

AGENDA ITEM: Request to Expand Charter School Operations – American Leadership Academy, Inc.

Issue

American Leadership Academy, Inc. (ALA) did not meet the Board's academic performance expectations for FY 2014, and was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion requests. ALA submitted two New School Site Notifications (NSS) and an Enrollment Cap Notification Request (ECAP) to increase its enrollment cap from 8000 to 11,500 students.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narrative (presented in the Appendix: A. Notification Request Materials), the American Leadership Academy, Inc. is asking for an enrollment cap increase to 11,500. ALA's current enrollment cap is 7,000. In June 2015 an enrollment cap increase to 8,000, effective for FY 2017, was approved.

This request is being made in conjunction with two new school site notification requests. The two new schools, American Leadership Academy, Gilbert and American Leadership Academy, Higley, are proposed to open for the 2017-2018 School Year. In the first year, the combined anticipated enrollment for the two new school sites is 2,226 students.

Supporting Information

Floor plans submitted for the Gilbert K-12 Campus shows occupancy of 2550 and floor plans submitted for the Higley K-6 Campus shows occupancy of 870.

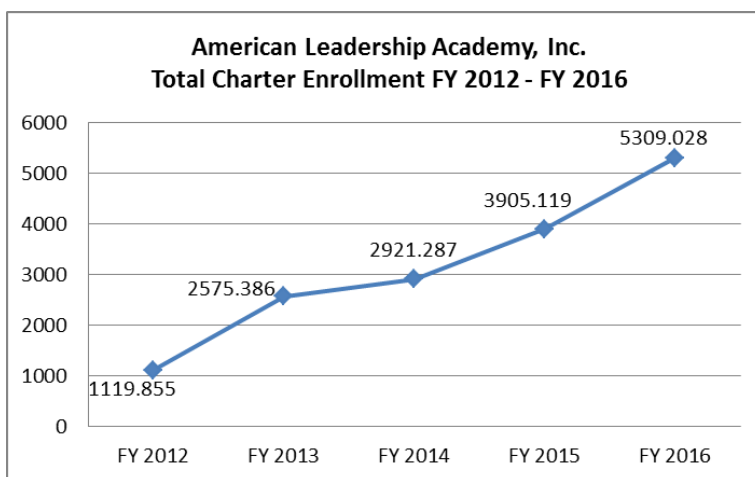
I. Background

ALA was granted a charter in 1997, which is currently approved for grades K-12. ALA operates seven schools. See table below.

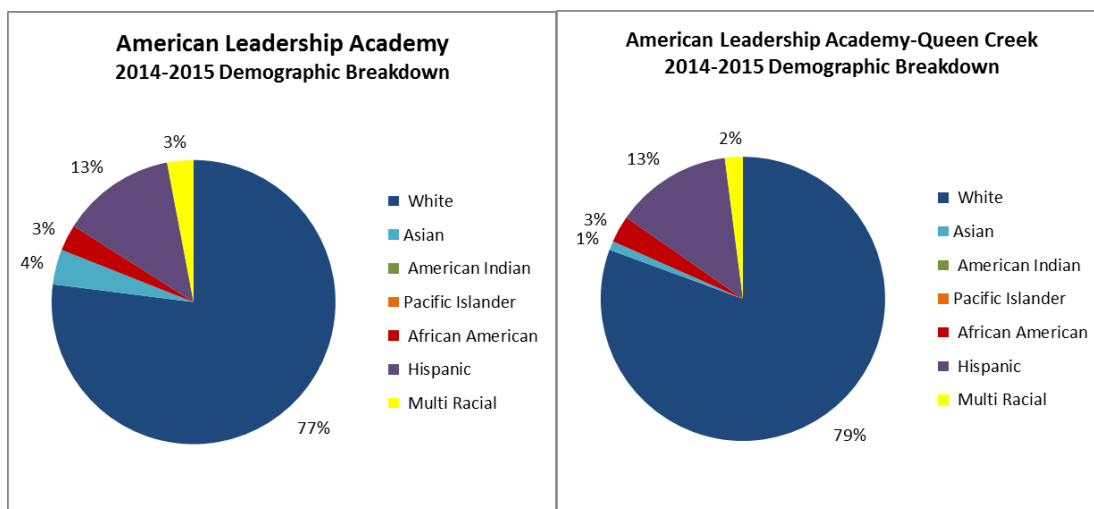
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
American Leadership Academy	September 1997	Gilbert	K-6	586.903	180
American Leadership Academy - Queen Creek	August 2010	Queen Creek	7-12	1,298.486	180
ALA San Tan	August 2011	San Tan Valley	K-6	566.429	180
ALA Mesa	August 2012	Mesa	K-6	377.719	180
ALA QC Elem	August 2012	Queen Creek	K-6	708.068	180
American Leadership Academy Anthem South Campus	August 2014	Florence	K-6	344.828	180
American Leadership Academy - Ironwood	August 2015	Queen Creek	7-12	1,426.599	180

Mission Statement for ALA: "We will provide the best educational experience to as many students as possible in a moral and wholesome environment."

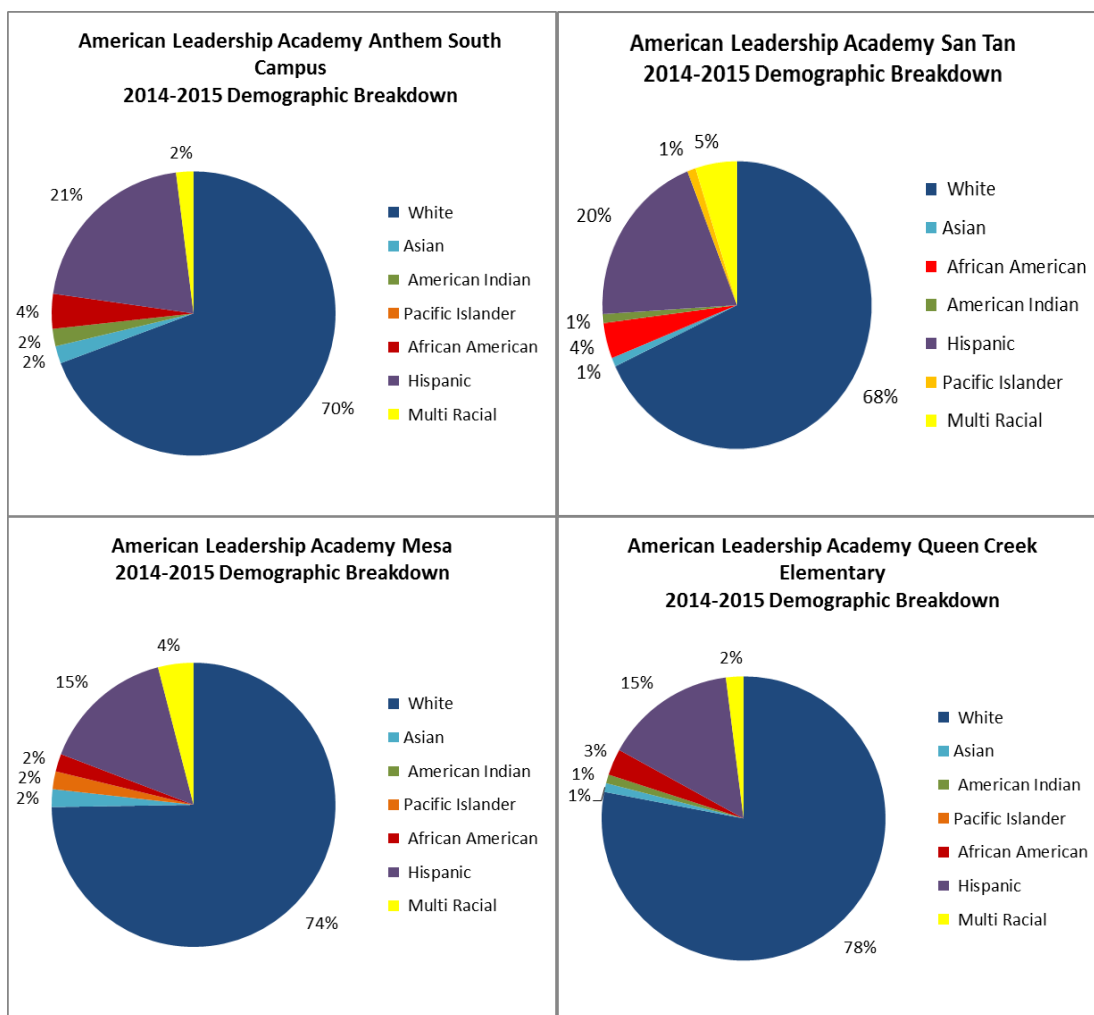
The enrollment cap for ALA is 7000. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012-2016.



The demographic data for ALA from the 2014-2015 school year is represented in the charts below.¹ Because American Leadership Academy-Ironwood opened in FY 2016 demographic data for American Leadership Academy-Ironwood is not available.



¹ Information provided by the Research and Evaluation Division of the ADE.



The percentage of students served by ALA in the 2014-2015 school year who are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.² Information for American Leadership Academy – Ironwood is not available.

School Name	FRL	ELL	Students with Disabilities
American Leadership Academy	12%	*	7%
American Leadership Academy - Queen Creek	23%	*	9%
ALA San Tan	27%	2%	10%
ALA Mesa	22%	1%	11%
ALA QC Elem	19%	1%	9%
American Leadership Academy Anthem South Campus	18%	1%	8%

² Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder's academic performance will be evaluated by the Board when considering expansion requests.

- The academic performance of American Leadership Academy, American Leadership Academy - Queen Creek, and ALA San Tan for FY 2012-2014, as based on the Board's academic framework, is represented in the table below.
- The academic performance of ALA Mesa and ALA QC Elem for FY 2013-2014, as based on the Board's academic framework, is represented in the table below.
- American Leadership Academy Anthem South Campus and American Leadership Academy – Ironwood opened after FY 2014 and do not have academic dashboards.

Due to the absence of academic data to create Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Camino. (Refer to Section IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data)

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
American Leadership Academy	September 1997	K-6	57.5/C	71.25/A	80.62/A
American Leadership Academy - Queen Creek	August 2010	7-12	72.19/B	58.75/C	66.25/B
ALA San Tan	August 2011	K-6	47.50/C	80.62/A	76.25/A
ALA Mesa	August 2012	K-6		76.25/A	61.56/B
ALA QC Elem	August 2012	K-6		75.00/A	75.00/A

III. Additional School Choices

American Leadership Academy, Higley's proposed site location is in Gilbert near the intersection of S. Higley Rd. and Chandler Heights Blvd. The following information identifies additional schools within a five mile radius of the proposed school's location and the academic performance of those schools.

There are 29 schools serving grades in the range of K-6 within a five mile radius of American Leadership Academy, Higley's proposed site location. The table on the following page provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the median FY 2015 AzMERIT ELA and Math scores.

American Leadership Academy, Higley					
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Median AzMERIT ELA Score	Median AzMERIT Math Score
A	27	8	8	59%	60%
B	2	1	1	40%	48%

American Leadership Academy, Gilbert's proposed site location is in Gilbert near the intersection of S. Higley Rd. and Santan Freeway. The following information identifies additional schools within a five mile radius of the proposed school's location and the academic performance of those schools.

There are 67 schools serving grades in the range of K-12 within a five mile radius of American Leadership Academy, Gilbert's proposed site location. The table below provides a breakdown of those schools.

American Leadership Academy, Gilbert					
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Median AzMERIT ELA Score	Median AzMERIT Math Score
A	50	10	10	57%	59%
B	16	8	5	39%	36%
C	1	1	0	55%	41%

IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data

ALA was required to submit internal benchmarking data for FY 2015 and FY 2016 with the notification requests, because a school operated by the Charter Holder, ALA Mesa did not meet the academic standard set forth by the Board. ALA submitted internal benchmarking data for FY 2015 and FY 2016 with the NSS and ECAP requests.

Staff conducted a desk audit to review the internal benchmarking data submitted with both the NSS and ECAP requests.

Evaluation Summary			
Area	Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in one out of the eight measures required by the Board.

Based on the findings summarized above and described in Appendix D. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

V. Board Options

Board Options—New School Site Notification Request

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add two new school sites to the charter contract of American Leadership Academy, Inc. for the operation of American Leadership Academy, Higley and American Leadership Academy, Gilbert.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add two new school sites to the charter contract of American Leadership Academy, Inc., for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)

Board Options—Enrollment Cap Notification Request

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of American Leadership Academy, Inc., Inc. to 11,500 students.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of American Leadership Academy, Inc., for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)

APPENDIX A

NOTIFICATION REQUEST MATERIALS

1. New School Site—Gilbert

AMERICAN LEADERSHIP
ACADEMY

MINUTES

Of a meeting of the Governing Board of
American Leadership Academy, Inc.

held at
2350 E Germann Rd, #24
Chandler, AZ 85286
On March 30, 2016
4:30 PM

A. Roll Call

Glenn Way – Present
Jeremy Christensen – Present
Paul Sinclair – Present
Richard Moss - Present
Dal Zemp - Absent

B. Invocation

By Brent McArthur

C. Call to Public:

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38G 431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

No member of the public in attendance.

D. ALA Strategic Plan Discussion & Potential Adoption

Jeremy Christensen made the motion:

“ I move to approve the addition of a K-12 campus in Gilbert, situated at or nearby the intersection of the 202 freeway and Higley Rd, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“ I move to approve the addition of a K-6 campus situated at or nearby the intersection of Higley Rd and Chandler Heights Boulevard, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“I move to apply for an enrollment cap increase from 8000 to 11,500 students to accommodate the new campuses for the 2017-18 school year and authorize school personnel to submit the enrollment cap increase notification request to the Arizona State Board for Charter Schools.”

Glenn Way seconded the motion and it passed unanimously.

E. Adjournment

Glenn Way made the motion to adjourn. It passed unanimously.

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New Site Notification Request Narrative

American Leadership Academy, Inc. hereby petitions the Arizona State Board for Charter Schools for the addition of a new school site to be located in Gilbert, AZ. This request is made in conjunction with a request for an enrollment cap increase from 8000 students to 11,500 students.

