C.3. Personnel

a. Staffing Plan

Pensar Academy has intentionally devised a staffing plan that is viable and adequate for the successful implementation of our program of instruction. The staffing plan has been structured to fulfill instructional and non-instructional (operational) obligations as outlined below for Year 1 (Y1), Year 2 (Y2), and Year 3 (Y3).

Year 1 Staffing Plan

In Y1, Pensar Academy anticipates the enrollment of 150 students in grades 4, 5, and 6. The Instructional Personnel will consist of 9 full time employees (FTE) broken down into: 1 Director of Student Learning, 6 General Education Teachers, 1 Physical Education/Chess Teacher, and 1 General Education Assistant. Special Education case management and instruction will be serviced in Y1 through an inclusion model overseen by the Director of Student Learning. There will be a 1:25 teacher to student ratio in each general education classroom and the physical education/chess classroom. The Non-instructional (Operations) Personnel will consist of 2 FTE: 1 Director of Operations and 1 Office Manager. There will be a combined total of 11 FTE in Year 1. The overall staff to student ratio will be 1:13. *(See C.3.a. Visual 1: Staffing Overview for Year 1)*

C.3.a. Visual 1: Staffing Overview for Year 1

Instructional Personnel	FTE	Non-instructional Personnel	FTE
Director of Student Learning	1	Office Manager	1
General Education Teacher	6	Director of Operations	1
Physical Education/Chess Teacher	1		
General Education Assistant	1		
Total	9.0	Total	2.0

Instructional Personnel. In order to deliver the Program of Instruction outlined in A.3., the allocation of grade level staff will be 2 general education teachers for each grade level. One teacher will teach Language Arts, Leveled Reading, Social Studies PBL, and Life Skills. One teacher will teach Math, Math Foundations/Goal Tracking, Science, and Science PBL. The Physical Education/Chess Period will provide for the general education teacher prep. The students will transition at the half point of the instructional day. *(See below in C.3.a. Visual 2: Staffing by Grade Level)*

C.3.a. Visual 2: Staffing by Grade Level

	Number of Classrooms	Teachers per Classroom	Total Teachers	Number of Students per Classroom	Total Students
Grade 4	2	1	2	25	50
Grade 5	2	1	2	25	50
Grade 6	2	1	2	25	50
Totals*	6	-	6	-	150

* A Physical Education/Chess Teacher will provide services for grades 4th thru 6th.

The staffing plan is viable and adequate to provide the instructional services outlined in the Program of Instruction for all Pensar students in grades 4, 5, and 6 in Year 1. Each grade level will be divided into 2 cohorts, an A and a B group. Students will trade content teachers halfway through the day. In *C.3.a Visuals 3-5*, this staffing plan has been laid out below for each grade level to illustrate this staffing pattern in practice.

C.3.a. Visual 3: Y1 Grade 4 Staffing

4A Schedule	4A Schedule	4B Schedule	4B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Tracking/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-12:35	Physical Education/Chess (Teacher Prep)	12:05-1:05	English Language Arts
12:35-1:35	Math	1:05-1:35	Physical Education/Chess (Teacher Prep)
1:35-2:05	Goal Tracking/Math Foundations	1:35-2:35	Social Studies PBL
2:05-2:45	Science	2:35-3:05	Leveled Reading
2:45-3:35	Science PBL	3:05-3:35	Life Skills
	Teacher 1		
	Teacher 2		
	Teacher 7		

C.3.a. Visual 4: Y1 Grade 5 Staffing

5A Schedule	5A Schedule	5B Schedule	5B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Tracking/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-1:05	English Language Arts
1:05-1:45	Science	1:05-1:35	Leveled Reading
1:45-2:35	Science PBL	1:35-2:35	Social Studies PBL
2:35-3:05	Physical Education/Chess (Teacher Prep)	2:35-3:05	Life Skills
3:05-3:35	Goal Tracking/Math Foundations	3:05-3:35	Physical Education/Chess (Teacher Prep)
	Teacher 3		
	Teacher 4		
	Teacher 7		

C.3.a. Visual 5: Y1 Grade 6 Staffing

6A Schedule	6A Schedule	6B Schedule	68 Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-9:55	Goal Tracking/Math Foundations
9:55-10:55	Social Studies PBL	9:55-10:35	Science
10:55-11:25	Life Skills	10:35-11:25	Science PBL
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-12:35	Leveled Reading
1:05-1:35	Goal Tracking/Math Foundations	12:35-1:35	English Language Arts
1:35-2:05	Physical Education/Chess (Teacher Prep)	1:35-2:05	Life Skills
2:05-2:45	Science	2:05-2:35	Physical Education/Chess (Teacher Prep)
2:45-3:35	Science PBL	2:35-3:35	Social Studies PBL
	Teacher 5		
	Teacher 6		
	Teacher 7		

Although primarily considered Instructional staff, the General Education Assistant will handle both instructional and non-instructional duties as assigned by the Director of Student Learning and Director of Operations. Instructional duties will include instructional support to general education teachers in PBL, delivery of small group interventions, and student advisory mentoring. Non-instructional/operational duties will include lunch and breakfast duty. They will be overseen by the Director of Operations as their direct supervisor.

The Director of Student Learning will oversee the program of instruction including the instructional personnel's delivery of quality instruction within the classroom, including student assessment, teaching staff evaluations, and ongoing professional development. In Y1, the Director of Student Learning will handle the case management of Special Education students (including Special Education contracted services), as well as head the Child Find/Teacher Assistance Team (TAT) process. Special educational services will be delivered using an inclusion model.

Non-instructional Personnel: Pensar Academy will employ 2 FTEs: a Director of Operations and an Office Manager to manage day to day operations, along with the support of contracted services. The Office Manager will be responsible for receptionist duties (Answering phone, Greeting public, Scheduling meetings), updating attendance, and maintaining an inventory of supplies. The Director of Operations will oversee the Office Manager and manage contracted service providers for back office support, legal services, food services, auditing, and technology services (as described in the document B.3.2 Contracted Services) to ensure smooth, efficient operations that are in compliance.

