

New School Site Notification Request

Charterholder Info

Charter Holder

Name:
Leman Academy of Excellence,
Inc.

CTDS:
10-87-38-000

Mailing Address:
6601 East Grant Road
Suite 101
Tucson, AZ 85715
> [View detailed info](#)

Representative

Name:
Dennis O'Reilly

Phone Number:
5208865354

Downloads

 [Download all files](#)

Form Fields

Name of school
Leman Academy of Excellence

Grade levels to be served

K
 1st
 2nd
 3rd
 4th
 5th
 6th
 7th
 8th

First day of Operation
08/02/2017

Physical Address
1410 W Tangerine Rd
Oro Valley, AZ 85755

Physical Phone Number
520-639-8080

Physical Fax Number
520-395-1352

Mailing Address
7720 N Silverbell Rd
Tucson, AZ 85743

Mailing Phone Number
520-639-8080

Mailing Fax Number
520-395-1352

Attachments

Board Minutes —  [Download File](#)

Occupancy Documentation

 [Download File](#) — Form from State Board "Occupancy Compliance and Assurance"

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

No documents were uploaded.

Signature

Charter Representative Signature

Dennis O'Reilly 08/23/2016

**LEMAN ACADEMY OF EXCELLENCE
Board Meeting**

**August 22, 2016
1:15 PM**

Telephone Conference Call

Minutes

Members Present- Kevin Leman Dennis O'Reilly Wendell Neal Joseph Higgins Lynne Houlton	Members Absent-
Agenda Item A: Roll Call	Dennis O'Reilly called the roll and confirmed a quorum.
Agenda Item B: Call to the Public	No individuals addressed the Board.
Agenda Item C: Previous Meeting Minutes	<p>The governing board discussed the minutes of the July 6, 2016 board meeting.</p> <p style="text-align:center">Motion</p> <p>Wendell Neal made the motion to approve the minutes of the previous meetings.</p> <p>Joseph Higgins seconded the motion.</p> <p style="text-align:center">Motion passed unanimously</p>
Agenda Item D: Proposed New Campus in the North Tucson area for the 2017-2018 School Year	<p>There was discussion by the governing board on a resolution to open a new campus in the north Tucson area for the 2017-2018 school year, to authorize the charter representative to make the appropriate application, and to authorize Dennis O'Reilly to pursue all activities and contracts necessary to accomplish the opening.</p> <p style="text-align:center">Motion</p> <p>Kevin Leman made the motion to approve the proposed resolution to open a new campus in the north Tucson area for the 2017-2018 school year, to authorize the charter representative, Dennis O'Reilly, to compile an application to draft the charter site expansion document, and to authorize Dennis O'Reilly to pursue all activities and contracts</p>

	<p>necessary to accomplish the opening of the new campus.</p> <p>Lynne Houlton seconded the motion.</p> <p>Motion passed unanimously</p>
<p>Agenda Item E: Adjournment</p>	<p>Since there were no further agenda items, the meeting was adjourned by Kevin Leman at 1:30 PM.</p>

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.

ELIAS M. O'REILLY
Charter Holder Name

LEMAN ACADEMY of EXCELLENCE

[Signature]
Charter Representative Signature

August 17, 2016
Date

**NEW SCHOOL SITE AMMENDMENT REQUEST
LEMAN ACEADEMY OF EXCELLENCE
ORO VALLEY SITE
August 23, 2016**

Rationale

In 2006 a committee for the Amphitheater School District noted a need for new classrooms and 16 schools had over utilized space. In 2009 a capital override failed. In conversations with parents in the district in 2014 founders of Lemman Academy of Excellence were told; “I don’t know anyone in Oro Valley who isn’t looking for a school”, “I’m really nervous (about the K-12 choices I have)”, and “The best situations always involve school choice”. The proposed new site for Lemman Academy of Excellence (LAE) is in the midst of four schools with 3,000 K-8 students and no charter schools in their attendance zones. Providing school choice in this area, with state averages of market penetration being above 14%, and higher in several areas, would indicate a ready and willing clientele. The marketing studies done by LAE concur. Though LAE worked with multiple sites, including Oro Valley, in locating their original site, Marana was selected. There is still a strong desire on the part of parents in Oro Valley and strong market justification to have a Lemman Academy of Excellence locate there.

It is recognized that the “New School Amendment Request” document approved at the board meeting in August disqualifies Lemman Academy of Excellence (LAE) from receiving a staff recommendation of “for” due to the time period that LAE has operated. However, we look forward to the opportunity for the staff to review not only our submission and our performance, but the staggering vote of confidence by consumers in helping us to far exceed our enrollment goals and by voting with their feet in expressing their satisfaction through almost perfect retention rates. Part of the rationale for this new campus, 7.9 miles away from the first, is the demand for our school. It is recognized that one of the other areas for consideration to receive a “for” recommendation is how our program compares academically to other schools in the area or how the program compares in its offering. Though the complete documentation is as yet unavailable publicly, due to some information released in the news we are able to show that we compare well with our potential neighbors on AZMerit. (See “2016 Comparative AZMerit Results, pg. 9) Perhaps better yet, we compare very well to the schools around our first campus, where, in the first year, with similar populations we generally exceeded their results (see below). It should be added that the three neighboring schools shown posted the best results in their district. We look forward to such increases and comparisons in our new second location.

Comparative AZMerit Results Near Marana Campus				
	Ironwood	Rattlesnake Ridge	Twin Peaks	LAE
3ELA	66	48	50	62
3M	73	46	59	73
4ELA	70	63	64	73
4M	62	49	48	61
5ELA	61	58	65	68
5M	61	58	65	63
6ELA	55	59	53	69
6M	42	61	62	74
	490	442	466	543

We also believe our offering is unique. There are many curriculums and many users of portions of curriculum that we also use, however the foundational philosophical construction of the classroom, the curriculum presentation, and the training of staff around Dr. Leman’s writings on the upbringing and development of youth is unique. This is understood by the parents and sought by them. More detail is given further into this request. Again, recognizing that a recommendation “for” is not possible, we look forward to our request being found quite acceptable by both the staff and board and being allowed to respond to the sincere requests of parents and open the second site.

