

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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Charter Schools

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New Application

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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

joseph higgins 09/12/2019

Title Page

Applicant Name

C.O.R.E. Academy of Excellence Inc.

Charter School Name

C.O.R.E. Academy of Excellence

Authorized Representative

- Joseph Higgins

◦ [REDACTED]

Authorized Representative Mailing Address

[REDACTED]

County

Pima

Day Time Phone

[REDACTED]

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

- David Towne

◦ [REDACTED]

- Paul DeWeerd

◦ [REDACTED]

- Joseph Higgins
 - [REDACTED]
- Daniel Ranieri
 - [REDACTED]
- Christopher Collins
 - [REDACTED]
- Mark Morris
 - [REDACTED]
- Ray Schneider
 - [REDACTED]

School Governing Body

- Christopher Collins (Community)
- Daniel Ranieri (Community)
- Mark Morris (Community)
- Ray Schneider (Community)

Target Population

Mission Statement

C.O.R.E. Academy of Excellence is established to provide successful outcomes throughout life by providing a solid foundation. The mission statement reads: The CORE mission is to challenge and develop each scholar to reach his or her full intellectual, creative and physical potential through an integrated Classical curriculum. The CORE mission is to teach and challenge the whole student through a rigorous education, rooted in the time-tested teachings passed down through history. The CORE mission is to model and instruct scholars to build strong character-based values needed to contribute wisdom, courage, and leadership to society

Grades Served

- 9th
- 10th
- 11th
- 12th

Enrollment Cap

1250

Grades Served Year 1

9, 10, 11, 12

Projected Enrollment Cap Year 1

400

Grades Served Year 2

9, 10, 11, 12

Projected Enrollment Cap Year 2

600

Grades Served Year 3

9, 10, 11, 12

Projected Enrollment Cap Year 3

775

School Calendar

- Standard

Instructional Days

180

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.3.2. Course Offerings and Graduation Requirements

[Download File](#) — Revised Course Offerings and Graduation Requirements for CORE AOE 9.9.2019.

A.4. School Calendar and Weekly Schedule

[Download File](#) — Revised School Calendar and Weekly Schedule for CORE AOE 9.9.2019.

A.5. Academic Systems Plan

[Download File](#) — Revised Academic Systems Plan for CORE AOE 9.09.2019.

A.6. Instructional Analysis

[REDACTED]

[Download File](#) – Revised Instructional Analysis for CORE AOE 9.09.2019.

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](#) – Revised Applicant Entity Documents for CORE AOE 9.09.2019.

B.2. School Governing Body – [Download File](#)

B.3. Management & Operation

[Download File](#) – Revised B.3 Management and Operation for CORE AOE 9.09.2019.

B.3.1. Education Service Providers

No documents were uploaded.

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](#) – Revised Facilities Acquisition for CORE AOE 9.09.19

C.2. Marketing and Student Enrollment – [Download File](#)

C.3. Personnel – [Download File](#)

C.4. Start Up Budget

[Download File](#) – CORE Academy of Excellence Start Up Budget Workbook

[Download File](#) – Revised Start Up Budget Narrative 9.09.2019.

C.5. Three Year Operational Budget

[Download File](#) – CORE Academy of Excellence Projected Revenue Calculator

[Download File](#) – Revised Three Year Operational Budget 9.09.2019

[Download File](#) – Revised Three Year Operational Budget Assumptions 9.09.2019.

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.3.2 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.1.a. Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn what the teacher's role in the learning will be.

The C.O.R.E. Academy leadership team has direct experience as leaders in the northwest part of Tucson and Marana. The C.E.O, Principal, and Director of Professional Development have an extensive background with the target population and uniquely understand the families and a full set of programs students desire in the northern Pima County area. The leadership team includes:

Joe Higgins as C.E.O., he served as C.E.O. to an Arizona and Colorado Charter with 6 campuses in two states. Under his leadership, the network of Classical Education, Prek to 8th grade campuses grew to 4500 students and a staff of 400+ in five years. As C.E.O. he built a team of Directors that executed on all aspects of running a public charter. His responsibilities included all compliance, real estate development, marketing and branding, financial reporting, human resources and training and most importantly visioning and culture.

Paul DeWeerdts will be the schools Principal. Paul spent 28 years in Tucson education and served as the Principal of Canyon Del Oro a 1600 student campus in the trade area. At CDO Paul was responsible for all aspects of running an Arizona public school. His direct experience with JTED technical programs for high school, International Baccalaureate and AP track programs will be important as C.O.R.E. Academy executes their plan. He served as Principal for Mansfield middle school with 700 students and Assistant Principal of Curriculum and Instruction at Pueblo Magnet high school, all in the Tucson market.

David Towne was the Teacher of the Year of Arizona in 1999 and served in leadership capacities at Flowing Wells School District in Tucson and Pusch Ridge Christian where he served as Principal and PD coach for a private Classical Education school. Mr. Towne served as the Director of Professional Development at Lemay Academy, an Arizona charter network and oversaw the hiring and training of 425 teachers, Principals and Vice Principals. David is a national speaker at Classical Education conferences.

C.O.R.E. Academy is building a rigorous, character-based high school with a full offering of options that allow for an incoming freshman to graduate with a deep and rich high school experience including, college preparation, interscholastic competitive sports, the arts, clubs and technical training programs offered through Pima County JTED program. The Classical education model which will be the backbone of the high school has wide acceptance in the area with two fully enrolled and successful K8 charter schools and a full private Classical high school within the geographic area. The choice options for K8 are robust in the geographic area but the Charter high school options are non-existent.

It is the vision of C.O.R.E. Academy that all students can benefit from a rigorous educational program with a strong focus towards the achievement of their academic potential. Further, students will be encouraged to recognize and value scholarship and character. Character is modeled in the teaching and administration staff, reinforced through deep rich literature and Classical curriculum and modeled and expected on the playing field, in the classrooms and in all

over the campus. C.O.R.E. Academy will offer a college preparatory track, competitive athletics, an arts-infused program and career and technical options starting in the 10th grade. We will provide an environment in which teachers are supported professionally; students are known, respected and valued as individuals of potential and promise. Through a sound Classical Education curriculum based on the great ideas and values of our Western Culture, students will be prepared to become active and responsible leaders of the community.

C.O.R.E. Academy Philosophy: Teacher Effectiveness and Support

Quality instruction by prepared and supported teachers makes all the difference in student achievement. C.O.R.E. Academy has assembled a leadership team and will outline in this application a proven program for training and supporting teachers in their professional career development as the key to improved student outcomes. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. ¹

The belief that “if the child hasn’t learned, the teacher hasn’t taught” is the starting point of our philosophy of instruction. How well a student does is directly related to the quality of the instruction he or she receives. This means that a student cannot be successful at a certain level if he has not been brought to mastery in the previous levels. The key is that a student *can* learn at the level where he/she has mastery.

C.O.R.E. Academy embraces a philosophy and approach of Socratic Learning during the third and final stage of the Trivium, the Rhetoric stage. It is the teacher’s job to dynamically, persistently, carefully teach using the students’ prior knowledge and life experiences so that students are efficiently learning essential knowledge and skills. The teacher is not a facilitator who observes how learning unfolds but is an instructor who forges ahead with a sense of urgency. Learning in this stage of the Classical Model moves from the teacher being ‘the sage on the stage’ to the director of the classroom orchestra.

C.O.R.E. Academy Philosophy: Teaching Methods

The research backed instructional model that best fits the C.O.R.E. Academy, Classical model, involves the framework found in Slavich and Zimbardo's Transformational Teaching model. The philosophy of CORE Academy and the Rhetoric stage of Classical Education aligns with Transformational Teaching in that we believe ‘*expressed or unexpressed goal to increase students mastery of key course concepts while transforming their learning-related attitudes, values, beliefs and skills*’ ²

¹ Teachers Matter Understanding Teachers’ Impact on Student Achievement. Rand Education (2015).

² Slavich, G.M., & Zimbardo, P.G. (2012). *Transformational Teaching; Theoretical Underpinnings, Basic Principles, and Core Methods*. *Educational Psychology Review*, 24(4), 569-608.

For Transformational Teaching to take place first there must be a dynamic relationship between teachers, students, and a shared body of knowledge in a way that promotes student learning and personal growth. The foundational discipline models employed by C.O.R.E. Academy are based on the works of Dr. Rudolf Druikers and Dr. William Glasser. Both theories rely heavily on the power of relationships between the teacher and the student.

Transformational Teaching involves 6 distinct steps that are research backed and lead to academic and social-emotional learning goals;

(1) Establishing a shared vision for a course; This step involves getting buy-in from the students and focusing on the ‘Why’ are we learning this. These goals should be short (by quarter) and longer, (end of course) and coincide with daily objectives for individual lessons. The Ethos Logos Curriculum program has pre determined Exit Tickets for History, Art, Music, English, and Science that function as large guides but they should not supplement the shared vision discussions that happen between teacher and student.

