0.00
Washoe	\$ 5,582	\$ 1,152	\$ 6,734		\$0.00
White Pine	\$ 7,376	\$ 1,677	\$ 9,053		\$0.00
Multi-District	#DIV/0!			0.0	0.0

EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	Lease

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2016	2017	2018	2019	2020	2021	2022

LEASE OPTION

Square feet leased

	40,000	68,000	100,000	136,000	168,000	200,000
--	--------	--------	---------	---------	---------	---------

Lease rate	\$15.00	Per sq ft	Annual lease cost	\$0	\$600,000	\$1,020,000	\$1,500,000	\$2,040,000	\$2,520,000	\$3,000,000
Custodial	\$0.70	Per sq ft		\$0	\$28,000	\$47,600	\$70,000	\$95,200	\$117,600	\$140,000
Utilities	\$3.00	Per sq ft		\$0	\$120,000	\$204,000	\$300,000	\$408,000	\$504,000	\$600,000
Capital Outlay (building renovations)	\$20,000	One-time cost	Capital Outlay	\$20,000.00						
Total cost to lease				\$20,000	\$748,000	\$1,271,600	\$1,870,000	\$2,543,200	\$3,141,600	\$3,740,000
General liability insurance	\$31,000.00	Annual cost		\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000

TOTAL FACILITIES COSTS	\$51,000	\$779,000	\$1,302,600	\$1,901,000	\$2,574,200	\$3,172,600	\$3,771,000
-------------------------------	-----------------	------------------	--------------------	--------------------	--------------------	--------------------	--------------------

TECHNOLOGY & EQUIPMENT COSTS

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2016	2017	2018	2019	2020	2021	2022

ASSUMPTIONS

Copier (monthly lease rate)	\$233	Per month					
	150	Students per copier					
Desktop computer costs (faculty and computers for carts)	\$700	Per laptop					
Desktop computers	40	Per grade level					
Cart costs	\$0	Per cart					

Student enrollment			0	720	1320	2040	2880	3840	4680
Number of copiers needed				5	6	6	6	6	6
Monthly copier lease				\$13,980	\$16,776	\$16,776	\$16,776	\$16,776	\$16,776
Copier - usage fee	\$25	Per student		\$18,000	\$33,000	\$51,000	\$72,000	\$96,000	\$117,000
New Laptops - faculty	\$300	Per laptop	\$300	\$11,580	\$9,990	\$12,180	\$14,370	\$12,480	\$11,880
Laptop replacement costs	4	Number of years use			\$0	\$0	\$300	\$11,580	FALSE
Mobile lap top cart - students	0	Per grade level			\$0	\$0	\$0	\$0	\$0
Mobile Laptop cart replacement costs	0	Number of years use			FALSE	FALSE	FALSE	FALSE	FALSE
FTE cell phone handset	\$0	Per handset	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE Cell phones (monthly coverage)	\$50	Per month	\$600	\$23,760	\$43,740	\$68,100	\$96,840	\$121,800	\$145,560
Internet setup	\$0	Setup fee			\$0				
Server	\$0	Per server			\$0				
Classroom technology	\$500	Per classroom			\$0	\$15,000	\$27,500	\$42,500	\$60,000
Educational software	\$32	Per student			\$23,040	\$42,240	\$65,280	\$92,160	\$122,880
Technology Support Services	\$0	Per month			\$0	\$0	\$0	\$0	\$0
Internet and phone monthly service	\$0	Per month			\$0	\$0	\$0	\$0	\$0
Other Equipment (security system)	\$0	Setup cost			\$0				
Monthly equipment cost	\$0	Per month			\$0	\$0	\$0	\$0	\$0
Computer Hardware	\$200	Per FTE			\$7,920	\$14,580	\$22,700	\$32,280	\$40,600
Computer Software	\$400	Per FTE			\$15,840	\$29,160	\$45,400	\$64,560	\$81,200
Faculty furniture	\$0	Per FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student furniture	\$0	Per new student			\$0	\$0	\$0	\$0	\$0

TOTAL TECHNOLOGY & EQUIPMENT COSTS	\$900	\$114,120	\$204,486	\$308,936	\$431,786	\$563,316	\$666,536
---	--------------	------------------	------------------	------------------	------------------	------------------	------------------

Attachment 20 - Detailed Budget of Operator

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Revenue	540,000	990,000	1,530,000	2,160,000	2,880,000	3,510,000
Personnel	518,846	781,160	1,247,850	1,632,530	2,125,180	2,710,460
Operating Expense	64,900	97,300	143,700	180,700	218,700	266,700
Professional Fees	14,000	42,000	50,000	55,000	61,000	68,000
Total Expenses	597,746	920,460	1,441,550	1,868,230	2,404,880	3,045,160
Pre-tax Income	(57,746)	69,540	88,450	291,770	475,120	464,840
Income Taxes	(20,211)	24,339	30,958	102,120	166,292	162,694
Net Income	(37,535)	45,201	57,493	189,651	308,828	302,146

**Leadership Education Foundation –
Arrow Academy**

Financial Statements
and Independent Auditors' Report
for the years ended August 31, 2013 and 2012

Leadership Education Foundation – Arrow Academy

Table of Contents

	Page
Independent Auditors' Report	1
Financial Statements:	
Statements of Financial Position as of August 31, 2013 and 2012	3
Statement of Activities for the year ended August 31, 2013	4
Statement of Activities for the year ended August 31, 2012	5
Statements of Cash Flows for the years ended August 31, 2013 and 2012	6
Notes to Financial Statements for the years ended August 31, 2013 and 2012	7

Independent Auditors' Report

To the Board of Directors of
Leadership Education Foundation – Arrow Academy:

Report on the Financial Statements

We have audited the accompanying financial statements of Leadership Education Foundation – Arrow Academy (Arrow Academy), which comprise the statements of financial position as of August 31, 2013 and 2012 and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform our audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Arrow Academy as of August 31, 2013 and 2012 and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 13, 2014 on our consideration of Arrow Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Arrow Academy's internal control over financial reporting and compliance.