Target Population

Leman Academy of Excellence-Oro Valley will be located at La Canada Blvd and Tangerine Road. LAE has laid the groundwork and secured funding for building and outfitting a new, second facility.

Based on results of a roundtable discussion hosted by Dr. Leman in April 2014 (see page 4 below), it is clear that parents will choose a school based on the fit for their child over geographic location. Parents in this conversation all referenced drive times between twenty and thirty minutes to ensure their child attends the school that best meets their needs.

Leman Academy of Excellence has an educational model, challenging curriculum and dynamic school culture that thrives. Dr. Leman's involvement with the program is a draw; his brand equity as a leader in family values brings in parents who share this perspective and provides support for families who struggle with finding the right way to support their child's educational journey. Leman Academy of Excellence engages parents and raises the level of parental involvement while providing a rigorous, effective and time-tested educational model.

Impact of Rapid Population Growth on Oro Valley – Demonstration of Need and Desire for More Schools

Oro Valley is a suburb of Tucson that is among the fastest growing areas in the state. Since 2000, Oro Valley has had a population growth of 23.77%ⁱ, and “projections indicate continued, healthy growth.”ⁱⁱ More than just “healthy growth,” there is serious potential for an additional 16,000 homes to be added to the community, potentially doubling the population in the foreseeable future. The growth of this area alone demands that community resources keep pace. The Oro Valley Chamber of Commerce website highlights the economic development that is occurring in tandem with the population expansion. From community and shopping centers to physicians' offices and manufacturing facilities, Oro Valley businesses are growing alongside residential sites and the corresponding population. The most notable resource missing from the Oro Valley Chamber of Commerce's update on economic development is that of schools.

In contrast to the long list of businesses opening in Oro Valley, the Chamber of Commerce website does provide some insight to the state of affairs for the local school district, Amphitheater School District. An article in the December 8, 2012 Oro Valley Chamber of Commerce Newsletter, “Pima School Super Laments Funding,” offers an eye-opening perspective on the district's ability to handle the growth in the area. Linda Arzoumanian, Pima County School Superintendent, addressed the chamber of commerce members and stated, “we are number one in cuts to education.” The article explains that with the defeat of Proposition 204 in November, school funding in the short term does not look good. Arzoumanian further stated, “They talk about the fiscal cliff in Washington. In Arizona, we're

about to go over the fiscal cliff with the expiration of the 1% sales tax approved by voters three years ago. It ends this May.”ⁱⁱⁱ

Our location – at La Canada Blvd and Tangerine Road – is located within the boundaries of the Amphitheater School District. While this school district has excellent schools, it lacks the financial resources to build the new facilities that will be required to support the continued growth in Oro Valley.

In 2006, the Governing Board of Amphitheater School District approved the initiation of a Blue Ribbon Budget Analysis and Facilities Needs Committee. In May of the following year, the committee produced a report with facility recommendations and budget analysis. The findings outlined in the report are organized in five needs / responsibilities of the district:^{iv}

- 1) The Health, Safety and Security Needs of the District Must Be Improved.
- 2) Portable, Temporary Classrooms Throughout the District Are Deteriorating and Must Be Replaced.
- 3) Our District Community Needs New Classrooms and Increased Capacity to Serve Students.
- 4) Our District Must Improve Its Technology Infrastructure to Keep Pace in the 21st Century.
- 5) Our Community Needs an Improved Transportation Fleet and Facility.

Additionally, sixteen schools were highlighted as over-utilizing space – for example closets repurposed as offices, multiple programs such as REACH and OT sharing space, music and orchestra meeting in unconventional location, and regular displacement of PE classes. The district’s newest school, Painted Sky Elementary, which is within three miles of the property LAE is to build on, was described in the report:

At Painted Sky Elementary School where enrollment is expected to grow for the next few years, for example, construction of more classrooms is not possible. The school would lack sufficient playground space to absorb more students. The school’s cafeteria and library spaces, as well, are at functional capacity. The school simply cannot serve more students than its current capacity permits already. This requires that capacity be developed elsewhere (page 10).

In 2009, two propositions were on the ballot that would have provided Amphitheater School District with the funding required to upgrade, maintain and expand facilities as recommended by the Blue Ribbon Budget Analysis and Facilities Need Committee; however only Proposition 403 passed (Continuation of a Maintenance and Operations Budget Override). As referenced above during the Superintendent’s address to the Chamber of Commerce, Proposition 404 failed (Capital Outlay Revenue Limit Override), thereby limiting the resources Amphitheater School District has for new construction.

Oro Valley Round Table Discussion

On April 25, 2014, Dr. Leman and other LAE board members hosted a roundtable conversation with a diverse group of both stay-at-home and working mothers who live in Oro Valley. The life-stages and experiences of the participating mothers ranged from those with infants/toddlers and current elementary aged children to mothers with high school and college graduates. The educational choices these women have made for their families included traditional public schools, home schooling, private/parochial, and charter schools in Oro Valley (Basis and Legacy).

The group discussed Classical Education, the educational needs in their community, qualities that make a school appealing and the prospect of the Leman Academy of Excellence opening in their neighborhood. The results of the focus group were quite powerful and provided LAE Board Members with unique insight and perspective on the target population. A number of recurring themes developed during the course of the conversation. A brief synopsis of the groups' insight to each theme, followed by participant statements, is provided below:

1) School Choice: Not every school is the right fit for every child. In Oro Valley, the two charter choices are very different from one another, but neither choice offers an emphasis on the arts and literature. The mothers who participated in the round table discussion really value school choice and understand that a parent knows when a school is the right fit. In recognizing that matching a child with the right school, it was also noted that public schools have what seems to be a Sisyphean task: to be everything to every child. Unfortunately, this often creates a diluted public school system.

- *The best situations always involve parental choice and matching the child with the curriculum. Arbitrarily assigning children to a school – based on a zip code, for example – is detrimental to parent choice.*
- *I'm really nervous [about the k-12 education choices I have]. My child needs more attention and I just don't think he will get that at my feeder school.*

2) School Administration: A solid leader – who knows the students and is ever-present – is pivotal to a successful school. Participants discussed various situations in their public school experiences in which a change in school administration dramatically shifted the school culture and desirability. The school leadership is also central to teachers. There was a sentiment that traditional public schools are mired in rules and regulations that ultimately hamper both student and teacher.