Timeline

It is the intent of American Leadership Academy to open the proposed campus in time for the 2017-18 school year. Figure 1, below, shows the anticipated enrollment by grade level for the first three years of operation.

FIGURE 1: ENROLLMENT BY GRADE LEVEL			
Grade	Year 1	Year 2	Year 3
	Enrollment	Enrollment	Enrollment
Half KG	44	44	44
Full KG	44	44	44
1	100	120	120
2	100	120	120
3	100	120	120
4	100	120	120
5	100	120	120
6	100	120	120
7	200	225	250
8	200	225	250
9	200	200	250
10	125	150	250
11	75	125	200
12	50	75	125
K-6 Enrollment	688	808	808
7-8 Enrollment	400	450	500
9-12 Enrollment	450	550	825
Total Enrollment	1538	1808	2133

Figure 2, below, provides a simplified expansion plan for the addition of the proposed campus.

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FIGURE 2: EXPANSION PLAN			
Action	Steps	Timeline	Responsible Party
1. Obtain Authorization for Expansion			
	A. Complete Site Notification Request	Due March, 2016	Director of Compliance
	B. Complete Enrollment Cap Notification Request	Due March, 2016	Director of Compliance
	C. Attend ASBCS Board Meeting, verify approval	TBD	ASBCS Staff, ALA Staff
2. Secure Adequate Educational Facilities			
	A. Locate site for new campus	Complete Oct 1, 2016	ALA Executive Team
	B. Engage Developer & Lenders for design & construction of facility	Complete by Oct 1, 2016	ALA Executive Team
	C. Sign facility lease agreement	Complete by Nov 1, 2016	ALA Executive Team
	D. Design Facilities	September 2016 through December 2016	ALA Executive Team & Developer
	E. Obtain facility funding	September 2016 through December 2016	ALA Executive Team & Developer
	F. Begin facility construction	January, 2017	Developer
	G. Complete Facility Construction	July 1, 2017	Developer
	H. Ensure "E" Occupancy and Fire Marshal Inspection.	July 1, 2017	ALA Executive Team & Developer
3. Staffing			
	A. Complete Staffing Plan for New Campuses.	Complete by October, 2016	ALA Executive Team
	B. Determine New Executive Director for K-12 Campus	Complete by January, 2017	ALA Executive Team
	D. Begin Recruitment Drive for remaining administrators and instructional staff. (Post jobs on ALA website, ADE Board, and other	January, 2017	ALA Executive Team

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	employment boards.		
	E. Attend Hillsdale College Classical School Job Fair	February, 2017	Executive Director & Human Resources
	F. Finalize Assistant Director selection	March, 2017	ALA Executive Team
	G. Have booth at UT Statewide Teacher Fair, North	March, 2017	Executive Director & Human Resources
	H. Have booth at UT Statewide Teacher Fair, 2015	March, 2017	Executive Director & Human Resources
	I. Have booth at U of A Education Career Fair	April, 2017	Executive Director & Human Resources
	J. Have booth at Great AZ Teach-In Job Fair	April, 2017	Executive Director & Human Resources
	k. Attend ASU Job Fair	May, 2017	Executive Director & Human Resources
4. Business & Logistics			
	Create Start-Up Budget	September, 2016	Business Manager & CFO
	Create 3-Year Budget	September, 2016	Business Manager & CFO
	Order Furniture, Fixtures, & Equipment	March, 2017	COO & CFO
	Order textbooks & Instructional Supplies	May, 2017	Curriculum Director & CFO
5. Professional Development			
	Create PD Plan for K-6 Curriculum	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for 7-12 Curriculum	Finalize by January, 2017	Curriculum Director & CEO

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	Create PD Plan for policies & procedures	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for technology including SMS, Galileo Assessments, Google Apps for Ed, etc.	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Ast. Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Office Staff	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for support personnel	Finalize by January, 2017	Curriculum Director & CEO
6. Marketing & Enrollment			
	Launch new school site page on ALA Website	Oct, 2016	CIO
	In conjunction with third-party marketing team, create a marketing plan for enrollment drive	November – December, 2016	ALA Executive Team
	Launch new online enrollment portal	January, 2017	Business Manager
	Launch 2016 Enrollment Drive	March, 2017	ALA Executive Team
	Execute marketing plan initiatives TBD	February – July, 2017	All Staff

Organizational Capacity

Growth presents many challenges to an organization. ALA is familiar with these challenges and has worked ardently to put an organizational structure in place capable of dealing with these challenges in a proactive manner. Our efforts include the hiring of several new key personnel. Since 2014, ALA has expanded its operational staff to include a new CEO, CFO, Title I Coordinator, an additional Executive Director, ELL Director, and more. Additionally, several new administrative FTEs have been added to monitor organizational compliance and Human Resource Management. These positions have been added to increase the operational capacity of the organization in anticipation of further growth.

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In addition to the improvements in personnel already performed, ALA is currently in negotiations with additional potential hires that would bring significant added experience and recognition to the ALA administrative team. These applicants include school leadership professionals with nationally recognized academic programs. ALA will also hire an additional Executive Director to oversee the Gilbert K-12 Campus no later than January, 2017.

As always, ALA remains dedicated to educational excellence and was rated an “A” District by the Arizona Department of Education for 2014. Additionally, ALA was ranked as the 33rd top performing school district in the state, placing it within the top 6% of schools within the state. ALA maintains extensive professional development and evaluation programs aimed at improving teacher efficacy and student performance. These efforts are augmented by ongoing assessment and analysis to ensure necessary adjustments are made in a timely manner. District pacing maps have been created in conjunction with instructional staff and are evaluated on a weekly basis to ensure proper pacing to cover the required standards.

To help maintain focus on our core competencies, ALA has contracted with a third-party professional marketing firm to assist in the enrollment efforts necessary to fill the new campus. This ensures that enrollment goals are achieved without excessively detracting from the organizational capacity of existing ALA administrative staff. ALA is currently working with this firm to refine our marketing strategy, leverage digital marketing channels, and improve our more traditional marketing efforts.

ALA’s annual growth has helped us refine the procedures and steps necessary to add additional campuses. Indeed, there are only a handful of schools in the State of Arizona that can claim to have the experience that we do with growth. From academics to zoning requirements, we have the experience and established relationships necessary to efficiently start new schools.

Funding for the construction of the facility is the responsibility of ALA’s facility developer from whom ALA will lease the facility. In conjunction with the development, design, and construction of the facility, the developer will also include the cost of some necessary start-up furniture, fixtures, and equipment as well as delay the commencement of facility payments until November, 2017 to provide the school the opportunity to use state funding received during the first months of school to offset start-up costs.

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Calendar

American Leadership Academy, Gilbert anticipates beginning school on August 7, 2017 and will maintain 180 days of instruction. The school will also ensure that the appropriate annual hours of instruction for each grade level are met or exceeded.

Conclusion

American Leadership Academy is requesting an enrollment cap increase to 11,000 students in conjunction with the request for an additional site. This expansion is necessary to meet stakeholder demand as well as the organization's long term goals.

With the extensive experience dealing with growth and the added administrative capacity obtained over the last year, ALA is prepared for the challenges that growth provides.

*A DSP was submitted and evaluated in 2014 and is therefore not appended to this document per Johanna Medina.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
8/27/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Frank Crystal & Co of TX, Inc. dba Crystal & Company 2000 West Loop S., #2150 Houston TX 77027	CONTACT NAME: Machele McKenzie	FAX (A/C, No): 713-621-5425	
	PHONE (A/C, No, Ext): 713-627-2250	E-MAIL ADDRESS: machele.mckenzie@crystalco.com	
INSURED American Leadership Academy 2350 E Germann Rd. Chandler AZ 85286	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Catlin Insurance Company, Inc.		19518
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES

CERTIFICATE NUMBER: 1165597695

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:	Y	N	CNDZEPP18743002	8/27/2015	8/27/2016	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$500,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	N	N	CNDZCAP18744002	8/27/2015	8/27/2016	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$	Y	N	CNDZEEXL18746002	8/27/2015	8/27/2016	EACH OCCURRENCE \$10,000,000 AGGREGATE \$10,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

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

Certificate holder named as an Additional Insured with respect to the General Liability policy when required by written contract subject to the policy terms and conditions and as permitted by law.

CERTIFICATE HOLDER

CANCELLATION

American Leadership Academy
2350 E Germann Rd. Ste 25
Chandler AZ 85286

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Crystal & Company

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AMERICAN LEADERSHIP ACADEMY

It is the intent of American Leadership Academy to privately finance and build the facilities ourselves. This is a departure from the past where we have contracted with a third-party entity to fund and build the facilities and lease them back to us.

Due to this new path and the timing of this notification request, no lease will be created and no proof of purchase currently exists.

American Leadership Academy is confident that we will be able to secure the necessary funding and construct the facilities as planned without any delays or unusual difficulties.

American Leadership Academy has spoken with our third-party facilities provider and they have indicated a desire to build/lease the new facilities to us in the event that we cannot finalize funding for any reason. We have attached a Letter of Intent from the third-party facility provider to demonstrate ability to complete facility development in the event private facility funding is not available.

Example floor plans of the proposed facility are also included to demonstrate occupancy limits and amenities.

LETTER OF INTENT FOR LEASE – COMMERCIAL REAL ESTATE

For a property to be determined located in
Gilbert, AZ

The following summarizes the basic nonbinding terms and conditions upon which Tenant would be interested in entering a lease;

Disclaimer: The suggested terms and conditions herein are intended to serve as a proposed basis for the preparation of a lease agreement. It is expressly understood that the terms and conditions are not all inclusive but merely an outline of some of the basic business terms to be incorporated into a first draft of lease. It is further expressed that neither Tenant nor Landlord will be under a legally binding obligation to the other until a lease agreement, acceptable to both parties, has been prepared, negotiated and executed. If the terms and conditions are acceptable to Landlord, please have their representative sign below. Landlord will then prepare a lease agreement for Tenant's review and approval within ten (10) business days after the date of execution of this Letter of Intent.

PROPOSED TENANT: American Leadership Academy, Inc.

PROPOSED LANDLORD LEGAL NAME/ENTITY: Schoolhouse Development, LLC.

LEASED PREMISES: Educational Facilities to be located in
Undetermined Site
Gilbert, AZ

SQUARE FOOTAGE: Approximately 210,000 Rentable Square Feet

LEASE COMMENCEMENT DATE: July 1, 2017

TENANT'S OCCUPANCY DATE: July 1, 2017

LENGTH OF LEASE TERM: 20 Years, 0 Months

INITIAL BASE RENT: \$2,600,000 Per Year, to be adjusted based on facility construction cost.

THIS LOI IS SUBMITTED SOLELY AS AN INDUCEMENT TO NEGOTIATE IN GOOD FAITH. NOTHING CONTAINED HEREIN SHALL BE CONSTRUED AS CONSTITUTING A BINDING LEASE. AS WITH ANY LEGAL DOCUMENT, THE PARTIES ARE URGED TO SEEK LEGAL COUNSEL.


TENANT AGREED UPON BY:

Jeremy Christensen

Type/Print Name

3/30/2016

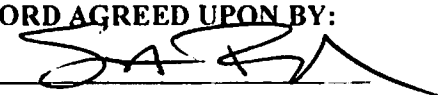
Dated


Signature

LANDLORD AGREED UPON BY:

Signature

Date


3/30/16



AMERICAN LEADERSHIP

ACADEMY

GILBERT CAMPUS

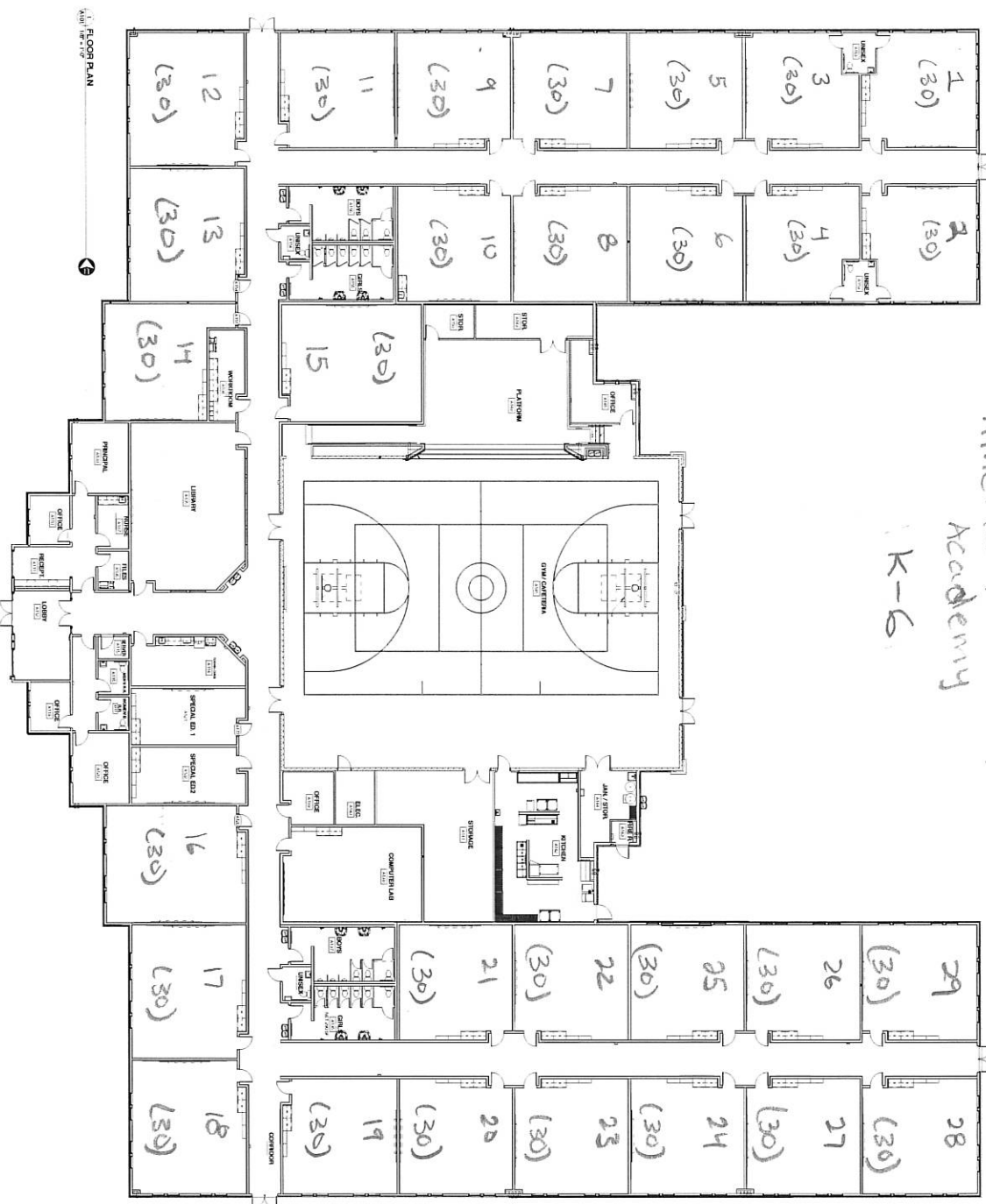
K-12 SCHOOL

DECEMBER 1, 2014

POTENTIAL BUILDING DESIGN

American Leadership Academy

K-6

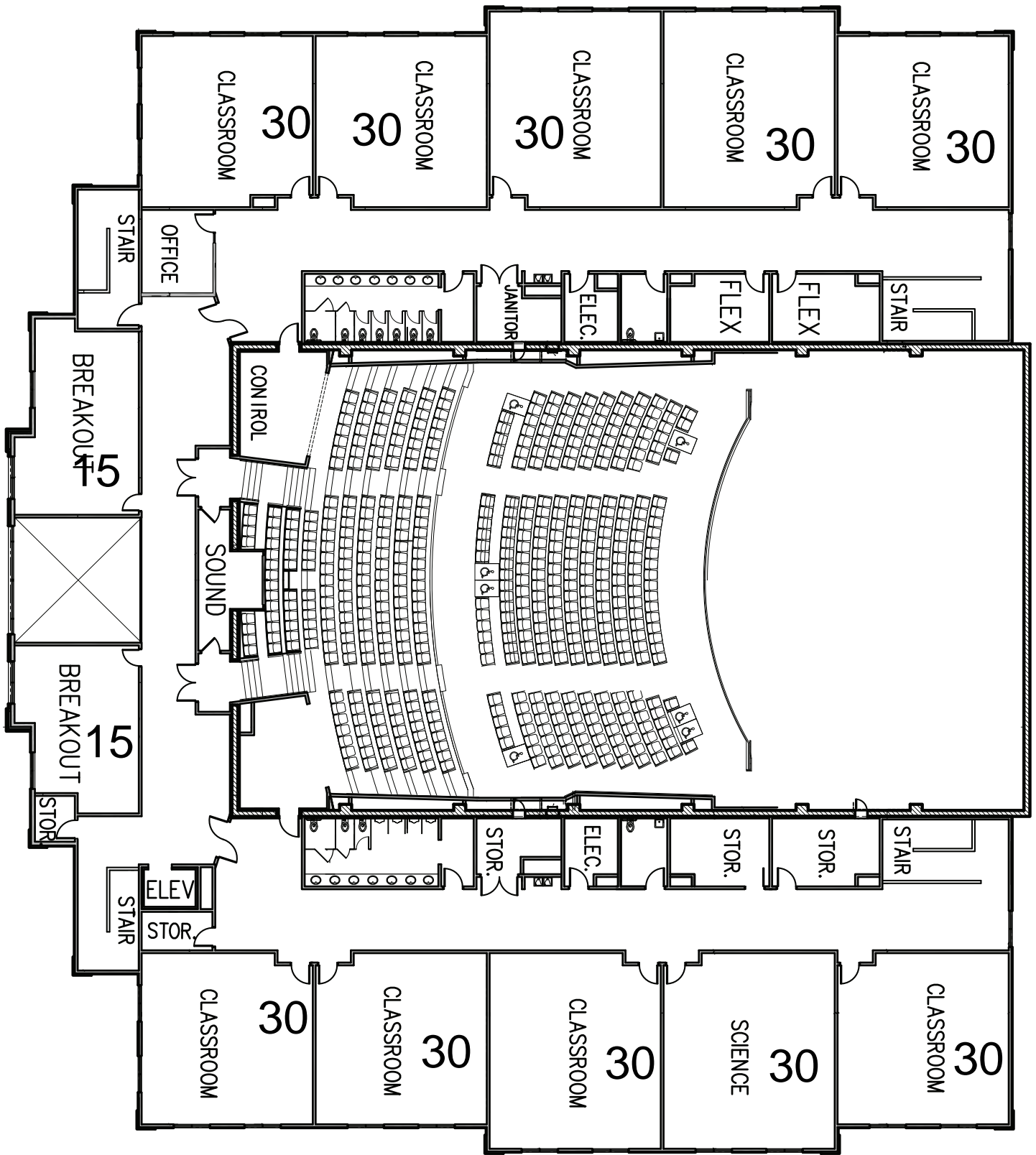


TOTAL STUDENT
CAPACITY

870

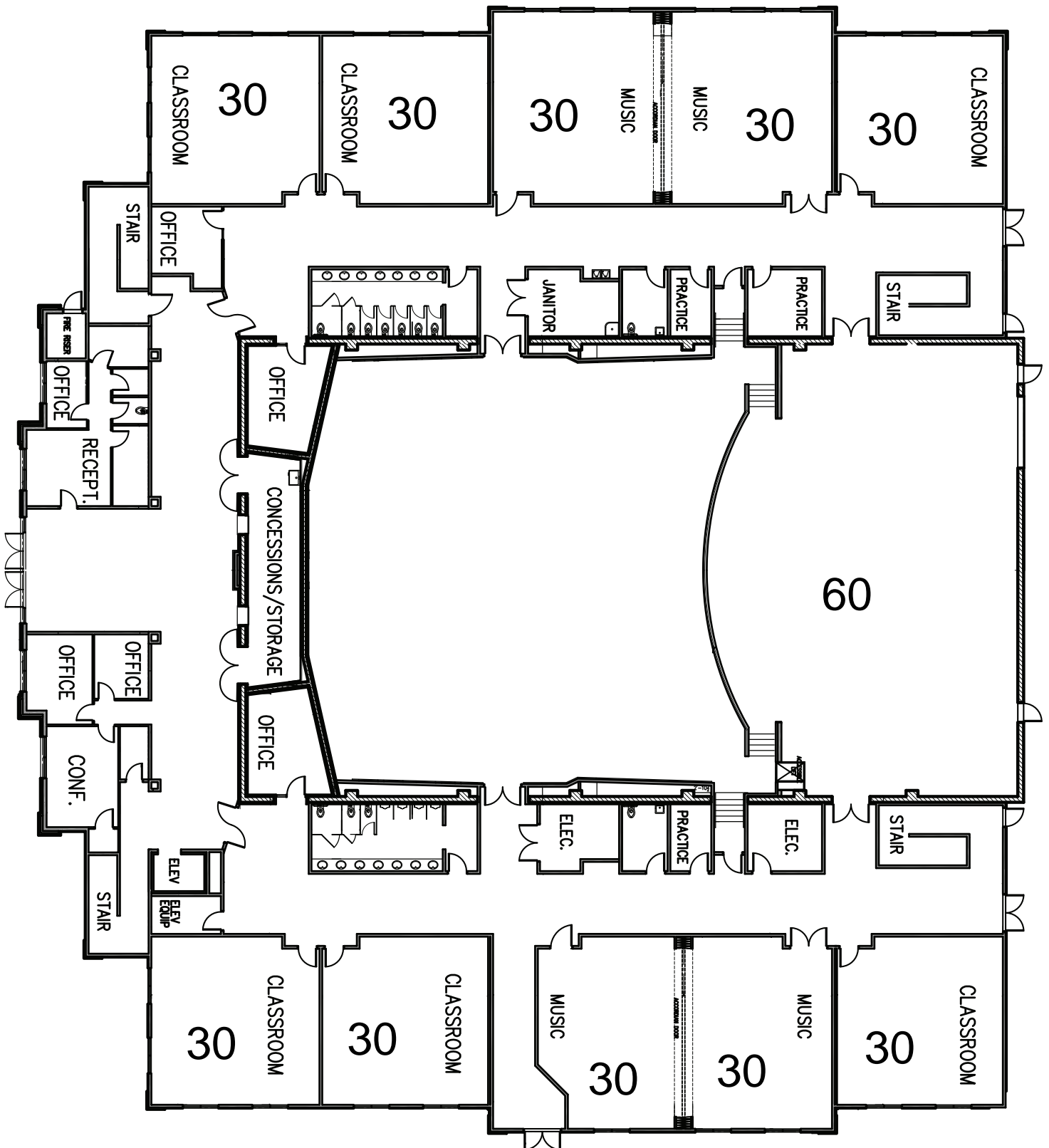
MS Building 2nd Floor

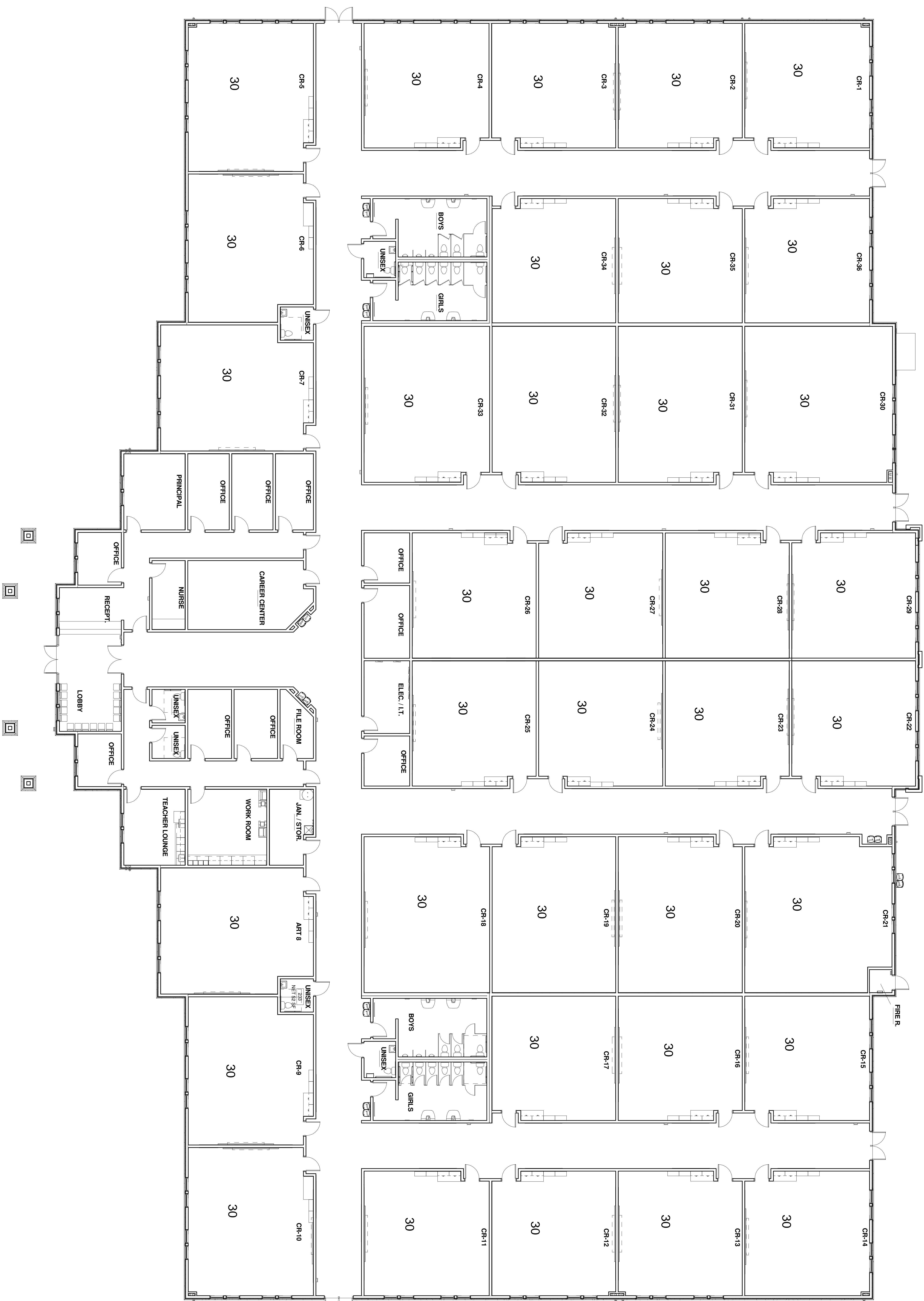
FLOOR CAPACITY 330



MS Building 1st Floor

FLOOR CAPACITY 360





HS MAIN BUILDING
BUILDING CAPACITY 1080

AMERICAN LEADERSHIP

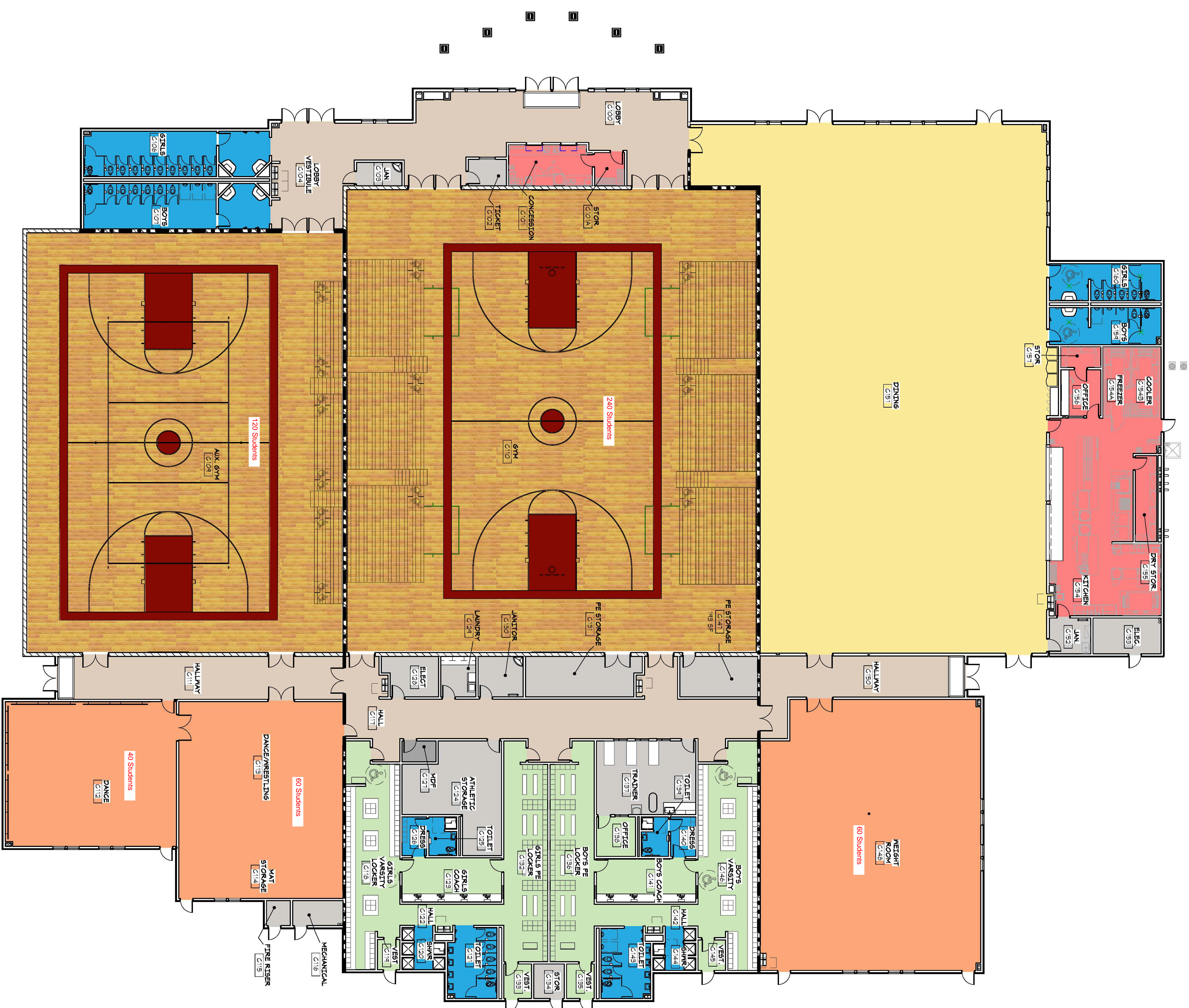
ACADEMY

COLLEGIATE BUILDING

NEW ELEMENTARY & HIGH SCHOOL CAMPUS

ALA SCHOOLS

Project # 9114357.00	01/14/15
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Arizona State Board for Charter Schools

Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools (“ASBCS”), at a meeting held on June 8, 2009, approved a revised policy that requires new and existing charter holders to submit a copy of a valid certificate of occupancy and current fire marshal inspection report for each location where educational services will be provided prior to the initiation of state equalization payments.

The ASBCS will request that the Arizona Department of Education (“ADE”) withhold state equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new school sites under existing charter contracts, and 3) school sites under existing charter contract moving from one location to another until the school has submitted valid copies of the required certificate of occupancy and current fire marshal inspection report for the new educational facility.


Once the ASBCS office has verified that the appropriate documents for each location have been received, the ASBCS office will notify the school and the ADE School Finance Unit’s Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20th of any month will generate a payment for the next month’s payment cycle. Schools marked eligible after the 20th of any month will not generate a payment in next month’s payment cycle. No off-system payments will be made.

By signing below, I understand the Board’s policy and that I am required to submit an educational use Certificate of Occupancy and a current fire marshal inspection report to the ASBCS office for each of our school facilities. These documents must be verified by the ASBCS office prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this site.

I acknowledge that if these documents are not submitted prior to occupancy, the school’s opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.

American Leadership Academy, Inc.

Charter Holder Name



Charter Representative Signature

3/30/2016

Date

APPENDIX A

NOTIFICATION REQUEST MATERIALS

2. New School Site—Higley

AMERICAN LEADERSHIP
ACADEMY

MINUTES

Of a meeting of the Governing Board of
American Leadership Academy, Inc.

held at
2350 E Germann Rd, #24
Chandler, AZ 85286
On March 30, 2016
4:30 PM

A. Roll Call

Glenn Way – Present
Jeremy Christensen – Present
Paul Sinclair – Present
Richard Moss - Present
Dal Zemp - Absent

B. Invocation

By Brent McArthur

C. Call to Public:

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38G 431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

No member of the public in attendance.

D. ALA Strategic Plan Discussion & Potential Adoption

Jeremy Christensen made the motion:

“ I move to approve the addition of a K-12 campus in Gilbert, situated at or nearby the intersection of the 202 freeway and Higley Rd, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“ I move to approve the addition of a K-6 campus situated at or nearby the intersection of Higley Rd and Chandler Heights Boulevard, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“I move to apply for an enrollment cap increase from 8000 to 11,500 students to accommodate the new campuses for the 2017-18 school year and authorize school personnel to submit the enrollment cap increase notification request to the Arizona State Board for Charter Schools.”

Glenn Way seconded the motion and it passed unanimously.

E. Adjournment

Glenn Way made the motion to adjourn. It passed unanimously.

AMERICAN LEADERSHIP ACADEMY

New Site Notification Request Narrative

American Leadership Academy, Inc. hereby petitions the Arizona State Board for Charter Schools for the addition of a new school site to be located in Chandler, AZ. This request is made in conjunction with a request for an enrollment cap increase from 8000 students to 11,500 students.

Timeline

It is the intent of American Leadership Academy to open the proposed campus in time for the 2017-18 school year. Figure 1, below, shows the anticipated enrollment by grade level for the first three years of operation.

FIGURE 1: ENROLLMENT BY GRADE LEVEL			
Grade	Year 1	Year 2	Year 3
	Enrollment	Enrollment	Enrollment
Half KG	44	44	44
Full KG	44	44	44
1	100	120	120
2	100	120	120
3	100	120	120
4	100	120	120
5	100	120	120
6	100	120	120
Total Enrollment	688	808	808

Figure 2, below, provides a simplified expansion plan for the addition of the proposed campus.

FIGURE 2: EXPANSION PLAN			
Action	Steps	Timeline	Responsible Party
1. Obtain Authorization for Expansion			
	A. Complete Site Notification Request	Due March, 2016	Director of Compliance
	B. Complete Enrollment Cap Notification Request	Due March, 2016	Director of Compliance
	C. Attend ASBCS Board Meeting, verify approval	TBD	ASBCS Staff, ALA Staff
2. Secure Adequate Educational Facilities			

AMERICAN LEADERSHIP ACADEMY

	A. Locate site for new campus	Complete Oct 1, 2016	ALA Executive Team
	B. Engage Developer & Lenders for design & construction of facility	Complete by Oct 1, 2016	ALA Executive Team
	C. Sign facility lease agreement	Complete by Nov 1, 2016	ALA Executive Team
	D. Design Facilities	September 2016 through December 2016	ALA Executive Team & Developer
	E. Obtain facility funding	September 2016 through December 2016	ALA Executive Team & Developer
	F. Begin facility construction	January, 2017	Developer
	G. Complete Facility Construction	July 1, 2017	Developer
	H. Ensure "E" Occupancy and Fire Marshal Inspection.	July 1, 2017	ALA Executive Team & Developer
3. Staffing			
	A. Complete Staffing Plan for New Campuses.	Complete by October, 2016	ALA Executive Team
	B. Determine New Executive Director for K-12 Campus	Complete by January, 2017	ALA Executive Team
	D. Begin Recruitment Drive for remaining administrators and instructional staff. (Post jobs on ALA website, ADE Board, and other employment boards.	January, 2017	ALA Executive Team
	E. Attend Hillsdale College Classical School Job Fair	February, 2017	Executive Director & Human Resources
	F. Finalize Assistant Director selection	March, 2017	ALA Executive Team
	G. Have booth at UT Statewide Teacher Fair, North	March, 2017	Executive Director & Human Resources
	H. Have booth at UT Statewide Teacher Fair, 2015	March, 2017	Executive Director & Human Resources

AMERICAN LEADERSHIP ACADEMY