Blazek & Vetterling

January 13, 2014

Leadership Education Foundation – Arrow Academy

Statements of Financial Position as of August 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
ASSETS		
Current assets:		
Cash	\$ 961,549	\$ 415,511
Government grants and other receivables	445,335	537,431
Prepaid expenses	<u>74,902</u>	<u>36,978</u>
Total current assets	1,481,786	989,920
Property and equipment, net (<i>Note 2</i>)	<u>928,776</u>	<u>1,120,027</u>
TOTAL ASSETS	<u>\$ 2,410,562</u>	<u>\$ 2,109,947</u>
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 156,262	\$ 300,916
Accrued payroll expenses	332,697	239,857
Payable to affiliates (<i>Note 3</i>)	139,188	480,424
Accounts payable to be financed with long-term debt		320,000
Current portion of notes payable (<i>Note 4</i>)	<u>279,342</u>	<u>165,807</u>
Total current liabilities	907,489	1,507,004
Notes payable (<i>Note 4</i>)	<u>323,238</u>	<u>367,709</u>
Total liabilities	<u>1,230,727</u>	<u>1,874,713</u>
Net assets:		
Unrestricted	1,075,405	235,234
Temporarily restricted (<i>Note 5</i>)	<u>104,430</u>	<u> </u>
Total net assets	<u>1,179,835</u>	<u>235,234</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,410,562</u>	<u>\$ 2,109,947</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statement of Activities for the year ended August 31, 2013

	<u>UNRESTRICTED</u>	TEMPORARILY <u>RESTRICTED</u>	<u>TOTAL</u>
REVENUE:			
Government grants (<i>Note 6</i>)	\$ 7,117,197		\$ 7,117,197
Contributions	639,880	\$ 113,307	753,187
Food service fees	<u>40,614</u>	<u> </u>	<u>40,614</u>
Total revenue	7,797,691	113,307	7,910,998
Net assets released from restrictions:			
Program expenditures	<u>8,877</u>	<u>(8,877)</u>	<u> </u>
Total	<u>7,806,568</u>	<u>104,430</u>	<u>7,910,998</u>
EXPENSES:			
Program expenses:			
Instructional	5,195,523		5,195,523
Auxiliary services	<u>993,513</u>		<u>993,513</u>
Total program expenses	6,189,036		6,189,036
General and administrative	520,504		520,504
Fundraising	<u>256,857</u>		<u>256,857</u>
Total expenses	<u>6,966,397</u>		<u>6,966,397</u>
CHANGES IN NET ASSETS	840,171	104,430	944,601
Net assets, beginning of year	<u>235,234</u>	<u> </u>	<u>235,234</u>
Net assets, end of year	<u>\$ 1,075,405</u>	<u>\$ 104,430</u>	<u>\$ 1,179,835</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statement of Activities for the year ended August 31, 2012

	<u>UNRESTRICTED</u>	<u>TEMPORARILY RESTRICTED</u>	<u>TOTAL</u>
REVENUE:			
Government grants <i>(Note 6)</i>	\$ 5,132,199		\$ 5,132,199
Contributions	106,071		106,071
Food service fees	<u>44,275</u>		<u>44,275</u>
Total revenue	<u>5,282,545</u>		<u>5,282,545</u>
EXPENSES:			
Program expenses:			
Instructional	4,030,336		4,030,336
Auxiliary services	<u>485,823</u>		<u>485,823</u>
Total program expenses	4,516,159		4,516,159
General and administrative	438,794		438,794
Fundraising	<u>95,528</u>		<u>95,528</u>
Total expenses	<u>5,050,481</u>		<u>5,050,481</u>
CHANGES IN NET ASSETS	232,064		232,064
Net assets, beginning of year	<u>3,170</u>	<u> </u>	<u>3,170</u>
Net assets, end of year	<u>\$ 235,234</u>	<u>\$ 0</u>	<u>\$ 235,234</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statements of Cash Flows for the years ended August 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ 944,601	\$ 232,064
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	288,602	182,607
Changes in operating assets and liabilities:		
Government grants and other receivables	92,096	(37,801)
Prepaid expenses	(37,924)	29,586
Accounts payable and accrued expenses	(144,654)	(233,063)
Accrued payroll expenses	92,840	107,280
Payable to affiliates	<u>(341,236)</u>	<u>7,508</u>
Net cash provided by operating activities	<u>894,325</u>	<u>288,181</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Payments for purchases of property and equipment	<u>(417,351)</u>	<u>(592,719)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from notes payable	320,000	681,448
Principal repayments of notes payable	<u>(250,936)</u>	<u>(147,932)</u>
Net cash provided by financing activities	<u>69,064</u>	<u>533,516</u>
NET CHANGE IN CASH	546,038	228,978
Cash, beginning of year	<u>415,511</u>	<u>186,533</u>
Cash, end of year	<u>\$ 961,549</u>	<u>\$ 415,511</u>
 <i>Supplemental disclosure of cash flow information:</i>		
Interest paid	\$31,056	\$23,221

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Notes to Financial Statements for the years ended August 31, 2013 and 2012

NOTE 1 – ORGANIZATION AND SUMMARY OF ACCOUNTING POLICIES

Organization – Leadership Education Foundation – Arrow Academy (Arrow Academy) operates Texas Open-Enrollment Charter Schools under state charter #021805. The charter is held by Leadership Education Foundation and is operated under the name Arrow Academy. Six schools are in operation located in Houston and Bryan, Texas, serving approximately 860 students from kindergarten through 8th grades for the 2012-2013 school year. Arrow Academy is supported by state and federal grants provided by the Texas Education Agency and private contributions.

Federal income tax status – Arrow Academy is exempt from federal income tax under §501(c)(3) of the Internal Revenue Code and is classified as a public charity under §509(a)(1) and §170(b)(1)(A)(ii). Arrow Academy files annual federal information returns that are subject to routine examination; however, there are no examinations for any tax periods currently in progress. Arrow Academy believes it is no longer subject to examinations of returns for tax years ended before August 31, 2010.

Property and equipment are reported at cost if purchased or at fair value at the date of gift if donated. Arrow Academy recognizes depreciation using the straight-line method over the estimated useful lives of the assets, which range from 4 to 7 years for furniture and equipment. Arrow Academy capitalizes additions that have an individual cost of more than \$5,000, as well as all student laptops and other technology equipment with aggregate costs of more than \$5,000 and/or assets that are required by funding sources to be capitalized.

Net asset classification – Contributions and the related net assets are classified based on the existence or absence of donor-imposed restrictions, as follows:

- *Unrestricted net assets* include those net assets whose use is not restricted by donor-imposed stipulations even though their use may be limited in other respects such as by contract or board designation.
- *Temporarily restricted net assets* include contributions restricted by the donor for specific purposes or time periods. When a purpose restriction is accomplished or a time restriction ends, temporarily restricted net assets are released to unrestricted net assets.

Government grants are recognized as revenue in the period in which the services are provided. Amounts collected in advance are reported as refundable advances.

Contributions are recognized at fair value when an unconditional commitment is received from the donor. Contributions received with donor stipulations that limit their use are classified as restricted support.

Contributed services and facilities are recognized at fair value when an unconditional commitment is received from the donor. Contributions of services are recognized when services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

Food service fees are recognized in the period in which services are provided.