- *Teachers need more autonomy; I'm less interested in a teacher's certification than I am in knowing they are an expert in their field and have a real passion for teaching.*

- *Preparation is also really critical for teachers. They need support and training to be really effective.*

3) Technology in the Classroom: Striking a balance between the need for children to be competent and comfortable with technology, but also to retain certain pillars of education (such as handwriting and sensory experiences) is an essential ingredient in the classroom.

- *Technology in the classroom is really important to me, but we keep a balance in our house. We set time limits [for screen time] and our kids do a mix of real books and ebooks.*
- *There is really nothing like holding a real book in your hands. I've heard studies about all the sensory benefits – remembering where you were when you held a book, how it smelled, the sounds around you....like reading on a beach...all that goes away with a tablet.*
- *Amphitheater School District just adopted a new Pearson Language Arts Common Core Curriculum where all your literature and excerpts are online. I really don't like that – not only because something is lost in the process of highlighting and annotating, but as a parent I can't easily pick up on what my child is reading. I lose that access.*

4) Logistics / Convenience: The LAE board members who facilitated the roundtable discussion were surprised that the participants indicated no particular geographical boundaries when selecting a school for their child. While the general consensus was that the participants drove on average 20-30 minutes, it was clear that distance from home to school weighed little on a parent's choice.

- *If it's the right school for my child, I'll drive across town.*

5) Interest / Needs / Desires for a School: There was a genuine excitement and enthusiasm for Dr. Leman's body of work to become the cornerstone of a school in Oro Valley. Additionally, the participants expressed a deep understanding of a Classical Education, as many of them were taught with that method.

- *As parents, we forget that our kids are going to get older. We focus on 18, but then what? What we need is a school that will prepare kids for real life...that's what a Classical Education does. When you read the classic books all through school then your education is not re-writing history, but rather you are following history, identifying the cycles of history and then comparing that to current events. The curriculum goes even deeper by adding literature on top of that and then classical art, classical music and then weaving in science and you are drawing this beautiful line through education from little tiny people all the way through graduation. [Classical*

Education] produces people who have a life perspective that goes beyond, "I have to get a job." It is the deep beautiful part of learning that intrigues people to see where that thread goes. It's about developing a love of learning and following the line/thread to the end. That's what classical education is to me.

- *I understand that Basis is recognized as a great school, but the stress level there is very high and the focus sometime feel myopic. It is missing the well-rounded side of education.*
- *With a Classical curriculum, by and large, your kids are going to learn more, learn it faster, and function better. By offering a variety of disciplines children will want to get into the arts, science and they begin to internalize the interconnectedness of it all. You have that ability with a Classical Curriculum and it's challenging at all levels.*
- *Why do kids leave Basis? Because they want a life! The stress is so high and it's not very well rounded.*
- *I don't know anyone in Oro Valley who is not looking for a school. Like an ever present conversation that runs from the grocery store to the salon and back. Parents really ponder this.*

Oro Valley Demographics

To assess the target population and determine how the Leman Academy of Excellence compliments the Oro Valley community, nine indicators from income and ethnicity to family dynamics and education levels have been researched. Data for several indicators is provided below and on the following pages:

- **Total Population** – Oro Valley has been steadily growing for the past forty years, and that growth is expected to dramatically increase. A *Tucson News Now* article, "Oro Valley One Step Closer to Arroyo Grande Plan," indicates that the State Land Department has proposed developing up to 16,000 homes, making room for 38,000 people to live in the area.^v The Arroyo Grande plan will increase the number of households in Oro Valley by 50% (there are currently 34,082 households according to the U.S. Census). The chart below provides current population numbers, as determined by the U.S. Census.

2013 Population in Oro Valley	
Oro Valley	
61,060	

Of greater interest is the number of prospective school-aged children who will populate the Leman Academy of Excellence. The chart below provides a breakdown of the population under the age of 18:

Age Distribution of Target Population in Oro Valley	
Age	Oro Valley
Age 0-5	3,193
Age 6-11	4,140
Age 12-17	4,941

Source: High Mark Schools via the U.S. Census

- **Ethnicity** – The community in Oro Valley is predominantly white with the next largest population being Hispanic/Latino.

Racial Statistics for Leman Academy of Excellence Target Population in Oro Valley	
Race	Oro Valley
Hispanic/Latino	7.5%
White	88.0%
Black	1.0%
Native American	
Asian	1.9%
Pacific Island	0.1%
Other	0.1%
Multi-racial	1.0%

Source: www.zipskinny.com

Performance of Area Schools

The majority of schools in the Oro Valley area are performing at a B level or higher. The chart on the following page represents four schools in the immediate vicinity of LAE's location. As indicated in the chart, student performance is not among the high priority needs of Oro Valley; the primary need of the community is additional high performing charter schools to keep pace with the exploding population in those areas and to provide a more comprehensive set of educational choices for families.

2016 Comparative AZMerit Results						
AMPHI Schools				Marana	Amphi	
	Copper Creek	Painted Sky	Leman	Ironwood	Wilson	Leman
3ELA	59	76	62	66	64	62
3M	49	88	73	73	74	73
4ELA	74	78	73	70	64	73
4M	47	78	61	62	69	61
5ELA	63	76	68	61	62	68
5M	39	61	63	61	51	63
6ELA				55	52	69
6M				42	50	74
	331	457	400	490	486	543

As a complete release of the AZMerit results has not occurred, this compilation is from the work done by The Arizona Republic. The sums at the bottom of the columns are not a statistically valid analysis but give a comparative idea of performance. The two summations under the Leman headers allow comparisons to both 3-5 and 3-6 results.

Target Population & Need for More Schools and School Choice - Summary

The Oro Valley community is an attractive place for LAE to locate. The community is stable, safe and appealing for newcomers. Data also indicates that this neighborhood’s population comprises well-educated residents whose median age is approximately 40, which falls in line with the age of parents with school-aged children and will continue to attract such parents.