	I. Have booth at U of A Education Career Fair	April, 2017	Executive Director & Human Resources
	J. Have booth at Great AZ Teach-In Job Fair	April, 2017	Executive Director & Human Resources
	k. Attend ASU Job Fair	May, 2017	Executive Director & Human Resources
4. Business & Logistics			
	Create Start-Up Budget	September, 2016	Business Manager & CFO
	Create 3-Year Budget	September, 2016	Business Manager & CFO
	Order Furniture, Fixtures, & Equipment	March, 2017	COO & CFO
	Order textbooks & Instructional Supplies	May, 2017	Curriculum Director & CFO
5. Professional Development			
	Create PD Plan for K-6 Curriculum	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for 7-12 Curriculum	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for policies & procedures	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for technology including SMS, Galileo Assessments, Google Apps for Ed, etc.	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Ast. Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Office Staff	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for support personnel	Finalize by January, 2017	Curriculum Director & CEO
6. Marketing & Enrollment			
	Launch new school site page on ALA Website	Oct, 2016	CIO

AMERICAN LEADERSHIP ACADEMY

In conjunction with third-party marketing team, create a marketing plan for enrollment drive	November – December, 2016	ALA Executive Team
Launch new online enrollment portal	January, 2017	Business Manager
Launch 2016 Enrollment Drive	March, 2017	ALA Executive Team
Execute marketing plan initiatives TBD	February – July, 2017	All Staff

Organizational Capacity

Growth presents many challenges to an organization. ALA is familiar with these challenges and has worked ardently to put an organizational structure in place capable of dealing with these challenges in a proactive manner. Our efforts include the hiring of several new key personnel. Since 2014, ALA has expanded its operational staff to include a new CEO, CFO, Title I Coordinator, an additional Executive Director, ELL Director, and more. Additionally, several new administrative FTEs have been added to monitor organizational compliance and Human Resource Management. These positions have been added to increase the operational capacity of the organization in anticipation of further growth.

In addition to the improvements in personnel already performed, ALA is currently in negotiations with additional potential hires that would bring significant added experience and recognition to the ALA administrative team. These applicants include school leadership professionals with nationally recognized academic programs. ALA will also hire an additional Executive Director to oversee the Gilbert K-12 Campus no later than January, 2017.

As always, ALA remains dedicated to educational excellence and was rated an “A” District by the Arizona Department of Education for 2014. Additionally, ALA was ranked as the 33rd top performing school district in the state, placing it within the top 6% of schools within the state. ALA maintains extensive professional development and evaluation programs aimed at improving teacher efficacy and student performance. These efforts are augmented by ongoing assessment and analysis to ensure necessary adjustments are made in a timely manner. District pacing maps have been created in conjunction with instructional staff and are evaluated on a weekly basis to ensure proper pacing to cover the required standards.

To help maintain focus on our core competencies, ALA has contracted with a third-party professional marketing firm to assist in the enrollment efforts necessary to fill the new campus. This ensures that enrollment goals are achieved without

AMERICAN LEADERSHIP ACADEMY

excessively detracting from the organizational capacity of existing ALA administrative staff. ALA is currently working with this firm to refine our marketing strategy, leverage digital marketing channels, and improve our more traditional marketing efforts.

ALA's annual growth has helped us refine the procedures and steps necessary to add additional campuses. Indeed, there are only a handful of schools in the State of Arizona that can claim to have the experience that we do with growth. From academics to zoning requirements, we have the experience and established relationships necessary to efficiently start new schools.

Funding for the construction of the facility is the responsibility of ALA's facility developer from whom ALA will lease the facility. In conjunction with the development, design, and construction of the facility, the developer will also include the cost of some necessary start-up furniture, fixtures, and equipment as well as delay the commencement of facility payments until November, 2017 to provide the school the opportunity to use state funding received during the first months of school to offset start up costs.

Calendar

American Leadership Academy, Gilbert anticipates beginning school on August 7, 2017 and will maintain 180 days of instruction. The school will also ensure that the appropriate annual hours of instruction for each grade level are met or exceeded.

Conclusion

American Leadership Academy is requesting an enrollment cap increase to 11,000 students in conjunction with the request for an additional site. This expansion is necessary to meet stakeholder demand as well as the organization's long term goals.

With the extensive experience dealing with growth and the added administrative capacity obtained over the last year, ALA is prepared for the challenges that growth provides.

*A DSP was submitted and evaluated in 2014 and is therefore not appended to this document per Johanna Medina.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
8/27/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Frank Crystal & Co of TX, Inc. dba Crystal & Company 2000 West Loop S., #2150 Houston TX 77027	CONTACT NAME: Machele McKenzie	FAX (A/C, No): 713-621-5425	
	PHONE (A/C, No, Ext): 713-627-2250	E-MAIL ADDRESS: machele.mckenzie@crystalco.com	
INSURED American Leadership Academy 2350 E Germann Rd. Chandler AZ 85286	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Catlin Insurance Company, Inc.		19518
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES

CERTIFICATE NUMBER: 1165597695

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	N	CNDZEPP18743002	8/27/2015	8/27/2016	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$500,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	N	N	CNDZCAP18744002	8/27/2015	8/27/2016	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$	Y	N	CNDZEEXL18746002	8/27/2015	8/27/2016	EACH OCCURRENCE \$10,000,000 AGGREGATE \$10,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

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

Certificate holder named as an Additional Insured with respect to the General Liability policy when required by written contract subject to the policy terms and conditions and as permitted by law.