(2) Providing modeling and mastery experiences; Transformational Teaching involves providing modeling and mastery experiences that promote learning and transform students’ attitudes, values, and beliefs.

Modeling and mastery do not exclusively rely on the teacher as the sage on the sage. Other instruction models including group-based activities allow student peers to provide support, model new thought process and problem-solving skills, and promote new habits of mind and points of view. Using the Great Books Foundation’s, Shared Inquiry model and professional development in the art of a strong Socratic discussion, the program of instruction allows for deep learning, small group discussion, and a student-focused learning approach.

(3) Intellectually challenging and encouraging students; A large body of research on the role of teacher modeling a ‘growth mindset’ and find ways to demonstrate that students view their talents and abilities as improvable and without limits. One way instructors can transform students’ attitudes and beliefs about learning is by framing questions in terms of students’ current level of understanding and by presenting problems that are of appropriate difficulty, given students’ prior knowledge and current skill level.

(4) Personalizing attention and feedback; Instructors can personalize attention and feedback in several different ways within the Transformational Teaching framework. Instructors can assess what students know and do not know about a topic, and pose problems and questions that are of appropriate difficulty. Instructors can also use this information to provide students with individualized feedback regarding their resources and capabilities, and how they are using these attributes to accomplish their goals. Through a strong summative and formative assessment strategy and constant teacher feedback on a student work, the small wins and ongoing re-teaching and fine tuning will provide the student with confidence and improve learning outcomes. Instructors must have a general sense for each student’s current ability level to do this

because if they make appraisals that are markedly different from reality, the feedback is not likely to be taken seriously.

Personalization through the lens of the CORE Academy discipline model:

The delivery of negative feedback is most effective when a strong teacher/student relationship exists. The basis of the CORE Academy discipline program (based on the works of Dr. Rudolf Dreikurs) involves strong foundational relationships between teacher and student.

Personalization and connection to Student Data and Intervention: This personalization approach detailed in Transformational Teaching connects with the strategic initiatives to analyze testing data, develop individual learning plans to fill in academic gaps and utilize the intervention strategy detailed in this application.

Personalization and Curriculum Delivery; The delivery of the Ethos Logos Curriculum is through the Schoology Learning Management System, as such, a teacher or academic intervention team has the ability to reach backward into standards aligned virtual lessons for students that require additional support or add in enrichment resources for gifted students. The RTI/MTSS team will work closely with administration and classroom teachers to ensure students are identified, customized learning interventions are created and improvements are occurring.

(5) Creating experiential lessons that transcend the boundaries of the classroom; The emersion of the student into learning across subjects, inside and outside of the classroom and through different learning modalities (visual, audio, kinesthetic) is a hallmark of the thematic units of Classical Education. The role of the teacher in the classroom, with the help of the tools found in the Ethos Logos Curriculum Program, involves creating lessons that immerse students in a topic through yearlong thematic units with a time period of history being the overarching link.

(6) Promoting ample opportunities for prelection and reflection. Pre-flection concerns all types of reflective actions that occur before a particular assignment or activity has begun; reflection, in contrast, concerns reflective actions that occur after an assignment or activity has ended.

C.O.R.E. Academy Philosophy: How Teachers Deliver Transformational Teaching

Direct Instruction Teaching Model evolving and blended with Socratic Instruction: The teacher defines and teaches a concept, models the learning process guides scholars through its application and arranges for extended guided practice until mastery is achieved.

Structured-Discovery Learning: A model that teachers will select when they want students actively participating in the learning process and to teach particular academic content knowledge. Teachers may select this model: 1) to increase scholar motivation – the challenge of “making a discovery” 2) to promote higher-level thinking 3) to promote critical thinking skills 4) to enhance retention.

Socratic Teaching Method (Shared Inquiry³): In Socratic teaching the focus is giving scholars questions, not answers. The teacher models an inquiring, probing mind by continually probing into the subject with questions.

Digital Content and Delivery: C.A.T.O. Academy intends to open using the Schoology learning management system for delivery of the curriculum. Schoology allows a teacher to tailor a lesson or concept to a particular class or an individual student. The Schoology platform creates 21st Century learning tools inside the 1000 year old Classical Education Trivium model.

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C.O.R.E. Academy Philosophy: Building and Modeling of Character Attributes.

We believe that a true high school experience involves academic rigor and strong character formation. Students relationships with each other, their teachers and their community should be one of respect, thoughtfulness, and accountability. The role of social and emotional learning will be an integral part of a student’s experience at C.O.R.E. Academy. Key values and virtues that will be modeled include;

“C” Character Attributes

Citizenship – Understanding the value of our local, state and US community and how the students’ future role as a citizen influences their community.

Competition – On and off the field, students will be expected to perform at their best and compete fair and perform at their best.

“O” Character Attributes

Obedience – Students learn that decisions have consequences and mistakes are teachable moments. The respect of authority in the classroom, on the field or at home will be modeled and expected.

Orderliness – Classroom planning and structure are paramount to a successful learning environment. Students will be expected to respect their campus and organize their school work to the highest levels.

“R” Character Attributes

Respect – Individuals are different and unique. Each student will understand their roles in the campus and adhere to

Responsibility – Students will be expected to be accountable for our choices and for their mistakes. Taking on what is ours to do with strength and reliability.

“E” Character Attributes

³ What is Shared Inquiry? - GreatBook.org. <https://www.greatbooks.org/what-we-do/what-is-shared-inquiry/> (2019)

Endurance – Sticking through a project or club or athletic team will be expected of all students. The ability to persevere when tasks get difficult is important in school and in life

Excellence – Students and staff will be expected to give their best to any task and any relationship they have.

A.1.b. Incorporate the elements fundamental to the school’s program of instruction.

The C.O.R.E. Academy high school experience will include a full range of core academic classes in line with the Arizona graduation standards and an optional track from college prep students including AP options in Math, English, Science and History. Learning beyond the classroom on the playing field, in any of the arts programs that are integral in the Classical Education Model and in any number of school sponsored clubs will be part of a student’s journey. C.O.R.E. Academy will partner with Pima County Joint Technical Education District (JTED) to offer technical and trade education in any of the seven categories JTED offers. This multiple track approach will offer an option to a number of families that have very few school choices in the general trade area.

At the high school level students will be expected to build upon their prior knowledge and educational attainment to begin connecting ideas and forming their own opinions. Learning is directed by the curriculum and the teaching staff but students will be expected to take responsibility for their school work product and their own education.

1. Classical Education

“Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In high school years, they learn to express themselves. This classical pattern is called the *trivium*.⁴”

The final phase of the trivium is the Rhetoric Stage where by students have a heavy focus on learning to write and speak with their own unique voice. With two K8 Classical charter schools in the immediate vicinity, there is a demand by those parents to complete their students education into the final stage of the trivium, the Rhetoric Stage.

Classical education is: Language-Focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). The C.A.T.O. Academy graduates will have mastery of the skills of literary analysis, interpretation and be proficient in written and verbal communication of their own unique ideas.

⁴ *What Is Classical Education* by Susan Wise Bauer www.TheWellTrainedMind.com , <https://welltrainedmind.com/a/classical-education/>

Classical education is: Repeating Historic Patterns within Thematic Units and Interwoven Subjects; Twelve years of education consist of three repetitions of the same four-year pattern: Ancients, Middle Ages, Renaissance, and Reformation, and Modern Times. This pattern lends coherence to the study of history, science, and literature. All too often, schools teach subjects that are fragmented and confusing. The pattern widens and deepens as the student progresses in maturity and learning. The classical education is, above all, systematic — in direct contrast to the scattered, unorganized nature of so much secondary education. This systematic, rigorous study has two purposes.

Classical education is: Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance with what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) in order to reach a goal — mastery of a subject.⁵

2. Program of Instruction: Curriculum Design and Mapping – Data Driven Instruction

The end goal of the academic, athletic, community service and social-emotional learning programs implemented at C.O.R.E. Academy will be built out on the framework of the following goals:

- A focus on deep learning rather than shallow knowledge
- The ability to assess mastery using a number of measures
- Feedback delivered to students formal and informal means, given through the lens of the Dr. Rudolf Druikers and Dr. William Glasser models teacher and student relations.
- A focus on innovative learning methods that are rooted in the Classical Education framework but account for technology, media, problem-solving skills all with a goal of higher order thinking skills development.
- A balanced approach of instruction from Socratic/Shared Inquiry, to direct instruction, small group and community based learning.
- Providing a comprehensive support network for teachers to grow professionally, receive peer mentorship and support from Administration that focuses on Robert Greenleaf’s Servant Leadership Model.
- Flexible content delivery that works with particular students learning styles, intelligence, strengths and weaknesses. Through the Ethos Logos Curriculum Program, the teacher has the ability to look forward or reach backward to find new methods to help students achieve mastery.