The most compelling need for the Leman Academy of Excellence to locate in Oro Valley is to keep pace with the population expansion across the next five years. The Amphitheater Unified School District – by its own assessment – is not financially capable to build new schools to accommodate this influx of families.

Additionally, within the attendance areas of the comparative schools shown above, there are no charter schools. For this population of 3,000 students (see azcharters.org) and highly engaged families, based on state averages, 10 to 20% would be expected to attend a charter, and a much higher percentage would be expected to consider a charter as part of their school choice process.

Oro Valley is also a community of well-educated people who demand high quality schools for their children. This is an area of Tucson that is already supported by many high performing schools and this level of quality will be expected to continue. Leman Academy of Excellence is an option that will provide parents with a rigorous, proven model of education that correlates with their values.

Leman Academy of Excellence represents a uniquely different school choice for parents in Oro Valley. The mothers who participated in the round table discussion with Dr. Leman clearly recognize that the highest performing charter schools in Oro Valley – Basis and Legacy – are not right for every child. These two amazing schools are well known for intense expectations that are largely focused on science and math. The message was clear: Basis and Legacy only fit a certain type of learner and many students are being left behind. There is a need for a well-rounded curriculum that cherishes the arts and literature as well as math and science. Leman Academy of Excellence will bring the first public, Classical Education Charter School to Oro Valley. Furthermore, the integration of Dr. Leman’s nationally recognized approach to child development and psychology is unmet in our target population. Oro Valley parents are excited about the Leman Academy of Excellence.

ENROLLMENT MATRIX

By School										
	2015-16	2016-17	2017-18	2018-19	2019-20					
LAE-Marana	500	960	1170	1230	1245					
LAE-Oro Valley			450	775	1009					
2015-16	By Grade	K	1	2	3	4	5	6	7	8
LAE-Marana		90	112	92	73	69	60	42	0	0
2016-17										
LAE-Marana		131	139	144	142	120	109	86	88	0
2017-18										
LAE-Marana		130	135	140	140	140	140	125	110	110
LAE-Oro Valley		100	75	75	75	50	50	25	0	0
2018-19										
LAE-Marana		130	135	140	140	140	140	140	140	125
LAE-Oro Valley		125	130	104	104	104	78	78	52	0
2019-20										
LAE-Marana		130	135	140	140	140	140	140	140	140
LAE-Oro Valley		125	130	130	130	130	130	104	78	52

Meeting the Needs of the Target Population with a Unique and Quality Option

Program of Instruction

A Classical education program with a Charlotte Mason influence is not offered anywhere in the state of Arizona as a charter option for families. Further, Dr. Leman's role as the school's founder brings another unique and unparalleled quality to the Leman Academy of Excellence. LAE is both unique and time-tested. A Classical education model has a solid track record of success. From communities that were once struggling with pupil achievement to neighborhoods with existing schools that were highly successful, Classical Educational schools thrive where they open.

In addition to the strength of the Classical educational model as a vehicle for pupil improvement, the daily class schedules for each grade level at LAE are specifically designed to meet the needs of the scholars in our target population by providing ample time to teach core academic content as well as provide differentiated instruction for scholars based on identified academic needs. The most pressing educational need of our target population is for improving scholar achievement in writing, followed by math and reading. The programs of study at LAE that specifically address these content areas are: Shurley English, Latin and Saxon Math.

Impact of Shurley English

Research has shown one of the essential features of Shurley English, the ongoing use of feedback through formative assessments. Providing scholars with information about how well they are doing on a regular basis was found to be incredibly powerful, so much so that researcher John Hattie analyzed nearly 8,000 studies and concluded, "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.'" Research found that the effects of feedback could increase achievement from 7 to 37 percent.^{vi} The continuous use of feedback with Shurley English should provide significant scholar improvement in the writing skills of our target population.

Impact of Latin

LAE's introduction of Latin will increase pupil achievement. A course of study that includes Latin can make significant pupil improvement by developing their reading skills, study skills, math problem solving abilities, as well as attain higher test scores.^{vii} The specific attributes of a Latin curriculum for pupil achievement in Oro Valley is linked to data that demonstrates higher achievement on SAT scores and improved study skills for students who learn Latin.

As noted in earlier sections, the example of 6th-grade students in Indianapolis who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited the following advances in other areas:

- Eight months in world knowledge
- One year in reading
- Thirteen months in language
- Four months in spelling
- Five months in science
- Seven months in social studies

Impact of Saxon Math

Saxon Math is the math program chosen by Lemman Academy of Excellence and has been implemented starting in Kindergarten and will continue throughout each grade level. Independent research, longitudinal studies, and field-testing provide clear evidence that the Saxon Math program shows immediate, dramatic, and sustained improvement for all scholars.^{viii} The Saxon Math program is based on an incremental pedagogical approach that emphasizes practice, review and frequent cumulative assessment. Over the past thirty years, research has suggested that there is value in a teaching method that uses small, easily understood pieces of information that are distributed across an extended period of time.^{ix} It is the Saxon philosophy that mathematics learning should build on prior learning. Saxon Math's approach to math instruction aims to ensure that scholars both gain and retain essential math skills.

These itemized curricula may appear in other programs however, our offering is unique because of the infusion of Dr. Lemman's writings in the foundational philosophical construction of the classroom, the curriculum presentation, and the training of staff. His writings on the upbringing and development of youth is unique. This is understood by the parents and sought by them.

It is because of this unique infusion that at LAE, our teachers and the students will build meaningful relationships, where students see the classroom as a safe place to succeed and fail, as they know they have the support of the teacher to come alongside them and bring them along academically and emotionally. LAE scholars will feel a sense of belonging to the school because the teachers and scholars are collaborators and life-long learners together.

