

***REVISED**
NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Bianca Ulibarri at (602) 364-3080. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 16th day of November, 2016.

By 

Andrea Leder

Assistant Director of Operations & Finance

ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, November 21, 2016
Regular Session
9:00 AM

1616 W. Adams, Suite 170
Phoenix, Arizona 85007

The Board's meeting room is located in the State Land Department building. Easy access to open parking behind the building on the east and west sides of 16th Avenue, south of Van Buren.

ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS

A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE CHARTER BOARD (WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC INSPECTION AT THE CHARTER BOARD'S OFFICE AT 1616 W. ADAMS, SUITE 170, PHOENIX, ARIZONA 85007 AND ONLINE AT <http://asbcs.az.gov>.

Monday, November 21, 2016

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Call to the Public

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

E. Arizona Charter Schools Association Update on the 2016 Charter Award winners – Eileen Sigmund, President and CEO

F. *Video Presentation – Governor Doug Ducey’s recent visit to Arizona Autism Charter School, Upper School Campus

G. Superintendent’s Report – Update on current events and/or activities of the Department of Education.

H. Executive Director’s Report – Introduction to the agenda items and discussion and possible action:

1. Status of charters with previous and/or on-going board actions: Founding Fathers Academies, Inc.; Hillcrest Academy, Inc.
2. Executive Director Search Update

I. State of Latino Arizona – Dr. Anabel Aportela, Director of Research, Arizona School Boards Association

J. Consent Agenda – All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.

1. Consideration to approve charter holder amendment requests for the following:
 - a. Leman Academy of Excellence, Inc. - Adding a New School
 - b. Phoenix Collegiate Academy Elementary, LLC - Procurement Laws & USFRCS Exceptions
 - c. Phoenix Collegiate Academy High, LLC - Procurement Laws & USFRCS Exceptions
 - d. The Odyssey Preparatory Academy, Inc. – Increasing Enrollment Cap

K. *Compliance Matters – Discussion and possible action.

1. The Board will receive information to determine whether evidence exists that the Charter Holders listed below are in breach of one or more provisions of their charter contract, federal, state, or local laws regarding their failure to meet the timeframes established for the timely submission of the annual financial audit in accordance with A.R.S. §15-183(E)(6).

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding of up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. §15-185(H).

First Year Late

- a. Ahwatukee Foothills Prep Early College High School, Inc.
- b. Camelback Education, Inc.
- c. Career Development, Inc.

- d. Desert Star Community School
- e. Florence Crittenton Services of Arizona, Inc.
- f. Franklin Phonetic Primary School, Inc. (Entity ID 4495)
- g. Franklin Phonetic Primary School, Inc. (Entity ID 92596)
- h. Global Renaissance Academy of Distinguished Education
- i. Graysmark Schools Corporation
- j. Imagine Elementary at Tempe, Inc.
- k. Imagine Middle at Surprise, Inc.
- l. Imagine Prep Surprise, Inc.
- m. Phoenix Advantage Charter School, Inc.
- n. PS Charter Schools, Inc.
- o. Southern Arizona Community Academy, Inc.

Second Consecutive Year Late

- p. Bradley Academy of Excellence, Inc.
- q. Flagstaff Montessori, L.L.C.
- r. Juniper Tree Academy
- s. StarShine Academy
- t. StrengthBuilding Partners

2. The Board will receive information to determine whether evidence exists that Life Skills Center of Arizona, Inc. is in breach of one or more provisions of its January 2015 settlement agreement, federal, state, or local laws regarding its failure to timely submit the fiscal year ending June 30, 2016 annual financial audit in accordance with A.R.S. §15-183(E)(6).

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law by withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. §15-185(H) and/or deciding whether to hold a hearing to determine if a breach of the January 2015 consent agreement has occurred and to revoke the charter contract.

L. *Discussion and possible action regarding complaints forwarded to members of the Board regarding Academy of Excellence.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this item.

M. Summary of Current Events, Future Meeting Dates and Items for Future Agendas – The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

N. Adjournment

**Arizona State Board for Charter Schools
On-going Board Actions as of November 7, 2016**

Withholding					
Charter Holder Name	Date of Board Action	Violation	Notes	Status of Corrective Action Plan	Date issue, if unresolved, will come back before the Board
		•			

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
Founding Fathers Academies, Inc.	12/9/13	<ul style="list-style-type: none"> • Designation as an F school for fiscal year 2013 • Failure to meet or demonstrate sufficient progress toward the Board’s academic expectations as set forth in the performance framework • Failed to provide evidence of a system to adopt, implement, evaluate, and revise curriculum aligned with Arizona College and Career Ready Standards • Failed to provide a systematic process for monitoring and recording the implementation of the standards in instruction • Failed to provide a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum • Failed to provide a comprehensive professional development plan that was aligned to teacher needs, provides for monitoring and follow-up strategies and 	Notice of Hearing and Notice of Intent to Revoke sent via certified mail to charter holder on December 24, 2013.	<p>On March 26-28 and May 16, 2014, an evidentiary hearing was held at OAH. On July 8, 2014, the ALJ issued her decision recommending that Founding Fathers’ charter be revoked.</p> <p>On July 15, 2014, the Board issued its Order, which adopted the ALJ’s recommended Findings of Fact, with one minor change, adopted the recommended Conclusions of Law, and revoked Founding Fathers’ charter.</p> <p>On August 1, 2014, Founding Fathers appealed the Board’s decision to the Superior Court, requesting that the Court reverse the Board’s decision to revoke Founding Fathers’ charter. Also on August 1, 2014, Founding Fathers filed a Motion for Stay of Agency Decision, which was granted by the Court. On November 14, 2014, Founding Fathers filed a Motion for Leave to Introduce Additional Testimony and Evidence, which was denied by the Court. The parties filed their Briefs; the Court heard oral</p>

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
		is supported by data and analysis.		<p>argument on July 15, 2015 and took the matter under advisement.</p> <p>On September 16, 2015, the Court entered its judgment affirming the Board's July 15, 2014 Order revoking Founding Fathers' charter. Founding Fathers filed a Motion for Continued Stay of Agency Decision in the Superior Court. On September 30, 2015, the Motion was denied; the Court advised Founding Fathers that if it wishes to stay the Board's ruling, it will have to ask the Arizona Court of Appeals to enter a stay.</p> <p>On October 7, 2015, Founding Fathers filed a Notice of Appeal and Motion for a Stay of the Board's decision. On October 26, 2015, the Board filed its Response in Opposition to the Motion. On November 13, 2015, the Court of Appeals granted Founding Fathers' motion and stayed the July 15, 2014 order of the Board.</p> <p>As of May 9, 2016, the matter has been fully briefed by the parties and is at issue. The Court is currently considering the Board's request to accelerate disposition of the matter. Founding Fathers has filed a request for oral argument.</p> <p>On June 6, 2016, the Court denied the Board's motion to accelerate, but directed that the appeal be scheduled for consideration on the first available date on the court's regular calendar. The Court also deferred a ruling on the Board's motion to strike to the panel that considers the appeal on the merits. On August 16, 2016, Founding Fathers was required to file a substitute brief containing references to the</p>

