

APPENDIX B

Submitted Application

- 1. Title Page**
- 2. Educational Plan**
- 3. Operational Plan**
- 4. Business Plan**
- 5. Authorized Representative and Charter Principal Resumes**



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Cover Page

Applicant Agreement Information

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to, and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ('Board') within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Applicant Agreement Signature

Rachel Dubien 09/11/2019

Title Page

Applicant Name

Liberty Leadership Academy

Charter School Name

Liberty Leadership Academy

Authorized Representative

- Rachel Dubien
 - Email: [REDACTED]
- Mary Miller
 - Email: [REDACTED]
- Robin Kreutzberg
 - Email: [REDACTED]

Authorized Representative Mailing Address

1529 W Virginia Ave
Phoenix, AZ 85007

County

Maricopa

Day Time Phone

928-580-4975

Fax

(No response)

Form of Organization

Non Profit Corporation

Education Service Provider (ESP)

None. We do not intend to contract with or have a governance relationship with an education service provider.

Principal Background Information

Charter Principals

- Jeffrey Siereveld
 - Email: [REDACTED]
- Mary Miller
 - Email: [REDACTED]
- Chad Shilling
 - Email: [REDACTED]
- Renee Bermudez
 - Email: [REDACTED]
- Chandra Tenley
 - Email: [REDACTED]
- Robin Kreutzberg
 - Email: [REDACTED]

School Governing Body

- Liberty Leadership Academy (Charter Organization)
- Mary Miller (Community)
- Robin H Kreutzberg (Community)
- Chad Shilling (Community)
- Chandra Tenley (Community)
- Jeffrey Siereveld (Community)
- Renee Bermudez (Community)

Target Population

Mission Statement

Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.

Grades Served

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

Enrollment Cap

360

Grades Served Year 1

K-5

Projected Enrollment Cap Year 1

160

Grades Served Year 2

K-5

Projected Enrollment Cap Year 2

200

Grades Served Year 3

K-5

Projected Enrollment Cap Year 3

240

School Calendar

- Standard

Instructional Days

142.5

Target Start Date

08/05/2020

A. Educational Plan

A. Educational Plan

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

A.1. Educational Philosophy – [Download File](#)

A.2. Target Population – [Download File](#)

A.3. Program of Instruction – [Download File](#)

A.3.1. Mastery and Promotion – [Download File](#)

A.3.2. Course Offerings and Graduation Requirements[Download File](#) – A.3.2 Course Offerings and Graduation Requirements**A.4. School Calendar and Weekly Schedule**[Download File](#) – A.4 Revised School Calendar and Weekly Schedule**A.5. Academic Systems Plan**[Download File](#) – A.5 Revised Academic Systems Plan**A.6. Instructional Analysis**[Download File](#) – A.6 Revised K-2 Instructional Analysis[Download File](#) – A.6 Revised 3-5 Instructional Analysis[Download File](#) – A.6 Revised 6-8 Instructional Analysis

B. Operational Plan

B. Operational Plan

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

B.1. Applicant Entity[Download File](#) – B.1 Bylaws LLA[Download File](#) – B.1 Resolution for Intent to Apply - LLA[Download File](#) – B.1 Resolution for Intent to Borrow with Exhibit - LLA[Download File](#) – B.1 Annual Report - LLA[Download File](#) – B.1 Organizational Chart - LLA[Download File](#) – B.1 Restated Articles of Incorporation[Download File](#) – Resolution to appoint authorized representatives[Download File](#) – B.1 Applicant Entity**B.2. School Governing Body** – [Download File](#)**B.3. Management & Operation**[Download File](#) – B.3 Management & Operations**B.3.1. Education Service Providers**[Download File](#) – B.3.1. Education Service Providers**B.3.2. Contracted Services** – [Download File](#)

C. Business Plan

C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

C.1. Facilities Acquisition[Download File](#) – C.1 Revised Facilities Acquisition**C.2. Marketing and Student Enrollment** – [Download File](#)**C.3. Personnel** – [Download File](#)**C.4. Start Up Budget**[Download File](#) – C.4 Revised Start-Up Budget[Download File](#) – C.4 Revised Start-up Budget Assumptions**C.5. Three Year Operational Budget**[Download File](#) – C.5 Projected Revenue Calculator[Download File](#) – C.5 Three Year Operational Budget[Download File](#) – C.5 Revised Three-Year Operational Budget Assumptions

Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

Educational Plan

- **A.1 Educational Philosophy**
- **A.2 Target Population**
- **A.3 Program of Instruction**
 - **A.3.1 Mastery and Promotion**
 - **A.3.2 Course Offerings and Graduation Requirements**
- **A.4 School Calendar and Weekly Schedule**
- **A.5 Academic Systems Plan**
- **A.6 Instructional Analysis**

A.1

Educational Philosophy

A.1 Educational Philosophy

a) Overview of Philosophical Approach

Liberty Leadership Academy (hereinafter occasionally referred to as “LLA”) will provide students the resources to become innovators and leaders. Students will be challenged with a rigorous academic curriculum augmented by the benefits inherent in involvement with the performing arts. Liberty Leadership Academy’s Core Values, here listed, reinforce our mission statement and guide every student on a path to success.

- We become leaders through integrity in our actions and words.
- We nourish our curiosity with knowledge.
- We are determined to accomplish our goals.
- We embrace mistakes as an opportunity to learn.

The methods of instruction will vary to be appropriate for each standard being taught. Teachers will use both explicit and implicit methods to introduce topics and concepts, and then have students explore and discover skills within those topics and concepts. Teachers will use, and be trained in, methods to address each standard for each student including Collaboration, Modeling and Demonstration, and Inquiry Based Questioning.

Teaching methods that rely on a gradual release of responsibility, as with “I do, we do, you do” “Inquiry based learning” and “partner learning,” will be continually used at LLA. “I do, we do, you do” includes telling students what they need to know, in order to be able to do what they need to be able to do; it includes doing tasks together with students; and it includes students practicing, by themselves, what they have already been taught.¹ “Partner learning” can be summarized as a collaborative experience in which students learn from and with each other for individual purposes.² “Inquiry-based learning” has been described as “a learning and teaching method that prioritizes student questions, [student] ideas and [student] analyses.”³

All aspects of the educational process--exploration, performance, and assessment--will become learning opportunities. The teacher’s role in exploration will be to introduce materials or set up a situation but allow students to think or theorize about what’s going to happen. Teachers will then guide students into various performance tasks including dance, song, skits, presentation, and writing, to practice skills. Teachers will then use these and other formative and summative methods as forms of assessment to monitor student progress.

LLA will provide the resources to foster leadership and lifetime success and achievement. Leadership and aptitude for the performing arts will be noted and encouraged. Enhancing academics with arts, for all students, will produce opportunities even for those whose

¹ www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/; accessed on 8-23-18

² https://www.berkwood.org/apps/pages/index.jsp?uREC_ID=225490&type=d&pREC_ID=503149; accessed on 9-5-18

³ <https://www.prodigygame.com/blog/inquiry-based-learning-definition-benefits-strategies/>; accessed on 8-26-18

artistic abilities and/or leadership skills may be as yet undeveloped. Our chosen highly-effective teaching and learning strategies are rooted in research-based best practices. Using these strategies will give every student the ability to meet and exceed the standards. Liberty Leadership Academy aims to produce lifelong learners who are successful, not only in academics but also throughout their lives.

b) Elements Fundamental to Program of Instruction

Certain specific elements are fundamental to the program of instruction planned for Liberty Leadership Academy. The most important elements are: 1) the methods of instruction, as outlined above in A.1.a; 2) performing-arts enhancement; 3) small class sizes with a maximum 1:20 teacher-to-student ratio; and 4) collaborative learning.

Enhancing and reinforcing the rigorous academic curriculum with performing arts will be the seminal foundation of LLA's program of instruction. The performing arts work on the right side of the brain, while academics typically engage the left side of the brain;⁴ having both sides of the brain in use at the same time is normal, and encouraging this two-sided use results in masterful performances and expanded creative activity.⁵

Small class sizes will be important to LLA, as well. "The vast majority of research shows that students perform better in all subjects, at all levels, in smaller classes."⁶ The reasons are numerous, but include more one-on-one time for students and teachers, so instruction can be based on students' interests; students can't hide in a group of friends or at the back of the classroom, and thus it's easier to identify issues in learning; students are more engaged; and classrooms can be much less chaotic.⁷ LLA will have a maximum of 20 students in each classroom. Teachers will also be assisted by classroom aide(s) who will help students. Classroom aides will work with small groups or work one-on-one; or supervise independent work while the teacher focuses on the remaining students or on one-to-one instruction.

Collaborative learning, the fourth essential element to Liberty Leadership Academy's program of instruction, will be utilized to reach the needs of all students. All students, regardless of group, will have equal opportunity and high expectations to not only reach but also exceed standards. Students will learn in multiple groups throughout the school day, allowing different ability, age, and academic-skill-level students to work together to exceed standards. Each group member will have a specific job, ensuring collaboration.

c) Mission Statement

⁴ <http://brainmadesimple.com/left-and-right-hemispheres.html>; accessed 8-26-18

⁵ <https://www.quora.com/Is-it-advantageous-thinking-from-both-sides-of-the-brain-simultaneously>; accessed 8-26-18

⁶ <https://boredteachers.com/blogs/the-faculty-room/smaller-class-size-important-in-education>; accessed 8-29-18

⁷ <https://boredteachers.com/blogs/the-faculty-room/smaller-class-size-important-in-education>; accessed 8-29-18

The philosophical approach and the essential elements of the educational philosophy are mirrored in the school's mission statement, which expresses its valuation of these attributes as follows:

“Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.”

d) Alignment of Educational Philosophy with Mission Statement

The applicant team believes strongly in the effectiveness of an education rich in artistic training and opportunities for guided self-expression, and we also believe strongly in the importance of rigorous academics. LLA intends to evaluate and adopt research-tested curricula in core areas that align to the Arizona Standards and that have demonstrated positive results with the population we are serving. Our teachers will teach these curricula with integrity and focus, and when possible will enhance the instruction with elements of performing arts including, but not limited to dance, music, theater, and martial arts. We will also provide high-quality instruction in performing arts taught by highly qualified instructors with a passion for teaching children. Finally, we will infuse the school culture with a focus on age-appropriate leadership development to help our students grow to be productive, engaged, and humane citizens. Each of these three strands--rigorous academics, performing arts, and leadership development--will be implemented in parallel and will inform all of our decisions and actions.

Each component described above ties directly to the alignment of our Educational Philosophy to the Mission Statement directly: *“Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.”*

e) How the Rationale for Selected Approach Improves Achievement to the Target Population

LLA uses three tenets as the rationale for its approach to improving achievement in the target population: rigorous academics using research-tested curriculum, high-level performing arts instruction, and leadership development for all students. This approach offers diverse and complemented ways of learning, with the goal of improving achievement of the target population.

Rigorous Academics

The first tenet for our selected approach, using research-tested curriculum in LLA's program of instruction, will bring the opportunity of proven achievement to the Verde Valley, an area that has significantly lower grades and assessments than those at the state levels. Section A.2 Target Population has compared ratings for all students, including subgroups, and found scores are generally falling below state averages and at or tending toward the lower quartile. Similarly, of the 13 schools given letter grades, more than half of the grades are C's and D's.

LLA's use of proven curriculum, combined with performing arts enhancement, small class sizes, and collaborative learning, is directed toward providing the methods and opportunity for students to excel beyond the current state of assessments in the target population.

High-level Performing Arts Instruction

The second tenet for our selected approach, high-level performing arts instruction, has clearly been proven to enhance achievement in schools. The mutually-beneficial relationship between academics and the performing arts has been apparent for decades. Evidence abounds that academic success and leadership skills are improved by participation in performing arts. In comparison to schools that do not offer music programs, schools that do offer such programs have both higher attendance rates (93.3% vs. 84.9%) and higher graduation rates (90.2% vs. 72.9%).⁸ Students in schools with high-quality music programs score higher on standardized tests than those in schools with no music programs or with lower-quality music programs, up to a 22% differential in English and a 20% differential in math.⁹

LLA is committed to bringing the opportunity and benefits of high-quality performing arts training to its target market. Performing arts training is currently limited for the children of the Verde Valley area. As discussed in Section A.2 Target Population, performing arts programs in the Target Area district schools generally offer only once-a-week classes in visual arts, rhythm, and voice instruction for the younger grades. In the private sector, there are only two dance studios in Cottonwood (of which the larger of the two is run by Rachel Dubien) while the surrounding areas of Sedona, Clarkdale, Jerome, and Camp Verde do not have any formal performing arts training for children.

LLA will provide internationally-known curriculum and best teachers to the performing arts segment of the Program of Instruction, thereby offering this advantage to the students in the Verde Valley, with the goal of achieving higher success rates in school and in life experiences.

Leadership Development

The third tenet for our selected approach, leadership development through small group instruction and multiage collaborations, will augment proven curriculum and performing arts opportunities, as discussed in Section A.3 Program of Instruction, to provide students the benefits of more direct instruction, support, and the opportunities to develop the academic success and leadership skills that tie to the school's mission. Likewise, learned leadership skills--communication, social awareness, emotional management, self-awareness, and decision-making--will concurrently benefit academic and performing arts programs.

⁸ "Harris Poll Links Music Education to Advanced Studies and Higher Incomes," interactive poll of high school principals, 2006, <https://nafme.org/advocacy/advocacy-resources/harris-poll-links-music-education-to-advanced-studies-and-higher-incomes>, cited in "Benefits," above.

⁹ "Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Test Results," Christopher M. Johnson and Jenny E. Memmott, Journal of Research in Music Education, 2006, cited in "Benefits," above.

Liberty Leadership Academy will seek to develop leadership in its students with opportunities for all students to use the skills that make leaders. Recent opinion is that leaders actually do use skills that can be taught, among them setting direction, creating alignment, and creating engagement.¹⁰ Liberty Leadership Academy will create and provide opportunities for each student to learn about, and then practice, these three skills and other leadership-forming skills, because leadership skills are best learned through experiential practice.¹¹ As a classroom example, in a new unit on a topic, the teacher could ask the students to form small groups, and task each group to discuss what direction the investigation should take next; when that discussion is complete, the teacher could assign one person from each group to speak on behalf of their group's direction, discussion, and decision; when that discussion is complete, the teacher could assign another person from each group to encourage enthusiasm within their small group for the chosen direction.

Further research brings together the performing arts and its complement not only to academic success, but to leadership and lifelong success. An article from 2013 lists six ways the performing arts provide a strong life foundation: the arts don't focus on right and wrong, the arts are inherently creative, the arts emphasize practice over time, the arts focus on feedback and critique, the arts provide moments of success, and the arts help develop coping mechanisms for handling stress.¹² A different list of advantages showed up in a 2016 list of reasons why children should participate in the performing arts. Among the reasons: children learn discipline, their confidence increases, they learn how to think creatively, they learn to collaborate with others, and not least at all, it enhances their college applications.¹³ Still other articles have pointed out collaboration, goal setting under time restraints, planning and prioritizing results, developing critical-thinking skills, forming empathy skills, and even developing civic awareness and engagement, as advantages.¹⁴

The research and experience is clear: proven academic curriculum, high-quality performing arts training, and leadership development contribute to academic success, leadership, and life skills. Liberty Leadership Academy, through this combined approach, will offer this new opportunity to all students in the Verde Valley. LLA understands the importance of the arts in achieving academic and leadership success, and will fill that gap for students living in a community with limited opportunities.

f) Mission Statement on Target Population is consistent with the narrative

Our mission statement on the Target Population Page is consistent with the narrative above.

¹⁰ <https://www.entrepreneur.com/article/305823>, accessed 9-9-18

¹¹ <https://www.td.org/insights/leadership-cant-be-taught-but-it-can-be-learned>, accessed 9-9-18

¹² https://www.washingtonpost.com/news/answer-sheet/wp/2013/08/23/six-ways-the-arts=help-prepare-kids-succeed-in-life/?noredirect+on&utm_term=.e7a83978a452, accessed 9-11-18

¹³ <https://internationalschoolmn.com/news-blog/blog/5-reasons-for-your-child-to-get-involved-in-performing-arts>, accessed 9-11-18

¹⁴ <https://www.nfhs.org/articles/performing-arts-students-develop-skills-needed-for-life-and-work/>; accessed 9-11-18

A.2

Target Population

A.2 Target Population

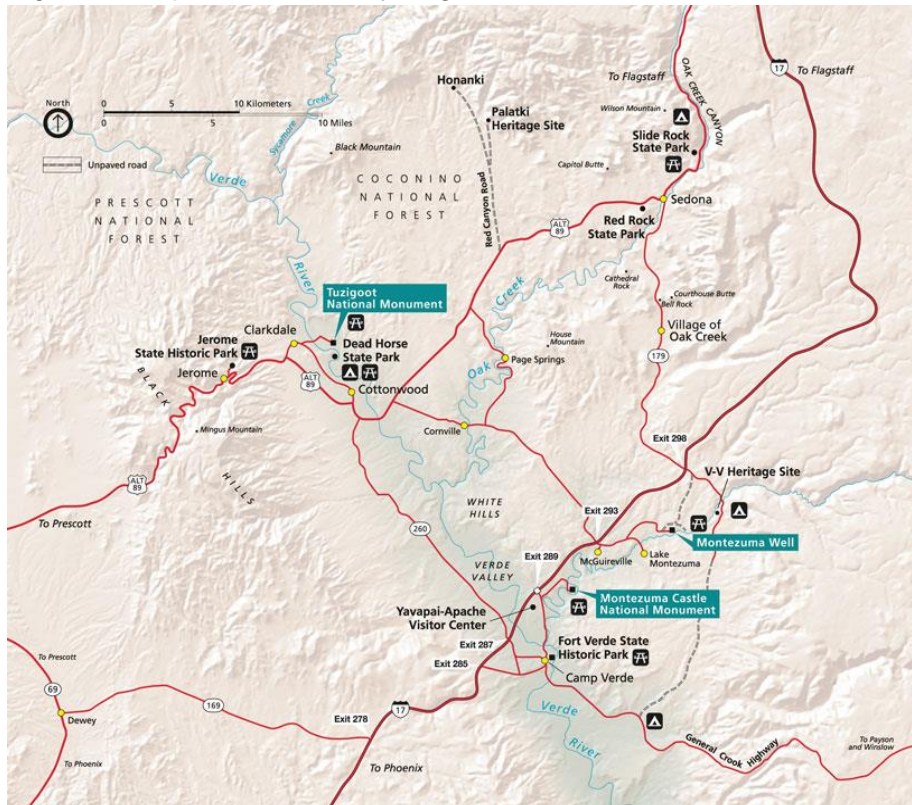
a) Students and Community to be served

General Information

Liberty Leadership Academy will serve a beginning student population of K-5 children in the Cottonwood area of the larger Verde Valley region of Yavapai County, with grades 6-8 opening in future years. The school will draw students primarily from the towns/zip codes of Cottonwood/86326, Camp Verde/86322, Jerome/86325, Clarkdale/86324, Cornville/86325, Sedona/86336 and 86351, and Rimrock/86335. Together, these towns cover an area of 714 square miles and contain an overall population of approximately 72,431 as of 2017.¹ These towns also make up Arizona Legislative District 6, represented by Senator Sylvia Allen and Representatives Bob Thorpe and Walter Blackman; and Congressional District 4, represented by Congressman Paul Gosar.

A map of the Verde Valley target area is shown below as Figure 1. It includes the communities named above, both incorporated cities and unincorporated areas.

Figure 1: Map of Verde Valley target area



The Target Area contains nineteen existing schools within a 25-mile drive to Cottonwood, as shown below in Figure 2.

¹ <http://www.cottonwoodchamberaz.org/economic-development>; accessed on 3-19-18.

Figure 2: Existing Schools²

School name	Zip Code	Type	City	Miles from Cottonwood ³	Classes	Grade	Enrollment
Dr Daniel Bright	86326	district	Cottonwood	0	K-5	NR	409
American Heritage Academy	86326	charter	Cottonwood	0	K-5	D	131
Cottonwood Education Services	86326	district	Cottonwood	0	K-5	D	421
Mountain View Preparatory	86326	district	Cottonwood	0	K-5	B	327
Verde Valley Christian Academy	86326	private	Cottonwood	0	K-5	NR	129
Verde Valley Montessori School	86326	charter	Cottonwood	0	K-5	C	62
Verde Valley SDA Church	86326	private	Cottonwood	0	3-5	NR	13
St. Joseph's Catholic School	86326	private	Cottonwood	0	K-5	NR	98
Clarkdale-Jerome School	86324	district	Clarkdale	3.8	K-5	A	278
Oak Creek Elementary School	86325	district	Cornville	7.7	K-5	C	163
Desert Star Community School	86325	charter	Cornville	7.7	K-5	B	123
Total under 10 miles							2154
Montessori Children's House	86322	charter	Camp Verde	16.5	K-5	NR	13
Camp Verde Elementary School	86322	district	Camp Verde	16.5	K-5	C	612
American Heritage Academy	86322	charter	Camp Verde	16.5	K-5	B	114
Camp Verde United Christian	86322	private	Camp Verde	16.5	K-5	NR	51
West Sedona Elementary School	86336	district	Sedona	18.6	K-5	C	254
Sedona Charter School	86336	charter	Sedona	18.6	K-5	B	119
Beaver Creek School	86335	district	Rimrock	21.2	K-5	D	180
Big Park Community	86351	district	Sedona	21.4	K-5	A	194
Total 10 to 25 miles							1537
Home Schooled							520
Total target student population							4211

Population Growth and the Need for Improved Educational Choice

² Entire table except mileage figures: <https://www.greatschools.org/arizona/cottonwood/>; accessed on 2-21-19

³ Mileage figures: <https://www.mapquest.com/>; accessed on 2-21-19

Figure 3 shows the population growth in the Verde Valley target area since 1990. The City of Cottonwood is emphasized because it is where Liberty Leadership Academy will be located and from where it is likely to draw most of its students.

Figure 3: Growth in the Target Area⁴

Community	1990 Population	2000 Population	2017 Population
Incorporated Communities			
Cottonwood	5,918	9,170	12,953
Clarkdale	2,144	3,422	4,623
Camp Verde	6,243	9,451	12,303
Jerome	403	329	500
Sedona	7,720	10,192	11,369
Subtotal	22,428	35,573	41,748
Unincorporated Communities			
Verde Village	7,037	10,610	14,452
Village of Oak Creek	3,024	5,245	7,149
Cornville	2,089	3,335	4,510
Lake Montezuma	1,841	3,344	4,572
Sub Total	13,991	22,534	30,683
Verde Valley Total	36,419	55,107	72,431

⁴ Chart

<http://www.cottonwoodchamberaz.org/about-the-verde-valley>; accessed on 5-9-18

Yavapai County	107,714	167,517	229,109
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According to the 2010 U.S. Census, Yavapai County (within which the Verde Valley target population is located) comprised 211,033 people, divided into 90,903 households and 57,597 families. The racial makeup of the county was 89.3% white, 1.7% American Indian, 0.8% Asian, 0.6% black/African American, 0.1% Pacific Islander, 4.9% from other races, and 2.5% from two or more races.⁵

By 2017, the population had grown to 229,109, an 8.5% increase, with an economic development projection of 244,070 by 2022. Race and ethnicity in 2017 remained primarily white at 84.7%, with an Hispanic growth to 12.8%, and the growth of all other ethnic groups below 2.5%.⁶

The median household income in the Verde Valley is \$45,756 with 31,748 households. That rate represents a 28% increase from 2000; the increase is expected to continue to 33,359 households by 2022, another 5% increase.

Educational attainment numbers for the Verde Valley, for Arizona, and for the United States as a whole are shown below, as Figure 4.

Figure 4: Educational Attainment Comparison⁷

Population with:	Some college	College degrees
Verde Valley	28.0%	27.6%
Arizona	25.3%	28.5%
United States	58.9%	32.5%

These numbers suggest that, because both the Verde Valley and the Arizona percentages are below the national average, parents in the Verde Valley area would appreciate the greater opportunities for learning and for a quality post-secondary education that an increase in school choice in the geographic area might bring.

Target Area Economic Development and the Need for Improved Educational Choice

The Verde Valley community itself differs from a larger metropolitan area in that there are several rural communities which make up its population. Cottonwood is the largest of the small towns and cities in the area and the city in which Liberty Leadership Academy will be

⁵ https://en.wikipedia.org/wiki/Yavapai_County,_Arizona ; accessed on 3-5-18

⁶ <https://cms.azed.gov/home/GetDocumentFile?id=5890e0bfaadebe05c0974e55>; accessed on 3-5-18

⁷ http://www.vvreo.com/wp-content/uploads/2015/07/Print-Ready_FINAL_Verde-Valley-Economic-Development-Plan.pdf p.12; accessed 8-21-18

located. Cottonwood is a relatively small community (population of 13,000), but has also become the hub for surrounding smaller communities and a substantial tourist location within the past few years. Its growth has been, and continues to be, increasing as a result of an aggressive economic development plan put in place by the City of Cottonwood Chamber of Commerce and the Verde Valley Regional Economic Organization as a result of a Development Strategic Plan completed in 2018. A summary from the study concludes: “The Verde Valley has come together to shape a comprehensive economic development strategy that will define its future success. The outcome of this plan is intended to diversify the economy, increase wealth, attract a younger workforce and enhance the Verde Valley Valley’s quality of life.” This outlook is further supported by the Verde Valley Long Range Strategic Planning Committee’s findings, as follows:

The Verde Valley has witnessed the growth and development of the wine industry as a new economic driver, which complements and bolsters the tourism and hospitality industry. Nationally this industry is projected to grow, with the Wine Market Council indicating that the largest wine-consuming generations are the Millennials and Baby Boomers. Wine tourism has contributed to Arizona’s economy and a continued focus on the wine industry and wine tourism is a key component of the plan. To support job creation efforts, VVREO and its education and workforce development partners will direct efforts on enhancing the talent pipeline and facilitating the alignment of business workforce needs with target industry clusters.⁸

Cottonwood has more than doubled in population size between 1990 and 2017. This rapid expansion has produced many specific commercial effects, including a major expansion of the Verde Valley Medical Center. Further benefits of this expansion are continued building and development in the area including the new Kestrel Aviation Services (opened in May 2018); Sinagua Malt, a market-based, river-benefiting concern; various wineries, breweries, and food establishments; and a growing retirement community driving varied service industry growth. In addition, Cottonwood has become a destination point for tourism, which is reflected in increased hospitality establishments and services.⁹

In addition, a new four-lane highway has been constructed between I-17 and Cottonwood (Highway 260), further helping Cottonwood to flourish, and has made the area more accessible.¹⁰ Cottonwood has now become a destination point in its own right, as reflected in increased hospitality and food services as stated above. The new four-lane highway also facilitates the drive from Camp Verde (off of I-17), turning a 20- to 30-minute drive into an

⁸ http://www.vvreo.com/wp-content/uploads/2015/07/FINAL_VVREO-Public-Meeting-4-6-18.pdf; accessed 8-21-18

⁹ http://www.vvreo.com/wp-content/uploads/2015/07/Print-Ready_FINAL_Verde-Valley-Economic-Development-Plan.pdf; accessed on 2-21-19

¹⁰ http://www.vvreo.com/wp-content/uploads/2015/07/Print-Ready_FINAL_Verde-Valley-Economic-Development-Plan.pdf; accessed 8-21-18

approximately 15- to 20-minute drive, thereby enhancing the probabilities of drawing students from that region of the target area.

A further recent development is that Sedona has closed one of its two elementary schools last year after a decline in enrollment. Because the high-priced housing market is driving workers to relocate to outlying areas, Cottonwood is the nearest town as these workers commute to jobs in Sedona.¹¹ This housing shortage is intended to be alleviated by future development that is expected to create approximately 1,000 new single-family homes each year in the next three years, with a majority of them on the highway connecting Sedona to Cottonwood.¹²

The continued growth of families and children of these future workers is a further indication of the need for educational options in the area, which will have the benefit of improving educational choice to its families.

Current Levels of Academic Performance of Surrounding Schools in the Area

Nineteen K-5 schools have been identified as potential student sources within the Target Area; specialized, boarding, and behavioral schools have not been included. Of these targeted schools, eleven are within a 10-mile drive and have been identified as the most likely potential target schools. However, the remaining eight schools are within an approximately 20-mile drive of Cottonwood, and are considered potential target schools for the following reasons:

- 1) because of the poor assessment ratings of surrounding district schools,
- 2) because of limited or no access to performing arts programs in K-8 surrounding schools,
- 3) because of the new four-lane highway between Camp Verde and Cottonwood, and
- 4) because of the previously mentioned population growth and on-going economic development.

In addition, of the 4,211 students in the Target Area, 520 are estimated to be home-schooled and online-schooled students in the K-5 age range. The 2018 ratings and scoring information about the schools in the target area are shown on the following page as Figure 5: Assessment Results Matrix 2018.

Figure 5: Assessment Results Matrix 2018¹³

¹¹ Arizona Republic, azcentral.com, February 5, 2019

¹² Meeting on 3-20-2019 with Richard Faust, Economic Development Director for City of Cottonwood, and Cindy Gray, Administrative Assistant for Business Assistance Center, at City of Cottonwood offices

¹³ <http://www.azed.gov/accountability-research/data/>, AzMerit 2018, accessed 4-8-19

Grades 3-5 tested	All % Passing		ELL % Passing		ESS % Passing		FRL % Passing		# in Bottom 25%	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
State - All Grades 3-5	46	48	3	13	15	19	33	36	65,366	65,534
AHA Cottonwood	29	36	*	*	*	*	22	33	19	19
Cottonwood Elem	22	25	1	1	2	2	16	18	110	111
Mtn View Prep	53	35	*	*	*	*	40	21	45	45
VV Montessori	73	36	*	*	*	*	*	*	3	3
Clarkdale-Jerome	51	45	*	*	*	*	*	*	40	40
Oak Creek Elem	42	34	*	*	*	*	39	37	20	20
Desert Star	35	19	*	*	*	*	*	*	15	15
Camp Verde Elem	32	19	*	*	5	10	27	28	84	85
AHA Camp Verde	50	37	*	*	*	*	41	28	13	13
West Sedona Elem	29	22	1	1	*	*	24	16	36	36
Sedona Charter	60	61	*	*	*	*	45	18	16	16
Beaver Creek	30	32	*	*	*	*	24	26	20	21
Big Park Community	57	54	*	*	*	*	*	*	22	22
Weighted Average	37	31	<2	<2	2	3	22	19	443	446

It should be noted that the target-population Cottonwood district schools have been reorganized between the past 2017-2018 school year and the 2018-2019 school year. For the 2017-2018 school year, three district schools each served three grade ranges. Dr. Daniel Bright School served grades K-2, Cottonwood Elementary School served grades 3-5, and Cottonwood Middle School served grades 6-8. In 2018-2019, these three schools merged, splitting their student enrollment about 50% between two new K-8 schools. The two new schools, which both serve K-8 students, are Dr. Daniel Bright School and Cottonwood Community School. The data used above in Figure 5 reflects these schools before these reorganizational changes occurred; however, the number of students will only have been reallocated and the student population would not have changed substantially.

b) How the Program of Instruction Meets the Need to Improve Pupil Achievement in the Target Population

AzMerit 2018

Summary Totals and Subgroup Assessments Results¹⁴

Grades 3-5	All % Passing		ELL % Passing		ESS % Passing		FRL % Passing		# in Bottom 25%	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
State of Arizona (Grades 3-5)	46%	48%	3%	13%	15%	19%	33%	36%	65,366	65,534
Target schools weighted average (Grades 3-5)	37%	31%	<2%	<2%	2%	3%	22%	19%	443	446
Cottonwood-Oak Creek District weighted average (Grades 3-5)	38%	28%	<2%	4%	15%	10%	32%	24%	318	319

This summary matrix clarifies the AzMerit status of the population as a whole and the subgroup population in the Verde Valley target population and in the Cottonwood-Oak Creek Elementary District, the area from which LLA is most likely to draw the majority of its enrollees.

The current elementary schools in the target area are below par in meeting the needs of its population. Of the schools in the targeted area that were given a letter grade in the C.2a matrix, Figure 5, more than half were C's and D's (2 A's, 4 B's, 4C's and 3 D's). This below-par state is mirrored by the weighted average AzMerit ELA and Math scores of 38% and 28%, respectively, for the District scores.

LLA recognizes an almost 12% statewide ESS and 7% ELL rate for Yavapai County. The Cottonwood-Oak Creek District matches the ESS state percentage of 15% passing AzMerit ELA, while Math passing percentages are less than half of those of the State. ELL passing percentages are exceedingly low for both ELA and Math testing.

¹⁴ <http://www.azed.gov/accountability-research/data/>, AzMerit 2018, accessed 4-8-19

FRL program recipients, representing 64% of the elementary student population in the District, are closer to State averages but still hovering in or at the bottom quarter percentile.

LLA can expect approximately 10 of its enrollees in Year 1 to be from the bottom 25% of student performance AzMerit passing performance, based on a planned enrollment of approximately 3% of this bottom 25% population. LLA's bottom 25% will be noted and monitored.

LLA will handle these challenges to provide the best educational services to all of its students. The school will contract out and work with service providers skilled in the identification and practice of meeting these subgroup needs for the first year, on the basis that these organizations and staff have the expertise and abilities to assist the school in providing the best benefits to these groups of students.

The school will also participate in the Free and Reduced Lunch program for children qualifying for these services. The economically disadvantaged rate in the Cottonwood-Oak Creek District is 64%, which exceeds the State average of 57%,¹⁵ potentially resulting in poor nutrition affecting academic and behavioral performance. LLA will work to mitigate those issues with the FRL program for the betterment of the disadvantaged population and the school as a whole.

In alignment with our educational philosophy, LLA aims to meet the needs of all students in our target population. We will be comprehensive in our approach to meeting students' needs. We anticipate the target population to include a wide range of students with differing abilities who will need various forms of differentiation in order to access the curriculum and progress towards achievement. LLA will provide instruction to students identified with special needs in the least restrictive environment (LRE) as determined by the students' individual education plans (IEPs). LLA will adhere to all applicable state and federal requirements, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities in Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. LLA will also meet the needs of our English Language Learners (ELLs) community by hiring or contracting with teachers with SEI and/or SPED endorsements. To identify students with language needs and special needs, LLA will use the PHLOTE (Primary Home Language Other than English). LLA will administer hearing and vision screenings at the beginning of each school year to identify students with these needs. All teachers will complete 45-day screenings of all students. LLA will also monitor students according to their ILLP's (Individualized Language Learner Plans) through AZELLA until the student has reached RFEP (reclassified fluent English proficient) status. LLA will hold ongoing professional development for all staff in compliance and methodology for assisting our IEP and ELL students. Initial data and 45-day screening data will be analyzed by principal and instructional staff during the September monthly PLCs, and curriculum will be adjusted accordingly to ensure immediate success for all students. As mentioned in A.5 of our Academic Systems plan, any students determined to need additional resources or modifications to

¹⁵ <https://cms.azed.gov/home/GetDocumentFile?id=5890e0bfaadebe05c0974e55>; accessed on 8-21-19

instruction will be monitored by the Child Study team, within the MTSS program, or referred for SPED testing.

Proven curriculum used by LLA, as referenced in A.3, Program of Instruction, as well as a maximum teacher to student ratio of 1:20, and the known benefits of a performing arts component, and leadership development, will all provide student-targeted learning experiences which will help all learners, from minimally proficient to highly proficient, to succeed.

All chosen curriculum includes remediation and additional support for students who are below average. These students will receive additional instruction by classroom teachers in small groups, as well as in one-to-one or leveled-small-group pull-out instruction.

The academic curriculum to be selected will be coherent, cumulative, knowledge-based, and aligned to the Program of Instruction and the philosophy of the school's Mission Statement. LLA is considering the use of programs like Eureka Math and Envisions for core math instruction. Wit & Wisdom, My View, Memoria Press, Core Knowledge and Geodes are being considered for core ELA instruction. Studies Weekly, Stemsopes, Mosa Mack and Mystery Science are being considered for science instruction for core and supplemental instruction. My World, Studies Weekly and Harcourt Social Studies are being considered for social studies curriculum. Moby Max, Galileo and iReady are being considered to assist students in supplemental instruction.

Performing arts will include theory and technique taught through the resources of internationally recognized syllabi and curriculum, to contribute to the attainment of state standards in a variety of teaching styles. LLA plans to use internationally-recognized ballet syllabi from the Royal Academy of Dance, proven music syllabi from Prodigies, acrobatic syllabi from Acrobatic Arts, and circus arts syllabi from American Circus Educators, among others.

Leadership development may include curricula like Leader in Me, as well as be benefitted by the performing arts component of the program of instruction, particularly in its ability to offer performing opportunities otherwise unavailable to the target population.

Our Educational Philosophy will provide students the resources to become innovators and leaders by challenging them with this rigorous academic curriculum augmented by the benefits inherent in involvement with the performing arts. This is demonstrated through our methods of instruction which have also been proven to be effective in raising student achievement. For example, working collaboratively requires leadership skills which help to build skills that students will use beyond the classroom; modeling and demonstrating allow a process for students to reach proficiency and mastery from which they will demonstrate their knowledge through the use of oral presentations, written presentations or performing arts; inquiry-based questioning supports critical thinking and problem solving skills development across academic, performing arts and leadership development; and performing arts enhancement providing teachers with academically-based performing arts supplements to improve student interest and retention of knowledge.

Summarizing how the implementation of the Program of Instruction meets the identified needs of the target population including improving pupil achievement and providing educational choice

In summary, LLA's Program of Instruction will meet the needs of the population through proven academic curriculum, high-quality performing arts training, and leadership development, contributing to academic success, leadership, and life skills. This three-prong educational choice will be taught with proven methods of teaching, in small class sizes, using collaborative learning, inquiry-based questioning, and modeling and demonstrating, all proven to be effective in raising student achievement. Attention will be given to subgroup needs by working with specialists, by using assessment modules embedded in curriculum, by individual attention, and by adhering to proven MTSS processes when necessary. Working with a solid proven curriculum and methods of instruction base, when augmented by the proven beneficial results of a performing arts component, offers an expanded approach to learning that will be available to the students of our target population as an educational choice opportunity to increase student achievement.

How the Performing Arts Program of Instruction Meets the Need to Provide Improved Educational Choice

The applicant team believes strongly in the effectiveness of an education rich in artistic training and opportunities for guided self-expression, and we also believe strongly in the importance of rigorous academics. LLA intends to evaluate and adopt research-tested curricula in core areas that align to the Arizona Standards and have demonstrated positive results with the population we are serving. Our teachers will teach these curricula with integrity and focus, and when possible will enhance the instruction with elements of performing arts, including but not limited to dance, music, theater, circus, and martial arts. We will also provide high-quality instruction in performing arts taught by highly qualified instructors with a passion for teaching children. Finally, we will infuse the school culture with a focus on age-appropriate leadership development to help our students grow to be productive, engaged, and humane citizens. Each of these three strands--rigorous academics, performing arts, and leadership development--will be implemented in parallel and will inform all of our decisions and actions. LLA understands the importance of the arts in achieving academic and leadership success and will fill that gap for students living in a community with limited arts opportunities.

Because the enhancement of performing arts into the academic program follows LLA's mission, a discussion of the limited access to the arts in the target area is relevant.

Research attests to the benefits derived from the practice of enhancing the performing arts with academics. A corroboration from the College Entrance Examination Board agrees that "Students who studied music performance and music appreciation scored higher on [assessments] than students with no arts participation. Students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math."¹⁶--thus lending support to the fact that offering performing arts in schools in the community grants students better opportunities to excel in their academic studies.

Upon examination, performing arts opportunities in Cottonwood and the Verde Valley target are largely geared toward older citizens. A look at the newly-constructed Cottonwood Recreation Center, for example, shows that most of the fitness, yoga, dance, and art classes are designed for mature audiences. The class schedule shows 41 classes per week designed for older citizens, while only six dance classes for children are offered at the Center. The Center does, however, offer multiple sports activities for community youth.¹⁷

¹⁶ The College Entrance Examination Board, <http://media.collegeboard.com/digitalServices/pdf/research/cb-seniors-2006-state-profile-report.pdf> referenced by https://www.phoenixsymphony.org/uploads/benefits_of_music.pdf

¹⁷ <https://cottonwoodaz.gov/283/Leisure-Times-Aquatics-Guide-More>; accessed on 2-22-19; <https://en.calameo.com/read/002728098af15e61228b7>; accessed on 2-22-19

Arts programs in the Target Area district schools generally offer only once-a-week classes in visual arts, rhythm, and voice instruction for the younger grades. An exception to this is Sedona Charter School, which operates a comprehensive strings program for all students enrolled. As referenced in Section A.1.e, LLA's mission includes supplementing academics with a performing-arts component, with the desired outcome of increasing academic success and leadership skills. "Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district. Students in top-quality music programs scored 22% better in English and 20% better in math than students in deficient music programs."¹⁸ High-quality performing arts programs include frequent and regular exposure and practice provided by experienced and trained performing arts teachers. LLA will provide internationally known curriculum and best teachers to the performing arts segment of the Program of Instruction.

In the private sector, Cottonwood currently has only two formal dance studios: Liberty Performing Arts, an instructional and production-oriented dance, aerial, and circus arts studio (currently owned and operated by Rachel Dubien, the projected Director/Principal of LLA); and From the Heart, a smaller recreational dance studio. The surrounding areas of Sedona, Clarkdale, Jerome, and Camp Verde do not have any formal performing arts training for children.

Mingus Union High School in Cottonwood has a state- and nationally-recognized theater program which has gained attention in recent years for its accolades and awards.¹⁹ Over the past four years, Liberty Performing Arts has established a relationship with the theatrical department of MUHS, acting as choreographer for the high school as well as collaborating with the theater department to use the school's facilities for its main stage productions. MUHS is another potential avenue for involvement among K-8 students in community productions. However, currently only high school students have this opportunity. LLA will bring performing arts skills to the elementary level as well, so that elementary students may also benefit from the practice of integrating the performing arts into the Program of Instruction.

To support the concept of a performing arts-enhanced curriculum, instructors will provide inspiration, individual enrichment and feedback, and close monitoring as referenced in A.3.b, Program of Instruction, to enhance and advance student performance in the academic, performing arts, and leadership development arenas. Achieving success in the arts requires grit, determination, patience, and discipline; all are attributes that contribute to academic and leadership success and the subsequent successful surmounting of life's challenges. LLA recognizes the importance of these attributes in achieving academic success, and hence, will

¹⁸ "The Impact of Arts Education on Workforce Preparation," May 2002, The National Governors Association, cited in "Benefits," above.

¹⁹ <https://www.verdenews.com/news/2018/jun/09/mingus-union-wins-11-awards-annual-music-theatre-c/>; accessed on 2-22-19

provide this educational choice to fill that gap for students living in a community with limited arts opportunities.

The Mission Statement of Liberty Leadership Academy reads: “Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.” Above all, as stated by Kelly Pollock, Executive Director of the nationally-recognized Center of Creative Arts in St. Louis, “The true purpose of arts education is not necessarily to create more professional dancers or artists, [it is] to create more complete human beings who are critical thinkers, who have curious minds, who can lead productive lives.”²⁰

Performance Opportunities Leading to Leadership Development

LLA believes that performing, whether in the classroom setting or on stage, contributes to leadership skills. A performance is the culmination of many attributes that come together leading to leadership skills. Evidence is plentiful that academic success and leadership skills are improved by participation in performing arts. As previously mentioned, children learn discipline, their confidence increases, they learn to think creatively, and they learn to collaborate with others, all of which lead to success in academics and leadership skills.²¹

In opportunities both in and beyond the classroom, LLA will showcase performing arts on a regular basis, including quarterly arts performances, and culminating with an annual year-end production that will incorporate the performing arts learned and developed throughout the school year--as referenced in A.4.a, LLA Important Dates Calendar. This year-end production will be open to the community as a grand audience. Opportunities will be created for additional showcases throughout the year at the school and at community events.

Liberty Leadership Academy will also provide performing-arts collaborations for its students. For example, LLA students could form a collaboration with the Sedona Ballet to participate in performances of The Nutcracker Ballet in Sedona. (This opportunity is already available to students of Liberty Performing Arts, of which the prospective Director/Principal for LLA, Rachel Dubien, is the founder.) In fact, many of the larger opportunities at Liberty Performing Arts could become possibilities for students of LLA. As another example, LLA students could form collaborations with Mingus Union High School, which has one of the top-performing high school theater groups in Arizona.

Each opportunity for arts collaborations and performances outside the classroom increases a child’s chance to hone the skills developed by performing arts exposure into lifetime lessons for both academic and leadership success. As LLA provides the children of the Verde

²⁰ <https://www.arts.gov/NEARTS/2013v1-engaged-and-empowered/dancing-success>; accessed 7-10-18

²¹ <https://internationalschoolmn.com/news-blog/blog/5-reasons-for-your-child-to-get-involved-in-performing-arts>, accessed 9-11-18

Valley with access to these opportunities; these children are building the skills that will carry them toward enduring success.

c) How Class Size and Teacher Ratios Address the Identified Needs of the Target Population for Improved Pupil Achievement and Educational Choice

As described in Section A.1, Educational Philosophy, LLA's methods of instruction include collaboration, modeling and demonstrating, and inquiry-based questioning, combined with small class sizes that will top out at a maximum of 20 students. With the inclusion of the performing arts teachers and instructional assistants, LLA's teacher-to-student ratio will be closer to 1:12. The incorporation of performing arts into the curriculum will be used to address the needs of the target population and provide opportunities for improved student achievement and school choice.

Small class sizes are important to LLA. "The vast majority of research shows that students perform better in all subjects, at all levels, in smaller classes."²² "The reasons are numerous, but include more one-on-one time for students and teachers, so instruction can be based on students' interests; students can't hide in a group of friends or at the back of the classroom, and thus it's easier to identify issues in learning; students are more engaged; and classrooms can be much less chaotic."²³ LLA will have a maximum of 20 students in each classroom. Teachers will also be assisted by instructional assistant(s) who will help students. Instructional assistants will work with small groups or work one-on-one; or supervise independent work while the teacher focuses on the remaining students or on one-to-one instruction.

Small class sizes also allow collaboration of students learning in multiple groups throughout the school day at different abilities, ages, and academic-skill-levels while working together to exceed standards. Small class sizes with lower teacher-to-student ratios allow for closer evaluation/observation, greater personal interaction, and better adjustment of instruction to meet student needs. Enhancement of performing arts brings proven benefits to academic success. Leadership development contributes to academic success as well. These fundamentals are not always available in district schools, making these elements important in student achievement and in school choice. Further, the addition of performing arts teachers and instructional assistants brings the teacher-to-student ratio down to 1:12, which contrasts favorably to the Cottonwood-Oak Creek District ratio of 1:21. Section A.1.b, Educational Philosophy outlines these elements as fundamental to Liberty Leadership Academy's Program of Instruction.

By bringing its three-pronged approach of proven academic curriculum, high-quality performing arts, and leadership development as defined in its program of instruction, LLA, teaching through this combined approach of small class sizes, an overall ratio of 1:12 teacher-to-student ratio, proven methods of instruction, and proven benefits of performing arts

²² <https://boredteachers.com/blogs/the-faculty-room/smaller-class-size-important-in-education>; accessed 8-29-18; emphasis added

²³ <https://boredteachers.com/blogs/the-faculty-room/smaller-class-size-important-in-education>; accessed 8-29-18

involvement, will offer this new opportunity to increase academic achievement of all students in the Verde Valley.

d) Consistency with Narrative

The target population provided on the Target Population Page in the online application is consistent with this narrative.

A.3

Program of Instruction

A.3 Program of Instruction

Introduction

As defined in A.1, Educational Philosophy, Liberty Leadership Academy will provide students the resources to become innovators and leaders. They will be challenged with a rigorous academic curriculum augmented by the benefits inherent in involvement with the performing arts.

To accomplish this, LLA will offer a three-pronged approach to its Program of Instruction: rigorous academics using research-based curriculum, high quality performing arts instruction, and leadership development. As instructional staff develop and implement the program of instruction, they will be supported with high impact professional development that increases their confidence and extends their competence in adapting and supplementing the performing arts and leadership development into the school's program of instruction.

LLA will treat the performing arts prong as both curriculum unto itself and as performing arts “enhancements” to the academic curriculum. In order to avoid confusion, the term “enhancement” will be used throughout this application to convey this intent. “Enhancement” of the curriculum takes place “when the [performing] arts are used as a device or strategy to support other curriculum areas, . . . For example, students sing the ABCs as a means to other ends--remembering the letters and sequence of the alphabet.”¹ Performing art “enhancement” acts as a “hook” to engage students in learning content. Added benefits are that these tactics offer another way of learning and remembering a lesson, and that regular education teachers need little or no training in the arts.

a) Curriculum for Core Academic Content Areas Demonstrating Alignment to Educational Philosophy and Arizona State Standards

Liberty Leadership Academy will provide students the tools to become innovators and leaders. In alignment with A.1, Educational Philosophy, students will be challenged with a rigorous academic curriculum augmented by the benefits inherent in involvement with the performing arts and leadership development. Educational excellence and equity require a proven, coherent, cumulative, knowledge-based curriculum. All academic curriculum used by Liberty Leadership Academy will be aligned to the Arizona State Standards. LLA aims to create continuity throughout students’ education by implementing school-wide curriculum.

As aligned with Section A.1, Educational Philosophy, and mission statement (“*Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success*”), the academic curriculum will be proven, rigorous, coherent, cumulative, and knowledge-based. All are aligned with Arizona State Standards.

¹ Zhou, Molly and Brown, David, "Arts Integration in Elementary Curriculum: 2nd Edition" (2018). Education Open Textbooks. 3. <https://oer.galileo.usg.edu/education-textbooks/3>

Prior to opening, LLA will be crosswalking content against the most currently adopted standards to ensure complete coverage. Any gaps will be identified and filled with supplemental curriculum and resources.

i) English Language Arts

LLA will implement language arts curriculum and resources in order to ensure that students are academically prepared for the rigorous requirements of secondary and collegiate schools, as well as for future career success. English Language Arts curriculum, such as Wit and Wisdom, My View, Memoria Press, Core Knowledge and Geodes, will be chosen based on its ability to meet our Educational Philosophy, the LLA mission statement, and Arizona State Standards. All ELA curriculum will spiral to cover multiple standards ensuring student retention of previously taught standards. Curriculum will include written, computer, and performance-based instruction and assessment.

A special emphasis within the English language arts curriculum will be to ensure alignment with the social studies and science curriculum, reflecting the importance of integrated domains for students' coherent educational sequence. Reteaching and enrichment will be provided as RTI. LLA will also supplement language arts instruction to ensure that all students are challenged and working to their fullest potential. Enhancement of performing arts into language instruction could include using songs from Smart Songs, Schoolhouse Rock, and/or Heidi songs; or something such as students doing a call-and-response song and dance about the parts of speech. Song lyrics for such a call-and-response could include "When I say "dance" you say "verb". "When I say "ball" you say "noun". "When I say "quickly" you say "adverb". Each sentence would be accompanied by a movement in order to reinforce the skill.

ii) Math

LLA will implement math curriculum and resources to meet Arizona standards; and to ensure that students are academically prepared for the rigorous requirements of secondary and collegiate schools as well as for future career success. Math curriculum, such as Eureka Math and Envisions, will be chosen based on its ability to meet our Educational Philosophy, the LLA mission statement, and Arizona State Standards. All math curriculum will spiral to cover multiple standards ensuring student retention of previously taught standards. Curriculum will include written, computer, and performance-based instruction and assessment. Reteaching and enrichment will be provided as RTI. LLA will also supplement math instruction to ensure all students are challenged and working to their fullest potential. To enhance math with the performing arts, a teacher could start by dividing students into small groups. Each group would be assigned one set of multiples of a number (ex: 2, 4, 6, 8 or 6, 12, 18, 24) for which they would create a dance or set of repeated movements and a tune to say the multiples. Students would then perform their dance with the song for their classmates. This would also be an easy opportunity to differentiate for various abilities by giving larger, or smaller, multiples.

iii) Science

LLA will implement science curriculum and resources to meet 2018 Arizona science standards and to ensure that students are academically prepared for the rigorous requirements

of secondary and collegiate schools as well as for future career success. Science curriculum, such as Studies Weekly, Mosa Mack, and Mystery Science will be chosen based on their ability to meet our Educational Philosophy, the LLA mission statement, and Arizona State Standards. All science curriculum will spiral to cover multiple standards ensuring student retention of previously taught standards. Curricula will include written, computer, and performance-based instruction and assessment. Reteaching and enrichment will be provided as RTI. LLA will also supplement science instruction to ensure that all students are challenged and working to their fullest potential. Performing arts could be enhanced into science, for example, at the beginning of a unit about the solar system. Students could learn the lyrics to a song about the phases of the moon. Various students would then represent each celestial body (planet, moon, sun, asteroids) and dance in a manner demonstrating the movement of the moon throughout the solar system.

iv) Social Studies

LLA will implement social studies curriculum and resources in order to meet Arizona standards and to ensure that students are academically prepared for the rigorous requirements of secondary and collegiate schools as well as for future career success. Social Studies curriculum, such as My World, Studies Weekly, and Harcourt Social Studies, will be chosen based on their ability to meet our Educational Philosophy, the LLA mission statement, and Arizona State Standards. All social studies curriculum will spiral to cover multiple standards ensuring student retention of previously taught standards. Curriculum will include written, computer, and performance-based instruction and assessment. Reteaching and enrichment will be provided as RTI. LLA will also supplement social studies instruction to ensure that all students are challenged and working to their fullest potential. Implementing a social-studies integration with the performing arts could occur while students are studying the era of segregation. They might be directed to create skits/sketches with actions and dialog on topics including the bus boycott, march on Washington, school segregation, and other controversial issues.

v) Performing Arts

Performing arts will include theory and technique taught through resources of internationally recognized syllabi and curricula to contribute to the attainment of state standards in a variety of teaching styles. LLA plans to use internationally-recognized ballet syllabi from the Royal Academy of Dance, a proven music syllabus from Prodigies, an acrobatic syllabus from Acrobatic Arts, and a circus arts syllabus from American Circus Educators, among others.

vi) Leadership

Leadership development may include curriculum and assessments like Leader in Me and SEL (social emotional learning) as well as participating in the benefits of the performing arts component of the program of instruction, particularly in LLA's ability to offer performing opportunities otherwise unavailable to the target population. Curriculum chosen will focus on teachable leadership skills--communication, social awareness, emotional management, self-awareness, and decision-making--and will thereby concurrently benefit academic and performing arts programs.

b) Methods of Instruction Key to the Program of Instruction, including Formative Assessment Strategies, which Clearly Demonstrate Alignment to the Curriculum, Assessments, and Educational Philosophy

Teachers will use research-based best practices in all teaching methods to ensure the highest academic success of all students at LLA. Teachers and staff will receive continuous professional development--through beginning-of-year "teacher week," monthly PLCs, guest presenters, and weekly teacher collaborations--in instructional methodologies to reach every student.

i) Collaboration

Collaboration will be used after students have been introduced to a new objective. Students will work collaboratively with teachers and peers to think critically to work through real-world problems. On a daily basis, students will partner-read, engage in discussions, and work in teams to learn and understand new topics. Students will act as teachers of small groups. Students will develop social skills, positive relationships, and individual accountability skills within this method of instruction. Collaborative learning also allows for ease in differentiation, helping to reach all students.

ii) Modeling and Demonstration

Modeling and demonstration will be used when introducing students to new objectives as well as to the practice of skills. Teachers will model the desired outcomes and learning goals to students. When students reach proficiency and mastery, they will demonstrate their knowledge through the use of performing arts, oral presentations, and written presentations. Accommodations will be made to adapt to reach all learners.

iii) Inquiry-Based Questioning

Teachers will begin lessons with thought-provoking questions which help students to become independent learners. Questions are embedded within the curriculum. Critical thinking and problem solving skills develop more rapidly when students are engaged in self-directed research.

iv) Performing Arts Enhancement

LLA students will reinforce new skills and objectives through music, dance, theater, and movement. These types of activities stimulate the brain and lead to greater memory retention. "A correlation exists between the amount of music training and the amount of improvement in reading fluency in children."² "Music training improves scores in spatial-temporal reasoning used in higher levels of science and math."³ Teachers will use academically-based performing arts supplements frequently, to improve student interest and retention of knowledge. As outlined

² Learning, Arts and the Brain, https://www.giarts.org/sites/default/files/Neuroeducation_Learning-Arts-and-the-Brain.pdf. Accessed through <https://www.phoenixsymphony.org/education-and-community/why-music-education-matters> 2-24-2019

³ Keeping Mozart in Mind, book by Gordon L Shaw, 9-23-1999) accessed through <https://www.phoenixsymphony.org/education-and-community/why-music-education-matters>

in section A.3.a above, curriculum will be enhanced with performing arts through creation of academic-standards-based skits (drama--see iv. Social Studies above), academic-standards-based songs (music--see iii. Science above), academic-standards-based choreography (dance--see i. English Language Arts above), and academic-standards-based word-related movements (acro or tumbling--see ii. Math above). While numerous examples are included in our Instructional Analysis section, here is one quick example of how LLA plans to use this in practice: In a 3rd grade math class, the teacher is introducing mixed fractions. To activate the underlying concepts, the teacher will start the lesson by having the students sing and dance to a fraction song they learned earlier in the year.

v) Assessments

LLA will perform multiple assessments to ensure student acquisition of required objective and standards. Teachers and administrators will use data from assessments to drive instruction. The addition of performing arts will be a component in forms of assessment.

1) Formative Assessments

Teachers will conduct daily, weekly, monthly, quarterly, and yearly formative assessments to monitor student achievement and progress. Assessments come from all curriculum areas and take the form of checking for understanding, exit tickets, performance-based demonstrations, and written responses. Data collected from all assessments will be continuously monitored to modify instruction as students progress. A target performance of 80% will be used to determine students' level of mastery of standards and objectives. Teachers will then assess how to progress in the curriculum and adjust pacing calendars as needed. In correlation with our Educational Philosophy and mission statement, formative assessments will include rigorous academics, performing arts, and leadership development.