Instructional and Operations Personnel. The Director of Operations and the Director of Student Learning will work collaboratively to oversee instructional and non-instructional/operations responsibilities. Whereas, the majority of the Director of Operations workload resides in non-instructonal/operations and a majority of the Director Student Learning resides in delivery of the Program of Instruction, both Directors will have duties that are operational and instructional. These duties are divided up as illustrated in *C.3.a. Visual 6: Division of Director Responsibilities*:

C.3.a Visual 6: Division of Responsibilities:

Director of Operations	Director of Student Learning
School Culture Promotion	School Culture Promotion
Governing Board Reporting: non-instructional, operational	Governing Board Reporting: academic, instructional
Student Recruitment: marketing, advertising, strategic planning	Oversee Program of Instruction and Academic Systems Plan A.5.
Campus Safety: emergency planning, student discipline, environmental Logistics	Curriculum Development/Implementation
Fundraising Management: grants, tax credits, donations, report management	Human Resources Management: hiring/firing
Human Resources Management: personnel issues, certifications, documentation, recruiting/hiring staff, fingerprint clearance	Assessment Management: maintain calendar, content, data
Community Members/Volunteers Supervision: clearance, recruitment	Special Education Service Provision: Individual Education Plans (IEP's), initial and re-evaluations, service. Ensure compliance with the Arizona Department of Education.
Community Relations Management: press releases, public statements, partnerships, parent/guardians.	Contracted Service Management: special Education services, curriculum services, professional development services.
Contracted Service Management: legal, financial, maintenance, food services, auditing, and technology.	Professional Development Management: Bulldog Boot Camp/Bulldog Re-Boot Camp, coaching, contracted service providers, half day trainings.
Financial Management: accounts payable/receivable, budget revenue and expenditures, auditing services.	English Language Development (ELD) Management: AZELLA testing, reports, data tracking.
Logistical Upkeep: school handbooks,	Employee Evaluation: general education

calendars, student schedules, SAIS, student enrollment data.	teachers, special education assistant, coordinator of special services, physical education/chess teacher.
Employee Evaluation: office manager, office aide, general education assistants.	Curriculum Development and Implementation: instruction, assessment.
Report Management: Arizona Department of Education, grantors	Compliance: Individual Disability Education Act (IDEA), 504 plans, Child Find.
Compliance: Arizona Department of Education	

Year 2 Staffing Plan

In Year 2, Pensar Academy anticipates the enrollment of 300 students in grades 4, 5, 6, and 7. The Instructional Personnel will have 22 Full Time Employees (FTE): 1 Director of Student Learning, 12 General Education Teachers, 6 General Education Assistants, 1 Special Education Assistant, 1 Physical Education/Chess Teacher, and 1 Coordinator of Special Services. (Special Education services and case management will be provided by the Coordinator for Special Services.) There will be a 1:25 teacher to student ratio in each general education classroom. In Physical Education/Chess, a General Education Assistant will be assigned to work with the teacher to ensure the 1:25 teacher to student ratio. The Non-instructional/Operations Personnel will have 2 FTE: 1 Director of Operations and 1 Office Manager. There will be a combined total of 24 full time employees in Year 2. The overall staff to student ratio will be 1:12. *(C.3.a. Visual 7: Staffing Overview for Year 2)*

C.3.a. Visual 7: Staffing Overview for Year 2

Instructional Personnel	FTE's*	Non-instructional Personnel	FTE's*
General Education Teacher	12	Office Manager	1
Physical Education Teacher	1	Director of Operations	1
General Education Assistant	6		
Special Education Assistant	1		
Coordinator of Special Services	1		
Director of Student Learning	1		
Total	22.0	Total	2.0

Instructional Personnel. In order to deliver our Program of Instruction outlined in A.3., we have outlined the grade level staffing needed for below *in C.3.a. Visual 8: Staffing by Grade Level*:

C.3.a. Visual 8: Staffing by Grade Level

	Number of Classrooms	Teachers per Classroom	Total Teachers	Number of Students per Classroom	Total Students
Grade 4	2	1	2	25	50
Grade 5	2	1	2	25	50
Grade 6	4	1	4	25	100
Grade 7	4	1	4	25	100
Totals	12*	1	12	25	300

* A Physical Education/Chess Teacher will provide services for grades 4th thru 7th. A Coordinator of Special Services will provide Special Education Services to students in grades 4th thru 7th.

This staffing pattern will deliver the necessary services contained in this charter application as illustrated in the following schedule for grades 4, 5, 6, and 7. Each grade level will be divided into cohorts. Grades 4 and 5 will have two apiece labeled A and B. Grades 6 and 7 will have 4 apiece labeled A, B, C, and D. Students will transition according to the schedule/staffing plan below: *(C.3.a. Visuals 9-12)*

C.3.a. Visual 9: Y2 Grade 4 Staffing

4A Schedule	4A Schedule	4B Schedule	4B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Tracking/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-1:05	English Language Arts
1:05-1:45	Science	1:05-1:35	Leveled Reading
1:45-2:35	Science PBL	1:35-2:35	Social Studies PBL
2:35-3:05	Goal Tracking/Math Foundations	2:35-3:05	Life Skills
3:05-3:35	Physical Education/Chess (Teacher Prep)	3:05-3:35	Physical Education/Chess (Teacher Prep)
	Teacher 13		
	Teacher 1		
	Teacher 2		

C.3.a. Visual 10: Y2 Grade 5 Staffing

5A Schedule	5A Schedule	5B Schedule	5B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Tracking/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-1:05	English Language Arts
1:05-1:45	Science	1:05-1:35	Leveled Reading
1:45-2:35	Science PBL	1:35-2:35	Social Studies PBL
2:35-3:05	Physical Education/Chess (Teacher Prep)	2:35-3:05	Physical Education/Chess (Teacher Prep)
3:05-3:35	Goal Tracking/Math Foundations	3:05-3:35	Life Skills
	Teacher 13		
	Teacher 3		
	Teacher 4		