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
				<p>underlying record. The matter will be set for oral argument.</p> <p>On October 13, 2016, the Court of Appeals affirmed the superior court's judgment upholding the Charter Board's revocation decision and dissolved the stay effective 5:00 p.m. on October 24, 2016. At a special meeting held on October 18, 2016, the Charter Board stayed its revocation decision until 11:59 pm on December 23, 2016 to allow the charter school to close at the end of the semester.</p>
Hillcrest Academy, Inc.	9/12/16	<ul style="list-style-type: none"> • Failure to provide educational services to students • Receipt and failure to return State funds to which it was not entitled • Failure to retain student records as prescribed by the Arizona State Library, Archives and Public Records Division of the Arizona State Secretary of State's office 	Hearing before an OAH administrative law judge set for December 15, 2016.	The matter is set for a prehearing conference on November 14, 2016, and for revocation hearing on December 15, 2016.

Status of Board Requested Reports/Site Visits

Charter Holder Name	Date of Board Action	Board Request of School/Staff	Status of compliance with request

Other Matters

Charter Holder Name	Date of Board Action	Status

Failing Schools

Charter Holder Name	Date of Board Action	Terms	Status

Civil Penalties

Charter Holder Name	Date of Board Action	Violation	Amount of Civil Penalty	Date Appeal Timeframe Expires	Status

State of

Latino Arizona

Sparking a community conversation
about school funding

2016

Presentation to
Arizona State
Board for Charter
Schools

November 21, 2016

David R. Garcia

Associate Professor
Mary Lou Fulton Teachers College
Arizona State University

Anabel Aportela

Director of Research
Arizona School Boards Association
Arizona Association of School Business
Officials

With Robert Vagi and Larissa Gaias, Arizona State University

SoLA16 — State of Latino Arizona:

Partners



SoLA16: School Funding – Encouraging a community conversation

Identify major
education policy
direction(s)

How are Latino
students faring
under Arizona's
major education
policies?

Spark a
community
conversation

Topics



- School funding
- Bonds and overrides
- Public school tax credits
- Enrollment trends

Analysis

Divide Arizona school districts and charter schools into quartiles by percent Latino

0–24%

25–49%

50–74%

75–100%

Data

- Arizona Department of Education, Superintendent's Annual Report 2014, publicly available school finance data
- Arizona Department of Revenue (2004–2014)
- Publicly available election results compiled by Stifel (2004–2014)

School funding: A note on charter schools



- Did not report disaggregated charter school results
- Separating charter schools did not change any of the results by Latino quartile
- Do not want a charter vs. traditional public discussion to overshadow the major school funding trends

Policy implications: Equity

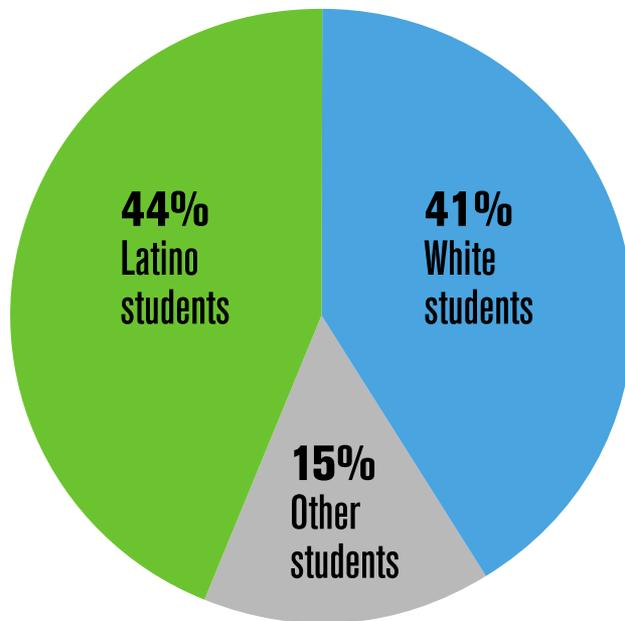
- High Latino-enrollment school districts and charter schools serve student populations with the most need
- State funding largely equalized; local funding most inequitable
- Trend toward less state funding and more local funding
- High-enrollment Latino school districts
 - Have lower property values relative to other school districts
 - Located in communities that pass bonds and overrides and raise taxes higher than other school districts with relatively less tax yield
- Public school tax credits inequitable
- Latino students under-represented in charter schools and in Arizona's most-acclaimed schools