2) Summative Assessments

Quarterly school-wide benchmark assessments will be used to monitor student growth and progress towards mastery. A target performance of 80% will be used to determine students' level of mastery of standards and objectives. Teams will review benchmark data in order to drive instruction, professional development, and curriculum; and to determine if adjustments need to be made to further increase student achievement. Summative assessments will be embedded into curriculum as well as through school-wide benchmark assessments. In correlation with our Educational Philosophy and mission statement, summative assessments will include rigorous academics, performing arts, and leadership development.

In addition to the assessments described above, LLA will administer state-mandated summative assessments (including AzMerit and AZELLA), as well as school-specific summative assessments and performance assessments embedded in the curriculum.

Alignment to Curriculum

The methods of instruction and the formative and summative assessments described align to our academic curriculum as proven methods of improving pupil achievement. In addition, the performing arts curriculum aligns with proven research. Not only do students who

are involved in the frequent study of high-quality performing arts perform better academically and on test scores⁴; but also, studies have found that through participation in the performing arts, children learn discipline, their confidence increases, they learn how to think creatively, and they learn to collaborate with others.⁵ which ties in with our methods of instruction including collaboration, modeling and demonstrating, and inquiry-based questioning. Leadership curriculum provides skills which enable students to achieve lifelong success. Leadership skills also contribute to academic success.

The research and experience is clear: proven academic curriculum, high-quality performing arts training, and leadership development contribute to academic success, leadership, and life skills. Liberty Leadership Academy, through this combined approach, will offer this new opportunity to all students in the Verde Valley. LLA understands the importance of the arts in achieving academic success and will fill that gap for students living in a community with limited opportunities.

Alignment to Assessments

LLA will use assessment results (formative, summative, benchmark, state testing) to determine the effectiveness of the methods of instruction on student learning. From the results, LLA will make adjustments as required to the curriculum and teacher training to provide the best practices to improve student achievement. Assessments are embedded within proven curriculum, and when assessments are used with fidelity, student achievement is predicted to increase for our target population.

Alignment to Educational Philosophy

Our Educational Philosophy provides students the resources to become innovators and leaders by challenging them with a rigorous academic curriculum augmented by the benefits inherent in involvement with the performing arts. This is demonstrated through our methods of instruction, which have also been proven to be effective in raising student achievement. For example, working collaboratively requires leadership skills which help to build skills that students will use beyond the classroom; modeling and demonstrating allow a process for students to reach proficiency and mastery from which they will demonstrate their knowledge through the use of oral presentations, written presentations, or performing arts; inquiry-based questioning supports critical thinking and problem solving skills development across academic, performing arts and leadership development; and performing arts enhancement provides teachers with academically-based performing arts supplements to improve student interest and retention of knowledge.

c) Rationale for Selected Practices

⁴ <https://blog.americansforthearts.org/2012/11/26/the-top-10-skills-children-learn-from-the-arts>, accessed 9-11-18

⁵ <https://internationalschoolmn.com/news-blog/blog/5-reasons-for-your-child-to-get-involved-in-performing-arts>, accessed 9-11-18

The applicant team believes strongly in the effectiveness of an education rich in artistic training and opportunities for guided self-expression, and we also believe strongly in the importance of rigorous academics. LLA intends to evaluate and adopt research-tested curricula in core areas that align to the Arizona Standards and have demonstrated positive results with the population we are serving. Our teachers will teach these curricula with integrity and focus, and when possible will enhance the instruction with elements of performing arts, including but not limited to dance, music, theater, and martial arts. We will also provide high-quality instruction in performing arts taught by highly-qualified instructors with a passion for teaching children. Finally, we will infuse the school culture with a focus on age-appropriate leadership development to help our students grow to be productive, engaged, and humane citizens. Each of these three strands--rigorous academics, performing arts, and leadership development--will be implemented in parallel and will inform all of our decisions and actions.

Rationale for selected **Curriculum** that supports improving pupil achievement in the target population

LLA academic curricular programs have been intentionally chosen by the founding team based on their research and experience-based ability to improve pupil achievement and align with Arizona State Standards. Academic curriculum, supplemented with performing arts enhancements, as well as its own curriculum, align to the team's educational philosophy and mission statement so that, when used with fidelity, we expect an increase in student achievement for our target population.

Rationale for selected **Methods of Instruction** that supports improving pupil achievement in the target population

The deliberate use of collaboration, modeling and demonstrating, inquiry-based questioning, and performance arts enhancements, is grounded in the beliefs that learning is actively-built, experiential, evolving, collaborative, problem-solving, and reflective. These beliefs are aligned with current research about the nature of learning and with Constructivist learning theory. Our rationale for enhancing curriculum with the performing arts stems from the many proven benefits. As aligned with our mission statement and goal of improving student achievement:

- ★ The arts make content more accessible, which improves academic rigor
- ★ The arts help students understand and express abstract concepts, which leads to academic rigor
- ★ The arts stimulate higher level thinking, which is part of academic rigor
- ★ The arts develop students' abilities to apply learning to new situations and experiences, which help form enduring leadership skills
- ★ The arts provide opportunities for all learners--even academically-struggling learners--to be successful, which leads to developing enduring leadership skills
- ★ The arts develop students' abilities to apply learning to new situations and experiences, which promotes lifelong success

- ★ The arts increase students' intrinsic motivation to learn, which is a factor in lifelong success

This combination of proven curriculum, performing arts training, and the proven benefits inherent to students of high-quality performing arts instruction, offers an expanded approach to learning that will be available to the students of our target population as an opportunity to increase student achievement.

Rationale for selected **Assessment** that supports improving pupil achievement in the target population

LLA will use proven assessment results (formative, summative, benchmark, state testing) to determine the effectiveness of the methods of instruction on student learning. From the results, LLA will make adjustments as required to the curriculum and teacher training to provide the best practices to improve student achievement. Assessments are embedded within proven curriculum, and when used with fidelity, will increase student achievement in our target population.

d) Targeting Program of Instruction to Mission

The chosen program of instruction aligns with the mission and educational philosophy of LLA. *“Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.”* This includes rigorous academic curriculum, using research-based methods and proven best practices, to ensure students meet and exceed state and national standards. Our program also includes high-level performing arts instruction supplemented into curriculum throughout every standard and proven to increase student achievement. In addition, LLA’s program of instruction provides students with rich leadership development--skills in planning, reflection, decision-making, and strategy formation. Further, the opportunity afforded through the act of performance builds a strong sense of identity and self-confidence, which can help students use their leadership skills even more effectively.⁶

The research and experience is clear: proven academic curriculum, high-quality performing arts training, and leadership development contribute to academic success, leadership, and life skills. Liberty Leadership Academy, through this combined approach, will offer this new opportunity to all students in the Verde Valley. LLA understands the importance of the arts in achieving academic success and will fill that gap for students living in a community with limited opportunities.

e) Consistency with Academic Systems Plan

⁶ <https://libertyclassicalacademy.org/importance-arts-education/>; accessed 8-18-19; emphasis added

The programs of instruction stated above are consistent with the LLA Academic Systems Plan in Section A.5.

A.3.1

Mastery and Promotion

A.3.1 Mastery and Promotion

a) Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

i. Criteria and Conditions for Promotion

LLA students will be continuously assessed and monitored, because our goal will be that each student reaches proficiency on grade-level standards and on other targeted skills-- specifically, for LLA, performing arts and leadership skills. Our goal will be use retention only when absolutely necessary, not only because retention can be detrimental to long-term student success, but also because we intend for each student to learn, grow, and thrive at developmentally-appropriate and state-regulated levels.

Consistent with A.R.S. §15- 701, LLA students will be promoted to the next grade level based on demonstration of mastery and academic growth. While we will rate academic proficiency in all content areas to begin at 60%, we will nonetheless always aim for 100% proficiency. AzMERIT and any other state-required assessments will be used in determining if a student is likely to be successful in the next grade level. An AzMerit score of “highly-proficient” or “proficient” will indicate likely success, while a score of “partially proficient” or “minimally proficient” will alert the school that the student may need remediation and/or placement into the MTSS process for the coming school year.

The proficiency standards will be:

4 = ≥90% Mastery (“highly proficient”): Student is consistently able to accurately demonstrate the concept independently

3 = 70-89% Proficient (“proficient”): Student can accurately demonstrate the concept, independently, with few errors

2 = 60-69% Approaching (“partially proficient”): Student demonstrates an understanding of the concept, but makes frequent errors.

1 = ≤59% Guided (“minimally proficient”): Student has not yet demonstrated a basic understanding of the concept.

The grading criteria for all assessments will be consistent schoolwide, ensuring continuity between grades, subjects, and performance-based assessments.

Each student in grades K-5 must meet 60% of performance in reading, writing, mathematics, science, and social science for progression from one grade to another. To determine whether a student has achieved proficiency to be promoted to the next grade level, LLA will analyze the student’s performance on multiple formative and summative assessments. AzMERIT assessments (for grades 3 and above) will also be used in determining if a student is likely to be successful in the next grade level. An AzMerit score of “highly-proficient” or “proficient” will indicate likely success, while a score of “minimally proficient” will alert the school

that the student may need remediation and/or placement into the MTSS process for the coming school year.

In addition, students will also demonstrate a minimum of 70% in all subject areas not tested by AzMERIT exams, including, but not limited to, performing arts, social studies, technology, and leadership development classes. Proficiency will be determined through multiple forms of assessments. Final grades will be configured through an average of all assessment categories.

ii. Special Circumstance: Promotion Decisions for Students with Disabilities and English Language Learners

For students with disabilities, the information contained in the IEP for each student will form the basis for the promotion decision in order to ensure a continuity of services. Promotion decisions will be made based on each student's abilities and needs, and in accordance with ARS §15-761 through §15-774.

For English language learners, instructional time will equal the time non-ELLs are required to participate in the regular English language arts program, in accordance with ARS §15-751 through §15-757. Promotion decisions will be made based on each student's abilities and specific needs.

b) Process to Determine Grade Level Promotion and Retention Consistent with ARS §15-701.

LLA will follow a viable and adequate process to determine grade level promotion and retention consistent with state requirements in A.R.S. §15- 701. Using the grade-level promotion criteria described in A.3.1a, teachers will recommend promotion based on proficiency on all data, including core subjects (math, ELA, social studies, science), benchmark testing, and performance and leadership assessments. Grade-level promotion occurs when students demonstrate mastery of 70% or higher of grade-level standards. Our system for assessing and reteaching is designed to allow all students to reach our goal of 70% mastery on the common formative assessments. Students who do not reach that goal will receive additional support, reteaching, and remediation as necessary until they are able to reach the 70% mastery threshold for the common formative assessments. Students who continue to score only in the "approaching" or "guided" areas on multiple standards will be referred to an MTSS team for additional support from a team of educators.

———LLA will use MTSS, a standard remediation process that focuses on the whole child, supports academic growth and achievement, and many other areas including behavior, social and emotional needs, and absenteeism. LLA will adopt an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

If after the end of the first and/or second quarter, a student is not meeting minimum proficiency (70%) in any of the core subject areas:

- A meeting will be set up with the teacher and principal to discuss the deficiencies and review applicable assessment scores and data. The student will also begin the MTSS.
- Parents will receive notification of the risk of possible retention and a meeting request to design an action plan to raise the student's achievement in deficient areas. This plan may include, but not be limited to, parent/guardian communication, intervention team meetings, targeted interventions based on data analysis, and identification of special needs.
- The teacher, principal, interventionist, student, and parents/guardians will develop an intervention plan, as outlined in each Instructional Analysis Section A.6, subsection 7. The plan may include
 - small group instruction,
 - addition instruction by other teachers including contracted services and instructional assistants,
 - summer school instruction,
 - following year intensive instruction outside of the classroom

If, at the end of the third quarter, the student has not made the desired progress through the tiers of the MTSS process, a plan to prevent retention will be set in place for the fourth quarter.

At the end of fourth quarter, retention will be determined by a team including the principal, teacher, and parent(s) if retention is in the best interest of the student, or consider promotion using the third grade guidelines established in ARS §15-701 that recognize:

- ELL students who have had fewer than two years of English language instruction,
- A student in the process of a special education evaluation and has agreement that promotion is appropriate based on the pupil's individualized education program.
- A student who demonstrates sufficient skills through alternate assessments approved through the state board of education,
- A student who participates in intervention and remedial services during the summer and who demonstrates sufficient skills through alternate assessments approved through the state board of education.

Determination of Governing Board's of Best Interest of Child

If, after determination by the MTSS team that a student should be retained, or upon written request from the parent/guardian, the governing board, per ARS §15-342, may review the decision of a teacher to promote or retain a pupil. If the teacher is not present at the review, the board shall consult with the teacher before making its decision.

If the governing board overturns the decision of a teacher pursuant to this section, the governing board shall adopt a written finding that the pupil has mastered the academic

standards. Any request, the written evidence presented at the review, and the written record of the review, including the decision of the governing board to accept or reject the teacher's decision, shall be retained by the governing board as part of its permanent records.

c) Rationale for the selected criteria

Processes listed above have been proven to assist the student and family in ensuring each student is successful. Online grades at LLA will provide a guide as to how the student is progressing through standards and goals. This reporting will allow teacher, student, and parents/guardians to intervene instead of only waiting for the quarterly progress reports, because early interventions (allowing one-on-one time to work with a child) have proven helpful in improving low achievement. Continuous communication with parents helps the students value their education. Parental involvement, as well as principal involvement, will be important aspects of programs at LLA. Special Services, ELL, and benchmark testing will be designed to target students who may need extra assistance and provide opportunities to improve proficiency levels.

An AzMerit score of "highly-proficient" or "proficient" ($\geq 70\%$) indicates a student can accurately demonstrate the concept independently, either consistently or with few errors and will indicate likely success; while a score of "partially proficient" or "minimally proficient" ($\leq 69\%$) indicates a student demonstrates an understanding of the concept, but makes frequent errors or has not yet demonstrated a basic understanding of the concept. This will alert the school that the student may need remediation and/or placement into the MTSS process for the coming school year. While we will rate academic proficiency in all content areas to begin at 60%, we will nonetheless always aim for 100% proficiency.

d) Describe the process for student retention

Every effort will be made to help students progress through standards and goals at a normal year's pace. Students struggling to demonstrate proficiency will first move through the steps of the MTSS process. If, at the end of the third quarter, the student has not made the desired progress as determined by the team of teacher, principal, parent/guardian, then a plan to prevent retention will be set in place for the fourth quarter and/or summer options. When a student has gone through every step of the MTSS process, and it has been determined that retention might be in the best interest of the student, a formal process as stated below will begin.

At the end of the fourth quarter, teachers will review the final progress of all students who have intervention plans in place. This progress will be documented along with the teacher's recommendation to promote or retain and be submitted to the principal. The principal will review the documentation and hold a meeting with the teacher, parent/guardian, and student. The principal will hold an end-of-year conference for the teacher, parents/guardians, and student. The action steps from the intervention plan will be reviewed and compared with the parent/guardian and student's execution of the steps and outcomes. After the review, the principal will present the recommendation for promotion or retention. Final decisions regarding

retention must be made by the parent/guardians. Their decision will be documented along with any other relevant documentation in the intervention plan.

i. Special Circumstance: Move on When Reading (compliance with A.R.S. §15-701, A.R.S §15-704, and A.R.S §15-211):

Per ARS §15-701, LLA will not promote a student from the third grade if the student's reading scores are below the third grade level on the AzMerit statewide assessment. Taking direction from Move on When Reading legislation, teachers will identify students who are below grade level and will provide small group instruction, intervention, opportunities for tutoring, and continuous monitoring on at least a monthly basis. If a student is substantially deficient in reading, LLA will communicate with the student's parents in writing on or prior to third-quarter progress reports. The notification will include a description of the student's specific needs, the current services being provided, available supplemental instructional services at the school, strategies to use at home, and information about the possibility of retention if the student does not obtain a sufficient reading score on the AzMerit exam at the end of the third grade. As stated above in sections A.3.2a, A.3.2b, and A.3.2c, an intervention plan will also be developed as soon as deficiencies are noticed.

Notwithstanding all of the above, the student may still be promoted from third grade if:

- AZMerit assessment data is not received by the end of the school year (the student will still receive interventions if interim assessments did not demonstrate sufficient reading skills)
- The student is an English learner and has had fewer than two years of English language instruction
- The student is in the process of a special education referral, has been diagnosed as having a significant reading impairment (including dyslexia), or has a disability and the IEP team and parents/guardians agree that promotion is appropriate
- The student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third grade reading standard as evidenced through a collection of approved reading assessments
- The student receives intervention and remedial services and demonstrates adequate progress in reading skills

LLA's goal is that all students will overcome their reading challenges and achieve proficiency. If, however, a 3rd grade student is unable to reach grade level by the end of the school year, despite the efforts listed above, and doesn't otherwise meet the criteria for exemption under state law, s/he will be retained.

e) Consistency

Section A.3.1 is consistent with Area II of the Academic Systems Plan.

A.3.2

Course Offerings and Graduation Requirements

A.3.2 Course Offerings and Graduation Requirements

LLA will not serve any grade above 8.

A.4

**School Calendar and
Weekly Schedule**

A.4 School Calendar and Weekly Schedule

a) School Daily Schedule

Liberty Leadership Academy's mission statement is as follows:

Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.

Liberty Leadership Academy aims to help Verde Valley students close the academic achievement gap by providing an exceptional educational experience. The school calendar and daily schedule both exceed the instructional days and hours required by the Arizona Department of Education. The school calendar will begin Wednesday, August 5th, 2020, and end Thursday, May 20th, 2021. A minimum of 141 school days will be held, which exceeds the requirements of A.R.S. §15-901.

The school day for all students will begin at 8:00 a.m. and end at 3:30 p.m., Monday through Thursday. LLA provides 7 hours and 30 minutes of instruction every day on full days and 3 hours and 40 minutes of instruction on early release days.

Total Minutes of Instruction

138 for K-8th grade full days; 1 early release school day for K-8

Grade Level	State Requirement Yearly Hours¹	LLA Yearly Hours	LLA Weekly Hours	LLA Daily Hours
Kindergarten	356	1068:45	30	7:30
First Grade	712	1068:45	30	7:30
Second Grade	712	1068:45	30	7:30
Third Grade	712	1068:45	30	7:30
Fourth Grade	890	1068:45	30	7:30
Fifth Grade	890	1068:45	30	7:30
Sixth Grade	890	1068:45	30	7:30
Seventh Grade	1,000	1068:45	30	7:30
Eighth Grade	1,000	1068:45	30	7:30

¹ A.R.S. §15-901

Instructional Minutes per subject per day

Subject	K	1	2	3	4	5	6	7	8
Core	:30	:30	:30	:30	:30	:30	:30	:30	:30
Math	:75	:75	:75	:75	:75	:75	:75	:75	:75
Language	:75	:75	:75	:75	:75	:75	:75	:75	:75
Science	:55	:55	:55	:55	:55	:55	:55	:55	:55
Social Studies	:55	:55	:55	:55	:55	:55	:55	:55	:55
Electives	:55	:55	:55	:55	:55	:55	:55	:55	:55
Leadership	:45	:45	:45	:45	:45	:45	:45	:45	:45
Recesses	:60	:60	:60	:60	:60	:60	:60	:60	:60
TOTAL	7:10	7:10	7:10	7:10	7:10	7:10	7:10	7:10	7:10

This weekly schedule exceeds MOWR requirements as defined by ADE. The schedule also demonstrates compliance with A.R.S. 15-118 regarding recess requirements.

b) Weekly Schedule Demonstrating Compliance

LLA's weekly schedule demonstrates compliance with A.R.S. §15-118 and current Move on When Reading requirements.

K-8 Full Day Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday
7:00	Grade teams Professional Development	tutoring / clubs / enrichment / mindfulness	Whole Staff Professional Development	tutoring / clubs / enrichment / mindfulness
8:00 :10	Whole School Morning Message: Pledge, Core Values, Declaration, Quote, Announcements			
8:10 :20	Homeroom			
8:30 :75	Math Masters (academic level groups)			
9:45 :10	Brain Break / Switch classes			
9:55 :75	Language Leaders (academic level groups)			
11:10 :20	K-2 Lunch, 3-5 Recess / 6-8 Lunch			
11:30 :20	K-2 Recess, 3-5 Lunch / 6-8 Recess			
11:50 :55	Science / Social Studies / Performing Arts			
12:45 :10	Brain Break			
12:55 :55	Science / Social Studies / Performing Arts			
1:50 :55	Science / Social Studies / Performing Arts			
2:45 :45	Leadership	Leadership	Leadership	Leadership
3:30 :15	Dismissal			

3:45 :45	Optional clubs
4:30 3:30	Additional optional performing arts

Early Release Days Schedule

Times	Monday	Tuesday	Wednesday	Thursday
7:00	Am tutoring / clubs / enrichment / mindfulness			
8:00 :10	Whole School Morning Message: Pledge, Mission, Declaration, Quote, Announcements			
8:10 :20	Homeroom			
8:30 :75	Math Masters (math groups by level)			
9:45 :10	Brain Break / Switch classes			
9:55 :75	Language Leaders (ELA groups by level)			
11:10 :30	Leadership			
11:40	Dismissal			

Arts Weekly Schedule - Year 1

	Monday			Tuesday			Wednesday			Thursday		
	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50
K	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science	Social Studies
1	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science
2	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts
3	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm	Science	Social Studies
4	Social Studies	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm	Science
5	Science	Social Studies	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm

3 periods / 2 arts teachers / 3 hours per teacher per day / 2 rooms / 24 hours per week

Arts Weekly Schedule - Year 2

	Monday			Tuesday			Wednesday			Thursday		
	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50
K	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science	Social Studies
1	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science
2	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts
2	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm	Science	Social Studies
3	Social Studies	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm	Science
4	Science	Social Studies	circus	Science	Social Studies	ballet	Science	Social Studies	martial arts	Science	Social Studies	rhythm
5	rhythm	Science	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies

3 periods / 3 teachers / 3 hours per teacher per day / 3 rooms / 28 hours per week
Rhythm teacher changes rooms each day

Arts Weekly Schedule – Years 3+

	Monday			Tuesday			Wednesday			Thursday		
	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50	11:50	12:55	1:50
K	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science	Social Studies
1	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science
1	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies	martial arts
2	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science	Social Studies
3	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm	Science
3	Science	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies	rhythm
3	rhythm	Science	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science	Social Studies
4	Social Studies	rhythm	Science	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus	Science
5	Science	Social Studies	rhythm	Science	Social Studies	martial arts	Science	Social Studies	ballet	Science	Social Studies	circus

3 periods / 3 teachers / 3 hours per teacher per day / 3 rooms / 36 hours per week
Rhythm teacher changes rooms each day

c) School Calendar

The LLA annual calendar is shown on the following page. It shows the total number of days the proposed school will be in session (142.5); including full days (142) & early-release days (1), as well as teacher work-days/professional development (8), and additional days off (25).

AUGUST						
S	M	T	W	T	F	S
	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

LLA Important Dates

August

5.....1st Day, Q1 begins

September

7.....Labor Day

October

12.....Columbus Day

12-15.....Fall Break

November

11.....Veteran's Day

25-26.....Thanksgiving Break

December

21-3.....Winter Break

January

18.....MLK day

February

15.....Presidents Day

March

15-18.....Spring Break

April

5.....Family Day

May

20.....Last day - early release

LLA closed

Important dates

Staff Professional Development

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FEBRUARY						
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28						

OCTOBER						
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25	26	27	28	29	30	31

MARCH						
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28	29	30	31			

NOVEMBER						
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22	23	24	25	26	27	28
29	30					

APRIL						
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18	19	20	21	22	23	24
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DECEMBER						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY						
S	M	T	W	T	F	S
						1
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23	24	25	26	27	28	29

d) School Calendar Demonstrating Compliance

LLA yearly and weekly school calendars all clearly demonstrate compliance with A.R.S. §15-341.01.

e) Rationale for Selected Weekly Schedule

Core academic classes are in the morning when students are proven to be most focused, allowing them to learn at the best possible times.² Frequent breaks are proven to achieve higher success.³ Studies have proven that short unstructured breaks are more effective than one longer break.⁴ Students remain more focused during academics after a short period of unstructured movement.⁵ Scheduled breaks ensure teachers and students are more focused during academic times, less time is wasted for bathroom breaks, drinks, extra movement, and so on.

The weekly schedule at Liberty Leadership Academy is based on a four-day academic week. Increasing hours per day has been proven effective in raising student achievement.⁶ Specific to our target population, we anticipate that a four-day school week will improve student attendance, reduce discipline issues, provide longer teaching blocks to focus student learning, and make it easier to recruit teachers who will better serve our student population's needs. Further, for families in our target population that have at least one stay-home parent, parents and children can enjoy an extra day at home together with a four-day school week; while for families in our target population that have two working parents, an earlier start and a later dismissal, as used for a four-day school week, match more closely to what parents' working schedules happen to be. Our weekly schedule is consistent across the grade levels, which allows for students to work at different grade levels to meet their academic needs. This consistency also allows teachers common time without students for professional development, collaboration, and planning. And finally, in support of a four-day school week, one study of particular note looked at the academic performance of Colorado schools that switched to a 4-day week. The study observed that these schools had populations that were more rural, less affluent, and less Hispanic than the state average, which strongly matches LLA's target population. The study found a statistically significant increase in

²

http://blogs.edweek.org/edweek/curriculum/2016/04/having_math_class_in_the_morning_could_lead_better_student_performance.html; accessed 8-26-18

³ <https://www.scholastic.com/teachers/articles/teaching-content/recess-makes-kids-smarter/>; accessed 8-26-18

⁴ <https://www.edutopia.org/article/research-tested-benefits-breaks>; accessed 8-26-18

⁵ <https://www.edutopia.org/article/research-tested-benefits-breaks>; accessed 8-26-18

⁶ <https://azednews.com/budget-cuts-move-arizona-students-to-four-day-weeks/>; accessed 8-26-18

Math test scores, and a less significant but positive increase in Reading scores.⁷ When combined with the benefits for attendance, staff recruitment, and the academic benefits listed, we believe that the four-day schedule supports improving pupil achievement in the target population.

Performing arts classes give all students the opportunity to use other areas of the brain which lead to higher academic achievement.⁸ These classes will include a wide range of performing arts styles. Performing arts classes may be multi-age, giving students more social interaction opportunities with students outside of their homeroom classroom. Students will learn different styles of dance, including ballet, tap, acrobatics (“acro”), circus arts, and various rhythm, tap and dance styles. Performing arts teachers provide additional positive adult role models for students while giving classroom teachers time to collaborate and plan.

LLA aims to raise academic achievement for all students in all grades and thus exceeds the yearly and daily schedule state required minimum for total yearly instructional hours and MOWR reading instruction hours for K-3 as required in ARS §15-901 and ARS §15-341.01.

f) Professional development

Liberty Leadership Academy believes in continuing development for students, teachers, and staff. Weekly, monthly, and yearly required professional development training helps to retain highly qualified teachers who will provide the best education for our students. Multiple opportunities for professional development allow teachers to refine their craft and develop strengths. Required training will occur during the “Wednesday Weekly Morning Meeting” as well as on selected Fridays throughout the year as indicated on the calendar. An additional eight-day “Boot Camp” will be required for all staff at the beginning of each school year. This boot camp will provide training on LLA’s mission, curriculum, instructional practices, assessments, evaluations, team building, schedules, and operations. All instructional staff will receive professional development in the area of reading, as stated in code ARS §15-704, by attending the 5-day training in “Teaching Reading Effectively” This training may be offered onsite or in partnership with the local school district, in order to ensure students are receiving the highest level of instruction possible. Additional MOWR training will be provided during monthly staff meetings and professional development sessions.⁹ Teachers and staff will

⁷ “Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week,” https://www.mitpressjournals.org/doi/full/10.1162/EDFP_a_00165, accessed 8-23-19

⁸ <https://www.quora.com/Is-it-advantageous-thinking-from-both-sides-of-the-brain-simultaneously>; accessed 8-26-18

⁹ A.R.S §15-704

continually provide desired areas of professional development which administration will use to guide weekly and monthly sessions.

Liberty Leadership Academy will provide teachers and staff with opportunities to seek additional professional development off-campus during personal time. Additional incentives will be provided for teachers and staff who go above and beyond the contracted working hours to obtain outside professional development. These opportunities will be provided to teachers and staff throughout the year. Because each classroom will have two teachers, or one teacher and one paraprofessional, attending outside professional development will be easier because when one is at an off-campus training, the other can teach the classroom for the day. These opportunities may include, but are not limited to, online webinars, community and university courses, and trainings provided by surrounding districts.

A.5

Academic Systems Plan

Academic Systems Plan Template

Applicant Name: Liberty Leadership Academy

Duration of the Plan: Begins July 1 and continues for two years

	Baseline (current performance of target population)	Predicted Target (expected performance in Year 1)
Math	31% weighted average 2017/2018 AzMerit	41% school average 2020/2021 AzMerit
Reading	37% weighted average 2017/2018 AzMerit	47% school average 2020/2021 AzMerit

Narrative for setting baseline figures

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

Liberty Leadership academy expects to move all students beyond proficiency on all achievement tests as the school grows. Current outcomes for Arizona’s students are below LLA’s goals of 80% proficiency. Establishing a predicted target for year one is challenging because there are no surrounding schools with similar programs based in performing arts and cooperative learning curriculum that will be offered by Liberty Leadership Academy. LLA recognizes that the incoming students enrolled will comprise students with a wide range of academic proficiency and academic skill gaps. We believe our program will be successful based on the extensive research in integrated curriculum to improve academic achievement. We believe we will attract more students in the demographic similar to Mountain View Preparatory due to the fact that both schools are schools with a specialized program different from that of the surrounding district schools. MVP had a proficiency rate of 53% in ELA and 35% in Math for 2018 as listed in section A.2.

Under their contractual obligation with the state, Arizona charter schools are required to improve student academic achievement outcomes on Arizona state standards. By implementing the attached Academic Systems Plan, the founding team of Liberty Leadership Academy (LLA) adapted the weighted average AzMERIT reading and mathematics passing scores for the public schools serving the target population of the Verde Valley. LLA used data provided by the Arizona Department of Education. The founding team is confident that this is valid data.

AREA I: Elements of a Comprehensive Curriculum System

Complete the plan for each of the five sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- i. adoption of curriculum aligned to Arizona State Standards;
- ii. implementation of curriculum;
- iii. evaluation of curriculum
- iv. revision of curriculum; and
- v. adaptation to address the curriculum needs of subgroup populations.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i. Adoption of curriculum aligned to Arizona State Standards			
<p>Research curriculum proven successfully aligned to Arizona State Standards in each core subject; English Language Arts, Math, Science, Social Studies.</p> <p>Gather curriculum samples for evaluation.</p> <p>Establish a committee to evaluate all selected curriculum to ensure alignment to Arizona State Standards and the mission of Liberty Leadership Academy.</p> <p>Verify all the curriculum is aligned to Arizona State Standards</p> <p>Present curriculum options, including strengths and weaknesses, of recommended option through self-developed or supplemental material.</p> <p>Board adopts curriculum in each subject area at June meeting to allow time to plan training for fall.</p>	<p>Director, founding team</p> <p>Curriculum committee</p> <p>School Board</p>	<p>October 2018 - present</p> <p>Annually by curriculum committee made up of principal, teachers & aides</p> <p>Board meeting in February 2020 & annually in June to allow time for professional development</p> <p>Board meeting in February 2020 & annually in June to allow time for professional development</p>	<p>Product demonstrations and online resources are publicly available.</p> <p>Alignment documents provided by curriculum companies will be available on the school website for public viewing.</p> <p>Minutes of committee meetings</p> <p>Teacher-created documents showing standards covered by date and complexity.</p> <p>List of standards for each grade level to ensure each standard is adequately covered, check with publishers for AZ standards.</p> <p>Teachers report of introduction and mastery summative assessment for each standard presented to board.</p>

Academic Systems Plan Template

Leadership team presents quarterly analysis of curriculum effectiveness to board			
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Process for Implementing Action Step

The principal and founding team will research and evaluate printed, hands-on and web-based curriculum to ensure alignment based on specific criteria listed below

1. Alignment to Arizona state standards in each core content area of English Language Arts, Math, Science & Social Studies. All curriculum must meet specific criteria including spiraling skill review, multiple approaches, manipulative and hands-on activities.
2. Offers engaging lessons while enhancing the mission of LLA
3. Offers differentiation through enrichment and remediation to meet the needs of all students.
4. Includes specific resources/strategies for addressing the needs of the following subgroups: ELL, ESS, FRL, bottom 25% & underserved racial/ethnic.
5. Offers multiple methods of instruction and demonstration
6. Customer support, technical assistance and professional development opportunities.

The team will perform extensive research, through product demos, online webinars, reviewing sample materials and reading reviews and testimonials from current users, in selecting the curriculum for LLA. Annually the curriculum committee will review core and supplemental curriculum based on parent, student & teacher feedback as well as data results of the students to ensure the curriculum is meeting the needs of LLA students to raise their level of achievement.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ii. Implementation of curriculum			
Hire a dynamic and innovative educational leader that embodies the mission and vision of Liberty Leadership Academy	Founding team	Spring 2020	Resume and interview by governing board
Recruit quality teachers prepared to take leadership roles for the new school	Director, founding team	Spring 2020	Resumes and applications from selection process for hiring qualified staff
Develop a scope and sequence or pacing guide for all subjects aligned to Arizona State Standards	Director, founding team - Year 1	Spring 2020	Scope and sequence documents Pacing guides Teacher lesson plans
	Director, curriculum team - Year 2 and beyond	Yearly review	
Monitor and make adjustments to the implementation of the selected curriculum using performance metrics and classroom observation data	Director, founding team	Spring 2020, reviewed at the end of each grading period in October, December, March & May Adjustments made each June/July	Curriculum implementation observation data Classroom walkthrough data Teacher lesson plans AzMerit student performance data

Approved February 11, 2019

Academic Systems Plan Template

			disaggregated by performance level descriptors LLA's chosen standardized assessment(s)/universal screener(s)/progress monitoring data analysis
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Process for Implementing Action Step

Hire educational leader:

The LLA founding team will recruit a highly dynamic and innovative educational leader that embodies the mission and vision of Liberty Leadership Academy. LLA board will collect & review resume and letters of recommendation to ensure a school leader that is the most qualified applicant.

Recruit and hire instructional staff:

The LLA director, with the assistance of its founding team, will recruit both within Arizona and nationally to select and hire instructional staff who are aligned to the mission and vision of Liberty Leadership Academy. Positions will be advertised on a variety of media platforms with the assistance of the business manager. LLA Board will guide the new director in the hiring of instructional staff to ensure that the school stays true to Liberty Leadership Academy's vision and mission.

Develop scope and sequence or pacing guides:

The faculty of the school will develop a scope and sequence or pacing guide for each grade. LLA teachers and director will receive support in professional development for set-up of this process. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guides will largely be aligned to the adopted curriculum mentioned in A.3 Program of Instruction. Teachers will develop and/or provide additional resources, as maybe necessary, to teach benchmarks not adequately addressed in the adopted curriculum.

Monitor implementation of curriculum:

LLA Board and instructional leadership will collaboratively monitor implementation of the selected curriculum that is aligned to AZ Standards. Our observation evaluation documents will check alignment to pacing guide, alignment to lesson plan, and fidelity to key curricular elements. Liberty Leadership Academy's educational program is modeled after innovative instructional methods and strategies that have proven successful in raising student learning and achievement, especially for those students most vulnerable for academic failure. We will monitor the implementation of key curricular elements including but not limited to:

- Active involvement & integration of performing arts into academic subject matter
- Implementation of PD research-based practices
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic)
- Data-driven, high-quality differentiated instruction for all students
- Supplemental programming for student enrichment and remediation
- Participation in weekly instructional staff meetings
- Participation in monthly staff development

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iii. Evaluation of curriculum</i>			
Collect multiple sources of data in order to strategically monitor student performance and to ensure the effectiveness of selected curriculum	LLA founding team Director Instructional Staff	Yearly during teacher meetings	AzMerit student performance data disaggregated by performance level descriptors

Academic Systems Plan Template

<p>Administer periodic and regular formative and summative assessments to students to gather and collect student achievement and learning progress. A variety of data points and outcomes will be maintained to promote student learning.</p>	<p>Director Instructional Staff</p>	<p>Monthly</p>	<p>LLA's chosen standardized assessment(s)/universal screener(s)/progress monitoring data analysis</p> <p>Performance data on curricular summative assessments.</p> <p>AzMerit student performance data disaggregated by performance level descriptors</p> <p>LLA's chosen standardized assessment(s)/universal screener(s)/progress monitoring data analysis</p>
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Process for Implementing Action Step

Collect data and strategically monitor student performance:

Liberty Leadership Academy will develop performance metrics that adequately and reliably detail the effectiveness of implementation of curriculum and supplemental materials. The board will employ user-friendly performance dashboards at meetings and will receive monthly academic performance updates and curriculum implementation status updates. Liberty Leadership Academy will implement a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and the academically disadvantaged (at-risk) students. With measures in place, LLA is confident that its proposed target community of students will maintain year-over-year academic growth with implementation of the selected curriculum; thus, monitoring for inadequate student performance as an indicator to evaluate the effectiveness of the selected curriculum aligned to AZ Standards.

Administer formative and summative assessments:

Liberty Leadership Academy will utilize curriculum that begins with the end in mind using the final assessment to determine development and learning objectives through multiple tiered instructional levels that allow students to show mastery of the content. Each staff member is excited to use performing arts to help students develop a deeper understanding of the content. Staff will meet regularly in a collaborative team to discuss students' progress and next steps as it relates to implementing and evaluating the selected curriculum that is aligned to AZ Standards. During this time staff will also learn alongside one another through a variety of professional learning opportunities and collaborative sharing best practices in instructional pedagogy. The LLA learning model and curriculum will be implemented and evaluated for effectiveness in meeting all demographic profiles in our target student population, which includes special education programs, English learners, and acceleration for those who have shown performance-based mastery of the content. In an ongoing cycle of evaluating the curriculum, a variety of data points will be collected to monitor the progress of LLA's implementation of selected curriculum.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iv. Revision of curriculum</i>			
Collect multiple sources of data, as part of our 5 year curriculum evaluation cycle, in order to strategically	Director Instructional staff	Each semester within professional development monthly meetings	AzMerit student performance data disaggregated by performance level descriptors

Approved February 11, 2019

Academic Systems Plan Template

<p>revise the curriculum as needed</p> <p>Provide supplementation for any gaps identified in curriculum.</p> <p>Align all curriculum to all content areas and identifying areas of the adopted LLA curriculum that may need revision</p>	<p>Curriculum committee</p> <p>Director</p> <p>Instructional staff</p>	<p>Quarterly provides information to the board</p> <p>Each semester within professional development monthly meetings</p>	<p>LLA's chosen standardized assessment(s)/universal screener(s)/progress monitoring data analysis</p> <p>Curriculum implementation observation data and student performance data</p>
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Process for Implementing Action Step

Collect multiple sources of data:

Liberty Leadership Academy instructional staff will collect multiple sources of data in order to strategically revise the curriculum as needed in alignment LLA's mission and AZ state standards. LLA will continually research new and alternate curriculum options to ensure our students receive the best resources available to help them be successful.

Align all curriculum:

Liberty Leadership Academy instructional staff will collect multiple sources of data in order to strategically revise the curriculum as needed in alignment LLA's mission and AZ state standards. Curriculum team will make revisions to existing curriculum in all core subjects and replace and/or supplement existing curriculum through adoption of new curriculum in core subjects.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>v. Adaptation to address the curriculum needs of subgroup populations</i>			
<p>Administer a language survey to parents upon enrollment of students to identify areas in curriculum to adapt</p> <p>Align programs to support each subgroup; (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic) students with curriculum adaptations as indicated in the registration of students</p> <p>Collect data from Universal Screening and Progress Monitoring of students that is analyzed to discuss</p>	<p>Business Manager</p> <p>Director</p> <p>Instructional Staff</p> <p>Contracted Support Services for ESS & ELL</p> <p>Director</p> <p>Instructional Staff</p>	<p>Annually within enrollment packet</p> <p>Monthly instructional staff administer universal screeners and progress</p>	<p>Enrollment packet language survey</p> <p>ELL curriculum adaptations in lesson plans incorporating ELL strategies and accommodations</p> <p>Teacher lesson plans</p> <p>Student IEP documentation</p> <p>IEP curriculum adaptations in lesson plans incorporating IEP strategies and accommodations</p> <p>School's chosen standardized assessment(s)/universal screener(s)/progress monitoring data analysis</p>

Academic Systems Plan Template

curriculum adaptations for children scoring in the top and bottom 25% and an intervention plan is developed with specific adaptations of the curriculum to meet needs of subgroup populations		monitoring assessments and analyze data each quarter. Accommodations and interventions plans created and adaptations to curriculum created as needed to meet needs of individual students.	Teacher lesson plans with accommodations Intervention curriculum materials
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Process for Implementing Action Step

Align programs to support educationally disadvantaged students

Educationally disadvantaged students will be identified early. All students who respond that they qualify in one or more of the subgroups (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic), that is part of the student enrollment packet, will prompt LLA's identification process. Effective, research-based strategies will be incorporated within the curriculum to address the needs of all students. LLA will use adaptive online programs, differentiated reading materials, student interest guided topics and small group instruction to meet the needs of all students. LLA is considering programs like MobyMax, DIBELS, Starfall, iReady and Fuel Education to monitor, assess & provide additional support for all students. All curriculum and programs will be evaluated as part of our 5 year curriculum evaluation cycle, and progress will be monitored to measure effectiveness of the programs & curriculum.

Administer language survey and align programs for ELL:

Educationally disadvantaged students will be identified early. All students who respond that a language other than English is spoken at home on a home language survey, that is part of the student enrollment packet, will prompt LLA's ELL identification process. Students will be tested on their English proficiency. Effective, research-based strategies will be incorporated to their accommodations. The curriculum will be adapted to address the curriculum needs of ELL students. LLA's will use adaptive online programs, differentiated reading materials, student interest guided topics and small group instruction to meet the needs of ELL students. LLA is considering programs like MobyMax, DIBELS, Starfall, iReady and Fuel Education to monitor, assess & provide additional support for ELL students. All curriculum and programs will be evaluated as part of our 5 year curriculum evaluation cycle, and progress will be monitored to measure effectiveness of the programs & curriculum. LLA may contract with STEPS.

Align programs of special education:

As part of the enrollment packet, parents will be asked during registration if the student has an IEP. All students with IEP's will be recorded in order to identify additional support and services that may be needed. In addition, the business manager will request special education records from the student's previous school. All students will be assessed using LLA's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support, curriculum adaptations, and supplemental resources in forms of interventions. Students will then be scheduled into groups based on need. LLA will provide the necessary individual, classroom and/or school-wide intervention programs.

LLA's special education programs will comply with all federal and state laws. LLA will contract with a professional special education facilitator to complete compliance reviews on all IEPs. Teachers and instructional aides will help to monitor the academic and behavioral growth of students with disabilities in order to ensure that student needs are being met.

Adjustments to instructional programs and adaptations to the curriculum are adjusted accordingly through collaboration and progress monitoring. In addition, a review of confidential folders will be completed monthly. Contracted special education services will complete annual and three year reviews. LLA may contract with STEPS.

Collect data and analyze to make adaptations as needed:

The continuum of services offered by LLA will begin in regular education classes. All students will be given a universal progress monitoring assessment 4 times a year. LLA will then analyzes the data. Each quarter the instructional staff will meet as a team to discuss children scoring in the top or bottom 25% or another cut score as determined by the school. Students who score in the bottom 25% will be discussed and an intervention plan will be developed. The staff will implement different interventions, support, supplemental resources and adaptations to the curriculum that may help the student make appropriate academic or behavioral gains.

Before and after school tutoring clubs will provide instructional level interventions. If the student is still not showing progress on the universal progress monitoring, the student will enter into an MTSS program. During MTSS, a goal is written

in the deficit area, the student is provided with additional interventions, support and curriculum adaptations, and the student has weekly progress monitoring related to the goal. If the student does not moving toward the goal at the desired rate reevaluation will be discussed with possible interventions as:

- increased intervention time
- differentiated instruction
- alternative teaching methods
- change in class groups

If, after the interventions listed above, the student still shows a lack of progress, the student will be referred to special education. Once the student is in special education, the student will receive support in regular education with supplementary aids and services. Progress monitoring will continue. LLA will use data-based documentation that refers to an objective and systematic process of documenting a child's progress and monitoring success with the curriculum adaptations.

Curriculum effectiveness will be monitored as part of our 5 year curriculum evaluation cycle along with teacher and student progress monitoring. Teachers and administrative staff will continually review curriculum creating documents showing gaps and areas that need further instruction. Teachers will be monitored on observation evaluations to ensure high quality teaching is occurring in every classroom every day.

Curriculum adaptations and supplementations, instructional practices, and assessments will be made.

Data on other issues such as student homeless or poverty will also be gathered after acceptance and will be addressed in a manner consistent with federal and state law.

AREA II: Elements of a Comprehensive Assessment System

Complete the plan for each of the four sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive assessment system to assess student performance:

- i. developing the assessment system;
- ii. analyzing assessment data;
- iii. adapted to meet the needs of subgroups; and
- iv. year to year comparison.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>i. Developing the assessment system</i>			
Select formative and summative assessments to measure specific student learning outcomes	Governing board Director Founding team	Yearly based on recommendations from the Curriculum team	Minutes from governing Board Meeting indicating the approval of all summative and formative assessments.
Create an assessment calendar to set dates for the administration of all internal assessments at the initial, mid-year, and end-of-year benchmark periods.	Director Founding team	Yearly based on recommendations from the Curriculum team	Assessment Calendar marking all dates for internal assessments. All assessments as listed in section A.3 Program of Instruction.
Develop a database for the progress monitoring and analysis of all students.	Director Contracted IT services	Year 0	Assessment database which instructors and administrators may use to monitor and analyze student data.

Process for Implementing Action Step

Select formative and summative assessments:

Liberty Leadership Academy will implement assessments correlated to the adopted curriculum as listed in A.3 Program of Instruction as well as state mandated assessments including the Arizona English Language Learner Assessment (AZELLA), AzMERIT, AIMS Science. The board still maintains the autonomy and ability to change assessments as they deem needed and/or necessary for the benefit of the students. As a public charter school, LLA is also accountable to students, parents, the community, and all stakeholders in its responsibility to provide an adequate and relevant education for all students. As such, the school will participate in Arizona statewide assessment program and will use state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of Arizona Academic Content Standards across all grade levels. LLA will participate in the statewide AzMERIT assessment program and will comply with all applicable requirements under Federal and State statutes. These assessments align with the school’s curriculum, performance goals, and state standards in specifically assessing those benchmarks being taught as well as how individual students are progressing toward mastery of the standards. They also allow the school to assess, from a school-wide

Academic Systems Plan Template

perspective, how the school is progressing towards meeting growth and academic targets and to inform parents on whether their child is gaining at least a year's worth of learning for every year spent in school.

Create an assessment calendar:

During LLA's development period (December 2019-August 2020), LLA will work to establish dates for all assessments to occur in collaboration with the school's educational leaders.

Develop a database:

Once assessments have been selected and a calendar has been created, LLA's contracted IT services will develop and implement a database which will be accessible to all educational personnel in order to effectively monitor the progress of all LLA students. LLA may use ReviveIT, Tyler Management Systems and/or Powerschool

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>ii. Analyzing assessment data</i>			
Assess instructional effectiveness in meeting the academic needs of all its students	Director Instructional Staff	Each semester within professional development monthly meetings	Notes from weekly PLCs; FERPA-compliant weekly assessment results; other interim assessment reports as made available through each assessment program Student data portfolios Teacher data tracking Assessment database Teacher observation evaluations
Create specific subject intervention groups for those students who have demonstrated academic deficiencies	Director Curriculum team Instructional Staff	Quarterly within curriculum team monthly meetings	Intervention group tracking
Provide professional development, training, and support to school leadership and teachers in interpreting and using performance data to improve student learning	Director Professional development contracted services	Professional Development provided monthly and as needed by director and contracted services focusing on all areas of assessments and student interventions for all student subgroups and special populations	Professional Development agendas and presentation materials
Process for Implementing Action Step			
Assess instructional effectiveness:			

All assessments align with LLA’s curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well how individual students are progressing toward mastery of the standards. Administration and instructional staff will monitor student assessments for consistency in predicting how students will perform on state assessments. They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting targets and to inform parents on whether their child is gaining at least a year’s worth of learning for every year spent in school. Fall benchmark data is analyzed in early Sep. against nationally normed percentiles to identify learning gaps in students, leading them to be assigned to intervention groups. Curricular assessment data is analyzed quarterly to monitor progress on standards mastery, and identify possible curricular gaps. Progress monitoring and Winter Benchmark data is analyzed by the CST against national norms to monitor intervention effectiveness, and possibly identify students for SPED testing. Admin monitors grades quarterly to ensure appropriate implementation of standards and communication with parents. Spring benchmark data and state standardized assessment results are analyzed in early summer to analyze the predictive effectiveness of the benchmark data, identify standard gaps for curriculum review, and identify teachers who might need training or instructional support.

As a public charter school, LLA is accountable to students, parents, the community and all stakeholders in its responsibility to provide an adequate and relevant education for all students. As such, LLA will participate in Arizona’s statewide assessment program and will use state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of AZ standards across all grade levels. LLA will adhere to the assessment calendar annually which directly aligns with the school’s standards-based curriculum and all state and federal requirements. LLA will thereby administer and use state standardized assessment and district-adopted assessments in each grade level (as required) to measure mastery of AZ Standards across all grade levels and monitor student performance.

Teachers will be evaluated to ensure instructional effectiveness. Evaluation tool will assess teachers use of adopted curriculum, use of supplementary materials, subject knowledge, and use of additional resources to allow students to be successful. Evaluation tool will differentiate between curriculum gaps, teacher effectiveness & student’s prior knowledge to assess where problems may be present.

Create specific subject intervention groups:

LLA will use all assessment data to form specific subject intervention groups in order to raise student achievement for every student.

Provide professional development, training, and support:

Monthly PLC’s will be conducted by administrators to address student achievement data. Depending on the need, LLA may elect to contract targeted PD to share best practices in areas that need to be remedied. Additionally, at least monthly, and as often as biweekly, team leaders will facilitate support and encourage communication during Professional Learning Communities wherein team planning and troubleshooting will occur. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff, as applicable. The LLA Curriculum team, which will consist of the director and other instructional staff will oversee the data management process and provide support for teachers to make data including technology and resources to make data readily available. All teachers will receive specific training on data-driven decision-making process and procedures as well as professional development on how to interpret and use data to improve student learning. As mentioned before, LLA will also contract data specialists to provide school leadership and/or faculty ability to review data and identify trends for a particular teacher or within the school. Data serves as a feedback system to guide teachers in lesson planning and individualizing instruction as well as to provide students with knowledge of their current levels of performance. LLA will use data on an ongoing basis to inform instructional practices allowing for increased student learning outcomes as well as to inform students of their progress including strengths and opportunities for improvement. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making. LLA may contract with COCSD, Yavapai Community College and EdWeb Online.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iii. Adapted to meet the needs of subgroups</i>			
Develop and implement corrective actions schoolwide RTI assessment protocols to adapt	Director Instructional Staff	1x, Beginning of the year (diagnostic)	Notes from weekly PLCs; FERPA-compliant weekly assessment results; other interim assessment reports

Academic Systems Plan Template

<p>instruction to meet the needs of subgroups (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic)</p>		<p>Monthly for Progress Monitoring (PM) of Tier I</p>	<p>as made available through each assessment program</p>
		<p>Bi-monthly for PM of Tier II</p>	<p>Results from the initial screening assessments</p>
<p>Create action plans for each student identified in subgroups with needs. (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic)</p>		<p>Weekly for PM of Tier III</p>	<p>Reports from intervention group activity</p>
		<p>AZELLA - 1x, Beginning of the year (language screening)</p>	<p>Assessment results</p>
		<p>AzMERIT - 1x, end of the year</p>	<p>Student portfolios</p>
		<p>AIMS Science - 1x, end of the year</p>	<p>Teacher data tracking</p>
		<p>MobyMax - 3x (beginning-, mid-, end-of year) for benchmarking and progress monitoring</p>	
		<p>Specific subject intervention groups will be organized soon after results from the initial screening have been administered at the beginning of the school year (August/September 2019)</p>	
		<p>Curriculum Assessments and Teacher-Generated Assessments monthly</p>	
	<p>Director</p>	<p>Professional development continuous as needed</p>	<p>Data monitoring programs</p>
<p>Remain FERPA compliant</p>	<p>Instructional Staff</p>	<p>Contracted IT service provider will develop data systems and apply industry standard information security protocols and services</p>	

Process for Implementing Action Step

Develop and implement corrective actions:

LLA is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Arizona State Standards.

For ESS, data will come from benchmark assessments (Reading fluency and comprehension, Math concepts and fluency), curricular assessments, adapted or modified as per IEP, monitoring proficiency on state standards, and classroom observation on meeting IEP goals.

Academic Systems Plan Template

For ELL data will come from benchmark assessments (Reading fluency and comprehension, Math concepts and fluency), curricular assessments, adapted for their ELL needs, AZELLA data, online enrichment/reteaching programs, and monitoring proficiency on state standards.

For the bottom 25% data will come from benchmark assessments (Reading fluency and comprehension, Math concepts and fluency), curricular assessments, small group instruction, online enrichment/reteaching programs, and monitoring proficiency on state standards.

For other major Federally-recognized subgroups (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic), delivery of instruction will be evaluated by benchmark assessments (reading fluency and comprehension, math concepts and fluency), curricular assessments, adapted or modified as needed; monitoring proficiency on state standards; and classroom observation on meeting individual subgroup goals.

Develop systems to protect privacy:

Liberty Leadership Academy will act in accordance with Family Educational Rights and Privacy Act (FERPA).

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iv. Year to year comparison</i>			
Develop system for year to year comparison of assessment which will serve as a feedback system through year to year comparisons to: guide administrators, teachers, and board in instructional focus areas.	Director Instructional Staff	Yearly	Notes from weekly PLCs; FERPA-compliant weekly assessment results; other interim assessment reports as made available through each assessment program Results from the initial screening assessments Reports from intervention group activity; notes from group guides; Assessment results Student portfolios Teacher data tracking Arizona standards based progress report card
Develop methods to relay student achievement data to all stakeholders	Director Instructional Staff	Standards based progress report card once per semester Monthly progress reports Various parent/student communication - continuous as needed	Assessment results Student portfolios Arizona standards based progress report card
Process for Implementing Action Step			

Develop system for year to year comparison:

Student assessment and performance data will be used to not only evaluate school effectiveness, but more importantly, to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. LLA is committed to continuous improvement through year to year comparisons and will ensure that responsibility is aligned with accountability and that all stakeholders are involved in achieving the school's mission and vision for our students. LLA's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need further strengthening.

LLA will have systems that allow comparisons across years by testing the same items including, but not limited to, letter identification fluency, letter/word/sound fluency, phoneme segmentation (K-1), reading fluency, reading comprehension (2-8), number identification, quantity determination (K-1), fact fluency, math concepts and applications (2-8).

LLA will ensure assessments are nationally normed. LLA is considering programs including DIBELS, NWEA, Aimsweb, among others, for normed assessment monitoring. Focus will be on student growth with Proficiency data will be tracked and recorded to assist in predictions on state assessments. By monitoring the same skills, the assessment tool can be changed if needed, but data will still provide meaningful for tracking students through multiple grades. Data can also be cross referenced with benchmark proficiency and AzMerit.

Develop methods to relay student achievement data:

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above in area II.iii)
- Administration and instructional staff collect data on an on-going and consistent basis (biweekly, after quarterly assessments, and monthly throughout the school year).
- Teachers are trained on how to properly analyze the data and log in the individual student portfolio.
- Students will use personal portfolios to track their growth data. Portfolios are available at school for parents to review at any time.

AREA III: Monitoring Instruction

Complete the plan for each of the five sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive system for monitoring instruction:

- i. monitoring instruction;
- ii. evaluating instructional practices;
- iii. adapted to meet the needs of subgroups; and
- iv. providing feedback that develops the quality of teaching and standards integration.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>i. Monitoring instruction</i>			
Conduct ongoing observation of classroom instruction to ensure the delivery of rigorous academic lesson plans aligned to LLA's mission statement and AZ Standards while providing feedback to teachers.	Director	Informal classroom walkthroughs conducted weekly Formal classroom observation and feedback cycles will be conducted at least twice per year	Walkthrough Data Form Teacher Evaluation and Feedback Form
Utilize a variety of student data points for evaluation and monitoring of instruction	Director Instructional Staff	Quarterly review of student performance and benchmark data	Student portfolios Teacher data management system Standards based progress report cards

Process for Implementing Action Step

Liberty Leadership Academy highly values the observation and feedback cycle as a means to supporting teacher development and improving student learning. Through classroom observations of teacher practice and ongoing discussions of student data, administration and teachers establish a shared vision of effective teaching and its impact on student learning.

Conduct Ongoing Observation:

LLA administration will conduct informal and formal classroom observations on a weekly basis. Data collected from these classroom walkthroughs will be used to provide feedback on the learning objectives aligned to Arizona Standards, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities. Observation and feedback cycles will be conducted with teachers at least twice per year. During the observation and feedback cycle, LLA director will observe and gather evidence of teacher practice, discuss evidence and feedback from the observation, and create plans for improving classroom instruction.