C.3.a. Visual 11: Y2 Grade 6 Staffing

6A Schedule	6A Schedule	6B Schedule	6B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-8:55	Physical Education/Chess (Teacher Pr	8:25-8:55	Physical Education/Chess (Teacher Prep)
8:55-9:35	Science	8:55-9:25	Math
9:35-10:25	Science-PBL	9:25-10:25	Goal Tracking/Math Foundations
10:25-11:25	English Language Arts	10:25-11:05	Science
11:25-11:55	Leveled Reading	11:05-11:55	Science-PBL
11:55-12:35	Lunch	11:55-12:35	Lunch
12:35-1:35	Social Studies-PBL	12:25-1:05	English Language Arts
1:05-2:05	Life Skills	1:05-2:05	Leveled Reading
2:05-3:05	Math	2:05-3:05	Social Studies-PBL
3:05-3:35	Goal Tracking/Math Foundations	3:05-3:35	Life Skills
6C Schedule	6C Schedule	6D Schedule	6D Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-8:55	Life Skills	8:25-8:55	Leveled Reading
8:55-9:25	Physical Education/Chess (Teacher Pr	8:55-9:25	Physical Education/Chess (Teacher Prep)
9:25-10:25	Social Studies-PBL	9:25-10:25	English Language Arts
10:25-11:25	Math	10:25-11:25	Social Studies-PBL
11:25-11:55	Goal Tracking/Math Foundations	11:25-11:55	Life Skills
11:55-12:35	Lunch	11:55-12:35	Lunch
12:35-1:15	Science	12:25-1:05	Goal Tracking/Math Foundations
1:15-2:05	Science-PBL	1:05-2:05	Math
2:05-3:05	English Language Arts	2:05-2:45	Science
3:05-3:35	Leveled Reading	2:45-3:35	Science-PBL
	Teacher 13		
	Teacher 5		
	Teacher 6		
	Teacher 7		
	Teacher 8		

C.3.a. Visual 12: Y2 Grade 7 Staffing

7A Schedule	7A Schedule	7B Schedule	7B Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-9:55	Goal Tracking/Math Foundations
9:55-10:25	Goal Tracking/Math Foundations	9:55-10:25	Leveled Reading
10:25-10:55	Physical Education/Chess (Teacher Pr	10:25-10:55	Physical Education/Chess (Teacher Prep)
10:55-11:55	Math	10:55-11:55	English Language Arts
11:55-12:55	Science*	11:55-12:55	Social Studies-PBL
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Science-PBL	1:35-2:05	Life Skills
2:05-3:05	Social Studies-PBL	2:05-2:45	Science
3:05-3:35	Life Skills	2:45-3:35	Science-PBL
7C Schedule	7C Schedule	7D Schedule	7D Schedule
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:05	Science	8:25-9:25	Social Studies-PBL
9:05-9:55	Science-PBL	9:25-9:55	Life Skills
9:55-10:25	Physical Education/Chess (Teacher Pr	9:55-10:25	Physical Education/Chess (Teacher Prep)
10:25-11:25	Social Studies-PBL	10:25-11:05	Science
11:25-11:55	Life Skills	11:05-11:55	Science-PBL
11:55-12:55	English Language Arts	11:55-12:55	Math
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Leveled Reading	1:35-2:05	Goal Tracking/Math Foundations
2:05-3:05	Math	2:05-3:05	English Language Arts
3:05-3:35	Goal Tracking/Math Foundations	3:05-3:35	Leveled Reading
	Teacher 13		
	Teacher 9		
	Teacher 10		
	Teacher 11		
	Teacher 12		

The overall changes in the staffing plan from Year 1 to Year 2 are: 6 additional General Education FTE, 1 additional Coordinator of Special Services FTE, 1 additional Special Education Assistant FTE, 5 additional General Education Assistant FTE. In addition, the Special Education case management and instruction will be serviced from Y2 and on through an inclusion model overseen by the Coordinator of Special Services who reports to the Director of Student Learning.

<u>Year 3 Staffing Plan</u>

In Year 3, Pensar Academy anticipates the enrollment of 400 students in grades 4, 5, 6, 7, and 8. The Instructional Personnel will have 28 Full Time Employees (FTE): 1 Director of Student Learning, 16 General Education Teachers, 8 General Education Assistants, 1 Special Education Assistant, 1 Physical Education/Chess Teacher, and 1 Coordinator of Special Services. (Special Education services and case management will be provided by the Coordinator for Special Services.) There will be a 1:25 teacher to student ratio in each general education classroom. In Physical Education/Chess, a General Education Assistant will be assigned to work with the teacher to ensure the 1:25 teacher to student ratio. The Operations Personnel will have 3 FTE: 1 Director of Operations, 1 Office Manager, and 1 Office Aide. There will be a combined total of 31 FTE in Year 3. The overall staff to student ratio will be 1:12. *(C.3.a. Visual 13: Staffing Overview for Year 3)*

C.3.a. Visual 13: Staffing Overview for Year 3

Instructional Personnel	FTE's*	Non-instructional Personnel	FTE's*
Director of Student Learning	1	Director of Operations	1
General Education Teacher	16	Office Manager	1
Physical Education Teacher	1	Office Aide	1
General Education Assistant	8		
Special Education Assistant	1		
Coordinator of Special Services	1		
Total	28.0	Total	3.0

C.3.a. Visual 14: Staffing by Grade Level

	Number of Classrooms	Teachers per Classroom	Total Teachers	Number of Students per Classroom	Total Students
Grade 4	2	1	2	25	50
Grade 5	2	1	2	25	50
Grade 6	4	1	4	25	100
Grade 7	4	1	4	25	100
Grade 8	4	1	4	25	100
Totals	16*	1	16	25	400

* A Physical Education/Chess Teacher will provide services for grades 4th thru 8th. A Coordinator of Special Services will provide Special Education Services to students in grades 4th thru 8th.