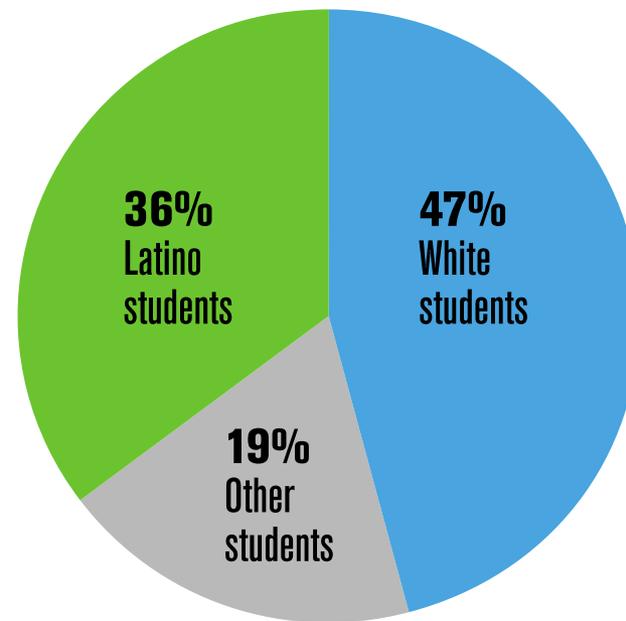
Charter schools: Latino representation

Latino students are under-represented in charter schools

Percent of Latino and White students in charter and district schools, 2014



Students in District Schools

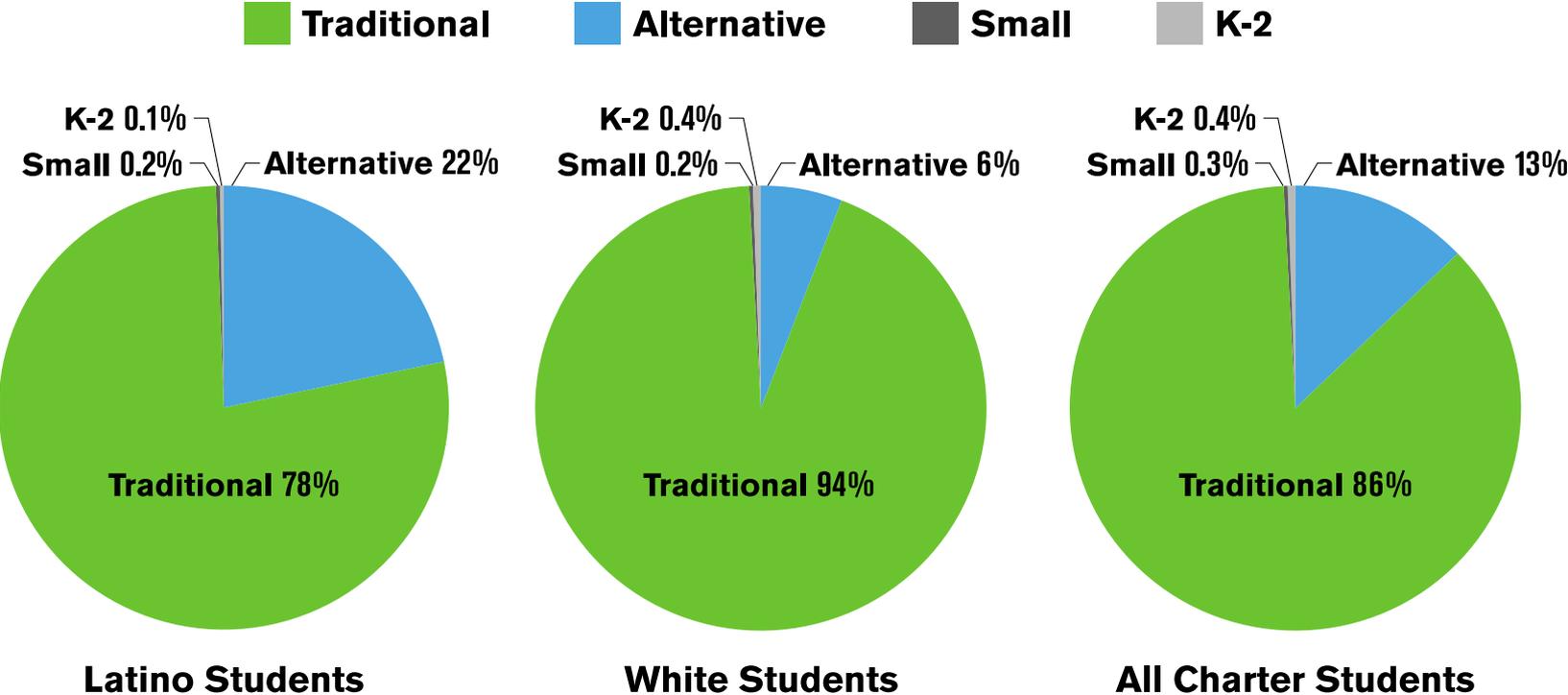


Students in Charter Schools

Charter schools: Latino enrollment

Latino students are over-represented in alternative charter schools

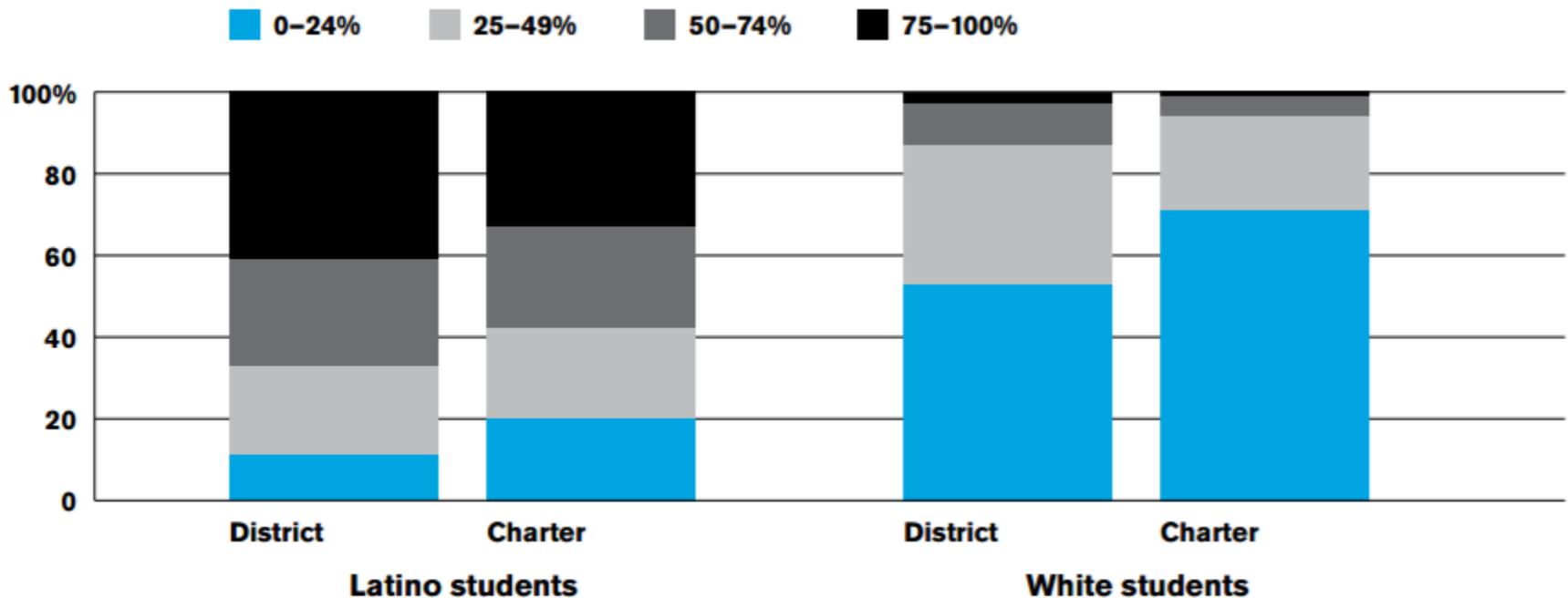
Percentage of Latino students by charter school type, 2014