Conclusion

Lemman Academy of Excellence can seamlessly address the specific needs of this community while simultaneously addressing a universal need that will benefit any community. Dr. Lemman's world-renowned approach on the parent-child relationship brings new intellectual capital to the family/school connection, which is a proven approach to increasing educational outcomes.^x

Leman Academy of Excellence provides a rigorous, time-tested educational model with a challenging curriculum in a 180 day annual session. These attributes, combined with a dynamic school culture that raises the level of parental involvement, will thrive in any community. For the Oro Valley area, LAE will not only raise pupil achievement with the addition of Shurley English, Latin and Saxon Math, but will support the needs of a rapidly expanding population in which its local school district is not financially equipped to bring new school facilities to the community.

Staffing

Central to the success of a Leman Academy of Excellence scholar are the teachers and support staff that deliver the curriculum and support the educational functions. LAE recognizes how pivotal teachers are in creating an environment that is rigorous and demanding while simultaneously emulating a comfortable and welcoming home for learning. Recruiting high quality and skilled personnel is a top priority for the LAE Board of Directors.

A. Staffing Plan

In year one, the Leman Academy of Excellence set a goal of 412 scholars and closed the year with 538. In year two, the Leman Academy of Excellence had a goal of 593 scholars and began the year just two weeks ago at 959. The increase in personnel needed to accommodate the additional scholars is reflected in the Staffing Matrix. The first year students spanned grades K-6th, 7th grade was added this year. The Enrollment Matrix breaks out enrollment by grade over the beginning two years and the next three projected years.

The charter application employment projections understated the non-instructional staff needs and the proposed vs. actual are shown in the Staffing Matrix.

The number of course sections projected each year are roughly equivalent to the Classroom Teachers numbers shown. The Oro Valley campus is proposed to add 7th grade the second year and 8th the third, following the process used at the Marana campus.

In summarizing two years of experience in meeting a larger demand than projected, LAE has shown that its processes, described in the following section on hiring, have handled unexpected volumes and successfully filled the roles needed. The projected staffing for the following three years shows the Marana campus reaching full capacity and the new Oro Valley site following quickly. This expectation is driven by factors outlined in both the projected enrollment discussion and the marketing section.

STAFFING MATRIX

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Proposed Year 1	Marana Actual	Proposed Year 2	Marana Actual	Year 3 Marana	Year 1 Oro Valley	Year 4 Marana	Year 2 Oro Valley	Year 5 Marana	Year 3 Oro Valley
Principal	1	1	1	1	1	1	1	1	1	1
Vice Principal		1	1	1	1		1	1	1	1
Director of Instruction	1	1	1	1	1		1		1	
Classroom Teachers	14	29	20.5	35	43	23	44	36	45	45
Special Education		1		3		1				
Specials Teachers: Art, Music, PE, Latin	5	5	7.5	9	10	5	10	10	10	10
Instructional Assistants	5	4	8.5	8	8	5	8	8	8	8
After Care		4		6	8	4	8	6	8	8
Non-Instructional Personnel										
Business Manager	1	1	1	1	1		1		1	
Bookkeeper		1		1	1		1		1	
Health Services Coordinator/Nurse	1	1	1	2	2	1	2	2	2	2
Registrar		1	1	1	1	1	1	1	1	1
Clerical/Reception	1	2	1	4	4	2	4	3	4	4
Food Service		1		3	3	1	3	2	3	2
Janitor		1		1	1	1	1	1	1	1

B. Recruiting, Hiring & Training

Recruiting

Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on scholars' lives. The quality of instruction is critical to increased scholar learning and achievement in the classroom, and that is why Lemman Academy of Excellence has identified teacher recruitment as an organizational priority. Administration plans to start with its recruitment process in attracting and hiring the very best faculty and staff as early as possible, and each of the candidates for hire will be treated with professionalism and respect in every stage of the recruitment process.

1. Lemman Academy of Excellence plans to share our mission, vision, core values and philosophy when advertising for open teacher and other staff positions in order to attract like-minded candidates whose values fit the values of our school.
2. Share our values, mission and purpose along with our vision for the future of Lemman Academy of Excellence with potential candidates during the interview.
3. We will support our teachers and show we value them by offering a work environment that includes mentorship, supportive leadership, ongoing professional development, teacher collaboration and planning time during the school day.
4. Host a local event with the sole purpose of *Teacher Recruitment* and place advertising of this event on the radio, at nearby colleges and through social media. This event provides an excellent venue to meet potential candidates for hire, allows an opportunity to share the vision and philosophy of the school, and offers an informal way to enter into a relationship with others who have an interest in our school.
5. As we market and advertise our school, post open positions on school website.
6. Advertise with online and print edition of the local Tucson newspapers.
7. Advertise open positions through use of social media, radio and online job boards.
8. Advertise open positions with job boards of colleges and universities.
9. Establish relationships with the local colleges and universities to open lines of communication within their education programs in order to create a partnership with the local institutions of higher learning.
10. Contact Linda Arzoumanian at Pima County Dept. of Instruction to place with job board.

Hiring

Hiring new faculty and other staff may be the most important decisions the senior administrator makes with Leman Academy of Excellence. A new hire represents the school and its future and along with other new hires will help shape image, culture and scholars for years to come. The hiring decisions are critical to the success of the school and for scholar success in the classroom. The Principal is primarily responsible for overseeing the selection process and will offer be the one to offer a contract. Leman Academy of Excellence will offer the following to interested candidates of our school:

1. Submit an application that will be provided online.
2. Check references included with application.
3. Submit a cover letter and resume with application.
4. Candidate will be asked to participate in a teaching demonstration.
5. Candidate will be asked to submit a written lesson plan prior to demonstration.
6. The Principal will conduct the interview; once the administrative team is in place, they will also be a part of the interview process and more than one interview will take place.

Onboarding

Leman Academy of Excellence will be compliant with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, employment offers will be contingent upon receipt of the candidate's fingerprint clearance card. LAE recognized that obtaining fingerprint clearance cards can take several weeks; to ensure that all employees have their cards on file with the school before July 2017 when an 8-day orientation and in-service is held, every effort will be made to finalize hires by May 15 of each year.

In addition to the legal compliance of hiring a new staff member, the Leman Academy of Excellence is committed to fostering a community of camaraderie, trust and mutual respect among staff members. The groundwork for this community building will take place during a summer orientation and in-service program.