⁵ *What Is Classical Education* by Susan Wise Bauer www.TheWellTrainedMind.com, <https://welltrainedmind.com/a/classical-education/>

- Create a culture where teachers, Administrators, Interventionists, Special Education staff, and the RTI/MTSS teams collaborate and use the tools at their disposal to delivery interventions rooted in sound student data and measurable student outcomes.
- Character development and Social Emotional Learning is integrated into everything we do at CORE Academy. From in the classroom, in the lunchroom or on the athletic fields, character development is an everyday role of all staff members at the school.

C.O.R.E. Academy of Excellence will contract with Ethos Logos Classical Education for their fully integrated curriculum system that achieves several important benefits, including:

1. Classical Education is the interweaving of topics all based on a time point in history
2. Standards Alignment – each unit of instruction in each subject has a detailed syllabus from which the teacher builds their lesson. To date, over 2000 syllabi have been built for Math, English, History, Science, Art, Music, Logic, Latin, and Geography.
3. Data Driven Instruction - Using internal assessment data from NWEA Map, the C.O.R.E. team can quickly isolate low scores and determine if the issue is curriculum based or isolated to a particular instructor.
4. Curriculum Delivery and Customization The prudent and responsible use of technology will be a part of the C.O.R.E. Academy School. Through the Ethos Logos Curriculum Program and it’s delivery via the Schoology Learning Management System, the classroom teacher has the ability to provide a personalized and flipped content delivery model. The use of the virtual curriculum delivery fits in with C.O.R.E. Academy’s goal of differentiated instruction and compliments the focus on in class Socratic discussions into deep and difficult problems or topics.
5. Technology – Blended Learning and Devices The C.O.R.E. Academy start up budget includes 100+ Google Chromebooks to be used as classroom resources. The IT system being installed allows for safe online browsing with appropriate filters. In this technology-rich environment, C.O.R.E. Academy will ensure a safe and ethical appropriate use of digital tools. C.O.R.E. Academy will develop and implement a stringent policies on the safe and legal use of technology. The school intends to implement a Bring Your Own Device (BYOD) policy for students. The C.O.R.E. Academy Governing Board will implement a Student Internet Acceptable Use Policy and will include a mandatory digital citizenship virtual course for all students prior to using the technology on campus.

A.1.c. Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.

C.O.R.E. Academy of Excellence is established to provide successful outcomes throughout life by providing a solid foundation. The mission statement reads:

The CORE mission is to challenge and develop each scholar to reach his or her full intellectual, creative and physical potential through an integrated Classical curriculum.

The CORE mission is to teach and challenge the whole student through a rigorous education, rooted in the time-tested teachings passed down through history.

The CORE mission is to model and instruct scholars to build strong character-based values needed to contribute wisdom, courage, and leadership to society.

A.1.d. Articulate how the school’s educational philosophy is aligned with the mission statement of the proposed school.

C.O.R.E. Academy of Excellence is established to provide successful outcomes throughout life by providing a solid foundation. The mission statement reads:

The CORE mission is to challenge and develop each scholar to reach his or her full intellectual, creative and physical potential through an integrated Classical curriculum.

The CORE mission is to teach and challenging the whole student through a rigorous education, rooted in the time-tested teachings passed down through history.

The CORE mission is to model and instruct scholars to build strong character-based values needed to contribute wisdom, courage, and leadership to society.

The C.O.R.E. community will work with and enable the students to come to better understand their individual potential and to reach new heights of achievement through:

1. Rigorous Classical curriculum
2. A Focus on social emotional learning
3. Physical teamwork opportunity in the form of a full offering of athletics
4. Belonging and Support through clubs and organizations
5. College Prep and Technical Skills Tracks

The school aims to fulfill its goals to instill in students a love of life-long learning and to continue post-secondary education through daily interaction within the classroom and in all school activities. Aiming to place students in the higher education institutions of their choice, the school’s rigorous curriculum is designed to prepare students to successfully complete all university entrance requirements and to succeed in their entrance exams. As such, a traditional high school curriculum alignment is provided with Math, English, Science, Social Studies and Foreign Language.

A.1.e. Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.

Classical education is a focus on the liberal arts as well as core subject areas such as math, English, and science. The interweaving of these subjects strives to equip scholars with wide and

deep content area knowledge of various topics. The introduction or continuation of a well-rounded liberal arts education at C.O.R.E. Academy has been proven to provide scholars with the skills for life beyond high school. Whether the scholar is entering the workforce or college, the foundational Classical Education received at C.O.R.E. Academy will set the scholar on a life long journey of a love of learning.

Liberal education is required on most college and university campuses. It seeks to provide a broad array of intellectual and practical abilities that enable all students:

- To practice analytical thinking and communicate well in written and oral modes;
- To frame issues in historical and multicultural contexts;
- To work independently and in team settings;
- To assume both vocational and civic roles and responsibilities; and
- To apply their knowledge and skills in complex problem-solving in an ever more complex and rapidly changing world.

These abilities and skills are the very ones that employers seek today—that is, *they are “practical” skills for virtually all professions*. Of the business and industry leaders who responded to a survey conducted by the Association of American Colleges and Universities (AAC&U), 93 percent said that a college graduate they hired should have a demonstrated capacity to think critically, communicate clearly, and solve complex problems—all skills provided by a good Classically based liberal education. More than nine in 10 business and community leaders stressed the importance of college graduates demonstrating ethical judgment, and integrity, intercultural skills, and the capacity for continued new learning—again, core goals of a liberal education. ⁶

Thematic Units – Emersion In History - The use of thematic units of study, in the case of CORE Academy, emersions in time periods of history have been found to have a higher level of Critical Thinking Skills and a more positive attitude towards Social Studies in general. ⁷ The CORE Classical model built on a year long exploration of a historical time period moves beyond fact memorization and on to knowledge utilization and application. According to Freeman and Sokoloff’s study of PreK to 5th grade thematic units efficacy study; "What fundamental questions do we want students to have grappled with before they graduate?" our response is usually more oriented toward broad existential questions. Building curriculum so that students explore these questions requires that students develop facility in math, science, literature, history,... etc. It is not possible to answer such questions without using the knowledge, skills, and attitudes represented within the disciplines. ⁸

⁶ Liberal Education vs. Professional Education: The False Choice. Shinn. ABG. February 2014.

⁷ The effects of thematic social studies instruction. Cloutier, Andrew R (2013). Education Dissertations. <http://repository.wcsu.edu/educationdis/21>

⁸ Freeman, Skoloff, “Toward a Theory of Thematic Curricula: Constructing New Learning Environments for Teachers & Learners” (1995). Education Policy Analysis Archives.

Customized Curriculum Resources - Gibboney (1994)⁹ showed the challenges teachers experience in taking off the shelf publisher textbooks and the difficulty in embedded the concepts into various pedagogies. His study puts forth that teachers are professionals and are most successful with they adapt their instruction to meet their comfort levels and the responses from their students. Nowhere is this adaptation more pronounced than in the Classical pedagogy. Since the classical education model has been primarily focus on secular private schools, to build out a comprehensive thematic program has been elusive. Many public Classical charters have been forced to piece together a program from various publishing houses content. True thematic instruction has been difficult to achieve. The Ethos Logos Classical Curriculum program has employed by C.O.R.E. Academy has over 2000 syllabi built for Math, English, History, Science, Art, Music, Logic, Latin, and Geography.

Latin Instruction - Scholars at C.O.R.E. Academy will be instructed in Latin language with a focus of 5 or the 5 dictated standards laid out by The American Classical League and The American Philological Association and Regional Classical Associations¹⁰. Standard 1 is to read and understand the Latin language, standard 2 is to have an understanding of the Roman culture and the foundations of the Latin language, standard 3 and 4 is to integrate and recognize Latin origins across subject areas. Standard 5 is to integrate their knowledge of Latin into their community. Latin language instruction found in C.O.R.E. Academy beginning in third grade has been found to have lasting impacts on SAT scores and student achievement.

- **SAT Scores** - In 2002, The College Board published a newsletter stating that the mean Verbal SAT score for those who took the SAT II Latin Test was 666, compared to the national average of 504. Students who took the French SAT II Test achieved a mean verbal score of 637, compared to the 581 achieved by students who took Spanish. Likewise, those who majored in "Classical Languages" or "Classics" and took the GRE between 1996-1999 scored the highest of over 270 fields in the Verbal section.¹¹
- According to Association of American Medical Colleges, students who major or double-major in Classics have a better success rate getting into medical school than do students who concentrate solely in biology, microbiology, and other branches of science” (Princeton Review).¹²
- In 1971, more than 4,000 fourth-, fifth- and sixth-grade pupils of all backgrounds and abilities received 15 to 20 minutes of daily Latin instruction. The performance of the fifth-grade Latin pupils on the vocabulary test of the Iowa Test of Basic Skills was one full year higher than the performance of control pupils who had not studied Latin.