Estimates – Management must make estimates and assumptions to prepare financial statements in accordance with generally accepted accounting principles. These estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, the amounts of reported revenue and expenses, and the allocation of expenses among various functions. Actual results could vary from the estimates that were used.

Reclassifications – Certain reclassifications have been made to the prior year financial statements to conform with the current presentation.

NOTE 2 – PROPERTY AND EQUIPMENT

Property and equipment are comprised of the following:

	<u>2013</u>	<u>2012</u>
Furniture and equipment, at cost	\$ 1,399,985	\$ 1,302,634
Accumulated depreciation	<u>(471,209)</u>	<u>(182,607)</u>
Property and equipment, net	<u>\$ 928,776</u>	<u>\$ 1,120,027</u>

NOTE 3 – AFFILIATE ENTITIES

Arrow Academy, LLC, a Delaware corporation, was formed to provide educational and administrative services for charter schools. Arrow Academy has entered into an educational and administrative services agreement with Arrow Academy, LLC with an effective term through August 2016. The management fee under the agreement is based upon the number of students enrolled in Arrow Academy schools and was approximately \$705,000 for the year ended August 31, 2013 and \$453,000 for the year ended August 31, 2012. Additionally, the business services company that ultimately created and controls Arrow Academy, LLC provided consulting services totaling approximately \$209,000 for the year ended August 31, 2013 and \$394,000 for the year ended August 31, 2012.

NOTE 4 – NOTES PAYABLE

Arrow Academy has entered into two notes payable with a bank for the purchase of computer equipment to be utilized by the students. The notes are collateralized by the equipment purchased. Interest is fixed at a rate of 4.5% for both notes. Interest expense was approximately \$31,000 in 2013 and \$23,000 in 2012.

Principal payments under the notes payable at August 31, 2013 are due as follows:

2014	\$ 279,342
2015	292,357
2016	<u>30,881</u>
Total	<u>\$ 602,580</u>

NOTE 5 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at August 31, 2013 are available for the following purposes:

Classroom design model	\$ 100,000
Las Americas campus	<u>4,430</u>
Total temporarily restricted net assets	<u>\$ 104,430</u>

NOTE 6 – GOVERNMENT GRANTS

Arrow Academy is the recipient of government grants from various federal and state agencies. Government grants include the following:

	<u>2013</u>	<u>2012</u>
State grants:		
Texas Education Agency Foundation School Program	\$ 6,152,761	\$ 4,355,948
Textbook and Kindergarten Materials	126,886	72,239
Other state revenue	<u>5,821</u>	<u> </u>
Total state grants	<u>6,285,468</u>	<u>4,428,187</u>
Federal grants:		
U. S. Department of Agriculture	426,714	236,887
U. S. Department of Education	<u>405,015</u>	<u>467,125</u>
Total federal grants	<u>831,729</u>	<u>704,012</u>
Total government grants	<u>\$ 7,117,197</u>	<u>\$ 5,132,199</u>

The grants from government funding sources require fulfillment of certain conditions as set forth in the grant contracts and are subject to review and audit by the awarding agencies. Such reviews and audits could result in the discovery of unallowable activities and unallowable costs. Consequently, any of the funding sources may, at their discretion, request reimbursement for expenses or return of funds as a result of non-compliance by Arrow Academy with the terms of the contracts. Management believes such disallowances, if any, would not be material to Arrow Academy’s financial position or changes in net assets.

NOTE 7 – LEASE COMMITMENTS

Arrow Academy leases facilities and certain equipment under noncancellable operating leases. Future minimum lease payments are due as follows:

2014	\$ 454,393
2015	<u>157,500</u>
Total	<u>\$ 611,893</u>

Rental expense was approximately \$405,000 and \$256,000 in 2013 and 2012, respectively.

NOTE 8 – EMPLOYEE BENEFIT PLAN

Arrow Academy’s full-time employees participate in the Teacher Retirement System of Texas, a public employee retirement system. It is a cost-sharing, multi-employer, defined benefit pension plan. All risks and costs are the responsibility of the State of Texas. Plan members contribute 6.4% of their annual covered salary. Arrow Academy contributed \$76,402 and \$39,635 to the plan during 2013 and 2012, respectively.

NOTE 9 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 13, 2014, which is the date that the financial statements were available for issuance. As a result of this evaluation, no events were identified that are required to be disclosed or would have a material impact on reported net assets or changes in net assets.

**Leadership Education Foundation –
Arrow Academy**

Financial Statements
and Independent Auditors' Report
for the years ended August 31, 2015 and 2014

Leadership Education Foundation – Arrow Academy

Table of Contents

	Page
Independent Auditors' Report	1
Financial Statements:	
Statements of Financial Position as of August 31, 2015 and 2014	3
Statement of Activities for the year ended August 31, 2015	4
Statement of Activities for the year ended August 31, 2014	5
Statements of Cash Flows for the years ended August 31, 2015 and 2014	6
Notes to Financial Statements for the years ended August 31, 2015 and 2014	7

Independent Auditors' Report

To the Board of Directors of
Leadership Education Foundation – Arrow Academy:

Report on the Financial Statements

We have audited the accompanying financial statements of Leadership Education Foundation – Arrow Academy (Arrow Academy), which comprise the statements of financial position as of August 31, 2015 and 2014 and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform our audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Arrow Academy as of August 31, 2015 and 2014 and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2016 on our consideration of Arrow Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Arrow Academy's internal control over financial reporting and compliance.

Blazek & Vetterling

January 21, 2016

Leadership Education Foundation – Arrow Academy

Statements of Financial Position as of August 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
ASSETS		
Current assets:		
Cash	\$ 1,551,470	\$ 1,281,885
Government grants and other receivables	753,401	900,323
Prepaid expenses and other assets	<u>152,216</u>	<u>148,705</u>
Total current assets	2,457,087	2,330,913
Other assets	90,500	104,000
Furniture and equipment, net (<i>Note 2</i>)	<u>494,996</u>	<u>770,816</u>
TOTAL ASSETS	<u>\$ 3,042,583</u>	<u>\$ 3,205,729</u>

LIABILITIES AND NET ASSETS

Current liabilities:		
Accounts payable and accrued expenses	\$ 117,307	\$ 362,200
Accrued payroll expenses	300,211	319,220
Payable to affiliates (<i>Note 3</i>)	65,551	315,874
Current portion of notes payable (<i>Note 4</i>)	<u>30,763</u>	<u>292,266</u>
Total current liabilities	513,832	1,289,560
Notes payable (<i>Note 4</i>)	<u> </u>	<u>30,915</u>
Total liabilities	<u>513,832</u>	<u>1,320,475</u>
Commitments (<i>Note 7</i>)		
Unrestricted net assets (<i>Note 5</i>)	<u>2,528,751</u>	<u>1,885,254</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,042,583</u>	<u>\$ 3,205,729</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statement of Activities for the year ended August 31, 2015

