

**APPENDIX A**

**AMENDMENT REQUEST AND SUPPORT**

**MATERIALS**

1. NEW SCHOOL AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

# New School

## Charterholder Info

### Charter Holder

**Name:**  
Southwest Leadership Academy

**CTDS:**  
07-82-28-000

**Mailing Address:**  
C/O Rite of Passage  
2560 Business Parkway, Suite A  
Minden, NV 89423  
> [View detailed info](#)

### Representative

**Name:**  
Philip Geiger

**Phone Number:**  
602-265-2000

## Downloads

 [Download all files](#)

## Form Fields

**Name of school**  
High-Point Leadership Academy

**Grade levels to be served**

9th  
10th  
11th  
12th

**First day of Operation**  
07/01/2018

**Physical Address**  
3535 E. McDowell Rd  
Phoenix, AZ 85008

**Physical Phone Number**  
602-265-2000

**Physical Fax Number**  
602-278-0953

**Mailing Address**  
4301 W. Fillmore St  
Phoenix, AZ 85043

**Mailing Phone Number**  
602-265-2000

**Mailing Fax Number**  
602-278-0953

## Attachments

### Board Minutes

-  [Download File](#) – Board Minutes January 23, 2017, Item #11 addresses adding a new school to the Southwest Leadership Academy Charter.
-  [Download File](#) – A special public Board Meeting was called for March 13, 2017 to address acquisition of the Star Shine Academy facility.
-  [Download File](#) – Board Minutes November 28, 2017, item#17 addresses the enrollment cap increase

### Occupancy Documentation

-  [Download File](#) – Certificate of Occupancy
-  [Download File](#) – Fire Marshall Report
-  [Download File](#) – Signed Agricultural Land Regulation
-  [Download File](#) – Architectural Plans of facility
-  [Download File](#) – Fire Marshal Report for SLA on 4/25/18
-  [Download File](#) – Certificate of Occupancy for SLA
-  [Download File](#) – Architectural Plans for SLA
-  [Download File](#) – SLA Capacity Listing from Isaac School District
-  [Download File](#) – Signed Agricultural Land Regulation for SLA
-  [Download File](#) – SLA Floor Plan

Lease agreement or proof of purchase for facility –  [Download File](#)

Copy of Fingerprint Clearance Card for school site administrator –  [Download File](#)

Copy of liability insurance coverage –  [Download File](#)

Narrative –  [Download File](#)

### Additional Information

-  [Download File](#) – Enrollment Matrix for Southwest Leadership Academy
-  [Download File](#) – HLA Enrollment Matrix
-  [Download File](#) – HLA Staffing Matrix
-  [Download File](#) – SLA Staffing Matrix

## Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

No

From:

400

To:

500

Occupancy Documentation –  [Download File](#)

## Grade Level Change

Is a Grade Level Increase being added to this request?

No

Curriculum Samples

No documents were uploaded.

## Feedback

### Feedback

Once we got organized and started the upload process the system proved relatively easy to understand and follow.

## Signature

Charter Representative Signature

Philip Geiger 04/26/2018

## **New School Amendment Request for High-Point Leadership Academy**

### **Southwest Leadership Academy Charter Holder**

#### **Narrative**

##### **Rationale**

Southwest Leadership Academy Board of Directors is committed to providing a quality academic and career oriented educational program for disaffected youth in Arizona. The Board wants students to experience a genuine high school opportunity to learn to work with others, focus on goals, develop proper interpersonal skills, and establish positive mental health habits and experiences. To that end, we believe that an alternative high school should be more than just credit recovery, which is why we are eager to expand the program currently offered at Southwest Leadership Academy to the new expansion school proposed, High-Point Leadership Academy at the site of the current Starshine Charter which has filed for bankruptcy.

The Board also wants to assist in the smooth transition of the students currently in the high school program at Starshine so that their education is not disrupted and they can continue their academic career at the same site (under the High-Point banner) to graduation. Currently according to the existing charter holder, there are approximately 60 high school students at Starshine and previously there were more from the neighborhood who left when the charter submitted their bankruptcy notice. Those students may want to return to their neighborhood high school.

Because Southwest Leadership Academy has programs in place that can be replicated easily at the new expansion school, this transition can take effect with minimal interruption. Even with this new school, the Board believes that a comprehensive educational program for disaffected youth in Phoenix is underserved and sees the expansion of the Southwest Leadership Charter as part of their mission to better serve the youth of Arizona.

#### **Lack of Alternative High Schools Providing Comprehensive Instruction**

In 2014-2015, only 77% of Arizona's high school students graduated and of that only 72.3% of Hispanic students and 72.7 of African American students graduated high school.

Arizona has a 20% student dropout rate which leads to a \$7.6 billion economic loss, according to the Arizona Mayor's Education Roundtable.

High-Point Leadership Academy and Southwest Leadership Academy would serve the disaffected youth that frequently get lost in large comprehensive high schools like Camelback High School which has more than 2,000 students and Arcadia High School which has approximately 1,700 students. As an alternative high school most of the students we serve have significant deficiencies that have built up over time to the point where they cannot perform at the standard high school level and therefore need a smaller, more personalized environment where teachers are focused on remediating students and then accelerating their development in order to graduate high school with a standard high school diploma rather than a GED or simply by passing Credit Recovery courses.

Too many students and charter schools have taken the route of simply providing credit recovery. Our review of existing alternative high schools in Arizona reveals a shortage of comprehensive alternative high schools providing students with a full academic, athletic and social high school experience.

### **CONSISTENCY OF PURPOSE AND PROGRAMS**

The grade levels served by this expansion school at this time will mirror the grade levels currently served by Southwest Leadership Academy and all programs, instructional materials and programming will be used at the new school as well as Southwest Leadership Academy.

Dr. Philip Geiger, Regional Director of Education will serve as the interim principal until a new principal is hired. Dr. Geiger's fingerprint clearance card was uploaded to the system. The principal to be hired at High-Point will be mentored by Dr. Gregory Fowler, principal of Southwest Leadership Academy and Dr. Philip Geiger, an experienced administrator at both charter and public schools in NJ, MA, IN, CT, MD and AZ. The same focus on developing productive and meaningful relationships with students while moving them through the educational process will be one of the hallmarks of the school's culture.

Curriculum materials including Beyond Textbooks, Woz U Education, Edgenuity and Galileo will all be part of the school's repertoire of instructional materials and support provided to teachers. The new school will participate in the professional development programs offered at Southwest Leadership Academy.

### **STAFFING PLAN**

A thorough staffing plan for grades 9-12 at the new expansion school and the requested increase in students at Southwest Leadership Academy is included. Although staffing is contingent upon

actual enrollment, we have planned staff for 100 students at High-Point and 400 students at Southwest Leadership Academy for the FY19 school year.