This staffing pattern will deliver the necessary services contained in this charter application as illustrated in the following schedule for grades 4, 5, 6, 7, and 8. Each grade level will be divided into cohorts. Grades 4 and 5 will have two apiece labeled A and B. Grades 6, 7, and 8 will have 4 apiece labeled A, B, C, and D. Students will transition according to the schedule/staffing plan below: *(C.3.a. Visuals 15-19)*

C.3.a. Visual 15: Y3 Grade 4 Staffing

Schedule 4A	Schedule 4A	Schedule 4B	Schedule 4B
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Setting/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-1:05	English Language Arts
1:05-1:45	Science	1:05-1:35	Leveled Reading
1:45-2:35	Science PBL	1:35-2:35	Social Studies PBL
2:35-3:05	Goal Setting/Math Foundations	2:35-3:05	Life Skills
3:05-3:35	Physical Education/Chess (Teacher Prep)	3:05-3:35	Physical Education/Chess (Teacher Prep)
	Teacher 17		
	Teacher 1		
	Teacher 2		

C.3.a. Visual 16: Y3 Grade 5 Staffing

Schedule 5A	Schedule 5A	Schedule 5B	Schedule 5B
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-10:05	Science
9:55-10:55	Social Studies PBL	10:05-10:55	Science PBL
10:55-11:25	Life Skills	10:55-11:25	Goal Setting/Math Foundations
11:25-12:05	Lunch	11:25-12:05	Lunch
12:05-1:05	Math	12:05-1:05	English Language Arts
1:05-1:45	Science	1:05-1:35	Leveled Reading
1:45-2:35	Science PBL	1:35-2:35	Social Studies PBL
2:35-3:05	Physical Education/Chess (Teacher Prep)	2:35-3:05	Physical Education/Chess (Teacher Prep)
3:05-3:35	Goal Setting/Math Foundations	3:05-3:35	Life Skills
	Teacher 17		
	Teacher 3		
	Teacher 4		

C.3.a. Visual 17: Y3 Grade 6 Staffing

Schedule 6A	Schedule 6A	Schedule 6B	Schedule 6B
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-8:55	Physical Education/Chess (Teacher P	8:25-8:55	Physical Education/Chess (Teacher Prep
8:55-9:35	Science	8:55-9:25	Math
9:35-10:25	Science-PBL	9:25-10:25	Goal Setting/Math Foundations
10:25-11:25	English Language Arts	10:25-11:05	Science
11:25-11:55	Leveled Reading	11:05-11:55	Science-PBL
11:55-12:35	Lunch	11:55-12:35	Lunch
12:35-1:35	Social Studies-PBL	12:25-1:05	English Language Arts
1:05-2:05	Life Skills	1:05-2:05	Leveled Reading
2:05-3:05	Math	2:05-3:05	Social Studies-PBL
3:05-3:35	Goal Setting/Math Foundations	3:05-3:35	Life Skills
Schedule 6C	Schedule 6C	Schedule 6D	Schedule 6D
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-8:55	Life Skills	8:25-8:55	Leveled Reading
8:55-9:25	Physical Education/Chess (Teacher P	8:55-9:25	Physical Education/Chess (Teacher Prep
9:25-10:25	Social Studies-PBL	9:25-10:25	English Language Arts
10:25-11:25	Math	10:25-11:25	Social Studies-PBL
11:25-11:55	Goal Setting/Math Foundations	11:25-11:55	Life Skills
11:55-12:35	Lunch	11:55-12:35	Lunch
12:35-1:15	Science	12:25-1:05	Goal Setting/Math Foundations
1:15-2:05	Science-PBL	1:05-2:05	Math
2:05-3:05	English Language Arts	2:05-2:45	Science
3:05-3:35	Leveled Reading	2:45-3:35	Science-PBL
	Teacher 17		
	Teacher 5		
	Teacher 6		
	Teacher 7		
	Teacher 8		

C.3.a. Visual 18: Y3 Grade 7 Staffing

Schedule 7A	Schedule 7A	Schedule 7B	Schedule 7B
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Physical Education/Chess (Teacher Pr	9:25-9:55	Physical Education/Chess (Teacher Prep
9:55-10:25	Leveled Reading	9:55-10:25	Goal Setting/Math Foundations
10:25-10:55	Goal Setting/Math Foundations	10:25-10:55	Leveled Reading
10:55-11:55	Math	10:55-11:55	English Language Arts
11:55-12:55	Science*	11:55-12:55	Social Studies-PBL
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Science-PBL	1:35-2:05	Life Skills
2:05-3:05	Social Studies-PBL	2:05-2:45	Science
3:05-3:35	Life Skills	2:45-3:35	Science-PBL
Schedule 7C	Schedule 7C	Schedule 7D	Schedule 7D
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:05	Science	8:25-9:25	Social Studies-PBL
9:05-9:55	Science-PBL	9:25-9:55	Life Skills
9:55-10:55	Social Studies-PBL	9:55-10:55	Science
10:55-11:25	Physical Education/Chess (Teacher Pr	10:55-11:35	Physical Education/Chess (Teacher Prep
11:25-11:55	Life Skills	11:05-11:55	Science-PBL
11:55-12:55	English Language Arts	11:55-12:55	Math
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Leveled Reading	1:35-2:05	Goal Setting/Math Foundations
2:05-3:05	Math	2:05-3:05	English Language Arts
3:05-3:35	Goal Setting/Math Foundations	3:05-3:35	Leveled Reading
	Teacher 17		
	Teacher 9		
	Teacher 10		
	Teacher 11		
	Teacher 12		