LAE has successfully completed two summer training programs under the leadership of the Head of Schools, **Dennis O'Reilly**. Mr. O'Reilly started working with young people as a volunteer junior high basketball coach back in 1990, and has been in education for over twenty years, starting as a middle school math teacher back in 1993. Mr. O'Reilly has been an administrator since 1999 serving as Curriculum Coordinator, Assistant to the Principal, Principal, and Head of Schools at three different private schools in Tucson, Arizona. As Head of Schools for Pusche Ridge Christian Academy, Mr. O'Reilly was responsible for over 850 students in a K-12 setting. The Pusche Ridge system had campuses throughout the Catalina

Foothills and Oro Valley areas. He and earned his Master's Degree in Educational Leadership from Chapman University.

Joe Higgins, CEO, is a talk show host and Health Care COO and CEO. He serves on the Arizona Chamber of Commerce's Health Policy Committee and successfully passed an Arizona bill aimed at bringing more free market principals into the health care industry. Outside of the medical field Joe has been a serial entrepreneur with start ups ranging from a chain of cell phone stores in Arizona and New Mexico and a chain of hair cut stores in Tucson. He recently sold his waste removal company. He's developed a retail center on Tucson's west side. He served on the board of Catholic Community Services, Salpointe High School. Joe is the immediate past chair of the Arizona Small Business Association, Arizona's largest trade association with 11,000 small business members in Arizona. Joe is the 2004 Small Business Leader of the Year and one of Tucson's 40 Under 40 from the class of 2005.

These and others on the leadership team have brought solid results together. With the assistance of an HR services group, Oasis, LAE has successfully absorbed a large increase in staff this second year and has the capability to do it again.

Training

Leman Academy of Excellence will host an eight-day orientation and in-service training program for our teachers and other staff in July each year (costs included in the start-up budget). Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards. The orientation will address the following topics:

- About Leman Academy of Excellence
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Classical education
 - Classroom environment
- Dr. Leman's Approach
 - Child development philosophy in the classroom
 - Working with parents
 - Fostering community
- Academics & Teaching
 - Academic standards
 - Academic excellence

- Planning and preparation
- Lesson implementation with outcomes aligned to standards
- Best teaching practices
- Curriculum
 - Saxon Math
 - Shurley English
 - Sitton Spelling
 - Curriculum maps
 - Curriculum aligned to standards
- Galileo K-12 System
 - Accessing Galileo reports
 - Creating Galileo formative quizzes
- Assessments & Instruction
 - Scholar assessment data
 - Types of assessments
 - Data collection, review and analysis
 - Instructional decision-making based on data
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Setting goals in relation to scholar learning and the standards
 - Establishing objectives related to standards
 - Developing and implementing action plans

In addition to the 8-day orientation and in-service, teachers will attend professional development sessions throughout the year focused on AZ Common Core Standards, differentiation and classical education.

Statement on New Site Employee Related Expenses

The new site financing will cover the bulk of new site employee expenses prior to the receipt of state funding for the new site. Some of the expenses will be covered with the use of existing employees and materials used at the original campus start up.

Advertising and Promotion

Leman Academy of Excellence believed that the target enrollment goal for the Marana campus' first year was aggressive; and felt the advertising and promotion plan was too. However, with the Marana campus exceeding its first year goals and opening its second year ahead of the previously stated third year goals there is a great satisfaction with an aggressive approach that takes advantage of Dr. Leman's notoriety and ability to draw an audience. The original advertising and promotion is replicated below to build on the original success. 80% of the budget was already scheduled for use in the second year. By slight adjustments and the promotion of two campuses, the same results are looked forward to.

A. Advertising & Promotion Plan

In year one of the new campus, 39% of the target enrollment will be derived from kindergarten and first grade alone. Advertising and public relations efforts will blanket the whole of Oro Valley, however special grass roots marketing efforts will be directed at reaching families with children ageing out of Pre-K and Kindergarten programs in schools and day care centers that serve an infant/toddler/pre-k/kindergarten community.

In year two of the Marana campus, the enrollment results verified the assumptions of the original plan:

- Limited attrition
- Higher levels of interest in K and 1st grades, increasing both grades to five classrooms (one additional classroom at each level)
- Increase at 6th grade - beginning to build a community for middle school

Based on the above notable success, the year two marketing plan for one campus combined with the year one plan for the second campus requires steady focus on the feeder school relationships (see below) and a particular emphasis on the growing middle school program.

The marketing plan for year three will be reevaluated based on near full capacities in the second year. Focuses will remain on feeder school relationships with pre-k programs, middle school enrollment and communicating to the community (through PSAs, advertising and direct mail) the availability for seats at LAE .

Segmenting the Target Audience by Age

Recruiting Kindergarten and First Grade

Developing relationships with potential feeder schools in the start-up year and beyond is essential to laying the ground work for enrollment at LAE – both in year one and beyond. Recognizing that many preschool programs offer Kindergarten, LAE marketing efforts will be sensitive to only approach families with students who are aging out of a feeder school's program. LAE seeks to establish long-term relationships with potential feeder schools and recognizes that competing for a school's potential Kindergarten class will undermine efforts for a healthy and long-term feeder school relationship. The list below includes day care, pre-school and pre-school / kindergarten programs. Particular emphasis will be placed on developing relationships with programs that are marked with a star (*), as those programs end at Pre-K and in the long run will be the primary sources for rising kindergarteners – which will be the primary point of entry to LAE by year four.

- Childtime*
- Creative Kids Preschool & Kindergarten
- Daisy Early Learning Academy*
- Early Bird Day Care*
- Kids Village*
- La Petite Academy
- Little Butterflies Daycare*
- Mis Manos Montessori School
- New Discoveries Preschool*
- Noahs Ark Child Care*
- Open Arm Preschool and Daycare*
- Precious Moments Daycare*
- Pusch Ridge Pre-School & Kindergarten
- St. Andrews Preschool & Kindergarten
- St. Marks Early Childhood Center
- Sunshine School in Oro Valley
- The Goddard School

A letter of introduction will be sent to each prospective feeder school with an emphasis on the fact that LAE is only interested in reaching students who are aging out of the school's program. The letter will include information about Dr. Leman, the LAE philosophy and program goals, and an offer to have Dr. Leman speak at the school. Each letter will be followed up with a phone call to secure a date for Dr. Leman to address the families of the Oro Valley preschool and Kindergarten parents who are in the process of looking for a new school. The hosting school receives the benefit of offering a unique and sought-after speaker to their parent body in a small

and intimate environment. Simultaneously, the Leman Academy of Excellence has the benefit of a relevant audience for a limited cost.