Utilize a Variety of Student Data Points to Inform and Evaluate Instruction:

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Student progress will also be a means in which instruction will be monitored. LLA will conduct data checks with instructional staff. The purpose of these data checks is to assist in monitoring student progress for all subgroup populations (ELL, ESS, FRL, bottom 25% & underserved racial/ethnic). Instructional staff will compile progress-monitoring data on a quarterly basis and will disaggregate the results. Instructional staff will meet monthly to

- Evaluate data and correlate to instructional decisions
- Review progress-monitoring data at grade level and classroom level to identify students and their academic levels
- Identify professional development to enhance students' achievement levels
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

We will use an observation cycle where each month, in week 1, we will target observations on Tier 1 practices, in week 2 on Tier 2 and 3 instruction, in week 3 on monitoring IEP implementation, and in week 4 on ELL instruction. We will alternate targeting math and ELA each month. This will give administration data for your monthly meetings. If a teacher doesn't have any ESS or ELL kids, they will focus on Tier 1 again and work in a 3 week cycle.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>ii. Evaluating instructional practices</i>			
Adopt a teacher evaluation rubric aligned to Arizona's Framework for Measuring Educator Effectiveness	Director Founding Team	July 2020	Evaluation Rubric Board Agenda & Minutes
Provide professional development to teachers on the evaluation rubric	Director	August 2019 (and the start of each school year for new staff to the school)	PD Agendas Sign in sheets Training materials
Analyze student data for teacher effectiveness	Director Instructional Staff	Minimum of three times per year for benchmark data Once per year for state mandated assessment data	Data analysis documentation AzMerit student performance data disaggregated by performance level descriptors
Formally evaluate all staff annually by completing the adopted evaluation rubric	Director	At least twice per year	Informal observation documents Formal evaluations
Develop an informal observation protocol which includes expectations of curriculum implementation, levels of questioning, and rigor	Director Founding team	Spring 2020	Informal Observation form

Academic Systems Plan Template

Provide ongoing professional development on adopted curriculum	Director Contracted professional development services	Ongoing	Curriculum training materials Sign in sheets
Monitor implementation of curriculum that is rigorous and meets mission and state standards.	Director Instructional Staff	Ongoing	Curriculum implementation Observation data and fidelity classroom walkthrough data AzMerit student performance data LLA's standardized assessment(s)/universal screener(s)/progress monitoring data analysis
Assess students using an external assessment and using curriculum based measure	Director Instructional Staff	Three times per year for benchmark assessment and ongoing for curriculum based measures	Assessment data Meeting notes

Process for Implementing Action Step

Liberty Leadership Academy will provide quality instruction, maintain high expectations, and provide consistent standards-based curriculum for all students in alignment with the LLA mission. The content will be challenging for all students and based on the expectation that all students can achieve high standards if given stimulating opportunities and differentiated instructional support. Teachers will be trained to use varying instructional strategies including performing arts to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level.

Adopt a Teacher Evaluation Rubric:

In order to evaluate instructional practices, LLA will adopt and gain approval from the governing board in the Spring of 2020 for a research based teacher evaluation rubric which aligns to the Arizona Professional Teaching Standards. The Arizona Department of Education Teacher Model for Measuring Educator Effectiveness utilizes the four domains in the 2013 Charlotte Danielson Framework for Teaching:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

We will monitor teachers' integration of curriculum into instruction consistently using Danielson element 1e, which we will do at least three times a year, twice informally and once formally.

Provide Professional Development to Teachers:

To provide LLA teachers with a complete understanding of how their performance is being measured, professional development will be conducted at the start of the school year based on the evaluation rubric. The purpose of this professional development is to communicate clearly defined expectations, to explain the process of using the evaluation process to drive professional learning and enhance student performance, and to foster a culture where student learning and

growth mindset are used as a continual part of redefining goals for students and teachers. LLA may contract with COCSD, Yavapai Community College and EdWeb Online.

Analyzing Student Data for Teacher Effectiveness:

At LLA, we believe that there is a direct correlation between teacher performance and student outcomes. Student assessment and performance data will be used to not only evaluate school effectiveness but also to measure instructional effectiveness of each teacher. Progress will be monitored to ensure students are meeting academic goals and inform decisions on adjustments necessary to ensure student success.

Administrators and instructional staff will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Assessment will serve as a feedback system to:

- ✓ guide administrators in instructional focus areas and which teachers may need additional PD and support
- ✓ to guide teachers in lesson planning and individualizing instruction
- ✓ to guide students in understanding their own progress towards of each respective standard
- ✓ to keep parents involved and informed about student achievement and progress.

The aforementioned process gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how best support our students.

Components of student data used for evaluation and monitoring of instruction:

- ✓ Student Achievement: Grade level proficiency and content mastery
- ✓ Student Growth: Student growth percentile (SGP) is used to compare student growth to their academic peers on a national scale

Formally Evaluate Staff:

LLA will use evidence collected from classroom walkthroughs, evaluation cycles, and student data to complete the annual evaluation. Following Arizona’s Model for Measuring Educator Effectiveness Guidelines, the evaluator (LLA director) will discuss the results and evidence aligned to the adopted teacher evaluation rubric and identify future professional goals for the teacher to focus on improvement and growth.

Core content will be delivered using instructional materials that have proven successful at schools throughout the country. The governing board, LLA’s administrative staff, and LLA leadership will oversee the implementation and provide monitoring, evaluation and feedback of the following practices/activities to ensure that the program is implemented with fidelity.

Curriculum effectiveness is determined by the extent to which a curriculum programs are implemented to produce positive outcomes for students in relation to Arizona State Standards. Implementation of curriculum will primarily be monitored for effectiveness through lesson plan reviews, classroom observation data, and data analysis based on multiple measures. Curriculum effectiveness depends on if it is implemented adequately and how it fits within the grade level for which it is designed as well as whether it fits with the educational contexts that precede or follow it.

Develop an Informal Observation Protocol:

In the Spring of 2020, LLA administration and leadership team will develop a Classroom Observation form to identify areas of strengths and opportunities for improvement in curriculum implementation. The observation form might include such indicators as performance arts enhancement, students using adopted curriculum, answering high levels of questions, collaborating with each other, and showing evidence of learning based on the learning objective of the lesson.

Provide Ongoing Professional Development:

In order to set up teachers for success, opportunities for professional development on adopted curriculum will be provided to teachers. The professional development will be provided prior to implementation, continued support during implementation, and reflective time both during and after implementation. Different types of professional development will be provided which focus on content, pedagogy, and assessment. LLA may contract with COCSD, Yavapai Community College and EdWeb Online.

Monitor Effectiveness of Implementation of Curriculum:

Monitoring effectiveness of the implementation of curriculum will be accomplished through data collection during Classroom Observations and data analysis. Using the adopted Classroom Observation protocol, data will be collected to look for trends among grade levels and content areas. These trends will be the driving force behind further professional development to the staff. A review of lesson plans can also be included which focuses on lesson alignment within a research based scope and sequence and appropriateness of learning targets for specific grade levels and content areas.

Assessing Students:

The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning and achievement. Student assessment therefore translates to assessment of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content.

Assessment of student learning will be both formative and summative. Formative assessment is the process by which teachers adjust ongoing teaching and learning to improve student achievement. It is conducted during the learning process in order to modify teaching and learning activities to improve student attainment. Formative assessment is often coined as ‘assessment during learning’, whereas summative assessment is considered ‘assessment of learning’. Evaluation of formative assessment is done during classroom observations where an evaluator will elicit evidence of learning. Summative assessments are given to students at the end of the unit or end of the year. LLA teachers will use results from summative assessment during Data Chats to determine student mastery and next steps.

In addition, LLA will assess students during benchmark periods to track student progress and evaluate curriculum. The MobyMax benchmarks will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in language, mathematics, science & social studies. Mid-Year Assessments (MYA) administered in the second semester of the school year will be used to target instruction on AZ Standards in ELA, Mathematics, Science, Social Studies, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for school improvement plans.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iii. Adapted to meet the needs of subgroups</i>			
Assess students using benchmark assessment to identify strengths and areas of need; Assess students to monitor progress	Instructional Staff	Students in Tier 1 - Universal screener 3 times per year & monthly progress monitoring Students in Tier 2- Universal screener 3 times per year & progress monitoring bi-monthly Students in Tier 3 - Universal screener 3 times per year & progress monitoring bi-weekly	RTI and intervention plans and progress monitoring Professional development agendas and notes Teacher evaluations, observation data Student data analysis Student progress report cards
Develop Rtl plans and interventions for struggling students; Implement interventions and monitor progress for effectiveness,	MTSS Team Instructional Staff Director	Quarterly	Rtl Plans Assessment Data MTSS notes

Academic Systems Plan Template

<p>utilizing research-based strategies proven to improve student performance for all populations, including ELL, ESS, FRL, bottom 25% & underserved racial/ethnic</p> <p>Evaluate lesson plans to ensure alignment to AZ standards and delivery of academic lessons adapted to meet the needs of subgroups and providing feedback to teachers</p>	<p>Director</p> <p>Instructional Staff</p>	<p>Ongoing</p>	<p>Lesson plans</p> <p>AZ state standards</p> <p>PLC notes</p> <p>Director/Teacher meetings</p>
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Process for Implementing Action Step

Teachers will create a culture of high academic and behavioral expectations for all; expect parental involvement, build strong and dedicated faculty/staff who believe in LLA’s mission and core values to support achievement of the state-adopted standards for our intended student population.

Assess All Students:

Tier 1 is inclusive of all students. All students will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum 3 times per year to identify struggling learners who need additional support. Further ,the needs of students in the major federally-recognized subgroups (economic disadvantage, disability, major racial/ethnic group, limited English proficiency) will be addressed. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions will include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include benchmark, mid-year & end of year assessments in ELA, math & science. Additional assessments include classroom and performing arts assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observation data, conference records and disciplinary data.

Develop RtI Plans and Interventions:

The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team composed of administrators, teachers, and specialists trained to use the MTSS/RtI framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. Further,the needs of students in the major federally-recognized subgroups ELL, ESS, FRL, bottom 25% & underserved racial/ethnic) will be addressed. LLA will monitor instruction targeting major subgroups on a quarterly cycle. The first month of the quarter, an observation would target differentiation aimed at the bottom 25%. The second month of the quarter, an observation will focus on English Language Learners (if present) and/or instruction of underserved subgroups. The third month of the quarter, an observation will target instruction of students in poverty. The fourth month of the quarter, an observation will focus on students with special needs. In each observation, the administrator will focus on whether the instruction is presented equitably and inclusively, whether the requirements of all IEPs, ILLPs, and 504 plans are being followed, and whether small group instruction is differentiated effectively to meet the needs of each subgroup. Feedback will specifically target the quality of instruction addressing subgroup needs, and timely follow-ups will be scheduled to ensure teachers are responding to areas of concern. The school will screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

Academic Systems Plan Template

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iv. Providing feedback that develops the quality of teaching and standards integration</i>			
Provide rigorous professional development in providing effective leadership to teachers	Director	Ongoing	PLC notes Professional Development agendas
Develop an Observation protocol which includes expectations of curriculum implementation, performance activities, levels of questioning, and rigor	Director Instructional Staff	Spring 2020	Observation rubric PLC notes
Provide feedback to teachers based on classroom environment expectations, assessment of instructional needs, planning rigorous performance-based academic lessons, and delivering rigorous academic lessons aligned to AZ Academic Standards	Director	At least once per month	Teacher lesson plans Teacher evaluations Observation data & notes Student data reporting and portfolios

Process for Implementing Action Step

Seek rigorous training:

Liberty Leadership Academy will conduct teacher and program evaluations to provide feedback that develops the quality of teaching and standards integration in the following areas:

Develop an Observation protocol:

LLA believes that effective feedback to teachers leads to growth – both professionally and in student achievement. Based on the evaluation schedule, LLA leadership will provide teachers feedback. Using the approved research based evaluation system, the director will conduct classroom observations to gather evidence. During the evaluation conference, feedback will be provided to determine effectiveness and areas of improvement based on evidence from the observation. In order to do this, LLA will follow these essential practices:

Promote a Culture of Feedback:

Feedback is a natural step in the process of observing and evaluating teachers. The focus and purpose is placed on teacher growth paired with student outcomes. Observation and feedback will include topics covered in professional development sessions. To promote a culture of feedback, it is essential to provide professional development to teachers in order to ensure understanding of the expectations of teacher quality. LLA will create multiple opportunities throughout the year for teachers to engage in feedback conversations. In addition, multiple data sources, such as evaluation data, assessment data, and student work samples, will be used to guide the meaningful feedback conversations and professional learning.

Develop Tools and Resources for Leaders:

LLA will develop a classroom observation protocol of agreed upon expectations and resources to use during pre- and post-observation conferences and help identify resources to act on feedback.

Offer Opportunities for Professional Growth for Teachers:

The optimal evaluation process is a cycle of inquiry during which the teacher and leaders work collaboratively to reflect on the teacher's practice, examine evidence found in student work, and make changes for improved learning. In order to do this, teachers need to know their instructional growth and be provided opportunities for that growth. Teachers will create goals and action steps based on student outcomes and professional growth desires. Leadership will assist in creating opportunities for professional growth including observing colleagues, PLCs, engaging in reflective practices, or attendance at local and national conferences

AREA IV: Professional Development

Complete the plan for each of the four sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive professional development system:

each of the following elements of a comprehensive professional development system:

- i. Developing the professional development plan;
- ii. Supporting high quality implementation;
- iii. Monitoring implementation and follow-up; and
- iv. Adapted to meet the needs of subgroups.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>i. Developing the professional development plan</i>			
Develop professional development expectations and opportunities for leadership and instructional staff	Director Founding team	Annually & ongoing	Annual plan approved by board Professional development agendas & notes
Identify person responsible for overseeing professional development opportunities	Director	Annually	Annual plan approved by board Student data identifying gaps
Create staff professional development surveys & desires form.			Teacher observation & evaluation data indicating individual staff needs Professional development surveys of needs & desires form

Process for Implementing Action Step

Identify person responsible for professional development:

The director will oversee professional development opportunities for all instructional staff. The LLA board will approve the annual professional development plan for administration and instructional staff. Prior to the opening of LLA, and at the start of each school year, professional development will be required during the teachers 2 week training before students return. The director will lead professional development in the mission and core values of LLA. Industry professionals will also be brought in to provide professional development to all staff. Training will coincide with the curriculum cycle for significant revision and adoption of new curriculum.

The first year, as we will not have any observational data on teachers or performance data on students, LLA’s focus will be in-depth training on the unique features of our core curriculum and the focus of leadership and performing arts. We believe that new and returning teachers will both benefit from “how-to’s” on the topics of enhancing performing arts into regular curriculum: how often to do it, what counts as “enhancement,” sample scenarios, and so on. Once the year begins, and administration has had a chance to observe teachers and classrooms, professional development will be targeted to teacher and student needs and wishes. In future years the leadership team will solicit teacher observations, perceived needs, and wishes; and will review student data in areas such as classroom management, absenteeism in connection with test or

Academic Systems Plan Template

performances or any other common factor, evaluations from students to teachers at year-end, and so on. These observations and reviews will be used to plan out professional development based on issues noted. Data will be collected in order to ensure adequate and effective professional development occurs in a timely manner. Data will include data collected from teacher evaluations and observations; benchmark assessment data, staff identification of personal/group need; standard mastery data, state standardized assessment results, feedback from subgroup specialists, budget, etc. The annual plan will include a minimum of two days a month for responding to needs that arise during the year. When a need arises, the leadership team will determine if it can be incorporated into the current or next month's cycle, if it needs further development, or if it requires major resources and should be addressed in the upcoming year. The board will be advised quarterly, and consulted if training requiring budgetary adjustments is needed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>ii. Supporting high quality implementation</i>			
Develop rubric of professional development which will support effective implementation of the educational program	Director Contracted professional development services	Quarterly	Professional development calendar AzMerit student performance data Standardized assessment(s)/universal screener(s)/progress monitoring data analysis Professional development surveys by instructional staff
Develop evaluation system to support high quality implementation	Director	Ongoing data to guide changes in Professional Development plan/calendar (quarterly)	Standardized assessment(s)/universal screener(s)/progress monitoring data analysis Professional development surveys by instructional staff

Process for Implementing Action Step

Develop rubric of professional development:

LLA understands the importance of high quality professional development (PD) for its teachers and leaders, both in the start-up/planning phase and in future years. As such, the school will have policies to support its goals and to ensure fairness and compliance with state and federal law. the director will be responsible for staffing selections and will use multiple means by which to identify & improve qualified staff. LLA may contract with COCSD, Yavapai Community College and EdWeb Online.

LLA supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. LLA is committed to the implementation of instructional strategies and methods focused on the key areas of performing arts, collaboration, communication and creativity. To achieve these goals, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. As stated in our A.4 School Calendar & C.5 budget a minimum of 1 full work day per month & \$3,000 is allocated each year for professional development. Further, when professional development leads to a realization that time, space, and materials are needed for full implementation (e.g., a new hands-on center is needed in a 4th-grade classroom for teaching math with manipulatives), such allocations will be referred for budget consideration and implementation. The board will be consulted/advised quarterly on professional

Approved February 11, 2019

Academic Systems Plan Template

development needs and progress. Any training above \$500, training requiring extra work days, off campus training, or requiring an outside contractor will be pre-approved by the board.

Develop evaluation system:

Some areas of focus for the professional development plan include creating and meeting goals for each of the following areas: academic area, standards alignment, assessment, planning, best instructional practices, exceptional student services, ESOL/ELL, LLA’s observation tool, discipline plan, and student support procedures.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iii. Monitoring implementation and follow-up</i>			
Develop professional development timeline and provide oversight to implementation and follow-up	Director	Quarterly Biweekly informal teacher observations	Professional Development Calendar Professional development agendas & notes Classroom observations Instructional staff hours

Process for Implementing Action Step

Develop professional development timeline:

Prior to school opening, there are two phases of teacher preparation, one addressing the unique needs to new teachers to LLA, and the other addressing returning teachers.

• **New Teachers:**

LLA will provide new teachers professional development in LLA’s mission and core values. These teachers will also be provided with orientation to help acquaint them with the policies and procedures of LLA culture and dynamics. These teachers meet one week prior to returning faculty.

Pre-Service Week for all instructional staff:

The week prior to opening of the school, in accordance with the district calendar, the school will have professional development opportunities for faculty and staff to prepare for the upcoming school year. This will include performing arts integration, data-driven decision-making, exceptional student services, ELL, ESOL and school year specific criteria used to raise student achievement.

The school-wide professional development plan will be ongoing and occur at least monthly throughout the school year. This type of professional learning provides focused, deep learning that builds upon prior learning resulting in positive changes in practice and increased student learning. A needs assessment will be conducted by each staff member to focus professional development in most desired and needed areas.

To monitor and follow up with staff on implementation of the professional-development topics, each staff member will be asked to complete a short-answer evaluation of each topic approximately three weeks, and then again at the end of each semester, following the professional-development session. Administration will also monitor professional development implementation fidelity through observations following each training session. Staff members will be notified of their effectiveness in implementing new professional development topics within 1 week of observation. If observations determine that implementation is not with fidelity or not to the level desired, an action plan will be created for the staff member to assist in further training to implement topics more effectively.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<i>iv. Adapted to meet the needs of subgroups</i>			

Academic Systems Plan Template

Develop professional development support in meeting the unique needs of subgroups (ELL, ESS, FRL, bottom 25% and underserved racial/ethnic)	Director	Quarterly	Professional Development Calendar Participant post-surveys Professional development agendas & notes
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Process for Implementing Action Step

Develop professional development support:

Teachers report to school a week prior to their students. During this week, workshops are held daily and organized to target the diversified needs of teachers, such as beginning teachers, teachers new to LLA, returning teachers and the entire staff. This approach sets the tone for all faculty and staff, that the school is focused on continual improvement. Additionally, monthly workshops will be held to address student achievement. Depending on needs, the school may also elect to contract professional development experts to share best practices in areas of need. Additionally, at least monthly, all instructional staff will participate in professional learning communities wherein team planning and troubleshooting will occur.

Particular attention will be given to the needs of the major federally-recognized subgroups (ELL, ESS, FRL, bottom 25% and underserved racial/ethnic) as discovered by teacher observation and/or student performance. When a professional development topic arises that needs to be adapted in order to be usefully applied to any of these subgroups, such adaptations will be made. When needs of any of these subgroups are noted by teacher observation and/or student performance, such needs will be presented for consideration in professional-development sessions. Quarterly observations will look specifically at how teachers are addressing specific subgroups in their classes, and the data will be used to design individualized or group PD in consultation with subgroup specialists.

Select teachers will attend local, state and national conferences and serve as trainers to the staff upon return to the school. The director will oversee the data management process and provide support for teachers to make data readily available. All teachers will receive specific training on data-driven decision-making process and procedures as well as professional development on how to interpret and use data to improve student achievement.

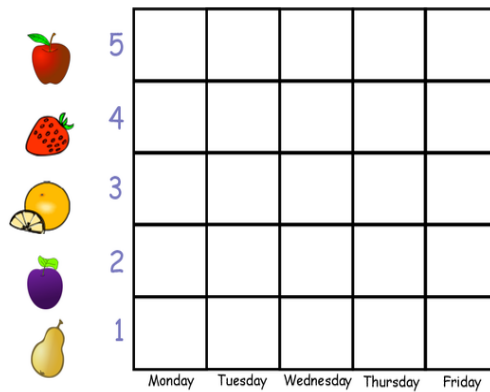
A.6

Instructional Analysis

Instructional Analysis Templates for K-2 Grade Span

Instructional Analysis for Kindergarten Math	
<i>Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that responses meet the listed criteria in the left-hand column and align with the new charter application package.</i>	
Required Standard: K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.).
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must identify more as greater than, fewer as less than, and same as equal to. ● Students must match up objects from two sets to help determine which set has a greater amount. ● Students must use counting strategies to help identify whether a group of objects is greater than, less than, or equal to another group of objects. ● Students must compare one group of objects to another as being greater than, less than, or equal to (each group should not exceed 10 objects).
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● K.CC.A.1 - Count to 100 by ones and by tens. <p>How prior knowledge will be used: Students will expand their prior knowledge, counting numbers to 100, in order to compare numbers.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will read the story The Very Hungry Caterpillar. Teacher will guide questions to ensure students recognize the number of foods eaten by the caterpillar. Teacher will lead a class discussion on the foods the caterpillar ate and how many of each.</p> <p>Modeling & Demonstration: Teacher will read 'The Very Hungry Caterpillar' to students, asking students to say the number of the foods. Teacher will model dance movements for student showing greater than, less than and equal.</p> <p>Collaboration: Teacher & students will count the number of foods eaten by the caterpillar each day.</p>

The Very Hungry Caterpillar



Teacher will guide students to use the key vocabulary “greater than, less than & equal to” to make statements about the caterpillar’s food intake. Teacher will guide students to make statements about equality as if they were going to eat the same food as the caterpillar such as “If I eat 3 strawberries my lunch will be equal to the caterpillar.”

Performing Arts Enhancement:

Students will sing along and learn dances about greater than, less than & equal to. Dances include lyrics and movements with arms to make symbols.

<https://www.youtube.com/watch?v=M6Efu2slal>

<https://www.youtube.com/watch?v=ka9zbPcqXBI>

<https://www.youtube.com/watch?v=Zzf1-bGNLW4>

4. Instruction

Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.

Collaboration:

Students will listen to The Very Hungry Caterpillar story read by teacher.

Students will answer questions about how many foods the caterpillar ate each day.

Students will discuss if the caterpillar ate more or less than the day before.

Independent Practice:

Students will complete the graph showing the foods the caterpillar ate each day.

Students will make groups with counters showing food eaten on 2 days. Students will make statements about which group is greater than or less than or equal to the other group.

Students will be read the story ‘Equal Shmequal’ by Virginia Kroll to further discuss the symbols.

Performing Arts Enhancement:

	<p>Students will dance along with teacher guided songs and movements. Students will learn lyrics and dance movements to coordinate with the song.</p> <p>Students will create various groupings to represent various whole numbers.</p> <p>Students will create movements to represent symbols.</p> <p>Students will use symbol movements to show understanding of greater than, less than and equal to.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>Throughout student group activity, teacher will question students to check for understanding. Teacher will ask students one Exit Ticket question at the end of each lesson to monitor understanding. Exit Ticket questions will include:</p> <ul style="list-style-type: none"> - Which group is greater? Why? - Which group has less? Why? - Which number is greater? Why? - Which number is less? Why? - Which groups are equal? Why? - Which groups are the same? Why?
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit & each quarter.</i></p> <p>For this specific standard, students will complete written, oral, and performance assessments.</p> <p>A written exam will have circle the correct answer, drawing and multiple choice questions.</p> <p>Students will orally compare 2 groups of objects by telling the teacher if the first group is greater than, less than or equal to the second group.</p> <p>Performance assessments will include students performing correct words and movements to 1 song about the standard.</p> <p>The teacher will use the following rubric to assess students' level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>3 = Proficient: Student can accurately identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, but makes frequent errors.</p>

	1 = Guided: Student has not demonstrated basic understanding of the concept of identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 1 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must understand stories can teach us a lesson or convey a message. ● Students must define a detail as a piece of information that aids their comprehension ● Students must retell a story, including key details. ● Students must evaluate details in a story to decide which reflect the central message or lesson. ● Students must determine what message or lesson a story is conveying. ● Students must explain how the key details reflect the central message or lesson.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● RL.K.2 - With prompting and support, retell familiar stories, including key details. ● RL.1.1 - Ask and answer questions about key details in a text.

Approved February 11, 2019

	<p>How prior knowledge will be used: Students will use prompting and support to achieve learning targets independently.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning How can retelling a story and determining the message or lesson help the reader?</p> <p>Modeling & Demonstration: Teacher will read the text Little Red Hen. Teacher will stop frequently to ask the class what is happening? Teacher will ask select students to share what they think is happening in the story. Teacher will ask the rest of the students to show thumbs up or down if they agree with the statement. If a student disagrees teacher will ask they to explain why they disagree.</p> <p>Collaboration: Teachers guide students to learning targets through questions instead of dumping information onto them. Teacher will assist students in answering and asking questions during the story.</p> <p>Performing Arts Enhancement: Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the 'I do, we do, you do' method. https://www.youtube.com/watch?v=5dpqBjqxYGQ https://www.youtube.com/watch?v=-_nePjWXecQ https://www.youtube.com/watch?v=HTpTB4fxigQ</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will listen to the story of the Little Red Hen Students will participate in discussion about the details & main idea Students will talk with partners to discuss what is happening in the story</p> <p>Independent Practice: Students will look at a story with mostly pictures They will read the story with their partner Students will be given a picture version story, they have read in class, cut into pieces. They will put them in the correct order and write 1 sentence telling what is happening in each picture. Students will write or copy 3 sentences from the story listing key details. Students will write or copy the main idea of the story</p>

	<p>Performing Arts Enhancement: Students will dance along with teacher guided songs and movements. Students will learn lyrics and dance movements to coordinate with the song.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>Throughout student group activity, teacher will question students to check for understanding. Teacher will ask students one Exit Ticket question at the end of each lesson to monitor understanding. Exit Ticket questions will include:</p> <ul style="list-style-type: none"> - What happened first? - What is happening now? - What do you think will happen next? - Why did that happen? - What happened last? - What is the story about?
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>For this specific standard, students will complete written, oral, and performance assessments based on a new story “The Boy Who Loved Words’ by Roni Schotter.</p> <p>A written exam will have circle the correct answer, drawing and multiple choice questions. Students will be given a picture version story, they have read in class, cut into pieces. They will put them in the correct order and write 1 sentence telling what is happening in each picture. Students will state the main idea & 2 key details of a story. Students will draw an illustration of the main idea and details. Performance assessments will include students performing correct words and movements to a song about the standard.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately retell stories in correct sequence, including key details, and demonstrate understanding of their main idea, central message, or lesson.</p> <p>3 = Proficient: Student can accurately retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of retelling stories, including key details, and demonstrates understanding of their main idea, central message, or lesson, but makes frequent errors.</p>

	<p>1 = Guided: Student has not demonstrated basic understanding of the concept of retelling stories, including key details, and demonstrating understanding of their main idea, central message, or lesson.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 1 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: 1.W.1</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must know an opinion states how someone thinks or feels. ● Students must know a reason is evidence or a statement that supports an opinion. ● Students must know closure is how an author ends his/her writing. ● Students must know an introduction is a sentence or group of sentences that provides the reader with an overview of the topic. ● Students must distinguish between a fact and an opinion. ● Students must form an opinion about a topic. ● Students must give a reason or justification for their opinion. ● Students must convey an opinion which is supported by evidence or justification. ● Students must compose an opinion piece that includes an introduction, body, and closing.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. <p>How prior knowledge will be used: Students will use prompting and support to achieve learning targets independently. Students will expand their ideas about stories they know to give opinion statements and reasons to support their opinion about the story.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will begin by asking students to state their favorite game. Teacher will ask students why that is their favorite game.</p> <p>Modeling & Demonstration: Teacher, as a model, will tell students about their favorite game. Teacher will introduce vocabulary: “opinion” and “reason” as opposed to “fact.” Teacher will model statement of opinion and ask students the reason the statement is an opinion.</p>

	<p>Teacher will write a sample paragraph to help students understand what an introduction can look like.</p> <p>Collaboration: Teacher will guide students to make one opinion statement and another student will identify the reason it is an opinion, not a fact. Teacher will lead students in a discussion about the overall favorite game students like to play during recess at school. Teacher will guide students in making sentences giving reasons why they like to play the game. Teacher will help students create a introduction, details & closing statements about why they like to play the game. Teacher will help students to understand the relationship between introduction, reason, and closure by identifying each type of statement in the paragraph. Teacher will use student examples, written on sentence strips, mixed up. Teacher will have kids explain how to put them in order, and why each sentence goes in the correct location, to check for understanding.</p> <p>Performing Arts Enhancement: Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the ‘I do, we do, you do’ method. https://www.youtube.com/watch?v=4fpIHMRDv4o https://www.youtube.com/watch?v=_QpgwcoL0CI https://www.youtube.com/watch?v=LAKprpl7aPo</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will brainstorm with discussion about their favorite game. Students will make statements about why they enjoy the game. Students will give details about their favorite game. Teacher will guide students in writing a complete paragraph, including introduction, details, and closing sentences about their favorite game.</p> <p>Independent Practice: Students will think about, and draw, their favorite food. Students will write down reasons they like that food. Students will write the most important reason they like the food, as the first sentence in their closing statement. Students will add details to, or redraw, a picture of their favorite food with as many details as possible, showing why they like it.</p> <p>Performing Arts Enhancement: Students will dance along with teacher guided songs and movements. Students will learn lyrics and dance movements to coordinate with the song.</p>

	https://www.youtube.com/watch?v=4fpIHMRDv4o&t=104s
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>Teacher will read student writings from the Independent practice during instruction to see if students are understanding opinion versus fact, giving supporting evidence, and using a closing statement.</p> <p>Throughout student group activity, teacher will question students to check for understanding. Teacher will ask students one Exit Ticket question at the end of each lesson to monitor understanding. Exit Ticket questions will include:</p> <ul style="list-style-type: none"> - What is an opinion about fruit? - Why do you like fruit? - Is this statement an opinion: Fruit can grow on trees? Why? - Is this statement an opinion: Fruit is the best food to eat? Why? <p>Teacher will also ask students to say an opinion statement about their favorite sport. The rest of the class will show thumbs up if it is an opinion or thumbs down if it is a fact.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>For this specific standard, students will complete written, oral, and performance assessments.</p> <p>A written exam will have students write an opinion piece in response to the prompt “What is your favorite food? Why?” Students will give their opinion, supply a reason for the opinion and provide at least 1 closure sentence.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>3 = Proficient: Student can accurately Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of Writing opinion pieces in which they introduce the topic or name the book</p>

	<p>they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of Writing opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis Templates for 3-5 Grade Span

Instructional Analysis for Grade 3 in Math

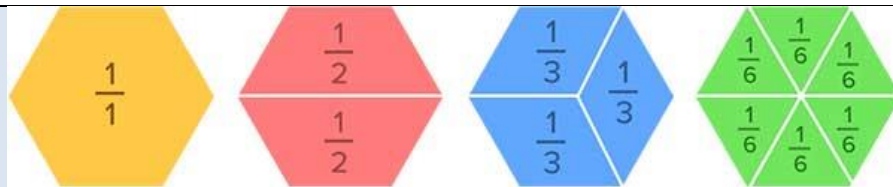
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions
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1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	<ul style="list-style-type: none"> ● Students must know that equivalent fractions name the same part of a whole even though they have different numerators and denominators. ● Students must know fractions can be equivalent (equal) based on their size or place on the number line. ● Students must know a whole number can be written as a fraction. ● Students must know fractions can have a numerator that is greater than the denominator. ● Students must know "$<$" means less than, "$>$" means greater than, and "$=$" means equal. ● Students must know that two fractions can be compared to one another, when referring to the same sized whole. ● Students must compare fractions by reasoning about their size (using benchmark fractions, reasoning about their numerator/denominator). ● Students must use visual fraction models to represent whole numbers written as fractions (area model, number line). ● Students must build on their understanding of unit fractions to see that a whole number can be made up of unit fractions ($1/4 + 1/4 + 1/4 + 1/4 = 4/4$). ● Students must be able to create a visual fraction model (number line, area model) to justify their comparison of two fractions.
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2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● 3.NF.A.1 - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. This addresses learning target 1 ● 3.NF.A.2 - Understand a fraction as a number on the number line; represent fractions on a number line diagram. This addresses learning targets 2, 8, 10
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	<ul style="list-style-type: none"> ● 3.NF.A.2a - Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. This addresses learning targets 4, 7, 9 ● 3 NF.A.2b - Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. This addresses learning targets 2, 3, 6, 8, 10 ● 2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. This addresses learning target 5 <p>How prior knowledge will be used: Students will expand their knowledge of fractions to include equivalent fractions. Students will write fractions by correctly locating numerator and denominator. Students will create fractions based on one whole, or one whole group. Students will use knowledge of proper fractions to write fractions that can have a numerator that is greater than the denominator. Students will divide 2 same-sized wholes into different fractions to compare (ex: fourths and thirds). Students will use knowledge of visual models of unit fractions to draw models comparing 2 fractions.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning: Teacher will begin each lesson by asking students to think about questions such as: “How do we compare fractions by size?” “Can different-size pieces be equivalent?” “What is the difference between two hexagons of different sizes?”</p> <p>Modeling & Demonstration: Teacher will model the dance and song to the video about fraction equivalents. Teacher will take trapezoid pattern block and trace it on the board. Teacher will then use triangles and parallelograms to fit into the trapezoid. Teacher will say “I wonder if there is another way to make this trapezoid.” Teacher will try other pattern block sizes also. Teacher will trace each combination of shapes that fit inside the hexagon. The image below will be similar to that drawn by the teacher on the board.</p>



$$1/1 = 1$$

$$2/2 = 1$$

$$3/3 = 1$$

$$6/6 = 1$$

Further activities will help to gain understanding of other learning targets. Teacher will model finding a partner with a different combination of shapes and finding a partner with the same number of shapes. Teacher will list each combination of shapes on the board to show students equivalence.

Collaboration:

Teacher will divide students into groups of 4 to complete tasks.

Teacher will tell them they are going to find as many ways as possible to make a hexagon.

Teacher will guide students to use any pieces they choose.

Teacher will instruct students to trace and label each piece of their hexagon.

Teacher will model questions students may ask themselves or their group members. For example, “How many triangles can I use to make a trapezoid? What is the value of each triangle? What is the value of each trapezoid?”

Teacher will then ask students to color and label each piece of their drawings.

Teacher will ask students to choose one of their puzzles.

Teacher will guide students to find another partner who has one similar piece and at least one different piece in their puzzles, allowing students to recognize that different fractions can be compared when they are based on the same-sized whole.


Students will be given a piece of a regular polygon, and will need to find other students with the same fractional polygon, enough to create a whole. They will then trace it on the board and identify the number of pieces, the fractional value of each piece, and that it equals a whole, e.g. $8/8 = 1$.

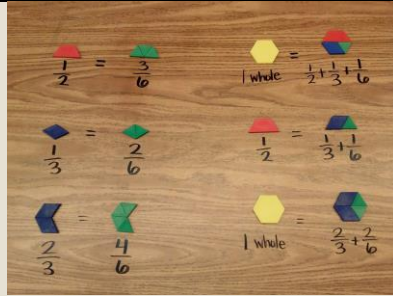
Teacher will model discussion between their two puzzles.

Teacher will facilitate student grouping based on total number of pieces, with whole numbers greater than 1, such as $15/3 = 5$, $12/2 = 6$, and so on.

Teacher will model and have students write equivalent fractions of comparison using symbols $>$, $=$, or $<$, and justify conclusions.

As another activity, teachers will pose the question of comparing the same fraction with different-sized wholes. For example, “Sandy ordered an 8 inch pizza. Klaus ordered a 10" pizza. Both pizzas were cut into six slices. Each kid ate two pieces of their own pizza. Who ate more? Why?” Teacher will lead a discussion between students to understand comparing like fractions with different-sized wholes.

	<p>Performing Arts Enhancement:</p> <p>Lesson will begin with the teacher playing the following video. Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the 'I do, we do, you do' method.</p> <p>https://www.youtube.com/watch?v=J4XeZu4HV24</p> <p>Teacher will use other videos to enrich and remediate instruction. Each video will be discussed through student-led questioning and debate. Teacher will also model and teach lyrics and dance moves for each video.</p> <p>https://www.youtube.com/watch?v=hNCfrIVI3tA https://www.youtube.com/watch?v=ryGvCND0AR0 https://www.youtube.com/watch?v=5HbohlgNI-Y https://www.youtube.com/watch?v=Z0WQ9s156Y</p>
<p>4. Instruction</p> <p>Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration:</p> <p>Students will work with pattern blocks of various sizes and shapes. Students will work in groups of 4 to make as many possible combinations of hexagons. Students will label and color each section of the hexagon. Students will create images like the one shown below, also with multiple-sized pieces.</p>  <p style="text-align: center;"> $1/1 = 1$ $2/2 = 1$ $3/3 = 1$ $6/6 = 1$ </p> <p>Students will find a partner who has at least one piece, but not more than three pieces, the same. Students will discuss how their combinations are alike and different. Students will write an equation with all of their pieces to equal one whole hexagon. Students will group themselves by the number of total pieces in their puzzle. Students will discuss the differences in their pieces to recognize that the total number of pieces equal the same 1 whole. Students will create equivalent fractions in written expressions for equivalence as seen below. Students will create comparisons with symbols $>$, $=$, or $<$ to justify conclusions with examples such as $\frac{1}{2} > \frac{1}{3}$ or $\frac{2}{6} < \frac{2}{3}$. Students will use pattern blocks to make models of multiple fractions with the same numerator and separately with the same denominator. They will then compare these fractions using symbols.</p>



Students will make like fractions with different-sized pieces, and compare the resulting fractions using symbols. Students will be able to explain that, for example, $\frac{2}{3}$ of a large quantity is more than $\frac{2}{3}$ of a small quantity. They will also use measuring spoons and cups to compare like fractions for example $\frac{1}{2}$ cup, $\frac{1}{2}$ tablespoon, and $\frac{1}{2}$ teaspoon. Students will describe how the fractions are not equal even though the numbers are the same.

Performing Arts Enhancement:

Students will learn lyrics and dance movements to coordinate with the song.

Students will create various groupings to represent various whole numbers.

Students will create movements to represent symbols.

Students will use symbol movements to show understanding between two fractions.

5. Formative Assessment

List criteria for determining whether students have met each of the learning targets.

Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.

Throughout student group activity, teacher will question students to check for understanding. Teacher will ask students one Exit Ticket question at the end of each lesson to monitor understanding. Students would successfully answer questions below to address the learning targets. Exit Ticket questions will include:

- How many sixths make up one whole?
- Name an equivalent fraction to $\frac{1}{2}$, or $\frac{3}{4}$ or $\frac{2}{3}$?
- Please name 3 equivalent fractions.
- How could you write 2 wholes as a fraction?
- Is $\frac{5}{3}$ a fraction? why?
- Show me the symbol to compare $\frac{2}{3}$ and $\frac{1}{2}$.
- How many $\frac{1}{2}$ s equal 4 wholes?
- How many fifths are in 2 wholes?
- How do $\frac{2}{3}$ of a large cake compare to $\frac{2}{3}$ of a small cake?
- Is $\frac{3}{4}$ cup equal to $\frac{3}{4}$ tablespoon?

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit.</i></p> <p>For this specific standard, students will complete written, oral and performance assessments. A written exam will have short answer, fill in the blank, diagramming, multiple choice and explanation questions. Oral exams will have students randomly choose a problem and ‘teach’ the teacher how to solve it. The teacher will ask many ‘why’ questions requiring the student to further explain their reasoning. Performance exams will include a student written song and dance performed for the class.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately compare fractions with like and unlike numerators and denominators, convert fractions to whole number and convert whole numbers to fractions.</p> <p>3 = Proficient: Student can accurately compare fractions with like and unlike numerators and denominators, convert fractions to whole number and convert whole numbers to fractions. with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of comparing fractions with like and unlike numerators and denominators, convert fractions to whole number and convert whole numbers to fractions. but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of comparing fractions with like and unlike numerators and denominators, convert fractions to whole number and convert whole numbers to fractions.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 4 in Science

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: 4.P2U1.3</p>	<p>Develop and use a model to demonstrate magnetic forces.</p>
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Create a model using magnets. Demonstrate magnetic forces.</p>
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets: As this standard is first introduced students do not need any prior knowledge. Students may have a basic understanding of magnets. Students may know where magnets are used. Students may know how magnets are used.</p> <p>How prior knowledge will be used: Students will use their prior knowledge to deepen their understanding of magnetic forces.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will ask students what they know about magnets to activate prior knowledge. Teacher will prompt a class discussion with a statement and question such as. "My daughter brought home a beautiful picture she drew in class. How should I display it?" When the students give display options the teacher might say "I don't want to put any holes in it so how could I hang it without damaging it?" When students say something like hang it on the fridge, the teacher will ask how. Students will say with a magnet. Then teacher will pass out magnets for students to figure out what they stick to .</p> <p>Throughout the lesson, the teacher will continue questioning students to guide them to new discoveries about magnets and the magnetic forces they create.</p> <p>Modeling & Demonstration: Teacher will demonstrate how to use the magnet and filings in a plastic bag. Teacher will make various metal objects available to students to use to create magnetic fields. Teacher will model one magnetic field using a paperclip under a plastic bag with iron filings. Teacher will draw the magnetic field on the board as an example for students.</p>

	<p>Collaboration: Teacher will guide students to work in partners or small groups. Teacher will tell students to talk to each other about their discoveries.</p> <p>Performing Arts Enhancement: Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the 'I do, we do, you do' method. https://www.youtube.com/watch?v=G-nkIECIBWM</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will work with partners or in small groups. Students will use a paperclip and other metal objects to create a magnetic field. Students will draw the magnetic field created by the iron filings in the plastic bag when exposed to the paperclip or other metal objects. Students will compare and contrast drawings.</p> <p>Independent Practice: Students will draw magnetic fields for various objects provided by the teacher. Students will answer the questions similar to the worksheet below. The questions may include: What does the magnetic field look like? What does it look like when you have two magnets under the zipper-lock bag that are attracted to each other? What does it look like when the two magnets are repelling each other? What does the magnetic field look like around a horseshoe or doughnut magnet? http://sciencenetlinks.com/student-teacher-sheets/exploring-magnetic-fields-activity2/</p> <p>Performing Arts Enhancement: Students will repeat after the teacher in the 'I do, we do, you do' method. Students will learn the movements to correlate to the lyrics of the song. Students will write five facts they learned about magnets. As a group, students will choose a common song tune known by everyone in the group. They will rewrite their facts to fit the tune of their chosen song.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of the lesson.</i> Throughout student group activity, the teacher will question students to check for understanding. Students will successfully answer questions, in detail, including those below. Teacher will ask students Exit Ticket</p>

	<p>questions at the end of each lesson to monitor understanding. Exit Ticket questions will include:</p> <ul style="list-style-type: none"> - Describe the properties of a magnet? - What are some items a magnet attract and repel? - Why did the iron shavings make patterns around some, but not all, metal objects? - Could you make the iron form a different pattern? - Why did some objects attract each other while others repelled each other? <p>Teachers will also watch as the students create a model of the magnetic field.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit.</i></p> <p>For this specific standard, students will complete written, oral and performance assessments. A written exam will have short answer, fill in the blank, diagraming, multiple choice and explanation questions. Students may write three paragraphs detailing what they have learned about magnets and their forces. Oral exams will have students present their song or essay to the class. Class will ask three to five questions, which the student will answer all correctly. Performance assessments will include students performing correct words and movements to 1 song about the standard.</p> <p>The teacher will use the following rubric to assess students' level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately create a model and demonstrate magnetic forces. 3 = Proficient: Student can accurately create a model and demonstrate magnetic forces with few errors. 2 = Approaching: Student demonstrates understanding of the concept of creating a model and demonstrate magnetic forces, but makes frequent errors. 1 = Guided: Student has not demonstrated basic understanding of the concept of creating a model and demonstrating magnetic forces.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p>

Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.

Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.

Instructional Analysis for Grade 5 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: 5.RI.2</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must know informational text may contain more than one main idea. ● Students must determine if the text has two or more main ideas. ● Students must identify all the main ideas or points the author is making. ● Students must explain key details from the text that were used to support each of the identified main ideas. ● Students must use supporting details and the main idea from the text and use them to provide a written or oral summary of the text.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● Students should know the main idea of a text is the central thought or the point the author is making about a topic. ● Students should know the main idea of a text is often explicitly stated in informational text. ● Students should know key details in an informational text help determine the main idea. ● Students should know a summary contains only the most important details from the text. ● Students should identify details from the informational text that support the main idea. ● Students should explain how details from the text support the main idea. ● Students should know how to select and find and use key details to summarize the text, as taught in 4.RI.2, 3.RI.2 & 2.RI.2. <p>Any needed prior knowledge that the students do not have will be taught in small, teacher led groups, during center and independent work times.</p> <p>How prior knowledge will be used: Students will use prior knowledge of main idea and key details to identify more than one main idea within a text.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to</p>	<p>Inquiry Based Questioning Teacher will ask students to name their favorite books that have been read as a class. Teacher will ask the students to tell what the story is about in one sentence (main idea).</p>

<p>meet each of the learning targets identified.</p>	<p>Teacher will ask a different student to state how the previous student knew what the story was about (key detail). Teacher will ask if there are any other 'reasons' that we know what the story is about.</p> <p>Modeling & Demonstration: Teacher will read a short article titled 'Figuring out Food Labels' from kidshealth.org for the class. Teacher will question "What was this article about?" Teacher will say "How do I know what the article was about?" Teacher will underline words/phrases giving the main idea in purple. Teacher will underline words/phrases stating key details in green.</p> <p>Collaboration: Teacher will divide the class into pairs. Teacher will instruct each pair to read the article about the benefits of dance on their own. Article is from dancevitality.com titled 'Benefits of Dance classes for Children'. Teacher will instruct students to discuss the article between their pair. Teacher will instruct students to find a new partner and discuss the article. Teacher will instruct students to underline the main idea in purple and details in green. Using the article listed above the students will locate at least 2 main ideas, by underlining them, in purple & details in green. Teacher will guide students to make a graphic organizer for each main idea, supported by details. Then they will summarize each main idea. Finally they will integrate the two into an overall summary of the article emphasizing the two distinct main points.</p> <p>Performing Arts Enhancement: Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the 'I do, we do, you do' method. https://www.youtube.com/watch?v=MHVQ_faQ7rw https://www.youtube.com/watch?v=p0VO0tQLx18 https://www.youtube.com/watch?v=bEAPBT7ZFyo</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will whisper read along with teacher. Students will answer teacher prompted questions. Students will read with a partner. Students will discuss main idea and details with their partner. Students will underline the main idea in purple.</p>

	<p>Students will underline the key details in green. They will then explain 2 main ideas to their partner.</p> <p>Independent Practice: Students will perform the work independently with a new article titled ‘Beyond Chicken Nuggets’ from healthychildren.org. Students will use a graphic organizer to identify which details support each. Then they will use the organizers to write short summaries for each topic. Finally, they will integrate the two into an overall summary of the article emphasizing the two distinct main points.</p> <p>Performing Arts Enhancement: Students will watch videos. Students will sing and dance along with teacher guided movement. Students may create their own dance and/or song about the main idea in which they show how 2 steps in dance (details) go together to make a style (main idea), while a 3rd step might be fun to do but does not fit the dance style of this routine (main idea). The students will perform their routine for the class and help the class to determine which dance step (detail) does not fit.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i> Teacher will ask students to “explain” their rationale for the main idea of the article.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets. Teacher will observe and conference with students independently during work time. She will keep track on a clipboard, as to students’ progress by discussing main idea and supporting details with students. Teacher will provide guided practice to struggling students during 1 to 1 or small group conferences. When the majority of students have shown understanding & provided explanation of how details support the main idea, students will then be given a summative assessment below.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic.</i></p> <p>Students will read a passage/essay on the topic benefits of hiking. Students will summarize the passage/essay by listing the main idea or ideas and key details to support each main idea. They will also state how many main ideas they found and how many supporting details the author used to support each main idea. They will present their summary to the class and answer up to 5 questions from teacher and classmates regarding the main ideas or supporting details. For this specific standard, students will complete written, oral, and performance assessments.</p>

	<p>A written exam will have short answer, fill in the blank, diagraming, multiple choice and explanation questions.</p> <p>Oral exams will have students randomly choose a problem and ‘teach’ the teacher how to solve it. The teacher will ask many ‘why’ questions requiring the student to further explain their reasoning.</p> <p>Performance exams will include a student written song and dance performed for the class.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately identify 2 main ideas with corresponding supporting details within a text and summarize the text with the main ideas.</p> <p>3 = Proficient: Student can accurately identify 2 main ideas with corresponding supporting details within a text and summarize the text with the main ideas with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of identifying 2 main ideas and corresponding supporting details within a text.</p> <p>Student demonstrates understanding of how to summarize the text with the main ideas, but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of identifying 2 main ideas with corresponding supporting details within a text and summarize the text with the main ideas.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 3 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: 3.W.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p>
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must know informative text structures (e.g., problem/solution, cause/effect, sequential). ● Students must know explanatory text structures (e.g., description or definition with causes, motives, or reasons). ● Students must know information is facts, evidence, or prior experiences. ● Students must determine the organizational structure that is appropriate for the topic and purpose. ● Students must organize ideas, new information, and prior knowledge to clearly explain the topic. ● Students must compose informative texts that clearly convey ideas and information about a chosen topic. ● Students must compose explanatory texts that clearly convey ideas and information about a chosen topic.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● 2.W.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● Students must understand vocabulary: fact, evidence, introduction, conclusion, informative, and explanatory. ● Students must understand organizational structure to order sentences. <p>How prior knowledge will be used: Students will use their prior knowledge of paragraph structure to write an informative or explanatory essay. Students will write expanded and strengthened detail sentences to better support the topic. Students will write the topic sentence in a place other than the first sentence of the paragraph, as usual/common in prior writing. Students will demonstrate their understanding of key vocabulary by accurately distinguishing informative/explanatory text from narrative or opinion, and accurately label sections of an informative/explanatory text.</p>

<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will prompt students to think about their favorite game.</p> <p>Modeling & Demonstration: Teacher will guide the class to a game many of the students know how to play. Class will choose a game to use as an example. Teacher will divide students into groups, based on parts of the game like setup, movement, scoring, etc, to create rules for the game. Teacher will write the rules of the game on the board with responses from students. Through prompting the teacher will model how to create introduction, body, and conclusion paragraphs.</p> <p>Collaboration: Students will assist the teacher in writing the example essay by offering sentences about the game.</p> <p>Performing Arts Enhancement: Teacher will play the video for students to view. Teacher will sing the lyrics and demonstrate the movements. Teacher will teach the students the movements with the 'I do, we do, you do' method. https://www.youtube.com/watch?v=rWUqzrJ4Cqs</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will work with the teacher using the 'I do, we do, you do' method to write a sample essay. Students will participate in class discussion to create the sample essay.</p> <p>Independent Practice: Students will choose their favorite game. Students will complete a graphic organizer to organize their thoughts on their favorite game. After the graphic organizer, students will create a three-paragraph draft. Students will use the "six traits of writing" checklist to edit and improve their essays. Students may present their final essay in written form to the teacher or oral form to the class. Students will teach a partner, someone who is unfamiliar with the game, how to play, by answering questions from their partner. Students will watch as their partner uses the written instructions to play the game, to see if they play it correctly. Students will answer any questions their partner has in order to play the game correctly. Select essays will be chosen to be played with the whole class.</p>

	<p>Performing Arts Enhancement: Students will watch videos. Students will sing and dance along with teacher-guided movement. Students may create their own dance and/or song about the main idea.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>For this specific standard, students will: Create a three-paragraph essay about their favorite game. Teacher will monitor progress throughout essay writing with individual conferences and periodic questioning.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>For this specific standard, students will complete written, oral, or performance assessments. Written essays will be scored on learning targets and state standards. Essays will also be graded with “six traits of writing” components. <i>Oral and performing arts will not be part of the summative assessment for this topic.</i></p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets. 4 = Mastery: Student is consistently able to accurately write an informative/explanatory text about a given topic (bedtime routine, getting ready for school, etc), with related information grouped together, supported by facts, definitions and details. 3 = Proficient: Student can accurately write an informative/explanatory text about a given topic (bedtime routine, getting ready for school, etc), with related information grouped together, supported by facts, definitions and details. with few errors. 2 = Approaching: Student demonstrates understanding of how to write an informative/explanatory text about a given topic (bedtime routine, getting ready for school, etc), with related information grouped together, supported by facts, definitions and details. 1 = Guided: Student has not demonstrated basic understanding of the concept of writing an informative/explanatory text about a given topic (bedtime routine, getting ready for school, etc), with related information grouped together, supported by facts, definitions and details.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p>

Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.

Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.

Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.

Instructional Analysis Templates for 6-8 Grade Span

Instructional Analysis for Grade 8 in Reading	
<i>Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.</i>	
Required Standard: 8.RI.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must know readers consider the author's point of view or purpose for writing a text in order to judge the credibility of the information provided. ● Students must know an effective argument addresses counterclaims or counterarguments. ● Students must know authors may present and respond to conflicting viewpoints of events or issues in order to reinforce their own argument. ● Students must determine the author's position on any argument in the text. ● Students must determine the author's point of view and purpose for writing a text. ● Students must identify any conflicting evidence or viewpoints presented in the text. ● Students must consider the language/ tone the author uses when presenting counter-arguments and conflicting evidence in a text. ● Students must evaluate the author's response to conflicting evidence or viewpoints.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● 6.RI.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. This addresses learning targets 1 and 4. ● 7.RI.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. This addresses learning targets 1-8. <p>How prior knowledge will be used: Students will expand their current knowledge of determining the point of view or purpose to include the author's perspective. Students will use PK 7.RI.6 to explain how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional</p>	<p>Inquiry Based Questioning Teacher will prompt a discussion where students explain their thoughts on the harmful aspects of soda on teenage society.</p> <p>Modeling & Demonstration:</p>

Approved February 11, 2019

<p>strategies used to lead students to meet each of the learning targets identified.</p>	<p>Teacher will pass out an information sheet about persuasive vs argumentative writing. Teacher will guide students in making a graphic organizer detailing similarities and differences in the types of writing.</p> <p>Collaboration: Students point out the areas and points that focus on the balanced expression of the various sides of the issue, and they also point out frequently that the handout explicitly states that the approach, to truly be considered argument rather than persuasion, the author should make full effort to remain unbiased. If the students do not point these things out, the teacher will make it a point to add them to make sure they are properly set up to analyze the next article.</p> <p>Performing Arts Enhancement: Teacher will teach students song lyrics and dance step to a song about author’s point of view & purpose. https://www.youtube.com/watch?v=bH0h4hc_dIY https://www.youtube.com/watch?v=CN9e_zg11vM</p>
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will be given an article titled ‘Tax & Sip’ by Barbara Kiviat from Time Magazine. Students will also be given a worksheet to analyze the article with a small group. The worksheet will include questions:</p> <ul style="list-style-type: none"> - Does the author believe soda should be taxed? - What evidence does the author use to support their perspective? - How do you feel after reading the article? - What evidence does the author give that counters his/her perspective? - How does the author respond to that evidence? <p>Independent Practice: Students will be given a second article titled ‘Caffeine & Kids’ by Cassie Vanderwall. Students will analyze the article for the author’s point of view, perspective and purpose. Students will write an essay detailing the author’s evidence in support of their point of view, perspective and purpose. Students will explain how the author presents and responds to contradictory arguments.</p> <p>Performing Arts Enhancement: Students will learn song lyrics and dance step to a song about author’s point of view & purpose. https://www.youtube.com/watch?v=bH0h4hc_dIY https://www.youtube.com/watch?v=CN9e_zg11vM</p>

<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>For this specific standard, students will: Teacher will monitor student’s independent practice and discussion. Teacher will ask students to point out evidence and viewpoint of the author.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>Students will be given third or fourth articles titled ‘Libraries Should Reflect Diverse Views’ by American Library Association and ‘Libraries Should Reflect Majority Values’ by Phyllis Schlafly. Students will compare the 2 authors’ viewpoints, perspectives and purposes. Students will write an essay detailing their analysis of which author wrote a more compelling argument. They will support their analysis with evidence from each article about the conflicting view of book banning.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>3 = Proficient: Student can accurately determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints, with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of determining an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints., but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of determining an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p>

Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.

Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.

Instructional Analysis for Grade 6 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: **6.W.3**

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

1. Learning Targets

Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.

- Students must know the speaker in a narrative affects the details and sequence of events.
- Students must know a story is developed using narrative techniques (e.g., dialogue and inner monologue provide insight into the narrator's and characters' personalities and motives).
- Students must know transitions help develop the sequence of events (e.g., later, next, then, before long, at the same time).
- Students must know narrative transitions signal shifts in time or place.
- Students must develop characters through interactions, actions and thoughts in a narrative.
- Students must develop audience and purpose by connecting characters, events and sequence of events in a narrative.
- Students must determine the speaker in a narrative.
- Students must connect the speaker to the audience and purpose in a narrative.
- Students must determine if dialogue should be used in their writing.
- Students must develop relevant visual details of scenes, objects, and people in narrative writing.
- Students must compose details that depict specific actions (e.g., movements, gestures, postures and expressions).
- Students must develop dialogue that provides insight into the narrator's and characters' personalities and motives.
- Students must manipulate the pace of a story to highlight significant events, or to create tension and suspense.
- Students must determine which type of transition is appropriate for the circumstance (e.g. sequence, time shift, setting shift).
- Students must compose a narrative that logically develops the audience, speaker and purpose of the narrative through the characters, details and sequence of events.