Starshine Academy currently employs, according to the Charter holder, approximately 7 teachers several of whom are contracted personnel. The Southwest Leadership Charter is proposing a complement of 10 staff for 100 students, which include 4.5 teachers, a part-time (.5 FTE) special education teacher, one (1) paraprofessional, one (1) behavior mentor, one (1) office/administrative assistant, a part-time (.5 FTE) counselor, one (1) principal and a part-time (.5) FTE compliance officer. The behavior mentor position is provided to improve student attendance and student behavior as well as to provide additional tutoring and support for students during the regular school day.

One full time principal will be assigned to the school and a half time compliance officer who currently works full time at Southwest Leadership will be shared with High-Point. The Regional Director of Education for Rite of Passage will supervise both principals.

Recruitment for staff at both locations will occur simultaneously and our in-house HR specialist housed at Southwest Leadership Academy will spearhead our recruitment efforts. She will submit all the notifications, screen applicants, conduct initial interviews, check references and credentials and establish final interviews for senior management to review candidates.

Rite of Passage, the management firm selected by the SLA Board, maintains a national human resources department as well as a local HR representative housed at the school. They will commence advertising for additional personnel during the FY18 school year in anticipation of new positions available due to our request for a CAP increase as well as potential attrition of existing staff. Positions will be in the following locations:

Indeed.com

The Arizona Department of Education

Arizona State University

Grand Canyon University

Northern Arizona University

The Alternative School Association

Facebook

Instagram

Linked In

Twitter

Internally to the 2,000 Rite of Passage employees nationwide

The SLA Board has granted approval for “sign on” bonuses and salary differential for hard to fill positions in order to recruit staff to Southwest Leadership Academy.

**Staff Member Training**

Prior to the start of the school year, all new teachers will receive comprehensive onboarding and orientation.

7/25/18	7/26/18	7/27/18	7/30/18	7/31/18	8/1/18	8/2/18	8/3/18
<b>8:00-9:30</b> Welcome back, Data Walk	<b>8:00-9:30</b> Edgenuity Training	<b>8:00-9:30</b> Classroom Management Training	<b>8:00-9:30</b> Beyond Textbooks Training	<b>8:00-9:30</b> Beyond Textbooks Training	<b>8:00-9:30</b> Galileo Training	<b>8:00-9:30</b> Professional Learning Communities	<b>8:00-9:30</b> Rigor/Engagement Training
<b>9:45-12:00</b> Lesson Planning	<b>9:45-12:00</b> Edgenuity Training	<b>9:45-12:00</b> Classroom Management Training	<b>9:45-12:00</b> Beyond Textbooks Training	<b>9:45-12:00</b> Beyond Textbooks Training	<b>9:45-12:00</b> Galileo Training	<b>9:45-12:00</b> Marzano Awaken The learner	<b>9:45-12:00</b> Rigor/Engagement Training
<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>	<b>Lunch</b> <b>12:00-12:45</b>
<b>12:45-1:30</b> John Hattie Visible Learning	<b>12:45-1:30</b> Teacher handbook	<b>12:45-1:30</b> Setting up Attendance for classrooms/rosters	<b>12:45-1:30</b> Beyond Textbooks Training	<b>12:45-1:30</b> Beyond Textbooks Training	<b>12:45-1:30</b> Lesson Planning	<b>12:45-1:30</b> Marzano Awaken The learner	<b>12:45-1:30</b> Work in Classrooms
<b>1:45-2:30</b> John Hattie Visible Learning	<b>1:45-2:30</b> Setting up Power school Gradebook	<b>1:45-2:30</b> Response to Intervention / Positive Behavior Intervention	<b>1:45-2:30</b> Beyond Textbooks Training	<b>1:45-2:30</b> Beyond Textbooks Training	<b>1:45-2:30</b> Lesson Planning	<b>1:45-2:30</b> Marzano Awaken The learner	<b>1:45-2:30</b> Work in Classrooms
<b>2:30-4:00</b> Human Resources	<b>2:30-4:00</b> Human Resources	<b>2:30-4:00</b> Response to Intervention / Positive Behavior Intervention	<b>2:30-4:00</b> Beyond Textbooks Training	<b>2:30-4:00</b> Work in Classrooms	<b>2:30-4:00</b> Work in Classrooms	<b>2:30-4:00</b> Prepare classrooms for open House	<b>2:30-4:00</b> Work in Classrooms

## TARGET POPULATION

The target population of High-Point Leadership Academy will consist of disconnected and at-risk students. In recent years, Arizona has been among the states with the highest high school dropout rates. According to 2016 data, Maricopa County had an 80.7% graduation rate (compared to more than 84% for the nation). In addition, Arizona leads the nation in the number of “disconnected youth” that represent 16-22-year-old students who are currently not in school and not working. Phoenix and the surrounding communities have ranked in the top 4 in the nation since 2010 for disconnected youth population. Disconnected youth are often marginalized citizens that are cut off from the “people, institutions, and experiences that would otherwise help them develop the knowledge, skill sets, maturity, and sense of purpose required to live rewarding lives as adults,” according to Sarah Burd-Sharps, the co-director of Measure of America’s “Halve the Gap” campaign.

High-Point Leadership Academy will be located within the 85008 zip code – east of Phoenix and positioned just north of highway 202. According to recent (2016) Census data, within this area code, 32% of the population does not have a high school diploma, the median household income is \$34,677, and 32.4% of individuals are below the poverty line. Comparatively, families in the 85008 zip code have an average annual income of almost \$15,000 less than Phoenix as a whole. Further, this zip code over-represents individuals in poverty, with 10% more individuals below the poverty line in this zip code than compared to other parts of Phoenix. Based on the socio-economic indicators of the community, we anticipate that over 90% of the students enrolled to High-Point will receive Free or Reduced School Lunch and Breakfast Program. We also anticipate many of the students will be first generation high school graduates.

High-Point Leadership Academy will be located within the Phoenix Union High School District, which currently has 17 schools, serving 27,761 students in its 220-square mile attendance area. This school district is projected to grow to over 29,000 students over the next eight years. High-Point Leadership Academy is created as a neighborhood school option, and while there are other high school options in the local area, none of these serve as an alternative high school program. These other educational options include charter and public school options. The existing charter schools target youth with STEM programs, college prep programs and educational programs for the learning disabled. These are provided in small learning communities from approximately 100 to 300 youth. The public schools are large – ranging from 1,700 to 2,600 students—and do not provide students with the level of educational and behavioral supports proposed at High-Point. All the local area high schools have mixed academic results, as compared to state-wide testing.