Charter schools: Latino enrollment

Latino charter students attend less Latino-segregated schools

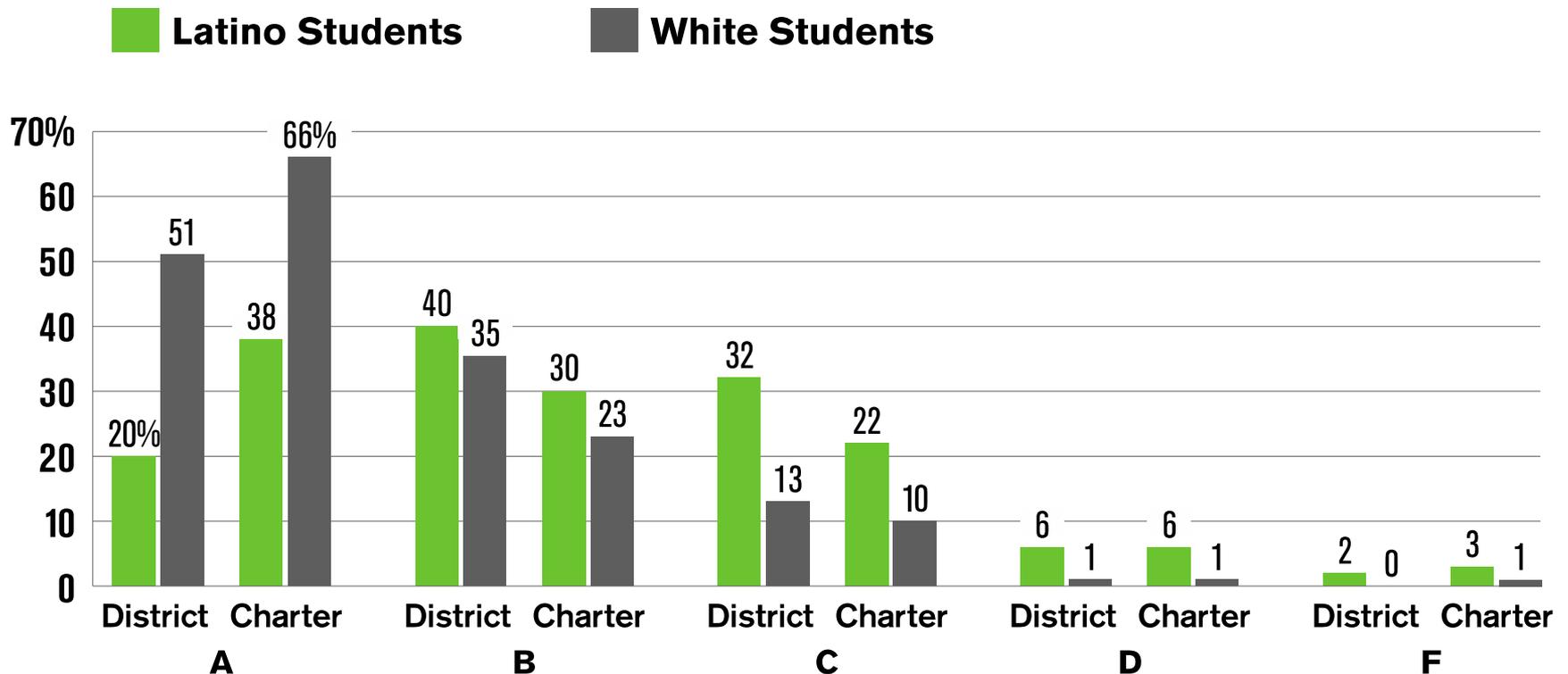
Distribution of Latino and white student enrollment by school type and Latino quartile



Charter schools: Latino enrollment by school performance

Latino students enrolled in charter schools are more likely than their district school peers to be in “A”-rated schools.

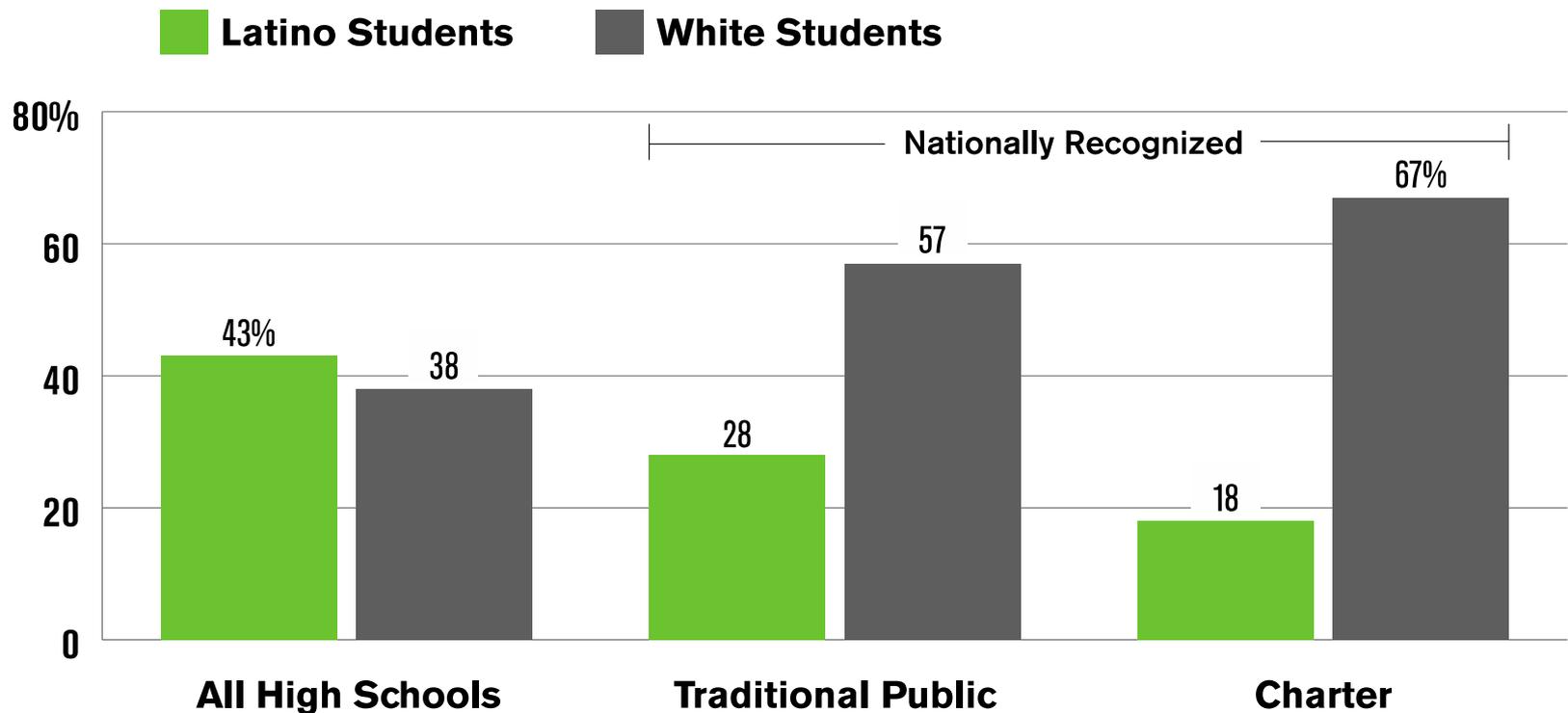
Percent of Latino versus White Students Enrolled in District and Charter Schools Grouped by Letter Grade



Latino enrollment in Arizona's acclaimed schools

Latino students under-represented in Arizona's most-acclaimed schools, particularly charter schools.