<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● W.5.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● W.5.3b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ● W.5.3c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ● W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely. ● W.5.3e - Provide a conclusion that follows from the narrated experiences or events. <p>How prior knowledge will be used: Students will expand on previous knowledge of the standard by using more relevant details and well-structured event sequences. Students will add dialogue, pacing, and description, to develop experiences, events, and/or characters. Students will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will begin by questioning students “What has been one of your favorite memories from this school year and why?”</p> <p>Modeling & Demonstration: Teacher will remind students of one of the teachers favorite school events from the year so that students are familiar. Teacher will model using narrative techniques and transition words.</p> <p>Collaboration: With prompting teacher will guide students to discuss details and dialog that occurred to develop the experience for better memory or for students who were not part of the event. Teacher will guide students to use and suggest narrative techniques and transition words.</p> <p>Performing Arts Enhancement: Teacher will demonstrate a short scene of their own favorite event. Teacher will use inflection, mime and movement to allow teacher and audience to experience the event.</p>

<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration: Students will discuss an event with a partner, that they would like to remember for 50 years. They will tell the partner about the event with as many details as possible to give the partner the opportunity to feel like they were there. They will exchange questions and answers about the event to further develop the narrative.</p> <p>Independent Practice: Students will be given the writing prompt “Imagine an event that you would like to remember for 50 years” with a graphic organizer. They will complete the graphic organizer.</p> <p>Performing Arts Enhancement: Students will work in groups to act out a short scene of their favorite event. They will use inflection, mime and movement to allow teacher and audience to experience the event.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>For this specific standard, students will: Teacher will monitor student’s independent practice writing and partner discussion. Teacher will look for relevant descriptive details, dialogue, transition words within writing to ensure understanding of the standard. Teacher will also view scenes performed by student groups and asses levels of detail.</p>
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>Students will complete an assessment to write a narrative essay on their dream vacation. The vacation can be real or imagined. They will use effective technique, relevant descriptive details, and well-structured sequences. Students must include narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Students must use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets based on a new prompt. 4 = Mastery: Student is consistently able to accurately write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

	<p>3 = Proficient: Student can accurately write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences., but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 7 in Math	
<i>Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.</i>	
Required Standard: 7.EE.B.3	Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 per hour.
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must know how to perform operations on all forms of rational numbers. ● Students must solve multi-step problems using positive and negative rational numbers. ● Students must convert between and among forms of rational numbers (using fractions, decimals, and percents). ● Students must recognize when an answer is not reasonable when solving rational number problems.

	<ul style="list-style-type: none"> ● Students must explain the reasonableness of their answer when solving rational number problems.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● 6.EE.B.5 - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. ● 6.EE.B.6 - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. ● 6.EE.B.7 - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. ● 6.EE.B.8 - Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. <p>How prior knowledge will be used:</p> <ul style="list-style-type: none"> ● Students will translate word problems into mathematical expressions and equations involving variables. ● Students will apply the Properties of Equality and the distributive property to solve equations. ● Students will express quantities in various equivalent forms. ● Students will use descriptive language to explain their answers in the context of the problem. ● Students will solve problems which have multiple solutions, no solutions, and a range of solutions.
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning Teacher will begin by presenting students will real-world scenarios which apply to young people, such as:</p> <ul style="list-style-type: none"> ● “Juan purchases a toy car for \$6.75. He then finds \$3.00 on the ground. Finally, he spends \$2.50 on ice cream. If he started with \$10, how much does he now have?” ● “How could we represent this situation with a mathematical equation? What will the variable represent?” ● “What are two equivalent forms for 6.75?” ● “If Juan bought two ice cream cones instead of one, how much would he have left?” ● “How will we know if our answer makes sense?”

Modeling & Demonstration:

- Teacher will model the dance and song to the video about translating word problems into mathematical expressions and equations.
- Teacher will model the process for translating the problem about Juan (given above) into an equation by:
 - Defining the variable (x represents the amount Juan has at the end)
 - Determining which operation will proceed each number (subtracting 6.75 and 2.50, adding 3.00)
- Teacher will discuss whether the final answer would be different if Juan bought ice cream first and bought the toy car last and will use the commutative property to demonstrate.
- Teacher will show how the equation would be different if Juan also bought an ice cream for his friend Terry.
- Teacher will talk through the idea of checking the answer for reasonableness, and what it would mean if the answer had been negative.
- Teacher will present the next problem: “On the first day of summer, Bella rode her bike to the mall to have lunch with a friend. She paid \$11.29 for lunch, and then spent \$3.50 at the arcade in the mall. The next day, Bella went to the water park. She spent \$4.62 at the snack bar, and then spent \$2.25 at the arcade at the water park. If Bella had \$3.34 left after her day at the water park, how much did she have at the start of the first day of summer?”
- Teacher will model how to translate this problem into an equation by defining the variable and determining which operation will proceed each number.
- Teacher will demonstrate various ways to group the quantities (money spent at the mall vs. money spent at the water park; money spent on food vs. money spent on arcade games) and will use the associative property to show these different groupings.

Collaboration:

- Teacher will divide students into groups of 3.
- Teacher will tell students that they will be working together to finish solving the problem about Bella, as well as some other problems.
- Teacher will circulate and provide guidance and support to each group as they finish solving the problem about Bella.
- Teacher will then display the next problem: “Gia’s pencil pouch holds pens, pencils, and markers. There are 3 times as many pencils as pens. The number of markers is 50% of the number of pens. If Gia has 3 markers in her pencil pouch, find the total number of items Gia has, rounded to the nearest ten.”
- Teacher will circulate and provide guidance and support to each group as they work through the problem about Gia.
- After a few minutes, teacher will model this problem for students using pencils, pens, and markers. Each group will then receive a bag containing the correct number of each item.

	<ul style="list-style-type: none"> ● Teacher will then ask each group to write a new problem involving the pencils, pens, and markers. Teacher will encourage students to physically manipulate the items when writing their new problem. ● Teacher will tell groups to exchange problems, and each group will then solve the problem written by their peers. <p>Performing Arts Enhancement:</p> <ul style="list-style-type: none"> ● Students will watch, & learn lyrics to a video about translating a word problem, students writing a poem from the problem their group created and then reciting this poem ● https://www.youtube.com/watch?v=QtemVfzSGBA h
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration:</p> <ul style="list-style-type: none"> ● Students will work with the teacher using the “I do, we do, you do” method to solve the problem about Juan. ● Students will participate in class discussion to answer questions posed by the teacher. ● Students will work in groups to solve two problems together, and then to create a new problem involving the materials provided by the teacher. ● Students will exchange the problem they have written with another group, and will work together to solve the problem written by their peers. <p>Independent Practice:</p> <ul style="list-style-type: none"> ● Students will be given a sheet with four other problems to solve. ● Students will write in complete sentences, the process they will use to solve the first problem. ● Students will demonstrate, with a picture or a diagram, the scenarios in the second and third problems, and will illustrate the solutions to these problems. ● Students will solve the fourth problem using a method of their choosing. ● Students will then be paired and will explain to their partner how they know their answers are reasonable. Students will also review the method they used to solve the fourth problem, and if the partners used different methods, they will explain them to each other. <p>Performing Arts Enhancement: Students will first create a word problem. They will then work in a group to create a skit/sketch of the problem and solution. They will perform their short skit/sketch for the class. The performers will then ask and answer questions about the problem and other ways to solve for a solution.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>Throughout group activity, teacher will question students individually to check for understanding. Teacher will ask students one Exit Ticket question at the</p>

	<p>end of the lesson to monitor understanding. Exit Ticket questions will be based on the following scenario: “A bowl of candy is being re-filled with jelly beans. It currently holds about 25 jelly beans. A large bag which holds approximately 250 jelly beans is emptied into the bowl. Two small bags which each hold approximately 75 jelly beans are then emptied into the bowl.” Questions will include:</p> <ul style="list-style-type: none"> ● Is 300 a reasonable guess for the number of jelly beans in the jar? Why or why not? ● When we translate this problem into math, do 250 and 75 have the same sign or different signs? Why? ● To the nearest hundred, what is a good estimate of the number of jelly beans in the bowl? ● Is it valid to say that the bowl started with 10% of the number of jelly beans in the large bag? Why or why not?
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>For this specific standard, students will complete two types of assessments, chosen from written, oral and performance assessments.</p> <ul style="list-style-type: none"> ● The written exam will have short-answer, multiple choice, fill-in-the-blank, and labeling problems. ● The oral exam will require students to randomly choose a problem and ‘teach’ the teacher how to solve it. The teacher will ask many ‘why’ questions requiring the student to further explain their reasoning. ● The performance exam will require students to write and perform a song and dance for the class, on the topic of translating word problems into mathematical expressions and equations. <p>The teacher will use the following rubric to assess students’ level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form and to convert between forms as appropriate and assess the reasonableness of answers.</p> <p>3 = Proficient: Student can accurately solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form, can convert between forms as appropriate, and can assess the reasonableness of answers, with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concepts of solving multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form, converting between forms as appropriate, and assessing the reasonableness of answers, but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concepts of solving multi-step mathematical problems and problems in real-</p>

	world context posed with positive and negative rational numbers in any form, converting between forms as appropriate, and assessing the reasonableness of answers.
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p> <p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1-on-1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>

Instructional Analysis for Grade 8 in Science

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 8.P1U1.2	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<ul style="list-style-type: none"> ● Students must find trustworthy sources of information. ● Students must evaluate the validity of informational text. ● Students must understand the technical language (jargon) used in scientific writing. ● Students must interpret graphs, tables, and charts. ● Students must identify the characteristics of scientific writing. ● Students must identify substances based on both physical and chemical properties.
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should have mastered prior to meeting learning targets:</p> <ul style="list-style-type: none"> ● 6.P1U1.1 - Analyze and interpret data to show that changes in states of matter are caused by different rates of movement of atoms in solids, liquids, and gases (Kinetic Theory). ● 6.P1U1.2 - Plan and carry out an investigation to demonstrate that variations in temperature and/or pressure affect changes in state of matter. ● 7.P2U1.1 - Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.

	<ul style="list-style-type: none"> ● 8.P1U1.1 - Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved ● Students should know the difference between physical properties and chemical properties. ● Students should be able to list examples of various physical and chemical properties. <p>How prior knowledge will be used:</p> <ul style="list-style-type: none"> ● Students will apply their prior knowledge of analyzing and interpreting data in other areas of science to the topic of physical and chemical properties of substances. ● Students will use their prior knowledge about states of matter and the composition of matter in order to analytically read informational texts. ● Students will use their prior knowledge about physical and chemical properties to help determine the validity and meaning of informational texts related to applying these properties.
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p>Inquiry Based Questioning</p> <ul style="list-style-type: none"> ● Teacher will hand out samples of three informational texts, all on the same topic (types of physical and chemical properties): one which is from a credible source and is well-written, one which is well-written but not from a credible source, and one which is poorly written and not from a credible source. ● Teacher will label the texts as “A,” “B,” and “C,” but will not identify which text is from the credible source. ● Teacher will have students read and annotate the three texts. ● Teacher will ask students to brainstorm and write brief answers to the following questions: <ul style="list-style-type: none"> ○ Who wrote each text? Where is each text from? When was each text written? ○ What is your initial reaction to each text? ○ How would you describe the intended audience of each text? ○ What clues can you find about the credibility of each source? ○ Which text would you choose to use as a resource? <p>Modeling & Demonstration:</p> <ul style="list-style-type: none"> ● Teacher will answer these questions with help from students. ● Teacher will lead a discussion guiding students toward understanding what features to look for when choosing sources to read and utilize. ● Teacher will outline five main features of effective scientific and technical communication: <i>accurate, clear, concise, coherent, and appropriate.</i> ● Teacher will model the process for determining the accuracy, clarity, conciseness, coherency, and appropriateness of each text, and will invite the class to make a determination about which text is the best one to choose as a resource.

	<p>Collaboration:</p> <ul style="list-style-type: none"> ● Teacher will divide students into groups of three. ● Teacher will give each table group a set of three articles on a new topic (identification of substances based on their properties). ● Teacher will instruct students to take turns reading and taking notes on the three articles. ● Teacher will then instruct students to discuss with their groups the “five features” of each article. ● Teacher will then instruct the groups to make a determination about which article would be the best to use as a source. <p>Performing Arts Enhancement:</p> <ul style="list-style-type: none"> ● Teacher will perform a rap about the chemical and physical properties of substances, and how scientists use these properties to identify substances.
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p>Collaboration:</p> <ul style="list-style-type: none"> ● Students will work with the teacher to answer the opening questions. ● Students will participate in class discussion to gain an understanding of what features to look for when selecting sources. ● Students will work in groups to evaluate another set of articles. <p>Independent Practice:</p> <ul style="list-style-type: none"> ● Students will find another credible resource on the topic of identifying substances based on their chemical and physical properties. ● Students will explain, either in written or oral form, how they know that the source they found is reliable. They will also explain how scientists use properties to identify substances. <p>Performing Arts Enhancement:</p> <ul style="list-style-type: none"> ● Students will be divided into groups of four. ● Each group will pick one of the five features of scientific and technical writing, and will compose and perform a song or rap explaining how that feature applies to the articles.
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Exit Tickets at the end of lesson.</i></p> <p>Throughout group activity, teacher will question students individually to check for understanding.</p> <p>Teacher will ask students one Exit Ticket question at the end of the lesson to monitor understanding, and students will write their answer in complete sentences. The Exit Ticket question for this lesson will be: “What is one feature of effective scientific writing? In 3-4 sentences, explain how you evaluate this feature in a resource.”</p>

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative Assessments will be administered at the end of each topic unit each quarter.</i></p> <p>For this specific standard, students will complete a written assessment as well as their choice between an oral or performance assessment.</p> <ul style="list-style-type: none"> ● The written assessment will require students to obtain and evaluate a credible piece of information about how scientists identify chemical & physical properties of given substance. Students will write an essay to explain how they know their information is credible. ● Students will also complete a written/online quiz will have short-answer, multiple choice, fill-in-the-blank, and text-based questions. Students will be required to obtain the information on the topic in order to evaluate. ● The oral exam will require students to do a presentation about the five features of effective scientific writing, explicitly explaining each feature and how to evaluate a source in terms of each feature. ● The performance exam will require students to write and perform a puppet show on the topic of evaluating a resource for credibility. <p>The teacher will use the following rubric to assess students' level of mastery of the learning targets.</p> <p>4 = Mastery: Student is consistently able to accurately obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.</p> <p>3 = Proficient: Student can accurately obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties, with few errors.</p> <p>2 = Approaching: Student demonstrates understanding of the concept of obtaining and evaluating information regarding how scientists identify substances based on unique physical and chemical properties, but makes frequent errors.</p> <p>1 = Guided: Student has not demonstrated basic understanding of the concept of obtaining and evaluating information regarding how scientists identify substances based on unique physical and chemical properties.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Teachers will offer remediation to all students who demonstrate gaps in skills. Remediation will be offered in small groups led by teachers and/or aides during independent and center work time.</i></p> <p><i>Liberty Leadership Academy will follow a Multi-Tiered Support System (MTSS). Students who do not demonstrate mastery at the time of assessment will be given additional learning time in order to master standards.</i></p> <p><i>Level 1 students will be given additional time in small group instruction, led by teachers, aides or online software on specific need-based skills.</i></p>

	<p><i>Level 2 students needing additional support, beyond level 1, will be placed into needs-based smaller groups or 1 on 1 instruction for daily remediation until such time as the learning targets are mastered.</i></p>
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Operational Plan

- **B.1 Applicant Entity**
- **B.2 School Governing Body**
- **B.3 Management and Operation**
- **B.3.1 Education Service Providers**
- **B.3.2 Contracted Services**

B.1

Applicant Entity

B.1. Applicant Entity

a) Applicant's History

Liberty Leadership Academy (LLA) is the brainchild of Rachel Dubien, a seasoned elementary school teacher who lives in Cottonwood, Arizona. Rachel has taught in Cottonwood for the past seven years and has seen first-hand the erosion of fine arts and performing arts in local elementary schools, public charter schools, and public district schools alike. Rachel is also the founder (in 2013) and lead teacher of Liberty Performing Arts, a dance and performing arts studio in Cottonwood. With a lifetime background in dance, Rachel firmly believes that integrating performing arts into an academically rigorous curriculum will have positive impacts on both academic success and leadership skills.

Rachel has also witnessed the successes her two younger sisters experienced as a result of their education at Arizona School for the Arts (ASA), a public charter school in Phoenix. By the time ASA was discovered by the family, Rachel was graduating from Central High School in Phoenix; so although she didn't attend ASA, she was impressed with the way the addition of quality and frequent performing arts curriculum influenced not only the entire academic experience of her sisters' schooling, but also how the immersion into the discipline, tenacity, and performing opportunities offered by their performing arts involvement was carried beyond high school to their college experiences and their careers. Today, both of Rachel's sisters have highly rewarding careers that they attribute to those ASA experiences. One is a successful CBS anchor; the other became a successful project manager with Boeing. The majority of their ASA peers have shown equal success in their post-high-school careers.

This observation was enlightening, and it planted a seed that has since grown into the philosophy that performing arts positively influence students to succeed in all areas of life, from increased academic successes to leadership in post-graduate life experiences. The observation further led to the realization that the benefits of classical performing arts instruction didn't have to be directed only toward careers in the arts world, but had a larger impact onto whatever career direction a child might ultimately decide to take.

Rachel has known from a young age that she would be a teacher. She has always been recognized for a magical magnetism that occurs whenever Rachel and a youngster are together; so when she began teaching dance classes in her early teens at her family's dance studio in Phoenix, she was always a favorite teacher with her young students. It was during this period that her career goals were set toward becoming an educator. Following high school, Rachel entered Northern Arizona University and graduated with a Bachelor of Science Degree in Elementary Education. Rachel has been teaching ever since. She was fluent in Spanish and took an offer to teach English in Mexico for a semester before returning to Phoenix. She taught with Imagine Charter School and with Amerischools Charter Academy on Camelback in Phoenix before making a decision to move to a more rural location. She was hired by American Heritage Academy Charter School in Cottonwood, and also taught at Cottonwood Elementary School, a

district public school. Rachel has since married a Yavapai detective, settled into their house in Cottonwood, and recently had a daughter. She is a confirmed Cottonwood resident.

Rachel's decision to open her charter school at this time is largely a reflection of her current situation, in that she has a stable foothold in an area which she loves and in which she intends to stay. She has been thinking about opening a charter school for several years. She believes she can have a more positive influence on the education and future potential of young children than would be available in a more traditional type of school; a charter school would offer the opportunity to share her philosophy to the benefit of those entrusted to her care and the community in general.

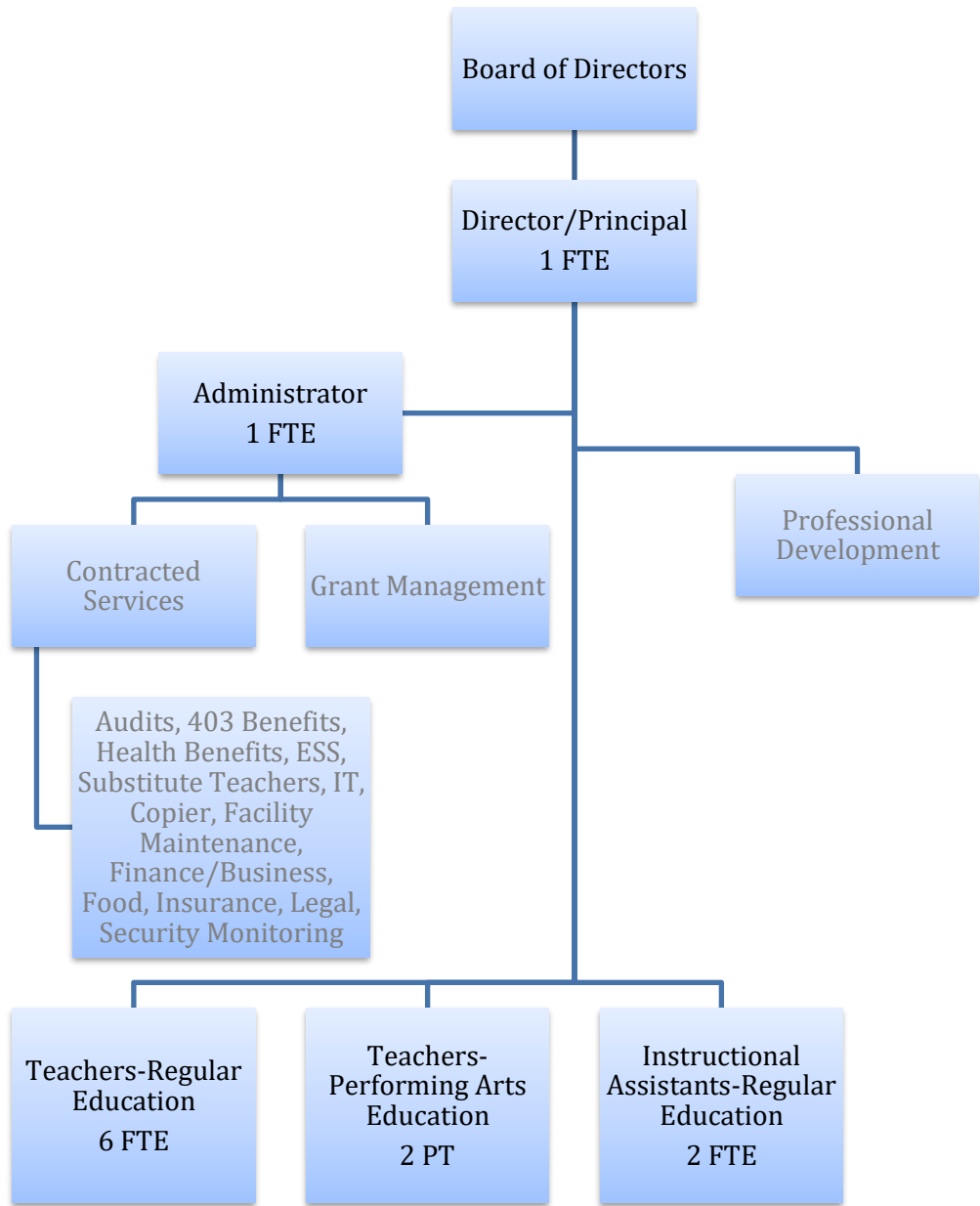
Rachel began conversations and has found a support team that is excited and committed to this plan. Their backgrounds are detailed below, after the organizational charts.

Accordingly, Liberty Leadership Academy was incorporated in January, 2018, for the express purpose of forming a team to apply for a charter for LLA. The filing was restated in July 2018 to form the current founding/governance board for the school. At this Board's first meeting for LLA, on July 14, 2018, a Board of Directors was elected, and the Board approved the Resolution of intent to apply for a charter school.

b) Organizational Chart

This section contains the organizational chart(s) for Years 1 through 3 of projected operations of Liberty Leadership Academy, and delineates the roles, responsibilities, and reporting structures of LLA. *Please see the following pages.*

Figure 1
 Year 1
 120 Budgeted Students

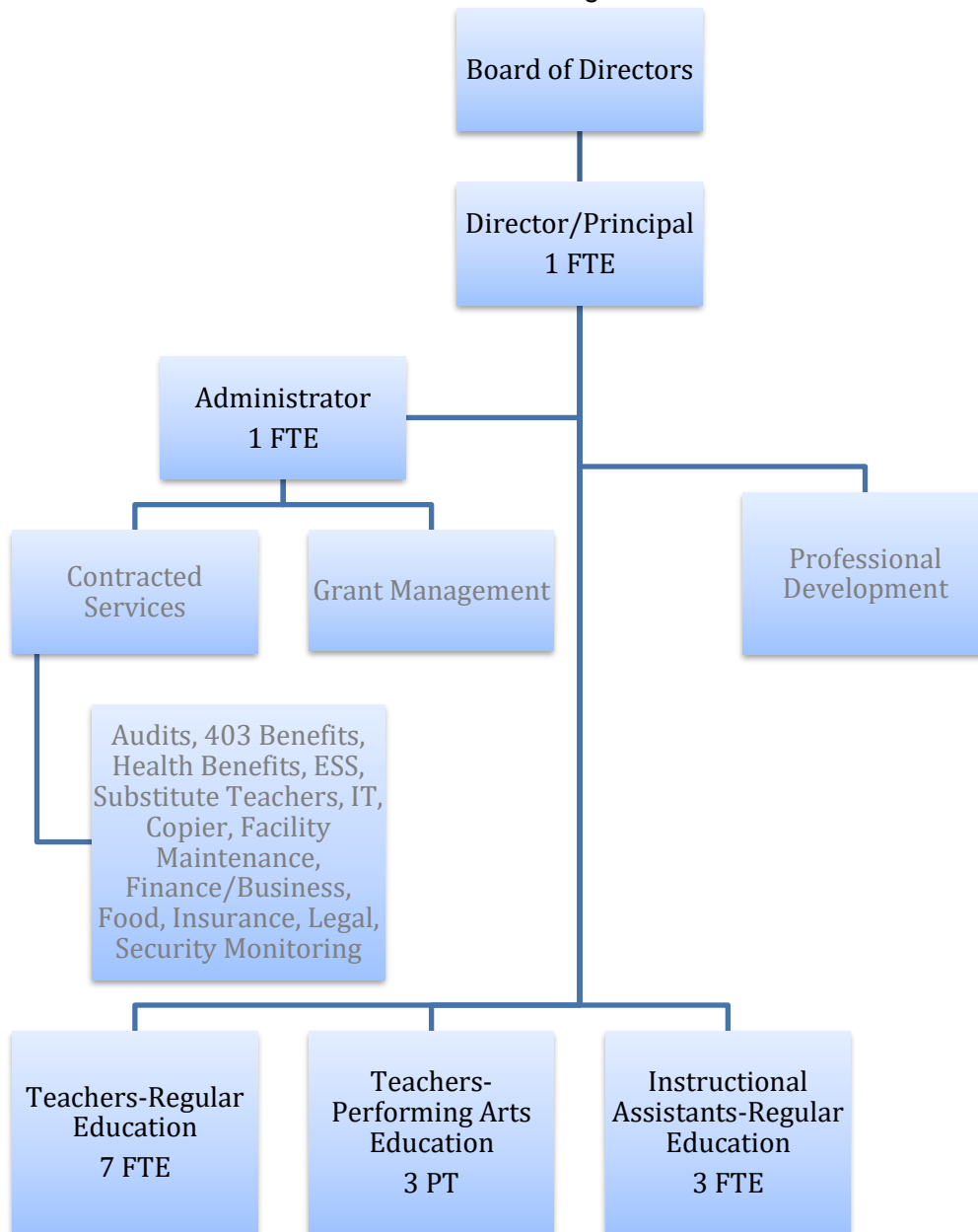


Liberty Leadership Academy will open Year 1 administration with a Director/Principal and an Administrator. The instructional staff will be composed of 6 FTE Teachers-Regular Education, 2 PT Teachers-Performing Arts Education, and 2 FTE Instructional Assistants-Regular Education. These numbers are designed to keep the maximum 1:20 teacher-to-student ratio, following the philosophy laid out in A.1 Educational Philosophy. Administrative and instructional responsibilities (shown in Figure 1 in grayed-out text) will be augmented by Contracted Services, as described in B.3.2 Contracted Services.

Figure 2

Year 2

140 Budgeted Students

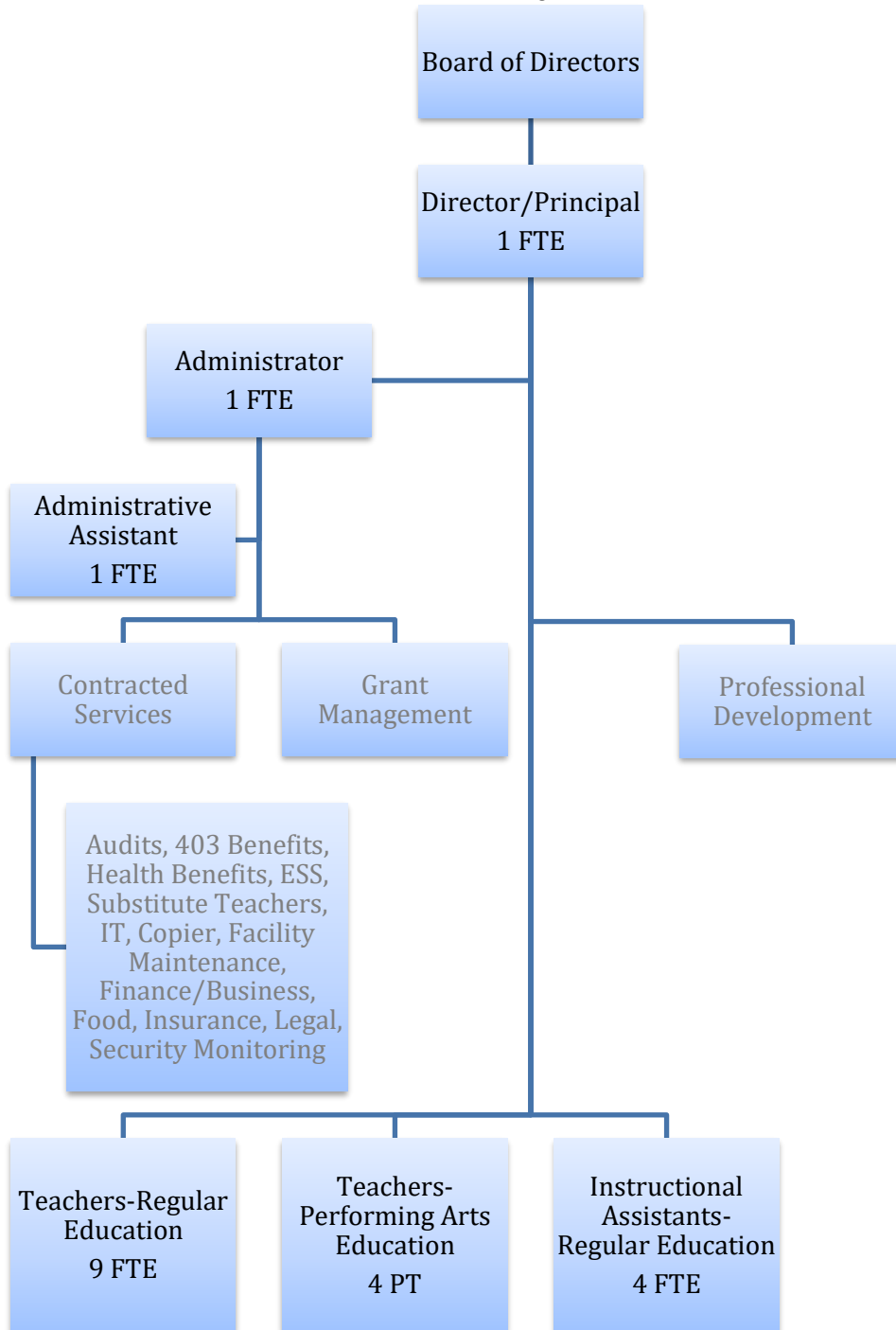


Liberty Leadership Academy will continue Year 2 administration with a Director/Principal and an Administrator. The instructional staff will be composed of 7 FTE Teachers-Regular Education, 3 PT Teachers-Performing Arts Education, and 3 FTE Instructional Assistants-Regular Education. These numbers are designed to keep the maximum 1:20 teacher/student ratio, following the philosophy laid out in A.1 Educational Philosophy. Administrative and instructional responsibilities (shown in Figure 2 in grayed-out text) will continue to be augmented by Contracted Services, as described in B.3.2 Contracted Services.

Figure 3

Year 3

180 Budgeted Students



Liberty Leadership Academy will continue Year 3 administration with a Director/Principal, an Administrator, and add an Administrative Assistant. The instructional staff will be composed of 9 FTE Teachers-Regular Education, 4 PT Teachers-Performing Arts Education, and 4 FTE

Instructional Assistants-Regular Education. These numbers are designed to keep the maximum 1:20 teacher/student ratio, following the philosophy laid out in A.1 Educational Philosophy. Administrative and instructional responsibilities (shown in Figure 3 in grayed-out text) will continue to be augmented by Contracted Services, as described in B.3.2 Contracted Services.

Roles and Responsibilities of Governance Body and Director/Principal

The Board of Directors (the Governance Body) is responsible for assuring that LLA adheres to and carries out the mission and core values approved by the Arizona State Board for Charter Schools and the Arizona Department of Education. The Board of Directors oversees the Director/Principal; approves and monitors all the policies and operations of LLA; and accepts all ethical and legal responsibilities for the governance duties, financial operations, and compliance obligations of LLA. Further, the Board will be responsible for all policy decisions of the school.

The Director/Principal will be Rachel Dubien, who is not a member of the Board of Directors.

Roles and Responsibilities of Governance Body

The officers of the Board of Directors are named below.

Mary Miller: CEO and Secretary
Robin H. Kreutzberg, President and Treasurer
Renée Bermúdez, Director
Jeff Siereveld, Director
Chad Shilling, Director
Chandra Tenley, Director

Chief Executive Officer and Secretary

The title “Chief Executive Officer” was established for the formative Corporate Board of LLA. It is intended to be changed to “Chairman of the Board” (by Resolution of the Board amending the Bylaws) when the charter is granted and when the Corporate Board becomes the Governance Body for the School, as stated in B.2.b.

The Chief Executive Officer shall be the main executive officer of the Board and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the School including, but not limited to, the development and implementation of curriculum, assessments, and teacher evaluation and development. The Chief Executive Officer shall have authority, subject to such rules as may be prescribed by the Board, to appoint such agents and employees of the School as he or she shall deem necessary, to prescribe their powers, duties, and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the Chief Executive Officer. In general, the Chief Executive Officer shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time. The Chief Executive Officer reports to the Board.

The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books or secure online repositories provided for that purpose; (b) see that all notices are duly given in accordance with the provision of these Bylaws or as required by law; (c) be custodian of the corporate records; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board. The Secretary reports to the Board.

President and Treasurer

The President shall call and preside at all meetings of the Board, shall be a voting member of all committees of the Board, and shall be the liaison between the Chief Executive Officer and the Board. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time. The President reports to the Board. When the charter is granted and the Corporate Board becomes the Governing Body, the title of this position is intended to become "Vice Chairman," by Resolution of the Board and with amendment of the Bylaws.

The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, and reporting to the Board; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board. The Treasurer reports to the Board.

Directors

All Directors of the Board must, in the opinion of the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the School. It is the opinion of the Board that the current Directors believe in, and are committed to, the educational and operational purposes as detailed in A.1 Educational Philosophy. The Directors report to the Board.

Roles and Responsibilities of Director/Principal

The Director/Principal provides oversight for instruction, curriculum, assessment, general operations, personnel, and professional development. The Director/Principal supervises all teachers, both full-time and part-time, and completes all staff evaluations. The Director/Principal also oversees the role of the Administrator. The Director/Principal reports to and is evaluated by the Board of Directors. The Director/Principal will initiate, plan, organize, staff, direct, evaluate, report, and provide general oversight and support for the administrative, instructional, and operational components required to maintain and grow LLA. The Director/Principal will also oversee the role of the Administrator. The Director/Principal will report to the Board of Directors and execute policy at their direction.

Rachel Dubien, Director/Principal, has been educating future leaders for over 11 years. Most recently, she has taught 4th Grade in the Cottonwood Public School District. With a B.S.

from Northern Arizona University in Elementary Education, a minor in Spanish, and master's credits in bilingual education and administration, Rachel has taught in three states as well as internationally, in Mexico. Rachel has also coached dance and gymnastics for over 25 years, and in 2013 founded Liberty Performing Arts and remains its lead teacher.

c) Subsidiary Relationship

Liberty Leadership Academy has no subsidiary relationship to any other organization.

d) Current or Prior Charter Operation

No officers on the board of Liberty Leadership Academy have previously or do currently operate a charter.

e) Roles and Qualifications of Principals

Roles of the Governance Board are addressed in B.1.b.

The qualifications of the Governance Board are as follows.

Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law, or other governmental agencies having proper regulatory authority over the affairs of the School or its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the School or its operation. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the School.

The Directors will support the overall educational and operational purposes of the school with their individual experiences and expertise as follows:

Mary Miller, CEO and Secretary, has been a Budget Manager for the Arizona Department of Public Safety since 2014, and continues in that position. She manages agency budget and funds through review, system availability, allocations, reconciliation, reporting, projecting, research and problem solving, and is lending those budgetary and financial management skills through the application process and into the growth of the school. Mary has also owned and managed Phoenix Dance Academy LLC since 1992, and continues in that position; she oversees all business activities, all staff activities, all productions and performing arts activities, and all communications of the studio. Accordingly, she also brings her performing arts management skills into the growth of the school. She is leading the Business Plan portion of the application and its ensuing responsibilities of opening and operating the school.

Robin H. Kreutzberg, President and Treasurer, was an attorney in both private practice, with Laird, Schneck, Lindfors & Smythe, and government practice, with the Arizona Corporation Commission and the Arizona Supreme Court Education Office, from 1994 through 2007. She

was formally trained as a non-profit fundraiser with both John C. Lincoln Hospital (now part of Honor Health Network) in the 1990's, and with the Desert Mission, from 2010 through 2013. Robin is bringing her legal and non-profit background to the Board, and hence, to the future success of Liberty Leadership Academy. She has the experience, training, and resources to recognize and resolve issues pertinent to the success of the School. She has coordinated the legal issues required to establish the governance board, has used her non-profit experiences to preside at the meetings of the Board, has contributed her editorial skills to the writing of the application, and will offer guidance to any fundraising efforts that may arise. She has been instrumental in managing the Operational Plan by establishing the Governance Board entity, legal requirements, and managing the Board meetings. She has collaborated with Mary Miller, CEO, and Rachel Dubien, Director/Principal, to complete the application and manage Board business, to ensure legal compliance and completeness required to submit the application and to integrate the Board into the operations of the school. She has been responsible for the Business Entity requirements of the school as they relate to the Business Plan and the Operational Plan of the school.

Chandra Tenley, Director, will lend her marketing, fundraising, and volunteer experience to the School. She has developed a strong local network of individuals, from whom she will solicit assistance in promoting the programs and goals of the School to the community. She has also worked with schools to bring a dance program into the curriculum. She will contribute to the Educational Plan through her teaching experience, and to the Operational Plan as marketing and fundraising efforts become applicable.

Chad Shilling, Director, has law enforcement background and knowledge, as a Detective with the Yavapai County Sheriff's Office, to bring to the Board. With his law enforcement background, Chad has his finger on the pulse of the community, and can also observe and devise best practices for the safety and security of the students and staff of the School. His commitment to the community makes him a valuable member of the Board. He will primarily concentrate on the Operational Plan using his knowledge to provide for a safe environment for the students and staff of the school.

Renée Bermúdez, Director, has 22 years teaching experience in a private classroom setting and 19 years tutoring children and adults on a one-on-one basis and in small groups. She lends both her educational and musical experiences to the mission of the School. She created, in 1994, and continues to direct her MusArt Instrumental Program, which aims to strengthen classroom skills through musical arts by using band and piano in a group setting. The program has expanded to several schools in the Los Angeles and Orange Country areas. This experiential background will complement the curriculum and goals of incorporating the proven benefits of combining music with academics, resulting in more productive and higher scoring students within the School. In addition, her years in the educational environment will benefit the Board's responsibilities in evaluating and assessing the progress of the students and the School. Thus, Renee's focus will be centered in the Educational Plan portion of the application and in monitoring compliance and policy once the school opens.

Jeff Siereveld, Director, has excellent experience working within the local community, both as a contractor and as a member of the Dewey-Humboldt Planning and Zoning Commission. He will pull from that expertise and his contacts to not only help in the location and opening of the School facility, but also to be involved in identifying facility and maintenance issues and recommending action to resolve them. His efforts will primarily be within the Operational Plan in both the application efforts and operations of the school.

Roles and Qualifications of the Director/Principal

Roles of the Director/Principal are addressed above in B.1.b.

The qualifications of the Director/Principal are as follows.

The Director/Principal of LLA will have a strong alignment with its mission and core values. As the leader of the school, the Director/Principal oversees the administration of instruction, staff development, and personnel as outlined in section B.3.b. The Principal also oversees the administration responsibilities and reports to the Board of Directors. The following critical characteristics, skills, and abilities are necessary to fulfill these responsibilities:

- Commitment to the school's mission and goals
- Degree in education from an accredited university
- Ten years (or more) of teaching, with preference to charter school experience
- Five years teaching experience in performing-arts areas
- Operations management experience
- Finance and budgeting experience
- Leadership experience
- Strong knowledge of the Arizona State Standards
- Experience in designing and implementing curriculum
- Experience in recruitment and retention of personnel
- Experience in overseeing professional development and/or creating professional development
- Strong skills in oral and written communication
- Experience with state requirements with regard to student reporting
- Experience in managing concerns of parents and other interested parties
- Experience with special education services (ESS)
- SEI endorsed
- Fingerprint Clearance Card
- CPR/First Aid Certified

Rachel Dubien, Director/Principal, will lead all aspects of the school: Educational, Business, and Operations. She possesses the critical characteristics, skills, and experience mentioned above, with 11 years of educational teaching experience and running her own

performing arts studio. As defined by her roles, she will be the overseer of all aspects of the school.

f) Consistency in Background Information

Background information documents for each individual are consistent.

g) Consistency with Legal Documentation

The Bylaws for Liberty Leadership Academy conform to the Arizona Non-profit Corporation Act (ANCA), which at the time of the adoption of LLA's Bylaws required a minimum of one (1) director. Consistency with legal documentation establishing the entity has thus been achieved.

h) Consistency with Title Page

Information in this section is consistent with the information on the Title Page.

2019 ANNUAL REPORT

ENTITY INFORMATION

ENTITY NAME: LIBERTY LEADERSHIP ACADEMY
ENTITY ID: 22576712
ENTITY TYPE: Domestic Nonprofit Corporation
CHARACTER OF BUSINESS: Educational Services
AUTHORIZED SHARES:
ISSUED SHARES:

STATUTORY AGENT INFORMATION

STATUTORY AGENT NAME: MARY MILLER
PHYSICAL ADDRESS: 1529 W VIRGINIA AVENUE, PHOENIX, AZ 85007
MAILING ADDRESS:

KNOWN PLACE OF BUSINESS

1529 W VIRGINIA AVE , PHOENIX, AZ 85007

PRINCIPAL OFFICE ADDRESS

PRINCIPAL INFORMATION

CEO (Chief Executive Officer): Mary Miller - 1529 W Virginia Ave, Phoenix, AZ 85007 - marymiller451@aol.com -
Date of Taking Office:

Director: CHAD SHILLING - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office: 07/06/2018

Director: CHANDRA TENLEY - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office:
07/06/2018

Director: JEFFREY SIERVELD - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office:
07/06/2018

Director: MARY MILLER - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office: 07/06/2018

Director: RENEE BERMUDEZ - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office:
07/06/2018

Director: ROBIN H KREUTZBERG - 1529 W VIRGINIA AVE, PHOENIX, AZ 85007 -- Date of Taking Office:
07/06/2018

SIGNATURE

CEO (Chief Executive Officer): Mary Miller - 01/14/2019

BYLAWS
OF
LIBERTY LEADERSHIP ACADEMY

ARTICLE I
NAME; OFFICES; AGENT

Section 1. Name. The name of this Corporation is "Liberty Leadership Academy" (the "School").

Section 2. Principal Office. The School may have such offices, either within or without the State of Arizona, as may be designated from time to time by resolution of the Board of Directors (the "Board"), one of which may be designated as the principal office.

Section 3. Registered Office and Registered Agent. The School shall maintain a registered office and registered agent in the State of Arizona. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Arizona Corporation Commission pursuant to the provisions of the Arizona Nonprofit Corporation Act (the "ANCA").

ARTICLE II
BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the School shall be managed by its Board of Directors and such staff as the Board may employ.

Section 2. Number and Qualifications of Directors.

(a) Number. The number of Directors shall be as determined by the Board of Directors from time to time and shall serve for the term provided in Section 4 of this Article. No amendment to these Bylaws shall reduce the number of directors to less than the number required by the ANCA, which at the time of the adoption of these Bylaws is one (1).

(b) Qualifications. Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the School or its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the School or its operation. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the School.

Section 3. Election of Directors. Directors shall be elected by the affirmative vote of majority (51%) of the Directors then in office at the annual meeting of the Board in the year a vacancy will occur or at a special meeting called for the purpose of electing directors.

Section 4. Term of Office. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this School, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section 5. Resignation. A Director may resign at any time by filing a written resignation with the President, the Secretary or announcing their resignation at any meeting of the Board.

Section 6. Removal. A Director may be removed from office with or without cause by the vote of a majority (51%) of the other Directors either at a regular meeting or at any special meeting called for that purpose. Failure of a Director to attend half (1/2) of the total number of meetings in a year may be deemed to be a resignation by the Director in the Chair's discretion.

Section 7. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of Directors, an interim Director shall be elected by the Board. An interim Director shall serve until a successor is elected upon expiration of the term of office for that Director.

Section 8. Compensation. Directors shall not receive compensation for serving as directors but may receive reasonable compensation for other professional services rendered which are necessary to carrying out the exempt purposes of the School. In addition, Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

ARTICLE III MEETINGS OF THE BOARD

Section 1. Place of Meetings. All meetings shall be held at a location compliant with Arizona Open Meeting Law which may include the principal office of the School or any other place sufficient to accommodate all interested persons and located within a reasonable distance from the School.

Section 2. Annual Meeting. The annual meeting of the Board shall be held at such time and place as the Chief Executive Officer determines as set forth in the notice given, or waiver signed, with respect to such meeting. At the annual meeting, the incumbent Directors shall elect new Directors to fill any vacancies on the Board, who shall then elect officers and transact such other business as may be properly brought before the meeting. If for any reason any annual meeting is not held during the time period set forth above, a deferred annual meeting may thereafter be called and held in lieu thereof.

Section 3. Regular Meetings. The Board may provide by resolution for regular or stated meetings of the Board to be held at a fixed time and place provided notice of all such meetings are posted in accordance with Arizona Open Meeting Law.

Section 4. Special Meetings. Special meetings of the Board may be held at any time and for any purpose or purposes, unless otherwise prescribed by the ANCA or Arizona Open Meeting Law, on call of the Chief Executive Officer or Secretary and shall be called by the Secretary on the written request of any twenty percent (20%) of the Directors.

Section 5. Notice and Waiver of Notice.

(a) Open Meeting Law. All official actions and deliberations of the Board shall take place at a meeting open to the public in compliance with Arizona Open Meeting Law, ARS 38-431 through 38-431.09 (the "Arizona Open Meeting Law"), for so long as Arizona Open Meeting Law applies to charter schools such as the School, except in cases where and to the extent, Arizona Open Meeting Law authorizes the Board to meet in executive session.

(b) Public Notice of Meetings. Public notice, including both permanent and recurring notices, of all meetings of the Board and of all committees and executive sessions authorized by the Board shall be given pursuant to and as required by Arizona Open Meeting Law, for so long as Arizona Open Meeting Law applies to charter schools.

(c) Recurring Notice. Recurring Notice shall either include the meeting's agenda or directions on how to acquire the meeting's agenda. The agenda shall include the date, time, place, purpose and business to be transacted at the meeting. If the Board is to enter executive session, the agenda shall state such along with the legal justification for entering executive session. Such notice shall be made publicly available at least twenty-four (24) hours prior to the meeting and in accordance with the School's permanent notice. In the event of an actual emergency as considered by Arizona Open Meeting Law, the School will post notice of the meeting as soon as possible under the circumstances, but no later than twenty-four (24) hours after the meeting.

(d) Methods of Giving Notice. Notice of any meeting of Directors, and any other notice required to be given under these Bylaws, the ANCA or Arizona Open Meeting Law may be communicated by posting on the school's website, in a locally circulated publication, in person, by telephone, e-mail, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Notice provided by e-mail is effective when it is e-mailed to an address designated by the recipient for that purpose. Written notice is effective at the earliest of the following: (i) when received; (ii) five (5) days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed; or (iii) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

(e) Waiver of Notice. Whenever any notice is required to be given under the provisions of Arizona Open Meeting Law, ANCA or under the provisions of the Articles of Incorporation or Bylaws of the School, the attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6. Appearing by Telephone or Other Communication Technology. Any or all Directors may participate in a regular or special meeting or in a committee meeting of the Board through the use of the telephone or any other means of communication by which all participating Directors and the public present may simultaneously hear each other during the meeting. Participation by such means shall constitute presence in person at a meeting.

Section 7. Quorum. A majority (51%) of the number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. The Board shall not discuss, deliberate, propose, or take any action when less than a quorum of Directors are present.

Section 8. Manner of Acting. At any meeting of the Board, every Director entitled to vote shall have one vote. The act of fifty-one percent (51%) of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by the ANCA, or the Articles of Incorporation or Bylaws of the School.

Section 9. Presumption of Assent. A Director of the School who is present at a meeting of the Board, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 10. Director Deadlock. In the event the Board votes are deadlocked, but only if so required by the written request of any director delivered to the President, the Board shall, within thirty (30) days after receipt of such written request, appoint a mutually-agreed upon neutral mediator to aid the Board in facilitating the decision-making process. If, after appointing the mediator, the deadlock persists for a period not to exceed 60 days after the original deadlock vote, the Board shall, within ten (10) days thereafter, agree upon a neutral, qualified arbitrator who shall have the authority to issue a decision on the issue upon which the Board is deadlocked such decision shall be binding on the School and on each Director.

ARTICLE IV OFFICERS

Section 1. Number. The principal officers of the School shall be a Chief Executive Officer, President, a Secretary, and a Treasurer, each of whom shall be elected by the Board. The Board may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. The Officers shall be voting members of the Board.

Section 2. Election and Term of Office. The officers of the School shall be elected each year by the Board of Directors at its annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office from the close of the annual meeting for a term of one year, or until a qualified

successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Resignation. Any officer may resign at any time by delivering written notice to the Chief Executive Officer, the President, or the Secretary, or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4. Removal. Any officer or agent elected or appointed by the Board may be removed by the Board, whenever in its judgment the best interests of the School will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6. Chief Executive Officer. The Chief Executive Officer ("Chief Executive Officer") shall be the principal executive officer of the School and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the School including but not limited to the development and implementation of curriculum, assessments, and teacher evaluation and development. The Chief Executive Officer shall have authority, subject to such rules as may be prescribed by the Board, to appoint such agents and employees of the School as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the Chief Executive Officer. In general, the Chief Executive Officer shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

Section 7. The President. The President shall call and preside at all meetings of the Board, shall be a voting member of all committees of the Board, and shall be the liaison between the Chief Executive Officer and the Board. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

Section 8. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books or secure online repositories provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board.

Section 9. The Treasurer. The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board.

Section 10. Other Assistants and Acting Officers. The Board shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer

whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board.

Section 11. Compensation. Officers shall not receive compensation for serving as officers but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the School. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

ARTICLE V CONFLICT OF INTEREST

Section 1. Conflict of Interest Procedure. Each Director, officer, key employee and member of a committee or subcommittee of the Board, on behalf of the School, shall conduct him or herself in a manner consistent with the School's Conflict of Interest Policy, as may be adopted by the Board from time to time.

Section 2. Annual Execution of Conflict Disclosure Statement. Each Director, officer, key employee and member of a committee or subcommittee of the Board with Board-delegated powers shall annually complete and sign the School's Conflict of Interest Disclosure Statement as may be adopted by the Board from time to time.

ARTICLE VI COMMITTEES

Section 1. Board Committees. The Board by resolution may create one or more standing or ad hoc committees having such powers as are then permitted by the ANCA and as are specified in the resolution. Committees may consist of one or more Directors of the School. Meetings of the Board Committees shall always be held in compliance with Arizona Open Meeting Law.

Section 2. Powers Reserved to the Board. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise any of the powers and authority of the Board, except that no committee shall have any power or authority as to the following: (i) the filling of vacancies on the Board or any committee with Board delegated powers; (ii) the adoption, amendment or repeal of the Bylaws; (iii) the fixing of compensation of the Directors; (iv) the amendment or repeal of any resolution of the Board; or (v) action on matters committed by the Bylaws or by resolution of the Board to another committee of the Board.

Section 3. Participation by Non-Directors. A person who is not a Director may be appointed to any Board committee; provided, however, that such non-Director shall have no right to vote on any question that would create a binding obligation of the School.

Section 4. Removal; Authority of the Board. The Board may remove any member of a committee, or may dissolve such a committee, at any time, with or without cause. Any committee action is subject to amendment, modification, or repeal at the next annual or regular meeting of the Board.

Section 5. Term. Except for committees for which the Board has, by resolution, adopted different rules, each member of a committee shall continue as such until the next annual meeting of the School, unless the Board removes the member or terminates the Committee. Committee members may serve consecutive terms without limitation.

Section 6. Committee Rules. Each committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of meetings of the committee and other matters relating to its procedure that are consistent with the Articles, the Bylaws and Board applicable resolutions.

ARTICLE VII INDEMNIFICATION

The School shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the School to provide broader indemnification rights than prior to such amendment), indemnify its current and former Directors, Officers, and agents against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the School; provided, however, that the School's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The School may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, the ANCA or otherwise. All capitalized terms used in this section and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

ARTICLE VIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the School shall end on the last day of June in each year.

Section 2. Books and Records. The School shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances; minutes of the proceedings of the Board, and any minutes which may be maintained by committees of the Board; records of the name and address of each Director and each Officer; and such other records as may be necessary or advisable or as required by the Records Retention and Disposition for Arizona School Districts and/or the State Public Records Law (A.R.S. Sections

39-121 through 30-122), for so long as such laws and regulations apply to charter schools. All books and records of the School may be inspected, for any proper purpose at any reasonable time, by: (i) any Director; (ii) the agent or attorney of such Director; and (iii) as otherwise required by law.

Section 3. Corporate Acts. The Chief Executive Officer and the President shall have authority to sign, execute and acknowledge on behalf of the School, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the School's regular business, or which shall be authorized by resolution of the Board. Except as otherwise provided by the ANCA or directed by the Board, the Chief Executive Officer and President may authorize in writing any officer or agent of the School to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the School is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of the School, provided, however, that an attestation is not required to enable a document to be an act of the School.


Section 4. Loans. No monies shall be borrowed on behalf of the School and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

Section 5. Deposits. All funds of the School, not otherwise employed, shall be deposited from time to time to the credit of the School in such banks, investment firms or other depositories as the Board may select.

ARTICLE IX AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the vote of a majority (51%) of the Directors then in office at any regular or special meeting thereof.

Certified a true and correct copy of the Bylaws adopted on the 14 day of July, 2018, by the Board of Directors of Liberty Leadership Academy.



Mary Miller, Secretary

**MINUTES OF ORGANIZATIONAL MEETING OF DIRECTORS
OF LIBERTY LEADERSHIP ACADEMY**

The organizational meeting of the Board of Directors of Liberty Leadership Academy, an Arizona nonprofit corporation organized and existing under the laws of the State of Arizona (the "School"), was held at Cottonwood Recreation Center, 150 South 6th Street, in Cottonwood, Arizona, on the 14th day of July 2018, at 12:00 p.m.

1. Attendance. The following directors of the School were present:

- Mary Miller
- Robin H. Kreutzberg
- Jeffrey Siereveld
- Renee Bermudez
- Chad Shilling

___ No directors were absent.

__X__ The following Directors were absent Chandra Tenley

3 guests were present at the meeting. The following guests were present:

- Rachel Dubien, Head of School
- Jason Dubien, Husband of Rachel Dubien
- Susie Siereveld, wife of Jeffrey Siereveld

2. Presiding Officers and Quorum. Robin H. Kreutzberg called the meeting to order and acted as Chair thereof, and Mary Miller acted as secretary of the meeting. The Chair announced that a quorum of the directors was present, and that the meeting, having been duly convened, was ready to proceed with its business.

3. Articles of Incorporation. The Chair stated that the Amended and Restated Articles of Incorporation have been filed with the Arizona Corporation Commission (the "ACC") on July 6, 2018. Pending Approval from the ACC, the Secretary was directed to insert the articles in the minute book of the Corporation. On motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that the Articles of Incorporation of this Corporation as prepared by counsel and filed with the Arizona Corporation Commission are hereby approved and ordered made a part of the records of this Corporation, and that all actions taken by the incorporator in connection therewith are hereby ratified, approved and confirmed.

4. Adoption of Bylaws. The matter of the adoption of bylaws for the regulation of the School was next considered. The Chair presented to the meeting a form of bylaws prepared by counsel and recommended that the same be adopted as the Bylaws of the School. On motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that the Bylaws of this School, as prepared by counsel and in the form preceding these minutes, are hereby adopted as the Bylaws of this School.

5. Classification of Directors for Purposes of Staggering Terms. The directors next considered the matter of the classifying directors for purposes of implementing staggered director terms as provided for in the Bylaws. On motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that the members of the Board of Directors are herewith classified according to term as follows:

Class 1. (Expiring at 2019 Annual Meeting):
Mary Miller
Chandra Tenley

Class 2. (Expiring at 2020 Annual Meeting):
Robin Kreutzberg
Chad Shilling

Class 3. (Expiring at 2021 Annual Meeting):
Renee Bermudez
Jeff Siereveld

6. Election of Officers. The meeting then proceeded to the election of officers. Upon motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that the following persons are hereby elected officers of this School to the offices set forth opposite their respective names, to serve until the first annual meeting of the Board of Directors, or until their respective successors have been duly elected or appointed:

Mary Miller – Chief Executive Officer & Secretary
Robin H. Kreutzberg – President & Treasurer

7. Appointment of Authorized Representative. The meeting then proceeded with a consideration of candidates for the role of Authorized Representative.