Based on the Arizona Department of Education Report Cards for 2015-2016, the state-wide average proficiency (proficient and highly proficient) rate is 35% for English and Language arts and 35% for Mathematics. As indicated below, some of the local-area high schools consistently fall below the state average.

The students admitted to High-Point Leadership Academy will not only receive quality education, but they will receive support and services to provide them with academic, social and developmental skills to help them succeed after their graduation.

High School	Students	Academic Achievement
Sonoran Science Academy	300	ELA: 18% proficient or highly proficient Math: 16% proficient or highly proficient Science: 30% proficient or highly proficient
Teleos Preparatory Academy	216	ELA: 34% proficient or highly proficient Math: 30% proficient or highly proficient Science: 64% proficient or highly proficient
New Way Academy	118	No data available
Phoenix Union-Wilson College Prep	120	No data available
Camelback High School	2,048	ELA: 24% proficient or highly proficient Math: 19% proficient or highly proficient Science: 42% proficient or highly proficient
Arcadia High School	1,714	ELA: 48% proficient or highly proficient Math: 35% proficient or highly proficient Science: 40% proficient or highly proficient
North High School	2,616	ELA: 31% proficient or highly proficient Math: 30% proficient or highly proficient Science: 45% proficient or highly proficient

#### QUALITY OPTION AND UNIQUE PROGRAM OF INSTRUCTION

Both Southwest Leadership Academy and High-Point Leadership Academy are alternative high schools for at-risk students. Far too many alternative high schools in Arizona merely provide credit recovery for these students and do not develop the whole child nor do they provide the student with the academic, social and developmental skills needed to function effectively in society.

Southwest Leadership and High Point Leadership will provide a full academic offering using Beyond Textbooks for their curriculum framework, assessment, and teaching resources in addition to the learning management systems we use: Edgenuity, depending upon the academic level of the students. We also provide teachers with Galileo to properly assess and target instructional needs. Students are provided differentiated instruction based on their academic level and their learning modalities. Teachers have

access to more than 50,000 teacher-made, vetted instructional material and resources for various levels of students in the same subject area. Teachers can also access proven lesson plans and pacing calendars from Beyond Textbooks that they can modify to meet the special needs of their students.

Because high school is a difficult period in a teenager's life, we are aware that both supplemental instruction and special education are often stigmatizing for students. For that reason, non-special education providers will receive additional instruction for specially designed instruction in accordance with Arizona Revised Statutes 15-763. We will also provide a special education teacher at both schools supervised by Michael Hernandez, a certified cross-categorical standard special education teacher who has had experience coordinating programs for the Tucson Unified School District and Southwest Leadership Academy.

Knowing that many of our students have or are becoming parents at an early age, we will have daycare centers at both locations in order to accommodate those students who have no means to attend school without a daycare provision on site. The Arizona Department of Economic Security will pay the cost of the daycare for those students needing support and both daycare providers have agreed to accept the DES payment as the total cost to the students. Students themselves will also be able to take a child care and development course offered at the school. During such time, they will also get hands-on experience in the daycare environment with their own children and others.

We will also provide students with career and technical education programs. At both Southwest and High-Point, students will be experiencing the latest in technical education through Woz U Education where teachers will be trained and program material and curriculum will be provided for students to learn coding and drone development and repair. These jobs post high school may offer students salaries in the \$50,000 to \$65,000 range without further education other than on the job training. Those students who complete the entire course from Woz U, which the schools will provide, they will be able to return to Woz U for lifetime upgrades to their skills at no charge through the Woz Foundation.

At Southwest Leadership Academy, the CTE courses will also include barbering, cosmetology, A+ computers, and in FY18/19 will add culinary arts. Starting out, High-Point will provide the Science and Technology programs and culinary arts only but as enrollment grows, we will add additional CTE courses.

We recognize that many of our students are not truly prepared for high school courses so teachers will commence instruction at the student's current level of performance and move them through the courses. Because we intend to have teachers work in collaborative teams with students looping them for two years, student achievement will not be measured by the clock but rather by levels of mastery until they meet the minimum requirements for the course. For some students that may be one year but for others it could be 7 months or 14 months but nonetheless the teachers will be working with these students for a two-year period.

Both schools will provide team sports for both girls and boys depending upon our ability to field teams. Specifically, they will include football, boys' and girls' basketball, girls' softball, boys' baseball, boys and girls wrestling, and track for both boys and girls.

Afterschool clubs will be developed based on student interest. In a recent poll of students at Southwest Leadership, we learned that students are most interested in art, music, media production, photography, media graphics, and drama.

## Instructional days

Southwest Leadership Academy and High-Point Leadership Academy will follow the Phoenix Union school calendar that consists of the 180-day schedule. All of the schools within the Rite of Passage district will adhere to this calendar within the Phoenix Metro area.

## ENROLLMENT JUSTIFICATION

According to the Starshine Charter holder the school currently has approximately 61 high school students who we would expect to continue at the school for FY19. Southwest Leadership Charter Board feels quite confident that it will be able to recruit and enroll at least 40 more students to reach the expected enrollment target for FY19 of students in grades 9-12.

To that end, we will be instituting the following recruitment plans concurrent with the recruitment at Southwest Leadership Academy.

The enrollment of 100 students for High-Point academy will be realized through online, radio and in-person recruitment methods. We will be setting up booths at local venues in high traffic areas to ensure students are reached. The employees will be canvassing local housing complexes to handout postcards. The recruitment for the school upon approval from the Arizona State Charter School Board is illustrated in the following table:

May 15 <sup>th</sup> , 2018	Radio broadcast to announce school opening and applications now being accepted. Use LaCampesina Radio 101FM (Spanish radio) which has generated significant enrollments at SLA in the past.
May 15 <sup>th</sup> , 2018	Mailer to all surrounding areas announcing the school and applications being accepted.
May 15-August 15 <sup>th</sup> , 2018	Utilize social media to recruit students; employ current students to issue Tweets, develop Facebook pages, and Instagram postings encouraging other students to attend SLA or High-Point
May 15-May 31 <sup>st</sup>	Staff will set up booths and tables at local shopping areas to recruit students
May 15-May 31 <sup>st</sup>	Visits to Spanish churches and organizations encouraging their leaders to encourage students to re-enroll in school at either SLA or High-Point
May 28 <sup>th</sup> , 2018	Open House and recruitment night for school.
June 18 <sup>th</sup> , 2018	Second mailer to all surrounding areas announcing application process of school

June 23, Basketball camp	Recruitment of student athletes and students for High-Point Academy
July 6-7, Volleyball and Basketball clinic.	Recruitment night
July 23-27, Radio broadcast	Recruitment of students with 70 additional radio spots and live broadcast from athletic recruitment camp
August 6 <sup>th</sup> , first day of school.	Barbecue and door prizes for students to sign up for High-Point Leadership Academy.