C.3.a. Visual 19: Y3 Grade 8 Staffing

Schedule 8A	Schedule 8A	Schedule 8B	Schedule 8B
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:25	English Language Arts	8:25-9:25	Math
9:25-9:55	Leveled Reading	9:25-9:55	Goal Setting/Math Foundations
9:55-10:25	Goal Setting/Math Foundations	9:55-10:25	Leveled Reading
10:25-10:55	Physical Education/Chess (Teacher Pre	10:25-10:55	Physical Education/Chess (Teacher Prep)
10:55-11:55	Math	10:55-11:55	English Language Arts
11:55-12:55	Science*	11:55-12:55	Social Studies-PBL
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Science-PBL	1:35-2:05	Life Skills
2:05-3:05	Social Studies-PBL	2:05-2:45	Science
3:05-3:35	Life Skills	2:45-3:35	Science-PBL
Schedule 8C	Schedule 8C	Schedule 8D	Schedule 8D
7:30-8:00am	Breakfast	7:30-8:00am	Breakfast
8:00-8:20	Student Advisory	8:00-8:20	Student Advisory
8:20-8:25	Transition	8:20-8:25	Transition
8:25-9:05	Science	8:25-9:25	Social Studies-PBL
9:05-9:55	Science-PBL	9:25-9:55	Life Skills
9:55-10:25	Physical Education/Chess (Teacher Pre	9:55-10:25	Physical Education/Chess (Teacher Prep)
10:25-11:25	Social Studies-PBL	10:25-11:05	Science
11:25-11:55	Life Skills	11:05-11:55	Science-PBL
11:55-12:55	English Language Arts	11:55-12:55	Math
12:55-1:35	Lunch	12:55-1:35	Lunch
1:35-2:05	Leveled Reading	1:35-2:05	Goal Setting/Math Foundations
2:05-3:05	Math	2:05-3:05	English Language Arts
3:05-3:35	Goal Setting/Math Foundations	3:05-3:35	Leveled Reading
	Teacher 17		
	Teacher 13		
	Teacher 14		
	Teacher 15		
	Teacher 16		

The overall changes in the staffing plan from Year 2 to Year 3 are: 4 additional General Education FTE, 2 additional General Education Assistant FTE, and 1 Office Aide FTE.

b. Recruiting, Hiring, and Training of Staff

Recruiting of Staff

Pensar Academy has created a comprehensive recruiting plan which includes initial recruiting as well as future recruiting to reach a wide array of quality candidates. The job postings from Pensar Academy will explicitly outline the school's mission/vision, teaching duties and responsibilities, and schedule. Pensar Academy will actively seek out exemplary teachers who reside in the state of Arizona. The Directors will focus recruitment efforts to assemble a staff that is diverse: genders, cultural backgrounds, academic disciplines, and experience.

Beginning in February of 2016, the Director of Student Learning and the Director of Operations will begin to heavily recruit candidates. Pensar Academy plans to:

1. Utilize existing networks for a candidate pool. The Founders of Pensar Academy, Sandra Zupetz and Patricia Paddock, have taught and served as administrators a combined 20 years in the Phoenix area. Due to this

experience, both leaders have a strong network of high quality teacher/instructional candidates and non-instructional staff to rely upon for recruitment that they have worked with. The Founders have constructed a pool of viable teacher candidates to recruit based on teacher effectiveness, work habits, and alignment to vision/mission of Pensar.

2. Post positions using social media: Facebook, Twitter, and LinkedIn.
3. Post open positions on websites, such as: Arizona Charter School Association Board, LinkedIn, Arizona Department of Education.

Pensar Academy has the following recruiting assets:

1. The Professional Development that the staff at Pensar Academy will partake in will be relevant, current, and applicable to their development. Teachers will receive professional development in the science, art, and craft of educating students.
2. There are double prep periods built into the schedule to allow for teachers to adequately prepare and deliver high quality and organized instruction.
3. The teacher to student ratio and the staff to student ratio are intentionally small to support a culture of learning based on relationships. This means staff can be a part of the community and know every student on a campus and vice versa.
4. The program of instruction and vision/mission of Pensar Academy is clear and concise. That being said, there is still room for staff to have autonomy within their positions.
5. The salary and benefits will be above surrounding districts.
6. The content areas will be departmentalized making prep more efficient for teachers.
7. The teachers will be presented with the daily objectives and end of lesson assessments in a calendar. The delivery of the lesson will be open to teacher style. This allows teachers to spend time planning engaging lessons, rather than investing time in producing a pacing guide.
8. The program of instruction will be a blended learning model, which allows for teachers to instruct whole group, small group, and in collaborative groups.

Hiring of Staff

The hiring of the Director of Student Learning and the Director of Operations will be handled by the Governing Board. The Director of Operations will work collaboratively with the Director of Student Learning to hire applicants for the remaining positions.

Candidates for the position of General Education Teacher and Coordinator of Special Services must possess the following credentials:

- Baccalaureate Degree from an accredited academic institution.
- A current fingerprint card issued by the Department of Public safety. (Pursuant to A.R.S. 15-183.C.5) Pensar Academy will make every effort to hire new employees prior to May 15 for the following school year to allow for processing time for fingerprint card applicants to be cleared and acquire their cards prior to the Teacher Professional Development (Boot Camp) at the end of July.
- A complete and clear background check.
- Highly Qualified by the Arizona Department of Education.

- Structured English Immersion (SEI) endorsed through the Arizona Department of Education.

In addition to the credentials outlined above, candidates must:

- Shared beliefs/alignment to the Pensar Academy mission and vision.
- Be excited to teach in a blended learning model that integrates: project based learning, direct instruction, small group instruction, and online learning.
- Be excited to expand educational craft through openness to coaching, professional development training, and application of new concepts/feedback in their classrooms.
- Believe that the Arizona College and Career readiness standards are a floor not a ceiling to student achievement.
- Believe that every student can learn in their own way.
- Joyfully participate in a collaborative environment.
- Utilize data to drive decisions.
- Express passion in working collaboratively with students, parents, and members of the community.
- Construct effective and engaging lessons utilizing Backward Design.
- Adhere to pacing guide, which includes specific objectives to be covered daily.
- Possess a growth mindset for students and self.

Aside from the present Director of Student Learning and the Director of Operations, the future hiring of the Director of Student Learning and the Director of Operations will be handled by the Governing Board. The Director of Operations will work collaboratively with the Director of Student Learning to hire applicants for the remaining positions. In order to ensure that a candidate possesses these credentials, Pensar Academy has constructed a thorough hiring process, varied by position, outlined below:

Step 1: Résumé and cover letter.

Step 2: Written response to application questions.