RESOLVED, that the School hereby appoints Mary Miller and Robin H. Kreutzberg as the School's Authorized Representatives, who are empowered to bind the School in any matter relating to the drafting, negotiation, or execution of the charter application and charter contract, and are to serve until the Board of Directors removes or replaces these individuals.

8. Intent to Apply for New Charter. The meeting then proceeded to review the process for applying for a new charter. Upon motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that this School shall forthwith process an Application for New Charter for the 2020 - 2021 School Year, as reviewed and approved by members of the Board, and in connection therewith the appropriate officers of this School are hereby authorized and directed to

execute application forms and any other necessary documents and to file it with the Arizona State Board for Charter Schools.

9. Apply for Procurement Laws Exception Amendment Request. The meeting then proceeded to discuss the application for Procurement Laws Exception Amendment Request. Upon motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that upon approval of the New Charter Application, the School's Authorized Representatives are hereby authorized and directed to apply for the Procurement Laws Exception Amendment Request. In connection with the criteria for this request, the Board approves and adopts a Procurement Policy, as prepared by the School's counsel.

10. Adoption of Governance Policies. The meeting then proceeded to review the proposed governance policies prepared by the School's counsel. Upon motion duly made, seconded and unanimously approved, the following resolution was adopted:

RESOLVED, that each of the following policies are adopted as the policies of the School:

- Compensation
- Conflicts of Interest Policy
- Form 990 Review Policy
- Record Retention Policy
- Signature Authority
- Travel and Expense Reimbursement Policy
- Whistleblower Policy

11. Depository of Funds. To provide for a depository for the funds of the School and to authorize certain officers to deal with the corporate funds, the following resolutions were adopted upon motion duly made, seconded and approved:

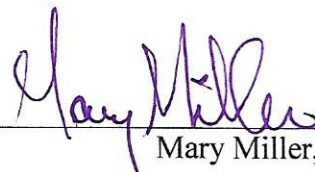
RESOLVED, that Country Bank, located at 597 Arizona-89A, Cottonwood, Arizona 86326 is hereby designated as depository for bank accounts in the name of this School, with the Chief Executive Officer, President and Rachel Dubien of this School as authorized signatories.

RESOLVED, that the Treasurer of this School is hereby directed to furnish said depository with a certified copy of said resolutions and certified specimens of the signatures, and that said depository may rely on this resolution until receipt by them of a certified copy of a resolution by the Board of Directors of this School revoking or modifying the same.

12. Application for Tax Exempt Status. The meeting then proceeded to the matter of having the School apply for recognition of tax exempt status as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Chair reported that such Code section allows organizations organized and operated exclusively for charitable and educational purposes. The Chair also reported that it was necessary for the School to file an application for recognition of its exempt status on Form 1023 with the Internal Revenue Service. Accordingly, the following resolution was adopted upon motion duly made, seconded and approved:

RESOLVED, that this School shall cause its attorneys to forthwith process an application for tax exemption under IRC Section 501(c)(3) and in connection therewith the appropriate officers of this School are hereby authorized and directed to execute application forms, powers of attorney and any other necessary documents.

13. Adjournment. There being no further business to come before the meeting, upon motion duly made, seconded and unanimously approved, the meeting was adjourned at 12:57 (am/pm).



Mary Miller, Secretary

LIBERTY LEADERSHIP ACADEMY

ACTION OF DIRECTORS

IN LIEU OF SPECIAL MEETING

The undersigned, constituting the Board of Directors of Liberty Leadership Academy (this "Corporation"), an Arizona nonprofit corporation, acting pursuant to Section 10-3704 of the Arizona Revised Statutes, consent to the adoption of the following resolutions, to have the same force and effect as if taken and adopted at the special meeting of the Board of Directors of the Corporation duly called and held on April 7, 2019.


RESOLVED, that to assist the Corporation in managing its cash flow, the Corporation is authorized to borrow from Mary Miller up to \$250,000 (two hundred fifty thousand dollars) on the terms described in the Promissory Note attached to these minutes as **Exhibit A**.

FURTHER RESOLVED, that Robin H. Kreutzberg is authorized to sign the Promissory Note on behalf of the Corporation.

FURTHER RESOLVED, that this action shall be effective when the consent is executed and dated by all directors. This consent may be executed in counterparts, each of which shall be deemed an original, but all of which shall together constitute the same document. Delivery of an originally executed signature page or pages hereto, or a photocopy thereof transmitted by facsimile transmission, or an electronic transmission along with sufficient information to determine the sender's identity with respect to the electronic transmission, shall be as effective as delivery of a manually signed counterpart of this consent.

IN WITNESS WHEREOF, the undersigned have executed this consent to be filed as a part of the minutes of the Corporation as of the day and year first above written.

ABSTAIN

Mary Miller, Director 

Chandra Tenley, Director

Robin H. Kreutzberg, Director

Renée Bermúdez, Director

Jeffrey Siereveld, Director

Chad Shilling, Director

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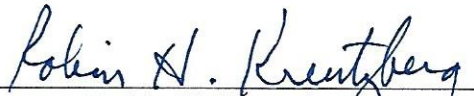
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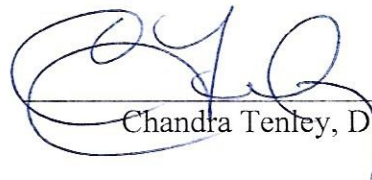
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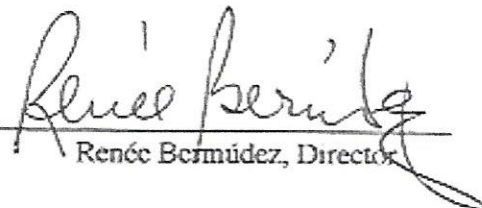
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LIBERTY LEADERSHIP ACADEMY

ACTION OF DIRECTORS

IN LIEU OF SPECIAL MEETING

The undersigned, constituting the Board of Directors of Liberty Leadership Academy (this "Corporation"), an Arizona nonprofit corporation, acting pursuant to Section 10-3704 of the Arizona Revised Statutes, consent to the adoption of the following resolutions, to have the same force and effect as if taken and adopted at the special meeting of the Board of Directors of the Corporation duly called and held on April 7, 2019.

RESOLVED, that to assist the Corporation in managing its cash flow, the Corporation is authorized to borrow from Mary Miller up to \$250,000 (two hundred fifty thousand dollars) on the terms described in the Promissory Note attached to these minutes as **Exhibit A**.

FURTHER RESOLVED, that Robin H. Kreutzberg is authorized to sign the Promissory Note on behalf of the Corporation.

FURTHER RESOLVED, that this action shall be effective when the consent is executed and dated by all directors. This consent may be executed in counterparts, each of which shall be deemed an original, but all of which shall together constitute the same document. Delivery of an originally executed signature page or pages hereto, or a photocopy thereof transmitted by facsimile transmission, or an electronic transmission along with sufficient information to determine the sender's identity with respect to the electronic transmission, shall be as effective as delivery of a manually signed counterpart of this consent.

IN WITNESS WHEREOF, the undersigned have executed this consent to be filed as a part of the minutes of the Corporation as of the day and year first above written.

ABSTAIN

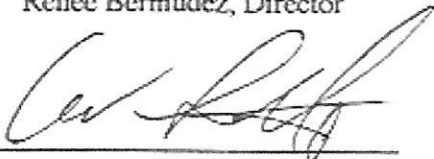
Mary Miller, Director

Chandra Tenley, Director

Robin H. Kreutzberg, Director

Renée Bermúdez, Director

Jeffrey Sierveld, Director



Chad Shilling, Director

EXHIBIT A

Promissory Note

This Loan Agreement is made as of the 18th day of April, 2019 (the "Loan Agreement"), by and among Liberty Leadership Academy (LLA), a 501(c)3 (pending) corporation (the "Borrower"); and Mary Miller, (the "Lender"). A Loan Agreement is hereby established in the amount of Two Hundred Fifty Thousand Dollars (\$250,000) (the "Maximum Available Funds") for the benefit of the Borrower, allowing the Borrower to request advances as needed and subject to the following terms and conditions:

1. The Lender hereby establishes a Loan Agreement in the Borrower's favor in the amount of Two Hundred Fifty Thousand Dollars (\$250,000), available immediately upon agreement by both parties (Execution hereafter).
2. A payment forbearance period will begin upon Execution and will end at September 30, 2021.
3. The Loan Agreement made hereunder will bear no interest during the forbearance period, and thereafter will bear interest at the rate of 6% per annum on the unpaid principal amount plus any past due but unpaid interest. Interest only shall be due and payable monthly beginning October 1, 2021.
4. The first principal and interest payment will be due October 1, 2022 with subsequent payments due the first of each subsequent month for 60 months, according to the attached Amortization Schedule. Payments due on the 1st of the month will be considered late on the 5th day of the month.
5. A late payment charge of \$30 will be assessed immediately upon a payment being determined as late, with an additional \$30 charge at the beginning of each following month until that payment as been made in full.
6. Amounts paid will be applied to the oldest outstanding payment first.
7. The Borrower may prepay the Loan Agreement without penalty fees.
8. The Borrower shall be in default of this Loan Agreement on the occurrence of any of the following events ("the Event of Default"): (i) the Borrower shall fail to meet its obligation to make the required principal or interest payments hereunder; (ii) the Borrower shall be dissolved or liquidated; (iii) the Borrower shall make an assignment for the benefit of creditors or shall be unable to, or shall admit in writing its inability to pay the debts as they become due; (iv) the Borrower shall commence any case, proceeding, or other action under any existing or future law of any jurisdiction relating to bankruptcy, insolvency, reorganization or relief of debtors, or any such action shall be commenced against the undersigned; (v) the Borrower shall suffer a receiver to be appointed for it or for any of its property or shall suffer a garnishment, attachment, levy or execution.
9. If any Event of Default occurs, all obligations outstanding from the Borrower to the Lender pursuant to this Loan Agreement shall immediately become due and payable without demand, presentment, protest or other notice of any kind, all of which are hereby expressly waived. In the event of such Event of Default, the Lender may proceed to enforce the payment of all obligations of Borrower to Lender and to exercise any and all of the rights and remedies afforded to Lender by law or under the terms of this Loan Agreement or otherwise.
10. This Loan Agreement will inure to the benefit of and be binding upon the respective heirs, executors, administrators, successors and assigns of the Borrower and the Lender.

IN WITNESS WHEREOF the parties have duly affixed their signatures on this 18th day of April, 2019.

Signature of Authorized Representative of Liberty Leadership Academy

Robin H. Kreutzberg Title President Date 4-18-19
(Printed) Robin H. Kreutzberg

Signature of Lender

Mary Miller Date 4-18-19
(Printed) Mary Miller

\$250,000 Term 60 months 6% Oct 1, 2022

Amortization Schedule

Business Loan Summary

\$4,833.20 **\$289,992**
 Monthly Payment Total of 60 Payments

\$39,992 **Sep, 2027**
 Total Interest Paid Pay-off Date

Business Loan Amortization Schedule

Date	Interest	Principal	Balance
Oct, 2022	\$1,250	\$3,583	\$246,417
Nov, 2022	\$1,232	\$3,601	\$242,816
Dec, 2022	\$1,214	\$3,619	\$239,197
2022	\$3,696	\$10,803	\$239,197
Jan, 2023	\$1,196	\$3,637	\$235,559
Feb, 2023	\$1,178	\$3,655	\$231,904
Mar, 2023	\$1,160	\$3,674	\$228,230
Apr, 2023	\$1,141	\$3,692	\$224,538
May, 2023	\$1,123	\$3,711	\$220,828
Jun, 2023	\$1,104	\$3,729	\$217,099
Jul, 2023	\$1,085	\$3,748	\$213,351
Aug, 2023	\$1,067	\$3,766	\$209,584
Sep, 2023	\$1,048	\$3,785	\$205,799
Oct, 2023	\$1,029	\$3,804	\$201,995
Nov, 2023	\$1,010	\$3,823	\$198,172
Dec, 2023	\$991	\$3,842	\$194,329
2023	\$13,131	\$44,867	\$194,329

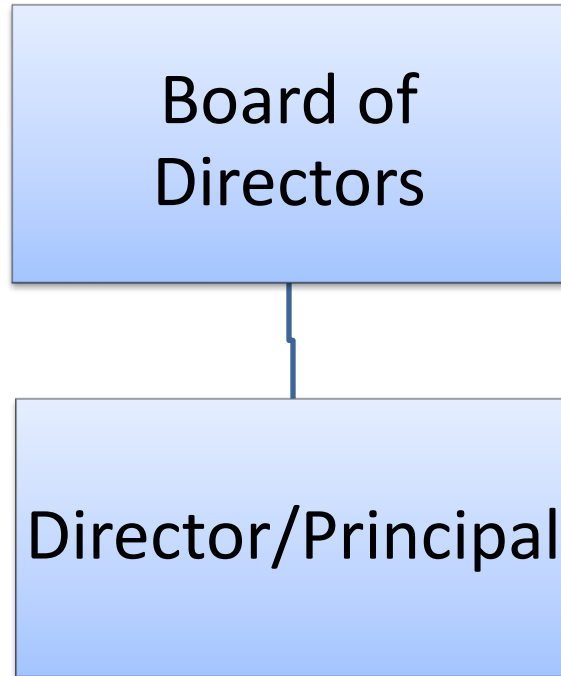
Amortization Schedule

	\$	250,000	Term	60	mo	%	6.00	Oc	Y	20	Y	Calculate
Feb, 2024	\$952		\$3,881					\$186,587				
Mar, 2024	\$933		\$3,900					\$182,687				
Apr, 2024	\$913		\$3,920					\$178,767				
May, 2024	\$894		\$3,939					\$174,828				
Jun, 2024	\$874		\$3,959					\$170,869				
Jul, 2024	\$854		\$3,979					\$166,890				
Aug, 2024	\$834		\$3,999					\$162,891				
Sep, 2024	\$814		\$4,019					\$158,872				
Oct, 2024	\$794		\$4,039					\$154,833				
Nov, 2024	\$774		\$4,059					\$150,774				
Dec, 2024	\$754		\$4,079					\$146,695				
2024	\$10,364		\$47,634					\$146,695				
Jan, 2025	\$733		\$4,100					\$142,595				
Feb, 2025	\$713		\$4,120					\$138,475				
Mar, 2025	\$692		\$4,141					\$134,334				
Apr, 2025	\$672		\$4,162					\$130,173				
May, 2025	\$651		\$4,182					\$125,990				
Jun, 2025	\$630		\$4,203					\$121,787				
Jul, 2025	\$609		\$4,224					\$117,563				
Aug, 2025	\$588		\$4,245					\$113,317				
Sep, 2025	\$567		\$4,267					\$109,051				
Oct, 2025	\$545		\$4,288					\$104,763				
Nov, 2025	\$524		\$4,309					\$100,454				
Dec, 2025	\$502		\$4,331					\$96,123				
2025	\$7,426		\$50,572					\$96,123				
Jan, 2026	\$481		\$4,353					\$91,770				
Feb, 2026	\$459		\$4,374					\$87,396				
Mar, 2026	\$437		\$4,396					\$82,999				

Amortization Schedule

	\$	250,000	Term	60	mo	%	6.00	Oc	20	Calculate
May, 2026	\$393		\$4,440					\$74,141		
Jun, 2026	\$371		\$4,462					\$69,678		
Jul, 2026	\$348		\$4,485					\$65,194		
Aug, 2026	\$326		\$4,507					\$60,686		
Sep, 2026	\$303		\$4,530					\$56,157		
Oct, 2026	\$281		\$4,552					\$51,604		
Nov, 2026	\$258		\$4,575					\$47,029		
Dec, 2026	\$235		\$4,598					\$42,431		
2026	\$4,307		\$53,692					\$42,431		
Jan, 2027	\$212		\$4,621					\$37,810		
Feb, 2027	\$189		\$4,644					\$33,166		
Mar, 2027	\$166		\$4,667					\$28,498		
Apr, 2027	\$142		\$4,691					\$23,808		
May, 2027	\$119		\$4,714					\$19,094		
Jun, 2027	\$95		\$4,738					\$14,356		
Jul, 2027	\$72		\$4,761					\$9,594		
Aug, 2027	\$48		\$4,785					\$4,809		
Sep, 2027	\$24		\$4,809					\$0		
2027	\$1,068		\$42,431					\$0		

This business loan calculator should only be used to estimate your repayments since it doesn't include taxes or insurance.



Organizational Chart
Liberty Leadership Academy
Year 0 Inception

LIBERTY LEADERSHIP ACADEMY

ACTION OF DIRECTORS

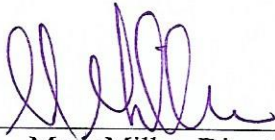
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The undersigned, constituting the Board of Directors of Liberty Leadership Academy (this "Corporation,"), an Arizona nonprofit corporation, acting pursuant to Section 10-3704 of the Arizona Revised Statutes, consent to the adoption of the following resolutions, to have the same force and effect as if taken and adopted at a special meeting of the Board of Directors of the Corporation duly called and held on April 7, 2019.

RESOLVED, that the Corporation hereby appoints Rachel Dubien, Mary Miller, and Robin Kreutzberg as the School's Authorized Representatives, each of whom are separately empowered to bind the School in any matter relating to the drafting, negotiation, or execution of the charter application and charter contract and to act as points of contact with the Arizona State Board for Charter Schools. The Authorized Representatives are to serve until they are removed or replaced by the Board of Directors.

FURTHER RESOLVED, that this action shall be effective when the consent is executed and dated by all directors. This consent may be executed in counterparts, each of which shall be deemed an original, but all of which shall together constitute the same document. Delivery of an originally executed signature page or pages hereto, or a photocopy thereof transmitted by facsimile transmission, or an electronic transmission along with sufficient information to determine the sender's identity with respect to the electronic transmission, shall be as effective as delivery of a manually signed counterpart of this consent.

IN WITNESS WHEREOF, the undersigned have executed this consent to be filed as a part of the minutes of the Corporation as of the day and date first above written.



Mary Miller, Director

Chandra Tenley, Director

Robin H. Kreutzberg, Director

Renée Bermúdez, Director

Jeffrey Siereveld, Director

Chad Shilling, Director

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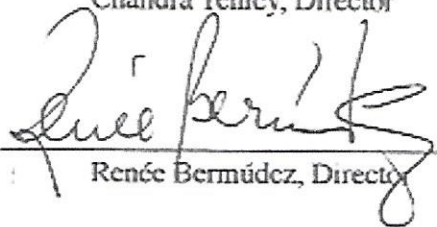
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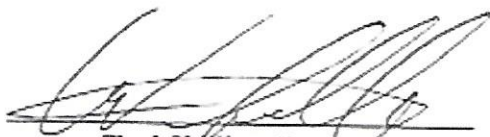
Mary Miller, Director

Chandra Tenley, Director

Robin H. Kreutzberg, Director

Renée Bermúdez, Director

Jeffrey Sierveld, Director



Chad Shilling, Director

ARTICLES OF AMENDMENT AND RESTATEMENT
OF
ARTICLES OF INCORPORATION
OF
LIBERTY LEADERSHIP ACADEMY


Pursuant to the provisions of Sections 10-11002, 10-11006 and 10-11007 of the Arizona Revised Statutes, the undersigned corporation adopts the following amendments and restatement of its Articles of Incorporation:

FIRST: The name of the corporation is "Liberty Leadership Academy".

SECOND: The document attached hereto as Exhibit "A" sets forth a restatement of the Articles of Incorporation, which contain amendments to the Articles of Incorporation.

THIRD: The document attached hereto as Exhibit "A" was duly adopted by an act of the board of directors of the Corporation on July 5, 2018.

DATED: 7-5, 2018.



By: Mary Miller, CEO

EXHIBIT A**ARTICLES OF AMENDMENT AND RESTATEMENT
OF
ARTICLES OF INCORPORATION
OF
LIBERTY LEADERSHIP ACADEMY**

These Amended and Restated Articles of Incorporation supersede and take the place of the heretofore existing Articles of Incorporation and any amendments or restatements thereof of Liberty Leadership Academy all pursuant to the Arizona Nonprofit Corporation Act, Sections 10-3101 through 10-11702 of the Arizona Revised Statutes ("ANCA").

**ARTICLE I
NAME**

The name of the corporation is "Liberty Leadership Academy". The corporation shall hereafter be referred to as the "Corporation".

**ARTICLE II
PRINCIPAL OFFICE; REGISTERED OFFICE; REGISTERED AGENT**

The mailing and street address of the principal and registered office is 1529 W. Virginia Avenue, Phoenix, Arizona 85007 and the registered agent at such address is Mary Miller.

**ARTICLE III
PURPOSE AND CHARACTER OF AFFAIRS**

The Corporation is organized and shall be operated exclusively for charitable, educational, and literary purposes within the meaning of I.R.C. § 501(c)(3). These purposes shall include, but are not limited to, operating one or more charter schools to promote academic excellence and leadership through a rigorous arts-infused curriculum. The Corporation may carry out its purposes directly or by making gifts, grants or other payments to qualified organizations. In these Articles, the term "I.R.C." means the Internal Revenue Code and references to provisions thereof are to such provisions as they are from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

**ARTICLE IV
ACTIVITIES AND RESTRICTIONS**

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the Corporation to any private individual or officer or director of the Corporation.

Section 2. No part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, unless such activity is permitted without jeopardizing the Corporation's exemption under I.R.C. § 501(c)(3). The Corporation shall

neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the Corporation shall inure to the benefit of any private individual or officer or director of the Corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the Corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under I.R.C. § 501(c)(3) or by a Corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

Section 5. The income of the Corporation shall be distributed at such time and in such manner as not to subject it to tax under I.R.C. § 4942 and the Corporation shall not engage in any act of self-dealing, or retain any excess business holdings, or make any taxable expenditures as defined in I.R.C. § 4941(d), 4943(c) and 4945(d), respectively, or make any investments in such manner as to subject it to tax under I.R.C. § 4944; or make any indemnification which would give rise to a penalty excise tax under I.R.C. Chapter 42.

ARTICLE V MEMBERS

The Corporation shall have no members.

ARTICLE VI BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors, which currently consist of six (6) directors, and shall in the future consist of such number of persons as shall be fixed by the Bylaws from time to time, but shall not be less than the number of directors required by the ANCA which is one (1). The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws. The names and addresses of the current directors are:

Mary Miller
1529 W. Virginia Avenue
Phoenix, Arizona 85007

Chandra Tenley
1529 W. Virginia Avenue
Phoenix, Arizona 85007

Robin H. Kreutzberg
1529 W. Virginia Avenue
Phoenix, Arizona 85007

Renee Bermudez
1529 W. Virginia Avenue
Phoenix, Arizona 85007

Jeffrey Siereveld
1529 W. Virginia Avenue
Phoenix, Arizona 85007

Chad Shilling
1529 W. Virginia Avenue
Phoenix, Arizona 85007

ARTICLE VII DISSOLUTION

In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively to one or more organizations then described in I.R.C. § 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2) having purposes substantially similar to those of the Corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Superior Court of the county in which the principal office of the Corporation is then located.

ARTICLE VIII DIRECTOR LIABILITY

To the fullest extent permitted by the ANCA as the same exist or may be hereafter amended, no director of the Corporation shall be liable to the Corporation for monetary damages for any action taken or any failure to take any action as a director. No repeal, amendment or modification of this article, whether direct or indirect, shall eliminate or reduce its effect with respect to any act or failure to act of a director of the Corporation occurring prior to such repeal, amendment or modification.

ARTICLE IX PROHIBITION AGAINST DISCRIMINATION

The Corporation shall not discriminate on the basis of race, sex, age, national or ethnic origin or religion in the administration of its educational policies, admissions policies, athletic or other school-administered programs or employment policies.

ARTICLE X INDEMNIFICATION

The Corporation shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its current and former Directors, Officers, and agents against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the Corporation; provided, however, that the Corporation's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, the ANCA or otherwise. All

capitalized terms used in this section and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

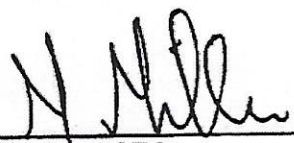
**ARTICLE XI
AMENDMENT**

These Articles of Incorporation may be amended by the directors of the Corporation by a vote of majority (51%) of the number of directors in office at the time that the amendment is adopted, provided that no amendment shall substantially change the original purposes of the Corporation.

CERTIFICATION

The undersigned officer of Liberty Leadership Academy hereby certifies that the foregoing Amended and Restated Articles of Incorporation do not contain amendments to the Articles of Incorporation requiring member approval or approval by a third party, and that said Amended and Restated Articles of Incorporation were adopted the Board of Directors in accordance with Section 10-11102 of the ANCA.

DATED: 7-5, 2018.



Mary Miller, CEO

CONSENT OF STATUTORY AGENT

OF

LIBERTY LEADERSHIP ACADEMY

The undersigned, having been named in the Articles of Incorporation of Liberty Leadership Academy as its agent for service of process for the State of Arizona, hereby confirms that she has been notified of the appointment and that she accepts the appointment.

DATED: 7-5, 2018.



By: Mary Miller

B.2

School Governing Body

B.2 School Governing Body

a) Specific Roles and Responsibilities of Governing Body

According to A.R.S. §15-183(e)(8), “The charter of a charter school shall ensure that it provides for a governing body for the charter school that is responsible for the policy decisions of the charter school.” The Board of Directors of Liberty Leadership Academy will be accountable for the school’s operational, financial, and instructional success, in all legal and ethical senses. Further, the Board will be responsible for all policy decisions of the school.

In compliance with A.R.S. §15-183(e)(8), Article II, Section 1 of the Bylaws of Liberty Leadership Academy, referenced in B.1 Applicant Entity, specifically states that “the affairs of the School shall be managed by its Board of Directors and such staff as the Board may employ.” The business and affairs of the School are managed by the Board members as outlined in the following paragraphs.

Article IV, Section 1 of the Bylaws, as referenced in B.1 Applicant Entity, states that the principal officers of the School shall be a Chief Executive Officer, a President, a Secretary, and a Treasurer, each of whom shall be elected by the Board. The Board may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. The Officers shall be voting members of the Board.

The title “Chief Executive Officer” was established for the formative Corporate Board of LLA. It is intended to be changed to “Chairman of the Board” (by Resolution of the Board amending the Bylaws) when the charter is granted and when the Corporate Board becomes the Governance Body for the School, as stated in B.2.b.

The Chief Executive Officer shall be the main executive officer of the Board and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the School including but not limited to the development and implementation of curriculum, assessments, teacher evaluation, and development. The Chief Executive Officer shall have authority, subject to such rules as may be prescribed by the Board, to appoint such agents and employees of the School as he or she shall deem necessary, to prescribe their powers, duties, and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the Chief Executive Officer. In general, the Chief Executive Officer shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

The President shall call and preside at all meetings of the Board, shall be a voting member of all committees of the Board, and shall be the liaison between the Chief Executive Officer and the Board. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books or secure online repositories provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; and (d) in general perform all duties incident to the office of Secretary and such duties as may be prescribed by the President or by the Board.

The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, and reporting to the Board; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board.

The Board shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally. Such assistant or acting officer so appointed by the Board shall have the power to perform all the duties of the office to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board.

The Board will be made cognizant of, and take responsibility for, policy decisions that will include adhering to A.R.S. §15-183(e) requirements to:

- Ensure compliance with federal, state, and local rules, regulations and statutes relating to health, safety, civil rights, and insurance.
- Ensure that it is nonsectarian in its programs, admission policies, and employment practices, and all other operations.
- Ensure that it provides a comprehensive program of instruction.
- Ensure that it designs a method to measure pupil progress toward the pupil outcomes adopted by the State Board of Education.
- Ensure that it is subject to the same financial and electronic data submission requirements as a school district, including financial records, procurement rules, and audit requirements.
- Ensure compliance with all federal and state laws relating to the education of children with disabilities.
- Ensure that it provides for a governing body for the charter school that is responsible for the policy decisions of the charter school.

In addition, in conformity to A.R.S. §15-183.09, the Board shall:

- Ensure that it meets the required one hundred eight days equivalency (via an alternate schedule conforming to A.R.S. §15-341.02.B) instructional hours per year as referenced in A.4 Calendar and Weekly Schedule.

b) Corporate Board and Governing Body

The current board will act as the corporate board and as the governing board of the school.

c) Capacity of School Governing Body

The current board is composed of six directors who have come together with a firm commitment to the mission of the school and the needs of the Verde Valley community. LLA will offer parents and students a higher quality of instruction and expectations as well as the opportunity to reap the proven benefits inherent in combining performing arts with academics, thus increasing the opportunities for these students to become successful in both their current academic endeavors as well as their future career and life choices. The board members come equipped with the backgrounds and skills to make these goals and visions a reality.

The governing board members are listed and described as follows.

Robin Kreutzberg, B.S. ASU 1977, MBA ASU 1978, J.D. ASU 1992, was a Corporate Credit Training Program graduate at the former Valley National Bank in 1979, and subsequently managed the Corporate Credit Training Program until late 1984. She passed the Arizona State Bar in 1992 and practiced with Laird, Schneck, Lindfors, and Smyth in 1993, before leading the Continuing Judicial Education Program for the Arizona Supreme Court in 1994 and 1995. Robin clerked for the Arizona Corporation Commission in 1994, and then practiced with the Arizona Corporation Commission in 2002-2003 and again in 2007. From 2011 to 2015, she served on the board of Desert Mission (the community outreach arm of the former Lincoln Health Organization) and was the Board Chairman from 2013 through 2015. Robin retired in 2015.

Robin's participation brings her legal and non-profit background to the Board, and hence to the future success of Liberty Leadership Academy. She has the experience, training, and resources to recognize and resolve issues pertinent to the success of the School. She will also contribute to the writing and review of the School's policy manuals.

Mary Miller has used her three degrees from Arizona State University, BS ASU 1977, MBA ASU 1978, and Post Baccalaureate ASU School of Global Management & Leadership 2005, to further her careers as commercial lending officer for national banking institutions, senior accountant for the General Accounting Office of the State of Arizona, and currently, in her position as Budget Manager for the Arizona Department of Public Safety. In addition to her financial careers, for the past 28 years she has also owned the Phoenix Dance Academy LLC, where she has successfully managed the instruction, main stage performances, and operations carried out during her tenure. Her background is well suited to contributing to the financial and operating aspects, as well as the performing arts aspects, of the start-up and establishment of Liberty Leadership Academy.

Mary will lend her considerable budgetary, financial, and performing arts management skills through the application process and into the growth of the school.

Chandra Tenley, a certified ballroom dance instructor with both Fred Astaire Dance Studios and Arthur Murray Dance Studios, has previously taught ballroom dancing both at American Heritage Academy and at Yavapai Community College. At Yavapai, Chandra earned a degree in Paralegal Studies while also developing and teaching the curriculum and standards currently being used for the college's ballroom dance classes. In 2005 she partnered with the American Heritage Academy, a public charter school on both Cottonwood and Camp Verde campuses. With classical liberal arts education standards, ballroom dancing seemed a natural extension of such a curriculum. Her program started with 5th grade beginning ballroom dance including Waltz, Foxtrot, Rumba, Cha-Cha, and Swing and continued up through the higher grades and higher competitive levels of DanceSport, a competitive ballroom dancing organization. In addition to the regular classes, the school sponsored a DanceSport Team, competitive ballroom dancing, that traveled for competitions and coaching. Regular classes for competitors were reinforced with after-school practice and coaching with other professionals from across the state and country.

Chandra continues to teach group classes and private lessons at Liberty Performing Arts Studio in Cottonwood. She is an experienced fundraiser, most recently with the Golden Bone Rescue and Rehabilitation Association. She and her husband also volunteer for the Golden Bone Rescue where she coordinated and executed several fundraisers to help homeless animals find homes and also to pay for desperately needed veterinary care. Chandra is currently employed by Northern Arizona Healthcare.

Chandra will lend her marketing, fundraising, and volunteer experience to the School. She has developed a strong local network of individuals, from whom she will solicit assistance in promoting the programs and goals of the School to the community.

Chad Shilling was born and raised in the Verde Valley, where he attended the local public schools and afterward earned college credits in mathematics and correctional science. He has since made his career in law enforcement and currently is a detective with the Yavapai Sheriff's Office. He is active in the community, currently serving as a member of the board of a non-profit maternity home in Camp Verde. He has a strong commitment to the mission and goals of LLA and to the community.

Chad has the law enforcement background and knowledge to keep his finger on the pulse of the community; and with his law enforcement background, can observe and devise best practices for the safety and security of the students and staff of the School. His commitment to the community makes him a valuable member of the Board.

Renée Bermúdez is a graduate of Chapman University with a B.M. in Piano Performance, and she continued her graduate studies in the field of Historical Musicology. Between a busy career as a pianist and her research, she found time to become a teacher.

Seeing a lack of subject coordination in the school system, she created a program call MusArt to fill the gap between core curriculum courses and the humanities. The MusArt programs have since become an integral part of several schools in the Los Angeles and Orange County areas of California. Renée also lectures to faculties and parents on the importance of incorporating the arts in the teaching curriculum and trains teachers on how to place the humanities into academics without losing classroom time. She lives with her husband in Jerome, where she continues to perform, teach, lecture, coach fencing, and work on projects of historical research.

Renée lends both her educational and musical experiences to the mission of the School. Her MusArt background will complement the curriculum and goals of incorporating the proven benefits of combining music with academics, to result in more productive and higher scoring students within the School. In addition, her years in the educational environment will benefit the Board's responsibilities in evaluating and assessing the progress of the students and the School.

Jeff Siereveld has been a lifetime resident of the Verde Valley, where he spent his career in the construction business as a contractor and builder. He is currently semi-retired from construction, but serves as Vice Chairman of the Dewey-Humboldt Planning and Zoning commission. His interest in giving to the community perfectly matches his commitment to the goals and visions of the School and the community.

Jeff has the experience of working within the local community, both as a contractor and member of a nearby planning and zoning commission. He will pull from that expertise and his contacts to not only help in the location and opening of the School facility, but also to be involved in identifying facility and maintenance issues and recommending action to resolve them.

d) Selecting and Replacing Governing Board Members

Initial Board members are in place and actively working toward completion of the charter application and future plans of the school, as referenced in B.2.c above. Once the school is chartered, additional Board members may be recruited to fill out the expertise within the existing Board. Other areas that may be filled would be in further educational and performing arts experience and expertise, additional administration experience and expertise, additional instructional experience and expertise, and other areas that would contribute to the benefit of the school. All future members will be those who share the goals and passions of the school's mission: "Through an academically rigorous, performing arts-enhanced curriculum, LLA provides the tools and support to enable students to develop enduring academic and leadership skills, preparing them for lifelong success."

Article II of the bylaws of Liberty Leadership Academy outlines the following requirements.

Section 1. General Powers

The affairs of the School shall be managed by its Board of Directors and such staff as the Board may employ.

Section 2. Number and Qualifications of Directors

(a) Number. The number of Directors shall be as determined by the Board of Directors from time to time and shall serve for the term provided in Section 4 of this Article. No amendment to these bylaws shall reduce the number of directors to less than the number required by the ANCA, which at the time of the adoption of these Bylaws is one (1).

(b) Qualifications. Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the school its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the school or its operations. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the school.

Section 3. Election of Directors

Directors shall be elected by the affirmative vote of majority (51%) of the Directors then in office at the annual meeting of the Board in the year a vacancy will occur or at a special meeting called for the purpose of electing directors.

Section 4. Term of Office

Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this School, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section 5. Resignation

A Director may resign at any time by filing a written resignation with the President, the Secretary, or announcing their resignation at any meeting of the Board.

Section 6. Removal

A Director may be removed from office with or without cause by the vote of a majority (51%) of the other Directors either at a regular meeting or at any special meeting called for that purpose. Failure of a Director to attend half (½) of the total number of meetings a year may be deemed to be a resignation by that Director, in the Chair's discretion.

Section 7. Vacancies

In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of Directors, an interim Director shall be elected by the Board. An interim Director shall serve until a successor is elected upon expiration of the term of office for that Director.

Section 8. Compensation

Directors shall not receive compensation for serving as directors but may receive reasonable compensation for other professional services rendered which are necessary to carrying out the exempt purposes of the School. In addition, Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

In addition to the above qualifications, future board members will be screened to those who meet the following requirements:

- Showing, or willing to demonstrate, a strong commitment to the mission of the School, as referenced in B.2 d above.
- Willing and able to submit resumes, fingerprint clearance cards, transcripts (if required), credit checks, and any other requirements of membership.
- Willingness to commit to fulfilling board meeting requirements, which include attending at least one-half of the called meetings per year, and other time commitments that may arise in contributing to the success of the school.
- Willing to commit to attend governance workshops as they arise, including those offered by the Arizona Charter School Association.
- Maintain an active involvement in the community.

e) Consistency with all sections of application package

Section B.2, School Governing Body, is consistent with all sections of the application package.

B.3

**Management &
Operation**

B.3 Management and Operations

The authority delegated by the Board, as outlined in B.2, School Governing Body, shall be assigned to the Director/Principal, who will, in turn, supervise and control the business and affairs of the school and report to the Board. The Director/Principal will hire and oversee the management and instructional staff necessary to meet the requirements of managing and operating the school in conformity to the board policies, the budget, and its goals in meeting the needs of the students in achieving its mission and goals.

a) Organizational chart; roles, and responsibilities

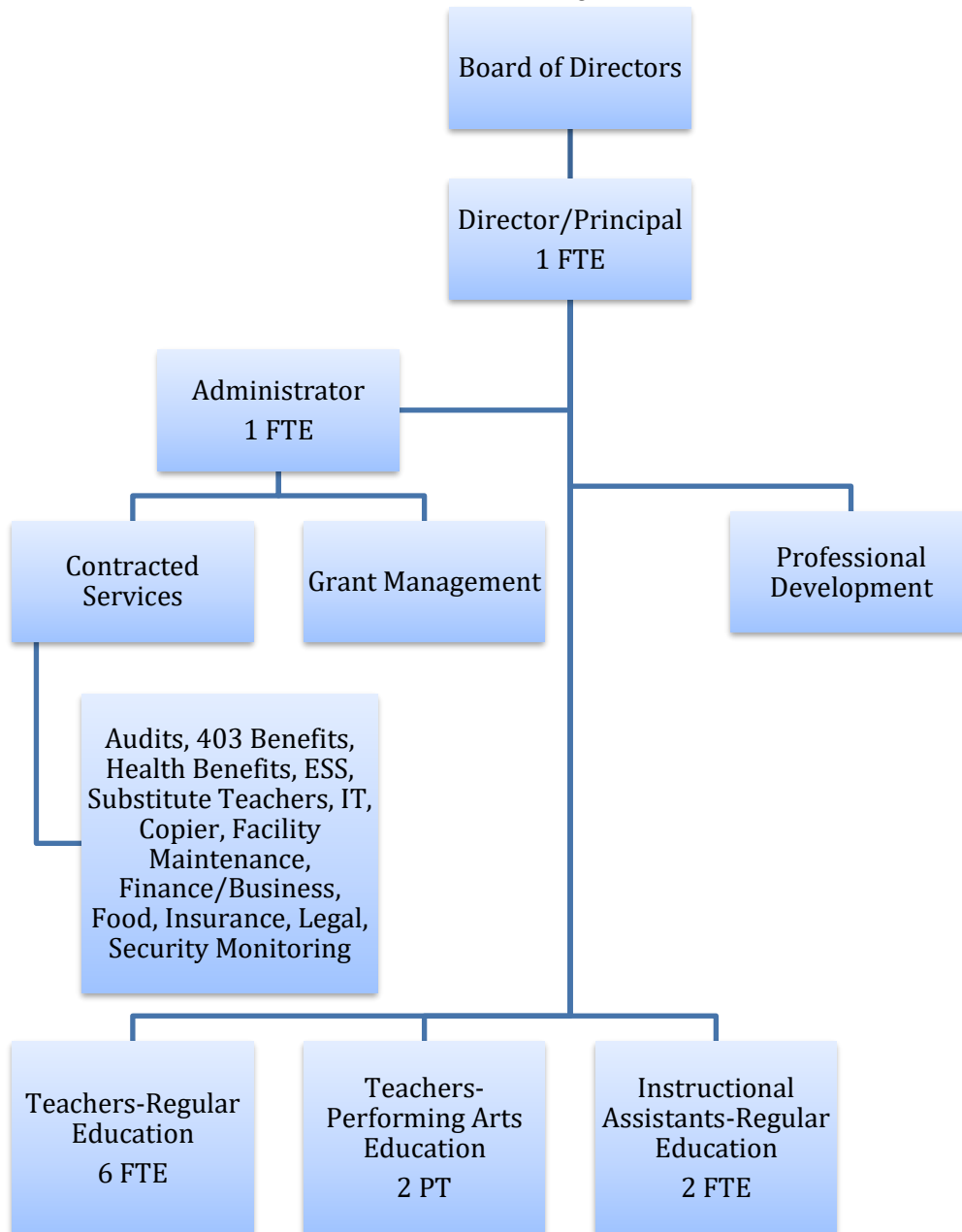
LLA estimates it will serve 120 new students in grades K-5 and will begin operations with a management team comprising 1 FTE Director/Principal and 1 FTE Administrator. The instructional staff will be composed of 6 FTE Teachers-Regular Education, 2 PT Teachers-Performing Arts Education, and 2 FTE Instructional Assistants-Regular Education, for a total management and instructional staff of 11 FTE personnel, as shown in the Year 1 Organizational Chart below. The personnel plan is designed to stay within the maximum 1:20 teacher/student ratio following the philosophy laid out in A.1 Education Philosophy. Administrative and instructional responsibilities will be augmented by Contracted Services, described in B.3.2 Contracted Services.

See following pages for organizational charts.

Figure 1

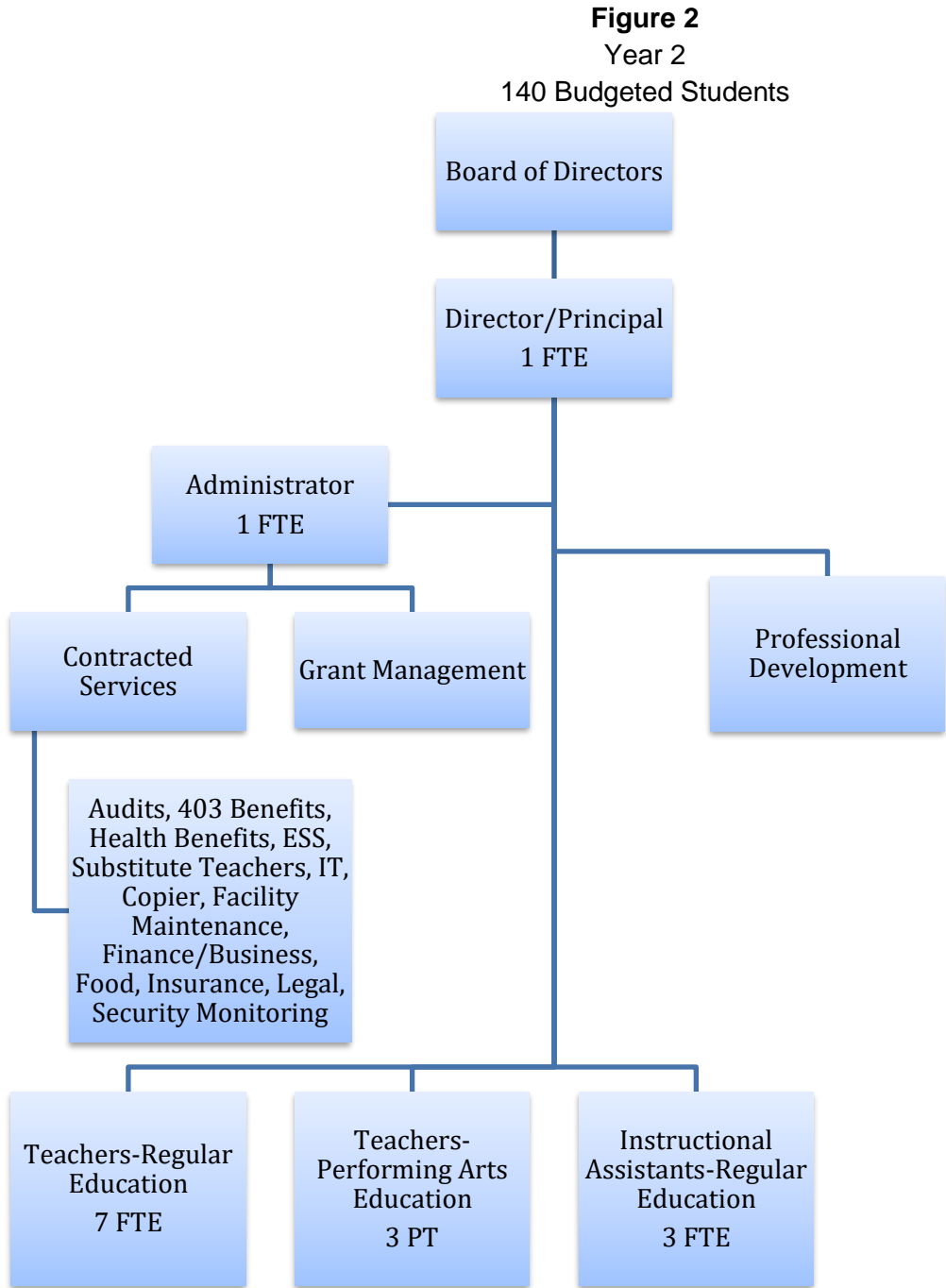
Year 1

120 Budgeted Students



In Year 2, as shown in the [Year 2 Organizational Chart](#) below, with an estimated 140 students, the management team will continue as in year one with 1 FTE Director/Principal and 1 FTE Administrator. The instructional staff will increase to 7 FTE Teachers-Regular Education, 3 PT Teachers-Performing Arts Education, and 3 FTE Instructional Assistants-Regular Education, for

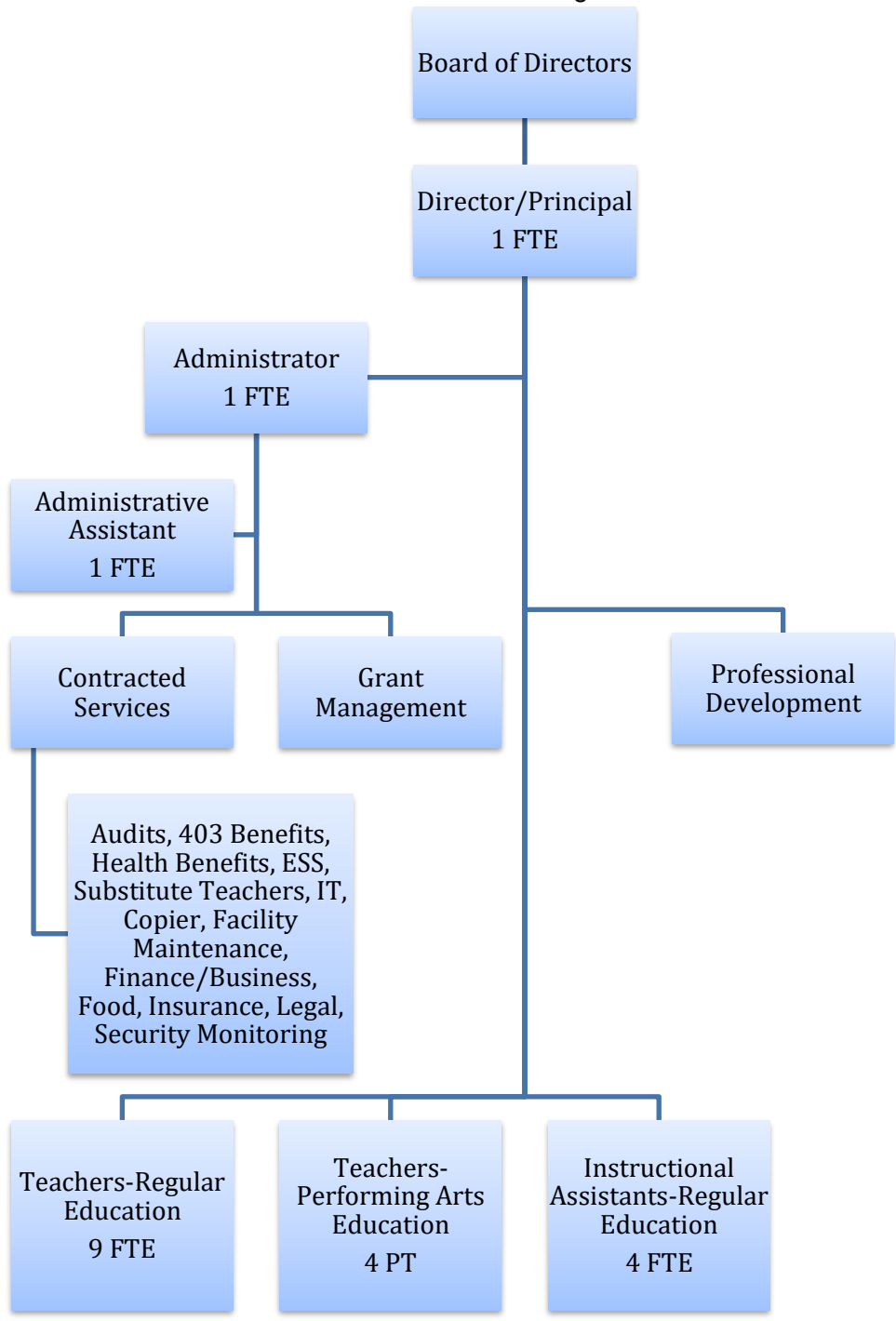
a total of 13.5 FTE employees as shown in Year 2 Organizational Chart below. The personnel plan is designed to stay within the maximum 1:20 teacher/student ratio following the philosophy laid out in A.1 Educational Philosophy. Administrative and instructional responsibilities will be augmented by Contracted Services, described in B.3.2.



In Year 3, as shown in the Year 3 Organizational Chart below, estimating 180 students, the management team will continue with 1 FTE Director/Principal and 1 FTE Administrator, and

will add 1 FTE Administrative Assistant. The instructional staff will increase to 9 FTE Teachers-Regular Education, 4 PT Teachers-Performing Arts Education, 4 FTE Instructional Assistants-Regular Education for a total of 18 FTE employees as shown in Year 3 Organizational Chart below. The personnel plan is designed to stay within the maximum 1:20 teacher/student ratio following the philosophy laid out in A.1 Educational Philosophy. Administrative and instructional responsibilities will be augmented by Contracted Services, described in B.3.2.

Figure 3
 Year 3
 180 Budgeted Students



Management Team Roles and Responsibilities

Staffing has been designed specifically to meet the mission and goals of the school. As such, roles and responsibilities have been delineated to guide and assist the Director/Principal, Administrator, Administrative Assistant, Teachers-Regular Education, Teachers-Performing Arts Education, and Instructional Assistants-Regular Education as outlined below.

Director/Principal Roles and Responsibilities

The Director/Principal of Liberty Leadership Academy will be responsible for bringing the instructors and staff together to accomplish the mission and goals of the school. She will do that in conjunction with the following roles and responsibilities:

i. Instruction

- Evaluate the staff and provide feedback to enhance performance
- Develop instructional tools to assist teachers in their instructional needs
- Review data and provide recommendations for staff development and school growth
- Monitor all required reporting
- Handle disciplinary issues in conjunction with the primary teacher

ii. Curriculum and Assessment

- Oversee curriculum and academic performance
- Oversee all mandated State testing
- Incorporate performing arts into academic blocks as applicable
- Manage performing arts curriculum
- Oversee performing arts assessment
- Oversee performances and related events
- Monitor all required reporting

iii. Staff Development

- Oversee staff development, including monthly professional development, annual outside development opportunities, and in-service presentations. Arizona Charter Schools Association training sessions will be attended as applicable and available
- Provide training and professional development to the faculty and staff
- Implement staff development so that it does not interrupt learning in the classroom
- Work within a budget to provide the best staff development
- Ensure staff development continues into the classroom
- Schedule meetings among faculty and staff

iv. Financial Management

- Oversee financial activities, including reporting, budgeting, audits, and projections
- Oversee contracted services
- Approve all expenses in first year and oversee expenses in following years
- Implement staff development so that it does not interrupt learning in the classroom
- Work within a budget to provide the best staff development
- Ensure staff development continues into the classroom

- Maintain adherence to budget requirements
- Establish policies in conjunction with the Board
- Establish internal controls in compliance with GAAP
- Monitor all required reporting

v. Contracted Services

- Oversee financial activities, including reporting, budgeting, audits, and projections
- Oversee contracted services
- Approve all expenses in first year and oversee expenses in following years
- Monitor management and operations of the facility

vi. Personnel

- Hire faculty and staff
- Evaluate the staff and provide feedback to enhance performance
- Monitor all required reporting

vii. Grants Management

- Oversee grant activity
- Monitor all required reporting

viii. Student Information System

- Oversee correct management of the SIS procedure
- Monitor all required reporting

viv. Other

- Report to the Governance Board
- Work with the Board to promote and publicize school activities and progress
- Work with the Board to develop fundraising events and promotions
- Establish policies in conjunction with the Board

Administrator Roles and Responsibilities

The Administrator of Liberty Leadership Academy will assist the Director/Principal primarily as the operations manager of the School. The position will entail the following roles and responsibilities (organized by relevant sections) , while staying within the mission and goals of the School:

iv. Financial Management

- Manage financial and budgeting reporting and requirements in conjunction with Contracted Services vendor
- Maintain accurate record keeping for all areas of Finance
- Oversee audits and provide required documents to the auditor
- Manage deposits, acknowledgements, and tracking of tax credit donations
- Manage procurement needs and operations

- Obtain bids and assess contractors based on required criteria
- Coordinate and interface with contracted services
- Handle accounts payable within policy guidelines regarding internal controls
- Handle the day-to-day oversight of contracted services regarding the operations of the facility
- Manage all contracted services, including recording and tracking times, vendors, invoice receipt and processing

vi. Personnel

- Maintain personnel files and records in a confidential manner
- Ensure proper hiring procedures, including verification of fingerprint clearance card, required hiring forms and checks, and following all personnel hiring policies
- Manage Administrative Assistant and delegate duties as applicable
- Interface and relate to school staff, parents, and community partners with diplomacy

vii. Grants Management

- Input accurate data into a data management system
- Manage grant applications and awards relating to the mission and core values of the school
- Keep accurate records of grant-related revenues and expenditures
- Comply with grant reporting requirements

viii. Student Information System

- Act as registrar in years one and two, including managing SIS uploads in a timely manner
- Manage mandated state reporting of enrollment

iv. Other Roles and Responsibilities

- Communicate effectively in person, by phone, in writing, and on social media
- Oversee IT issues, resolving issues as required
- Oversee fundraiser activity and related events
- Oversee the logistics of field trips, outings, and any other non-regular classroom activities, including gathering any required releases, transportation, working with participating vendors, and any other management that may be required
- Manage social media by keeping websites current and relevant

Administrative Assistant Roles and Responsibilities

The Administrative Assistant role will be started in Year 3. The Administrative Assistant at Liberty Leadership Academy will support the Administrator in clerical duties, managing the front office, and interfacing with the student and parents. The Administrative Assistant will handle the clerical, secretarial and administrative tasks under the direction of the business manager. The position will entail the following roles and responsibilities:

- Interface with parents and students

- Enroll and withdraw students
- Manage the Student Information System, entering data in a timely manner as required
- Monitor social media communications
- Assist with procurement requests
- Assist with contracted services
- Assist with non-classroom events upon request
- Assist the Principal and the Administrator with testing logistics and supplies as requested
- Determine when to refer issues to the Administrator for resolution as appropriate
- Assist teachers as required with clerical needs, supplies, and other issues as appropriate
- Perform general office duties, e.g., answering telephone inquiries, filing, mail, social media, spreadsheets, and journal entries on a daily basis-Perform other duties as assigned

Roles and Responsibilities of School Staff

The Administrator is recruited and hired by the Director/Principal. In Years 1 and 2, the Administrator will oversee contracted services, assume registrar and receptionist responsibilities, and maintain all school records and inventory. In Year 3, the Administrator will be assisted by an Administrative Assistant. The Administrator is assisted by contracted services, including financial/business assistance. The Administrator reports to and is evaluated by the Director/Principal.

The Administrative Assistant is recruited and hired by the Administrator. This position will take on the receptionist and registrar duties and other duties, as assigned under the oversight of the Administrator. The position reports to and is evaluated by the Administrator.

Teachers-Regular Education are recruited, hired, and evaluated by the Director/Principal. Teachers-Regular Education are responsible for planning and maintaining curriculum, delivering instruction, managing assessment, coordinating with other teachers and staff, and generally contributing to the academic environment of the school. Teachers-Regular Education work closely with Teachers-Performing Arts Education to ensure that all aspects of curricular instruction are integrated with the performing arts. Teachers-Regular Education report to and are evaluated by Director/Principal.

Teachers-Performing Arts Education are recruited, hired, and evaluated by the Director/Principal. Part-time Teachers-Performing Arts Education will work with Teachers-Regular Education in the development of classroom instruction, assessment, academic planning, and decision-making, to ensure integration with the performing arts. Teachers-Performing Arts Education report to and are evaluated by Director/Principal.

Instructional Assistants-Regular Education are recruited and hired by the Director/Principal. These positions primarily assist with the academic instruction, student

support, and other duties as assigned contributing to the smoothly-running operations of the school. Instructional Assistants-Regular Education report to and are evaluated by the Director/Principal.

b) Operational Plan with Oversight Responsibilities Related to Instruction and Operational Services.

Liberty Leadership Academy will grow its management personnel from two management personnel (Director/Principal and Administrator) in Year 1 to three management personnel (Director/Principal, Administrator, Administrative Assistant) in Year 3. The following table outlines oversight responsibilities for management personnel for the first three years.