	<u>UNRESTRICTED</u>	TEMPORARILY <u>RESTRICTED</u>	<u>TOTAL</u>
REVENUE:			
Government grants <i>(Note 6)</i>	\$ 8,436,727		\$ 8,436,727
Contributions	1,031,221	\$ 100,000	1,131,221
Food service and other fees	<u>91,807</u>	<u> </u>	<u>91,807</u>
Total revenue	9,559,755	100,000	9,659,755
Net assets released from restrictions:			
Program expenditures	<u>100,000</u>	<u>(100,000)</u>	<u> </u>
Total	<u>9,659,755</u>	<u> 0</u>	<u>9,659,755</u>
EXPENSES:			
Program expenses:			
Instructional	7,485,543		7,485,543
Auxiliary services	<u>811,490</u>		<u>811,490</u>
Total program expenses	8,297,033		8,297,033
General and administrative	608,750		608,750
Fundraising	<u>110,475</u>		<u>110,475</u>
Total expenses	<u>9,016,258</u>		<u>9,016,258</u>
CHANGES IN NET ASSETS	643,497	0	643,497
Net assets, beginning of year	<u>1,885,254</u>	<u> 0</u>	<u>1,885,254</u>
Net assets, end of year	<u>\$ 2,528,751</u>	<u>\$ 0</u>	<u>\$ 2,528,751</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statement of Activities for the year ended August 31, 2014

	<u>UNRESTRICTED</u>	TEMPORARILY <u>RESTRICTED</u>	<u>TOTAL</u>
REVENUE:			
Government grants <i>(Note 6)</i>	\$ 8,606,227		\$ 8,606,227
Contributions	211,470	\$ 50,000	261,470
Food service and other fees	<u>33,332</u>	<u> </u>	<u>33,332</u>
Total revenue	8,851,029	50,000	8,901,029
Net assets released from restrictions:			
Program expenditures	<u>154,430</u>	<u>(154,430)</u>	<u> </u>
Total	<u>9,005,459</u>	<u>(104,430)</u>	<u>8,901,029</u>
EXPENSES:			
Program expenses:			
Instructional	6,467,371		6,467,371
Auxiliary services	<u>986,015</u>		<u>986,015</u>
Total program expenses	7,453,386		7,453,386
General and administrative	566,534		566,534
Fundraising	<u>175,690</u>		<u>175,690</u>
Total expenses	<u>8,195,610</u>		<u>8,195,610</u>
CHANGES IN NET ASSETS	809,849	(104,430)	705,419
Net assets, beginning of year	<u>1,075,405</u>	<u>104,430</u>	<u>1,179,835</u>
Net assets, end of year	<u>\$ 1,885,254</u>	<u>\$ 0</u>	<u>\$ 1,885,254</u>

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Statements of Cash Flows for the years ended August 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ 643,497	\$ 705,419
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	330,906	310,356
Changes in operating assets and liabilities:		
Government grants and other receivables	146,922	(454,988)
Prepaid expenses and other assets	9,989	(177,803)
Accounts payable and accrued expenses	(244,893)	205,938
Accrued payroll expenses	(19,009)	(13,477)
Payable to affiliates	<u>(250,323)</u>	<u>176,686</u>
Net cash provided by operating activities	<u>617,089</u>	<u>752,131</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Payments for purchases of furniture and equipment	<u>(55,086)</u>	<u>(152,396)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal repayments of notes payable	<u>(292,418)</u>	<u>(279,399)</u>
NET CHANGE IN CASH	269,585	320,336
Cash, beginning of year	<u>1,281,885</u>	<u>961,549</u>
Cash, end of year	<u>\$ 1,551,470</u>	<u>\$ 1,281,885</u>
 <i>Supplemental disclosure of cash flow information:</i>		
Interest paid	\$8,630	\$21,649

See accompanying notes to financial statements.

Leadership Education Foundation – Arrow Academy

Notes to Financial Statements for the years ended August 31, 2015 and 2014

NOTE 1 – ORGANIZATION AND SUMMARY OF ACCOUNTING POLICIES

Organization – Leadership Education Foundation – Arrow Academy (Arrow Academy) operates Texas Open-Enrollment Charter Schools under state charter #021805. The charter is held by Leadership Education Foundation and is operated under the name Arrow Academy. Seven schools are in operation located in Houston and Bryan, Texas, serving approximately 830 students from kindergarten through 8th grades for the 2014-2015 school year. Arrow Academy is supported by state and federal grants provided by the Texas Education Agency and by private contributions.

Federal income tax status – Arrow Academy is exempt from federal income tax under §501(c)(3) of the Internal Revenue Code and is classified as a public charity under §509(a)(1) and §170(b)(1)(A)(ii). Arrow Academy files annual federal information returns that are subject to routine examination; however, there are no examinations for any tax periods currently in progress. Arrow Academy believes it is no longer subject to examinations of returns for tax years ended before August 31, 2012.

Concentration of credit risk – Cash deposits exceed the federally insured limit per depositor per institution. Amounts on deposit from federal and state sources that are in excess of the Federal Deposit Insurance Corporation limit of \$250,000 are collateralized by a security agreement with the bank.

Furniture and equipment are reported at cost if purchased or at fair value at the date of gift if donated. Arrow Academy recognizes depreciation using the straight-line method over the estimated useful lives of the assets, which range from 4 to 7 years for furniture and equipment. Arrow Academy capitalizes additions that have an individual cost of more than \$5,000, as well as all student laptops and other technology equipment with aggregate costs of more than \$5,000 and/or assets that are required by funding sources to be capitalized.

Net asset classification – Contributions and the related net assets are classified based on the existence or absence of donor-imposed restrictions, as follows:

- *Unrestricted net assets* include those net assets whose use is not restricted by donor-imposed stipulations even though their use may be limited in other respects such as by contract or board designation.
- *Temporarily restricted net assets* include contributions restricted by the donor for specific purposes or time periods. When a purpose restriction is accomplished or a time restriction ends, temporarily restricted net assets are released to unrestricted net assets.

Government grants are recognized as revenue in the period in which the services are provided. Amounts collected in advance are reported as refundable advances.

Contributions are recognized at fair value when an unconditional commitment is received from the donor. Contributions received with donor stipulations that limit their use are classified as restricted support. In 2015, one donor provided 88% of contribution revenue.

Contributed services and facilities are recognized at fair value when an unconditional commitment is received from the donor. Contributions of services are recognized when services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

Food service and other fees are recognized in the period in which services are provided.

Estimates – Management must make estimates and assumptions to prepare financial statements in accordance with generally accepted accounting principles. These estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, the amounts of reported revenue and expenses, and the allocation of expenses among various functions. Actual results could vary from the estimates that were used.