CERTIFICATE HOLDER

CANCELLATION

American Leadership Academy
2350 E Germann Rd. Ste 25
Chandler AZ 85286

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Crystal & Company

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LETTER OF INTENT FOR LEASE – COMMERCIAL REAL ESTATE

**For a property to be determined located in
Queen Creek, AZ**

The following summarizes the basic nonbinding terms and conditions upon which Tenant would be interested in entering a lease;

Disclaimer: The suggested terms and conditions herein are intended to serve as a proposed basis for the preparation of a lease agreement. It is expressly understood that the terms and conditions are not all inclusive but merely an outline of some of the basic business terms to be incorporated into a first draft of lease. It is further expressed that neither Tenant nor Landlord will be under a legally binding obligation to the other until a lease agreement, acceptable to both parties, has been prepared, negotiated and executed. If the terms and conditions are acceptable to Landlord, please have their representative sign below. Landlord will then prepare a lease agreement for Tenant's review and approval within ten (10) business days after the date of execution of this Letter of Intent.

PROPOSED TENANT: American Leadership Academy, Inc.

PROPOSED LANDLORD LEGAL NAME/ENTITY: Schoolhouse Development, LLC.

LEASED PREMISES: Educational Facilities to be located in
Undetermined Site
Queen Creek, AZ

SQUARE FOOTAGE: Approximately 50,000 Rentable Square Feet

LEASE COMMENCEMENT DATE: July 1, 2017

TENANT'S OCCUPANCY DATE: July 1, 2017

LENGTH OF LEASE TERM: 20 Years, 0 Months

INITIAL BASE RENT: \$720,000 Per Year, to be adjusted based on facility construction cost.

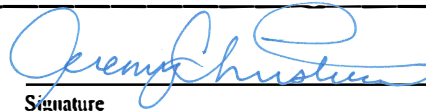
THIS LOI IS SUBMITTED SOLELY AS AN INDUCEMENT TO NEGOTIATE IN GOOD FAITH. NOTHING CONTAINED HEREIN SHALL BE CONSTRUED AS CONSTITUTING A BINDING LEASE, AS WITH ANY LEGAL DOCUMENT. THE PARTIES ARE URGED TO SEEK LEGAL COUNSEL.

TENANT AGREED UPON BY:

Jeremy Christensen

Type/Print Name
3/30/2016

Dated


Signature

LANDLORD AGREED UPON BY:


Signature

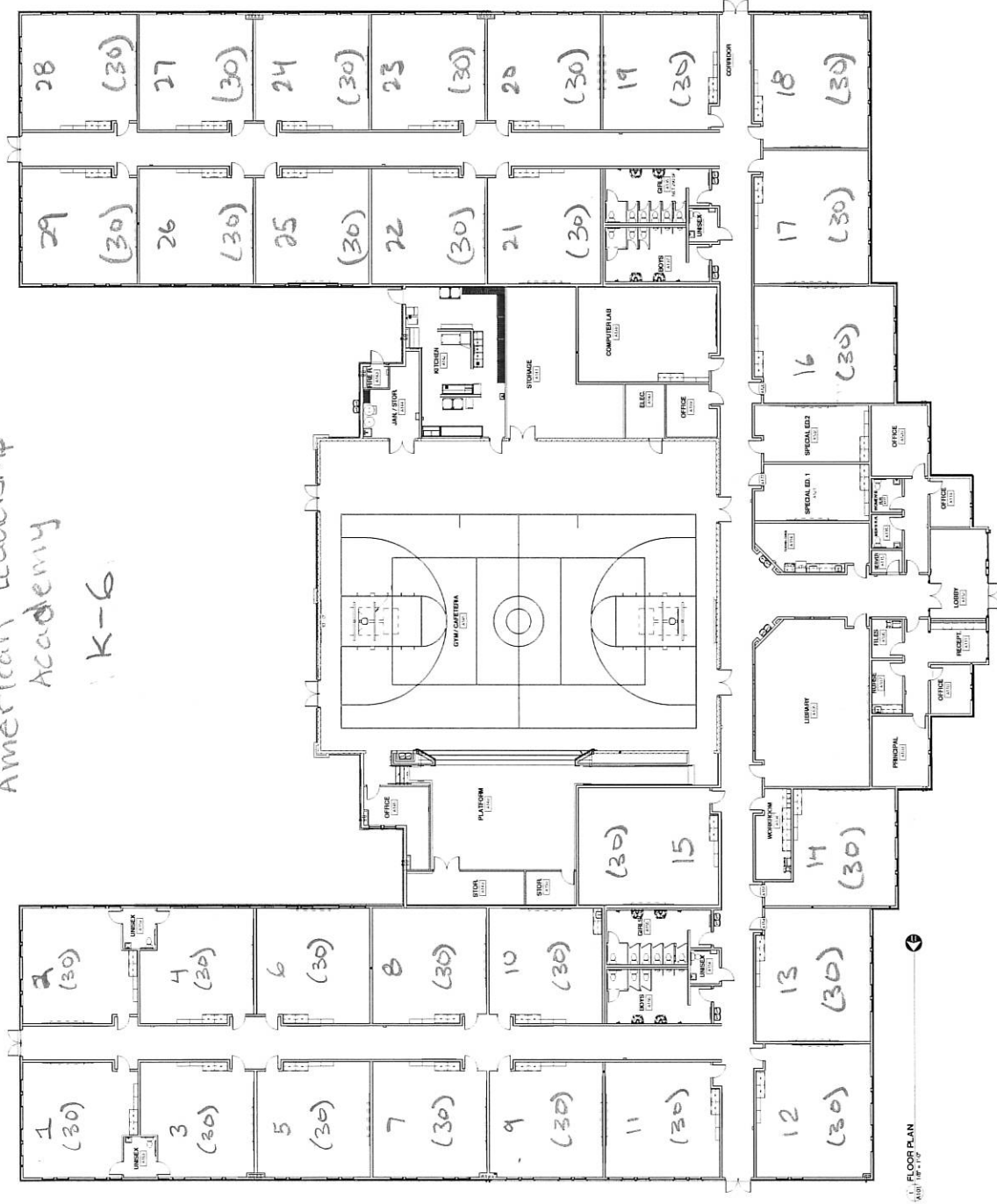
3/30/16
Date

POTENTIAL BUILDING

DESIGN

American Leadership
Academy

K-6



TOTAL STUDENT
CAPACITY
870

Arizona State Board for Charter Schools

Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools (“ASBCS”), at a meeting held on June 8, 2009, approved a revised policy that requires new and existing charter holders to submit a copy of a valid certificate of occupancy and current fire marshal inspection report for each location where educational services will be provided prior to the initiation of state equalization payments.

The ASBCS will request that the Arizona Department of Education (“ADE”) withhold state equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new school sites under existing charter contracts, and 3) school sites under existing charter contract moving from one location to another until the school has submitted valid copies of the required certificate of occupancy and current fire marshal inspection report for the new educational facility.


Once the ASBCS office has verified that the appropriate documents for each location have been received, the ASBCS office will notify the school and the ADE School Finance Unit’s Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20th of any month will generate a payment for the next month’s payment cycle. Schools marked eligible after the 20th of any month will not generate a payment in next month’s payment cycle. No off-system payments will be made.

By signing below, I understand the Board’s policy and that I am required to submit an educational use Certificate of Occupancy and a current fire marshal inspection report to the ASBCS office for each of our school facilities. These documents must be verified by the ASBCS office prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this site.

I acknowledge that if these documents are not submitted prior to occupancy, the school’s opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.

American Leadership Academy, Inc.

Charter Holder Name



Charter Representative Signature

3/30/2016

Date

APPENDIX A

NOTIFICATION REQUEST MATERIALS

3. Enrollment Cap

AMERICAN LEADERSHIP
ACADEMY

MINUTES

Of a meeting of the Governing Board of
American Leadership Academy, Inc.

held at
2350 E Germann Rd, #24
Chandler, AZ 85286
On March 30, 2016
4:30 PM

A. Roll Call

Glenn Way – Present
Jeremy Christensen – Present
Paul Sinclair – Present
Richard Moss - Present
Dal Zemp - Absent

B. Invocation

By Brent McArthur

C. Call to Public:

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38G 431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

No member of the public in attendance.

D. ALA Strategic Plan Discussion & Potential Adoption

Jeremy Christensen made the motion:

“ I move to approve the addition of a K-12 campus in Gilbert, situated at or nearby the intersection of the 202 freeway and Higley Rd, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“ I move to approve the addition of a K-6 campus situated at or nearby the intersection of Higley Rd and Chandler Heights Boulevard, for the 2017-18 school year and authorize school personnel to submit the new site notification request to the Arizona State Board for Charter Schools.”

Paul Sinclair seconded the motion and it passed unanimously.

“I move to apply for an enrollment cap increase from 8000 to 11,500 students to accommodate the new campuses for the 2017-18 school year and authorize school personnel to submit the enrollment cap increase notification request to the Arizona State Board for Charter Schools.”

Glenn Way seconded the motion and it passed unanimously.

E. Adjournment

Glenn Way made the motion to adjourn. It passed unanimously.

AMERICAN LEADERSHIP ACADEMY

Enrollment Cap Increase Notification Request Narrative

American Leadership Academy, Inc. hereby petitions the Arizona State Board for Charter Schools for an enrollment cap increase from 8000 students to 11,500 students to go into effect for the 2017-18 school year. This request is made in conjunction with a request for the addition of two new school sites to be located in Gilbert, AZ and Queen Creek, AZ.

Timeline

It is the intent of American Leadership Academy to open the proposed campuses in time for the 2017-18 school year. Figure 1, below, shows the anticipated enrollment by grade level for the Gilbert Campus for the first three years of operation. Figure 2 shows the same for the Chandler Campus location.

FIGURE 1: ENROLLMENT BY GRADE LEVEL (Gilbert)			
Grade	Year 1	Year 2	Year 3
	Enrollment	Enrollment	Enrollment
Half KG	44	44	44
Full KG	44	44	44
1	100	120	120
2	100	120	120
3	100	120	120
4	100	120	120
5	100	120	120
6	100	120	120
7	200	225	250
8	200	225	250
9	200	200	250
10	125	150	250
11	75	125	200
12	50	75	125
K-6 Enrollment	688	808	808
7-8 Enrollment	400	450	500
9-12 Enrollment	450	550	825
Total Enrollment	1538	1808	2133

AMERICAN LEADERSHIP ACADEMY

FIGURE 2: ENROLLMENT BY GRADE LEVEL (Queen Creek)			
Grade	Year 1	Year 2	Year 3
	Enrollment	Enrollment	Enrollment
Half KG	44	44	44
Full KG	44	44	44
1	100	120	120
2	100	120	120
3	100	120	120
4	100	120	120
5	100	120	120
6	100	120	120
Total Enrollment	688	808	808

Expansion Plan

It is the intent of American Leadership Academy to open the proposed campuses in time for the 2017-18 school year. Figure 3, below, provides a simplified expansion plan, including the recruitment efforts required, for the addition of the proposed campuses. Each campus will need to complete the same core processes, so only one figure is included to avoid duplication.

FIGURE 2: EXPANSION PLAN			
Action	Steps	Timeline	Responsible Party
1. Obtain Authorization for Expansion			
	A. Complete Site Notification Request	Due March, 2016	Director of Compliance
	B. Complete Enrollment Cap Notification Request	Due March, 2016	Director of Compliance
	C. Attend ASBCS Board Meeting, verify approval	TBD	ASBCS Staff, ALA Staff
2. Secure Adequate Educational Facilities			
	A. Locate site for new campus	Complete Oct 1, 2016	ALA Executive Team
	B. Engage Developer & Lenders for design & construction of facility	Complete by Oct 1, 2016	ALA Executive Team
	C. Sign facility lease agreement	Complete by Nov 1, 2016	ALA Executive Team
	D. Design Facilities	September 2016 through December	ALA Executive Team & Developer

AMERICAN LEADERSHIP ACADEMY

		2016	
	E. Obtain facility funding	September 2016 through December 2016	ALA Executive Team & Developer
	F. Begin facility construction	January, 2017	Developer
	G. Complete Facility Construction	July 1, 2017	Developer
	H. Ensure "E" Occupancy and Fire Marshal Inspection.	July 1, 2017	ALA Executive Team & Developer
3. Staffing			
	A. Complete Staffing Plan for New Campuses.	Complete by October, 2016	ALA Executive Team
	B. Determine New Director for K-12 Campus	Complete by January, 2017	ALA Executive Team
	D. Begin Recruitment Drive for remaining administrators and instructional staff. (Post jobs on ALA website, ADE Board, and other employment boards.	January, 2017	ALA Executive Team
	E. Attend Hillsdale College Classical School Job Fair	February, 2017	Executive Director & Human Resources
	F. Finalize Assistant Director selection	March, 2017	ALA Executive Team
	G. Have booth at UT Statewide Teacher Fair, North	March, 2017	Executive Director & Human Resources
	H. Have booth at UT Statewide Teacher Fair, 2015	March, 2017	Executive Director & Human Resources
	I. Have booth at U of A Education Career Fair	April, 2017	Executive Director & Human Resources
	J. Have booth at Great AZ Teach-In Job Fair	April, 2017	Executive Director & Human Resources
	k. Attend ASU Job Fair	May, 2017	Executive Director & Human Resources

AMERICAN LEADERSHIP ACADEMY

4. Business & Logistics			
	Create Start-Up Budget	September, 2016	Business Manager & CFO
	Create 3-Year Budget	September, 2016	Business Manager & CFO
	Order Furniture, Fixtures, & Equipment	March, 2017	COO & CFO
	Order textbooks & Instructional Supplies	May, 2017	Curriculum Director & CFO
5. Professional Development			
	Create PD Plan for K-6 Curriculum	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for 7-12 Curriculum	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for policies & procedures	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for technology including SMS, Galileo Assessments, Google Apps for Ed, etc.	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Ast. Director	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for Office Staff	Finalize by January, 2017	Curriculum Director & CEO
	Create PD Plan for support personnel	Finalize by January, 2017	Curriculum Director & CEO
6. Marketing & Enrollment			
	Launch new school site page on ALA Website	Oct, 2016	CIO
	In conjunction with third-party marketing team, create a marketing plan for enrollment drive	November – December, 2016	ALA Executive Team
	Launch new online enrollment portal	January, 2017	Business Manager
	Launch 2016 Enrollment Drive	March, 2017	ALA Executive Team

AMERICAN LEADERSHIP ACADEMY

	Execute marketing plan initiatives TBD	February – July, 2017	All Staff
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Organizational Capacity

Growth presents many challenges to an organization. ALA is familiar with these challenges and has worked ardently to put an organizational structure in place capable of dealing with these challenges in a proactive manner. Our efforts include the hiring of several new key personnel. Since 2014, ALA has expanded its operational staff to include a new CEO, CFO, Title I Coordinator, an additional Executive Director, ELL Director, and more. Additionally, several new administrative FTEs have been added to monitor organizational compliance and Human Resource Management. These positions have been added to increase the operational capacity of the organization in anticipation of further growth.