Instruction and Operational Services	Oversight in Year 1	Oversight in Year 2	Oversight in Year 3
i. Instruction	Director/Principal	Director/Principal	Director/Principal
ii. Curriculum & Assessment (state testing)	Director/Principal	Director/Principal	Director/Principal
iii. Staff Development	Director/Principal	Director/Principal	Director/Principal
iv. Financial Management	Administrator	Administrator	Administrator
v. Contracted Service (in conjunction with Finance/Business contracted service)	Administrator	Administrator	Administrator
vi. Personnel	Administrator	Administrator	Administrator
vii. Grants Management	Administrator	Administrator	Administrator
viii. Student Information Systems (SIS)	Administrator	Administrator	Administrative Assistant

All areas outlined above are described in section B.3.a.

Liberty Leadership Academy’s staffing plan for the first three years is outlined below. This staffing plan aligns with budgets and planning sections C.5.

Title	Year 1 FTE	Year 2 FTE	Year 3 FTE
Principal	1	1	1
Administrator	1	1	1
Administrative Assistant	0	0	1
TOTAL	2	2	3

c) Identity Critical Skills or Experience Indicating Minimum Qualifications for Fulfillment of Management Responsibilities

As a school whose mission is to inspire and prepare students to be competent, confident learners equipped with the critical thinking, problem solving, literacy, and numeracy skills necessary for success in an increasingly complex, global society, Liberty Leadership Academy strives to continue that mission with the critical skills and qualifications of our staff. LLA plans to hire the most qualified person who fits our culture and works toward our mission and vision. LLA has developed a critical skills list of all required positions with minimum qualifications. These positions are listed below in the same order as B.3.a.

Director/Principal

The Director/Principal of LLA will have a strong alignment with its mission and core values. As the leader of the school, the Principal oversees the administration of instruction, staff development and personnel as outlined in section B.3b. The Director/Principal also oversees the administration responsibilities and reports to the board of directors. The following critical skills and minimum qualifications will fulfill these responsibilities:

Director/Principal Critical Skills and Experience

- Commitment to the school’s mission and core values
- Degree in education from accredited university
- Ten years of teaching, with preference to charter school experience
- 5 years teaching experience in performing arts areas
- Operations management experience
- Finance and budgeting experience
- Leadership experience
- Strong knowledge of the Arizona State Standards
- Experience in designing and implementing curriculum
- Experience in recruitment and retention of personnel

- Experience in overseeing professional development and/or creating professional development
- Strong skills in oral and written communication
- Experience with state requirements in regards to student reporting
- Experience in managing concerns of parents and other interested parties
- Experience with special education services (ESS)
- SEI endorsed and has a Fingerprint Clearance Card
- CPR/First Aid Certified
- Fingerprint clearance card

Rachel Dubien will be the Director/Principal at Liberty Leadership Academy. She meets the critical skills and experience as mentioned above. Her qualifications are further outlined in section B.1.e.

Administrator

The Administrator will report to the Director/Principal. In years one and two, the Administrator will oversee financial management, contracted services, personnel, grants management, and student information system (SIS). In addition, the Administrator will act as registrar and front office representation for the first two years until a full-time Administrative Assistant is hired in year three. The Administrator will have a strong alignment with Liberty Leadership Academy's mission and core values. The following critical skills and experience are preferred for each area of responsibility:

Administrator Critical Skills and Experience

- Commitment to the school's mission and core values
- Experience with school operations
- Strong communication skills
- Strong organizational and management skills
- Financial experience or degree
- Bachelor's degree in public or business administration or related field
- 2 years' experience dealing with financial management
- Grant writing and research experience
- Experience coordinating schedules of contracted services
- Experience with student data management
- CPR and First Aid Certified
- Fingerprint clearance card

Liberty Leadership Academy is continuing to seek the applicants meeting the critical skills and minimum qualifications for these positions.

Administrative Assistant Critical Skills and Experience

In Year 3, the Administrative Assistant will begin managing Student Information Systems and front office reception. The administrative assistant should have a strong alignment to Liberty Leadership Academy's mission and core values. The following critical skills and experience are preferred for this job:

- Accurate data entry into a data management system
- Organizational skills
- Basic knowledge and experience with common software
- Effective communication skills
- Two years college-level course work preferred in business or related experience
- Experience in administrative duties, preferably in an education environment
- Proficiency in commonly-used software, spreadsheets, PowerPoint, and word documents.
- CPR/First Aid Certified
- Fingerprint clearance card
- Tactful customer services skills

Liberty Leadership Academy is continuing to seek the applicants meeting the critical skills and minimum qualifications for these positions.

d) Consistency with all Sections of the Application Package

Liberty Leadership Academy has ensured that all sections are consistent with the application package.

B.3.1

**Education Service
Providers**

B.3.1 Education Service Providers

Liberty Leadership Academy is not contracting with any education service providers through the first three years of operation.

B.3.2

Contracted Services

B.3.2 Contracted Services

Liberty Leadership Academy will likely use contracted services for areas of operation that contribute to the success of the students, the feasibility of the budget, and the roles of the projected staff. Contracted services will be proposed and evaluated by the Director/Principal and the Administrator and approved by the Governing Board. When seeking services to be contracted, Liberty Leadership Academy will look for vendors that align with the mission and core values of the school.

a) Areas for Which Applicant Plans to Contract with a Service Provider

Liberty Leadership Academy School has identified thirteen areas of potential contracted services, as follows.

1. **403b Benefits** – 403b benefits may be offered to employees with an 8% of salary contribution to the plan. In the case of contributions to the plan, the fee will depend on the enrollment but will not impact the employer or employee contribution as budgeted.
2. **Health Insurance (HDL)** may be handled in the first one to three years by offering a \$2400 annual stipend for FTE (\$1200 annual stipend for PTE); at the point there is enough interest to warrant a plan, the policy may change to a plan basis. The inclusion of PTE in the plan will depend upon the specific plan requirements, if/when a plan is implemented.
3. **Exceptional School Services (ESS)** – Special Education services may be contracted, to include ESS teachers, psychologist, occupational therapy, physical therapy, speech, and language services. The ESS services needed at LLA will depend on the students enrolled. The company will work with the administrators and the teachers to assist in setting and evaluating IEP goals and providing feedback to the ESS teacher, the academic and performing arts teachers, and the parents, with the intent to provide the services that will help the students make progress toward their goals.
4. **Substitute Teachers** - Substitute teachers will likely be contracted to provide instruction to general education and performing arts education in absence of full time teachers.
5. **Food Services** – LLA intends to participate in the National School Lunch Program and School Breakfast Program to offer breakfast and lunch services through a community-based vendor. Net food costs are estimated to be zero due to reimbursement to the vendor through participation in the National School Lunch Program and School Breakfast Program, but a \$500 amount is budgeted for contingencies. Pursuant to ARS §15-242, LLA will abide by the Arizona Nutritional Standards.

6. **Facility Maintenance** – LLA looks to provide a clean, healthy, and pleasant environment. This contracted firm will provide regular janitorial service and light building and grounds maintenance.
7. **Financial and Business Services** – Liberty Leadership Academy School has budgeted to begin operations utilizing an experienced company to oversee financials from start-up. The responsibilities may be delegated to the contracted service in the first few years so that compliance will be observed and roles set in place until such time as the role or roles are performed in-house at the School. At Year 3, the contracted services may decrease as an administrative assistant is added to the staff. The services will include accounting, required government filings, compliance services, budget reports, payroll, procurement, accounts payable, monthly cash flow statements, and annual financial reporting. The service will also establish and maintain a chart of accounts for all transactions. The provider will ensure that the school's mission and core values are considered in regard to finances.
8. **Audits** – A qualified auditor will conduct state-mandated audits. The auditor's role is to ensure the integrity of the school while complying with the requirements of state regulations.
9. **Information Technology Services** – IT initial services will be to provide the equipment and set-up to support the management and operations of the school. This has been accomplished primarily through the Start-Up Budget in C.4 with ensuing support included by the vendor in the purchase of the equipment.
10. **Copiers** - LLA copiers will be leased to include a servicing and maintenance support program.
11. **Insurance** – A highly-rated firm will provide property, liability, and other required insurance service including Directors & Officers (D&O), Educators' Legal Liability (ELL), and Employment Practices Liability Insurance (EPLI) as needed.
12. **Legal Services** – Legal services will be contracted on an as-needed basis and budgeted at an estimated \$2500 per year.
13. **Security Monitoring Services** - LLA is conscious of the need for security at all times. A security monitoring service will alert administration to potential safety concerns that can then be handled expeditiously.

b) Minimum Professional Qualifications and/or Experience Expected for Those to Be Retained for Each Listed Contracted Service

Liberty Leadership Academy has established minimum professional qualifications and/or experience to be retained as a contracted service. The criteria are:

- Experience – Liberty Leadership Academy will look for contracted services that have at least 2 years' experience working with schools, preferably charter schools
- Highly Rated – Ratings will be determined by researching contracted review services, established years in business, and positive references; or being vetted through the Arizona Charter Schools Association.
- Community – Liberty Leadership Academy will attempt to use community-based contracted services, as long as community-based providers line up with the other criteria.
- Competitive Price – In order to be solid stewards of public funds, Liberty Leadership Academy will look at cost effectiveness compared to experience, reliability, and stability to ensure the best contracted service at the best price.

Liberty Leadership Academy will work closely with the Arizona Charter Association Charters Marketplace, in order to obtain contractors that meet the needs of the school. Charters Marketplace allows the school to take advantage of the exclusive pricing and research already in place by the Charters Marketplace; these contractors will be considered as first choices if available and affordable.

In addition to the above general criteria, each contracted service will have a set of minimum professional qualifications that will be expected in order to be retained. They are as follows.

403b Benefits

403b benefits may be coordinated through AXA Advisors with LLA providing an 8% of salary contribution.

The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting benefits.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Community-based and receives good reviews
- Affordable
- Highly rated

HDL Benefits

For HDL, Liberty Leadership Academy will offer \$200/month stipends for FTE (\$100/month for PTE) for health, dental, and life insurance for Years 1,2, and 3, until the number of LLA employees is great enough to meet the minimum required for most benefit companies to offer services. When there are enough employees to meet requirements, LLA will most likely contract with EMI Health for this service.

The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting benefits.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Community-based and receives good reviews
- Affordable
- Highly rated

ESS Services

Liberty Leadership Academy will most likely contract with STEPS for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting ESS Services:

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Certification in the requisite fields
- Familiarity with the federal and state special education compliance, including reporting requirements
- Community-based and receives good reviews
- Affordable

Substitute Teachers

Liberty Leadership Academy will most likely contract with Educational Services Inc (ESI) for this service. LLA will use instructional assistants as substitutes whenever possible; however, substitute teachers other than instructional assistants will occasionally be needed. The following are minimum professional qualifications LLA is looking for in contracting substitute teachers.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Community-based and receives good reviews
- Affordable

Food Services

Liberty Leadership Academy will most likely contract with SODEXO for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting food services.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Food handling certification for any personnel to be regularly interacting with food for students
- Abiding by the Arizona Nutrition Standards
- Community-based and receives good reviews
- Affordable

Facility Maintenance

Liberty Leadership Academy will most likely contract with Star Maintenance for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting facility services.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Availability when Liberty Leadership Academy needs services
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Community-based and receives good reviews
- Affordable

Financial/Business Management

Liberty Leadership Academy will most likely contract with Aspire Business Consultants for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting financial management.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- All requisite licenses and certifications available upon request
- Community-based and receives good reviews
- Affordable

Audits

Liberty Leadership Academy will likely contract with Fester & Chapman PC for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting an auditor:

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- All requisite licenses and certifications available upon request
- Community-based and receives good reviews
- Affordable
- Highly rated

Information Technology (IT)

Liberty Leadership Academy will most likely contract with ReviveIT for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting information technology.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Availability when Liberty Leadership Academy needs services
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Reliability of equipment
- Community-based and receives good reviews
- Affordable

Copier

Liberty Leadership Academy will most likely contract with Click Copiers for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting copier companies.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Fingerprint clearance cards for any individuals who come into regular contact with children
- Community-based and receives good reviews
- Affordable

Insurance

Liberty Leadership Academy will likely contract with The Mahoney Group for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting insurance services.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Endorsed by Arizona Charter School Association Charter Marketplace
- Arizona based
- Affordable

Legal

Liberty Leadership Academy will most likely contract with Caritas Law Group for this service. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting legal services.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- In good standing with the Arizona Bar Association
- Endorsed by Arizona Charter School Association Charter Marketplace
- Arizona Based
- Affordable

Security Monitoring

Liberty Leadership Academy will most likely contract with NAPCO. The following are minimum professional qualifications Liberty Leadership Academy is looking for in contracting for security monitoring services.

- Mission and core values align with Liberty Leadership Academy
- Experience working with charter schools
- Availability when Liberty Leadership Academy needs services
- Fingerprint clearance cards for any personnel to be regularly interacting with students
- Reliability of equipment
- Community-based and receives good reviews
- Affordable

c) Specific Sources for Costs of Each Listed Contracted Service

Liberty Leadership Academy has identified specific sources for the contracted services. The following table lists the source and costs associated with each service.

Service	Potential Provider	Year 1	Year 2	Year 3
403b Benefits	AXA Advisors	\$32,176	\$39,872	\$53,440
HDL Benefits	EMI Health	\$26,400	\$32,400	\$43,200
ESS	STEPS	\$26,600	\$30,100	\$39,000
Substitute Teachers	Educational Services Inc (ESI)	\$7,500	\$8,750	\$10,000
Food Services	SODEXO	\$500	\$500	\$500
Facility Maintenance	Star Maintenance	\$18,400	\$18,400	\$18,400
Financial/Business	Aspire Business Consultants	\$24,000	\$24,200	\$12,000
Auditor Fees	Fester & Chapman, PC	\$0	\$10,000	\$10,000
Information Technology	ReviveIT	support included in equipment purchase	support included in equipment purchase	support included in equipment purchase
Copier	Click Copiers	\$8,400	\$9,400	\$11,600
Insurance	The Mahoney Group	\$16,000	\$16,000	\$16,000
Legal	Caritas Law Group	\$2,500	\$2,500	\$2,500
Security Monitoring	NAPCO	\$1,800	\$1,800	\$1,800

d) Costs for Contracted Services: Viability/Adequacy for Target Population

Based on information provided by vendors and charter schools similar in size, these costs are viable and adequate for Liberty Leadership Academy's target population. The chart above in B.3.2c shows projected numbers for all contracted services. These are detailed in the C.5 Three-Year Operational Budget and Assumptions, as follows:

403b Employee Benefits

The budget for all three years includes an 8% of salary contribution to a 403(b) retirement plan for all employees; part-time employees may have the opportunity to participate dependent on the plan restrictions. The budget plans for that option but recognizes that part-time involvement may not be an option.

HDL Insurance

The budget includes a \$200/month for FTE (\$100/month for PTE) stipend for health, dental, and life insurance for all employees. This amount includes the stipend for the Director/Principal, Administrator, Administrative Assistant, Teachers-Regular Education, Teachers-Performing Arts Education, and Instructional Assistants-Education. The stipend will be available to other employees as they are added. The stipend will be in effect until the number of employees requiring health, dental, and life insurance meets the qualified minimum number needed for an affordable program.

Special Education

Based on 12% usage at \$1773 per year per student. Quoted from STEPS as:

Year 1, 120 students X 12% = 14 potential eligible students. Year 1 is quoted as \$26,600 inclusive rate and includes up to 15 students.

Year 2, 140 students X 12% = 17 students. Adding two students (over the 15-student base) at \$1773 per student increases base of \$26,600 to \$30,100.

Year 3, 180 students X 12% = 22 students. Adding seven students (over the 15-student base) at \$1773 per student increase of \$26,600 to \$39,000.

Substitute Teachers

The budget for substitute instructor is based on the teacher count of 6, 7, and 9 teachers for Years 1, 2, and 3, respectively, each with a projected 5 days a year for which a teacher is likely to use personal time off. The budget is calculated at 5 days per instructor and \$150 per substitute day, for a total each year. The remaining 5 days of unused personal time for which teachers will be compensated at \$100 day is also considered in this calculation

Year One \$4,500 + \$3,500 = \$7,500
Year Two \$5,250 + \$3,500 = \$8,750
Year Three \$6,750 + \$4,500 = \$10,000

Food Service

The budget does not include meals that may be contracted with the National School Lunch Program or the School Breakfast Program, as those would be reimbursed directly to the vendor. USDA's Food and Nutrition Service (FNS) administers the National School Lunch Program and the School Breakfast Program, and reimburses participating schools' food-service subcontractors for the meals served to students. Accordingly, no significant budget amount need be allocated for this item; however, the budget does provide a \$500 contingency, in case it is needed.

Facility Maintenance

The school will be cleaned twice a week each school week with grounds attended to once a week. The weeks will be prorated in line with the school calendar to come to \$15,990 per year; grounds maintenance will add another \$2400 per year for an approximate total of \$18,400 per year as quoted by Star Maintenance, a local Cottonwood business.

Finance/Payroll

Financial/Payroll: The school plans to begin operations with financial and payroll services secured through a Contracted Services vendor. Aspire Business Consultants (found through the Association's Charter Marketplace) has quoted full services at \$24,000 per year and will be the likely selected Contracted Service for these functions. Full services may be reduced in Year 3 as an administrative assistant is added to staff.

Auditor Fees

The Year 1 budget is zero for this requirement because the audit will be performed and billed after the year end. In Years 2 and 3, \$10,000 is estimated for each year. In Year 4 (not shown), the State will begin reimbursement of the audit costs, so going forward the net cost will be at or close to zero. Fester & Chapman, PC will be likely candidates for this service.

Information Technology

Information equipment totaling \$33,500 will be purchased as shown on the Start-Up Budget, C.4. The equipment will be purchased and paid for with the provision from the contracted vendor that support and information will be available through the life of the equipment. Since the Start-Up Budget assumes equipment purchases adequate for the Year 1; additional information technology is included in the Three-Year Operational Budget for Years 2 and 3 in the amounts of \$3,500 and \$6,000, respectively.

Copier

Based on 1500 sheets per student (approximately 40 per week x 37 weeks x number of planned students (120,140, and 180 for Years 1, 2, and 3) yields 180,000, 210,000, and 270,000 sheets per year x 70% B/W x .015 and 30% color x .085 plus \$157 monthly lease sums to \$8,400, \$9,400, and \$11,600 for Years 1, 2, and 3, respectively, as quoted by Click Copiers.

Insurance

The amounts budgeted here are split between Property/Casualty and Liability full coverage insurance pricing quoted by The Mahoney Group, a Charters Market referral.

Legal

Legal services have already been contracted with Caritas Law Group to assist with governance set-up and filings and will likely remain the vendor of choice. Caritas will bill according to usage on an hourly basis of \$400 per hour. Most questions have been resolved within minutes and so billings have been minimal. A \$2,500 per year budget is expected to be sufficient for assistance.

Security monitoring

Security monitoring services are estimated to be \$1,800 per year based on advice from law enforcement personnel. Vendor will likely be NAPCO, known in Cottonwood for school security services.

These costs are considered both viable and adequate because they contribute to a healthy business plan as accounted for in the C.5 Three-Year Operational Budget projections, resulting in a balanced and positive budget.

e) Costs Included in Budget Assumptions and Budget

The costs are those described in the Start-Up and Three-Year Operational Budget Assumptions and are included in the Start-Up and Three-Year Operational Budgets as listed or explained above in B.3.2.d.

Business Plan

- **C.1 Facilities Acquisition**
- **C.2 Marketing and Student Enrollment**
- **C.3 Personnel**
- **C.4 Start Up Budget**
- **C.5 Three Year Operational Budget**

C.1

Facilities Acquisition

C.1 Facilities Acquisition

a) Timeframe for Securing an Appropriate Facility

Liberty Leadership Academy is searching in the target community, as described in A.2, for a facility that will properly house the school. We have identified three possible locations that would properly house the school. Below is the projected timeframe for securing the appropriate facility to serve our target population.

TIME FRAME	TASK
January 2019 - September 2019	View possible locations
October 2019	Create tenant improvement plans and specifications
November 2019	Planning of space; pricing of construction
January 2020	Site selection; lease documents
February 2020	Acquire required permits for construction and improvements
March 2020	Begin construction
May 2020	Obtain Certification of Occupancy
June - July 2020	Move in technology and furniture; set up classrooms
August 2020	Begin school year with students

b) Identification and Description of Facility necessary to implement the program

Liberty Leadership Academy is working with Tom Garrow of Coldwell Banker and the Cottonwood Business Assistance Center to locate and evaluate buildings in our target population area. The school will look to locate in the northwest area of Cottonwood; that area is adjacent to Clarkdale, which has only one school, and it is within an area of new neighborhood development of single family housing that is likely to attract families with children. The goal of the search is to find a building to lease that has the possibility of expanding with the anticipated future growth. The site would provide ample space to serve the Planned Enrollment of 120 students in Year 1, 140 students in Year 2, and 180 students in Year 3. The ideal building would also be large enough to meet our capacity of 160 students in Year 1, 200 students in Year 2, and 240 students in Year 3.

Criteria being used to evaluate potential sites include:

1. Total square footage available to allow for future growth of programs and services
2. Residential location to encourage safe walking routes for local students
3. Lease or purchase costs consistent with budgeted amount
4. Willingness of owner to modify to ADA and school needs

5. Tenant improvement needs and costs consistent with budgeted amounts

6. Zoning restrictions

The Liberty Leadership Academy campus will be safe, secure, welcoming, and comfortable for our potential students and staff. We believe the campus design should contribute to the overall experience, academic success, and support of students, educators, and community members. The school layout must include, but is not limited to:

- Classroom space
- Performing arts rooms
- Administrative offices
- Resource rooms for teachers and student services
- Common areas – inside & outside – playground, lunch area, lobby, parking, etc.
- Restrooms
- Storage

Shown below are four example building layouts for Planned Enrollment for Years 1, 2, and 3 and one layout for the Three Year capacity enrollment of 240 (capacity shows 12 general education classrooms). Costs are calculated to meet the desired layout of the facilities, allow for common areas, and remain within the amounts budgeted based on availability of funds at planned enrollment. Following the examples are three actual properties that LLA is considering as potential buildings for the school.

Year 1:

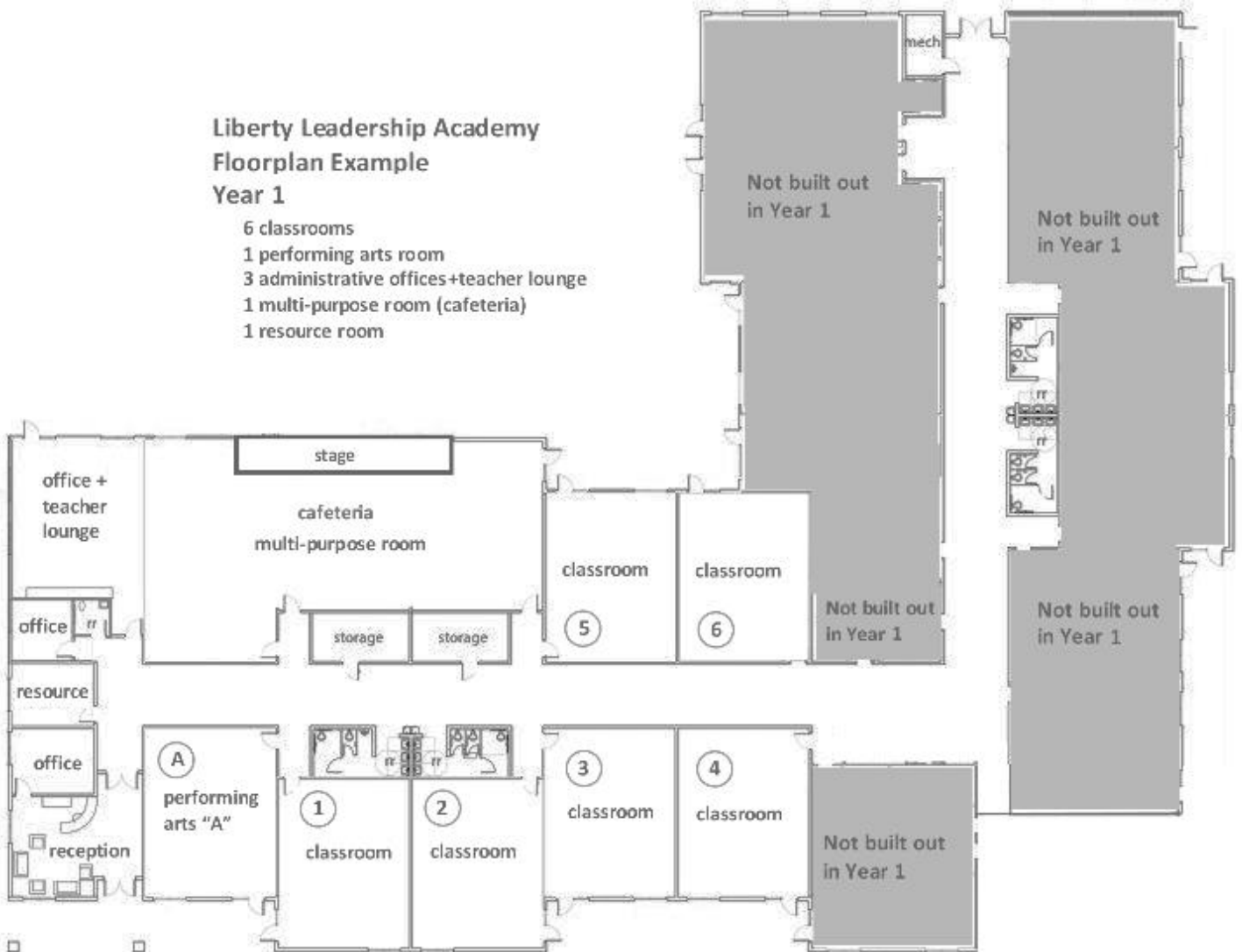
Liberty Leadership Academy will need a facility to house a Planned Enrollment of 120 students its first year. In order to deliver LLA's Program of Instruction, as stated in section A.3, for the first year at 100% planned enrollment, the facility would have a minimum of 6 general education classrooms, 1 performing arts classroom, 3 administrative offices, 1 teacher resource/lounge, 1 RTI/ESS room, and common areas enough to serve the number of children and adults at the school. LLA will need a total of 11,600 interior square feet including space for common areas.

Year 1

Room	#	Sq. ft. each	Total sq. ft.
Classroom	6	800	4,800
Performing Arts rooms	1	1,000	1,000
Admin Offices	3	200	600
Multi-purpose	1	3,000	3,000
Resource/ESS/RTI	1	200	200
Teacher lounge	1	500	500
Common areas	-	-	1,500
TOTAL			11,600

Liberty Leadership Academy
Floorplan Example
Year 1

- 6 classrooms
- 1 performing arts room
- 3 administrative offices+teacher lounge
- 1 multi-purpose room (cafeteria)
- 1 resource room

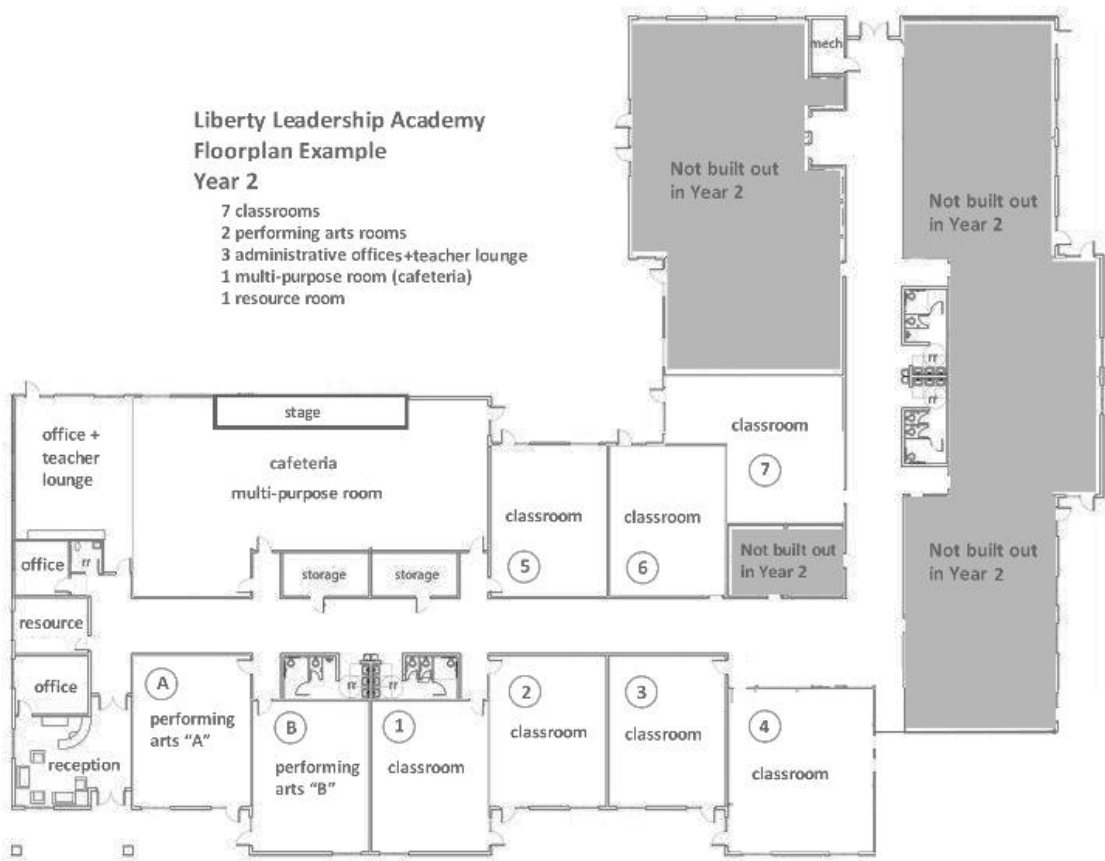


Year 2:

Liberty Leadership Academy will need a facility to house a Planned Enrollment of 140 students its second year. In order to deliver LLA's Program of Instruction as stated in section A.3, for the second year at 100% planned enrollment, the facility must have a minimum of 7 general education classrooms, 2 performing arts classrooms, 3 administrative offices, 1 teacher resource/lounge, 1 RTI/ESS room and common areas enough to serve the number of children and adults at the school. LLA will need a total of 13,200 interior square feet including space common areas.

Year 2

Room	#	Sq. ft. each	Total sq. ft.
Classroom	7	800	5,600
Performing Arts rooms	2	1,000	2,000
Admin Offices	3	200	600
Multi-purpose	1	3,000	3,000
Resource/ESS/RTI	1	200	200
Teacher lounge	1	500	500
Common areas	-	-	1,300
TOTAL			13,200

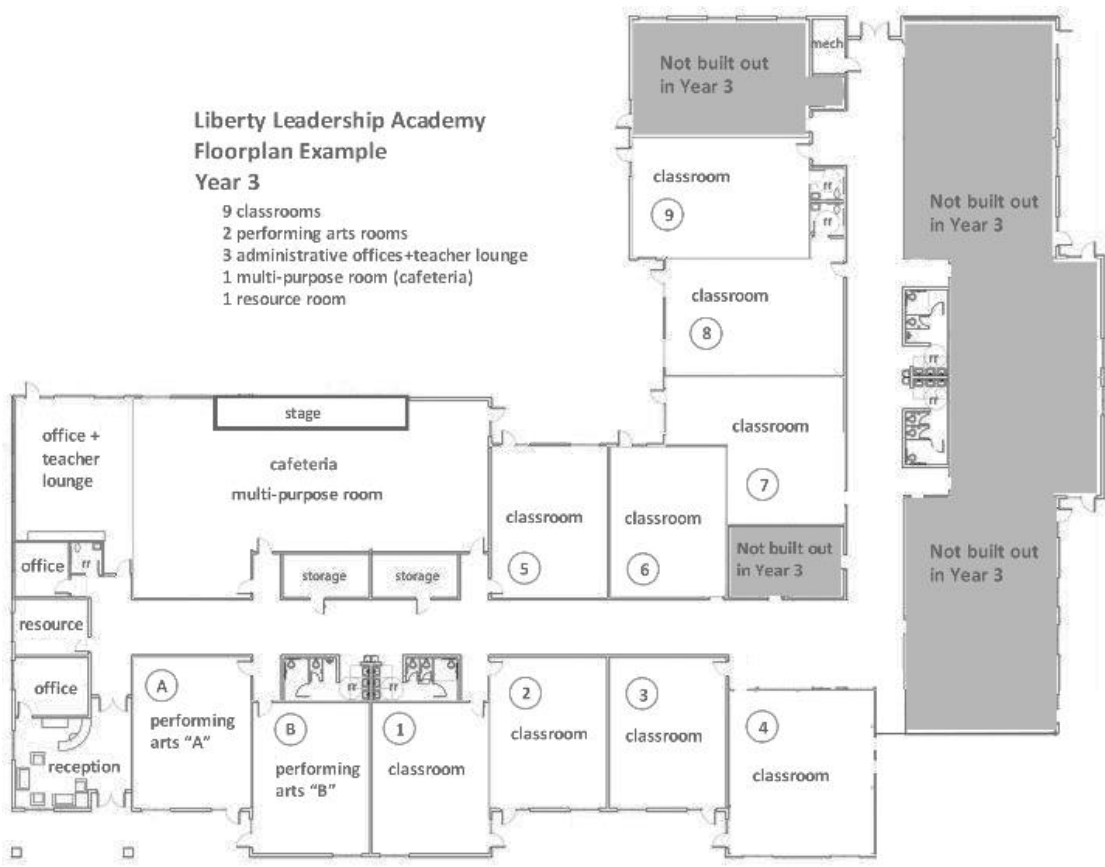


Year 3:

Liberty Leadership Academy will need a facility to house a Planned Enrollment of 180 students its third year. In order to deliver LLA’s Program of Instruction as stated in section A.3, for the third year at 100% planned enrollment, the facility must have a minimum of 9 general education classrooms, 2 performing arts classrooms, 3 administrative offices, 1 RtI/ESS room, 1 teacher resource/lounge, and common areas enough to satisfy the number of children and adults at the school. LLA will need a total of 15,000 interior square feet including space for common areas.

Year 3

Room	#	Sq. ft. each	Total sq. ft.
Classroom	9	800	7,200
Performing Arts rooms	2	1,000	2,000
Admin Offices	3	200	600
Multi-purpose	1	3,000	3,000
Resource/ESS/RTI	1	200	200
Teacher lounge	1	500	500
Common areas	-	-	1,500
TOTAL			15,000

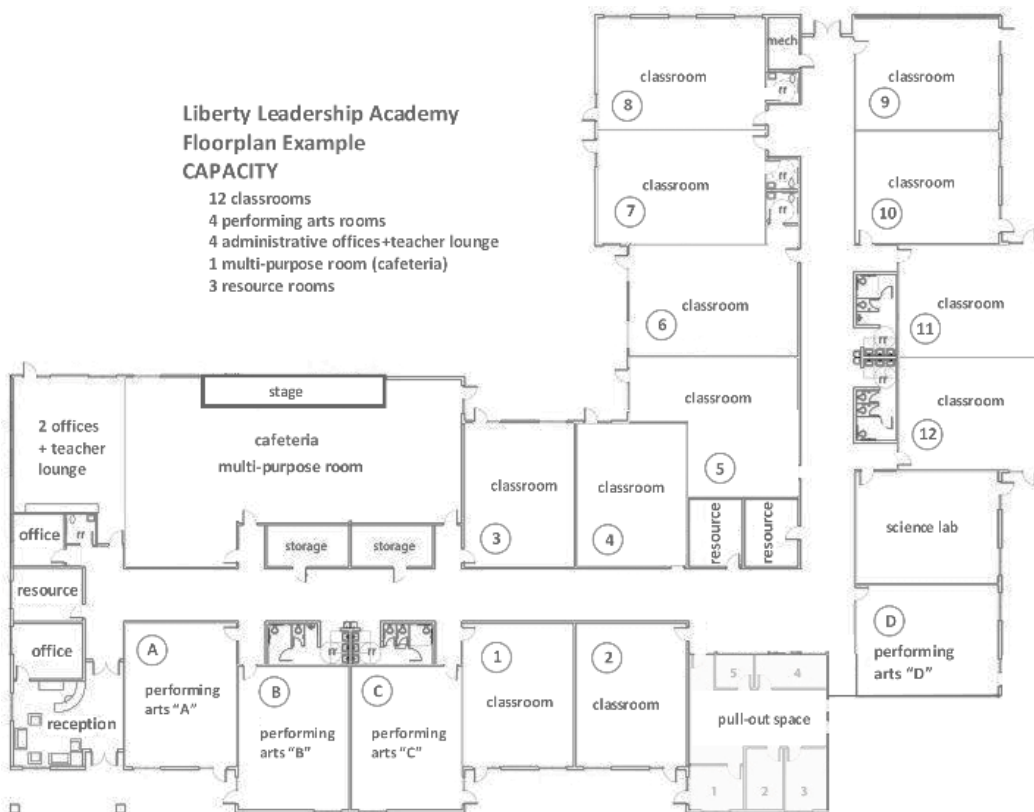


Capacity:

At capacity, Liberty Leadership Academy would serve 240 students. In order to deliver LLA’s Program of Instruction as stated in section A.3, the facility would have a minimum of 12 general education classrooms, 4 performing arts classrooms, 4 administrative offices, 3 ESS/RTI room, 1 teacher resource/lounge, and common areas enough to satisfy the number of children and adults at the school. LLA will need a total of 23,200 interior square feet including space common areas.

Capacity

Room	#	Sq. ft. each	Total sq. ft.
Classroom	12	800	9,600
Performing Arts rooms	4	1,000	4,000
Admin Offices	4	200	800
Multi-purpose	1	3,000	3,000
Resource/ESS/RTI	3	200	600
Teacher lounge	1	500	500
Common areas	-	-	4,700
TOTAL			23,200



The following options represent three possible layouts for Liberty Leadership Academy based on actual available property in the target area of northwest Cottonwood.

Option 1:

30 N. Alamos Dr. Cottonwood, AZ 86326

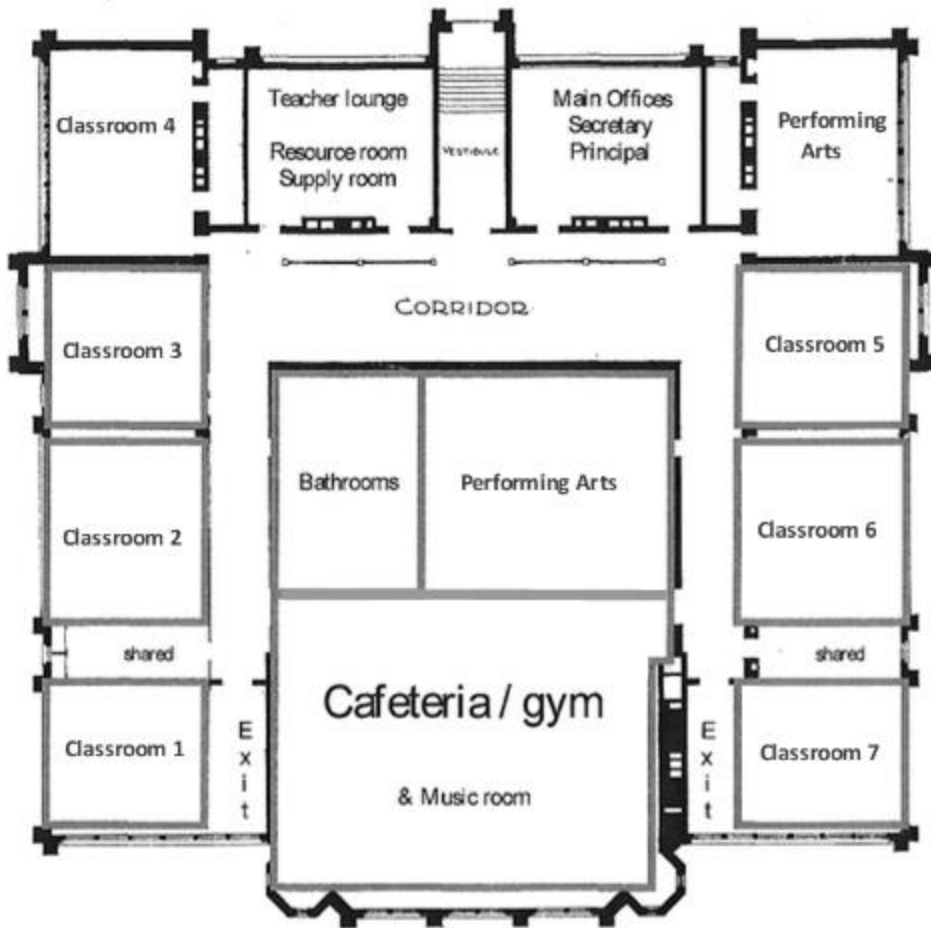
11,596 sq ft

Asking price of \$6,900 per month



This option is the one most likely to be used if it is still available upon charter approval. It has room for Year 1 and Year 2 in the main building and options for expansion in the property immediately to the left in the picture above. Both pieces are owned by the same owner and it is likely arrangements can be made to lease the adjoining property in increments as needed. In addition, the property has vacant land upon which expansion could also occur, through either additional build-outs or by bringing in portable classrooms. The property is in the neighborhood most desired and has accessibility off of a main street which provides a safe entry and departure for students and parent drivers. Pricing is within the budgeted amount in the Three-Year Budget, at approximately \$7 per square foot which is within the market rate in this area.

It could quite easily be configured as shown here:



Option 2:

636 N. Main St.

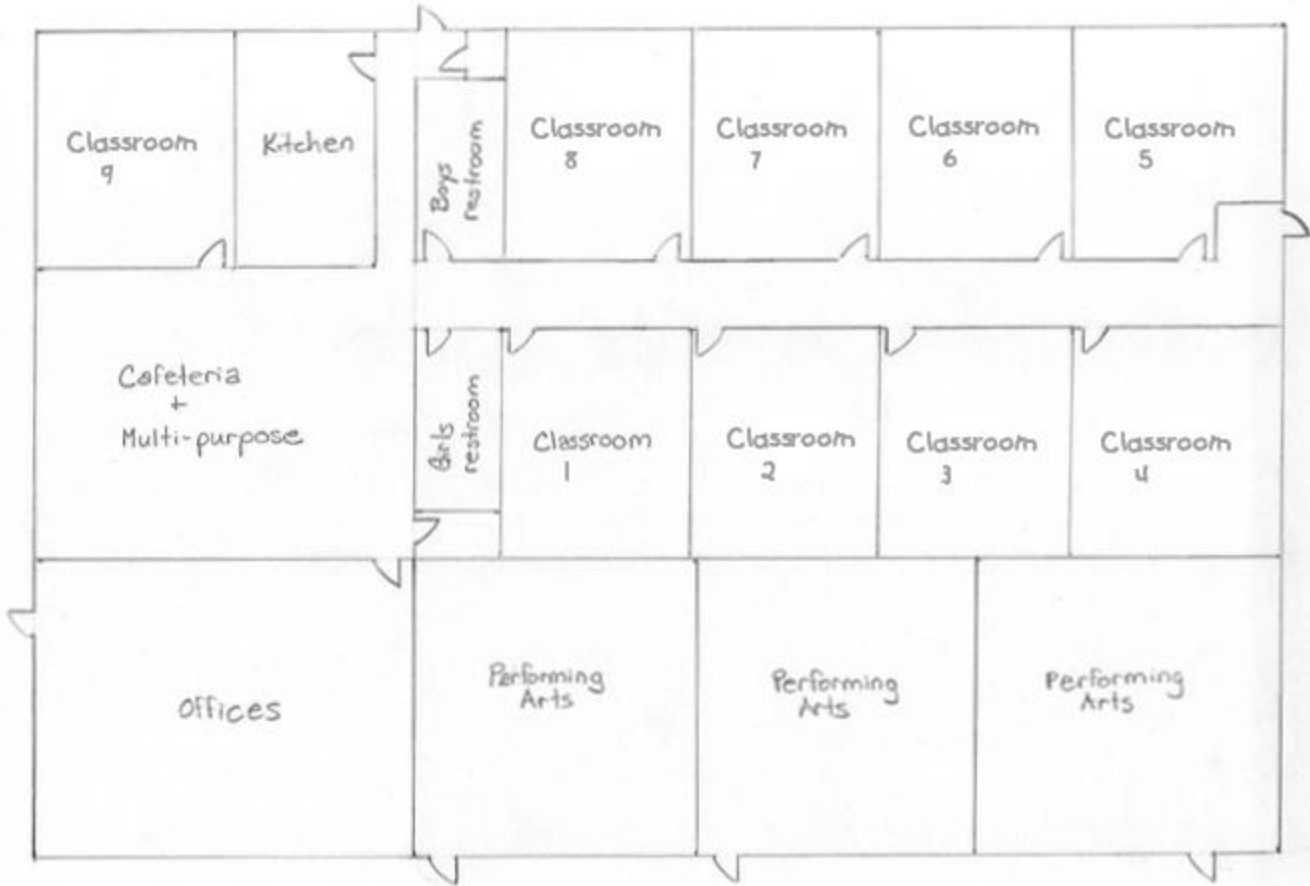
15,000 Sq ft

Asking price \$8,500 per month



This option has room for Year 1, 2 and 3. It also has room for expansion on the east side of the building, which is part of the property. This option is located close to Cottonwood neighborhoods and a community park. Pricing is within the amount budgeted in the Three-Year Budget at approximately \$7 per square foot, which is within the market rate in this area.

636 N. Main Street



Option 3:

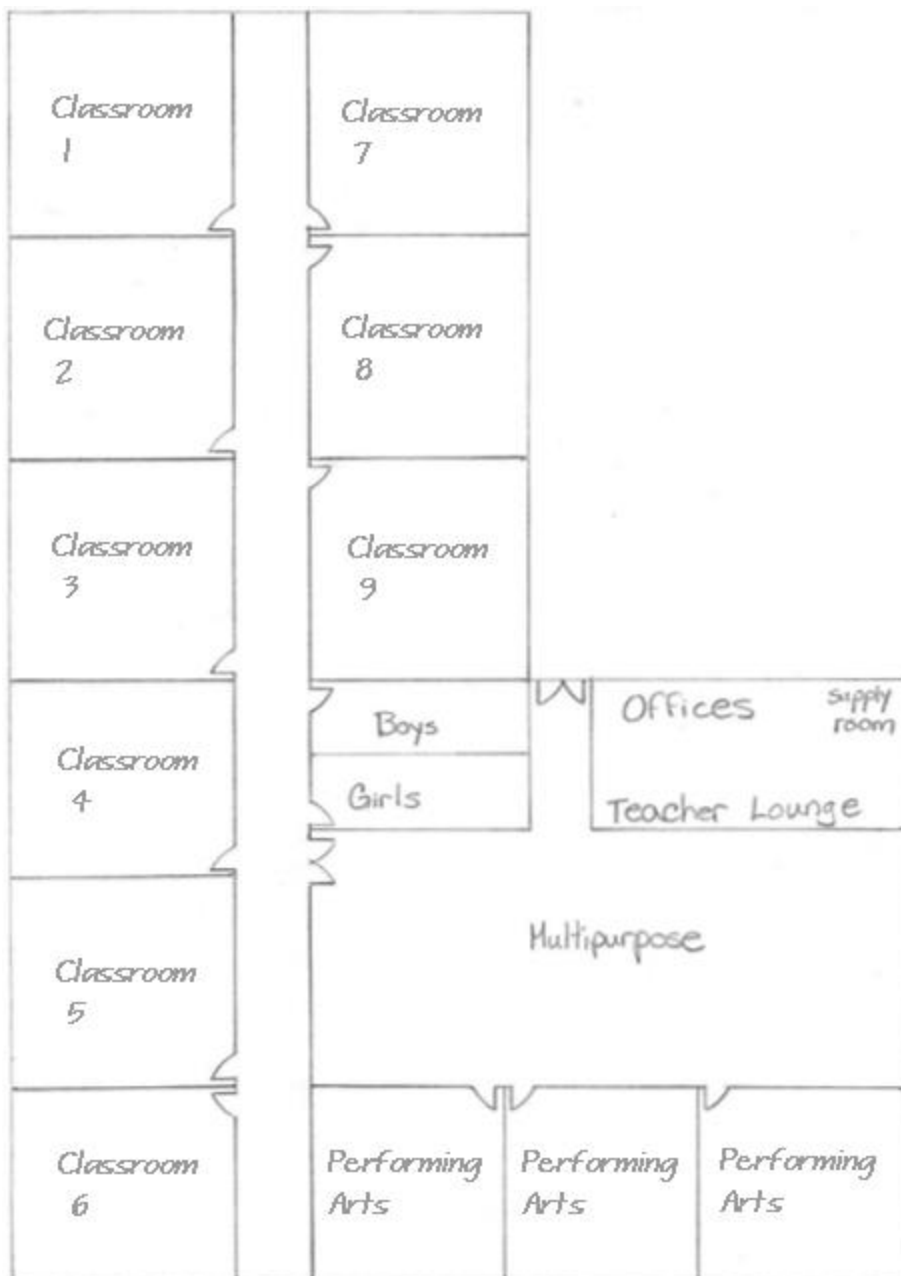
301 S. Airpark Rd. Cottonwood, AZ 86326

15,000 sq ft

Asking price \$8,900 per month



This option is also feasible for the first three years at our planned enrollment of 180 students. It is located near target neighborhoods so is a good possibility as well. Its 15,000 square foot size meets our requirements and the asking amount meets our budget availability.



Option 4:

We have spoken with Tierra Verde, a land development and general contracting company in our area. They have expressed potential interest in constructing a building to our specifications within the time frame. The building would be leased under a lease-to-own contract. For this to be a real option, their price quote would need to fit within our budget and time frame.

c) Layout of Space

As a performing arts-enhanced school, performing arts and academics teachers will not routinely be working side-by-side in the same classroom. For the most part, the performing arts teachers will be working on performing arts techniques and syllabi in the performing arts rooms. They will frequently, however, use performing arts applications to enrich themes that may be developed in conjunction with the academic teachers' curriculum or school-wide themes to provide continuity to overall school themes and subject matter.

d) Costs: Inclusion in Start-Up and Three Year Operational Budgets

Costs listed above match those accounted for in the Start-up and Three-Year Operational Budgets.

e) Consistency with All Sections of Application Package

All information included matches narrative within all sections of the application package.

f) For Planned Location Only

The facilities described in C.1.b are all located within the target area, and the leasing asking prices approximate the average \$7/s.f. commercial-lease rate verified as the average commercial lease rate in the area by the City of Cottonwood Business Assistance Center. The facilities described are therefore viable options. Each facility would allow implementation of the program of instruction and support the student population(s) and class size(s) described in the application package.

C.2

**Marketing and Student
Enrollment**

C.3

Personnel

C.2 Marketing and Enrollment

a) Time Frame for Recruiting Students

Liberty Leadership Academy will be marketed to the local community as a new performing arts-enhanced public charter school. Marketing and student enrollment plans are based around our mission: “Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.”

LLA plans to open the school August 2020. The following time frame lists the estimated times during which the major marketing activities will occur:

Time frame	Details	Person Responsible	Cost
7/1/2019-7/31/2020	Create and manage website and domain name: LibertyLeadershipAcademy.org	Principal, Founding team	\$200
7/1/2019-7/31/2020	Create and manage social media pages	Administrator, Founding team	\$0
7/1/2019-7/31/2020	Informal marketing - start informal talk, generate excitement, get word spread by friends and community. Start creating lists - students, faculty, contracted services, board, volunteers, and so on	Principal, Founding team, Administrator	\$0
12/15/2019-7/1/2020	Write press releases about major events including achieving charter approval, programs, finding location, open houses, and so on	Principal, Founding team Administrator	\$0
12/15/2019-7/1/2020	Purchase and display banners, T-shirts, business cards, bags, other	Principal, Founding Team	\$500
1/1/2020-7/31/2020	Join, contact, and/or participate in local groups and events to spread the word about school	Principal, Founding team	\$300
1/1/2020-7/31/2020	Add enrollment link to website, advertise enrollment on social media	Principal, Founding team, Administrator	\$0
1/1/2020-7/31/2020	Create and distribute postcards and flyers throughout target population selected areas	Principal, Administer, Volunteers, Founding team	\$2,000
1/1/2020-7/31/2020	Invite prospective families to open house information sessions, at the location, to talk about the school. If location is not available yet, hold information sessions at local eateries and wineries, tables or booths at local community events, invitational hostings, and so on	Principal, Administrator, Founding team	\$1500
1/1/2020-7/31/2020	Display posters and info cards at local businesses, community center, restaurants; continue open house meetings	Principal, Administrator, Founding team	\$0
		TOTAL	\$4,500

Prior to charter approval, informal campaigning and public outreach has already commenced. The proposed principal, Rachel Dubien, has not only taught elementary in the local charter and public elementary schools, but also has operated Liberty Performing Arts in the same target population for the last six years. Utilizing these contacts, Liberty Leadership Academy has been able to generate preliminary student interest lists. The goal is to actively recruit 120 students for grades Kindergarten through 5th before August 2020.

b) Adequacy of Plan to Support Students in Three Year Operational Budget

Liberty Leadership Academy's plan for student recruitment involves an array of media and marketing materials to promote the school to ensure that the school reaches the widest possible audience. As a charter school, our marketing campaign allows for a more diverse student population. LLA will make great efforts to reach all families in the target population to ensure it matches the demographic of the community it serves and of the traditional public schools in surrounding areas.

Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. A banner will also be posted on the school site with relevant information, including the school's website information, grade levels to be served, and phone number.

Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website. Examples of social and digital marketing/ads include: ads on FaceBook, digital ads on Pandora, sponsored ads on Instagram, and Google ads. Informational materials will be available in multiple languages, as needed. The school commits to using social media accounts as a means to promote the school and inform the community of the school's opening and future events.

LLA will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house, and other essential details about the school and its programs.

LLA will host informational meetings on the school site and at nearby locations which would be accessible to all interested in attending the school. These events will be promoted in the same manner as listed above. Informational meetings will be held at various times during the day and evening in order to give parents the most opportunity to attend. During these meetings, the school will highlight its programs and how it will serve all students.

LLA will participate in activities in the community. These activities may include business expos, festivals, farmer's markets, Chamber of Commerce membership, and so on. Local groups and speakers will also be invited to perform and present at the school to increase exposure.

Once the school has opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program's growth and will be asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

c) Sources for Costs of Marketing Plan

Type	Prior to opening	Each Year 1-3
Social Media: Facebook, Instagram; website, other	\$500	\$100
Community Interest: OfficeMax, VistaPrint, banner, tshirts, tokens	\$1500	\$300
Direct Marketing: events, open houses, mailings, canvassing, and so on	\$2500	\$600
TOTAL	\$4500	\$1000

d) Adequacy of Costs of Marketing Plan to Attract Projected Student Population

LLA has determined that the costs associated with the marketing strategies are viable and adequate to attract the projected student population of 120 students, the Year 1 targeted number, based upon costs for similar strategies used for the start-up of Liberty Performing Arts. LLA believes that these strategies will work as the strategies incorporate many aspects of marketing. We believe investing up front will provide quality students who will stay and add value to the school.

How costs associated with the marketing plan are adequate to attract the projected student population in Year 1

The marketing methods and costs are anticipated to directly link to the enrollment of 120 students in the Year 1 of the school. The marketing time frame begins in July 2019, with marketing continuing in various methods through July 2020. Following is a summary of the time/cost matrix shown in C.2a above, followed by explanations of the expected resulting student count.

Marketing Thrust	Approximate cost	Expected enrollment
Social Media	\$500	50
Community interest	\$1500	40
Direct Marketing	\$2500	30
Total	\$4500	120

Social media is already in use via website, facebook, email, text and phone chains. A website has been set up in and has already generated a list of interested community members, families, and potential enrollees.

The media is directed toward families of previous charter and public school students of Rachel Dubien, proposed principal of LLA, because she has taught elementary school in Cottonwood for the past eight years, and of families of students enrolled in Liberty Performing Arts (Rachel's studio of approximately 100 families). Hence she has started with families to whom she has a personal history and connection. The cost of the social media is only that which is directed to online subscriptions; one of the founding board members has assumed this task until the school is up and operational.

From this base, LLA expects a minimum 50 students to be enrolled with a marketing cost of \$200.

Community interest and word-of-mouth awareness has been generated by direct associations with the Cottonwood Chamber of Commerce, the City of Cottonwood Business Assistance Center, the Verde Valley Regional Economic Organization, the Sedona Chamber Ballet, the Mingus High School (MHS) theater department, the MHS nutritional services department, Old Town Center for the Arts, the NAU Preparatory Academy, Verde Valley Fair, Buena Vista Children's Services, Oak Creek Elementary School Olde Tyme Country Fair, Cottonwood Chamber of Commerce Christmas Parade, and Verde Valley Christian Church (the largest church in Cottonwood, of which Rachel and her family are members and volunteers, and for which she volunteers at two week-long summer camps with 500 enrolled children, as well as regular volunteering at the nursery for over 100 children).

Community interest will be further generated by press releases scheduled to be issued following the progress and interests of the school. The board of directors has four members who are all long-time active residents of the Verde Valley and who have pledged to contribute their time and efforts to promoting the attributes of this new school. Liberty Performing Arts will continue to be active in community events like the Verde Valley Fair and the numerous main street fairs (of which Cottonwood has many!). A banner has already been used at a recent Showcase of Liberty Performing Arts, where an audience of over 500 families was introduced to the potential new school. Informational open house events are also planned at various businesses in Cottonwood and throughout the Verde Valley, pending the opening of the school facility. Once the school is opened, further informational open house events will be held at the school facility.

These connections are expected to generate another 40 enrollees at a cost of \$1500.

Direct marketing efforts including mailings, door-to-door canvassing (in the closer vicinities to the school), and displays of brochures and images at businesses in Cottonwood and the surrounding Verde Valley communities.