These speaking engagements will not only provide information about the Leman Academy of Excellence to an appropriate audience, but will also start to generate word of mouth marketing for the school. When possible, invitations to these speaking events will link through the hosting school’s Facebook page and RSVPs will be captured on the LAE Facebook page, which will enable the social media conversation about LAE to continue long after the speaking engagement is over.

In addition to developing and fostering strong feeder school relationships, to build enrollment in the kindergarten and first grade classrooms at LAE, a direct mail campaign will enable LAE to reach this target audience.

Elementary-Aged Scholars & Rising Middle School Scholars

The greater challenge for meeting enrollment goals at LAE will be in grades 2-6; this span of ages represents 61% of the student body in year one. While there is not an obvious feeder pattern for these students, there is greater variety of reasons a family may be looking to a new school. The chart on the following page aligns marketing tactics with circumstances that would position LAE as the right educational choice for families.

Circumstances that Result in School Choice Aligned with LAE Marketing Tactics	
Family Circumstances that Position LAE as the Right Education Choice	Marketing Tactic to Reach this Audience
Dissatisfied with current school	<ul style="list-style-type: none"> • Direct Mail • Google Ad Words purchase with Oro Valley geographical range: “new schools, elementary schools”
Drawn to Classical Education and /or Charlotte Mason	<ul style="list-style-type: none"> • Direct mail • Google Ad Word & Facebook Ads purchase with Oro Valley geographical range: “Classical Education, Charlotte Mason” • Advertising (more below)
Familiar with Dr. Leman’s Body of Work	<ul style="list-style-type: none"> • Direct Mail • News regarding LAE on Dr. Leman’s website • Social media connections with Dr. Leman’s network

Moving into the area / new to Oro Valley	<ul style="list-style-type: none"> • Working with real estate agents to provide information to new home buyers • Working with developers building new communities • Working with HR departments of major employers to include information about LAE to new employees / transfers / relocation packages
Looking for a long-term school choice that includes middle school	<ul style="list-style-type: none"> • Direct Mail • Google Ad Words / Facebook Ads purchase with Oro Valley geographical range: “middle schools, charter schools, charter middle schools”

In addition to efforts that are targeted by age group and family circumstance, the Leman Academy of Excellence advertising and promotion plan includes outreach to the broader community to reinforce our message throughout Oro Valley.

- Fliers / Community Notices at Oro Valley Community Outlets
 - Northwest YMCA
 - Oro Valley Parks & Recreation
 - Churches & Synagogues
 - Chamber of Commerce

- Internet & Social Media
 - Website development
 - Facebook Page

- Radio & Television Advertising
 - Specific stations / shows that reach LAE’s audience

B. Advertising & Promotion Costs

In the Start-Up budget for the second campus, recognition that \$12,000 has already been allocated to marketing LAE’s first campus. This will be supplemented to bring the program back to a year one level. Recognizing how essential marketing is to attracting students and meeting enrollment goals, the three year operating budget sustains marketing at the \$15,000 investment in year one. In year two, the marketing budget drops by 20% to \$12,000 and in year three it is further reduced to \$10,000. LAE founders believe that after three years of intense marketing and public relations efforts to solidify LAE’s presence in the community, a marketing budget needs to be maintained to strengthen the LAE brand and ensure the school remains relevant and recognizable.

The break down for the start-up year budget of \$15,000 is:

\$5,000	Direct mail, households in a 10-mile radius with children under 12
\$3,500	Web based marketing to include - Search Engine Optimization - Facebook
\$2,500	Radio advertising
\$1,500	Printing and brochure/welcome package design
\$2,500	Comcast Cable TV

C. Rationale for Advertising & Promotion Costs

Leman Academy of Excellence Board Chairman, Joe Higgins is well versed in the media outlets in the greater Tucson area. Mr. Higgins has the knowledge, skills and abilities to lead a marketing effort in Oro Valley. Additionally, he has relationships with PR firms and marketing outlets that have offered their assistance to ensure that LAE meets its target enrollment in year one and beyond. Mr. Higgins has already laid the groundwork for promoting LAE by developing a school logo and drafting the web site. He will continue to lead, manage and support the advertising and promotion efforts on a volunteer basis.

Tagline Media Group of Tucson has already started working on LAE's marketing plan; Tagline works exclusively with local businesses and has extensive experience in buying advertising and targeting marketing programs using the latest market research and firsthand experience in the Southern Arizona market. The promotion costs and rationale for LAE's advertising was developed under the guidance of Tagline Media Group.

The LEA logo and web site were completed as well as the year one marketing campaign for the Marana campus. Pima County has a population of over 1 million people but given the geographic location of the first LAE, Tagline proposed a combination of targeted advertising and very specific broadcast media buys. The goal of the marketing campaign was to reach households with children ages 4 to 11. Tagline has determined that the woman of the household is the primary decision maker and targeted their design and messaging towards young mothers. All marketing prominently featured Dr. Kevin Leman's body of work and national appearances on recognizable media outlets. Key marketing points of the campaigns include key features of the LAE and its focus on the entire learning experience with emphasis on classical education principals, state of the art campus and technologies, and safety and values based education.

Direct Mail

Tagline recommended a series of mailings targeted at families with school age children age 4 to 10. The goal was to send at least 2 and up to 4 mailings to the LAE target population within a 10-mile radius of our school campus. Within a 5-mile radius of our target location Tagline has identified 7,333 children under the age of 12. By house holding these numbers it is estimated that there are 2,850 households

with children that are potential candidates for LAE. With a cost per mailing of \$1,710 it is estimated that a budget of \$5,130 will allow for three targeted mailings prior to opening.