In addition to the improvements in personnel already performed, ALA is currently in negotiations with additional potential hires that would bring significant added experience and recognition to the ALA administrative team. These applicants include school leadership professionals with nationally recognized academic programs. ALA will also hire an additional Executive Director to oversee the Gilbert K-12 Campus no later than January, 2017.

As always, ALA remains dedicated to educational excellence and was rated an “A” District by the Arizona Department of Education for 2014. Additionally, ALA was ranked as the 33rd top performing school district in the state, placing it within the top 6% of schools within the state. ALA maintains extensive professional development and evaluation programs aimed at improving teacher efficacy and student performance. These efforts are augmented by ongoing assessment and analysis to ensure necessary adjustments are made in a timely manner. District pacing maps have been created in conjunction with instructional staff and are evaluated on a weekly basis to ensure proper pacing to cover the required standards.

To help maintain focus on our core competencies, ALA has contracted with a third-party professional marketing firm to assist in the enrollment efforts necessary to fill the new campus. This ensures that enrollment goals are achieved without excessively detracting from the organizational capacity of existing ALA administrative staff. ALA is currently working with this firm to refine our marketing strategy, leverage digital marketing channels, and improve our more traditional marketing efforts.

AMERICAN LEADERSHIP ACADEMY

ALA's annual growth has helped us refine the procedures and steps necessary to add additional campuses. Indeed, there are only a handful of schools in the State of Arizona that can claim to have the experience that we do with growth. From academics to zoning requirements, we have the experience and established relationships necessary to efficiently start up new schools.

Funding for the construction of the facility is the responsibility of ALA's facility developer from whom ALA will lease the facility. In conjunction with the development, design, and construction of the facility, the developer will also include the cost of some necessary start-up furniture, fixtures, and equipment as well as delay the commencement of facility payments until November, 2016 to provide the school the opportunity to use state funding received during the first months of school to offset start-up costs.

Conclusion

American Leadership Academy is requesting an enrollment cap increase to 11,000 students in conjunction with the request for an additional site. This expansion is necessary to meet stakeholder demand as well as the organization's long-term goals.

With the extensive experience dealing with growth and the added administrative capacity obtained over the last year, ALA is prepared for the challenges that growth provides.

*A DSP was submitted and evaluated in 2014 and is therefore not appended to this document per Johanna Medina.

AMERICAN LEADERSHIP ACADEMY

Enrollment Cap Increase, Facility Capacity

Current ALA facilities cannot accommodate the extra 3500 students proposed in the enrollment cap increase. For this reason, two new sites with approximately 210,000 sf and 50,000 sf of E-occupancy space will be designed and built in the target market areas.

The anticipated building plans for each location have been uploaded both in the new site requests and are included below as well. Changes to the buildings and campus layout may take place as necessary to accommodate city demands and site specific challenges.

American Leadership Academy, Inc. will lease the American Leadership Academy, Higley facility from a third party developer who has a standing relationship with the school and has provided many of our existing facilities. The developer has demonstrated an ability to fund, design, and build high-quality educational facilities in a timely and cost effective manner.

American Leadership Academy, Inc. will pursue direct loans for the Gilbert K-12 Campus. Should the organization not be successful in obtaining the loans, a letter of intent from the same developer as the Higley campus has been secured to ensure the facility can be constructed.

Should the developer fail to fulfill their responsibilities a new developer will be secured.

APPENDIX B

ACADEMIC DASHBOARDS

General							
Site Contact							
Inspections							
Grades							
Governing Body							
FY Data							
Site Visits							
Member Campuses							
Amendments							
Academic Performance							
Academic Performance							
Edit this section.							
ALA Mesa							
		2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	53.5	75	12.5	48	50	12.5
	Reading	42	50	12.5	44	50	12.5
1b. SGP Bottom 25%	Math	70	100	12.5	45.5	50	12.5
	Reading	53.5	75	12.5	37	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	77.8 / 65.4	75	7.5	70.6 / 64.4	75	7.5
	Reading	86.9 / 77.4	75	7.5	87.4 / 78.3	75	7.5
2b. Composite School Comparison	Math	3.6	75	7.5	-4.1	50	7.5
	Reading	1.1	75	7.5	0.7	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	78.6 / 56.1	75	7.5	82.6 / 54.1	100	3.75
	Reading	82.1 / 69.9	75	7.5	87 / 69.9	75	3.75
2c. Subgroup SPED	Math	NR	0	0	41.2 / 29.9	75	3.75
	Reading	NR	0	0	58.8 / 38.9	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		76.25		100	61.56		100

General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments
Academic Performance								
Academic Performance								
Edit this section.								
ALA QC Elem								
		2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	48	50	12.5	57	75	12.5	
	Reading	51	75	12.5	47	50	12.5	
1b. SGP Bottom 25%	Math	53.5	75	12.5	53	75	12.5	
	Reading	59.5	75	12.5	54	75	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	78.9 / 65	75	7.5	80.5 / 63.4	75	7.5	
	Reading	91.1 / 77.8	100	7.5	90 / 78.5	100	7.5	
2b. Composite School Comparison	Math	3.4	75	7.5	6.7	75	7.5	
	Reading	4.3	75	7.5	2.9	75	7.5	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	56.7 / 55.8	75	3.75	70.5 / 53.7	75	3.75	
	Reading	80 / 69.9	75	3.75	86.9 / 71.1	75	3.75	
2c. Subgroup SPED	Math	61.5 / 28.1	75	3.75	46.2 / 25.9	75	3.75	
	Reading	73.1 / 38.5	75	3.75	74.4 / 38.7	75	3.75	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		A	100	5	A	100	5	
Overall Rating		Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		75		100	75		100	

GeneralSite ContactInspectionsGradesGoverning BodyFY DataSite VisitsMember CampusesAmendments										
Academic Performance										
Academic Performance										
Edit this section.										
ALA San Tan										
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	24.5	25	12.5	68	100	12.5	61	75	12.5
	Reading	40	50	12.5	65	75	12.5	49.5	50	12.5
1b. SGP Bottom 25%	Math	23	25	12.5	75	100	12.5	73.5	100	12.5
	Reading	40	50	12.5	59	75	12.5	60	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	57 / 64.3	50	7.5	70.9 / 64.8	75	7.5	74.7 / 63.9	75	7.5
	Reading	79 / 77.8	75	7.5	85.3 / 77.9	75	7.5	83.3 / 78.5	75	7.5
2b. Composite School Comparison	Math	-13.7	50	7.5	-0.3	50	7.5	7.1	75	7.5
	Reading	-4.2	50	7.5	0.3	75	7.5	1.4	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	67 / 55.7	75	3.75	76.3 / 53.5	75	3.75
	Reading	NR	0	0	80.6 / 70.3	75	3.75	80.7 / 70.7	75	3.75
2c. Subgroup SPED	Math	19 / 25.1	50	7.5	29.2 / 27.6	75	3.75	32.4 / 26.1	75	3.75
	Reading	38 / 36.8	75	7.5	52.9 / 38.4	75	3.75	48.6 / 38.8	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	A	100	5	A	100	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		47.5		100	80.62		100	76.25		100

GeneralSite ContactInspectionsGradesGoverning BodyFY DataSite VisitsMember CampusesAmendments										
Academic Performance										
Academic Performance										
Edit this section.										
American Leadership Academy										
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	35	50	12.5	58	75	12.5	69	100	12.5
	Reading	46	50	12.5	53	75	12.5	58	75	12.5
1b. SGP Bottom 25%	Math	29	25	12.5	57	75	12.5	69	100	12.5
	Reading	51	75	12.5	46	50	12.5	62	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	63 / 64.2	50	7.5	77.5 / 64.9	75	7.5	81.8 / 64	75	7.5
	Reading	85 / 77.4	75	7.5	87 / 78.2	75	7.5	87.4 / 78.6	75	7.5
2b. Composite School Comparison	Math	-7.6	50	7.5	1.3	75	7.5	6.9	75	7.5
	Reading	2.1	75	7.5	-0.9	50	7.5	-0.2	50	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	66.7 / 55.7	75	3.75	82.1 / 54.6	75	3.75
	Reading	NR	0	0	81.5 / 70.6	75	3.75	78.6 / 70.2	75	3.75
2c. Subgroup SPED	Math	43 / 23.9	75	7.5	34.6 / 24.3	75	3.75	42.9 / 24.7	75	3.75
	Reading	67 / 36.6	75	7.5	38.5 / 36.4	75	3.75	50 / 39.5	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	A	100	5	A	100	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.5		100	71.25		100	80.62		100

American Leadership Academy - Queen Creek CTD5: 07-87-25-002 | Entity ID: 90769

GeneralSite ContactInspectionsGradesGoverning BodyFY DataSite VisitsMember CampusesAmendments										
Academic Performance										
Academic Performance										
Edit this section.										
American Leadership Academy - Queen Creek										
		2012 Traditional High School (9 to 12)			2013 Traditional K-12 School (7 to 12)			2014 Traditional K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	52	75	15	43	50	10	43.5	50	10
	Reading	62	75	15	39	50	10	46	50	10
1b. SGP Bottom 25%	Math	NR	0	0	41.5	50	10	47	50	10
	Reading	NR	0	0	33.5	25	10	45	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	58 / 55.7	75	13.75	61.9 / 60.6	75	7.5	66.9 / 61.9	75	7.5
	Reading	89 / 75.7	75	13.75	82.1 / 79.4	75	7.5	86.2 / 80	75	7.5
2b. Composite School Comparison	Math	-2	50	11.25	-5.9	50	5	-4.8	50	5
	Reading	8.6	75	11.25	-2.6	50	5	-1.2	50	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	68.8 / 50.4	75	3.75	62.5 / 51.8	75	3.75
	Reading	NR	0	0	81 / 71.5	75	3.75	84.8 / 74.7	75	3.75
2c. Subgroup SPED	Math	NR	0	0	21.2 / 15.1	75	3.75	26.7 / 15.3	75	3.75
	Reading	NR	0	0	42 / 37.2	75	3.75	51.8 / 36.6	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	C	50	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		79	75	15	79	75	15	86	100	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		72.19			100	58.75			100	

APPENDIX C

DATA SUBMISSION SPREADSHEET

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	105	390	27%
	Mid-Point/ Semester	132	391	34%
	Post-Test/ End of Year	210	389	54%
<i>Reading</i>	Baseline	129	390	33%
	Mid-Point/ Semester	142	391	36%
	Post-Test/ End of Year	166	389	43%