Step 3: If non-local, phone/web-based interview. In-person interview and extension activities.

Step 5: Request to interact in a casual milieu (if possible).

Step 6: Second in-person interview (as needed).

Step 7: Reference check.

Résumé and Cover Letter. In each position outlined above, a résumé and cover letter are the initial steps in applying at Pensar Academy. A cover letter will allow the candidate to explain why he/she feels like a "good fit" for the position and provide further explanation of resume details. The resume will provide an outline for candidate experiences. A "good fit" at Pensar Academy is defined as a person who shares our mission/vision and possesses the necessary experience and training to be a contributing team member. When a candidate is identified as a "good fit", he/she will be asked to complete written responses to application questions.

Written Response to application questions. The candidate will complete a written response to application questions that reveal problem solving abilities aligned to the position, as well as "good fit" with the Pensar Academy culture. If the candidate's responses are identified as aligned to the mission and vision at Pensar Academy, that candidate can be invited for an in-person interview and extension activity.

In-Person Interview. The in-person interview will be an opportunity to assess the candidate in-time, live through either in person, phone, or online interviews. The candidates will receive standard questions tailored to their position to gauge whether they will be "good fits."

Extension activities: Varied by position, Pensar Academy will provide all potential candidates with standard simulation activities that are reflective of the position they are applying for:

- Future candidates for Director Positions at Pensar Academy will need to conduct 3 case studies/scenarios to be considered for a position. This process allows the Directors the opportunity to see the candidates as lesson facilitators and determine if they will be "good fits" at Pensar.
- All General Teacher candidates at Pensar Academy will need to deliver an in-person sample lesson to be considered for a position. This process allows the Directors the opportunity to see the candidates as lesson facilitators and determine if they will be "good fits" at Pensar.
- The Physical Education/Chess Teacher candidates at Pensar Academy will need to deliver an in-person sample lesson for Physical Education to be considered for a position. In addition, background questions for experience with chess and/or openness to learning will be asked. This process allows the Directors the opportunity to see the candidates as lesson facilitators and determine if they will be "good fits" at Pensar.
- All Coordinator of Special Services candidates at Pensar Academy will need to deliver an in-person sample lesson and a mock IEP meeting to be considered for a position. This process allows the Directors the opportunity to see the candidates as lesson facilitators and determine if they will be "good fits" at Pensar.
- All special and general education assistants at Pensar Academy will participate in 2 in-person simulation activities that reflect the areas of academic student assistance and student behavioral support. This process allows the Directors the opportunity to see the candidates within the demands of the job and determine if they will be "good fits" at Pensar.
- The Office Manager candidate at Pensar Academy will participate in 3 standard in-person scenarios. This process allows the Directors the opportunity to see the candidates within the demands of the job and determine if they will be a "good fit" at Pensar.

Request to interact in a casual milieu. Each of the steps outlined above have taken place in a controlled environment for the most part. If possible, candidates for all positions will be observed also in a less restrictive educational setting to assess whether he/she is a "good fit." This observation could be at an extra-curricular school function or meeting with teachers on their prep. This process will allow for Pensar Academy to gauge the

individuality of a candidate in a different setting to determine if they are consistent to the image portrayed in the interview process.

Second in-person interview (if needed). If Pensar Academy Directors or Governing Board have additional questions for the applicant, a second-interview can be implemented.

Reference check. Pensar Academy will complete professional reference checks on each potential candidate for hire. A minimum of 2 reference checks must be completed to extend an invitation to a candidate for hire.

Training of Staff

Teachers wear many hats within the classroom. They serve as scientists constantly disaggregating data and formulating hypotheses to maximize learning. They serve as Artisans who embed their own teaching style into engaging lessons that connect to the real world in interesting ways. They serve as craftsman using the latest technology and tools to get the most out of their professional work product. These are constantly evolving roles, as human thought is constantly in perpetual change. To support our teachers in the delivery of a highly effective curriculum, we seek to provide as the School Directors areas for professional development in all 3 areas of teaching as science, art, and craft.

Professional Development. The professional development schedule at Pensar Academy will be created by the School Directors and the Center for Student Achievement. PD will be delivered by the Director of Student Learning, Director of Operations, and the Center for Student Achievement (see A.5). Our PD cycles will be aligned to Pensar Academy's strategic plan, mission, and vision through analysis of current student achievement data, survey data, and teacher evaluation data. Student achievement data will consist of formalized benchmarks and unit tests. Survey data will include interest surveys and teacher reflections. The teacher evaluation data will reveal areas of need staff-wide.

Professional Development is scheduled for the entire teaching staff on predetermined days. There will be an instructional staff orientation (Bulldog Boot Camp) that spans 2 weeks prior to the start of the school year. There will be a Bulldog Re-Boot Camp immediately after winter break for our teaching staff to ground us and have time built in to analyze the successes and opportunities for growth as we enter the next semester of classes. In lieu of PD, a teacher may choose to count college classes or seminars as their PD time pending school leader approval. In certain circumstances which impact staff-wide school improvement, the school directors can approve conferences for staff to attend to teach to co-workers. Teachers will also attend Professional Development on data analysis approximately every 4 weeks, as outlined in section A.4 of this charter application.

Professional Development will reflect the instructional delivery outlined above in the following areas:

- Setting the culture at Pensar Academy
- Project Based Learning
- Data Driven Instruction
- Blended Learning

- Response to Intervention
- Student Advisories
- Staff Portals-Grades, Lesson Plans, Email
- Madeline Hunter's Lesson Plan Framework
- Professional Learning Communities
- Depth of Knowledge under Bloom's
- Universal Design for Learning
- Intervention Programs: SRA, Spalding
- Developing of Individual Growth Plans
- Cognitive Guided Instruction-Math
- Ruby Payne's Culture of Poverty
- Matrix Colors
- Operational protocols (Including: Schedules, Discipline plan, Record keeping.)

In addition to these trainings, the School Directors will provide support to the teaching staff through coaching in a variety of ways: walk-throughs with in-time coaching, goal tracking, lesson plan review, and formal observations with a rubric divided by the Science, Art, and Craft of teaching.