## CONCRETE RESOURCES

Beyond Textbooks is a resource that will be used by High-Point Leadership Academy. The name Beyond Textbooks does not refer to an abandonment of traditional textbooks, but rather refers to a philosophy of teaching and learning that transcends textbooks and state standards to strengthen support for communities of teachers, facilitates teaching and learning, and improves student growth and achievement. This approach begins with a “shoulder to shoulder” rather than “top down” curriculum development process.

This process begins with reviewing state content standards to identify core sets of essential standards that establish what students must learn in each content area at each grade level. These are the standards that will provide students with knowledge beyond just a test date.

Teachers within a grade level and subject collaborate to “unwrap” the standards to determine big ideas, key vocabulary, student-friendly language, essential questions, and performance tasks that prove mastery. The documents produced in this process form the foundation of the core subject curricula at each grade level and establish district-wide expectations for what teachers should teach and what students should learn and be able to do in relation to a specific standard.

The teachers and Curriculum Department next work together to develop curriculum calendars, facilitate the administration of common curriculum-aligned assessments, and encourage collaboration among teachers.

Faculty and administrators then collaborate to identify, acquire, and develop the specific materials needed to implement the curricula effectively.

The capstone of the curriculum framework is an electronic delivery system, Beyond Textbooks, a web based tool that allows for the collection of digital curriculum materials, support materials, and other digital resources accessible to all faculty. Teachers use the website to review the curriculum and calendars, locate and/or share resource materials, and to communicate and collaborate with peers across the District and state who use the same curriculum but who would not otherwise be available to share resources and provide other support.

Edgenuity will bridge the gap between education and technology in the school setting. Many of the students will enter school with a deficit in their credits and need the ability through technology to support

and reinforce gaps that have accumulated through educational deprivation in their learning cycle through the personalized learning that encompasses Edgenuity.

Edgenuity is a resource that teachers will use to leverage technology in ways that improve student outcomes. Edgenuity partners with schools and districts around the country to deliver personalized learning. Edgenuity's core curriculum, credit recovery courses, intervention, and supplemental instruction will be used in blended or online learning implementations to ensure students and teachers have access to engaging resources that propel success and meet students' diverse learning needs. Pairing online curriculum and real-time data with teacher-led instruction makes it possible to truly personalize learning for every student.

The Southwest Leadership Charter is also entering into an agreement with Woz U Education (Steve Wozniack, one of the founders of Apple) located in Scottsdale, AZ to provide science and technology teacher training and student material and curriculum for coding and drone development and repair. These are highly sought-after positions that do not require advanced education but if taken at Southwest Leadership or High-Point Leadership will enable a student to leave the school with skills that lead to a \$60K+ position in the future. Woz U Education is a premier provider of professional training in the United States. Woz U will support our students who complete their high school certification program with scholarships to complete their professional certification program. Woz U will provide upgrades and training in new technological concepts for life at no additional cost.

### **Rationale**

Beyond Textbooks identifies cost-effective models that blend the vetted, standards-based content and convenience of traditional textbooks with the engaging, dynamic, up-to-date content and resources afforded by the Web.

Beyond Textbooks helps in the Professional Learning Community focus of High-Point Leadership Academy. It is another component that is richly based in research based best practices. Every aspect of Beyond Textbooks from choosing Essential Standards to the creation of Common Formative Assessments is teacher driven. Teachers are the masters of the classroom, and it is Beyond Textbook's goal to provide them with a tool that allows them to be artists, crafting Beyond Textbooks to meet the needs of all students.

Edgenuity gives the school site the ability to have expert teachers on-screen that provide instruction, model strategic thinking, and make real-world connections through the technology component on Edgenuity. Interactive tasks and assignments culminating with formative and summative assessments have students using Edgenuity as an interactive learning tool.

Additional resources will not be needed due to the experience that the Rite of Passage district has had with Edgenuity over the last year and the progress and success students have obtained through the use of this program.

Beyond Textbooks has been studied by Southwest Leadership Academy since October of 2017. The compilation of data shows that the philosophy and direction of Beyond Textbooks is the ultimate level of achievement that High-Point Leadership Academy desires to attain. This is accomplished by the program design and implementation at the school level.

The addition of these two programs will allow the school to focus on strategies and implementation versus lesson plans and what standards to address from the curriculum map.

## Student Achievement

Over the past three years (2015-2018) students at Southwest Leadership Academy have seen their reading and mathematics test scores on STAR Assessment improved from 28.0 (NCE) in 2015 to 31.6 in 2018 and from 15.1 NCE in mathematics in 2015 to 21 NCE in 2018. In 2015, none of our students passed the Statewide Assessment test but in the spring of 2017, 8% of our ninth graders, 7% of our 10<sup>th</sup> graders and 6% of our 11<sup>th</sup> graders passed the AZMERIT including 14% in Geometry, 6% in Algebra and 7% in Algebra II.

### AzMERIT Passing Rates

AzMERIT			Arizona	
	2015	2017	2015	2017
ELA	4%	7%	34%	39%
Math	4%	3%	35%	40%

### STAR Learning Gains

STAR Learning Gains	Reading		Math	
	2015 – 2016	2016 – 2017	2015 – 2016	2016 – 2017
Southwest leadership	0.01	0.73	0.01	-0.04

### Local School Comparison

2016-17 AzMERIT Comparison Scores	%	
	ELA	Math
Southwest Leadership	7	3
Ombudsman Northwest	4	2
Ombudsman West	3	4
Career Success Glendale	NR	NR
Career Success North Phoenix	2	4
Career Success Sage Campus	19	21
Career Success Main Campus	5	3

**CLEAR CRITERIA FOR PROMOTION**

## Requirements for Graduation

	HIGH-POINT requirements	Graduation	Entrance requirements for Arizona universities
English	4.0		4.0
Social Studies	3.0		2.0
Mathematics Algebra 3-4 Additional Math Courses	1.0 3.0		4.0
Laboratory Science Biology Additional Lab courses	1.0 2.0		3.0
Health Education	0.5		
Fine Arts Or Career Technical education World Languages	1.0		1.0 2.0
Electives	6.5		
<b>Total Credits</b>	<b>22.0</b>		