These efforts are expected to generate another 30 enrollees at a cost of approximately \$2500 (for the design and printing of brochures, banners, t-shirts, give-aways, and so on).

e) Costs in Narrative are Accounted for in Budgets and Assumptions

The costs described in narratives of section C.2b are accounted for in the Start-Up Budget and the Three-Year Operational Budget. They are also described in each of the respective budget assumptions.

f) Fair and Equitable Admission Requirements; Documentation in Enrollment Packet

Admission/Registration

In compliance with ARS§15-184, the Fair and Equitable Procedures for Enrollment Act, LLA will set policies and procedures for enrollment around the following factors: Open Enrollment, Intent to Enroll, and Lottery Process. According to HB2494, enacted in 2013 and which amended ARS§15-184, enrollment preference will be given to students who meet the following criteria:

1. Returning students who were enrolled during year 1
2. Siblings of currently enrolled students
3. Foster children
4. Children, legal wards or grandchildren, of current LLA employees or board members

Students who do not meet the above criteria will participate in the lottery system to gain admission to LLA.

Open Enrollment

Parents/guardians will have the opportunity to open-enroll their children at Liberty Leadership Academy beginning February 1st every year. The parent/guardian will be required to complete the Intent to Enroll form. The form will include:

- Name of Student
- Expected Grade level
- Parent/Guardian Name
- Address
- Phone Number
- Email

The Intent to Enroll form will be entered in the lottery. LLA will NOT collect information pertaining to: language, minority status, racial or ethnic background, gender, socio-economic status, or special education for enrollment purposes. These do not impact a student's opportunity to be selected in the lottery to attend LLA.

Lottery System

If more students have completed Intent to Enroll forms than openings are available, LLA may use a lottery system to determine placement. The lottery system consists of a blind, random drawing of student names. Once all places are filled, the blind lottery will continue to establish order of applicants on the wait list. Lottery results will be posted and published. The selected students will have 10 days to complete enrollment forms. The wait listed students will be notified, in order, if a spot becomes available. The student's family will have 48 hours to accept or decline the placement. The blind lottery will happen the first Monday of April every year. Compliant with ARS §15-184, LLA will include all students in the lottery who have submitted the enrollment application on time, and will enroll all students selected through the lottery who complete and submit the school's enrollment forms, until a grade is full.

In the event that LLA does not have more Intent to Enroll forms than available placements, all students will be contacted and offered enrollment. At that point, LLA will continue to enroll students until all spots have been filled. Once all spots are filled, LLA will start a waitlist based on order that Intent to Enroll forms is received. Each form will be date & time stamped at the time received in order to maintain accurate waitlist order. In Year 1, open enrollment will begin February 1, 2020; in subsequent years, open enrollment will begin April 1.

Re-Enrollment

Students who are already enrolled at LLA will not be automatically be re-enrolled for the following year. Families will need to confirm re-enrollment by filling out Intent to Return form by February 28th of each year. Students who withdraw from LLA will need to reapply and complete enrollment procedures as outlined above.

g) Enrollment/Registration Procedures Compliant with A.R.S. §15-184 and A.R.S.§15-828

Enrollment Procedures

Following receipt of all Intent to Enroll applicants, and pursuant to A.R.S. §15-184, LLA shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.

LLA shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

LLA may give enrollment preference to children who are in foster care or meet the definition of unaccompanied youth prescribe in the McKinney-Vento homeless assistance act (42 United State Code section 1143a).

LLA may give enrollment preference to and reserve capacity for pupils who either:

Are children, grandchildren or legal wards of any of the following:

Employees of the school

Employees of the charter holder

Members of the governing body of the school

Directors, officers, partners or board members of the charter holder

LLA shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

LLA may limit admission to pupils within a given age group or grade level.

LLA may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution

If remaining capacity is insufficient to enroll all pupils who submit a timely application, LLA shall select pupils through an equitable selection process such as a lottery except that preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery.

The lottery shall conform to ESEA Title IV, Part C, Sec.4303(c)(A) including consideration of the use of weighted lotteries to give slightly better chances for admission to all, or a subset, of, educationally disadvantaged students, if the use of weighted lotteries in favor of such students is not prohibited by State law, and such State law is consistent with laws described in section 4310(2)(G), and such weighted lotteries are not used for the purpose of creating schools exclusively to serve a particular subset of students.

Registration Procedures

Parents/guardians of students selected by 'preferences' or by lottery or by notification from the waitlist will have 48 hours following notification of such selection to accept or decline the placement. Following such acceptance, and pursuant to A.R.S. §15-828, on enrollment of a pupil for the first time in the school, LLA shall notify the person enrolling the pupil, in writing, that within thirty days the person must provide one of the following:

- A certified copy of the pupil's birth certificate.
- Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
- A letter from the authorized representative of an agency having custody of the pupil pursuant to title 8, chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law.

A photocopy of the presented document shall be placed in the pupil's file and the document that is presented shall be returned.

A pupil shall be enrolled in the school using the name that is printed on the birth certificate, other reliable proof of the pupil's identity, or letter from an agency having custody of the pupil.

On the failure of a person enrolling a pupil to comply with providing the requested document listed above, LLA shall notify that person in writing that, unless the person complies within ten days, the case shall be referred to the local law enforcement agency for investigation. If compliance is not obtained within the ten day period, LLA shall refer the case to the local law enforcement agency.

LLA shall immediately report to the local law enforcement agency any affidavit received which appears inaccurate or suspicious in form or content.

Within five school days after enrolling a transfer pupil from a private school or another school district, LLA shall request directly from the pupil's previous school a certified copy of the pupil's record. LLA shall exercise due diligence in obtaining the copy of the record requested.

Any disclosure of educational records by LLA shall comply with the family educational rights and privacy act of 1974 (20 United States Code section 1232g).

The provisions of this section do not apply to homeless pupils as defined in §15-824, subsection C.

In addition to the above documents, parents/guardians of selected students will have 10 business days to complete the following registration forms:

:

- Residency documentation
- Immunization records
- Request for release of student records
- Copy of current IEP (if applicable)
- PHLOTE Home language survey

- Copy of custody papers (if applicable)
- McKinney-Vento eligibility questionnaire and regulations
- Free and Reduced School Meals family application
- Consent for medical/dental emergency treatment and medical information form
- Physical activity consent form
- Internet use policy
- Media release form
- Photo release form

If the registration packet is not received within 10 days, the offer will be rescinded and that placement will be offered to the next person on the waitlist. Assistance will be offered to complete the admissions packet by an LLA employee if needed.

h) Enrollment Targets

LLA aims to maintain a maximum 1:20 teacher to student ratio at all times, for the reasons outlined in section A.1a. The number of students in all three scenarios—Minimum, Expected, and Maximum Enrollments—expected to be enrolled in each year is based on a conservative percentage starting at 2.8% of the 4,211 existing K-5 student population in the target Verde Valley area, as outlined in C.5 Three-Year Budget Assumptions. At the same time, the number of students in all three scenarios has been determined in order to align with the school’s maximum 1:20 teacher-to-student ratio. This will best meet the available use of the instructional staff as projected in the budget.

As an overview, LLA’s Minimum Enrollment targets are based on 100 total students in Year 1, which is 83% of planned enrollment. Planned Enrollment represents our best estimate, 2.8%, of the Year 1’s 4,211 existing K-5 student population in the target area. LLA’s Maximum Enrollment targets are the desired capacity for each grade level and total capacity for the school, while still being limited by our philosophy of a maximum 1:20 teacher to student ratio, as outlined in section A.1a. The following is the breakdown of projected enrollments per grade level per year.

Grade	Minimum (83% of Year 1 planned)			Planned (budgeted)			Maximum (capacity)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Kindergarten	20	20	20	20	20	20	20	20	40
1st grade	20	20	20	20	20	20	20	20	40
2nd grade	20	20	30	30	20	30	30	40	40
3rd grade	20	20	30	30	30	30	30	40	40
4th grade	10	20	25	10	30	40	30	40	40

5th grade	10	20	25	10	20	40	30	40	40
TOTAL	100	120	150	120	140	180	160	200	240

How Enrollment Targets were Determined

Minimum Enrollment

Year 1. Because we anticipate that families will enroll children in lower grades at LLA (as a new school) at faster rates than in higher grades (because they will not already be enrolled at other schools), we have allocated the 100 students at Minimum Enrollment at 20 in each of grades K-3. This number will allow us to have one teacher for each of these grade levels, meeting our desired teacher to student maximum ratio of 1:20. We have allocated only 10 students each for grades 4 and 5, under the same theory that more of this age range will already be enrolled at other schools and/or that they will prefer to move on to feeder schools as LLA only plans to operate K-5 for the first three to five years.

Year 2. Grades K-3 remain the same in the Minimum Enrollment projection for Year 2, again reflecting the projected percentage of the available K-3 students in the target area. However, in grades 4 and 5, we project that class size will grow to 20 students in each grade as a result of the upward movement of prior years' classes, as well as the school becomes more known.

Year 3. Grades K-1 remain the same, 20 students each, in the Minimum Enrollment projection for Year 3, under the same target-population-percentage theory. Grades 2 and 3, however, are projected to grow to 30 students each, and grades 4 and 5 are projected to grow to 25 students each, based again on the upward movement of prior years' classes and increased school reputation.

Planned Enrollment

Year 1. Planned Enrollment for Year 1 is based on several factors: existing K-5 student population in Verde Valley area; driving distance from Cottonwood; established relationships with proposed principal/director through elementary charter/district and performing arts teaching positions; inclusion of performing arts into the academic curriculum, and confirmed economic development growth plans for the area. All are detailed in section C.5, Three-Year Budget Assumptions.

The 120-student number expected to be enrolled in Year 1 is based on 2.8% of the 4,211 existing K-5 student population in the target Verde Valley area. The Planned Enrollment has also been configured to align with the school's maximum 1:20 teacher-to-student ratio to best meet the available use of the instructional staff as projected in the budget.

K-1 Planned Enrollment is set at 20 for each grade for Year 1 to meet our desired teacher to student maximum ratio of 1:20. Grades 2 and 3 Planned Enrollment numbers are projected at 30 for Year 1, allowing the hiring of an extra teacher to teach the higher number and still remain at 1:20 maximum ratio. These higher levels are designed so that they will feed more quickly into Grades 4-5 in subsequent years. Planned Enrollment numbers for grades 4-5 are set at 10 for Year 1, again recognizing these children would have a shorter span of time remaining at LLA until a 6th grade is added.

Year 2. Grades K-3 continue to meet our desired teacher to student maximum ratio of 1:20. Grade 4 shows an increase resulting from the upward movement of students from prior Grade 3. Grade 5 Planned

Enrollment shows a more modest increase to 20 in Year 2 recognizing that students would be required to leave at the end of the year as they move into 6th grade.

Year 3. Grades K,1, and 3 again remain the same in Year 3 in the Planned Enrollment column with Grade 2 expanding from the inflow of students from lower grades. Planned Enrollment in Grades 4-5 shows at 40 students for each grade, reflecting younger classes moving up into the higher grades and an anticipation of new students as the school's reputation grows.

When/if enrollment above the planned number is projected based on registration information being turned in, additional teachers will be employed, and additional classrooms may also be added to keep our maximum 1:20 teacher to student ratio.

Maximum Enrollment

Maximum Enrollment is determined to meet our established cap for Year 3 of 240, which is based on two classes per grade from K through 5 (six grade levels → 12 classes times 20 students in each).

Year 1. K-1 Maximum Enrollment would continue at one class of 20 students each in Year 1, to maintain our desired maximum teacher to student ratio of 1:20 in our start-up year. Grades 2-5 would have larger Maximum Enrollments in Year 1, reflecting 30 students at each grade level.

Year 2. K-1 Maximum Enrollment would continue at 20 students at each grade level in Year 2. Grades 2-5, however, shows growth to 40 students at each grade level, which would result in adding second classroom for each grade in Year 2. These increases would result from existing students moving up; from increased exposure and reputation of LLA; and from the projected growth in the community: City of Cottonwood development analysts predict an increase in population over these three years as a result of proposed housing developments, which will add 1,000 housing units each year through 2022. The specific purpose of these housing developments is to attract and absorb an expected population 5% growth increase.

Year 3. In Year 3 at Maximum Enrollment, a second class would be added to K and grade 1, based on projected new enrollees and wait list names. Grades 2-5 would continue at 40 students per grade in Year 3 to meet the 240 cap.

i) **Compliance of all Registration Processes, Procedures, and Documentation**

LLA will ensure compliance of all processes, procedures, and documentation in the enrollment process as required by state and federal statutes, rules and policies, centered on, but not limited to, State and Federal statutes A.R.S.§15-184, A.R.S.§15-828, A.R.S.§15-802(B), ESEA Title IV, Part C, Sec.4303(c)(3)(A) and 4310(2)(G),42 U.S.C.§11434a, 20 U.S.C. section 1232g.



LIBERTY LEADERSHIP ACADEMY

Registration Packet

Thank you for choosing Liberty Leadership Academy for the education of your student. To begin your child's leadership transformation please complete the forms listed below and submit them with the required documentation to the school office. You may check the status of your enrollment by calling the school anytime one week after you have submitted your forms.

Parent/Guardian must supply the following items for all students considered for enrollment.

Checklist - Please complete and return all documents.

- Residency documentation
- Immunization records
- Request for release of student records
- Copy of current IEP (if applicable)
- PHLOTE Home language survey
- Copy of custody papers (if applicable)
- McKinney-Vento eligibility questionnaire and regulations
- Free and Reduced School Meals family application
- Consent for medical/dental emergency treatment and medical information form
- Physical activity consent form
- Internet use policy
- Media release form
- Photo release form

STUDENT REGISTRATION INFORMATION

How did you hear about us?

Word of mouth Drive by school Social Media Flyer/poster Radio Newspaper

STUDENT INFORMATION - as it appears on birth certificate

Last Name: _____ First Name: _____

Middle Name: _____ Name Preferred in school: _____

Birthdate (mm/dd/yyyy): _____/_____/_____

City & State of birth: _____

Gender: Female Male

Ethnicity: Hispanic or Latino Not Hispanic or Latino

Race: American Indian/Alaskan Native White, European Asian African American
Hawaiian or Pacific Islander Other: _____

If American Indian; please list tribe: _____

What language do you prefer for school communication? English Other: _____

Home address where student lives: _____

City: _____ Zip Code: _____

Are there any documents related to student custody? Yes No

Siblings:

Name: _____ Age: _____ Relation to student: _____

Name: _____ Age: _____ Relation to student: _____

Name: _____ Age: _____ Relation to student: _____

Other children living with the student:

Name: _____ Age: _____ Relation to student: _____

Name: _____ Age: _____ Relation to student: _____

Name: _____ Age: _____ Relation to student: _____

STUDENT HEALTH INFORMATION

Has the student used any services provided by the school or an outside agency? Yes No

Check all that apply:

- Special Education / IEP
- 504
- ELL placement
- Speech Language therapy
- Occupational therapy
- Gifted education
- ELD
- SLD

Does the student have any medical or dietary concerns the staff should know about? Yes No

If yes, please explain _____

Has the student ever been expelled or suspended from school? Yes No

If yes, please list date: _____ / _____ / _____

Cause: _____

PARENT/GUARDIAN INFORMATION - for school use only, will not be released to any other agency

Primary Contact

Last Name: _____ First Name: _____

Relation to student: Mother Father Other: _____

Primary Phone: (_____) _____ - _____ cell home work

Second Phone: (_____) _____ - _____ cell home work

Email address: _____ @ _____

This person has authorization to receive information about the student? Yes No

This person has authorization for contact & to pick up student? Yes No

Mailing address if different from student: _____

City: _____ State: _____ Zip Code: _____

Secondary Contact

Last Name: _____ First Name: _____

Relation to student: Mother Father Other: _____

Primary Phone: (_____) _____ - _____ cell home work

Second Phone: (_____) _____ - _____ cell home work

Email address: _____ @ _____

This person has authorization to receive information about the student? Yes No

This person has authorization for contact & to pick up student? Yes No

Emergency Contact

Last Name: _____ First Name: _____

Relation to student: Stepparent Grandparent Other: _____

Primary Phone: (_____) _____ - _____ cell home work

Second Phone: (_____) _____ - _____ cell home work

Email address: _____ @ _____

This person has authorization to receive information about the student? Yes No

This person has authorization for contact & to pick up student? Yes No

PREVIOUS SCHOOL INFORMATION

Name of previous school: _____

Last grade attended: _____

Withdrawal date: _____ / _____ / _____

Reason for withdrawal: _____

McKinney-Vento Eligibility Questionnaire

This information is for school use only and will not be made public or shared with any other agency.

1. Is the student's current address a temporary living arrangement? Yes ____ No ____
2. If temporary, is this living arrangement due to loss of housing or economic hardship? Yes ____ No ____

If you answered YES to either question, please complete the remainder of this form.
If you answered NO to both questions, you may stop here.

Where is the student presently living? (Check one)

- In a motel
 In a shelter (e.g., Catholic Charities Shelter, Angie's House, Verde Valley Sanctuary, etc.)
 With more than one family in a house or apartment
 In a place not ordinarily used for sleeping (car, park, etc.)
 In a different location frequently
 In a place without regular electricity, heat and/or water

Other children in the family:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name of the Parent(s)/Legal Guardian(s): _____

Current address _____ Zip _____

Phone (_____) _____ - _____

How long have you been at current address? _____

By signing, I attest this information is true and accurate

Parent/Legal Guardian _____ Date _____

This questionnaire is intended to address the McKinney-Vento Education Improvement Act 42 U.S.C. 11435. The answers to the form help determine the services a student may be eligible to receive. Eligibility must be reviewed and re-evaluated every school year.



Media Release

I, as the parent or guardian of _____, hereby give Liberty Leadership Academy and its employees, representatives, and authorized media organizations permission to print, photograph, and record my child for use in audio, video, film, or any other electronic, digital and printed media.

_____ Internal publications - recordings in print, audio or video format used within the school

_____ Yearbook photos & name

_____ Social media photos, names, video, audio for school sites only

_____ External publications such as local newspaper, radio, tv

I hereby release Liberty Leadership Academy and its legal representatives for any and all claims related to my child's recordings for editorial, publicity, or other purposes. I waive the right to inspect or approve any finished product, including written or electronic, wherein my child's recordings appear. I waive any and all right to royalties or other compensation from Liberty Leadership Academy in use of the materials listed above.

I hereby certify that I am a legal adult and a parent or legally appointed guardian of the student, and have the right to make decisions for the minor in the above regard. I state further that I have read the above authorization, release, and agreement and that I am fully familiar with the contents of it. This release shall be binding upon the student and me, and our legal representatives.

Once signed and dated this Release and Consent Agreement shall remain in effect until rescinded. This release may be rescinded by the legal parent or guardian of the student at any time by submitting a formal written request directly to your school principal. Any recording of the student made prior to the withdrawal of the release will remain the property of LLA.

Please understand that failure to return this release form within ten (10) school days from the date of distribution will constitute approval of the above requests.

Child's name: _____ Grade: _____

Parent/Guardian printed name: _____

Parent/Guardian signature: _____ Date: _____

Photo Release

Dear Families,

We have a lot going on at Liberty Leadership Academy, and we would like to share as much of that as possible with you. One way we can do this is by taking pictures/videos of the students while they are engaged in school activities. Sometimes we take photographs/videos of children either at school or when they are involved in organized activities away from the school site. We may use these photographs and images of children in our prospectus or in other printed publications we produce, as well as on our school and/or teacher website or on school displays. We may also make video, audio, and/or recordings for educational value. From time to time the media may visit our school and may take photographs, film footage or carry out audio interviews. Students will often appear in these images, which may appear in local or national newspapers, or on televised news programs. Photos for the media and other publicity purposes may also be taken at events where our school is participating.

Liberty Leadership Academy is committed to ensuring the safety of all of our students; therefore we observe the following guidelines regarding the use of digital images of students.

- A. Our school home page will never link a student's full name with his or her photographic image. We may identify groups of people, such as "The third grade class working on their science projects."
- B. Parental permission will be required before any student's image is included on the school website. This release form will be signed and kept on file to signify that permission has been granted.
- C. All existing acceptable use policies regarding web searches and email by students are in effect in regard to home page "publishing." All school rules and community standards are in effect during any use of digital technology, including digital cameras, scanners, etc.
- D. It is understood that the school website is accessible to the public, and as such the school cannot assume responsibility for the potential misuse of texts or images included on the site.

This letter explains our policy for use of photographs in further detail. After reading this information please complete and return the form to let us know your wishes. Please keep a note of these for future reference. Please note: consent forms have been sent for each child, not each family Thank you.

Please understand that failure to return this release form within ten (10) school days from the date of distribution will constitute approval of the above requests.

Child's name: _____ Grade: _____

Parent/Guardian printed name: _____

Parent/Guardian signature: _____ Date: _____

C.4

Start Up Budget

C.4 Start-Up Budget Assumptions

Budget includes costs from inception through July 31, 2020.

Start-Up Revenue

Secured Funds - Private Donations

Secured Funds - Loans

Secured Funds will be provided by a personal loan. Loan documentation (see Addendum 1 at the end of this subsection) is included detailing terms of the loan. Loan payments will be interest-only beginning October 1, 2021 with principal deferred until October 1, 2022, the start of the third year of operations. Minutes for Borrowing Authorization are included in B.1 Applicant Entity. See Addendum 1, at the end of this section, C.4 Start-up Budget Assumptions, for Promissory Note and Repayment Schedule.

Secured Funds - Other

Liberty Leadership Academy will apply for the Charter Schools Planning grant in the fall of 2019; however, the anticipated award is not included in these calculations.

Salaries

All salaries are required to be met with the following employer contributions at the rates described in the following matrix; they apply to all salaries listed in this budget.

FICA (social security and medicare taxes)	7.65%
FUTA (federal unemployment tax on first \$7,000)	6.00% - 5.40% = .60%
SUTA (state unemployment tax on first \$7,000)	2.00%

Salaries: Director/Principal

Rachel Dubien will serve as the FTE Director/Principal at a salary of \$40,000 for the seven months from January 1, 2020 through July 31, 2020. Retirement and health benefits will not accrue during this time but will begin in Year 1.

Salaries: Administrator

One full-time Administrator will be hired from March 1 through July 31, 2020 at a salary of \$30,000. The position will include communications, including website monitoring and messaging, registration, preliminary procurement, and other clerical duties as assigned.

Employee Benefits

Employee benefits consisting of an 8% employer contribution to a 403(b) retirement plan will not accrue for this period but will begin in Year 1.

Employee Insurance

An employee insurance stipend (HDL) will be offered to the Administrator at \$200 month for the startup period, if needed, and is included in the Start-Up Budget.

Office Supplies

Office supplies include typical supplies such as postage, paper, pens/pencils, highlighters, markers, dry erase markers, staplers, staples, paperclips, glue, binders, pencil sharpeners, scissors, post-it notes, index cards, and so on. These supplies will be purchased between January and July 2020 to be in place for the opening of the school.

Membership Dues, Registrations, & Travel

These items consist of the following:

\$1000	Association fees for 2018 and 2019
\$1280	Travel, 11 round trips Cottonwood to Phoenix for training
\$3020	Prior training with Charter School Association
\$500	Continuing training for Administration and Board members
\$5800	TOTAL included in budget

Contracted Services: Special Education

Special Education Services will begin after August 1; costs are included in the Three Year Operational Budget.

Curriculum & Resource Materials

Core and supplemental curriculum costs are budgeted at a base of \$23,500 at Start Up with annual resource materials costs included in the Years 1, 2, and 3 of the Three Year Operational Budget. The \$23,500 is the difference between the original \$39,500 minus the \$16,000 for the Year 1 student resource materials which is included in the C.5 Three-Year Operational Budget. See chart on following page.

Start Up

Core Knowledge Language Arts grade K	\$3,999.00
Core Knowledge Language Arts grade 1	\$3,499.00
Core Knowledge Language Arts grade 2	\$3,899.00
Core Knowledge Language Arts grade 3	\$2,999.00
Core Knowledge Language Arts grade 4	\$2,499.00
Core Knowledge Language Arts grade 5	\$2,699.00
CKLA TOTAL	\$24,476.52

Accelerated Reader, myOn, Star	\$3,200.00
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Eureka K-5 each grade (teacher & student book)	\$5,243.10
Digital Suite	\$693.63
Affirm	\$600.12
MATH TOTAL incl. shipping	\$6,934.22

Studies Weekly Science (\$7.95 per student)	\$918.00
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Core Knowledge History & Geography	free download
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MobyMax school license	\$3,995.00
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TOTAL	\$39,523.74
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Instructional Consumables

Instructional Consumables are included in Curriculum & Resource materials above.

Library Resources/Software

Teachers will manage books in their own classrooms for the first year or two.

SIS Software

SIS software is quoted from Power School with set up and training included in the Start-Up Budget of \$9,500 followed by annual usage and support costs included in the Three-Year Operational Budget.

Other

None.

Operations & Maintenance (O&M) Expenditures

Supplies

Includes operations supplies including brooms, trash cans, trash bags, cleaning supplies, light tools, paper towels, and other miscellaneous cleaning supplies as needed. These will be purchased between January 2020 and July 2020 to be in place for the start of school.

Marketing/Advertising

How amounts listed are viable and adequate for attaining enrollment

A marketing campaign will be coordinated as directed by the Director/Principal, the Administrator, and the founding governance board members. Plans are detailed in C.2 Marketing and Enrollment as follows.

Marketing methods and costs are anticipated to directly link to the enrollment of 120 students in the Year 1 of the school. The marketing time frame begins in July 2019 with marketing continuing in various methods through July 2020. Following is a summary of the time/cost matrix shown in 3.2a followed by explanations how these marketing methods will contribute to the expected student count for Year 1:

Marketing Thrust	Approximate cost	Expected enrollment
Social Media	\$500	50
Community interest	\$1500	40
Direct Marketing	\$2500	30
Total	\$4500	120

Social media is already in use via website, facebook, email, text and phone chains. A website was set up in July 2019 and has already generated a list of interested community members, families, and potential enrollees. The media is directed toward families of previous charter and public school students of Rachel Dubien, proposed principal of LLA, because she has taught elementary school in Cottonwood for the past eight years, and of families of students enrolled in Liberty Performing Arts (Rachel's studio of approximately 100 families). Hence she has started with families to whom she has a personal history and connection. The cost to the social media is only that which is directed to online subscriptions; one of the board members has assumed this task until the school is up and operational.

From this base, LLA expects a minimum 50 students to be enrolled with a marketing cost of \$200.

Community interest and word-of-mouth has been generated by direct associations with the Cottonwood Chamber of Commerce, the City of Cottonwood Business Assistance Center, the Verde Valley Regional Economic Organization, the Sedona Chamber Ballet, the Mingus High School (MHS) theater department, the MHS nutritional services department, Old Town Center for the Arts, the NAU Preparatory Academy, Verde Valley Fair, Buena Vista Children's Services, Oak Creek Elementary School Olde Tyme Country Fair, Cottonwood Chamber of Commerce Christmas Parade, and Verde Valley Christian Church (the largest church in Cottonwood, in which Rachel and her family are members and volunteers and for which she volunteers at two week-long summer camps with 500 enrolled children as well as regularly at the nursery for over 100 children).

Community interest will be further generated by press releases scheduled to be issued following the progress and interests of the school. The board of directors has four members who are all long-time active residents of the Verde Valley and who have pledged to contribute their time and efforts to promoting the attributes of this new school. Liberty Performing Arts will continue to be active in community events like the Verde Valley Fair and the numerous main street fairs (of which Cottonwood has many). A banner has already been used at a recent Showcase of Liberty Performing Arts where a 500+ audience of families were introduced to the potential new school.

These connections are expected to generate another 40 enrollees at a cost of \$1500.

Direct marketing efforts including mailings, door-to-door canvassing (particularly in the closer vicinity to the school), and displays of brochures and images at businesses in Cottonwood and the surrounding Verde Valley communities. Informational open house events are also planned at various businesses in Cottonwood and throughout the Verde Valley pending the opening of the school facility. Once the school is opened, further informational open house events will be held at the school facility.

These efforts are expected to generate another 30 enrollees at a cost of approximately \$2500 (for the design and printing of brochures, banners, t-shirts, give-aways, and so on).

Contracted Services: O&M

- Copier lease is estimated \$600 based on set up, delivery, and first month usage starting July 1, 2020 as quoted by Click.
- Janitorial and maintenance has been quoted from Star Maintenance; the amount of \$500 is based on July 2020 servicing only. Annual contract costs are included the Three Year Operational Budget.

Building Rent/Lease/Loan

First month's building lease is expected to be negotiated to start no earlier than October 1, 2020 and will be included in the Three-Year Operational Budget.

Building and Improvements

Start-Up building and improvement costs include start-up available funds of \$21,000, which may be used between January 2020 through July 2020 to provide preliminary structural, signage, storage, and logistical plans to be put into place.

Land and Improvements

Start-Up land and improvement budgeted amounts of \$7,000 are anticipated to be used for a basic playground area and parking signage with remainder of land improvements to be included in negotiated leasehold improvements by the lessor or to be rolled into lease payments. This amount is what is available in the budget once other expenses have been met. Year 1 of the Three-Year Operational Budget allots an additional \$22,000 availability of funds for land improvement for these purposes and improvements will be made within these budgeted amounts.

Fees/Permits

Fees include \$1500 for preliminary building permits and \$6500 for charter application fee. Additional building permits may come from the amounts budgeted for Building and Land Improvements.

Property/Casualty Insurance

Estimated premium payment of \$2000 for January 2020 through July 2020 for start up operations. Remaining premiums to be included in Three Years Operational Budget. Estimated by combination of Mahoney Group full coverage quote and quotes provided by similar sized schools.

Liability Insurance

Estimated premium payment of \$2000 for January 2020 through July 2020 for start up operations. Remaining premiums to be included in Three Years Operational Budget. Estimated by combination of Mahoney Group full coverage quote and quotes provided by similar sized schools.

Utilities (Electric, Gas, Water, Waste)

Utility costs are based on \$1.50 a square foot annual expense, however, building space may be minimally occupied by staff from January 2020 through July 2020 for office space during start up phase at approximately \$300 month until school opens in August 2020.

Phone/Communications/Internet Connectivity

Phone/Communications/Internet Connectivity is based on potential January 2020 through July 2020 office usage only at approximately \$200 per month. Service will likely be provided by CenturyLink or Cable One.

Student Furniture & Equipment

Includes supplies for Year 1 for 6 academic classrooms, to include the following items:

Number needed	Item	Price per item	Total
30	Tables	\$125	\$3,750
6	Horseshoe tables	\$290	\$1,740
120	Student chairs	\$40	\$4,800
6	Teacher desks	\$400	\$2,400
6	Teacher chairs	\$100	\$600
12	Cork boards	\$30	\$360
12	White boards	\$60	\$720
12	File cabinets	\$160	\$1,920
12	Book shelves	\$250	\$3000
6	Pencil sharpeners	\$30	\$180
Total			\$19,470
Per classroom			\$3,245

The budgeted estimate is based on an average cost of \$3,500 per classroom, not including separate IT costs listed under Classroom Technology. The average cost amount is taken from an estimate made by the Charter Schools Association in one of its preparatory workshops, but is validated by this matrix compiled from SchoolOutfitters.com showing pricing within the desired range.

In Year 2, one additional classroom will be outfitted using the average estimate of \$3,500, which is included in the Three Year Operational Budget.

In Year 3, two additional classrooms will be outfitted using the average estimated at \$7,000, which is included in the Three Year Operational Budget.

Performing Arts Furniture & Equipment

Includes set up of two performing arts room with wall bars, sprung floor, mirrors, speakers, tactile tools, 2 cork boards, 2 white boards, 2 file cabinets. Mirrors and floors are estimated to be \$10,000 with other equipment totaling \$2000 for an estimated total of \$14,000. Costs are based on setting up similar rooms for Liberty Performing Arts LLC, an existing Cottonwood performing arts center.

Office Furniture & Equipment

Includes supplies for offices as shown: The budget of \$3500 assumes purchasing the listed equipment, however, some of this furniture may be donated or may be included in existing build-outs.

Number needed	Item	Price per item	Total
3	Office desks	\$400	\$1,200
3	Office chairs	\$200	\$600
3	Bookshelves	\$200	\$600
3	Cork boards	\$30	\$90
3	White boards	\$60	\$180
3	File cabinets	\$250	\$750
Total			\$3,420

Student Technology Equipment

Includes technology for 6 classrooms and 2 performing arts rooms; 1 teacher computer and 2 student computers per classroom, an additional 23 on a rolling cart for full classroom use, 2 computers for performing arts rooms, 8 projectors. Teacher computers will be MacBook Air @ \$1300 each. Student computers will be Samsung Google Chromebooks at \$250 each. Pricing has been quoted by ReviveIT.

Office Technology Equipment

Includes technology for 3 office computers and 8 teacher computers at \$1,300 each, quoted by ReviveIT.

Loan Repayment

Loan payments will be interest only beginning October 1, 2021 with principal deferred until October 1, 2022, the start of the third year of operations. These repayments are included in the Three-Year Operational Budget.

Addendum 1
Promissory Note and Repayment Schedule

Promissory Note

This Loan Agreement is made as of the 18th day of April, 2019 (the "Loan Agreement"), by and among Liberty Leadership Academy (LLA), a 501(c)3 (pending) corporation (the "Borrower"); and Mary Miller, (the "Lender"). A Loan Agreement is hereby established in the amount of Two Hundred Fifty Thousand Dollars (\$250,000) (the "Maximum Available Funds") for the benefit of the Borrower, allowing the Borrower to request advances as needed and subject to the following terms and conditions:

1. The Lender hereby establishes a Loan Agreement in the Borrower's favor in the amount of Two Hundred Fifty Thousand Dollars (\$250,000), available immediately upon agreement by both parties (Execution hereafter).
2. A payment forbearance period will begin upon Execution and will end at September 30, 2021.
3. The Loan Agreement made hereunder will bear no interest during the forbearance period, and thereafter will bear interest at the rate of 6% per annum on the unpaid principal amount plus any past due but unpaid interest. Interest only shall be due and payable monthly beginning October 1, 2021.
4. The first principal and interest payment will be due October 1, 2022 with subsequent payments due the first of each subsequent month for 60 months, according to the attached Amortization Schedule. Payments due on the 1st of the month will be considered late on the 5th day of the month.
5. A late payment charge of \$30 will be assessed immediately upon a payment being determined as late, with an additional \$30 charge at the beginning of each following month until that payment as been made in full.
6. Amounts paid will be applied to the oldest outstanding payment first.
7. The Borrower may prepay the Loan Agreement without penalty fees.
8. The Borrower shall be in default of this Loan Agreement on the occurrence of any of the following events ("the Event of Default"): (i) the Borrower shall fail to meet its obligation to make the required principal or interest payments hereunder; (ii) the Borrower shall be dissolved or liquidated; (iii) the Borrower shall make an assignment for the benefit of creditors or shall be unable to, or shall admit in writing its inability to pay the debts as they become due; (iv) the Borrower shall commence any case, proceeding, or other action under any existing or future law of any jurisdiction relating to bankruptcy, insolvency, reorganization or relief of debtors, or any such action shall be commenced against the undersigned; (v) the Borrower shall suffer a receiver to be appointed for it or for any of its property or shall suffer a garnishment, attachment, levy or execution.
9. If any Event of Default occurs, all obligations outstanding from the Borrower to the Lender pursuant to this Loan Agreement shall immediately become due and payable without demand, presentment, protest or other notice of any kind, all of which are hereby expressly waived. In the event of such Event of Default, the Lender may proceed to enforce the payment of all obligations of Borrower to Lender and to exercise any and all of the rights and remedies afforded to Lender by law or under the terms of this Loan Agreement or otherwise.
10. This Loan Agreement will inure to the benefit of and be binding upon the respective heirs, executors, administrators, successors and assigns of the Borrower and the Lender.

IN WITNESS WHEREOF the parties have duly affixed their signatures on this 18th day of April, 2019.

Signature of Authorized Representative of Liberty Leadership Academy

Robin H. Kreutzberg Title President Date 4-18-19
(Printed) Robin H. Kreutzberg

Signature of Lender

Mary Miller Date 4-18-19
(Printed) Mary Miller

\$250,000 Term 60 months 6% Oct 1, 2022

Amortization Schedule

Business Loan Summary

\$4,833.20 **\$289,992**
 Monthly Payment Total of 60 Payments

\$39,992 **Sep, 2027**
 Total Interest Paid Pay-off Date

Business Loan Amortization Schedule

Date	Interest	Principal	Balance
Oct, 2022	\$1,250	\$3,583	\$246,417
Nov, 2022	\$1,232	\$3,601	\$242,816
Dec, 2022	\$1,214	\$3,619	\$239,197
2022	\$3,696	\$10,803	\$239,197
Jan, 2023	\$1,196	\$3,637	\$235,559
Feb, 2023	\$1,178	\$3,655	\$231,904
Mar, 2023	\$1,160	\$3,674	\$228,230
Apr, 2023	\$1,141	\$3,692	\$224,538
May, 2023	\$1,123	\$3,711	\$220,828
Jun, 2023	\$1,104	\$3,729	\$217,099
Jul, 2023	\$1,085	\$3,748	\$213,351
Aug, 2023	\$1,067	\$3,766	\$209,584
Sep, 2023	\$1,048	\$3,785	\$205,799
Oct, 2023	\$1,029	\$3,804	\$201,995
Nov, 2023	\$1,010	\$3,823	\$198,172
Dec, 2023	\$991	\$3,842	\$194,329
2023	\$13,131	\$44,867	\$194,329

	\$	250,000	Term	60	mo	%	6.00	Oc	Y	20	Y	Calculate
Feb, 2024	\$952		\$3,881					\$186,587				
Mar, 2024	\$933		\$3,900					\$182,687				
Apr, 2024	\$913		\$3,920					\$178,767				
May, 2024	\$894		\$3,939					\$174,828				
Jun, 2024	\$874		\$3,959					\$170,869				
Jul, 2024	\$854		\$3,979					\$166,890				
Aug, 2024	\$834		\$3,999					\$162,891				
Sep, 2024	\$814		\$4,019					\$158,872				
Oct, 2024	\$794		\$4,039					\$154,833				
Nov, 2024	\$774		\$4,059					\$150,774				
Dec, 2024	\$754		\$4,079					\$146,695				
2024	\$10,364		\$47,634					\$146,695				
Jan, 2025	\$733		\$4,100					\$142,595				
Feb, 2025	\$713		\$4,120					\$138,475				
Mar, 2025	\$692		\$4,141					\$134,334				
Apr, 2025	\$672		\$4,162					\$130,173				
May, 2025	\$651		\$4,182					\$125,990				
Jun, 2025	\$630		\$4,203					\$121,787				
Jul, 2025	\$609		\$4,224					\$117,563				
Aug, 2025	\$588		\$4,245					\$113,317				
Sep, 2025	\$567		\$4,267					\$109,051				
Oct, 2025	\$545		\$4,288					\$104,763				
Nov, 2025	\$524		\$4,309					\$100,454				
Dec, 2025	\$502		\$4,331					\$96,123				
2025	\$7,426		\$50,572					\$96,123				
Jan, 2026	\$481		\$4,353					\$91,770				
Feb, 2026	\$459		\$4,374					\$87,396				
Mar, 2026	\$437		\$4,396					\$82,999				

Amortization Schedule

Amortization Schedule

	\$	250,000	Term	60	mo	%	6.00	Oc	20	Calculate
May, 2026	\$393		\$4,440					\$74,141		
Jun, 2026	\$371		\$4,462					\$69,678		
Jul, 2026	\$348		\$4,485					\$65,194		
Aug, 2026	\$326		\$4,507					\$60,686		
Sep, 2026	\$303		\$4,530					\$56,157		
Oct, 2026	\$281		\$4,552					\$51,604		
Nov, 2026	\$258		\$4,575					\$47,029		
Dec, 2026	\$235		\$4,598					\$42,431		
2026	\$4,307		\$53,692					\$42,431		
Jan, 2027	\$212		\$4,621					\$37,810		
Feb, 2027	\$189		\$4,644					\$33,166		
Mar, 2027	\$166		\$4,667					\$28,498		
Apr, 2027	\$142		\$4,691					\$23,808		
May, 2027	\$119		\$4,714					\$19,094		
Jun, 2027	\$95		\$4,738					\$14,356		
Jul, 2027	\$72		\$4,761					\$9,594		
Aug, 2027	\$48		\$4,785					\$4,809		
Sep, 2027	\$24		\$4,809					\$0		
2027	\$1,068		\$42,431					\$0		

This business loan calculator should only be used to estimate your repayments since it doesn't include taxes or insurance.

C.4 Start-Up Budget

C.4 Start-Up Budget						
Applicant Name: <u>Liberty Leadership Academy</u>						
<i>Provide Assumptions by Line</i>	Inception to August 1 of Opening Year				Total \$	Timeframe for Acquisition
START-UP REVENUE						
Secured Funds - Private Donations						
Secured Funds - Loans					\$ 250,000.00	1/1/2018 - 7/31/2020
Secured Funds - Other						
Total Start-up Revenue					\$250,000	
						Timeframe for Acquisition
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$		
Salaries						
Director/Principal	0.58	\$ 40,000.00	\$ 1,967.00	\$ 24,340.86	1/1/2020 - 7/31/2020	
Teacher-Regular Education				\$ -		
Administrator	0.42	\$ 30,000.00	\$ 1,138.00	\$ 13,077.96	3/1/2020 - 7/31/2020	
Clerical				\$ -		
Bookkeeper/Finance				\$ -		
Custodial/Maintenance				\$ -		
Other				\$ -		
Employee Benefits						
Employee Insurance (if providing)					\$ 1,000.00	1/1/2020 - 7/31/2020
Office Supplies (Paper, Postage, etc.)					\$ 1,000.00	1/1/2020 - 7/31/2020
Instructional Consumables						
Membership Dues, Registrations, & Travel					\$ 5,800.00	1/1/2018 - 7/31/2020
Contracted Services: AIS						
Contracted Services: Special Education						
Curriculum & Resource Materials					\$ 23,500.00	7/1/2020 - 7/31/2020
Library Resources/Software						
SIS Software					\$ 9,500.00	7/1/2020 - 7/31/2020
Other						
Total Administration, Instruction, & Support					\$ 78,218.82	
						Timeframe for Acquisition
Operations & Maintenance (O&M)					Total \$	
Supplies					\$ 500.00	1/1/2020 - 7/31/2020
Marketing/Advertising					\$ 4,500.00	7/1/2019 - 7/31/2020
Contracted Services: O&M					\$ 1,100.00	7/1/2020 - 7/31/2020
Building Rent/Lease/Loan						
Building & Improvements					\$ 21,000.00	1/1/2020 - 7/31/2020
Land & Improvements					\$ 7,000.00	1/1/2020 - 7/31/2020
Fees/Permits					\$ 8,000.00	1/1/2020 - 7/31/2020
Property/Casualty Insurance					\$ 2,000.00	1/1/2020 - 7/31/2020
Liability Insurance					\$ 2,000.00	1/1/2020 - 7/31/2020
Utilities (Electric, Gas, Water, Waste)					\$ 1,850.00	1/1/2020 - 7/31/2020
Phone/Communications/Internet Connectivity					\$ 1,250.00	1/1/2020 - 7/31/2020
Student Furniture & Equipment					\$ 21,000.00	5/1/2020 - 7/31/2020
Performing Arts Furniture & Equipment					\$ 14,000.00	5/1/2020 - 7/31/2020
Office Furniture & Equipment					\$ 3,500.00	5/1/2020 - 7/31/2020
Student Technology Equipment					\$ 17,500.00	5/1/2020 - 7/31/2020
Office Technology Equipment					\$ 16,000.00	5/1/2020 - 7/31/2020
Other Leases (Security, Copiers, etc.)						
Loan Repayment						
Other						
Total Operations & Maintenance					\$ 121,200.00	
Total Expenditures					\$ 199,418.82	
Total Start-up Revenues					\$ 250,000.00	
Budget Balance (= Revenues - Expenditures)					\$ 50,581.18	

C.5

**Three Year Operational
Budget**

C.5 Three Year Operational Budget 2020-2021 Cycle Assumptions

STUDENT COUNT

At Maximum (Capacity) Enrollment for the first three years of operations, the enrollment cap will be set at 160, 200, and 240 for Years 1, 2 and 3, respectively. Those numbers are based on two classrooms per grade (K-5) and 20 students per classroom.

Number of Students upon which the budget is based, is calculated as a percentage of the available number of available students in the target population using the following matrix. In this budget, Target Population includes the K-5 student population as that is what the school will cap for its first three years. It has been configured to align with the school's maximum 1:20 teacher-to-student ratio to best meet the available use of the instructional staff as projected in the budget. Each budget amount stays within that ratio with one or more teachers to each 20 students. Although the enrollment is unlikely to exactly match the projected class count, duplicate classes may be added within the grades to smooth the enrollment and maintain the teacher to student ratio. See chart on the following page.

School name	Zip code	City	Miles from Cottonwood ¹	Classes	Grades ADE ²	Enrollment ³
Dr Daniel Bright	86326	Cottonwood	0	K-5	nr	409
American Heritage Academy	86326	Cottonwood	0	K-5	D	131
Cottonwood Education Services	86326	Cottonwood	0	K	D	421
Mountain View Preparatory School	86326	Cottonwood	0	K-5	B	327
Verde Valley Christian Academy	86326	Cottonwood	0	K-5	nr	129
A Center for Creative Education	86326	Cottonwood	0	K-5	C	62
Verde Valley SDA Church	86326	Cottonwood	0	K-5	nr	13
St. Joseph's Catholic School	86326	Cottonwood	0	K-5	nr	98
Clarkdale-Jerome School	86324	Clarkdale	3.8	K-5	A	278
Oak Creek Elementary School	86325	Cornville	7.7	K-5	C	163
Desert Star Community School	86325	Cornville	7.7	K-5	B	123
Total under 10 miles						2154
Montessori Children's House	86322	Camp Verde	16.5	K-5	nr	13
Camp Verde Elementary School	86322	Camp Verde	16.5	K-5	C	612
American Heritage Academy Camp Verde	86322	Camp Verde	16.5	K-5	B	114
Camp Verde United Christian School	86322	Camp Verde	16.5	K-5	nr	51
West Sedona Elementary School	86336	Sedona	18.6	K-5	C	254
Sedona Charter School	86336	Sedona	18.6	K-5	B	119
Beaver Creek School	86335	Rimrock	21.2	K-5	D	180
Big Park Community School	86351	Sedona	21.4	K-5	A	194
Total 10-25 miles						1537
Home Schooled						520
Total target student population						4211

¹ Mapquest.com, accessed 3-5-2018

² Public district and charter schools: <https://azreportcards.azed.gov/schools>, accessed 3-10-2019; private schools, <https://www.privateschoolreview.com/school-size-stats/arizona>, accessed 3-5-2018

³ Public district and charter schools: <https://azreportcards.azed.gov/schools>, accessed 3-10-2019; private schools, <https://www.privateschoolreview.com/school-size-stats/arizona>, accessed 3-5-2018

Projections are based on using the above K-5 student count as shown:

Distance	K-5 population	% of existing student base	Planned Enrollment (rounded)	% of target students	Cap
Under 10 miles	2154	4%	86		
10-25 miles	1537	2%	31		
Home schooled	520	1%	5		
Projected for Year 1			120	2.8%	160
Projected for Year 2			140	3.3%	200
Projected for Year 3			180	4.2%	240

Year 1 Enrollment Projections

Year 1 Planned Enrollment is influenced by the experience of Hillsdale College Barney Charter School nationwide start-ups. Advice from conversations with Erik Coykendall of the Barney Charter School Initiative in July of 2018 was to consider a “conservative estimate of up to 3%” of the student target population as being likely to move to a new charter in the area. The starting basis is also weighted dependent on the drive distance as shown in the chart above. The schools within the under 10 mile drives are calculated at a 3% likelihood of interest; the 10-20 mile drives are calculated at a 2% likelihood of interest because of a slightly longer drive, and the home-schooled students are calculated at a 1% likelihood of interest because of the uncertainty of that market area. (The home school estimate is based on data from the Yavapai County School Superintendent's Office, 9-13-2018 estimating 1624 home schooled students. The target Verde Valley makes up 32% of Yavapai County thus yielding the 520 homeschooled students estimated in the Verde Valley target population as referenced in A.2 Target Population.)

An additional 1% has been factored into consideration for the under-10-miles’ population because it includes an estimated 86 students of Liberty Performing Arts (owned and managed by Rachel Dubien) and who will be strongly inclined to consider Liberty Leadership Academy. Furthermore, Rachel has been a well-liked and respected charter and district teacher in the target area for the past seven years and her reputation will contribute to an increased interest in the school.

A 3,000 unit single-family housing development, at 1,000 units a year for the next three years, to accommodate expected population growth, is also a deciding factor in these projections as mentioned in A.2 Target Population

Marketing for Year 1 enrollment:

The Three-Year Budget assumes the bulk of the initial marketing campaign will have occurred in the start-up budget time frame of January through June 2020. The marketing thrust has been geared toward attracting 120 students in Year 1 of the school opening. The link between marketing and expected enrollment is detailed in C.2d Marketing and Enrollment and summarized in the graph and explanation below.

Marketing Thrust	Approximate cost	Expected enrollment
Social Media: Facebook, Instagram; website, other	\$500	50
Community Interest: Office Max, Vista Print, banner, tshirts, tokens	\$1500	40
Direct Marketing: events, open houses, mailings, canvassing, etc.	\$2500	30
Total	\$4500	120

In summary, the above graph shows expected enrollment, aligned with the projected enrollment discussed in these Assumptions under Student Count above:

Social Media with over 200 personal connections to families through elementary and performing arts teaching in Cottonwood over last eight years.

Community Interest with over 500 relationships developed among involvement and volunteering in community events primarily involving school age children and families as well as planned informational open houses at local business prior to the opening of school.

Direct Marketing efforts involving mailings to households with children in Verde Valley target area, door-to-door canvassing, and displays of brochures and images at businesses and events in Cottonwood and the surrounding Verde Valley communities.

The Year 1 Planned Enrollment of 120 would comprise 2.8% of the existing surrounding student population.

Year 2 enrollment projections

Year 2 Planned Enrollment estimates an approximate 14% increase based on the same enrollment anticipated for Year 1. In Year Two the school will have had the opportunity to establish itself within the community and become more well-known to the population. LLA fully expects an increased level in first year test scores to further enhance its reputation and draw students to the school based on its Academic Systems Plan as outlined in A.5.

The Year 2 projected enrollment of 140 would comprise 3.3% of the existing surrounding (“Maximum”) student population.

Year 3 enrollment projections

Year 3 Planned Enrollment anticipates a continuing growth rate of 22% augmented by both the further establishment of the reputation of the school and of the continually increasing population of the area as discussed in the Target Population section A.2 which projects a 5% increase in population growth between 2018 and 2022 as referenced in A.2 Target Population.

The Year 3 Planned Enrollment of 180 would comprise 4.2% of the existing surrounding student population, not taking into consideration the 5% anticipated population growth rate discussed in A.2 Target Population.

Percentage of Full ("Maximum") Enrollment

The percentage of students making up the budget to full ("Maximum") enrollment is 75%, 80%, and 75% for Years 1, 2, and 3, respectively. These percentages are influenced by the Planned Enrollment as calculated above, and by the configuration of matching instructional personnel to student count to stay in alignment with program of instruction and teacher to student ratios of a maximum 1:20, as outlined in A.1 Educational Philosophy.

CARRYOVER

The Start-Up Budget is projected to carry over a remaining balance of \$50,581 which will primarily be used to cover the first month's payroll.

REVENUE

State Funding (Equalization Assistance)

Equalization Assistance revenue is determined using the Arizona State board of Charter Schools' Projected Calculator based on estimated student enrollment as follows:

2020-2021 Application for New Charter

Arizona State Board for Charter Schools

Projected Revenue Calculator

		Year 1	Year 2	Year 3	
A. Enter Estimated Student Counts					
	Kinder	20	20	20	
	Grades 1-3	80	70	80	
	Grades 4-8	20	50	80	
	Grades 9-12				
	Total	120	140	180	
B. Will you have a 200 Day Calendar?		No	No	No	
C. Enter Estimated Student Count Add-On Numbers*					
	Hearing Impairment				
	ELL (English Learners)				
	MD-R, A-R, and SID-R				
	MD-SC, A-SC, and SID-SC				
	Multiple Disabilities Severe Sensory Impairment				
	Orthopedic Impairment (Resource)				
	Orthopedic Impairment (Self-Contained)				
	DD, ED, MIID, SLD, SLI, and OHI				
	Emotionally Disabled (Private)				
	Moderate Intellectual Disability				
	Visual Impairment				
D. Estimated Equalization Revenue		\$ 834,132	\$ 970,619	\$ 1,255,405	

Secured Funds - Private Donations

The school will initiate an orchestrated push in August through December of each year for tax credits from its families. At 75% of enrollment, tax credits could be as much as \$36,000, \$42,000, and \$54,000 in Years 1, 2, and 3, respectively. These are not considered in this Three-Year Operational Budget, but when received, will be additional funding sources that may be targeted for field trips, after-school programs, or other available uses.

The school will apply for the Charter School Program (CSP) grant in September. Its award would further start-up and building improvements, allow staffing to retain its 1:20 teacher to student ratio, and generally ease budget operation restrictions. These are not considered in this Three-Year Operational Budget, and if awarded, will be additional funding sources.

The school will also seek performing arts grants, rural area grants, and other grants as may be applicable and become available. These are not considered in this Three-Year Operational Budget and if awarded, will be additional funding sources.

Secured Funds - Loans

The school does not expect to incur further loans beyond the Start-Up period.

Secured Funds - Other

None are anticipated.

EXPENDITURES

Administration, Instruction, & Support (AIS) Expenditures

Salaries

All salaries are required to be met with the following employer contributions at the rates described in the following matrix; they apply to all salaries listed in this budget.

FICA (social security and Medicare taxes)	7.65%
FUTA (federal unemployment tax on first \$7,000)	6.00% - 5.40% = .60%
SUTA (state unemployment tax on first \$7,000)	2.00%

Director/Principal salary is set at \$47,000 in Year 1 to recognize the responsibilities of the position and to be applicable to planned enrollment size. It is expected to grow in Years 2 and 3 to \$50,000 and \$53,000, respectively, with the growth in school enrollment and the experience of Director/Principal. This amount has been compared to Principal salaries of the 2019-2020 charter applicants and is found to be on the lower range of these salaries.

Teachers-Regular Education salary is set at an average of \$40,000 for Year 1 which is within the range of that offered for Cottonwood-Oak Creek District teachers. The \$40,000 is below the \$46,400 2019 projected average but within the range of offered salaries by the District (\$34,000 to \$46,700). These salaries are projected to increase to \$41,000 and \$42,000 in Years 2 and 3, respectively.

Teachers-Performing Arts Education will most likely be handled on an hourly basis as the positions require part time staff to cover different specialties and skills. This rate is set based on knowledge of rates from existing performing arts academies, notably, Liberty Performing Arts in Cottonwood, and experience with similar arts academies in the Flagstaff and

Phoenix metropolitan areas. Hourly rates generally vary from \$15 to \$35 with occasional master classes up to \$100 hr. Our experience is that \$25 is a valid marketable rate, particularly given the rural setting of this school. Rates will increase to \$27 and \$29 per hour in Year 2 and 3, respectively.

Performing Arts Teachers' compensation is calculated on part-time positions with each teacher working four hours a day (to include one prep hour per workday) for four days a week for 37 weeks as well as an additional 12 hours each for quarterly performances. The calculation is as follows:

	# PT teachers	Hours per day	Days per week	Weeks per year	Annual performance hours	Total hours	Rate per hour	Base earnings (rounded)
	1	4	4	37	12	604	\$25	\$15,100
Year 1	2	8	4	37	24	1208	\$25	\$30,200
Year 2	3	12	4	37	36	1812	\$27	\$48,900
Year 3	4	16	4	37	48	2416	\$29	\$70,100

Teacher-Special Education

These services will be contracted out in the first three years and are detailed below in Contracted Services (Special Education) and in B.3.2 Contracted Services. We plan to replace and/or augment contracted services with a full or part time teacher when the salary for that position becomes less than the cost of the contracted service. We are targeting year 4 to hire a full time ESS teacher.

Instructional Assistants are budgeted at \$25,000, \$25,500, and \$26,000 for Years 1, 2, and 3, respectively. The pay is based on \$15 per hour which is higher than the Cottonwood-Oak Creek District pay of \$12.00 per hour which would result in a lower Year 1 salary of \$14,600. The school feels that \$15 per hour may contribute to the ability to draw more involved and experienced personnel. Prospective future part-time Instructional Assistants, if needed, may work 16 hours a week at \$15 per hour for 37 weeks.

Instructional Assistants-Special Education

Special Education is being handled by Contracted Services for the first three years of operations.

Administrator's salary for Year 1 is budgeted at \$35,000 which is about twice as much as the Cotton-Oak Creek district offers of an annualized \$17,000. The administrator's salary allows for flexibility to match experience and qualifications of applicants. Years 2 and 3 budget salaries increase to \$36,000 and \$37,000, respectively.

Administrative Assistant's salary is budgeted at \$26,000 in Year 3 to bring on an assistant to take on the role of registrar, receptionist, SIS coordinator, and other administrative

duties as assigned by the Administrator. The salary exceeds the Cottonwood-Oak Creek District pay scale by about 40%. The difference will give the school the flexibility to hire based on desired qualifications and experience.

Employee Benefits

The budget for all three years includes an 8% of salary contribution to a 403(b) retirement plan for all employees; part-time employees may have the opportunity to participate dependent on the plan restrictions. The budget plans for that option but recognizes that part-time involvement may be precluded from the option.

Employee Insurance (if applicable)

The budget includes a \$200 (\$100 for part-time employees) per month stipend for health, dental, and life insurance for all employees. The stipend will be available to other employees as they are added. At the time the number of employees requiring health, dental, and life insurance meets the qualified minimum number needed for an affordable program, plans will be explored.

Office Supplies (paper, postage, etc)

Budgeted for typical supplies, such as postage, paper, pens/pencils, highlighters, markers, dry erase markers, staplers and staples, glue, binders, pencil sharpeners, scissors, index cards, pencils and pens, and so on. The amount has been estimated at \$15 per yearly student count.

Instructional Consumables

Instructional Consumables are included in Curriculum & Resource materials.