⁹ Gibboney, R. (1994). The stone trumpet, A story of practical school reform, 1960-1990. Albany, NY: State University of New York Press.

¹⁰ Standards for Classical Language Learning, A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations. (1997)

¹¹ A Case for Classics In Middle School, Rucculo. John Hopkins School of Education (2004)

¹² Classics! Princeton Review - <https://www.princetonreview.com/college-majors/64/classics>

Both the Latin group and the control group had been matched for similar backgrounds and abilities.¹³

C.O.R.E. Academy is anticipating an English Language Learning between 2% and 6% based on Arizona Department of Education 2016/2017 data. This estimate takes into account the US Census data from 2018 for the town of Marana identified at 25.9% Hispanic. Research out of Penn State Center for Language Science¹⁴ found that lessons in the Latin roots of words may help Spanish-speaking students who are learning English bridge the gap between the two languages. Latin instruction is an integral part of the C.O.R.E. Academy. Using Latin to bridge the gap for ELL students is one more tool to address the growing ELL population in the target area.

Great Books Foundation – Shared Inquiry and Socratic Instruction Method –

C.O.R.E. Academy works with the 70 year old Great Books Foundation for content, lesson planning and professional development on their Shared Inquiry model. The program is rooted in the great works of classical literature and implements teacher based inquiry techniques that have been proven to increase reading comprehension and writing skills in elementary students. The power of the program is in Collaborative Discussion Guided by Authentic Questioning from a trained teacher. Great Books curriculum includes source documents to be used in history instruction and short stories, poems, and plays for use in English and AP English.

For the second year in a row, District of Columbia Schools participated in a study to determine the impact of Junior Great Books on Text Reading/Comprehension over the course of the school year. At the end of both years, proficient (53% control to 65% JGBF) , below-proficient, and far-below-proficient (50% control to 69% JGBF) students who participated in Junior Great Books showed significantly higher increases in Text Reading/Comprehension than students at the same levels in the schools that did not implement Junior Great Books.

Other Arizona Charters and Classical Education;

As a reference to the impact of a Classical Education high school, in looking at a mature charter system in Arizona, Great Hearts the accolades in their K-8 and high schools are as follows;

Six Great Hearts academies were named among the top 20 charter schools in Metro Phoenix by the Phoenix Business Journal: Scottsdale Prep, Archway North Phoenix, Archway Veritas, Archway Chandler, Archway Glendale, Archway Cicero. Four Great Hearts academies received top ratings among charter high schools in Niche ranking. Chandler Prep ranked #3, Veritas Prep at #4, Glendale Prep at #5, Arete Prep at #11. A

¹³ Latin in the Elementary School: A Help for Reading and Language Arts, Nancy A. Mavrogenes. *The Phi Delta Kappan*. Vol. 60, No. 9 (May, 1979), pp. 675-67

¹⁴ Extending the bounds of morphology instruction: Word analysis using Latin roots facilitates academic word learning for English Learner adolescents. Crosson, A.C., McKeown, M.G., Moore, D.W. & Ye, F. (in press). *Reading and Writing: An Interdisciplinary Journal*.

Phoenix Business Journal analysis of statewide SAT scores placed five Great Hearts academies within the top 15 public high schools across Arizona. The five Great Hearts schools named include all of those in the charter network that had graduating seniors.¹⁵

A.1.f. Mission statement on the Target Population page is consistent with the narrative.

As indicated above, the mission of C.O.R.E. Academy of Excellence is established to provide successful outcomes throughout life by providing a solid foundation. The mission statement reads:

The CORE mission is to challenge and develop each scholar to reach his or her full intellectual, creative and physical potential through an integrated Classical curriculum.

The CORE mission is to teach and challenging the whole student through a rigorous education, rooted in the time-tested teachings passed down through history.

The CORE mission is to model and instruct scholars to build strong character-based values needed to contribute wisdom, courage, and leadership to society.

The mission statement, was formulated and will be carried out by school leaders that have a long history and deep knowledge of the high school families in the target population. The demand for Classical Education with a focus on rigor, social emotional learning and character development is well established in two K8 Classical Arizona charter schools nearby. C.O.R.E. Academy is entering a geographic area that is underserved for school choice options and uniquely matches the identified needs of the target population.

¹⁵ <http://www.greatheartsamerica.org/great-hearts-life/results/>

A.2

Target Population

Metropolitan Tucson Population Forecasts

	2015	2016	2017	2018	2019	2020
Population (000s, mid-year)	1,009.4	1,013.1	1,021.3	1,030.3	1,039.2	1,048.4
Change (000s)	2.2	3.7	8.2	9.0	8.9	9.2
% Change	0.2%	0.4%	0.8%	0.9%	0.9%	0.9%

Source: Arizona's Economy June 2017, Eller College of Management, The University of Arizona

Unemployment rates in Tucson have historically been below the national and state averages, as dependence on governmental and tax-supported employment has historically insulated the region from national recessionary trends.

Average Unemployment Rate

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
National	4.6%	5.8%	9.3%	9.6%	8.9%	8.1%	7.4%	5.6%	5.0%	4.9%
Arizona	3.7%	6.0%	9.8%	10.4%	9.4%	8.3%	8.0%	6.7%	6.0%	5.2%
Metro Tucson	3.6%	5.7%	9.0%	9.4%	8.3%	7.4%	7.0%	5.9%	5.5%	5.0%

Source: Arizona Office of Employment and Population Statistics & Bureau of Labor Statistics

Notes: Not seasonally adjusted.

Interstate 10 is one of the busiest arterials in Tucson, linking Marana, Oro Valley and greater metro Tucson. Residential development is active in Northwest Tucson with the greatest potential for growth in the Town of Marana which straddles Interstate 10 and it is expected to have significant development over the coming decades as former farmland is converted to residential use. The neighborhood includes some of the newest and largest retail projects in the metro area. These include the Walmart/Kohl's anchored Arizona Pavilions at Interstate 10 and Cortaro Road and the Walmart/Best Buy anchored Oro Valley Marketplace. The Tucson Premium Outlets

opened in October 2015 and comprises of 365,000 of square feet near Twin Peaks Rd and I-10.

Neighborhood Demographic Profile

Population	Neighborhood	Tucson MSA
2010 Census	163,876	980,263
2017 Estimate	177,972	1,029,203
2022 Projection	188,817	1,066,763
Gross Population Change		
2010 - 2017	8.6%	5.0%
2017 - 2022	6.1%	3.6%
Average Annual Population Change		
2010 - 2017	1.4%	0.8%
2017 - 2022	1.2%	0.7%
Median Age (2017)	44.4	38.8
Households		
2017 Estimate	71,157	404,272
2022 Projection	75,261	417,701
Avg. New HH/Year 2017-2022	821	2,686
2017 - 2022 % Change	5.8%	3.3%
Avg. Annual Change 2017 - 2022	1.2%	0.7%
Average Household Size (2017)	2.48	2.48
Daytime Population (2017)		
Total	154,073	1,022,251
Workers	58,179	442,321
Residents	95,894	579,930
Income (2017)		
Average HH Income	\$84,342	\$67,467
Median HH Income	\$63,917	\$48,436
Per Capita Income	\$34,022	\$26,958
Household Income		
\$0 - \$15,000	7.2%	14.1%
\$15,000 - \$24,999	7.6%	11.6%
\$25,000 - \$34,999	8.4%	11.2%
\$35,000 - \$49,999	13.1%	14.2%
\$50,000 - \$74,999	20.8%	18.4%
\$75,000 - \$99,999	15.0%	11.6%
\$100,000 - \$149,999	16.6%	11.2%
\$150,000 - \$199,999	5.7%	3.9%
\$200,000 +	5.5%	3.8%
Housing (2017)		
% Owner Occupied	64.1%	52.8%
% Renter Occupied	25.8%	34.7%
% Vacant	10.1%	12.5%
Median Home Value	\$243,038	\$199,207

Source: U.S. Bureau of the Census, 2010 Census of Population and Housing. ESRI forecasts for 2017 and 2022

There have been eight new schools constructed since 2010, seven of which are charter schools.