## Notes:

1. Career and Technical Education courses are offered in the Career and Technical Education areas:  
Culinary Arts
2. All Students must participate in AZ Merit end of course assessments in English and Math courses as directed by the State Board of Education.
3. Passing credits for an accredited high school will be accepted at both Southeast Leadership Academy and High-Point Leadership Academy.
4. Teachers provide progress reporting and grading in PowerSchool to determine if a student met the standards for the course and determine if he/she learned what he/she was taught. Teachers will evaluate students purely on their academic achievement and to identify behavioral issues, responsibility for completing assignments/homework and other similar issues in a separate document to parents and the student so that parents have a clear understanding of the student's level of achievement. If at the end of the course the student has failed to meet minimal competency the teacher will consult with the student and parents and if the student expresses a willingness to continue to progress, the student would receive an incomplete rather than a failing grade. Using Beyond Textbooks, teachers will be able to fully align their

instruction with state standards and are provided with metrics to determine inadequate performance, minimal proficiency, satisfactory proficiency and mastery. This is facilitated by the fact that students will be with the same teachers for two consecutive years. Once the student meets the minimal standards for the course, the grade will be modified from incomplete to whatever passing grade the student has achieved. If the student does not express a willingness to continue, the student will receive a final grade based on their academic achievement. A student must earn at least a “D” (minimal competency) to get credit for the course. If a student fails the course, they will be offered the opportunity to use Edgenuity with the assistance of a teacher to re-learn the subject and receive credit recovery. Supplemental classes will be held on Saturdays, in the summer, and daily tutoring is available after school every day but Wednesday when the staff has professional development when the students leave at the end of a shortened school day.

The current policy on student evaluation is provided on the following page:

**This section deliberately left blank**

### Southwest Leadership Academy

#### Current Policy on Student Assessment and Grading

High school graduation requirements will meet the Arizona Department of Education requirements. Specific requirements are indicated in the High School Graduation Requirements outlined above. Credit hours will be earned in the same way as they are earned in traditional high schools.

The proposed graduation requirements will ensure that students are prepared for higher education or other postsecondary opportunities by following graduation requirements that include a course of study aligned with the Arizona academic standards. In addition, SLA's school culture will demand high standards for student conduct. Many studies have shown that individuals are often unsuccessful in a job because of poor conduct and interpersonal skill deficits, not because of academic deficiencies.

A common grading standard will be used to ensure a fair and transparent grading system. Each student's current grades will be available to him/her online as assignments and are scored and posted in *PowerSchool*. By Tuesday of each week, teachers will be expected to have grades updated for the previous week. Parents will also have real-time access to their son or daughter's grades through the parent portal. Students are expected to review their current standing in each class on a weekly basis, and parents will also be encouraged to do this. Grading periods will be consistent with SLA's calendar. Formal grades will be issued as follows:

1. **Five-week Progress Report.** Progress reports are made available every five weeks after the start of each quarter. Parents are invited to meet with the staff in the evening to discuss their child's progress.
2. **Mid-semester Report Card.** Mid-semester or mid-term report cards are provided approximately five days after the end of the 1<sup>st</sup> and 3<sup>rd</sup> academic quarters. Parents are encouraged to attend a conference with teachers regarding student progress.
3. **Semester Report Card.** Semester final grades are issued as semester report cards at the end of the 2<sup>nd</sup> and 4<sup>th</sup> academic quarters. These reports will include the grade that appears on a student transcript and will include a student's GPA and class standing. Conferences are scheduled with parents where needed to review performance.

SLA will use the *PowerSchool* student information system to maintain grades and generate transcripts. Grading standards are as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = Below 60 (Failure). For each course, teachers are expected to publish a syllabus on the first day of class that shows the weighting of various aspects of the class for the purpose of determining grades. At the discretion of the teacher and administration, students may be given opportunities to make up time lost through attending before or after school class attendance. Class ranking will be computed based on assigning the following values to earned grades: A=4, B=3, C=2, D=1 and F=0. There will be no weighting of grades earned based on the type of class taken.

SLA will promote students from one grade to the next in accordance with Arizona Department of Education policy.

SLA will initially communicate information about its course offerings, including the basic core curriculum, community service, and socio-emotional skill instruction as part of its marketing materials. A handbook will be distributed and explained to students and parents at the time of enrollment.

In order to receive a SLA diploma, students must complete 22 credits in accordance with the plan listed above, which includes the specific courses and number of courses in each content area that must be completed. All courses will be aligned to the Arizona State standards.

**COURSES****Course Offerings 2018-2019 Southwest Leadership Academy**

<b>Science</b>	<b>Math</b>	<b>English</b>	<b>Social Studies</b>	<b>CTE</b>	<b>Electives</b>
Biology 1	Algebra 1	Independent study	Economics	Barbering	Avid
Biology 2	Algebra 2	English 1	Government	Cosmetology	Art
Chemistry	Algebra 3	English 2	History independent study	Culinary Arts	College and Career Readiness
Chemistry 2	Algebra 4	English 3	US History	Science and Technology Drones build and repair	Creative Writing
Earth Science	Business Math 1	English 4	US History 2	Science and Technology Coding	Drama
Earth Science 2	Business Math 2	English 5	Az. History	A+	Guitar
Physical Science	Fundamentals of Math	English 6	World History		Health Education
Physical Science 2	Geometry	English 7	World History 2		Year book
Independent Study	Geometry 2	English 8	Geography		Music Appreciation
					Team sports
					Weight Lifting

**Course Offerings 2018-2019 High-Point Leadership Academy**

<b>Science</b>	<b>Math</b>	<b>English</b>	<b>Social Studies</b>	<b>CTE</b>	<b>Additional Programs</b>
Biology 1	Algebra 1	Independent Study	Economics	Culinary Arts	Teams Sports
Biology 2	Algebra 2	English 1	Government	Science and Technology Drones build and repair	Weight Lifting
Chemistry	Algebra 3	English 2	History Independent Study	Science and Technology Coding	Year book
Chemistry 2	Algebra 4	English 3	US History	A+	College and Career Readiness
Physical Science	Business Math 1	English 4	US History 2		Art
Physical Science 2	Business Math 2	English 5	Az. History		Creative Writing
Earth Science	Fundamental of Math	English 6	World History		Health Education
Earth Science 2	Geometry	English 7	World History 2		
Independent Study	Geometry 2	English 8	Geography		

**Course Descriptions - CTE**

**COMPUTER CODING 1-2** Two-semester course, grade level 10, 11 Prerequisite: Career and Technology Exploration 1 recommended

This exciting course is designed to prepare students for entry level and post-secondary opportunities in the dynamic field of software development. Students in this course will study the technology, science, and art involved in the creation of computer programs, mobile apps, and video games through hands-on project-based activities.

**COMPUTER CODING 3-4** Two-semester course, grade level 11, 12

Students in this advanced course will continue their study of computer coding. This advanced course continues to prepare students for entry level and postsecondary opportunities in the dynamic field of software development. Students in this advanced course will study the technology, science, and art involved in the creation of computer programs, mobile apps, and video games through hands-on project-

based activities. Study will include a variety of programming languages, scripting languages, object-oriented programming, operating systems, file systems, networks, and simulation engines with a greater emphasis on coding projects from design and coding to implementation and testing.