NOTE 2 – FURNITURE AND EQUIPMENT

Furniture and equipment are comprised of the following:

	<u>2015</u>	<u>2014</u>
Furniture and equipment, at cost	\$ 1,607,467	\$ 1,552,381
Accumulated depreciation	<u>(1,112,471)</u>	<u>(781,565)</u>
Furniture and equipment, net	<u>\$ 494,996</u>	<u>\$ 770,816</u>

Texas statutes state that property purchased with funds received by a charter school holder is considered to be public property for all purposes under state law and is held in trust by the charter school holder for the benefit of the students of the open enrollment charter school and may be used only for those purposes.

NOTE 3 – AFFILIATE ENTITIES

Arrow Academy, LLC, a Delaware corporation, was formed to provide educational and administrative services for charter schools. Arrow Academy has entered into an educational and administrative services agreement with Arrow Academy, LLC with an effective term through August 2016. The management fee under the agreement is based upon the number of students enrolled in Arrow Academy schools and was approximately \$680,000 for the year ended August 31, 2015 and \$740,000 for the year ended August 31, 2014. Additionally, the business services company that ultimately created and controls Arrow Academy, LLC provided consulting services totaling approximately \$70,000 for the year ended August 31, 2015 and \$176,000 for the year ended August 31, 2014.

NOTE 4 – NOTES PAYABLE

Arrow Academy has entered into two notes payable with a bank for the purchase of computer equipment to be utilized by the students. The notes are collateralized by the equipment purchased. Interest is fixed at a rate of 4.5% for both notes. Interest expense was approximately \$8,630 in 2015 and \$21,700 in 2014. The principal payment of \$30,763 at August 31, 2015 is due in 2016.

NOTE 5 – UNRESTRICTED NET ASSETS

Unrestricted net assets consist of the following

	<u>2015</u>	<u>2014</u>
State ownership interest:		
Property and equipment, net of related liabilities	\$ 337,693	\$ 262,338
School operations	1,161,484	1,362,723
Property and equipment, net of related debt, purchased with federal awards	122,285	185,297
Undesignated	<u>907,289</u>	<u>74,896</u>
Total unrestricted net assets	<u>\$ 2,528,751</u>	<u>\$ 1,885,254</u>

NOTE 6 – GOVERNMENT GRANTS

Arrow Academy is the recipient of government grants from various federal and state agencies. Arrow Academy has a charter with the Texas Education Agency which provides significant funding for school operations. Should the charter not be renewed, a replacement for this source of support may not be forthcoming and related expenses would not be incurred. Government grants include the following:

	<u>2015</u>	<u>2014</u>
State grants:		
Texas Education Agency Foundation School Program	\$ 7,009,978	\$ 7,325,918
Textbook and Kindergarten Materials	37,288	129,410
Other state revenue	<u>2,946</u>	<u>2,891</u>
Total state grants	<u>7,050,212</u>	<u>7,458,219</u>
Federal grants:		
U. S. Department of Agriculture	436,439	481,717
U. S. Department of Education	<u>950,076</u>	<u>666,291</u>
Total federal grants	<u>1,386,515</u>	<u>1,148,008</u>
Total government grants	<u>\$ 8,436,727</u>	<u>\$ 8,606,227</u>

The grants from government funding sources require fulfillment of certain conditions as set forth in the grant contracts and are subject to review and audit by the awarding agencies. Such reviews and audits could result in the discovery of unallowable activities and unallowable costs. Consequently, any of the funding sources may, at their discretion, request reimbursement for expenses or return of funds as a result of non-compliance by Arrow Academy with the terms of the contracts. Management believes such disallowances, if any, would not be material to Arrow Academy’s financial position or changes in net assets.

NOTE 7 – LEASE COMMITMENTS

Arrow Academy leases facilities and certain equipment under noncancellable operating leases. Future minimum lease payments are due as follows:

2016	\$ 349,074
2017	369,074
2018	136,264
2019	<u>136,264</u>
Total	<u>\$ 990,676</u>

Rental expense was approximately \$448,000 and \$445,000 in 2015 and 2014, respectively.

NOTE 8 – MULTIEMPLOYER PENSION PLAN

Arrow Academy’s full-time employees participate in the Teacher Retirement System of Texas (TRS), a public employee retirement system. TRS is a cost-sharing, multiemployer, defined benefit pension plan.

For 2015, plan members contribute 6.7% of their annual covered salary, Arrow Academy contributes 6.8% for new members the first 90 days of employment, and the State of Texas contributes 6.8%. Additionally, Arrow Academy makes a 1.5% non-OASDI payment on all TRS eligible employees. Arrow Academy's contributions do not represent more than 5% of the pension plan's total contributions.

The risks of participating in a multiemployer, defined benefit plan are different from single-employer plans because (a) amounts contributed to a multiemployer plan by one employer may be used to provide benefits to employees of other participating employers and (b) if an employer stops contributing to TRS, unfunded obligations of TRS may be required to be borne by the remaining employers. There is no withdrawal penalty for leaving TRS.

The following presents information about the multiemployer pension plan as of August 31, 2015:

NAME OF THE PENSION FUND	EIN AND PLAN NUMBER, IF AVAILABLE	TOTAL PLAN ASSETS	ACCUMULATED BENEFIT OBLIGATIONS	FUNDED PERCENTAGE	CONTRIBUTIONS YEAR ENDED AUGUST 31, 2015	CONTRIBUTIONS YEAR ENDED AUGUST 31, 2014
Teacher Retirement System of Texas	N/A	\$157 billion	\$159.5 billion	83.25%	\$187,852	\$138,824

NOTE 9 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 21, 2016, which is the date that the financial statements were available for issuance. As a result of this evaluation, no events were identified that are required to be disclosed or would have a material impact on reported net assets or changes in net assets.