Math Change S1 6.84%

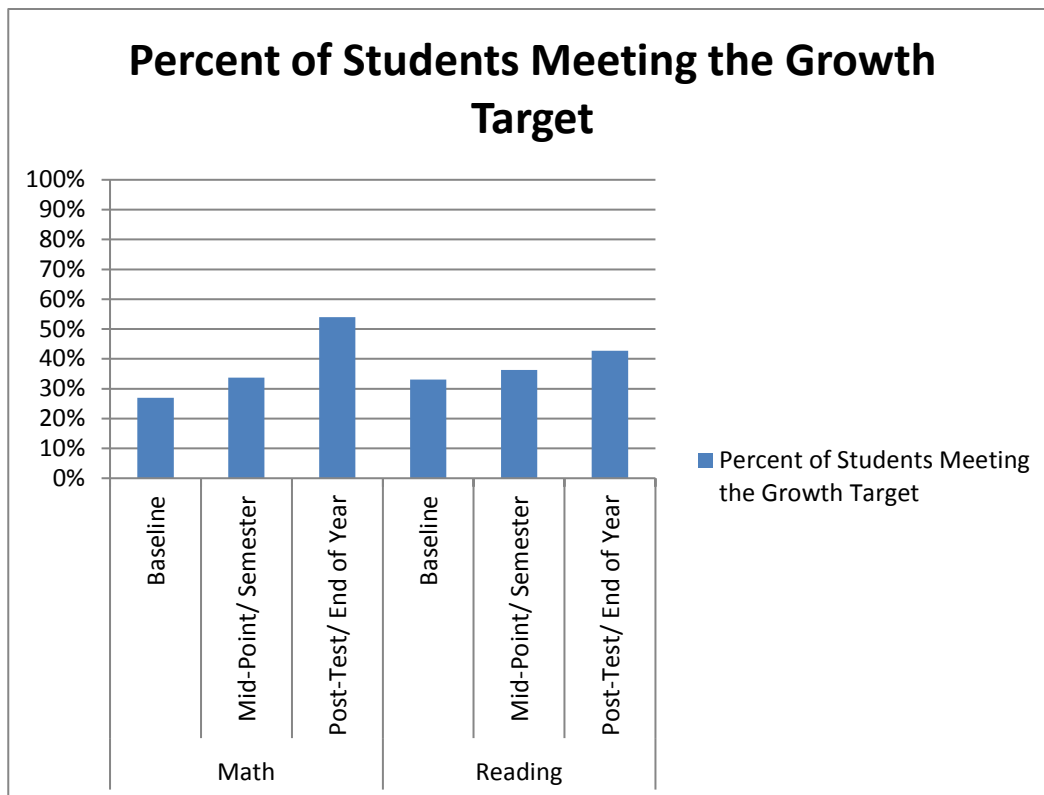
Math Change S2 20.22%

Reading Change

S1 3.24%

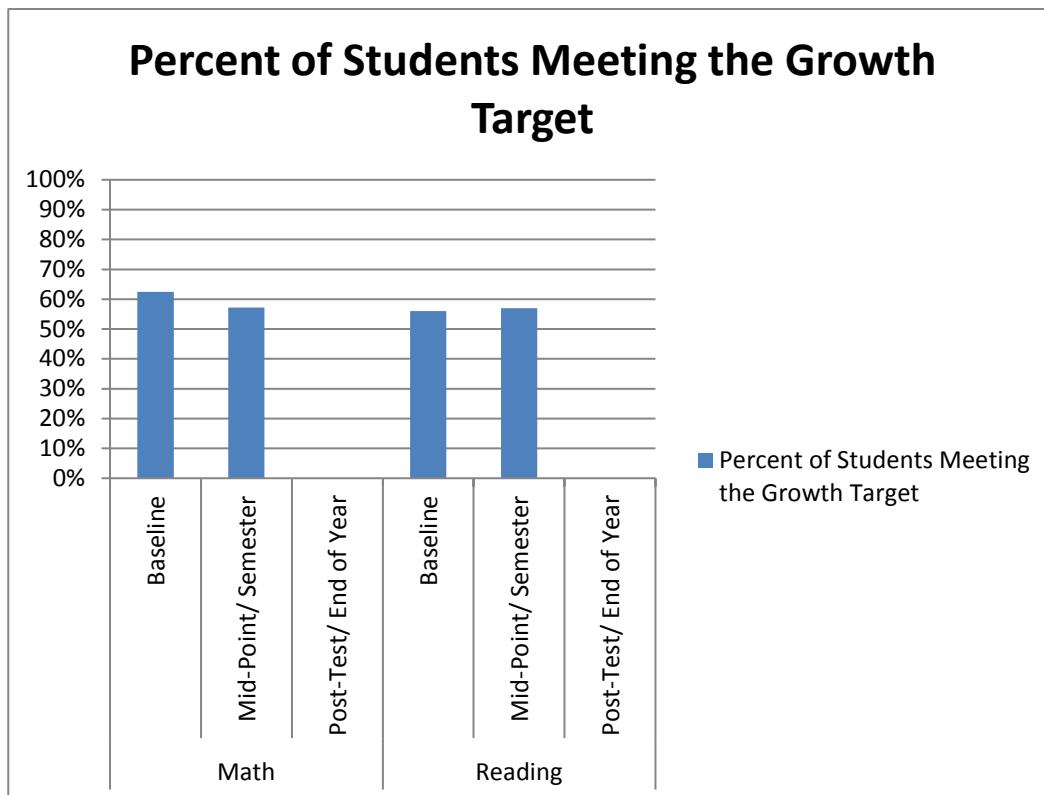
Reading Change

S2 6.36%



Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	254	407	62%
	Mid-Point/ Semester	230	402	57%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	228	407	56%
	Mid-Point/ Semester	229	402	57%
	Post-Test/ End of Year			#DIV/0!
<i>Math Change S1</i>		-5.19%		
<i>Math Change S2</i>		#DIV/0!		
<i>Reading Change S1</i>		0.95%		
<i>Reading Change S2</i>		#DIV/0!		



Student Median Growth Percentile
Bottom 25%

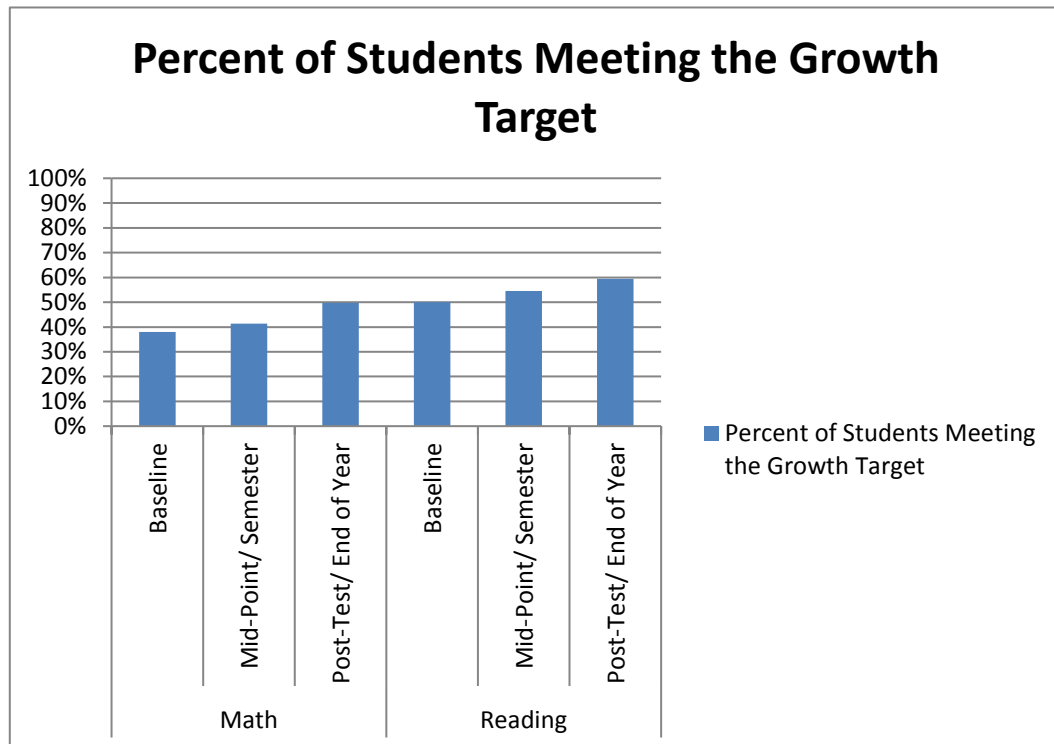
		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	63	166	38%
	Mid-Point/ Semester	69	167	41%
	Post-Test/ End of Year	82	165	50%
<i>Reading</i>	Baseline	83	166	50%
	Mid-Point/ Semester	91	167	54%
	Post-Test/ End of Year	98	165	59%

Math Change S1 3.37%

Math Change S2 8.38%

Reading Change S1 4.49%

Reading Change S2 4.90%



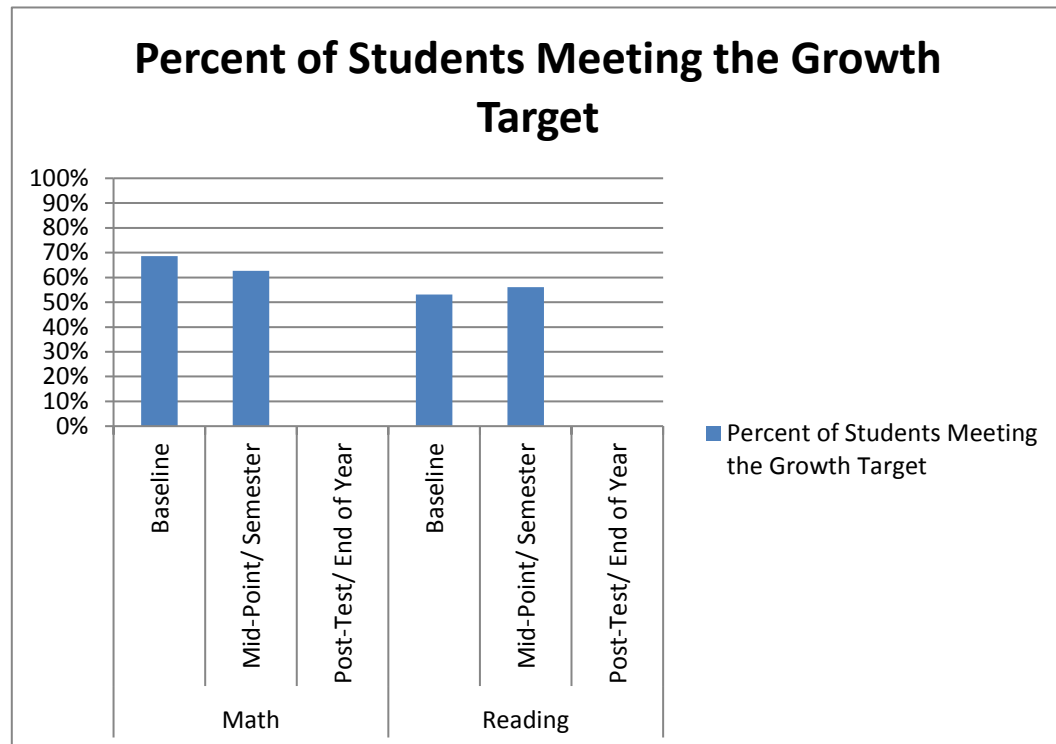
Student Median Growth Percentile
Bottom 25%

		<u>Number of Students Meeting Expected Growth Target</u>	<u>Total Number of Students</u>	<u>% of Students Meeting the Growth Target</u>
<i>Math</i>	Baseline	142	207	69%
	Mid-Point/ Semester	129	206	63%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	110	207	53%
	Mid-Point/ Semester	116	207	56%
	Post-Test/ End of Year			#DIV/0!

Math Change S1 -5.98%
Math Change S2 #DIV/0!

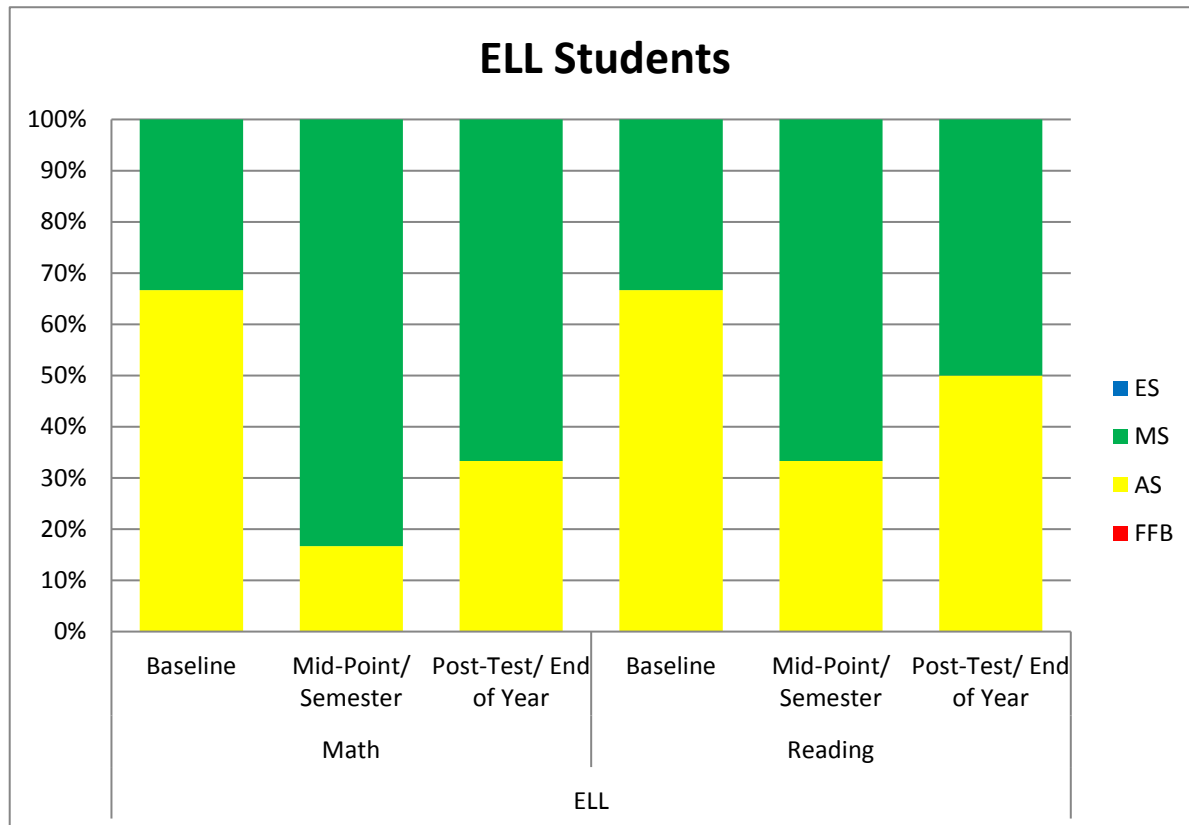
Reading Change S1 2.90%

Reading Change S2 #DIV/0!