### **Drones, building and repairing: 1-2**

Drone Pilot Ground School is an online test prep course for commercial drone pilots looking to pass the FAA Aeronautical Knowledge Test for a Remote Pilot Certificate. This course covers all 120+ knowledge concepts across 65+ video-based lectures that the FAA requires drone pilots to learn in the UAS Airman Certification Standards. The flight proficiency lecture demonstrates flight sequences for the beginning sUAS operator. You also get a pre-flight checklist and guides on how to conduct airspace research and how to apply for airspace authorization and waivers.

### **Publishing and Graphic Arts**

Students in this class will complete the myriad of tasks to create a quality publishable document using the annual yearbook as the prime semester project. The publication will reflect the pictorial history of the activities for the present school year. The following list is extensive, however, probably not inclusive of tasks and objectives. They will be expected to do the following:

- Develop a theme
- Design cover, end sheets and title page that reflect the theme
- Create master designs for each section
- Create a workable ladder
- Set up type specs and graphic elements for each section
- Determine story ideas
- Determine photo ideas
- Set up story and photo assignments: “shoot to the shot”
- Organize sale and distribution of book
- Sell advertising · Finalize completed computer pages
- Establish and meet publication deadlines
- Edit pages

**COLLEGE AND CAREER READINESS:** This course will prepare students who need additional assistance to meet mastery or exceed on the reading and writing portions of standardized tests. (Honors credit for course)

**Creative writing:** For those who wish to express themselves creatively and imaginatively in such literary forms as the short story, poem and one act play. Individual interest and talent will determine the writer’s field, but emphasis will be given to writing the short story.

**Culinary Arts:** Students in Culinary Arts 1-2 will, in a laboratory setting, acquire hands-on skills and experience needed to demonstrate the application of creative food preparation. The focus will be on the

development of food preparation skills required to be a success in the culinary and related industries. Other focus points include proper food handling, safety and sanitation, use of weights and measurements, use of tools and equipment, knife skills, culinary language terminology, ingredient identification and their function. Students will be required to comply with industry-specific personal presentation and dress code. Students gain valuable leadership and employment skills and receive opportunities for scholarships and community involvement by participating in Skills USA, a state and national career and technical student organization.

## English Course Sequence

Placement Recommendation	Recommend for General English Course Sequence
9 <sup>th</sup> Grade	English 1-2
10 <sup>th</sup> Grade	English 3-4
11 <sup>th</sup> Grade	English 5-6
12 <sup>th</sup> Grade	English 7-8

**ENGLISH 1-2** Two-semester course, grade level 9 Prerequisite: None

English 1-2 is the beginning course in the series for required English credits. Instruction builds upon the reading, writing, listening, speaking and critical thinking foundations established in 8th grade. Included is the study of thematic literature collections related to personal experiences. Reading comprehension strategies and control of the six traits of writing are emphasized. Active listening and speaking are practiced in formal and informal situations. A variety of media presentations is evaluated for social and cultural messages.

**ENGLISH 3-4** Two-semester course, grade level 10 Prerequisite: Completion of English 1-2

This course continues to refine and expand skills developed in English 1-2. Thematic collections of world literature, with an emphasis on the universality of themes, are presented. The six traits of writing are further refined in the context of narrative and academic writing. MLA guidelines are introduced.

**ENGLISH 5-6** Two-semester course, grade level 11 Prerequisite: Completion of English 3-4

English 5-6 continues the study of structural elements of fiction and nonfiction through the analysis of literary periods and their subsequent social values. The literature of the United States and the Americas is emphasized. The six traits of writing are refined in the context of analytical and persuasive writing. Students engage in self-evaluation and respond to audience feedback on their speaking and listening skills. Media forms are examined for their impact on all aspects of society.

**ENGLISH 7-8** Two-semester course, grade level 12 Prerequisite: Completion of English 5-6

English 7-8 is the final course in the series of required English courses. The curriculum uses international classics, with emphasis on British literature, to provide a world view of mankind throughout the centuries and across the regions of the world. Proficiency in all six traits of writing is expected in all writing forms. Research findings are presented using MLA style in a research paper. A comparison of the impact of multiple media forms on society is studied.

## Math

Placement Recommendation	Math Course Sequence
9 <sup>th</sup> Grade	Algebra 1-2
10 <sup>th</sup> Grade	Geometry 1-2
11 <sup>th</sup> Grade	Algebra 3-4
12 <sup>th</sup> Grade	Business Math 1-2

**Algebra 1-2** Two-semester course, grade level 9, 10

Meets HPLA and Arizona Mathematics Standards graduation requirements Meets mathematics admission requirements of Arizona universities

This course is designed to prepare students to meet the AZ Math Standards graduation requirement and provide students with the mathematical background necessary to meet college entrance requirements. Concept units include solving, graphing and writing linear functions, system of equations, exponents, radicals, polynomials, quadratics and statistics.

**GEOMETRY 1-2** Two-semester course, grade level 9, 10, 11 Prerequisite: Algebra 1-2

Meets HPLA and Arizona Mathematics Standards graduation requirements Meets mathematics admission requirements of Arizona universities.

This course, with its prerequisites, is designed to prepare students to meet the AZ Mathematics Standards graduation requirement, and provide students with the mathematical background necessary to meet college entrance requirements. Concept units include foundations and tools for geometry, constructions, introduction to transformational geometry, proving geometric theorems, triangle congruence, quadrilaterals, similarity, trigonometry, two and three-dimensional figures, and circles.

**ALGEBRA 3-4** Two-semester course, grade level 10, 11, 12 Prerequisite: Geometry 1-2 with a grade of C or better. Meets HPLA and Arizona Mathematics Standards graduation requirements Meets math admission requirements of Arizona universities.

This course is designed to provide students with the mathematical background necessary to meet college entrance requirements and is aligned with the Arizona Mathematics Standards. Concept units include Linear Functions and Equations, Quadratic Functions and Equations, Polynomial and Rational Functions and Equations, Exponential Functions and Equations, Trigonometric Functions, Modeling Functions, Statistics, and Probability.

**Business Math 1-2** Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

## Physical Education

**HEALTH EDUCATION 1** One-semester course, grade level 9, 10, 11, 12 Prerequisite: None.

Meets Graduation Requirement This course covers a variety of topics including safety education, environment, foods, drugs, exercise, accidents, diseases, immunization, nutrition and body care. This course is a graduation requirement.