Attachment 21 - Historical Financial Documents CMO

	Unaudited	Unaudited	Unaudited
	Dec 31, 15	Dec 31, 14	Dec 31, 13
ASSETS			
Current Assets			
Cash	7,632	10,336	134,377
Accounts Receivable	36,691	57,949	62,160
Total Current Assets	44,323	68,285	196,536
TOTAL ASSETS	44,323	68,285	196,536
LIABILITIES & EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable	-750	-779	2,276
Credit Card Payable	3,290	2,095	0
Payroll Liabilities	29,150	29,150	0
Total Current Liabilities	31,690	30,466	2,276
Other Liabilities	57,868	101,377	
Total Liabilities	89,558	131,843	2,276
Equity			
Retained Earnings	-293,581	-434,259	-274,381
Owner Capital	248,346	370,702	468,641
Total Equity	-45,235	-63,557	194,261
TOTAL LIABILITIES & EQUITY	44,323	68,285	196,536

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Mgmt	City	State	School Contact Info				Authorizer Contact Information				
						Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Arrow Academy		2011	2011	Bryan	Tx	Dr. Jim Christensen	Superintendent	jim.christensen@arrowacademy.org	979-575-4346	Leadership Education Foundation	Bill Walsh	President	billwalsh8348@yahoo.com	979-814-1175
	Liberation	2011		Houston	Tx	Dr. Audrey Sanders	Principal	audrey.sanders@arrowacademy.org	832-818-4442					
	Harvest	2011		Houston	Tx	Darlene Breaux	Principal	darlene.breaux@arrowacademy.org	713-806-2079					
	Champions	2014		Houston	Tx	Venora Goodie	Principal	venora.goodie@arrowacademy.org	713-870-1549					
	Odyssey Save Our Streets	2012		Houston	Tx	Venora Goodie	Principal	venora.goodie@arrowacademy.org	713-870-1549					
		2011		Bryan	Tx	Michael Blackshire	Principal	michael.blackshire@arrowacademy.org	832-994-4160					

STATE TEST & COLLEGE ENTRANCE EXAM DATA
 - Only fill in the yellow cells (all other cells are locked)
 - Please check the calculated values below and make sure they correspond with internal records
 - Discrepancies between publicly available data and reported data must be thoroughly explained on next tab

Entity Description Data												
State	Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL
TX	021805	101	Liberation	Elementary	Charter	2016	STAAR	TBD	K-5	3,4,5	150	84
TX	021805	105	Champions	Elementary	Charter	2016	STAAR	TBD	K-5	3,4,5	136	73
TX	021805	102	Harvest	Elementary	Charter	2016	STAAR	TBD	K-6	3,4,5,6	105	98
TX	021805	002	Odyssey	Elementary	Charter	2016	STAAR	TBD	K-6	3,4,5,6	94	79
TX	021805	041	SOS	Elementary	Charter	2016	STAAR	TBD	K-5	3,4,5	62	57
TX	021805		All CMO Schools	Elementary	Charter	2016	STAAR	TBD	K-6	3,4,5,6	547	391
TX	021805	101	Liberation	Elementary	Charter	2015	STAAR	Met Standards	K-5	3,4,5	136	60
TX	021805	105	Champions	Elementary	Charter	2015	STAAR	Met Standards	K-5	3,4,5	118	49
TX	021805	102	Harvest	Elementary	Charter	2015	STAAR	Met Standards	K-5	3,4,5	121	91
TX	021805	002	Odyssey	K-8	Charter	2015	STAAR	Imp. Required	K-8	3,4,5,6,7,8	119	90
TX	021805	041	SOS	Elementary	Charter	2015	STAAR	Met Standards	K-6	3,4,5,6	76	71
TX	021805	104	Las Americas	K-7	Charter	2015	STAAR	Imp. Required	K-7	3,4,5,6,7	195	194
TX	021805		All CMO Schools		Charter	2015	STAAR	Met Standards	K-8	3,4,5,6,7,8	765	555
TX	021805	101	Liberation	Elementary	Charter	2014	STAAR	Imp. Required	K-6	3,4,5,6	153	92
TX	021805	103	Bethel's	Elementary	Charter	2014	STAAR	Imp. Required	K-6	3,4,5,6	220	181
TX	021805	102	Harvest	Elementary	Charter	2014	STAAR	Imp. Required	K-6	3,4,5,6	170	152
TX	021805	002	Odyssey	K-8	Charter	2014	STAAR	Imp. Required	K-8	3,4,5,6,7,8	150	127
TX	021805	041	SOS	Elementary	Charter	2014	STAAR	Imp. Required	K-6	3,4,5,6	71	65
TX	021805	104	Las Americas	Elementary	Charter	2014	STAAR	Imp. Required	K-6	3,4,5,6	163	158
TX	021805		All CMO Schools		Charter	2014	STAAR	Imp. Required	K-8	3,4,5,6,7,8	927	775
TX	021805	101	Liberation	Elementary	Charter	2013	STAAR	Imp. Required	K-6	3,4,5,6	164	108
TX	021805	103	Bethel's	Elementary	Charter	2013	STAAR	Imp. Required	K-6	3,4,5,6	208	173
TX	021805	102	Harvest	Elementary	Charter	2013	STAAR	Imp. Required	K-6	3,4,5,6	170	146
TX	021805	002	Odyssey	K-8	Charter	2013	STAAR	Imp. Required	K-8	3,4,5,6,7,8	108	81
TX	021805	041	SOS	Grades 4-8	Charter	2013	STAAR	Imp. Required	4-8	4,5,6,7,8	105	68
TX	021805	104	Las Americas	Elementary	Charter	2013	STAAR	Imp. Required	K-5	3,4,5	100	99
TX	021805		All CMO Schools		Charter	2013	STAAR	Imp. Required	K-8	3,4,5,6,7,8	755	576

EST & COLLEGE ENTRANCE EXAM DATA
 the yellow cells (all other cells are locked)
 check the calculated values below and make sure they correspond with internal records
 any differences between publicly available data and reported data must be thoroughly explained on next tab

Entity Description Data							Student Demographic Information				
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students
021805	101	Liberation	Elementary	Charter	2016	STAAR	TBD	1	7	143	7
021805	105	Champions	Elementary	Charter	2016	STAAR	TBD	11	0	101	24
021805	102	Harvest	Elementary	Charter	2016	STAAR	TBD	23	2	73	30
021805	002	Odyssey	Elementary	Charter	2016	STAAR	TBD	8	10	68	22
021805	041	SOS	Elementary	Charter	2016	STAAR	TBD	13	6	30	30
021805		All CMO Schools	Elementary	Charter	2016	STAAR	TBD	56	25	415	113
021805	101	Liberation	Elementary	Charter	2015	STAAR	Met Standards	1	5	126	10
021805	105	Champions	Elementary	Charter	2015	STAAR	Met Standards	0	1	92	19
021805	102	Harvest	Elementary	Charter	2015	STAAR	Met Standards	15	3	91	26
021805	002	Odyssey	K-8	Charter	2015	STAAR	Imp. Required	11	3	88	23
021805	041	SOS	Elementary	Charter	2015	STAAR	Met Standards	5	6	37	34
021805	104	Las Americas	K-7	Charter	2015	STAAR	Imp. Required	182	6	1	193
021805		All CMO Schools		Charter	2015	STAAR	Met Standards	214	24	435	305
021805	101	Liberation	Elementary	Charter	2014	STAAR	Imp. Required	2	6	144	8
021805	103	Bethel's	Elementary	Charter	2014	STAAR	Imp. Required	0	23	217	2
021805	102	Harvest	Elementary	Charter	2014	STAAR	Imp. Required	39	8	117	49
021805	002	Odyssey	K-8	Charter	2014	STAAR	Imp. Required	9	1	111	33
021805	041	SOS	Elementary	Charter	2014	STAAR	Imp. Required	1	1	27	41
021805	104	Las Americas	Elementary	Charter	2014	STAAR	Imp. Required	138	2	1	162
021805		All CMO Schools		Charter	2014	STAAR	Imp. Required	189	41	617	295
021805	101	Liberation	Elementary	Charter	2013	STAAR	Imp. Required	1	4	157	7
021805	103	Bethel's	Elementary	Charter	2013	STAAR	Imp. Required	0	15	205	1
021805	102	Harvest	Elementary	Charter	2013	STAAR	Imp. Required	23	7	131	36
021805	002	Odyssey	K-8	Charter	2013	STAAR	Imp. Required	10	1	82	25
021805	041	SOS	Grades 4-8	Charter	2013	STAAR	Imp. Required	1	7	36	57
021805	104	Las Americas	Elementary	Charter	2013	STAAR	Imp. Required	82	0	0	98
021805		All CMO Schools		Charter	2013	STAAR	Imp. Required	35	34	611	126