Television – Comcast Cable

Southern Arizona is broken into two cable providers with Comcast servicing the entire northwest portion of Pima County. Oro Valley and Marana are the key feeder markets for LAE, and the Comcast advertising footprint overlays these communities perfectly. With a budget of \$2,300, a run of schedule starting in early May through late July will provide 6 to 10 views per target demographic. For maximum value Tagline is proposing popular daytime programs such as Ellen, Dr. Phil, Dr. Oz and The View.

Printing – Brochure and Hand Outs

Tagline is proposing a \$1,500 fee for design and printing of leave behind materials promoting the LAE. Part of Dr. Kevin Leman’s network involves a number of churches located throughout the Southern Arizona region. Dr. Leman has been hired in the past as a speaker in various large churches surrounding the future site of the LAE. Given these relationships Dr. Leman will have access to talk about the opening of the LAE and discuss with credibility the attributes of LAE.

Radio Advertising

Radio advertising options that Tagline included in their proposal have a budget of \$1,500 and include KLOVE, a Christian based FM station with large family focused listenership in Southern Arizona, KNST, KVOI and KQHT, all talk radio stations with a loyal listenership and a strong reach into the Oro Valley and Marana markets.

Social Media – Web Based Advertising

Tagline is recommending online banner advertising targeted at zip codes surrounding the LAE. The online banner program will include key word ad placement and search word tracking to target our key demographic, mothers of school age children. The budget of \$3,800 will include a targeted Facebook, banner ad and key word program.

D. Timeline for Advertising and Promotion

The chart below outlines the narrative above by month, activity and responsible party.

**Leman Academy of Excellence
Timeline for Advertising & Promotion**

Month / Timeframe	Activity	Responsible Party
Winter 2014	<ul style="list-style-type: none"> • Conduct focus group conversations with parents in target population and Dr. Leman. 	LAE Board & Volunteers
Spring / Summer 2014	<ul style="list-style-type: none"> • Website development • Facebook Page development 	LAE Board Chairman, Joe Higgins & Staff
Fall 2016	<ul style="list-style-type: none"> • Letters sent to prospective feeder schools • Follow up calls and scheduling dates 	LAE Board & Staff
Winter 2016	<ul style="list-style-type: none"> • Dr. Leman begins speaking engagements at local preschools (Goal: 7 events scheduled) 	LAE Board & Staff
January 2017	<ul style="list-style-type: none"> • Radio advertising begins 	Tagline Media
February 2017	<ul style="list-style-type: none"> • First Direct Mail Piece Sent (advertises Open House with Dr. Leman) • Radio Advertising continues • Social Media web-based advertising begins 	Tagline Media Group
March 2017	<ul style="list-style-type: none"> • Radio advertising ends • Social Media web based advertising continues • First of two Open Houses <p>Enrollment Goal: 75</p>	Tagline Media Group
April 2017	<ul style="list-style-type: none"> • Second Direct Mail Piece Sent • Social Media web-based advertising campaign ends <p>Enrollment Goal: 175</p>	Tagline Media Group
May 2017	<ul style="list-style-type: none"> • Comcast Ads begin • Second Open House <p>Enrollment Goal: 275</p>	Tagline Media Group
June 2017	<ul style="list-style-type: none"> • Third Direct Mail Piece sent • Comcast ads continue <p>Enrollment Goal: 350</p>	Tagline Media Group
July 2017	<ul style="list-style-type: none"> • Comcast campaign ends <p>Enrollment Goal: 412</p>	Tagline Media Group

Resources

Leman Academy of Excellence recognizes an additional campus with the projected number of scholars will require the acquisition of a variety of resources prior to the receipt of any state payments. The following highlights the resources to be implemented prior to school opening and the source of the funding for them.

Existing Resources

As Leman Academy of Excellence consolidates its back office services for the campus services needed in the run up to the second campus opening such as Accounting, Information Technology, Payroll & Human Resources, Legal Services, SAIS, Insurance, and other Administration needs will be provided by the existing staff. This will continue beyond the initial campus start up and provide the organization natural benefits of efficiency to allow increased dollars to the classroom.

New Costs

The new costs associated with the new campus, such as; land acquisition, building construction, site improvements, fixtures, furnishings, and equipment are covered with the funds (debt) acquired for the site. A small additional amount, included within the funds, will cover such additional startup costs as utilities, phone and internet connectivity, student and office technology, initial lease cost for security and copiers, maintenance equipment, initial salary costs prior to state payments, and some supplies.

A significant amount of the supplies costs will be for the base curricular needs to establish the classrooms. LAE has established the following sources for those needs:

Shurley English
Sitton Spelling Practice
Informational Text
Journey's
Saxon Math

The two year use of the annual cycle of placing these curricular resources in the hands of teachers and scholars at the first campus has established the relationships with suppliers and the focus on just what is needed to put into the new classrooms. Again, these costs are allowed for in the new funding (debt).

Transportation & Food Services – LAE will not be providing students with these services.

A.2 End Notes:

ⁱ http://www.bestplaces.net/city/az/oro_valley

ⁱⁱ <http://www.orovalleyaz.gov/about-oro-valley>

ⁱⁱⁱ <http://www.orovalleychamber.com/category/newsletter/>

^{iv} <http://cms.amphi.com/media/CMSImport/ECA986E50DE84F1A901E5D7E598128CB>

^v <http://www.tucsonnewsnow.com/story/9383553/oro-valley-one-step-closer-to-arroyo-grande-plan>

^{vi} Why It Works: Shurley English. Retrieved from https://www.shurley.com/pdf/Why_It_WorksLRes.pdf

^{vii} The Latin Advantage. (2014). Retrieved from <http://www.arteslatinae.com/al/latadv.htm>

^{viii} Research – Houghton Mifflin Harcourt. Retrieved from

<http://www.hmhco.com/shop/education.../math/saxon-math/...saxon-math/research>

^{ix} Saxon Math Report Card 2010 HR - Scribd. Retrieved from

<https://www.scribd.com/doc/37810952/Saxon-Math-Report-Card-2010-HR>

^x Henderson, A. and Mapp, K. “A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement,” National Center for Family and Community Connections with Schools. 2002: Austin.