Walk-Throughs. During each walk through, a teacher will be given feedback through the teacher portal. At times, Professional Development will be embedded into the teaching day through "In-Time Coaching." A school director will coach teachers for immediate feedback during a lesson. For example, during a lesson on converting decimals to fractions, the coach could suggest the classroom teacher use a more concrete example to engage more students. In this classroom, a coach would be in the rear of the classroom writing suggestions on a whiteboard or live coaching with an in ear speaker.

Goal Tracking. Once a month, the School Directors will complete a group data dig with teachers on the assessments data to look for circular gaps. In addition, School Directors will also meet with individual teachers, as needed, to monitor progress toward teaching goals set at the beginning of the school year.

Lesson Plan Review. Lesson plans are kept in an online system that allows all stakeholders to view what content and artifacts of learning will be constructed each academic school day. At the end of each day, teachers are to update the Teacher Portal plans to include what was actually covered that day and reflect on hits and misses. The School Leaders will be able to communicate via electronic communication any thoughts they have for the teachers on a daily basis. Lesson Plans will be reviewed a minimum of once per week by a School Leader for all teachers.

Formal Observation: Aligned to our observation rubric, teachers will be given 2 formal observations each school year. The first observation will be a formative assessment, with School Director and Teacher selecting 3 areas for growth. The areas of growth will be analyzed on walk-through snapshots and added to the list of Professional

Development opportunities. We want to provide all our teachers with the opportunity to keep their saws sharp! The second observation will be a summative for the academic school year of the 3 areas identified as needs for growth.

c. Ensure Salaries and Employee Related Expenses

All salaries and employee related expenses are accounted for in the Start-up and Three-Year Operational Budgets and fully described in the Budget Assumptions. The compensation for employees of Pensar Academy is competitive and commensurate to the credentials and expertise each position entails. This is a crucial hiring asset to attract high quality staff.

Start-Up Employee Salaries:

Directors: Assumes a salary for the months of June and July 2016 in the amount of $6,000 for the Director of Student Learning and $6,000 for the Director of Operations for a total of $12,000. Also assumes an additional 10% in required employer contributions for a total of $600 for each Director.

Teachers (General Education and Physical Education/Chess): Assumes an in-service stipend of $1,875 (based on annual salary of $45,000) for 7 teachers (6 General Education Teachers and 1 Physical Education Teacher) to partake in a two week orientation (Bulldog Boot Camp) on curriculum planning, training, professional development, and school start-up processes. Also assumes an additional 10% in required employer contributions for a total of $187.50 per teacher.

Office Manager: Assumes an in-service stipend of $2,500 for one office manager for the month of July (based on an annual salary of $30,000) to participate in training, professional development, and school start-up processes. Also assumes an additional 10% in required employer contributions for a total of $2,750.

Curriculum Team Stipends: Assumes a total cost for staffing of $4500 for curriculum and assessment set-up plus an additional $450 for 10% employer contributions.

- Assumes an in-service stipend to develop the pacing guide by the Curriculum Team of 3 members at the rate of $187.50 per 8 hour work day for 5 days. The total cost assumed will be 937.50 per teacher for the week for a total of $2,812.50 plus 10% for Social Security, Medicare, and other employer contributions.
- Assumes an in-service to construct the Galileo assessments and capstone projects by the Curriculum Team of 3 members at the rate of $187.50 per 8 hour work day for 3 days. The total cost assumed will be 562.50 per teacher for the week and a total of $1,687.50 plus 10% for Social Security, Medicare, and other employer contributions.

Start-Up Employee Benefits/Insurance:

For the first three years of operation, Pensar Academy will not offer retirement or 401k options. This will be revisited in July of 2019. The Director of Student Learning and the Director of Operations will have insurance benefits from their previous employers through July 2016. The Office Manager will begin her health insurance the 1st day after the month of hire, which will be July of 2016. The general education teachers and educational assistants will not begin active insurance until August of 2016. Assumes

employer-paid employee health insurance coverage of $300/month for each of the full-time employees for the in-service month of July 2016. Therefore, office manager for one month of insurance is $300. Quotes are based on communication with Holmes Murphy Insurance.

Year 1 to Year 3 Employee Salaries

Director of Student Learning. The Director of Student Learning's salary will increase from $65,000 in Year 1 to $68,250 in Year 2 to $71,662.50 in Year 3. The School Directors' salaries intentionally fall below market rates due to campus size in the initial years of operation. As Pensar Academy continues to grow, the annual compensation will be adjusted to fall in line with highly performing charter school compensation nationwide. The School Directors long-term compensation plan will be designed and approved by the Governing Board. The School Directors will be non-voting, ex-officio members of the governing board and therefore will not vote on any decisions regarding their compensation.

Director of Operations. The Director of Operations salary will increase from $65,000 in Year 1 to $68,250 in Year 2 to $71,662.50. The School Directors' salaries intentionally fall below market rates due to campus size in the initial years of operation. As Pensar Academy continues to grow, the annual compensation will be adjusted to fall in line with highly performing charter school compensation nationwide. The School Directors long-term compensation plan will be designed and approved by the Governing Board. The School Directors will be non-voting, ex-officio members of the governing board and therefore will not vote on any decisions regarding their compensation.

Coordinator of Special Services. The Director of Student Learning will cover Special Education Services duties in Year 1. In Year 2, a full time Coordinator of Student Services will be hired to take over those duties. The Coordinator of Special Services will receive a salary of $45,000 in Year 2 to $47,250 in Year 3.

Office Manager. The Office Manager salary will increase from $30,000 in Year 1 to $30,900 in Year 2, to $31,827 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance.

Office Aide. The Office Aide's salary will be $15,000 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance. Up to a 3% increase may be applied annually based on available funds and job performance.