STAAR & COLLEGE ENTRANCE EXAM DATA

the yellow cells (all other cells are locked)
 check the calculated values below and make sure they correspond with internal records
 any discrepancies between publicly available data and reported data must be thoroughly explained on next tab

Entity Description Data							Math							
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced
021805	101	Liberation	Elementary	Charter	2016	STAAR	TBD	0	60		31%		69%	15%
021805	105	Champions	Elementary	Charter	2016	STAAR	TBD	1	60		13%		87%	17%
021805	102	Harvest	Elementary	Charter	2016	STAAR	TBD	0	34		38%		62%	6%
021805	002	Odyssey	Elementary	Charter	2016	STAAR	TBD	0	38		28%		72%	8%
021805	041	SOS	Elementary	Charter	2016	STAAR	TBD	0	23		30%		70%	9%
021805		All CMO Schools	Elementary	Charter	2016	STAAR	TBD	1	216		27%		73%	13%
021805	101	Liberation	Elementary	Charter	2015	STAAR	Met Standards	0	64		22%		78%	12%
021805	105	Champions	Elementary	Charter	2015	STAAR	Met Standards	0	47		24%		76%	16%
021805	102	Harvest	Elementary	Charter	2015	STAAR	Met Standards	0	56		67%		33%	0%
021805	002	Odyssey	K-8	Charter	2015	STAAR	Imp. Required	0	81		49%		60%	1%
021805	041	SOS	Elementary	Charter	2015	STAAR	Met Standards	0	37		26%		74%	7%
021805	104	Las Americas	K-7	Charter	2015	STAAR	Imp. Required	0	95		46%		54%	2%
021805		All CMO Schools		Charter	2015	STAAR	Met Standards	0	380		44%		56%	6%
021805	101	Liberation	Elementary	Charter	2014	STAAR	Imp. Required	0	70		29%		71%	5%
021805	103	Bethel's	Elementary	Charter	2014	STAAR	Imp. Required	0	121		61%		39%	0%
021805	102	Harvest	Elementary	Charter	2014	STAAR	Imp. Required	0	85		87%		13%	0%
021805	002	Odyssey	K-8	Charter	2014	STAAR	Imp. Required	0	103		47%		53%	No Scores
021805	041	SOS	Elementary	Charter	2014	STAAR	Imp. Required	0	45		47%		53%	No Scores
021805	104	Las Americas	Elementary	Charter	2014	STAAR	Imp. Required	0	76		45%		55%	23%
021805		All CMO Schools		Charter	2014	STAAR	Imp. Required	0	500		55%		45%	4%
021805	101	Liberation	Elementary	Charter	2013	STAAR	Imp. Required	0	89		71%		29%	1%
021805	103	Bethel's	Elementary	Charter	2013	STAAR	Imp. Required	0	113		66%		34%	1%
021805	102	Harvest	Elementary	Charter	2013	STAAR	Imp. Required	0	76		75%		25%	0%
021805	002	Odyssey	K-8	Charter	2013	STAAR	Imp. Required	0	76		51%		49%	0%
021805	041	SOS	Grades 4-8	Charter	2013	STAAR	Imp. Required	0	110		62%		38%	1%
021805	104	Las Americas	Elementary	Charter	2013	STAAR	Imp. Required	0	40		54%		46%	4%
021805		All CMO Schools		Charter	2013	STAAR	Imp. Required	0	494		64%		36%	1%

EST & COLLEGE ENTRANCE EXAM DATA
 the yellow cells (all other cells are locked)
 check the calculated values below and make sure they correspond with internal records
 any discrepancies between publicly available data and reported data must be thoroughly explained on next tab

Entity Description Data								Reading/Language Arts						
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced
021805	101	Liberation	Elementary	Charter	2016	STAAR	TBD	0	61		16%		84%	30%
021805	105	Champions	Elementary	Charter	2016	STAAR	TBD	0	60		17%		83%	27%
021805	102	Harvest	Elementary	Charter	2016	STAAR	TBD	0	34		32%		68%	6%
021805	002	Odyssey	Elementary	Charter	2016	STAAR	TBD	0	38		33%		67%	11%
021805	041	SOS	Elementary	Charter	2016	STAAR	TBD	0	23		48%		52%	9%
021805		All CMO Schools	Elementary	Charter	2016	STAAR	TBD	0	216		26%		74%	20%
021805	101	Liberation	Elementary	Charter	2015	STAAR	Met Standards	1	64		7%		93%	33%
021805	105	Champions	Elementary	Charter	2015	STAAR	Met Standards	0	47		23%		77%	26%
021805	102	Harvest	Elementary	Charter	2015	STAAR	Met Standards	0	56		35%		65%	13%
021805	002	Odyssey	K-8	Charter	2015	STAAR	Imp. Required	1	81		21%		79%	12%
021805	041	SOS	Elementary	Charter	2015	STAAR	Met Standards	0	37		37%		63%	No Scores
021805	104	Las Americas	K-7	Charter	2015	STAAR	Imp. Required	0	95		37%		63%	No Scores
021805		All CMO Schools		Charter	2015	STAAR	Met Standards	2	380		26%		74%	13%
021805	101	Liberation	Elementary	Charter	2014	STAAR	Imp. Required	0	70		15%		85%	9%
021805	103	Bethel's	Elementary	Charter	2014	STAAR	Imp. Required	1	121		50%		50%	0%
021805	102	Harvest	Elementary	Charter	2014	STAAR	Imp. Required	0	85		75%		25%	0%
021805	002	Odyssey	K-8	Charter	2014	STAAR	Imp. Required	0	103		45%		55%	6%
021805	041	SOS	Elementary	Charter	2014	STAAR	Imp. Required	0	45		57%		43%	No Scores
021805	104	Las Americas	Elementary	Charter	2014	STAAR	Imp. Required	1	76		41%		49%	No Scores
021805		All CMO Schools		Charter	2014	STAAR	Imp. Required	1	500		47%		53%	4%
021805	101	Liberation	Elementary	Charter	2013	STAAR	Imp. Required	0	89		34%		66%	4%
021805	103	Bethel's	Elementary	Charter	2013	STAAR	Imp. Required	0	113		46%		54%	2%
021805	102	Harvest	Elementary	Charter	2013	STAAR	Imp. Required	0	76		52%		48%	10%
021805	002	Odyssey	K-8	Charter	2013	STAAR	Imp. Required	0	76		38%		62%	5%
021805	041	SOS	Grades 4-8	Charter	2013	STAAR	Imp. Required	1	110		36%		54%	8%
021805	104	Las Americas	Elementary	Charter	2013	STAAR	Imp. Required	0	40		59%		41%	7%
021805		All CMO Schools		Charter	2013	STAAR	Imp. Required	0	494		44%		56%	2%