**HEALTH / FITNESS 1-2**, grade level 9, 10, 11, 12 Prerequisite: None.

Meets HPLA Graduation Requirement Health/Fitness is a full-year course that integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health and implement fitness-enhancing activities to lead a physically active lifestyle promoting wellness throughout life. Students develop skills that will make them health-literate adults. The fitness component requires the student to be proficient and demonstrate improved physical fitness in all health related fitness skills. Students are required to fully participate in all activities that will improve personal fitness and gain the knowledge and skills to adopt physical activity as a lifelong habit.

**WEIGHT TRAINING 1-2** BOYS and Girls Two-semester course, grade level 9, 10, 11, 12

Prerequisite: None.

Safety and weight training techniques and health-related fitness are emphasized, using several different types of training apparatus. Students will experience a variety of different physical activities in addition to strength training and are expected to achieve skills at the beginning level. Course may be repeated for credit.

**SCIENCE COURSES**

<b>Placement Recommendation</b>	<b>Science Course Sequence</b>
<b>9<sup>th</sup> Grade</b>	<b>Biology 1-2</b>
<b>10<sup>th</sup> Grade</b>	<b>Physical Science 1-2</b>
<b>11<sup>th</sup> Grade</b>	<b>Earth Science 1-2</b>
<b>12<sup>th</sup> Grade</b>	<b>Chemistry 1-2</b>

**BIOLOGY 1-2** Two-semester course, grade level 9, 10, 11, 12 Prerequisite: Physical Science or meets placement criteria Students must have taken Biology 1 to be enrolled in Biology 2.

Meets HPLA and Arizona Science Standards graduation requirement Meets laboratory science admission requirement of Arizona universities Biology 1-2 is a laboratory science course designed to meet the Arizona and national standards for the inquiry process, history and nature of science, science in personal and social perspectives, and life science. Students of Biology 1-2, will engage in scientific inquiry to uncover concepts related to cellular processes, interdependence of organisms and the environmental system, genetics, and the molecular basis of heredity, and the scientific principles and processes involved in biological evolution.

**Physical Science 1-2** Physical Science courses involve study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

**Earth Science 1-2** Earth Science courses, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses or may serve as an opportunity to explore a topic of special interest.

**CHEMISTRY 1-2** Two-semester course, grade level 10, 11, 12 Prerequisite: Algebra 1-2; Biology 1-2 Students must pass Chemistry 1 with a D or better to advance to Chemistry 2

Meets HPLA and Arizona Science Standards graduation requirement Meets laboratory science admission requirement of Arizona universities Chemistry 1-2 is a laboratory science course designed to explore matter and composition of the world. The major instructional areas are: identifying consistencies in experimental data, structure of matter as a key to chemical and physical properties, mole concept, and energy changes in matter, conservation of energy, equilibrium systems and stoichiometric relationships. Laboratory work and scientific method are emphasized.

Placement Recommendation	Social Studies Course Sequence
9 <sup>th</sup> Grade	US/Az. History1-2
10 <sup>th</sup> Grade	World History 1-2
11 <sup>th</sup> Grade	Government/Economics
12 <sup>th</sup> Grade	Geography

**US / ARIZONA HISTORY 1-2** Two-semester course, Prerequisite: None

US/AZ History is the second course in the Social Studies Program. This course is a conceptual look at changing American culture, politics, environment and economy. The course's intent is to help students better understand the themes of history which shaped and continue to impact our lives. The course also challenges the knowledge gained from the World History course and applies that background to America's perspective of the 20th Century. The concepts explored in this course will continue to prepare and empower students to make choices as responsible participants in society. The course is based on the AZ State Social Studies Standards for US/AZ History.

**WORLD HISTORY 1-2.** This course is designed to provide students with the skills and knowledge to understand the major concepts, characteristics, events and people of modern history.

**Geography 1-2.** The course will include an overview of Western Civilization and world geography. Economic and political developments, geographic concepts, belief systems and cultural contributions are integrated into the curriculum. The course is based on the Arizona State Social Studies Standards for World History.

**GOVERNMENT 1** One-semester course, Prerequisite: None

This course deals with national and state governments and describes how groups in our country give power to political institutions to make binding decisions for the good of society. The course analyzes civic life, politics and the basic forms of government; what the basic foundations of the American political system constitute; how government established by a constitution embodies the purposes, values and principles of American democracy. America's role in the world with other nations and the matters of world affairs are discussed. The concepts explored in this course will continue to prepare and empower students to make choices as responsible participants in society. The course is based on the Arizona State Social Studies Standards for Civics/Government.

**ECONOMICS 1** One-semester course, Prerequisite: None

This course is an introduction to the foundations and methods of economics. Economics is the study of how people choose to use their limited resources to produce, exchange and consume goods and services and how these scarce resources are allocated among competing ends. The course will examine the characteristics of different economic systems, the essential component of private property in a free-

market environment, the role of government in the economy of the United States and the effects of international trade and development on our lives. The course is based on the national and Arizona State Social Studies Standards for Economics.

### MANAGEMENT OF EXPENSES

A budget has been prepared for the new school which includes all of the defined staff, instructional materials, required technology, curriculum resources, recruitment of staff and student expenses, and training. Prior to receiving funding in August, the school will have minimal expenses that it must meet due to the fact that the purchase of Starshine Academy includes all fixtures, furniture and equipment. Therefore, there is no need to purchase desks, chairs, instructional furnishings or even computers as the school is already heavily equipped with very viable technology.

Some expenses that will be needed prior to August may have deferred payment until after the first payment is received from the state. Other expenses are already incorporated into salaries of existing personnel, paid from SLA reserves.

<b>START-UP COSTS FOR JULY 2018</b>		
<i>Expense</i>	<i>Amount</i>	<i>Disposition</i>
1.Monthly Lease Expenses	\$22,000	Paid from Southwest Leadership Reserves
2.Monthly Utility Expense (includes phone & Internet)'	\$5,267	Paid from Southwest Leadership Reserves
3.Taxes & License Fees	\$365	Paid from Southwest Leadership Reserves
4.Interim Principal Salary	\$8,500	Existing Staff-No Additional Cost
5.Maintenance	\$2,600	Existing Staff-No Additional Cost
6.Administrative Assistant Salary	\$3,000	Existing Staff-No Additional Cost
7.Recruitment Costs	\$4,000	Recruitment for High Point & Southwest Leadership will be done concurrently therefore there is no additional cost above what was to be paid by SLA
8.Staff Benefits	\$1,200	Existing Staff-No Additional Cost
9.Cleaning Supplies	\$1,000	Paid from Southwest Leadership Reserves
9.Computers		Already included in the lease of the property
10.Student & Staff Furniture		Already included in the lease of the property