General Education Teacher. The General Education Teacher's average salary will increase from $45,000 in Year 1 to $46,125 in Year 2 to $47,432.81 in Year 3. Up to a 5% increase may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

Physical Education/Chess Teacher. In Year 1, the Physical Education/Chess Teacher will teach for Physical Education/Chess for half the school day and then provide support in the general education classrooms and on duties as needed for a salary in Year 1 of $31,750. In Year 2, the Physical Education/Chess Teacher will provide instruction in his/her content area for the entire school day as student numbers have doubled in Y2. The Physical Education/Chess Teacher will earn a salary of $45,000. The Physical Education/Chess Teacher will earn a salary of $47,250 in Year 3. Up to a 5% increase

may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

General and Special Education Assistant. The Education Assistant's salary will be $15,000 for his/her first year of service, with a 3% annual increase that may be applied annually based on the Education Assistant's job performance and available funds. In Y1, the General Education Assistant average salary will be $15,000 for the 1 FTE. In Y2, the averaged General Education Assistant salary would be $15,075 for the 6 FTE. In Y3, the averaged General Education Assistant salary would be $15,395 for the 8 FTE. In Y2, the Special Education Assistant is added at a salary of $15,000 with an anticipated 3% increase to $15,450 in Y3.

Curriculum Team. Assumes a total for Y1 of $6,000, for Y2 of $7,500, and of Y3 of $7,500 plus an annual 10% employer contribution of $600 (Y1) and $750 (Y2 and Y3) for pacing guides and assessments broken down below:

Out of Start-up funds for the preparation of the Y1 pacing guides, assumes a team of 3 teachers to devise a pacing guide under the guidance of the Director of Student Learning at a per diem of $187.50 x 5 eight hour days for a total of $2,812.50. Out of Y1 funds for the preparation of the Y2 pacing guides, assumes a team of 4 teachers to devise a pacing guide under the guidance of the Director of Student Learning at a per diem of $187.50 x 5 eight hour days for a total of $3750. Out of Y2 funds for the preparation of the Y3 pacing guides, assumes a team of 5 teachers to devise a pacing guide under the guidance of the Director of Student Learning at a per diem of $187.50 x 5 eight hour days for a total of $4,687.50. Out of Y3 funds for the preparation of the Y4 pacing guides, assumes a team of 5 teachers to devise a pacing guide under the guidance of the Director of Student Learning at a per diem of $187.50 x 5 eight hour days for a total of $4,687.50. (Assumes no additional cost for Y1 pacing guides outside of start-up salary for Director of Student Learning. Pacing guide construction is a job requirement embedded in Y1-3 annual salary.)

Out of Start-up funds for the preparation of the Y1 Galileo assessments/benchmarks, assumes a team of 3 teachers to devise Galileo assessments under the guidance of the Director of Student Learning at a per diem of $187.50 x 3 eight hour days for a total of $1,687.50. Out of Y1 funds for the preparation of the Y2 benchmarks, assumes a team of 4 teachers to devise Galileo assessments under the guidance of the Director of Student Learning at a per diem of $187.50 x 3 eight hour days for a total of $2,250. Out of Y2 funds for the preparation of the Y3 benchmarks, assumes a team of 5 teachers to devise Galileo assessments under the guidance of the Director of Student Learning at a per diem of $187.50 x 3 eight hour days for a total of $2,812.50. Out of Y3 funds for the preparation of the Y4 benchmarks, assumes a team of 5 teachers to devise Galileo assessments under the guidance of the Director of Student Learning at a per diem of $187.50 x 3 eight hour days for a total of $2,812.50. (Assumes no additional cost for Y1 benchmark construction outside of start-up salary for Director of Student Learning. Galileo benchmark construction is a job requirement embedded in Y1-3 annual salary.)

Year 1 to Year 3 Employee Benefits

Pensar Academy will pay required employer contributions including Social Security, Medicare, Unemployment, and Worker's Compensation, which are assumed to be 10% of each employee's total salary. Pensar Academy will offer a competitive benefits package that cannot be found in neighboring districts.

Employees who are classified as at least halftime are eligible for health, dental, and vision insurance. Pensar Academy will cover up to $300 of the cost for insurance for each employee that works at least halftime (.5 or more FTE). Halftime is defined as working at least 30 hours per week. Holmes Murphy Insurance brokerage firm quoted Pensar Academy this rate, which would cover at least 100% of the insurance costs for individual employees with the ability for employees to add additional coverage for dependents.

Pensar Academy not offer retirement contributions, such as a 403(b) retirement plan, during the first 3 years of operation.

Full time staff will receive all paid holidays and ten personal days, to encompass personal time and sick days, per year. Days may roll over year-to-year up to a maximum of 20 cumulative personal days for fulltime staff in any given year. Halftime staff will receive all paid holidays and 5 personal days, to encompass personal time and sick days, per year. Days may roll over year-to-year up to a maximum of 10 cumulative personal days for halftime staff in any given year. Employees may not "cash out" unused days, but may "donate" days to other staff.

During teacher absences, other teachers, administrators, or other qualified school employees or Pre-selected volunteers with fingerprint clearance cards will cover classes. Pensar Academy will also budget for substitute teachers when coverage within the school is not possible.

- This assumes that teaching staff in Y1 (7 FTE) will have a total of 70 days off, but likely only use 50% or 35 days. We assume current staff can cover half of them, leaving approximately 18 days with coverage needed. At a rate of $75/day, we have budgeted $1,350 for substitute teachers in Y1.
- This assumes that teaching staff in Y2 (13 FTE) will have a total of 130 days off, but likely only use 50% or 65. We assume current staff can cover half of them, leaving approximately 33 days with coverage needed. At a rate of $75/day, we have budgeted $2,475 for substitute teachers in Y2.
- This assumes that teaching staff in Y3 (17 FTE) will have a total of 170 days off, but likely only use 50% or 85 days. We assume current staff can cover half of them, leaving approximately 43 days with coverage needed. At a rate of $75/day, we have budgeted $3,225 for substitute teachers in Y3.
- Assumes that absences from the Director of Student Learning in Y1 and the Coordinator for Special Services in Y2 and Y3 will result in the cancellation of services for that day and the make-up of the instructional service time for Special Education students as mandated by IEP's to remain in compliance.