STAAR & COLLEGE ENTRANCE EXAM DATA

the yellow cells (all other cells are locked)
check the calculated values below and make sure they correspond with internal records
discrepancies between publicly available data and reported data must be thoroughly explained on next tab

Entity Description Data								Science							
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score
021805	101	Liberation	Elementary	Charter	2016	STAAR	TBD	0	16		44%		56%	No Scores	0
021805	105	Champions	Elementary	Charter	2016	STAAR	TBD	0	16		19%		81%	No Scores	0
021805	102	Harvest	Elementary	Charter	2016	STAAR	TBD	0	6		50%		50%	No Scores	0
021805	002	Odyssey	Elementary	Charter	2016	STAAR	TBD	0	15		47%		53%	No Scores	0
021805	041	SOS	Elementary	Charter	2016	STAAR	TBD	0	6		67%		33%	No Scores	0
021805		All CMO Schools	Elementary	Charter	2016	STAAR	TBD	0	60		42%		58%	No Scores	0
021805	101	Liberation	Elementary	Charter	2015	STAAR	Met Standards	1	20		27%		73%	No Scores	0
021805	105	Champions	Elementary	Charter	2015	STAAR	Met Standards	0	11		27%		73%	No Scores	0
021805	102	Harvest	Elementary	Charter	2015	STAAR	Met Standards	0	20		58%		42%	No Scores	0
021805	002	Odyssey	K-8	Charter	2015	STAAR	Imp. Required	1	24		55%		45%	No Scores	0
021805	041	SOS	Elementary	Charter	2015	STAAR	Met Standards	0	14		17%		83%	No Scores	0
021805	104	Las Americas	K-7	Charter	2015	STAAR	Imp. Required	0	19		65%		35%	No Scores	0
021805		All CMO Schools		Charter	2015	STAAR	Met Standards	2	108		47%		53%	No Scores	0
021805	101	Liberation	Elementary	Charter	2014	STAAR	Imp. Required	0	19				No Scores		
021805	103	Bethel's	Elementary	Charter	2014	STAAR	Imp. Required	1	36		79%		21%	No Scores	0
021805	102	Harvest	Elementary	Charter	2014	STAAR	Imp. Required	0	0				No Scores		
021805	002	Odyssey	K-8	Charter	2014	STAAR	Imp. Required	0	30		72%		28%	No Score	0
021805	041	SOS	Elementary	Charter	2014	STAAR	Imp. Required	0	15		57%		43%	No Scores	0
021805	104	Las Americas	Elementary	Charter	2014	STAAR	Imp. Required	1	19		61%		39%	No Scores	0
021805		All CMO Schools		Charter	2014	STAAR	Imp. Required	1	119		74%		26%	No Scores	0
021805	101	Liberation	Elementary	Charter	2013	STAAR	Imp. Required	0	0				No Scores		
021805	103	Bethel's	Elementary	Charter	2013	STAAR	Imp. Required	0	21		70%		30%	0%	0
021805	102	Harvest	Elementary	Charter	2013	STAAR	Imp. Required	0	0				No Scores		
021805	002	Odyssey	K-8	Charter	2013	STAAR	Imp. Required	0	0				No Scores		
021805	041	SOS	Grades 4-8	Charter	2013	STAAR	Imp. Required	1	31		55%		45%	0%	0
021805	104	Las Americas	Elementary	Charter	2013	STAAR	Imp. Required	0	0				No Scores		
021805		All CMO Schools		Charter	2013	STAAR	Imp. Required	1	52		74%		26%	0%	0

OTHER INFORMATION

- Fill in the yellow cells with any additional notes necessary to explain the data

Arrow Academy was started and approved as an at-risk charter school serving students in high need communities and significantly behind in learning. Arrow founders chose not to use the alternative accreditation and performance rating system, which would rank us at the top in the State, but desired to be part of the regular school performance framework in being measured in 4 indexes. Data submitted for 2015-16 does not have a rating score until August so it is currently not available. For the 2015-16 data this is the first year all students with any level of disability and being served by an IEP in Special Education are counted in the performance scores. For Arrow this includes our 10% Special Education population.

INDEPENDENT AUDIT DATA

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

Entity Description Data								
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets
Texas		021805	School 1	2012	2014	1281885	2330913	874816
			School 2		2014			
			School 3		2014			
			School 4		2014			
			School 5		2014			
			CMO		2014			
Texas			School 1	2012	2013	961549	1481786	928776
			School 2		2013			
			School 3		2013			
			School 4		2013			
			School 5		2013			
			All CMO Schools		2013			
			All CMO Schools		2013			
Texas			School 1	2012	2012	415511	989920	1120027
			School 2		2012			
			School 3		2012			
			School 4		2012			
			School 5		2012			
			All CMO Schools		2012			
			All CMO Schools		2012			



Independent Audit Data

Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures	
3205729	1289560	30915	1320475	1885254	8901029	8195610	
2410562	907489	323238	1230727	1179835	7910998	6966397	
2109947	1021197	853516	1874713	235234	5282545	5050481	



	Change in Net Assets	Current Ratio	Unrestricte d Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)
	705419	1.807526	57.09008	0.009644	0.079251	320336	1179835	1885254
	944601	1.632842	50.37976	0.134092	0.119404	546038	235234	1179835
	232064	0.969372	30.02912	0.530832	0.04393	228978	3170	235234

OTHER INFORMATION

- Fill in the yellow cells with any additional notes necessary to explain the data

There are no additional notes to be added.