Building Name	Building Address	Rentable Building Area	Year Built
Sahuarita Middle School	350 W Sahuarita Rd	5,200	2010
BASIS Oro Valley	11155 N Oracle Rd	31,018	2011
Legacy Traditional	3500 W Cortaro Farms Rd	8,995	2011
Pima Rose Academy	1690 W Irvington Rd	10,037	2011
Basis Tucson North	5740 E River Rd	55,894	2012
Academy Del Sol	7102 W Valley Crest Pl	34,885	2013
Basis Oro Valley	11129 N Oracle Rd	35,000	2014
Leman Academy of Excellence	7720 N Schisler Dr	48,300	2015

Of the above recent charter schools, no high schools have opened in the above described Northwest corridor (Marana, Oro Valley and northern metro Tucson), however two middle schools, Leman Academy of Excellence and Legacy Traditional charter schools have opened. These two middle school charters further support a target market demand for charter school education and for the continuation classical education of grades 9th thru 12th.

Marana target population

Marana has a population of 43,474 (2016 estimate) there are approximately 11,129 residents under the age of 18 (25.6%), of which 3,391 under the school age of 5. Granted, per the chart the percentages come from the 2010 census and the children have aged, however it gives a good picture of the high density of the school age children. Per its 45-2 filed March 8, 2018 (see Note 2), the Marana School District houses 11,611 K through 12 Students.

The census bureau notes the following racial profile for the Marana population (this is based on a different site as the most current population numbers did not include the racial statistics – these percentages are based on an estimated 40,221 individuals): white 82.2%, Hispanic 23.0%, Asian 4.6%, Black 2.2%, Native American 0.5%. (See Note 3)

Academic Performance of Surrounding Schools

The comparison of school testing data within a 5 mile radius gives a more direct picture of the both the target population and enrollment and academic goals will be achieved by C.O.R.E. Academy of Excellence. The following is a comparison of the schools within five miles of the proposed site and their 2016-2017 AZ Merit test scores:

		Distance from C.O.R.E.	Enrollment 2016-2017	2018	2018
				English	Math
High Schools					
Public	Mountain View HS	5.4 miles	1913	36	32
Public	Marana HS	7.2 miles	2091	28	26
Public	Ironwood Ridge HS	8.7 miles	1799	41	34
Public	Canyon Del Oro HS	11.1 miles	1619	46	43
AVERAGES				38	34

		Distance from C.O.R.E.		2018	2018
				8th Grd Eng	8th Grd Math
Middle Feeder Schools					
Charter	Leman Academy Marana	2.2 miles		53	42
Charter	Leman Academy Oro Valley	10.2 miles		NA	NA
Charter	Legacy Traditional Marana	5.8 miles		67	86
Public	Marana Middle School	11.2 miles		35	35
Public	Tortolita Middle School	5.7 miles		28	33
Public	LW Cross Middle School	9.7 miles		58	51
AVERAGES				48	49

Sorted by distance from the site there are clear trends to observe. The community feeder schools including: Legacy Traditional, Leman Academy Marana and Leman Academy Oro Valley, are strong and are natural partners for C.O.R.E. Academy to work with in recruiting families.

The school site on North Silverbell is approximately midway between the two high schools (Marana and Ironwood) listed at the bottom of the chart. The campus will be located on a major transportation spine west of I-10. The location selected is in neighborhoods with local elementary schools that lie miles closer to the proposed school than they are to the existing district high schools. In open house discussions with two of the Leman Academy K8 charter schools there was tremendous interest in continuing with the Classical education model. In a survey of families conducted over 4 open houses the top three reasons parents were interested in an area high school were; 1. Continuing with the Classical Model which they have first hand experience with at Leman Academy 2. Academic rigor 3. A full high school experience with sports and clubs. Location and a safe learning environment were also items mentioned. (held October and November 2018 at Leman Academy campuses).

Note 1: <https://www.census.gov/quickfacts/fact/table/maranatownarizona/PST045216>
(accessed in March, 2018)

Note 2:

<http://www.ade.az.gov/Districts/ReportsData/ShowReport.asp?ReportID=73&EntityID=4404&FiscalYear=2018&AvailID=6748893>

Note 3:

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk
(accessed in March, 2018)

Note 4:

Arizona Charter Association: <https://educationevaluator.org/>

The program of instruction for C.O.R.E. Academy of Excellence is in alignment with what area parents are accustomed to with Legacy Traditional and Leman Academy. From open houses and preliminary outreach the C.O.R.E. Academy leadership team has tailored their offerings to address the biggest needs of the Marana area:

1. Classical Education
2. Rigor with AP options for college preparatory students
3. Technical education options by partnering with the Pima County Joint Technological Education District (JTED) career and technical education program.
4. A full offering of athletics and after school clubs

A.2.b. Present an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice.

C.O.R.E. Academy of Excellence will improve pupil achievement compared to existing choices thru:

- The selection of research backed Classical curriculum with AP tracks for math, English, science and history. *(addresses population need and research backed academic outcomes)*
- Use of data to drive instruction and provide intervention options for students that may have learning gaps. *(addresses best practices in research backed academic outcomes)*
- Hiring and training quality teachers with a comprehensive training program, frequent monitoring and job embedded professional development. *(addresses researched back academic achievement)*.
- The focus on using the Transformative Teaching framework laid out by Slavich and Zmbardo's. *(addresses research backed academic achievement)*

- The incorporation of Social and Emotional Learning elements in all aspects of the campus. *(addresses target population demand from parent surveys and academic research on student outcomes).*
- The integration of customized instruction using the Schoology LMS and the Ethos Logos digital curriculum modules. *(personalized learning addresses research backed academic achievement).*
- The engagement of the students beyond the classroom to include; competitive athletics, school clubs. *(addresses population demand and leadership teams first hand experiences with the target population).*
- The option to pursue technical skills with a partnership with the Pima County Joint Technological Education District (JTED). *(addresses population demand and leadership teams first hand experiences with the target population).*

Improve Student Outcomes: Classical Curriculum: will contract with Ethos Logos Classical Curriculum for their fully integrated curriculum system that achieves a number of important benefits, including:

1. Classical Education is the interweaving of topics all based on a time point in history. Scholars studying the Renaissance will read novels from the time period in their ELA classes, study the scientific breakthroughs of the period in science and immerse themselves in the art and music and culture of the time period. Lining up these subjects in a month by month, grade by grade map is easily achieved in a small campus where teachers actively communicate, but without a detailed map, keeping all the campuses on pace is difficult to master in a school network.
2. Standards Alignment – each unit of instruction in each subject has a detailed syllabus from which the teacher builds their lesson from. To date, over 2000 syllabi have been built for Math, English, History, Science, Art, Music, Logic, Latin and Geography. Each syllabus connects back to the time frame the scholars are studying and includes: State Standards, a featured writing prompt, the grammar studied during the time frame, the featured artist/composer and links to dozens of power point presentations and sample lesson plans for the teacher to use in creating their unique lesson of instruction.
3. Data Driven Instruction - Using internal assessment data from NWEA Map, the C.O.R.E. team can quickly isolate low scores and determine if the issue is curriculum based or isolated to a particular instructor. With curriculum that is paced correctly and which calls out the various standards to be focused on during the particular unit we can assure that we have a common foundation from school to school. The data driven instruction becomes an identification tool to help with our differentiated instruction inside the classroom or as an intervention tool. With aligned curriculum, C.O.R.E Academy can essentially focus data anomalies on teacher or student issues and not the tools of instruction.

Improve Student Outcomes: Teachers Support

Ongoing Teacher Training and Evaluation — Online Teacher Training Program.

Over 75 Professional Development courses have been developed in the Ethos Logos Professional Development and complimentary Curriculum platform (delivered through the Schoology Learning Management System). These courses range from particular tools and nuances of Classical Education instruction to practical examples of real world teacher challenges in a Classical Education. The PD Course offerings are used to intentionally introduce new staff members to basic aspects of our culture and expectation. Once on board, the PD Course offering is used to specifically train a teacher on a theory or practical aspect of their profession. Our PD department will observe an issue or coachable moment, assign the corresponding PD Ethos Logos assignment and then follow up with the teacher to ensure understanding and implementation. This course offering is growing at about 20-25 courses per year and will be provided through Ethos Logos, a publishing company specifically tailored to deliver curriculum and training to Classical Education school.

A sampling of the courses offered includes:

- Culture and Discipline
 - Relating with Parents
 - Relational Discipline Strategies
 - Dr. Rudolf Dreikurs and Dr. William Glasser Foundations
- Good Teaching Practices
 - Classroom Management
 - Socratic Instruction - Intro, Level 1 and Level 2
 - Planning and preparation
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices
- Curriculum Integration and Planning
 - Using Ethos Logos Classical Curriculum tools
 - Curriculum maps
 - Curriculum aligned to standards
 - Academic standards
 - Understanding Classical Curriculum Resources
- Assessments & Instruction – Interventions Tier 1-3
 - NWEA – MAP Testing System
 - Interpreting and implementing MAP results in the classroom
 - Types of assessments – Formative and Summative Options
 - Data collection, review and analysis
 - Instructional decision-making based on data
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Setting goals in relation to scholar learning and the standards
 - Establishing objectives related to standards
 - Developing and implementing action plans
 - Data interpretation and grouping

Staff will have an opportunity to progress in their careers at C.O.R.E. Academy of Excellence through attending in person Professional Development classes and achieving mastery through

various Ethos Logos offerings, mentoring and with the support of the Professional Development director and team.