Average enrollment percentages for all high schools and U.S. News nationally recognized traditional public and charter high schools, 2015

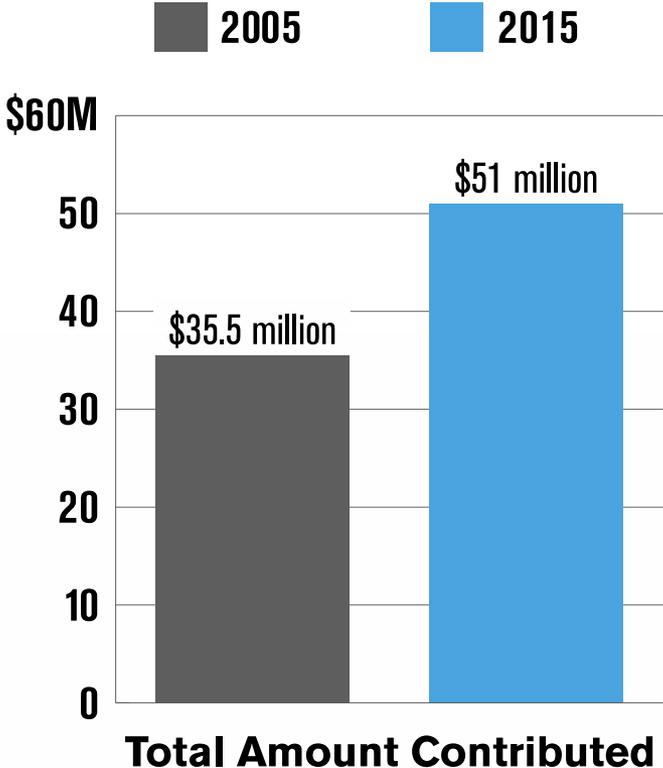
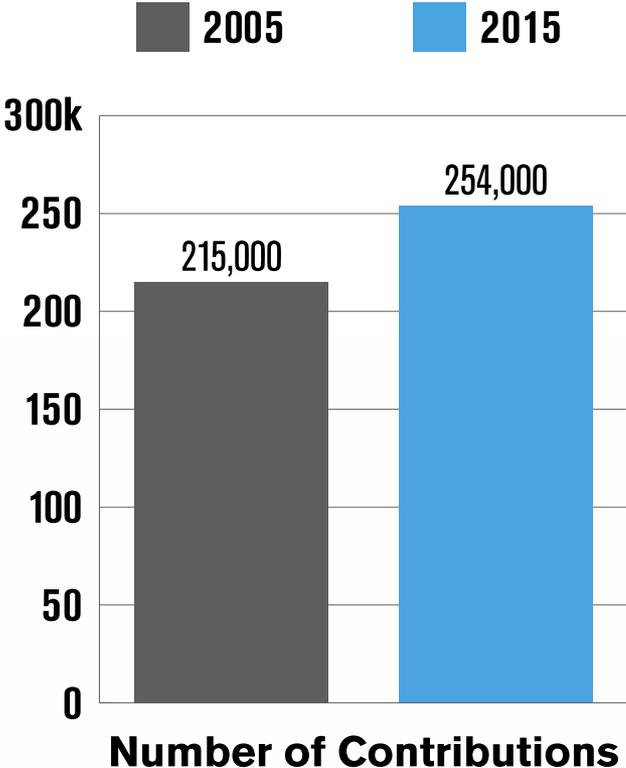




Public school tax credits: State totals

The number and total amount of tax credit contributions are growing.

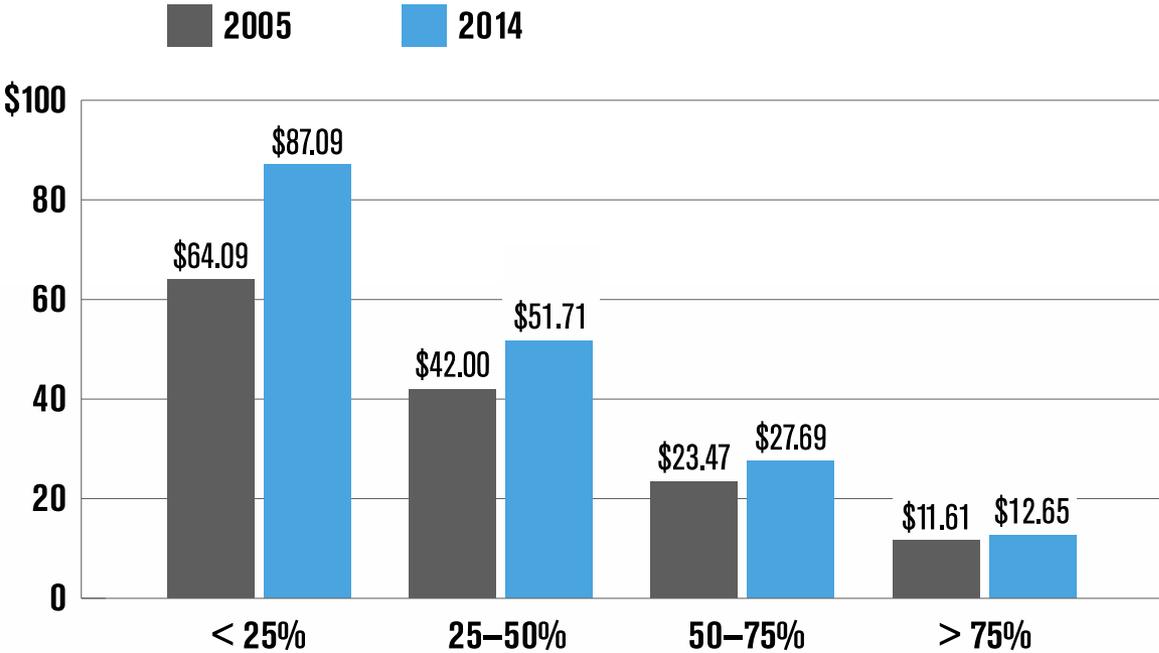
Public school tax credits, number of contributions and total amount contributed, 2005 and 2015