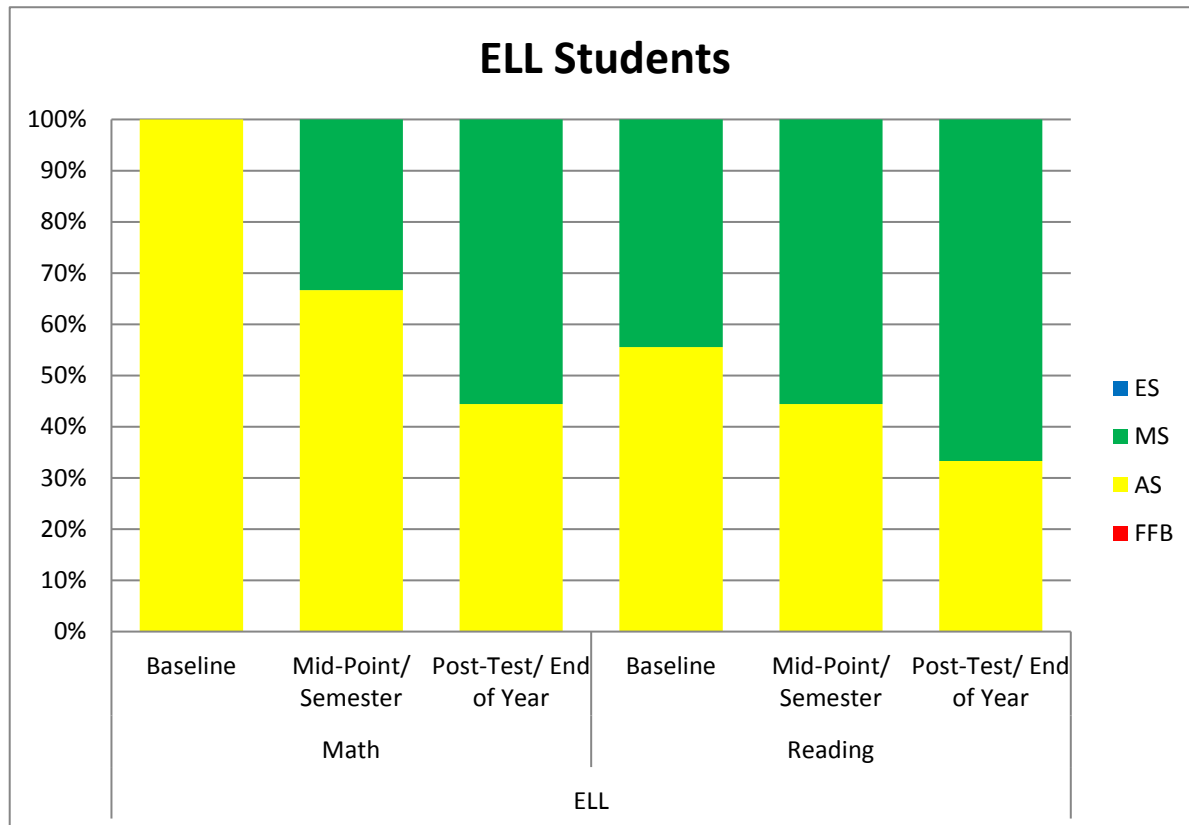
ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	Math	Baseline	4	2		6	33%
		Mid-Point/ Semester	1	5		6	83%
		Post-Test/ End of Year	2	4		6	67%
	Reading	Baseline	4	2		6	33%
		Mid-Point/ Semester	2	4		6	67%
		Post-Test/ End of Year	3	3		6	50%
	Math % Passing						
	Change-S1	50%					
	Math % Passing						
	Change-S2	-17%					
	Reading % Passing						
	Change-S1	33%					
	Change-S2	-17%					



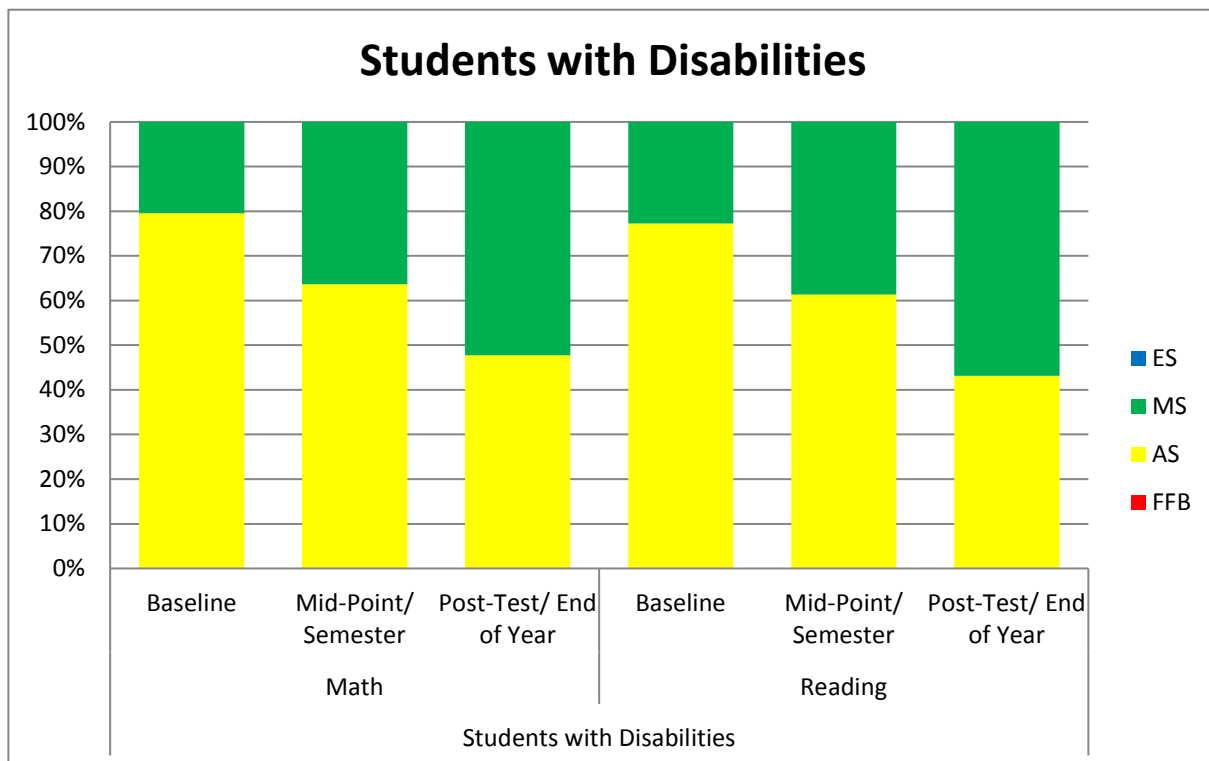
ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	Math	Baseline	9	0		9	0%
		Mid-Point/ Semester	6	3		9	33%
		Post-Test/ End of Year	4	5		9	56%
	Reading	Baseline	5	4		9	44%
		Mid-Point/ Semester	4	5		9	56%
		Post-Test/ End of Year	3	6		9	67%
	Math % Passing						
	Change-S1	33%					
	Math % Passing						
	Change-S2	22%					
	Reading % Passing						
	Change-S1	11%					
	Reading % Passing						
	Change-S2	11%					



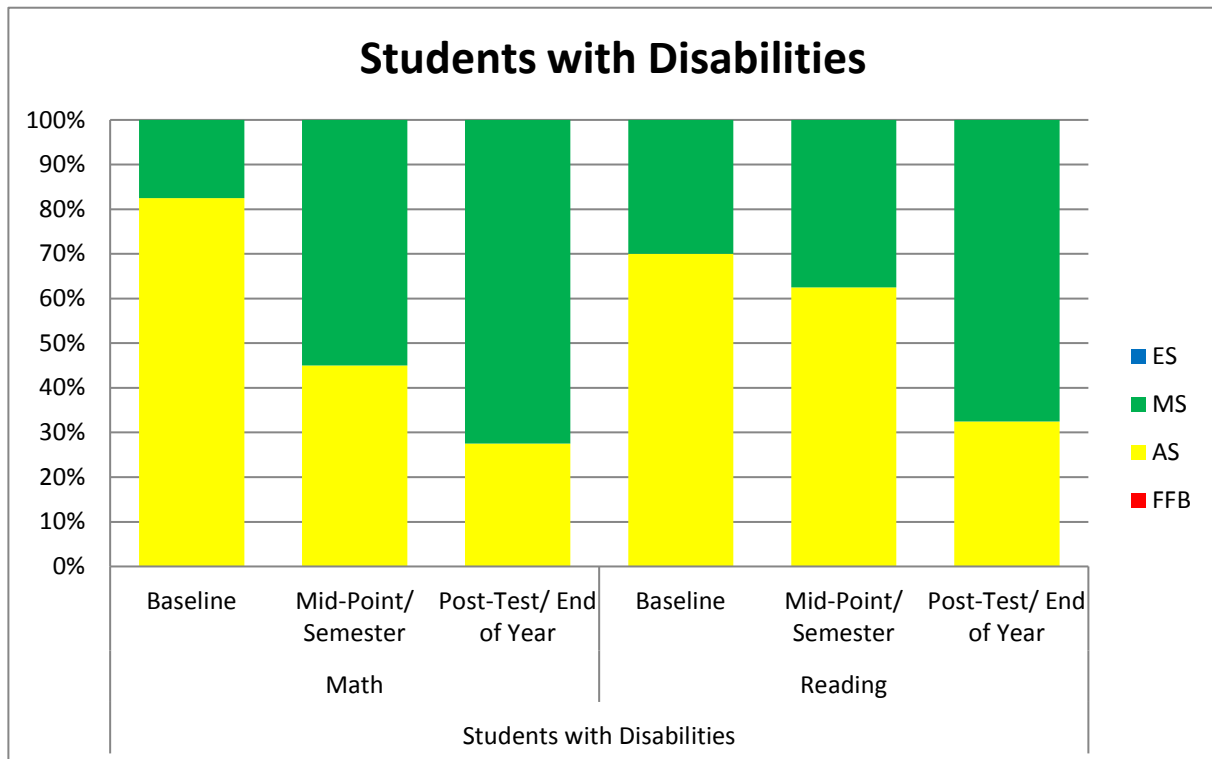
Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Students with Disabilities	<i>Math</i>	Baseline	35	9		44	20%
		Mid-Point/ Semester	28	16		44	36%
		Post-Test/ End of Year	21	23		44	52%
	<i>Reading</i>	Baseline	34	10		44	23%
		Mid-Point/ Semester	27	17		44	39%
		Post-Test/ End of Year	19	25		44	57%
	<i>Math % Passing</i>						
	<i>Change-S1</i>		16%				
	<i>Math % Passing</i>						
	<i>Change-S2</i>		16%				
	<i>Reading % Passing</i>						
	<i>Change-S1</i>		16%				
	<i>Reading % Passing</i>						
	<i>Change-S2</i>		18%				



Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Students with Disabilities	<i>Math</i>	Baseline	33	7		40	18%
		Mid-Point/ Semester	18	22		40	55%
		Post-Test/ End of Year	11	29		40	73%
	<i>Reading</i>	Baseline	28	12		40	30%
		Mid-Point/ Semester	25	15		40	38%
		Post-Test/ End of Year	13	27		40	68%
	<i>Math % Passing</i>						
	<i>Change-S1</i>		38%				
	<i>Math % Passing</i>						
	<i>Change-S2</i>		18%				
	<i>Reading % Passing</i>						
	<i>Change-S1</i>		8%				
	<i>Reading % Passing</i>						
	<i>Change-S2</i>		30%				



APPENDIX D

DATA INVENTORY



Data Inventory

Charter Holder Name: American Leadership Academy, Inc.

Required for: Expansion - New School Site and ECAP

School Name: ALA Mesa

Evaluation Criteria Area: Data

Evaluation Date: May 26, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Math	
	The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP)—Math.	
	In FY 2015, 132 out of 391 students (34%) met expected growth in the area of Math. In FY 2016, 229 out of 400 students (57%) met expected growth in the area of Math. This is an increase of 23%.	
	Final Evaluation:	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Reading	
	The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP)—Reading.	
	In FY 2015, 142 out of 390 students (36%) met expected growth in the area of Reading. In FY 2016, 228 out of 401 students (57%) met expected growth in the area of Reading. This is an increase of 21%.	
	Final Evaluation:	

	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math.</p> <p>In FY 2015, 69 out of 167 students (41%) met expected growth in the area of Math. In FY 2016, 129 out of 206 students (63%) met expected growth in the area of Math. This is an increase of 22%.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading.</p> <p>In FY 2015, 91 out of 167 students (54%) met expected growth in the area of Reading. In FY 2016, 117 out of 206 students (57%) met expected growth in the area of Reading. This is an increase of 3%.</p> <p>Final Evaluation:</p>	



	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing—Math The Charter Holder was not required to submit data, as it met the Board’s Academic Performance expectation in the two most recent fiscal years in which state assessment data is available for this measure. Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing—Reading The Charter Holder was not required to submit data, as it met the Board’s Academic Performance expectation in the two most recent fiscal years in which state assessment data is available for this measure. Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



<p>[D.7]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL—Math.</p> <p>In FY 2015, 4 out of 6 students (67%) demonstrated proficiency in the area of Math. IN FY 2016, 5 out of 9 students demonstrated proficiency (56%) in the area of Math. This is a decrease of 11%.</p> <p>Final Evaluation:</p> <table border="1"> <tr> <td data-bbox="619 459 1257 553"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td><td data-bbox="1257 459 1919 553"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.8]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL—Reading.</p> <p>In FY 2015, 3 out of 6 students (50%) demonstrated proficiency in the area of Reading. IN FY 2016, 9 out of 14 students demonstrated proficiency (64%) in the area of Reading. This is an increase of 14%.</p> <p>Final Evaluation:</p> <table border="1"> <tr> <td data-bbox="619 888 1257 982"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td><td data-bbox="1257 888 1919 982"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td></tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.9]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL—Math</p> <p>The Charter Holder was not required to submit data, as it met the Board’s Academic Performance expectation in the two most recent fiscal years in which state assessment data is available for this measure.</p> <p>Final Evaluation:</p> <table border="1"> <tr> <td data-bbox="619 1216 1257 1310"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td><td data-bbox="1257 1216 1919 1310"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		



[D.10]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL—Reading	
	The Charter Holder was not required to submit data, as it met the Board’s Academic Performance expectation in the two most recent fiscal years in which state assessment data is available for this measure.	
[D.11]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities—Math	
	The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities—Math.	
[D.12]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities—Reading	
	The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.	
	In FY 2015, 16 out of 44 students (36%) demonstrated proficiency in the area of Math. In FY 2016, 22 out of 41 students demonstrated proficiency (54%) in the area of Math. This is an increase of 18%.	
	Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
	In FY 2015, 17 out of 44 students (39%) demonstrated proficiency in the area of Reading. In FY 2016, 23 out of 36 students demonstrated proficiency (64%) in the area of Reading. This is an increase of 25%.	
	Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

APPENDIX E

FINAL EVALUATION—DATA



DEMONSTRATION OF SUFFICIENT PROGRESS DATA EVALUATION

CHARTER INFORMATION

Charter Holder Name	American Leadership Academy, Schools Inc.	ALA Mesa
Charter Holder Entity ID	4348	Dashboard Year FY14
Submission Date	February 22, 2016	Purpose of Data Submission Expansion Request
Evaluation Date	May 26, 2016	

AREA I: DATA

DATA TABLE 2			
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes
2a. Percent Passing – Math	No	Not applicable	Not applicable
2a. Percent Passing – Reading	No	Not applicable	Not applicable
2b/c. Subgroup, ELL – Math	Yes	Yes	No
2b/c. Subgroup, ELL – Reading	Yes	Yes	Yes
2b/c. Subgroup, FRL – Math	No	Not applicable	Not applicable
2b/c. Subgroup, FRL – Reading	No	Not applicable	Not applicable
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes

DATA OVERALL RATING

☐ **MEETS** – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

☐ **DOES NOT MEET** – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

☒ **FALLS FAR BELOW** – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.