Ongoing, the Professional Development department also hosts all-day classes on a various topic that the teachers, site admin and the PD director can choose from. Substitute teachers are brought in to allow for a longer training period.

Improve Student Outcomes: Transformative Teaching Methods

The research backed instructional model that best fits the C.O.R.E. Academy, Classical model, involves the framework found in Slavich and Zmbardo's Transformational Teaching model. The philosophy of CORE Academy and the Rhetoric stage of Classical Education aligns with Transformational Teaching in that we believe '*expressed or unexpressed goal to increase students mastery of key course concepts while transforming their learning related attitudes, values, beliefs and skills*' ²

For Transformational Teaching to take place first there must be a dynamic relationships between teachers, students, and a shared body of knowledge in a way that promotes student learning and personal growth. The foundational discipline models employed by C.O.R.E. Academy, are based on the works of Dr. Rudolf Druikers and Dr. William Glasser. Both theories rely heavily on the power of relationships between the teacher and student.

Transformational Teaching involves 6 distinct steps that are research backed and lead to academic and social emotional learning goals;

(1) Establishing a shared vision for a course; This step involves getting buy in from the students and focusing on the 'Why' are we learning this. These goals should be short (by quarter) and longer, (end of course) and coincide with daily objectives for individual lessons. The Ethos Logos Curriculum program has pre determined Exit Tickets for History, Art, Music, English and Science that function as large guides but they should not supplement the shared vision discussions that happen between teacher and student.

(2) Providing modeling and mastery experiences; Transformational Teaching involves providing modeling and mastery experiences that promote learning, and transform students' attitudes, values, and beliefs.

Modeling and mastery does not exclusively rely on the teacher as the sage on the sage. Other instruction models including group-based activities allow student peers to provide support, model new thought process and problem solving skills, and promote new habits of mind and points of view. Using the Great Books Foundation's, Shared Inquiry model and professional development in the art of a strong Socratic discussion, the program of

² Slavich, G.M., & Zimbardo, P.G. (2012). *Transformational Teaching; Theoretical Underpinnings, Basic Principles, and Core Methods*. *Educational Psychology Review*, 24(4), 569-608.

instruction allows for deep learning, small group discussion and a student focused learning approach.

(3) Intellectually challenging and encouraging students; A large body of research on the role of teacher modeling a ‘growth mindset’ and find ways to demonstrate that students view their talents and abilities as improvable and without limits. One way instructors can transform students’ attitudes and beliefs about learning is by framing questions in terms of students’ current level of understanding and by presenting problems that are of appropriate difficulty, given students’ prior knowledge and current skill level.

(4) Personalizing attention and feedback; Instructors can personalize attention and feedback in several different ways within the Transformational Teaching framework. Instructors can assess what students know and do not know about a topic, and pose problems and questions that are of appropriate difficulty. Instructors can also use this information to provide students with individualized feedback regarding their resources and capabilities, and how they are using these attributes to accomplish their goals. Through a strong summative and formative assessment strategy and constant teacher feedback on a student's work the small wins and ongoing re-teaching and fine tuning will provide the student with confidence and improve learning outcomes. Instructors must have a general sense for each student's current ability level to do this, because if they make appraisals that are markedly different from reality, the feedback is not likely to be taken seriously.

(5) Creating experiential lessons that transcend the boundaries of the classroom; The immersion of the student into learning across subjects, inside and outside of the classroom and through different learning modalities (visual, audio, kinesthetic) is a hallmark of the thematic units of Classical Education. The role of the teacher in the classroom, with the help of the tools found in the Ethos Logos Curriculum Program, involves creating lessons that immerse students in a topic through yearlong thematic units with time period of history being the overarching link.

(6) Promoting ample opportunities for pre-reflection and reflection. Pre-reflection concerns all types of reflective actions that occur before a particular assignment or activity has begun; reflection, in contrast, concerns reflective actions that occur after an assignment or activity has ended.

Improve Student Outcomes: Assessment Strategy

C.O.R.E Academy of Excellence will utilize many different forms of assessment to measure student progress and determine appropriate systemic responses:

- AZ Merit, State-Based Achievement Assessments: State-based achievement assessments such as the current End of Course Assessments in Algebra, 10th grade English and Biology will continue to be used to measure student understanding of core areas necessary for graduation in

the state of Arizona. C.O.R.E. Academy of Excellence will respond accordingly and continue to meet state expectations as these assessments evolve based on state and national standards initiatives. Students at C.O.R.E. Academy of Excellence take AzMERIT End-of-Course (EOC) tests in English Language Arts and Mathematics that test their proficiency in these subjects. The ELA tests include a writing portion and a reading portion. AzMERIT End-of-Course tests are ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II and Science 10. Students take the test while in the appropriate course. AzMERIT goes beyond multiple choice questions. This means that the test results provide a better indicator of what students have learned during the school year.

- NWEA: NWEA measures 9th and 10th grade student achievement in the areas of Reading Comprehension, Language Usage, and Mathematics across time. C.O.R.E. Academy of Excellence will implement Fall and Spring NWEA testing to determine accurate skill levels, to demonstrate student growth, and as one comparable data point for measuring teacher effectiveness. The NWEA assessment tool allows the administration and teaching staff to determine weaknesses in student learning and to tailor differentiation programs around individual or groups of students needs.
- Placement Exam: The C.O.R.E. Academy of Excellence placement exam will be a locally-created skills-based test that assesses prerequisite and grade-level skills for reading, writing, grammar, Algebra, and Geometry. Placement Exams will be utilized to accurately place students in the skill appropriate classes.
- PSAT/SAT/ACT: C.O.R.E. Academy of Excellence will use college entrance exams to measure the comparative college-readiness (especially in the areas of critical reading, writing and math) of C.O.R.E. students.
- Benchmark and Final Exams: Locally-created content-specific Benchmark and Final Exams are required in every C.O.R.E. Academy of Excellence course. These assessments provide C.O.R.E. Academy of Excellence teachers with essential data regarding the effectiveness of their teaching and the curriculum. Benchmark Exams provide teachers and scholars with the opportunity to measure the amount of learning at the mid-point in the semester. Final Exams provide teachers and scholars with the opportunity to summarily measure the total amount of learning over the entire semester. Since Benchmark and Final Exams must be aligned between teachers with common content, these exams also provide a comparable data point for measuring teacher effectiveness.

Improve Student Outcomes: Customized Curriculum Resources –

Gibboney (1994)³ showed the challenges teachers experience in taking off the shelf publisher textbooks and the difficulty in embedded the concepts into various pedagogies. His study puts forth that teachers are professionals and are most successful with they adapt their instruction to meet their comfort levels and the responses from their students. Nowhere is this adaptation more pronounced than in the Classical pedagogy. Since the classical education model has been primarily focus on secular private schools, to build out a comprehensive thematic program has been elusive. Many public Classical charters have been forced to piece together a program from various publishing houses content. True thematic instruction has been difficult to achieve. The Ethos Logos Classical Curriculum program has employed by C.O.R.E. Academy has over 2000 syllabi built for Math, English, History, Science, Art, Music, Logic, Latin, and Geography.

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Improve Student Outcomes: Instructional Methods; Great Books Foundation's Shared Inquiry and Socratic Instruction Method –

C.O.R.E. Academy works with the 70 year old Great Books Foundation for content, lesson planning and professional development on their Shared Inquiry model. The program is rooted in the great works of classical literature and implements teacher based inquiry techniques that have been proven to increase reading comprehension and writing skills in elementary students. The power of the program is in Collaborative Discussion Guided by Authentic Questioning from a

³ Gibboney, R. (1994). The stone trumpet, A story of practical school reform, 1960-1990. Albany, NY: State University of New York Press.

⁴ Standards for Classical Language Learning, A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations. (1997)

⁵ A Case for Classics In Middle School, Rucculo. John Hopkins School of Education (2004)

trained teacher. Great Books curriculum includes source documents to be used in history instruction and short stories, poems and plays for use in English and AP English.

Improve Student Outcomes: Social Emotional Learning

The Ethos Logos Character Program provides C.O.R.E. Academy with instructional materials, methods, and strategies that have been crafted into interdisciplinary curricular themes, empower teachers to create meaning while allowing students time for purposeful exploration and self-reflection. Character development provides a foundation upon which we can build respect for human dignity and create twenty-first-century schools that will empower students to achieve excellence.