Public school tax credits: Contributions

High Latino-enrollment school districts receive less per pupil in public school tax credits

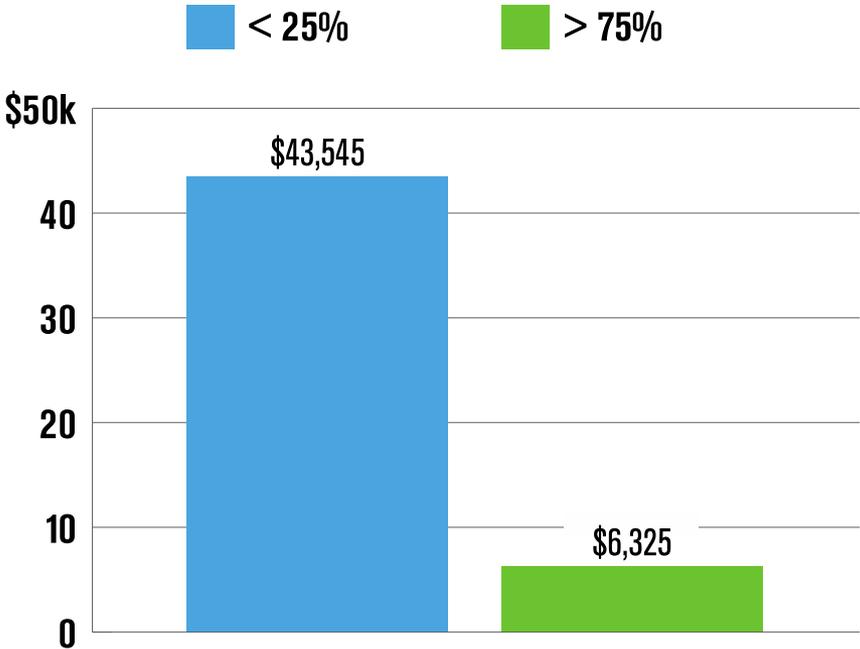
Average per-pupil tax credit contributions



Public school tax credits: Example

High Latino-enrollment schools have less resources for enrichment activities than their peer school districts

Estimated total tax credit donations for sample 500 student school, low and high Latino-enrollment



Policy implications: Equity

- High Latino-enrollment school districts and charter schools serve student populations with the most need
- State funding largely equalized; local funding most inequitable
- Trend toward less state funding and more local funding
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 - Have lower property values relative to other school districts
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- Public school tax credits inequitable
- Latino students under-represented in charter schools and in Arizona's most-acclaimed schools

SoLA16 — State of Latino Arizona:

School Funding

THANK YOU!

David Garcia

david.garcia@asu.edu

Anabel Aportela

aaportela@azsba.org

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	The governing board discussed the minutes of the July 6, 2016 board meeting. Motion Wendell Neal made the motion to approve the minutes of the previous meetings. Joseph Higgins seconded the motion. Motion passed unanimously
Agenda Item D: Proposed New Campus in the North Tucson area for the 2017-2018 School Year	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. Motion 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>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, 2010
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.

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
Elementary, LLC

CTDS:
07-82-67-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040
> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

Board Minutes —  [Download File](#)

Complete policy for procuring goods and services —  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Rachel Bennett- Yanof 10/25/2016



Phoenix Collegiate Academy Elementary will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

Phoenix Collegiate Academy Elementary shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Phoenix Collegiate Academy Elementary understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
Elementary, LLC

CTDS:
07-82-67-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040
> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Rachel Bennett- Yanof 10/25/2016



Phoenix Collegiate Academy Elementary will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Phoenix Collegiate Academy Elementary

Minutes

Board Meeting

Date and Time Thursday October 6, 2016 at 9:40 AM

Location 4445 S 12th St Phoenix, AZ 85040

Board Members Present J. Miller, M. Zimmerman (remote), T. Reveles

Board Members Absent

Non Voting Members Present A. Patel

Guests Present M. Koehler

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

M. Zimmerman called a meeting of the board of trustees of Phoenix Collegiate Academy Elementary to order on Thursday Oct 6, 2016 @ 9:51 AM at 4445 S 12th St Phoenix, AZ 85040.

C.Approve Minutes

M. Zimmerman made a motion to approve minutes. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

II. Governance

A.Procurement

M. Zimmerman made a motion to approve submission of procurement exemption. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

B.USFRCS

M. Zimmerman made a motion to approve of submission of USFRCS exemption. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

C.Instructional Days Ammendment

M. Zimmerman made a motion to Request to update the number of instructional days provided annually at Phoenix Collegiate Academy Elementary to match the Phoenix Collegiate Academy Elementary Calendar and the Arizona Department of Education - School Finance Calendar. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

D.Governing Member

M. Zimmerman made a motion to copy from other agenda. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

III. Closing Items

A.Adjourn Meeting

T. Reveles made a motion to adjourn the meeting. J. Miller seconded the motion. The board VOTED unanimously to approve the motion. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:56 AM.

Respectfully Submitted, T. Reveles

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
High, LLC

CTDS:
07-82-77-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040
> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

[Board Minutes](#) —  [Download File](#)

[Complete policy for procuring goods and services](#) —  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Rachel Bennett- Yanof 10/25/2016



Phoenix Collegiate Academy High will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

Phoenix Collegiate Academy High shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Phoenix Collegiate Academy High understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
High, LLC

CTDS:
07-82-77-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040
> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Rachel Bennett- Yanof 10/25/2016



Phoenix Collegiate Academy High will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Phoenix Collegiate Academy High

Minutes

Board Meeting

Date and Time Thursday October 6, 2016 at 9:35 AM

Location 4445 S 12th St Phoenix, AZ 85040

Board Members Present J. Miller, M. Zimmerman, T. Reveles

Board Members Absent None

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Miller called a meeting of the board of trustees of Phoenix Collegiate Academy High to order on Thursday Oct 6, 2016 @ 9:45 AM at 4445 S 12th St Phoenix, AZ 85040.

C. Approve Minutes

J. Miller made a motion to approve minutes. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

II. Governance

A. Procurement

J. Miller made a motion to request exemption from procurement law. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

B. USFRCS

M. Zimmerman made a motion to request exemption from USFRCS and in turn adopt an accounting policy consistent with the sample accounting policy provided by the ASBCS. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

C. Instructional Days Amendment

J. Miller made a motion to approve an update to the number of instructional days provided annually at Phoenix Collegiate Academy High from 181 to 184. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

D. Governing Member

J. Miller made a motion to conform ASBCS and ACC membership by removing Rachel Bennett-Yanof from ACC. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting

J. Miller made a motion to adjourn the meeting. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:51 AM.

Respectfully Submitted, J. Miller

Enrollment Cap Notification Request

Charterholder Info

Charter Holder

Name:
The Odyssey Preparatory
Academy, Inc.