11. Fixtures & Equipment		Already included in the lease of the property
Office Supplies	\$1,000	Paid from Southwest Leadership Reserves
12. Teacher Training & Orientation- Teacher Salaries	\$12,000	Salaries not paid until August 2018
13. Teacher Training and Orientation Consultants and Materials		Contracts enable High Point staff to participate without additional cost to the school - Galileo Training, Edgenuity Training, Woz training, Teach Like A Champion and Beyond Textbooks
Subtotal	\$48,932	
Actual July Out of Pocket	<b>\$29,632</b>	Paid from Southwest Leadership Reserves

Southwest Leadership Academy has entered into a lease agreement with Rite of Passage to utilize the facility that is currently occupied by Starshine Charter. That facility is now under a purchase agreement with Rite of Passage. A copy of the letter of intent and the purchase and sale agreement for the property is attached.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>High-Point Leadership Academy</b>				
Number of Students				
Grade Level	Current - FY 19	Target - FY 20	Target - FY 21	Target - FY 22
Kindergarten	0	0	0	0
1 <sup>st</sup> Grade	0	0	0	0
2 <sup>nd</sup> Grade	0	0	0	0
3 <sup>rd</sup> Grade	0	0	0	0
4 <sup>th</sup> Grade	0	0	0	0
5 <sup>th</sup> Grade	0	0	0	0
6 <sup>th</sup> Grade	0	0	0	0
7 <sup>th</sup> Grade	0	0	0	0
8 <sup>th</sup> Grade	0	0	0	0
9 <sup>th</sup> Grade	25	25	25	25
10 <sup>th</sup> Grade	25	25	25	25
11 <sup>th</sup> Grade	25	25	25	25
12 <sup>th</sup> Grade	25	25	25	25
<b>Total Enrollment</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Southwest Leadership Academy</b>				
Number of Students				
Grade Level	Current - FY 201	Target - FY 201	Target - FY 202	Target - FY 202
Kindergarten	0	<b>0</b>	<b>0</b>	<b>0</b>
1 <sup>st</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
2 <sup>nd</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
3 <sup>rd</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
4 <sup>th</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
5 <sup>th</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
6 <sup>th</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
7 <sup>th</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
8 <sup>th</sup> Grade	0	<b>0</b>	<b>0</b>	<b>0</b>
9 <sup>th</sup> Grade	61	<b>68</b>	<b>70</b>	<b>70</b>
10 <sup>th</sup> Grade	<b>88</b>	99	<b>95</b>	<b>98</b>
11 <sup>th</sup> Grade	96	108	<b>110</b>	<b>112</b>
12 <sup>th</sup> Grade	142	<b>125</b>	<b>125</b>	<b>120</b>
<b>Total Enrollment</b>	<b>387</b>	<b>400</b>	<b>400</b>	<b>400</b>

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



## Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>High-Point Leadership Academy</b>				
Number of Staff Members				
Position	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Administration	1.5	1.5	1.5	1.5
Teachers/Instructional Staff				
Kindergarten	0	0	0	0
1 <sup>st</sup> Grade	0	0	0	0
2 <sup>nd</sup> Grade	0	0	0	0
3 <sup>rd</sup> Grade	0	0	0	0
4 <sup>th</sup> Grade	0	0	0	0
5 <sup>th</sup> Grade	0	0	0	0
6 <sup>th</sup> Grade	0	0	0	0
7 <sup>th</sup> Grade	0	0	0	0
8 <sup>th</sup> Grade	0	0	0	0
9 <sup>th</sup> Grade	1	1	1	1
10 <sup>th</sup> Grade	1	1	1	1
11 <sup>th</sup> Grade	1	1	1	1
12 <sup>th</sup> Grade	1	1	1	1
Specialty Staff (Music, Art, PE, etc.)	0.5	0.5	0.5	0.5
Special Education	0.5	0.5	0.5	0.5
Paraprofessional	1	1	1	1
Additional Staff				
List title: Behavior Mentors	1	1	1	1
List title: office assistant/adminis	1	1	1	1
List title: Counselor	0.5	0.5	0.5	0.5
<b>Total Number of Staff Members</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>

**Continue on page 2: Leadership Staffing Chart**

## Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>High-Point Leadership Academy</b>				
Leadership Team				
Title	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Principal	Dr Philip Geiger (Interim)	TBD	TBD	TBD
Compliance Officer (0.5)	Matthew Boucher	Matthew Boucher	Matthew Boucher	Matthew Boucher

\*To view an example of a completed Staffing Chart, review The Guide.



## Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Southwest Leadership Academy</b>				
Number of Staff Members				
Position	Current - FY 18	Anticipated - FY 19	Anticipated - FY 20	Anticipated - FY 21
Administration	3	2.5	2.5	2.5
Teachers/Instructional Staff				
Kindergarten	0	0	0	0
1 <sup>st</sup> Grade	0	0	0	0
2 <sup>nd</sup> Grade	0	0	0	0
3 <sup>rd</sup> Grade	0	0	0	0
4 <sup>th</sup> Grade	0	0	0	0
5 <sup>th</sup> Grade	0	0	0	0
6 <sup>th</sup> Grade	0	0	0	0
7 <sup>th</sup> Grade	0	0	0	0
8 <sup>th</sup> Grade	0	0	0	0
9 <sup>th</sup> Grade	2	3	3	4
10 <sup>th</sup> Grade	3	4	3	4
11 <sup>th</sup> Grade	3	3	3	3
12 <sup>th</sup> Grade	3	4	4	3
Specialty Staff (Music, Art, PE, etc.)	3	3	3	3
Special Education	1	1	2	2
Paraprofessional	2	1	2	2
Additional Staff				
List title: Guidance, HR Specialist	2	2	2	3
List title: Behavior Mentors, IT	5	5	5	5
List title: Cafeteria, Office, Maint	6	6	6	6
<b>Total Number of Staff Members</b>	<b>33</b>	<b>34.5</b>	<b>35.5</b>	<b>37.5</b>

**Continue on page 2: Leadership Staffing Chart**

## Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Southwest Leadership Academy</b>				
Leadership Team				
Title	Current - FY 18	Anticipated - FY 19	Anticipated - FY 20	Anticipated - FY 21
Principal	Dr. Gregory Fowler	Dr. Gregory Fowler	Dr. Gregory Fowler	Dr. Gregory Fowler
Assistant Principal	Michael Hernandez	Michael Hernandez	Michael Hernandez	Michael Hernandez
Compliance Officer	Matthew Boucher	Matthew Boucher (.5 FTE)	Matthew Boucher (.5 FTE)	Matthew Boucher (.5 FTE)

\*To view an example of a completed Staffing Chart, review The Guide.