Character development educates both hearts and minds. The social, emotional, and ethical nurturing of young people is as important as their academic achievement (Marzano, Robert, et al. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria: ASCD, 2001).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has laid out five major categories competencies that should be addressed for a comprehensive social and emotional learning program.

- **Self-awareness:** *accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence;*
- **Self-management:** *regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals;*
- **Social awareness:** *being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources;*
- **Relationship skills:** *establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and*
- **Responsible decision making:** *making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community.⁶*

The focus on social emotional learning as well as academic achievement on standardized state tests is the goal of the Ethos Logos Character Program. Research supports that a focus on a students' pro-social skills has been linked to higher student achievement and a decrease in behavioral problems.

⁶ Collaborative for Academic, Social, and Emotional Learning; 2005; Devaney, O'Brien, Keister, Resnik, & Weissberg, 2006:

A.2.c. Describe the class size and teacher-student ratios and clearly explain how these address the identified needs of the target population for improved achievement and education choice.

Teacher-student Ratios

In Arizona, according to the 2015, National Center for Education Statistics, the average High School class size for teachers in departmentalized instruction, was 25.9 students. C.O.R.E. Academy has elected to build its staffing plan to a 1:25 teacher to student ratio. Research on class size and student outcome is mixed in the older grades and more pronounced in the younger grades. The balance of quality instruction through teacher training via a comprehensive professional development strategy and smaller class size is shown in the studies to be the most effective impact on student achievement. The strength of the C.O.R.E. Academy program and the focus on teacher quality coupled with the Transformative Teaching model will impact student achievement above and beyond classroom size.

Addressing Target Population Needs for Improved Achievement

C.O.R.E. Academy of Excellence will address the identified needs of the target population for improved student achievement by first meeting them where they are both socially and academically. The Professional Development department has a focused effort on helping teachers succeed at differentiated instruction in their core subjects (math and English). Instruction time in math will open with a Power Up refresher to prepare the scholars to the terms and concepts of the end of year AZ Merit exam. The class will then move to core instruction followed by grouping of students that need specific instruction in a strand of math or English where the data points to a learning gap. The NWEA-MAP data helps determine where the scholar's needs can be met within the Schoology delivery platform where resources are aligned to the particular standard. The classroom teacher can quickly tailor resources with the Ethos Logos platform to support scholars at their particular level.

In addition to a focus on classroom-based differentiation, all teachers are required to hold two hours of scholar enrichment beyond their classroom work. Based on NWEA-MAP data, scholars will be encouraged to attend teacher scholar hours on particular dates/times to focus on particular academic gaps that have been identified. The intervention program, group tutoring, scholar to scholar tutoring and an aggressive tutor volunteer program will be implemented into the C.O.R.E. Academy program well.

For all students testing data will be analyzed and broken down by strand a series of intervention programs will be employed to achieve maximum student growth for the C.O.R.E. Academy target population;

- Study Hall or one on one tutoring with the teaching staff
- Purposeful Pause in content delivery if entire portions of a class need assistance
- Dedicating class time to differentiate in ‘Crash Course’ by strand instruction

- Advanced scholar strategy to challenge students who can advance beyond their grade level
- Differentiated Instruction – and the training needed for all teachers to successfully implement differentiation techniques in their classroom.
- Progress monitoring with additional testing on standards that need additional support
- Third party cloud-based subscription services such as iReady – Study Island
- Parent Volunteers and or tutor clubs

C.O.R.E. Academy intervention program will follow the research backed Tier 1 to 3 model used in schools across America. The tiers include;

Tier 1 and 2 – Classroom Differentiation - Once a scholar's skills needs have been identified, teachers will implement a differentiation strategy that best fits their unique class dynamics. The methods that teachers are trained on by our Professional Development team and the process administration is tracking include; Lessons that are differentiated by a choice of content, process or outcome goal. The grouping will be done by student interest, skill readiness or learning profile. The tactics employed by the teacher in the classroom will include flexible grouping, student choice, and centers. Ongoing monitoring and adjusting are crucial to a successful differentiation program.

Students in the 20-30% of grade level, proficiency will be enrolled in the C.O.R.E. Academy intervention program and move to Tier 3 – Pull out intervention.

Tier 3 - Pull Out Intervention: Certain scholars will be identified as needing beyond classroom support and will be enrolled in the C.O.R.E. Academy Intervention Program. Tier 1 and 2 interventions primarily occur with the classroom teacher. Tier 3 interventions for struggling early readers involve identification and constant monitoring and small group pull out instruction. In the intervention, the team has a number of digital options including the iReady English and math program and workbook as well as the iReady assessment tool to monitor progress.

If academic achievement expectations or goals are not met, the leadership team will also analyze data and operations to determine if there are deficiencies in instruction to include curriculum review and or teacher instructional techniques. The corrective action steps for students that continue to exhibit low performance will include the following:

- Additional observations of teachers to identify poor instruction, classroom management, or root cause issues that may be affecting student outcomes.
- Address teacher training and professional development offerings to specifically address shortcomings in academic expectations or goals.
- Referral to the school leadership team to analyze curriculum and resources to ensure proper alignment of state standards.
- Revamp the Enrichment and Remediation (E/R) schedule of instruction to better meet the needs of students who are not meeting academic expectations.

- Analyze and adjust student ability grouping via differentiation in, where necessary. This would happen for both reading groups and the math block. The Principal would be responsible for implementing corrective action if expectations or goals are not being met. The Principal will enlist the assistance of the lead teachers, Ethos Logos Classical Curriculum team in order to take immediate corrective action.
 - Possible referral for IEP or 504 accommodations.
- Describe how student assessment and performance information will be shared with students and with parents

Progress monitoring will be shared with parents after the results of the late August, beginning of the year NWEA-MAP, test and after the mid-February NWEA-MAP test results have been administered. Because NWEA-MAP norms student data against a sample set of 10 million students across the US, the reports will give parents and an accurate snapshot of how their scholar is progressing. For students that are falling below 30% of grade level progress a face to face, a meeting will be scheduled with the scholar's parents to detail the plan of action and intervention team strategy. These RTI meetings will give the parents goals and resources to implement at home. Once enrolled in the intervention program, monthly progress monitoring will be given to the parents via email.

Educational Choice

The options for high schools on the northwest part of Pima County/Tucson are limited to four public high schools. The nearest charter option, Basis Ed Oro Valley, is 12.4 miles away.

		Distance from	Enrollment	2018	2018
		C.O.R.E.	2016-2017	English	Math
High Schools					
Public	Mountain View HS	5.4 miles	1913	36	32
Public	Marana HS	7.2 miles	2091	28	26
Public	Ironwood Ridge HS	8.7 miles	1799	41	34
Public	Canyon Del Oro HS	11.1 miles	1619	46	43
AVERAGES				38	34

		Distance from		2018	2018
		C.O.R.E.		8th Grd	8th Grd
				Eng	Math
Middle Feeder Schools					
Charter	Leman Academy Marana	2.2 miles		53	42
Charter	Leman Academy Oro Valley	10.2 miles		NA	NA

Charter	Legacy Traditional Marana	5.8 miles		67	86
Public	Marana Middle School	11.2 miles		35	35
Public	Tortolita Middle School	5.7 miles		28	33
Public	LW Cross Middle School	9.7 miles		58	51
AVERAGES				48	49

The closest charter high school, Basis Ed is 12.8 miles and 26 minutes away from the proposed location.

The options for school choice within a 10 mile radius of the proposed C.O.R.E. Academy location site are limited to traditional public high schools. These schools draw from area neighborhoods. The C.O.R.E. Academy leadership team is made up of a former Principal from Canyon Del Oro High School, the former CEO of Lemana Academy K8 charter, with two locations in the target population zone and a former Principal of Pusch Ridge Classical private high school.

The leadership team uniquely knows the needs of the families of the trade area and has put together a charter school choice that addresses those needs. The former Principal of CDO High School was instrumental in ensuring that the C.O.R.E. Academy high school provided; an AP track for college prep students as well as integration into the JTED, tech training options provided to all Sophomore to Senior students in Pima County. The former Principal of Pusch Ridge High School uniquely understood the need for a Classical Education high school that was affordable to many families that could not enroll in a private school experience. The former CEO of Lemana Academy understands the needs of over 250 families that are graduating each year from the two area Lemana Academy K8 Classical schools. The families’ desire to continue on with a Classical based education with high rigor, character focus and the full high school experience including competitive sports and clubs.

This trade area is underrepresented with school choice options and for charter high schools in particular. Through the experience of the leadership team, survey’s of incoming families and review of growth trends in northern Pima County/Marana/Tucson there is a clear and demonstrated need for the type of pedagogy being proposed and the full program offering the C.O.R.E. Academy team is proposing.