CTDS:
07-85-61-000

Mailing Address:
6500 South Apache
Buckeye, AZ 85326
> [View detailed info](#)

Representative

Name:
Megan Olson

Phone Number:
602-663-2516

Downloads

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Enrollment Cap

From:
3000

To:
3800

Attachments

Board Minutes –  [Download File](#)

Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

Documentation that current facilities can accommodate requested capacity –  [Download File](#)

Narrative describing the staffing changes and recruiting efforts that will be made to reach capacity –  [Download File](#)

Additional Information

 [Download File – Eligibility Form.](#)

Signature

Charter Representative Signature
Megan Olson 10/10/2016

Board Minutes

The Odyssey Preparatory Academy

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of The Odyssey Preparatory Academy and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Mary Daniels at (602) 680-0967. Requests should be made as early as possible to allow time to arrange the accommodation.

Meeting Location: 1495 S. Verrado Way, Buckeye, AZ 85326

September 6th, 2016

Meeting Time: 10:00

Chairman: Megan Olson

Other Board Members: Mary Daniels, Holly Johnson, Kathryn Tracy and Tracey Fry

- I. Call to order- meeting called to order 10:01
- II. Roll call- Mary Daniels, Holly Johnson, Kathryn Tracey, Tracey Fry and Megan Olson telephonically
- III. Open issues
 - * Discussion Odyssey Institute as Skyview's home school of designation but other adding policies for other home school organizations – will add to agenda for next meeting on October 11.
- IV. New business
 - A. Possible dismissal/approval of scholars from Sienna Hills
 - Family withdrew
 - B. Review/approve cleaning bid for Apache campus – City Wide
 - Tracey motions to approve the cleaning bid from City Wide –Apache Campus
 - Fry seconds the motion
 - Unanimously approved

- C. Approve enrollment cap for the next 3 years to 3800 for all schools of The Odyssey Preparatory Family of Schools
- Daniels motions to approve enrollment cap for the next 3 years to 3800 for all Odyssey schools
 - Fry seconds to motions
 - Unanimously approved

V. Adjournment

- Meeting adjourned at 10:31

The Odyssey Preparatory Academy (TOPA), Inc., is seeking Board approval to increase the school's enrollment from 3000 scholars to 3800 scholars over the course of the next three years. All schools operated under the charter meet standards set by the Arizona State Board for Charter Schools as determined by the Arizona State Department of Education and are eligible to request an enrollment cap increase.

The charter holder currently operates three elementary schools, a junior high school and a high school in the West Valley. The increase in enrollment would be absorbed across all five schools and is being requested in order to accommodate the number of scholars on the waitlist for two of TOPA's West Valley elementary schools and allow for the third West Valley elementary school as well as the junior high and high schools to fill their facilities to capacity.

The chart below represents Odyssey's current enrollment as well as projected enrollment increases over the next three years.

	2016-2017	2017-2018	2018-2019	2019-2020
K-5	1688	1783	1783	1783
6 th grade	225	250	275	300
7 th grade	225	250	275	300
8 th grade	225	250	275	300
9 th grade	225	250	275	300
10 th grade	143	225	275	275
11 th grade	128	143	225	225
12 th grade	88	128	143	225
Totals	2947	3279	3526	3708

Since opening its first school in 2009, the organization has built its capacity to support quality and long-term academic success. At The Odyssey Preparatory Academy, Inc., scholars new to the schools due to increasing enrollment will benefit from an already well-developed curriculum, sound instruction and ongoing assessment practices. In spite of explosive growth since opening in 2009, all five schools have established, solid academic programs. The district has developed a seamless K-12 program in consideration of the fact that many scholars that start in one of the elementary schools continue to the junior high and high schools. With that in mind, the elementary academic program has been closely aligned to the International Baccalaureate (IB) Program offered at the junior high and high schools. Both schools are authorized by IB and have also received AdvancEd accreditation based upon a rigorous review of the academic program. The high school graduated its first class in 2016 with 100% of eligible scholars graduating and a high percentage of graduates matriculating to a college or university. TOPA schools maintain a high teacher retention rate and have been able to consistently hire highly qualified teachers due to its outstanding reputation in the West Valley.

Annually, the schools receive more teacher applicants than are needed. In preparation for the anticipated growth, Odyssey has established a solid administrative team at each school and throughout the district and does not foresee the need for additional administrative staff.

TOPA has built its capacity to support quality and long-term operational success. The Odyssey Preparatory Academy, Inc. has the capacity to support the quality and long-term operational success of the organization even with the increase in enrollment as requested. In both 2015 and 2016, the charter holder met the Board's operational performance expectations, including complying with its obligations to the Board. The charter holder owns five school sites with adequate school facility space to support the enrollment increase requested. TOPA schools have maintained re-enrollment rates in excess of 95%.

The organization has the ability to maintain its financial viability with the proposed growth. TOPA meets the Board's financial performance expectations, maintains a reserve fund, and has a strong scholar enrollment record, with more than 95% of scholars re-enrolling each year. This year Odyssey finished the final phase of the junior high/high school campus with the completion of a 56,000 square foot junior high building. The Odyssey Preparatory Academy, Inc. meets the Board's financial performance expectations for FY2014 and FY2015.



Arizona State Board for Charter Schools

Eligibility Form

Review the Academic Performance Eligibility instructions for the amendment or notification request being submitted; fill out the following information, sign at bottom, scan, and upload as described in the appropriate amendment or notification instructions.

Charter Holder Information	
Name of Charter Holder	The Odyssey Preparatory Academy, Inc.
Schools operated under charter requesting amendment/notification	The Odyssey Preparatory Academy The Odyssey Institute for Advanced and International Studies
Charter Representative name	Holly Johnson, Megan Olson
Target date of implementation	2017-2018
Amendment/Notification Request type(s)	Enrollment Cap Increase

Check box below to indicate completion of eligibility review by charter holder

I understand that to be eligible to apply for reduced submission requirements for the purposes of an amendment or notification request, the following criteria must be met by each school operated by the Charter Holder, as specified in the Academic Performance Eligibility and Consideration of Operational Compliance instructions. I have reviewed all relevant Academic Dashboards, and operational compliance, and found that these criteria have been met.

- Each school operated under the charter for which expansion is being requested is eligible to receive an overall rating and has an overall rating of "Meets" or "Exceeds" Standard in the most recent fiscal year that State assessment data is available, or
- The school operated under the charter for which expansion is specifically being requested has an overall rating of "Meets" or "Exceeds" Standards in the most recent fiscal year that State assessment data is available, and
- The Charter Holder requesting expansion is currently in compliance with all areas listed in the Consideration of Operational Compliance instructions.