Membership Dues, Registrations, & Travel

The budget includes \$500 per year for Arizona Charter School Association dues, and \$3000 each year for registrations or fees for workshops or seminars. The estimate is based on a \$500 visiting trainer fee for up to six occurrences or attendance at an off-site seminar (such as Arizona Charter School Association).

Contracted Services (SIS)

SIS service costs are included below in SIS software costs.

Contracted Services - (Special Education)

Based on 12% usage at \$1773 per year per student. Quoted from STEPS as:
Year 1, 120 students X 12% = 14 potential eligible students. Year 1 is quoted as \$26,600 inclusive rate and includes up to 15 students.
Year 2, 140 students X 12% = 17 students. Adding two students (over the 15 student base) at \$1773 per student increases base of \$26,600 to \$30,100.

Year 3, 180 students X 12% = 22 students. Adding seven students (over the 15 student base) at \$1773 per student increase of of \$26,600 to \$39,000.

Contracted Services - Substitute Teachers and Compensated Payout of Personal Days Not Taken

The budget for substitute instructor is based on the teacher count of 6, 7, and 9 teachers for Years 1, 2, and 3, respectively, each with a projected 5 days a year for which a teacher is likely to use Personal Time Off. The budget is calculated at 5 days per instructor and \$150 per substitute day, for a total each year. The remaining 5 days of unused Personal Time for which teachers will be compensated at \$100 day is also considered in this calculation.

Year One \$4,500 + \$3,500 = \$7,500
 Year Two \$5,250 + \$3,500 = \$8,750
 Year Three \$6,750 + \$4,500 = \$10,000

Curriculum & Resource Materials

Curriculum costs are estimated from the following matrix which are sufficient for meeting the school’s objectives; the school may use these curricula or other similar curricula within similar budget parameters.

Start Up	
Core Knowledge Language Arts grade K	\$3,999.00
Core Knowledge Language Arts grade 1	\$3,499.00
Core Knowledge Language Arts grade 2	\$3,899.00
Core Knowledge Language Arts grade 3	\$2,999.00
Core Knowledge Language Arts grade 4	\$2,499.00
Core Knowledge Language Arts grade 5	\$2,699.00
CKLA TOTAL	\$24,476.52
Accelerated Reader, myOn, Star	\$3,200.00
Eureka K-5 each grade (teacher & student book)	\$5,243.10
Digital Suite	\$693.63
Affirm	\$600.12
MATH TOTAL incl. shipping	\$6,934.22
Studies Weekly Science (\$7.95 per student)	\$918.00
Core Knowledge History & Geography	free download
MobyMax school license	\$3,995.00
TOTAL	\$39,525.74

Year 1: Curriculum & Resource Materials costs of \$23,500 (of the \$39,500 above) are front-funded in the Start-Up Budget for base costs. Annual Year 1 curriculum usage costs are quoted at \$16,000 based on projected student count.

Year 2: Curriculum usage is increased by 20 students from Year 1 costs to coincide with the projected enrollment increase from 120 to 140 students. Calculated from the quoted usage Year 1 costs for 20 additional students, brings Year 2 costs to \$18,500.

Year 3: Curriculum usage is increased from Year 2 by 40 students to coincide with the projected enrollment increase. Calculated from the Year 2 costs of \$18,500 for 40 additional students, brings Year 3 costs to \$24,000.

Library Resources/Software

Teachers will manage books in their own classrooms for the first three years.

SIS Software

SIS software is quoted from Power School at \$6,900 per year.

Contracted Services - Finance/Payroll

Financial/Payroll: The school plans to begin operations with financial and payroll services secured through a Contracted Services vendor. Aspire Business Consultants (found through the Association's Charter Marketplace) has quoted full services at \$24,000 and \$24,200 for Years 1 and 2, and \$12,000 in Year 3 as the full services are reduced with some of the functions moving in-house as an administrative assistant is added to the staff. Aspire Business Consultants will be the likely selected Contracted Service for these functions.

Contracted Services - Legal

Legal services have already been contracted with Caritas Law Group to assist with governance set-up and filings and will likely remain the vendor of choice. Caritas will bill according to usage on an hourly basis of \$400 per hour. Most questions have been resolved within minutes and so billings have been minimal. A \$2,500 per year budget is expected to be sufficient for assistance.

Auditor Fees

The budget is estimated at zero for Year 1 as the audit will be performed following year end, and therefore, not due until Year 2. The Years 2 and 3 audits costs (for prior year audits) are estimated at \$10,000 for each year. By Year 4, the audit costs will be reimbursed by the State and at that point will be considered revenue for future audits.

Other

Estimates of \$5,000, \$4,000 and \$3000 have been included to cover potential field trips additional training, or other contingencies that may arise. These costs are expected to be increasingly funded by tax credit fundraising efforts.

Operations & Maintenance (O&M) Expenditures

Supplies

The budget is estimated at approximately \$1,000, \$1,200, and \$1,500 per year for replacement of maintenance supplies which will be basic cleaning supplies; the bulk of the maintenance supplies will be included in the Contracted Services - O&M.

Marketing/Advertising

LLA has budgeted \$1,000 in the first three years of operation targeted for open houses, community involvement, volunteer use or other opportunities to increase enrollment.

The Three-Year Budget assumes the bulk of the initial marketing campaign will have occurred in the start-up budget time frame of January through June 2020. The marketing thrust has been geared toward attracting 120 students in Year 1 of the school opening as explained in these Assumptions under Student Count above. The link between marketing and expected enrollment is detailed in C.2d Marketing and Enrollment.

Contracted Services - O&M

Copier: Based on 1500 sheets per student (approximately 40 per week x 37 weeks x number of planned students (120,140, and 180 for Years 1, 2, and 3) yields 180,000, 210,000, and 270,000 sheets per year x 70% B/W x .015 and 30% color x .085 plus \$157 monthly lease sums to \$8,400, \$9,400, and \$11,600 for Years 1, 2, and 3, respectively, as quoted by Click Copiers.

Janitorial/Maintenance/Grounds: The school will be cleaned twice a week each school week with grounds attended to once a week. The weeks will be prorated in line with the school calendar to come to \$15,990 per year; grounds maintenance will add another \$2400 per year for an approximate total of \$18,400 per year as quoted by Star Maintenance, a local Cottonwood business.

Security: Security monitoring services are estimated to be \$1,800 as advised by local law enforcement personnel. Vendor will likely be NAPCO, known in Cottonwood for school security services.

Total Operations & Maintenance Contracted Services:

Service	Provider	Year 1	Year 2	Year 3
Copier	Click Copiers	\$8,400	\$9,400	\$11,600
Janitorial/Grounds	Star Maintenance	\$18,400	\$18,400	\$18,400
Security Monitoring	NAPCO	\$1,800	\$1,800	\$1,800
Total		\$28,600	\$29,600	\$31,800

Building Rent/Lease, Building and Land Improvements, and Fees & Permits

These amounts are budgeted to remain within 15% of the equalization revenue and are intended to cover lease, leasehold improvements and building and land improvements and the required fees and permits costs. They are weighted heavier toward the first year (at 19%) as C.5 REVISED Three Year Budget Assumptions Liberty Leadership Academy Page 12 of 20

most of the improvements will be done in that time period. By Year 3 these costs drop to 10% of equalization revenue. Given the locations mentioned in C.1 Facilities Acquisition, these are the amounts in which negotiations can be entered for building rent, leasehold improvements, and building and land improvements. According to the Business Assistance Center of the City of Cottonwood, the average rate per square footage for existing commercial property in the Cottonwood area is \$7 per square foot. Budget amounts based on projected student count, fall well enough within that range that it is encouraging to assume the properties identified in C.1 are within a reasonable opportunity of being secured.

Building Rent/Lease/Loan

Year 1 estimates securing a 15,000 square foot building at the average \$7 per square foot for an annual gross lease of \$105,000. This amount remains within 13% of available funding.

Year 2 estimates a lease consistent with that negotiated for Year 1 but provides an approximate 5% cushion to absorb potential annual increases as yet undetermined.

Year 3 estimates a lease consistent with that negotiated for Year 2 but provides an additional approximate 5% cushion to absorb potential annual increases as yet undetermined.

Building & Improvements

Year 1 building and improvement estimated costs of \$50,000 will be higher than in subsequent years as the building is prepared for school occupancy. This will complement the \$21,000 in building improvements that is budgeted in the Start-up Budget for a total of \$71,000. It is expected that there will be additional landlord leasehold improvements.

Year 2 estimates that most of the building improvements will have been completed but provides \$15,000 for increased improvements, repair, or other contingencies.

Year 3 estimates a \$8,000 for increased improvements, repair, or other contingencies.

Land & Improvements

Year 1 Land and improvements are estimated at \$7,000, which when added to the \$7,000 from the Start-Up Budget, will have provided \$14,000 for these expenses. Depending on the extent of need improvements, there may be some overlap with building improvement funds in this area.

Year 2 assumes most land improvements will have been completed and leaves a \$3000 cushion for contingencies.

Year 3 mirrors Year 2.

Further improvements will be discretionary and handled as future budgets permit.

Fees & Permits

Fees and Permits are assumed to have been absorbed in the building and land improvement budgets.

Property/Casualty Insurance

The amounts budgeted here are split between Property/Casualty and Liability full coverage insurance package quoted by The Mahoney Group.

Liability Insurance

The amounts budgeted here are split between Property/Casualty and Liability full coverage insurance package quoted by The Mahoney Group.

Utilities (electric, gas, water,waste)

The budget is based on \$1.50 per square foot for 15,000 square feet building prorated for less than full usage over winter break and June and July when the facility will only be available for staff use.

Phone/Communications/Internet Connectivity

The budget is estimated at \$450 per month for phone and internet service and is based on the usage by a similar small business and a similarly-sized charter school estimate.

Transportation

The budget does not include transportation as no vehicles will be purchased or leased. In the event of a field trip, the school may contract with a commercial bus leasing company on an event-by-event basis. Those costs are shown in Administration, Instruction, & Support (AIS) Expenditures as Other.

Food Service

The budget does not include meals that may be contracted with the National School Lunch Program or the School Breakfast Program, as those would be reimbursed directly to the vendor. USDA's Food and Nutrition Service (FNS) administers the National School Lunch Program and the School Breakfast Program, and reimburses participating schools' food-service subcontractors for the meals served to students. Accordingly, no significant budget amount need be allocated for this item; however, the budget does provide a \$500 contingency, in case it is needed.

Student Furniture & Other Equipment

Student Furniture & Other Equipment for Year 1 is included in the Start Up Budget. A \$500 amount in Year 1 is intended for contingencies. A \$3,500 amount is budgeted for Year 2 to set up a seventh classroom for the intended increase in planned enrollment to 140. The amount is based on the average cost to outfit a classroom detailed in C.4 Assumptions. A \$7,000 amount is budgeted for Year 3 to equip an eighth and ninth classroom for the intended increase in planned enrollment to 180. The amount is based on the average cost to outfit a classroom detailed in C.4 Assumptions.

Office Furniture & Other Equipment

Office Furniture & Other Equipment is estimated to be purchased through the Start-Up budget. The nominal amount included in the Three-Year Budget is designated to cover unforeseen contingencies.

Student Technology Equipment

Student Technology Equipment, primarily consisting of HP Chromebooks, is shown in the Start-Up Budget for Year 1. In Years 2 and 3, additional Chromebooks are estimated to be purchased or replaced with 10 Chromebooks per year which is approximately $\frac{1}{3}$ of the Chromebook inventory. At \$200 per Chromebook, the budgeted amounts for Years 2 and 3 is \$2000.

Office Technology Equipment

Office Technology Equipment, primarily consisting of Apple Macbooks, is shown as purchased in the Start-Up Budget. Year 1 is budgeted \$1,000 for contingencies, and Years 2 and 3, are budgeted for \$1,500 and \$3,000 for additional Macbooks and peripherals to be replaced or to meet the increased teacher count as necessary.

Other Leases (security, copiers, etc)

There are no other foreseen leases; security and copiers are included in Contracted Services

Loan Repayment

Loan payments will be interest only beginning October 1, 2021 with principal deferred until October 1, 2022, the start of the third year of operations. See Addendum 1, at the end of this section, C.5 Three Year Budget Assumptions, for Promissory Note and Repayment Schedule.

Addendum 1
Promissory Note and Repayment Schedule

Promissory Note

This Loan Agreement is made as of the 18th day of April, 2019 (the "Loan Agreement"), by and among Liberty Leadership Academy (LLA), a 501(c)3 (pending) corporation (the "Borrower"); and Mary Miller, (the "Lender"). A Loan Agreement is hereby established in the amount of Two Hundred Fifty Thousand Dollars (\$250,000) (the "Maximum Available Funds") for the benefit of the Borrower, allowing the Borrower to request advances as needed and subject to the following terms and conditions:

1. The Lender hereby establishes a Loan Agreement in the Borrower's favor in the amount of Two Hundred Fifty Thousand Dollars (\$250,000), available immediately upon agreement by both parties (Execution hereafter).
2. A payment forbearance period will begin upon Execution and will end at September 30, 2021.
3. The Loan Agreement made hereunder will bear no interest during the forbearance period, and thereafter will bear interest at the rate of 6% per annum on the unpaid principal amount plus any past due but unpaid interest. Interest only shall be due and payable monthly beginning October 1, 2021.
4. The first principal and interest payment will be due October 1, 2022 with subsequent payments due the first of each subsequent month for 60 months, according to the attached Amortization Schedule. Payments due on the 1st of the month will be considered late on the 5th day of the month.
5. A late payment charge of \$30 will be assessed immediately upon a payment being determined as late, with an additional \$30 charge at the beginning of each following month until that payment as been made in full.
6. Amounts paid will be applied to the oldest outstanding payment first.
7. The Borrower may prepay the Loan Agreement without penalty fees.
8. The Borrower shall be in default of this Loan Agreement on the occurrence of any of the following events ("the Event of Default"): (i) the Borrower shall fail to meet its obligation to make the required principal or interest payments hereunder; (ii) the Borrower shall be dissolved or liquidated; (iii) the Borrower shall make an assignment for the benefit of creditors or shall be unable to, or shall admit in writing its inability to pay the debts as they become due; (iv) the Borrower shall commence any case, proceeding, or other action under any existing or future law of any jurisdiction relating to bankruptcy, insolvency, reorganization or relief of debtors, or any such action shall be commenced against the undersigned; (v) the Borrower shall suffer a receiver to be appointed for it or for any of its property or shall suffer a garnishment, attachment, levy or execution.
9. If any Event of Default occurs, all obligations outstanding from the Borrower to the Lender pursuant to this Loan Agreement shall immediately become due and payable without demand, presentment, protest or other notice of any kind, all of which are hereby expressly waived. In the event of such Event of Default, the Lender may proceed to enforce the payment of all obligations of Borrower to Lender and to exercise any and all of the rights and remedies afforded to Lender by law or under the terms of this Loan Agreement or otherwise.
10. This Loan Agreement will inure to the benefit of and be binding upon the respective heirs, executors, administrators, successors and assigns of the Borrower and the Lender.

IN WITNESS WHEREOF the parties have duly affixed their signatures on this 18th day of April, 2019.

Signature of Authorized Representative of Liberty Leadership Academy

Robin H. Kreutzberg Title President Date 4-18-19
(Printed) Robin H. Kreutzberg

Signature of Lender

Mary Miller Date 4-18-19
(Printed) Mary Miller

\$250,000 Term 60 months 6% Oct 1, 2022

Amortization Schedule

Business Loan Summary

\$4,833.20 **\$289,992**
 Monthly Payment Total of 60 Payments

\$39,992 **Sep, 2027**
 Total Interest Paid Pay-off Date

Business Loan Amortization Schedule

Date	Interest	Principal	Balance
Oct, 2022	\$1,250	\$3,583	\$246,417
Nov, 2022	\$1,232	\$3,601	\$242,816
Dec, 2022	\$1,214	\$3,619	\$239,197
2022	\$3,696	\$10,803	\$239,197
Jan, 2023	\$1,196	\$3,637	\$235,559
Feb, 2023	\$1,178	\$3,655	\$231,904
Mar, 2023	\$1,160	\$3,674	\$228,230
Apr, 2023	\$1,141	\$3,692	\$224,538
May, 2023	\$1,123	\$3,711	\$220,828
Jun, 2023	\$1,104	\$3,729	\$217,099
Jul, 2023	\$1,085	\$3,748	\$213,351
Aug, 2023	\$1,067	\$3,766	\$209,584
Sep, 2023	\$1,048	\$3,785	\$205,799
Oct, 2023	\$1,029	\$3,804	\$201,995
Nov, 2023	\$1,010	\$3,823	\$198,172
Dec, 2023	\$991	\$3,842	\$194,329
2023	\$13,131	\$44,867	\$194,329

	\$	250,000	Term	60	mo	%	6.00	Oc	Y	20	Y	Calculate
Feb, 2024	\$952		\$3,881					\$186,587				
Mar, 2024	\$933		\$3,900					\$182,687				
Apr, 2024	\$913		\$3,920					\$178,767				
May, 2024	\$894		\$3,939					\$174,828				
Jun, 2024	\$874		\$3,959					\$170,869				
Jul, 2024	\$854		\$3,979					\$166,890				
Aug, 2024	\$834		\$3,999					\$162,891				
Sep, 2024	\$814		\$4,019					\$158,872				
Oct, 2024	\$794		\$4,039					\$154,833				
Nov, 2024	\$774		\$4,059					\$150,774				
Dec, 2024	\$754		\$4,079					\$146,695				
2024	\$10,364		\$47,634					\$146,695				
Jan, 2025	\$733		\$4,100					\$142,595				
Feb, 2025	\$713		\$4,120					\$138,475				
Mar, 2025	\$692		\$4,141					\$134,334				
Apr, 2025	\$672		\$4,162					\$130,173				
May, 2025	\$651		\$4,182					\$125,990				
Jun, 2025	\$630		\$4,203					\$121,787				
Jul, 2025	\$609		\$4,224					\$117,563				
Aug, 2025	\$588		\$4,245					\$113,317				
Sep, 2025	\$567		\$4,267					\$109,051				
Oct, 2025	\$545		\$4,288					\$104,763				
Nov, 2025	\$524		\$4,309					\$100,454				
Dec, 2025	\$502		\$4,331					\$96,123				
2025	\$7,426		\$50,572					\$96,123				
Jan, 2026	\$481		\$4,353					\$91,770				
Feb, 2026	\$459		\$4,374					\$87,396				
Mar, 2026	\$437		\$4,396					\$82,999				

	\$	250,000	Term	60	mo	%	6.00	Oc	20	Calculate
Amortization Schedule										
May, 2026	\$393	\$4,440						\$74,141		
Jun, 2026	\$371	\$4,462						\$69,678		
Jul, 2026	\$348	\$4,485						\$65,194		
Aug, 2026	\$326	\$4,507						\$60,686		
Sep, 2026	\$303	\$4,530						\$56,157		
Oct, 2026	\$281	\$4,552						\$51,604		
Nov, 2026	\$258	\$4,575						\$47,029		
Dec, 2026	\$235	\$4,598						\$42,431		
2026	\$4,307	\$53,692						\$42,431		
Jan, 2027	\$212	\$4,621						\$37,810		
Feb, 2027	\$189	\$4,644						\$33,166		
Mar, 2027	\$166	\$4,667						\$28,498		
Apr, 2027	\$142	\$4,691						\$23,808		
May, 2027	\$119	\$4,714						\$19,094		
Jun, 2027	\$95	\$4,738						\$14,356		
Jul, 2027	\$72	\$4,761						\$9,594		
Aug, 2027	\$48	\$4,785						\$4,809		
Sep, 2027	\$24	\$4,809						\$0		
2027	\$1,068	\$42,431						\$0		

This business loan calculator should only be used to estimate your repayments since it doesn't include taxes or insurance.

2020-2021 Application for New Charter
Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	Projected Revenue Calculator		
	Year 1	Year 2	Year 3
Kindergarten	20	20	20
Grades 1-3	80	70	80
Grades 4-8	20	50	80
Grades 9-12			
Total	120	140	180

B. Will you have a 200 Day Calendar? No No No

C. Enter Estimated Student Count Add-On Numbers*

Hearing Impairment			
ELL (English Learners)			
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MLD, SID, SL, and OHI			
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			

D. Estimated Equalization Revenue	Year 1	Year 2	Year 3
	\$ 834,132	\$ 970,619	\$ 1,255,405

Instructions:

1. Enter the estimated student counts (budget based on, not full enrollment) used in the Three Year Operational Budget, separated by grade level. Kindergarten students should be entered as a head count figure - the worksheet will automatically divide by two for Section A.
2. Confirm that the numbers align with the figures provided in the narrative for C.2 Advertising & Promotion.
3. If you will be operating with a 200 day calendar, change the 'No' in line B to 'Yes'.
4. If you choose to enter estimated counts for student count add-ons, enter whole numbers in Section C. Numbers for Kindergarten students should be divided by 2 for Section C only. These numbers are not required, and if used must be supported in the assumptions and be consistent with the Target Population described in Section A.2. The add-ons for K-3 and K-3 Reading are automatically included in the Estimated Equalization Revenue.
5. Enter the Estimated Equalization Revenue figures from line D into line 12 of C.5 Three Year Operational Budget.
6. Upload this complete Excel file or a PDF copy of the completed "Enter Data Here" sheet only, into C.5 Three Year Operation Budget section of the online application wizard.

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	100	0
Student Count Kinder	20	0
Adjusted Student Count	110 =	0
SUPPORT LEVEL WEIGHTS		
TO BE USED FOR:	K-8	9-12
Adjusted Student Count 0.001-99.999	1.399	1.559
Support Level Weight (2)		
Adjusted Student Count 100,000-499,999		
Student Count Constant	500,000	500,000
Adjusted Student Count	110	0
Difference	= 390,000	= 0,000
Weight Adjustment Factor	x 0.0003	x 0.0004
Support Level Weight Increase	= 0.117	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight (2)	= 1.395	= 0
Adjusted Student Count 500,000-599,999		
Student Count Constant	600,000	600,000
Adjusted Student Count	0	0
Difference	= 0,000	= 0,000
Weight Adjustment Factor	x 0.0012	x 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 600,000 or More		
Support Level Weight	1.158	1.268

Student Count Add-Ons

1. Hearing Impairment
3. ELL (English Learners)
4. MD-R, A-R, and SID-R
5. MD-SC, A-SC, and SID-SC
6. Multiple Disabilities Severe Sensory Impairment
7. Orthopedic Impairment (Resource)
8. Orthopedic Impairment (Self-Contained)
9. DD, ED, MIID, SLD, SLI, and OHI
10. Emotionally Disabled (Private)
11. Moderate Intellectual Disability
12. Visual Impairment
13. Total Add-On Count

0.000	x	4.771	=	0.000
0.000	x	0.115	=	0.000
0.000	x	6.024	=	0.000
0.000	x	5.833	=	0.000
0.000	x	7.947	=	0.000
0.000	x	3.158	=	0.000
0.000	x	6.773	=	0.000
0.000	x	0.003	=	0.000
0.000	x	4.822	=	0.000
0.000	x	4.421	=	0.000
0.000	x	4.806	=	0.000
0.000				0.000

Weighted Student Count	Student Count	Support Level Weight (From W.S. A)	Weighted Student Count
1. K-3 (1)	90,000	x 1.495	= 134,550
2. 4-8	20,000	x 1.395	= 27,900
3. 9-12	0,000	x 0,000	= 0,000
4. Total Student Count	90,000		162,450
5. Total Add-On Count			0,000
6. Total Weighted Student Count			162,450

Base Level Amount	\$ 3,960.07		
Increase for 200 Days of Instruction	+ \$ 0.00		
Adjusted Base Level Amount	= \$ 3,960.07		
Total Weighted Student Count	x 162,450		
Base Support Level	= \$ 643,313		
		K-8	9-12
Total Student Count (1)		110	0
Additional Assistance per Student Count	x \$ 1,807.00	x \$ 2,106.03	
Additional Assistance	\$ 198,770.00	\$ -	
4% reduction of additional assistance (2)	7,951	0	
Total Additional Assistance	190,819	0	
Total Equalization Assistance	= \$ 834,132.20		

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading
(2) Laws 2018, Ch. 285 §28 requires ADE to reduce charter additional assistance for all charter schools for

K-12 STUDENT COUNT		K-8	9-12
Student Count Grades 1-12		120	0
Student Count Kinder		20	0
Adjusted Student Count		130	0

SUPPORT LEVEL WEIGHTS	K-8	9-12
TO BE USED FOR:		
Adjusted Student Count 0.001-99.999	1.399	1.559
Support Level Weight (2)		

Adjusted Student Count 100,000-499.999	500,000	500,000
Student Count Constant	130	0
Adjusted Student Count	= 370,000	= 0,000
Difference	X 0.0003	X 0.0004
Weight Adjustment Factor	= 0.111	= 0
Support Level Weight Increase	+ 1.278	+ 1.398
Support Level Weight Constant	= 1.389	= 0
Support Level Weight (2)		

Adjusted Student Count 500,000-599.999	600,000	600,000
Student Count Constant	0	0
Adjusted Student Count	= 0,000	= 0,000
Difference	X 0.0012	X 0.0013
Weight Adjustment Factor	= 0	= 0
Support Level Weight Increase	+ 1.158	+ 1.268
Support Level Weight Constant	= 0	= 0
Support Level Weight (2)		
Adjusted Student Count 600,000 or More	1,158	1,268
Support Level Weight		

Student Count Add-Ons

- Hearing Impairment
- ELL (English Learners)
- MD-R, A-R, and SID-R
- MD-SC, A-SC, and SID-SC
- Multiple Disabilities Severe Sensory Impairment
- Orthopedic Impairment (Resource)
- Orthopedic Impairment (Self-Contained)
- DD, ED, MILD, SLD, SLI, and OHI
- Emotionally Disabled (Private)
- Moderate Intellectual Disability
- Visual Impairment
- Total Add-On Count

0.000	X	4.771	=	0.000
0.000	X	0.115	=	0.000
0.000	X	6.024	=	0.000
0.000	X	5.833	=	0.000
0.000	X	7.947	=	0.000
0.000	X	3.158	=	0.000
0.000	X	6.773	=	0.000
0.000	X	0.003	=	0.000
0.000	X	4.822	=	0.000
0.000	X	4.421	=	0.000
0.000	X	4.806	=	0.000
0.000			=	0.000

- Weighted Student Count
- K-3 (1)
 - 4-8
 - 9-12
 - Total Student Count
 - Total Add-On Count
 - Total Weighted Student Count

Student Count	Support Level Weight (from W.S. A)	Weighted Student Count
80,000	X 1.489	= 119,120
50,000	X 1.389	= 69,450
0,000	X 0,000	= 0,000
80,000		188,570

Base Level Amount \$ 3,960.07
 Increase for 200 Days of Instruction + \$ 0.00
 Adjusted Base Level Amount = \$ 3,960.07
 Total Weighted Student Count X 188,570
 Base Support Level = \$ 746,750

Total Student Count (1) 130
 Additional Assistance per Student Count X \$ 1,807.00 X \$ 2,106.03
 Additional Assistance \$ 234,910.00 \$
 4.7% reduction of additional assistance (3) 11,041
 Total Additional Assistance \$ 223,869.23
 Total Equalization Assistance = \$ 970,619.23

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading
 (2) Laws 2017, Ch. 304 §11 requires ADE to reduce charter additional assistance for all charter schools for FY 2018.

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	160	0
Student Count Kinder	20	0
Adjusted Student Count	170	0
SUPPORT LEVEL WEIGHTS		
TO BE USED FOR:	K-8	9-12
Adjusted Student Count 0.001-99.999	1.399	1.559
Support Level Weight (2)		
Adjusted Student Count 100.000-499.999		
Student Count Constant	500.000	500.000
Adjusted Student Count	- 170	- 0
Difference	= 330.000	= 0.000
Weight Adjustment Factor	x 0.0003	x 0.0004
Support Level Weight Increase	= 0.099	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight (2)	= 1.377	= 0
Adjusted Student Count 500.000-599.999		
Student Count Constant	600.000	600.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0012	x 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 600.000 or More		
Support Level Weight	1.158	1.268

- B. Student Count Add-Ons
- Hearing Impairment
 - ELL (English Learners)
 - MD-R, A-R, and SID-R
 - MD-SC, A-SC, and SID-SC
 - Multiple Disabilities/Severe Sensory Impairment
 - Orthopedic Impairment (Resource)
 - Orthopedic Impairment (Self-Contained)
 - DD, ED, MILD, SLD, SLI, and OHI
 - Emotionally Disabled (Private)
 - Moderate Intellectual Disability
 - Visual Impairment
 - Total Add-On Count

0.000	x	4.771	=	0.000
0.000	x	0.115	=	0.000
0.000	x	6.024	=	0.000
0.000	x	5.833	=	0.000
0.000	x	7.947	=	0.000
0.000	x	3.158	=	0.000
0.000	x	6.773	=	0.000
0.000	x	0.003	=	0.000
0.000	x	4.822	=	0.000
0.000	x	4.421	=	0.000
0.000	x	4.806	=	0.000
0.000			=	0.000

- Weighted Student Count
- K-3 (1)
 - 4-8
 - 9-12
 - Total Student Count
 - Total Add-On Count
 - Total Weighted Student Count

Student Count	Support Level Weight (from W.S. A)	Weighted Student Count
90,000	x 1.477	= 132,930
80,000	x 1.377	= 110,160
0,000	x 0.000	= 0,000
90,000		243,090

Base Level Amount \$ 3,960.07
 Increase for 200 Days of Instruction + \$ 0.00
 Adjusted Base Level Amount = \$ 3,960.07
 Total Weighted Student Count x 243,090
 Base Support Level = \$ 962,653

Total Student Count (1) K-8 170 9-12 0
 Additional Assistance per Student Count x \$ 1,807.00 x \$ 2,106.03
 Additional Assistance \$ 307,190.00 \$ -
 4.7% reduction of additional assistance (3) 14,438 0
 Total Additional Assistance \$ 292,752.07
 Total Equalization Assistance = \$ 1,255,405.07

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading
 (2) Laws 2017, Ch. 304 §11 requires ADE to reduce charter additional assistance for all charter schools for FY 2018.

C.5 Three Year Operational Plan

Liberty Leadership Academy

<i>Provide Assumptions by Line</i>	First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)				160.00				200.00				240.00
Number of Students (Budget based on)				120.00				140.00				180.00
% of Full Enrollment Budget Based On				75.00%				70.00%				75.00%
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)				\$ 50,581.18				\$ 62,184.88				\$ 91,774.28
REVENUE				\$ Amount				\$ Amount				\$ Amount
State Funding (Equalization Assistance)				\$ 834,132				\$ 970,619				\$ 1,255,405
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue				\$ 834,132				\$ 970,619				\$ 1,255,405
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
<i>(add lines as necessary)</i>												
Salaries												
Director/Principal	1.00	\$ 47,000.00	\$ 3,777.50	\$ 50,778	1.00	\$ 50,000.00	\$ 4,007.00	\$ 54,007	1.00	\$ 53,000.00	\$ 4,236.50	\$ 57,236.50
Teacher-Regular Education	6.00	\$ 40,000.00	\$19,452.00	\$ 259,452	7.00	\$ 41,000.00	\$23,229.50	\$ 310,230	9.00	\$ 42,000.00	\$ 30,555.00	\$ 408,555.00
Teacher-Performing Arts 2/3/4PT	1.00	\$ 30,200.00	\$ 2,674.30	\$ 32,874	1.50	\$ 32,600.00	\$ 4,286.85	\$ 53,187	2.00	\$ 35,000.00	\$ 6,083.00	\$ 76,083.00
Teacher-Special Education				\$ -				\$ -				\$ -
Instructional Assistants-Regular Education	2.00	\$ 25,000.00	\$ 4,189.00	\$ 54,189	3.00	\$ 25,500.00	\$ 6,398.25	\$ 82,898	4.00	\$ 26,000.00	\$ 8,684.00	\$ 112,684.00
Instructional Assistants-Special Education				\$ -				\$ -				\$ -
Administrator	1.00	\$ 35,000.00	\$ 2,859.50	\$ 37,860	1.00	\$ 36,000.00	\$ 2,936.00	\$ 38,936	1.00	\$ 37,000.00	\$ 3,012.50	\$ 40,012.50
Administrative Assistant			\$ -				\$ -		1.00	\$ 26,000.00	\$ 2,171.00	\$ 28,171.00
Clerical				\$ -								
Bookkeeper/Finance				\$ -								
Custodial/Maintenance												
Other				\$ -								
Other				\$ -								
Employee Benefits				\$ 32,176.00				\$ 39,872.00				\$ 53,440.00
Employee Insurance (if applicable)				\$ 26,400.00				\$ 32,400.00				\$ 43,200.00
Office Supplies (Paper, Postage, etc.)				\$ 1,500.00				\$ 2,000.00				\$ 2,500.00
Instructional Consumables												
Membership Dues, Registrations, & Travel				\$ 3,500.00				\$ 3,500.00				\$ 3,500.00
Contracted Services (SIS)												
Contracted Services (Special Education)				\$ 26,600.00				\$ 30,100.00				\$ 39,000.00
Contracted Services (Substitutes/Comp Payout)				\$ 7,500.00				\$ 8,750.00				\$ 10,000.00
Curriculum & Resource Materials				\$ 16,000.00				\$ 18,500.00				\$ 24,000.00
Library Resources/Software												
SIS Software				\$ 6,900.00				\$ 6,900.00				\$ 6,900.00
Contracted Services (Finance/Business)				\$ 24,000.00				\$ 24,200.00				\$ 12,000.00
Contracted Services (Legal)				\$ 2,500.00				\$ 2,500.00				\$ 2,500.00
Auditor Fees								\$ 10,000.00				\$ 10,000.00
Other				\$ 5,000.00				\$ 4,000.00				\$ 3,000.00
Total Administration, Instruction, & Support				\$ 587,228.30				\$ 721,979.60				\$ 932,782.00

Operations & Maintenance (O&M)				Total				Total				Total
EXPENDITURES												
<i>(add lines as necessary)</i>												
Supplies				\$ 1,000.00				\$ 1,200.00				\$ 1,500.00
Marketing/Advertising				\$ 1,000.00				\$ 1,000.00				\$ 1,000.00
Contracted Services - O&M				\$ 28,600.00				\$ 29,600.00				\$ 31,800.00
Building Rent/Lease/Loan				\$ 105,000.00				\$ 110,000.00				\$ 115,000.00
Building & Improvements				\$ 50,000.00				\$ 15,000.00				\$ 8,000.00
Land & Improvements				\$ 7,000.00				\$ 3,000.00				\$ 3,000.00
Fees/Permits												
Property/Casualty Insurance				\$ 8,000.00				\$ 8,000.00				\$ 8,000.00
Liability Insurance				\$ 8,000.00				\$ 8,000.00				\$ 8,000.00
Utilities (Electric, Gas, Water, Waste)				\$ 18,800.00				\$ 18,800.00				\$ 18,800.00
Phone/Communications/Internet Connectivity				\$ 5,400.00				\$ 5,400.00				\$ 5,400.00
Transportation												
Food Service												
Student Furniture & Other Equipment				\$ 500.00				\$ 3,500.00				\$ 7,000.00
Office Furniture & Other Equipment				\$ 500.00				\$ 800.00				\$ 1,000.00
Student Technology Equipment				\$ 500.00				\$ 2,000.00				\$ 2,000.00
Office Technology Equipment				\$ 1,000.00				\$ 1,500.00				\$ 3,000.00
Other Leases (Security, Copiers, etc.)												
Loan Repayment								\$ 11,250.00				\$ 43,500.00
Other								\$				\$
Total Operations & Maintenance				\$ 235,300.00				\$ 219,050				\$ 257,000.00
Total Expenditures				\$ 822,528.30				\$ 941,030				\$ 1,189,782.00
Total Revenues				\$ 884,713.18				\$ 1,032,803.88				\$ 1,347,179.28
Budget Balance (=Revenues-Expenditures)				\$ 62,184.88				\$ 91,774.28				\$ 157,397.28

**Authorized
Representative and
Charter Principal
Resumes**

Renée Francesca Bermúdez



Summary of Qualifications

- ❖ 22 years teaching experience in a private classroom setting.
- ❖ 19 years tutoring children and adults on a one-on-one basis and in small groups.

Education

- ❖ Bachelor's of Music, Piano Performance, Chapman University, Orange, CA: 1983
- ❖ Certificate of Completion, Teacher's Training, King Alfred's College, Winchester, England: 1981
- ❖ Master's of Musicology, Medieval Studies, California State University Fullerton: Pending

Professional Skills and Accomplishments

MusArt, 1994 to Present

Creator/Director

Instrumental Program: I expanded upon the Strings, Etc. program, using tutoring, teaching, and musical skills, to create this program. Program aims to strengthen classroom skills through musical arts by using band and piano in a group setting. This program has expanded to several schools in the Los Angeles and Orange Country areas, growing to include teachers trained in the MusArt method.

Publications: The method book I wrote to teach very beginners has received a patent; seeking publishers at present.

Classroom Program: To increase student understanding of all their studies, I implemented a Music/Art Appreciation Program for the curricular classroom. Regular school topics were folded into music/art fields. Both student and teacher were thus enabled to use the MusArt lesson from the instrumental field with their core studies, and vice versa.

Music Teacher, 1978 to Present

Private Teaching

I teach piano and several orchestra instruments to children and adults. Some of my students have been encouraged to continue with their musical studies into high school and college.

Reading Specialist, January 1983 to September 1984

Arcadia Reading Clinic

I was responsible for testing, evaluating, and diagnosing the learning disabilities of children and adults; determining the proper method of correction to overcome difficulties; and implementing various study-skills programs tailored to the needs of the individual.

Language Arts Teacher, September 1984 to June 1985

St. Marianne's Catholic School

I set up a literature and language-arts program for 7th- and 8th-grade children of ESL parents. For gifted students, the program exposed them to world literature. For those with lesser English-language skills, the program improved their English skills and made successful learning in other studies a possibility.

Eighth-Grade Teacher, 1985

Junior High History and Music Teacher, 2001

St. Bernard's Catholic School

For 8th Grade, I taught science, health, language arts, and study skills. I also taught band and piano to the students of this school through the Strings, Etc. program. For Junior High, my MusArt classroom program was used for the 6th, 7th, and 8th grades. I was also a core curriculum teacher for the 6th- and 7th-grade Social Studies program, and a Master Teacher for new and incoming teachers.

Piano and Band Teacher, January 1985 to June 1994

Strings, Etc.

I taught group lessons in private schools in the Lost Angeles and Orange County areas. I worked with schools in implementing an on-site music program, allowing parents to provide musical arts education for their children with no after-school conflicts. Children could learn a musical instrument of their choice and succeed when academic success might not be apparent.

History and Music Teacher, September 1988 to June 1992

St. Columban's Catholic School

Expanded junior-high history program into a mind-challenging experience. Using the technique of "Living History," I presented the worth of historical knowledge and the joy of worlds past. I taught them to incorporate valuable study skills for their future.

Music and Music History Teacher, 2006 to 2011

Fencing Coach, 2006-2011

American Heritage Academy

I was hired to bring my MusArt curriculum to this K-12 school. I taught K-6 with the standard MusArt program; for 7-12, college prep also became a part of the program. I began a fencing program for the high-school sports department.



Education

2000-2004	Northern Arizona University <i>Graduated May 2004</i>	Flagstaff, AZ
	<ul style="list-style-type: none"> • B.S. Elementary Education • Minor in Spanish • Post graduate work toward Educational Administration • Post graduate work toward Bilingual Education 	
Jan 02-May 02	Universidad de Queretaro (thru Northern AZ University) <i>Study Abroad Semester</i>	Queretaro, Mexico
	<ul style="list-style-type: none"> • 19 credit hours of Spanish language and other classes with Spanish speaking students • Lived with a Spanish-only speaking family 	

Current Certifications

Standard Elementary Education, K-8 Structured English Immersion Endorsement	Arizona Department of Education
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Experience

7/2017 – 5/2018	Cottonwood Elementary School - Cottonwood <i>4th Grade Classroom Teacher</i>	Cottonwood, AZ
	<ul style="list-style-type: none"> * 4th Grade all subjects * Before & After school enrichment K-8 	
6/2011 – 5/2017	American Heritage Academy - Cottonwood <i>3rd Grade Classroom Teacher</i>	Cottonwood, AZ
	<ul style="list-style-type: none"> * 3rd Grade all subjects * Before & After school enrichment K-8 	
2003 - Present	Liberty Performing Arts <i>Owner/Director / Instructor/Production Coordinator</i>	Cottonwood, AZ
	<ul style="list-style-type: none"> • Stage management, backstage facilitation, staging, and technical assistance. • Receptionist, accounts receivable, billings, customer relations, production planning. • Instruct dance classes to children and adults, age 2 and up in various forms of dance. • Prepare students with routines for recitals, competitions and various types of performances. 	
July 09 – May 2011	Amerischools Charter Academy on Camelback (Inner city, Title 1 school) <i>3rd Grade Classroom Teacher / Spiritline Coach</i>	Phoenix, AZ
	<ul style="list-style-type: none"> • 3rd Grade all subjects • After school voluntary Spiritline coach • Before & After school tutoring 	
1995 - Present	Phoenix Dance Academy <i>Owner/Director / Instructor/Production Coordinator</i>	Phoenix, AZ
	<ul style="list-style-type: none"> • Stage management, backstage facilitation, staging, and technical assistance. • Receptionist, accounts receivable, billings, customer relations, production planning. • Instruct dance classes to children and adults, age 2 and up in various forms of dance. • Prepare students with routines for recitals, competitions and 	

various types of performances.

Nov 08 – June 09	Imagine Elementary School at Camelback (Inner city Title 1 school) <i>5th Grade Classroom Teacher / Physical Education & Health Teacher</i> <ul style="list-style-type: none">• 5th Grade Math, Science, Character Education.• K-5 P.E. and Health classes• Tutoring Program Leader• Character Education Task Force• Academic Achievement Task Force	Phoenix, AZ
Jun 08 – Oct 08	School of English - <i>Volunteer Classroom Teacher</i> <ul style="list-style-type: none">• Instruct English classes to Spanish speaking students.	Ixtlan del Rio, Nayarit Mexico
Aug 07 – May 08	Mountain Elementary School - <i>Instructional Aide grades 1 and 2</i> <ul style="list-style-type: none">• Working with first and second grade classrooms with individual, small group or whole group lessons. Preparing materials for teachers lessons and any assistance teachers request.	Flagstaff, AZ
Apr 07 – May 08	Flagstaff Gymnastics - <i>Coach</i> <ul style="list-style-type: none">• Working with students age 1 yr to adult in gymnastics recreational classes. Coaching on all olympic events and preparing students for advancement to higher levels.	Flagstaff, AZ
Jul 06 – May 08	All That Dance - <i>Instructor / Choreographer</i> <ul style="list-style-type: none">• Working with students age 3 to adult individually and in groups teaching dance lessons in jazz, ballet, tap, cheer, acro. Teaching proper dance technique as well as routines for performances.	Flagstaff, AZ
Jan 06 – Jul 06	Sage Canyon Elementary School - <i>ELL Instructional Aide</i> <ul style="list-style-type: none">• Working with students individually, in small groups, and in the classroom improving proficiency of the English language	Del Mar, CA
Jul 04 – Dec 05	Dennis and Juliana Feenaghty - <i>Childcare Nanny</i> <ul style="list-style-type: none">• Full time infant / childcare beginning at two-month old.	Solana Beach, CA
Nov 04 – Mar 06	Starbucks Coffee Company - <i>Shift Supervisor / Barista</i> <ul style="list-style-type: none">• Enriching customers daily lives with the Starbucks coffee experience	Del Mar, CA
Jan 04 – May 04	Kinsey Elementary School - <i>Student Teacher / Volunteer</i> <ul style="list-style-type: none">• Student teaching all subjects for first grade students.	Flagstaff, AZ
May 03 – Apr 04	Cold Stone Creamery - <i>Assistant Manager/General Manager</i> <ul style="list-style-type: none">• Customer service, hiring & staffing, training of new employees, bookkeeping, quality control, inventory control, purchasing.	Flagstaff/Prescott, AZ
Aug 02 – May 03	Knolls, South Beaver, Thomas School - <i>Voluntary Student Aide</i> <ul style="list-style-type: none">• Instructed 3rd grade literacy lessons	Flagstaff, AZ

References available upon request

Robin Hintze Kreutzberg



EDUCATION

Arizona State University

College of Law

Juris Doctor, May 1995; graduated in top 30% of class

College of Business

Master of Business Administration, August 1978; GPA 3.80/4.00

College of Business

Bachelor of Science in Business, August 1977; GPA 3.87/4.00, *Summa Cum Laude*

EXPERIENCE

Arizona Corporation Commission

Staff Attorney, Corporations Division

Performed legal research and writing in support of Corporations Division staff. Wrote letters, resolutions, and briefs. Assisted in hearings preparation. February 2007 to June 2007.

Arizona Supreme Court

Attorney, Education Services Division

Planned, directed, staffed, delivered, and evaluated training state-wide to the Arizona judiciary, from Justices of the Peace to Supreme Court Justices. Provided training for judges to meet their annual CJE requirements. Produced and managed video training, classroom training, and week-long New Judge Orientation sessions. October 1996 to January 1998.

Laird, Schneck, Lindfors & Smyth

Associate Attorney

Performed legal research and writing for background materials and pleadings on a variety of matters for a four-partner generalist law firm. Matters included commercial litigation, personal injury, and landlord-tenant, among other types. Made occasional court appearances. March 1996 to October 1996.

Arizona Corporation Commission

Law Clerk, Legal Division

Performed legal research and writing for staff attorneys. Wrote motions and briefs. Assisted in hearings preparation. April 1994 to March 1996.

Valley National Bank

Corporate Credit Training Manager, Assistant Vice President

Designed and administered training program to prepare MBA graduates for positions as commercial loan officers in loan centers and branch offices state-wide. Supervised each trainee's performance. February 1982 to November 1984. Career at Valley National Bank included positions as corporate credit trainee, March 1979 to August 1980; credit analyst, August 1980 to July 1981; credit skills instructor, July 1981 to February 1982; and corporate credit training manager.

Alpha Omega Publications

Textbook Editor, Mathematics Curriculum

Monitored content, format, and quality control for mathematics curriculum, grades seven through twelve. Small Christian publishing firm in Tempe specialized in self-instructional textbooks. August 1978 to February 1979.

VOLUNTEER EXPERIENCE

Desert Mission

Chairman of the Board

Lead monthly Board meetings, attend quarterly Executive Committee and Governance Committee meetings, and attend quarterly meetings of the John C. Lincoln Health Network (*ex officio* Desert Mission Chairman). Meet volunteer hours requirement; by the time three-year term as Chairman ends in December, 2012, will have accumulated over 1000 volunteer hours, most at the Desert Mission Food Bank. January 2010 to December 2013.

Board Member

Provide support and oversight for Desert Mission, the community outreach arm of the John C. Lincoln Health Network. Attend monthly board meetings and meet volunteer-hours requirement. September 2006 to December 2013.

Paradise Valley United Methodist Church

Bible Study Teacher

Prepare for and facilitate adult-education classes, one per semester. Topics have included a survey of the Old Testament, a survey of the New Testament, and studies of the Psalms, Paul's letter to the Romans, the Gospel of John, and the book of Genesis. Fall 2009 to Spring 2014.

Ministry Assistant

Provided administrative, clerical, and secretarial support to Richard Hintze, Minister of Music. Planned and administered Youth Choir Tour trips out-of-state each summer, including hotel reservations, bus contracts, and church performance venues for 40-person Youth Choir. Planned and administered budget of complex music ministry of large regional church. Volunteered 20 to 30 hours a week. August 1999 to June 2005.

Chairman, Organ Search Committee

Led and motivated committee in search process for new instrument for the sanctuary. Educated congregation to approve recommendation to purchase \$500,000 pipe organ to be built by Dobson Organ Builders. April 1992 to March 1995.

John C. Lincoln Health Foundation

Chairman, Night of Gold Ball

Organized major annual fund-raising event for hospital foundation. Appointive position was based on leadership proven in five years of committee participation. Supervised ten subcommittees; raised \$106,000, the first time the event had raised over five figures. February 1990 to May 1991.

PERSONAL INFORMATION

Married 44 years to David W. Kreutzberg, Esq.

Children: Benjamin D. Kreutzberg, 34 years old
Rebecca Kreutzberg Michaels, 31 years old

MARY MILLER



PROFESSIONAL EXPERIENCE

Department of Public Safety, State of Arizona 2014 - Present

BUDGET MANAGER

Manage agency budget and funds through review, system availability, allocations, reconciliation, reporting, projecting, research and problem solving.

- Prepare Department budget request for legislative review
- Allocate Department appropriated budget from Legislature among cost centers
- Establish, modify, and maintain chart of accounts for recording of financial transactions
- Oversee grant processes and reconciliations
- Oversee funds receipts and reconciliations
- Monitor and review budget in statewide accounting system
- Prepare informational, analytical, and required reporting for Department management, Governor’s Office, legislative branches, and other statewide authorities
- Manage Department security access
- Supervise, hire, and train budget personnel

Phoenix Dance Academy LLC 1992 – Present

MANAGER and OWNER

- Oversee all business activities
- Oversee all staff activities
- Oversee all production activities
- Oversee all communications

Department of Administration, General Accounting Office, State of Arizona 2005 – 2014

STATEWIDE SENIOR ACCOUNTANT

Managed appropriations and funds processes from review and tracking of proposed legislation through enacted legislation, oversight, and final reconciliation and reporting. Prepared State Annual Financial Report. Interfaced with all statewide agencies regarding appropriations, funds, legislation, and federal grant issues. Interfaced with Governor’s Office and legislative branches regarding statewide agency issues and reporting.

Basis Schools, Inc., Phoenix, AZ 2004-2005

ADMINISTRATOR

Administered office management for charter school group. Performed accounting, payroll, procurement, and accounts payable functions.

PREVIOUS EXPERIENCE

Commercial Lending Officer for two major financial institutions

Developed, analyzed, structured, approved, and managed commercial loan account portfolio

Business Owner and Manager of retail and service establishments

Start-up and management of musical instrument rental and dancewear retail store

Real estate investor and property manager

Tax accounting business sole proprietorship

Business Analyst for Arizona State University

Managed Consumer Price Index research and reports for ASU College of Business

Public Relations Officer for the Arizona Zoological Society

Facilitated marketing studies, events, public speaking, and media engagements

EDUCATION

MBA, ASU

BA, ASU

Post-baccalaureate Accountancy Certification, ASU

Certified Government Financial Manager

TECHNICAL PROFICIENCIES

Arizona State Financial Accounting System, Microsoft Office, Outlook, Access, Turbo Tax, Quickbooks, studio software

Chad Shilling

Yavapai County Sheriff's Office

[REDACTED]

[REDACTED]

Education:

- Mingus Union High School Cottonwood, AZ September 1986-May 1990
Graduated with focus on General Studies
- Ottawa University Ottawa, KS August 1990-May 1992
Focus on a Mathematics Degree
- Arizona State University Tempe, AZ August 1992-May 1994
Focus on a Mathematics Degree
- Peninsula College Port Angeles, WA September 2003-December 2004
Focus on Correctional Science

Work Experience:

Washington State Penitentiary Walla Walla, WA September 2003-October 2006

Correctional Officer

While at WSP I worked in a housing unit in close proximity of inmates that were assigned to Close Custody. I worked in response and movement. In this area I was responsible for the movement of inmates and to respond to any emergent incidents. I worked in Master Control and the Security Booth. When in Master Control I was responsible for radio traffic, and identification of persons coming and going in the front entrance. In the Security Booth I was responsible for all keys for Close Custody and the issue of firearms when needed.

Yavapai County Sheriff's Office Prescott, AZ September 2006-Present

Detention Officer and Deputy, Patrol Bureau

I started with the Sheriff's Office in the Camp Verde jail. I worked in the Housing Unit and spent most of the time in the Intake area of the jail. I was booking and releasing people from the jail, along with taking photos and fingerprints. In 2008 I became a Patrol Deputy and was assigned to the Eastern Area Patrol. I became a Field Training Officer (FTO) in 2011. I was also assigned as a Sex Offender Registration Deputy in 2012.

Training:

Arizona Detention Academy Camp Verde, AZ Oct 06 -Dec 06

- Certified Detention Officer

Northern Arizona Regional Training Academy Prescott Valley, AZ Jan 08 -May 08

- Certified Peace Officer

Specialized Police Training Various Cities May 08-Present

- Intoxilyzer 8000 Training and Certification (April 2008)
- Traffic Radar Certification (May 2008)
- HGN Certification (Nov. 2008)
- AR-15 Patrol Rifle (March 2009)
- Advanced Roadside Impaired Driving Enforcement (July 2010)
- NAFTO Field Training Officer School (Sept. 2011)
- Police Supervision School (Sept. 2011)
- Child Abduction Response Team (C.A.R.T.) (May 2013)
- Basic Forensic Interview Class (June 2013)
- DPS Criminal Investigation Transition School (Oct.28 – Nov.8 2013)
- Advanced Forensic Interview Training (March 2014)
- Child Sex Trafficking (March 2014)

Work Related Experience:

Since I graduated from NARTA in May 2008 I have been assigned as a Patrol Deputy. During my time as a Patrol Deputy I have taken many radio calls. Of those radio calls I have been assigned to homicides, aggravated assaults, theft, burglaries, thefts and other calls involving criminal activity. I have worked many cases by myself during that time, following up on leads and finding the suspect. I have had suspects admit to the crime and other crimes after I talked to them. I have also assisted other Detectives with their cases. In the last few years I have been an FTO. During that time I have helped new Deputies learn the job. I have showed them that they can handle the radio calls by helping them with confrontational calls and writing Search Warrants. I have also been assigned other special assignments by Sergeants, because they knew I could handle it with my regular work load. I have successfully organized and run an undercover Prostitution sting involving multiple agencies and approximately 30 people involved.

During my time at WSP I interacted with inmates assigned to Close Custody. I learned to talk and interact with people that have committed criminal acts. As a Correctional Officer all we were assigned were handcuffs. We needed to learn how to communicate with others to get what was needed and not incite a riot.

With my time working in these Law Enforcement professions I have learned the importance of being organized and professional.

Awards:

- Arizona Detention Academy - Academic Award, Dec 01,2006
- Northern Arizona Regional Training Academy - High Academician , May 16, 2008
- Northern Arizona Regional Training Academy - High Score in Firearms Training, May 16, 2008
- Certified Sheriff Deputy of the Year for 2017

Jeffrey Siereveld

Dewey, AZ

PROFILE

My name is Jeffrey Siereveld. I am 61 years of age. My wife and I have lived in the Prescott area for the past 32 years and now reside in Dewey-Humboldt for the last 20 years. During this time I have had the opportunity of being a general contractor for residential building. I have recently retired from the building trade.

I have been serving on Planning and Zoning Commission for Dewey-Humboldt for the past four years and at this time I am Vice Chairman of the Board .

EXPERIENCE

Residential Construction, Self-employed — 1990 to Present, part-time

Residential construction, ground up to completion of custom homes
General B1 contractor license

Vice Chair, Planning Zoning Commission — 2014 to Present, part-time

Advisory Board Commission for Town Council

Auto Restoration, Self-employed — 1992 to Present

Vintage auto restoration and rebuild

Installer, Sears & Roebuck Monarch division — 2016 to 2018

New appliance installation
Construction & Installation

EDUCATION

US Coast Guard, 2009-2019

Dana Point, California

- Captain's License up to 80 ton Vessel

US Legal Ports - Security Clearance, 2009-2014

Long Beach, California

SKILLS

Construction management
City Advisory Board Member
Captain's license

Chandra Tenley



Objective - To obtain a challenging position that utilizes my education and experience as well as working and learning in a service oriented environment.

Employment History

Northern Arizona Healthcare-VVMC/SMC

Senior Patient Access Services Representative ED Department 2017-Present

- Greet and register patients for ED services
- Specific to the patient visit - collect patient demographic and insurance information by direct data entry to the electronic medical record during the pre-admit or admission process prior to discharges; Verification of insurance benefits, coverage and eligibility details are obtained along with the authorization required for identified hospital services; Educates the patient on insurance coverage, financial liability, and available medical eligibility assistance; document activities related to patient or provider contact, insurance, financial education and payment.
- Non-clinical support of staff

Rosalie's of Sedona "Catering & Events by Design" / Cork & Catch Restaurant – Cottonwood, AZ

Senior Assistant to the Director 2014 – 2017

- Website maintenance
- Social media marketing, design and publication of ad copy via MS Office
- Responsible for event operation from set-up to strike
- Supervise team of up to 8 employees
- Set up & administrate electronic system for employee security, passwords, time-clock, etc.
- Extensive experience in Publisher and Word with some Excel

Oak Creek Ranch School – Cornville, AZ

Assistant to the Headmaster 2012 – 2013

- All aspects of office management
- Point of contact
- Correspondence via PC

American Heritage Academy – Cottonwood and Camp Verde, AZ

Dance Sport Director 2005 – 2011

- Created, designed, implemented and executed an accredited class in Dance Sport
- All aspects of classroom management grades 5 – 12
- Organize and manage student trips in and out of state and country
- Mentored students within the competition team of up to 30 students

Cottonwood Municipal Court & Law Office of Scott A. Miskiel – Cottonwood, AZ

Assistant Court Clerk & Paralegal 2001 – 2005

Volunteer Experience

Golden Bone Rescue and Rehab

Volunteer and Fundraiser, 2008 – Present

- Provided temporary lodging and socialization for needy rescued dogs
- Publicized, coordinated, and executed several fundraising galas for Golden Bone
- Proceeds helped find new homes for dogs
- Proceeds also helped pay for desperately needed veterinary care

Honors

U.S. Army Freedom Team Salute Certificate of Appreciation – 2009

Dance Master - 2008

Phi Theta Kappa International Honor Society – 2005

AMI-Top Teacher & Mini Match 1996

Education

Associate of Applied Science – Paralegal Studies – Yavapai College – Clarkdale AZ -- 2005

Letters of recommendation, local and personal references available upon your request.