Signature (Replace the [brackets] with the requested information before printing.)

I, [Charter Representative's Name], acting on behalf of [Charter Holder Entity], believe [Charter Holder Entity] meets the eligibility requirements for reduced submission requirements outlined above, and understand that Board staff will review the academic performance and operational compliance of the Charter Holder to confirm eligibility.

Signed: Holly Johnson Date: 9-9-16

AGENDA ITEM: Compliance Matters – Annual Financial Audits (Agenda Item K1)

Issue

The charter holders listed on the agenda failed to submit their fiscal year 2016 annual financial statement and compliance audits (“audit”), which were due to the Board on November 15, 2016.

General Background – Audits

[A.R.S. §15-183\(E\)\(6\)](#) and [A.R.S. §15-914](#) require charter schools to annually submit a financial audit and compliance questionnaire. For many of the Board’s charters, the audit is due 4-1/2 months after the end of the fiscal year – November 15th. In accordance with Arizona Administrative Code R7-5-503(F), a charter holder that fails to submit a complete audit reporting package by the audit deadline shall appear before the Board for possible disciplinary action.

Charters that expend over \$750,000 in federal funds are required to submit a single audit. The single audit and questionnaire for fiscal year ending June 30, 2016 are due March 31, 2017. Charters that fail to timely submit their single audits and questionnaires will be brought before the Board in April.

Background Information Specific to Charter Holders Listed on Agenda

For the fiscal year 2016 audit cycle, the Board expects to receive 411 audits – 329 financial statement audits and 82 single audits. As of the writing of this report, the Board has received 308 of the 329 financial statement audits, which were due by November 15, 2016, and 7 of the 82 single audits, which are due by March 31, 2017.

The charter holders that failed to timely submit their fiscal year 2016 audits are identified with agenda items K1 and K2. For agenda item K1, the charter holders have been grouped by the number of consecutive years they have failed to timely submit their audits.

Second Consecutive Year Late

The five charter holders listed under “Second Consecutive Year Late” failed to timely submit their audits for fiscal years 2015 and 2016. Please see the table below.

Charter Holder	Fiscal Year 2015 Audit
Bradley Academy of Excellence, Inc.	No Board action taken in April. Board approved withholding in May. Audit was received on May 19, 2016. No withholding occurred.
Flagstaff Montessori, L.L.C.	Board approved withholding in November. Audit was received on January 11, 2016. Funds withheld for 2 months.
Juniper Tree Academy	Audit received prior to November Board meeting. No Board action taken.
StarShine Academy	No Board action taken in April. Due to charter holder’s bankruptcy filing, Board was unable to withhold funds, but made a finding of noncompliance in May.
StrengthBuilding Partners	Board approved withholding in November. Audit was received on February 5, 2016. Funds withheld for 3 months.

Bankruptcy Filings

In February 2016, StarShine Academy filed for bankruptcy protection. In March 2016, Global Renaissance Academy for Distinguished Education filed for bankruptcy protection. The bankruptcy proceedings limit the actions the Board may take.

Board Options

Option 1: The Board may approve withholding 10% of the charter holders’ monthly state aid

apportionment. Staff recommends the following language for consideration: I move to find Global Renaissance Academy of Distinguished Education and StarShine Academy are in noncompliance with state law and their charter contracts for their failure to submit the fiscal year 2016 annual financial statement and compliance audit and acknowledge that had the bankruptcy filings not prevented it, the Board would withhold 10% of each charter holder's monthly state aid apportionment until the fiscal year 2016 audit is submitted to the Board.

Further, I move to find those remaining charter holders identified in item K1a through K1t are in noncompliance with state law and their charter contract for their failure to submit the annual financial statement and compliance audits and approve withholding 10% of each charter holder's monthly State aid apportionment until a complete fiscal year 2016 annual financial statement and compliance audit is submitted.

Option 2: The Board may decide to take no action at this time.

AGENDA ITEM: Compliance Matters – Annual Financial Audits (Agenda Item K2)

Issue

Life Skills Center of Arizona, Inc. has failed to timely submit its fiscal year 2016 annual financial audit and compliance questionnaire (“audit”) as required by A.R.S. §15-183(E)(6) and its January 2015 consent agreement with the Board.

General Background – Audits

[A.R.S. §15-183.E.6](#) and [A.R.S. §15-914](#) require charter schools to annually submit a financial audit and compliance questionnaire. The audit is due 4-1/2 months after the end of the fiscal year – November 15th.

Life Skills Center of Arizona, Inc.

As a result of the charter holder’s past failures to timely submit its annual audits, in January 2015, the Board approved a consent agreement with Life Skills Center of Arizona, Inc. (“Life Skills”). Under the Consent Agreement’s terms, Life Skills agreed to submit a complete fiscal year 2015 audit reporting package and all subsequent fiscal year audit reporting packages by the audit deadline. Pursuant to the consent agreement, if Life Skills fails to comply with the terms and conditions of the agreement, the Board may, on no less than 30 calendar days notice, hold a hearing at which time the Board will receive information to determine whether evidence exists that Life Skills failed to comply with the terms and conditions of the agreement. If the Board determines a breach of the agreement has occurred, the Board may revoke Life Skills charter and terminate its charter contract.

The information below reflects Life Skills’ audit history since the consent agreement has been in place:

Fiscal Year 2015 – On time

Fiscal Year 2016 – Late (Not Yet Received)

Board Options

Option 1: The Board may approve withholding 10% of the charter holder’s monthly state aid apportionment. Staff recommends the following language for consideration: I move to find Life Skills Center of Arizona, Inc. is in noncompliance with state law and its charter contract for its failure to submit the annual financial statement and compliance audit and approve withholding 10% of the charter holder’s monthly state aid apportionment until the fiscal year 2016 audit is submitted to the Board. Further, if a complete fiscal year 2016 audit has not been received by December 1, 2016, I direct staff to place Life Skills Center of Arizona, Inc. on the Board’s December 2016 agenda for the Board to consider whether to proceed to a hearing as allowed under the January 2015 consent agreement.

Option 2: The Board may vote to hold a hearing to determine if a breach of the settlement agreement has occurred. The following language is provided for consideration: I move, under the terms of the January 2015 consent agreement, that a hearing be held to determine whether evidence exists that Life Skills Center of Arizona, Inc. failed to comply with the terms and conditions of its January 2015 settlement agreement. Pursuant to the consent agreement, the hearing date shall be scheduled at least 30 days after the charter operator receive notice of today’s action.

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may decide to take no action at this time.