A.3

Program of Instruction

A.3 PROGRAM OF INSTRUCTION

A.3a. Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.

At the high school level students will be expected to build upon their prior knowledge and educational attainment to begin connecting ideas and forming their own opinions. Learning is directed by the curriculum and the teaching staff but students will be expected to take responsibility for their school work product and their own education.

Curriculum Alignment with Ed Philosophy: The Framework For Academic Program Design

The end goal of the academic, athletic, community service and social emotional learning programs implemented at C.O.R.E. Academy will be built out on the framework of the following goals:

- A focus on deep learning rather than shallow knowledge
- The ability to assess mastery using a number of measures
- A focus on innovative learning methods that are rooted in the Classical Education framework but account for technology, media, problem solving skills all with a goal of higher order thinking skills development.
- A balanced approach of instruction from Socratic/Shared Inquiry, to direct instruction, small group and community based learning.
- Character development and Social Emotional Learning is integrated into everything we do at CORE Academy. From in the classroom, in the lunchroom or on the athletic fields, character development is an everyday role of all staff members at the school.

Curriculum Alignment with Ed Philosophy: Classical Education Model

“Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the *trivium*. The final phase of a classical education, the “Rhetoric Stage,” builds on the first two.

A classical education, then, has two important aspects. It is language-focused. And it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions. ¹

Curriculum Alignment with Ed Philosophy: Thematic Units – Emersion In History - The use of thematic units of study, in the case of C.O.R.E. Academy, emersions in time periods of history have been found to have a higher level of Critical Thinking Skills and a more positive attitude towards Social Studies in general. ² The C.O.R.E. Academy Classical model built on a year long exploration of a historical time period moves beyond fact memorization and on to knowledge utilization and application. According to Freeman and Sokoloff’s the goal it to build curriculum so that students explore these questions requires that students develop facility in math, science,

¹ *What Is Classical Education* by Susan Wise Bauer www.TheWellTrainedMind.com , <https://welltrainedmind.com/a/classical-education/>

² The Effects of Thematic Social Studies Instruction on Eight Grade Student’s Historical Reasoning Ability and Attitudes Towards Social Studies Related Tasks. Cloutier, Andrew R (2013). Education Dissertations. <http://repository.wcsu.edu/educationdis/21>

literature, history, ... etc. It is not possible to answer such questions without using the knowledge, skills, and attitudes represented within the disciplines.³

Curriculum Alignment with Ed Philosophy: Latin Instruction - Scholars at C.O.R.E. Academy will be instructed in Latin language with a focus of 5 or the 5 dictated standards laid out by The American Classical League and The American Philological Association and Regional Classical Associations⁴. Standard 1 is to read and understand the Latin language, standard 2 is to have an understanding of the Roman culture and the foundations of the Latin language, standard 3 and 4 is to integrate and recognize Latin origins across subject areas. Standard 5 is to integrate their knowledge of Latin into their community. Latin language instruction found in C.O.R.E. Academy beginning in third grade has been found to have lasting impacts on SAT scores and student achievement.

- **SAT Scores** - In 2002, The College Board published a newsletter stating that the mean Verbal SAT score for those who took the SAT II Latin Test was 666, compared to the national average of 504. Students who took the French SAT II Test achieved a mean verbal score of 637, compared to the 581 achieved by students who took Spanish. Likewise, those who majored in "Classical Languages" or "Classics" and took the GRE between 1996-1999 scored the highest of over 270 fields in the Verbal section.⁵

Curriculum Alignment with Ed Philosophy: Great Books Foundation – Shared Inquiry and Socratic Instruction Method –

CORE Academy works with the 70 year old Great Books Foundation for content, lesson planning and professional development on their Shared Inquiry model. The program is rooted in the great works of classical literature and implements teacher based inquiry techniques that have been proven to increase reading comprehension and writing skills in elementary students. The power of the program is in Collaborative Discussion Guided by Authentic Questioning from a trained teacher.

Curriculum Alignment with Ed Philosophy: Mathematics Program

Rational for Selecting Saxon Math Curriculum for Target Population;

In selecting the Saxon Math program for the C.O.R.E. Academy math program, the founding group looked for a program explicitly aligned to the school’s philosophical approach, specifically:

- Integration of conceptual understanding, computation fluency, and problem solving skills. These traits are critical for building on a math future for scholars and passing of the AZ Merit.
- Proficiency to mastery of whole-number operations, fluency with standard algorithms, and understanding of core math laws of operations. Sufficient opportunities for practice with whole-number operations are necessary to develop automatic recall of core math tenants.
- Math learning of all students can be improved by a strong differentiation program in the classroom and interventions that address social, affective, and motivational factors.
- Professional development of teaching staff with emphasis on data usage for math strand weakness is an intractable part of the success of the Saxon math program. Teacher fidelity to the program, use of reteaching, analysis of benchmark data are all focuses of training and implementation of Saxon. Our

³ Freeman, Skoloff, “Toward a Theory of Thematic Curricula: Constructing New Learning Environments for Teachers & Learners” (1995). Education Policy Analysis Archives.

⁴ Standards for Classical Language Learning, A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations. (1997)

⁵ A Case for Classics In Middle School, Ruccolo. John Hopkins School of Education (2004)

rationale for selecting this program draws heavily from research which indicates that students who are taught with a mathematics curriculum that uses continual practice and review demonstrate greater math achievement and skill acquisition than do students who are taught with a mass approach (Good & Grouws, 1979; Hardesty, 1986; MacDonald, 1984; Mayfield & Chase, 2002; Ornstein, 1990; Usnick, 1991).

Why Saxon for C.O.R.E. Academy's Target Population:

- 1. Feeder K8 Schools Identified In Application:** The C.O.R.E. Academy target population will have experience with the concepts and teaching method of the Saxon math program. The identified feeder's schools include two Leman Academy K8 classical schools and a Legacy Rational among other middle schools. These three systems use Saxon as their core math instructional text. Each of these schools are graduating 125+/- 8th graders per year and are target audiences for C.O.R.E. Academy's enrollment strategy.
- 2. Consistency and Fidelity of the Saxon Program:** Continual Practice Distributed Across the Level Practice of an increment is distributed continually across each grade level. Continual, distributed practice ensures that concepts are committed to students' long-term memory and that students achieve automaticity of basic math skills. Several research studies show that students who are taught with a mathematics curriculum that uses continual practice and review show greater skill acquisition and math achievement (Good & Grouws, 1979; MacDonald, 1984; Hardesty, 1986; Mayfield & Chase, 2002; Usnick, 1991; Ornstein, 1990). Additional studies have concluded that spaced (distributed) practice results in higher performance than massed practice (Dhaliwal, 1987; Proctor, 1980).⁶ See multiyear Saxon improvements under #7
- 3. The Saxon Instructional Process:** Saxon Math is the only major math program on the market today that systematically distributes instruction and practice and assessment throughout the academic year as opposed to concentrating, or massing, the instruction, practice and assessment of related concepts into a short period of time -- usually within a unit or chapter. Saxon Math's unique approach to math instruction ensures that students not only gain but also retain essential math skills. The pedagogy used in Saxon Math is unique, effective and research-based.⁷
- 4. Spiral and Reteach Aspects of Saxon.** Saxon Math has a purposeful spiraling aspect that refreshes on basic concepts for the first 24-33% of the lessons then slowly introduces basic core concepts for the particular course and builds upon those concepts to mastery. Research also suggests there is value in a teaching method that uses small, easily digestible chunks of information within its lessons (Ausubel, 1969; Brophy & Everston, 1976). Studies by Rosenshine and Stevens (1986) and Brophy and Everston (1976) demonstrated the importance of using incremental steps when teaching new information. Effective concept development involves incremental skill instruction distributed throughout a school year.
- 5. Target Population – Saxon Math and Ethos Logos -** For the target population, we expect a student population that will need remediation and that will be advanced and require advanced math options. The Saxon math program is complemented by the Ethos Logos Curriculum in that textbooks has accompanying video lessons and additional supports for students that need remediation of advancement. In addition to in grade/class remediation, the Ethos Logos tool allows ability grouping for both student population subgroups (remediation or advanced). Ethos Logos has resources for C.O.R.E. Academy teachers to reach back 2, 3 or 4-grade levels to reteach a concept or introduce a make up course.

⁶ Research – Behind the Difference That Gets Results. Saxon Math. HMCO Publishers.

⁷ Ibid

Research Study on At Risk – Disadvantaged – Special Education; Under contract to Harcourt, the publisher of Saxon Math, Resendez, Fahmy, & Azin (2005) carried out a post-hoc evaluation of Saxon Math in Texas middle schools, grades 6-8. Fifteen middle schools that used Saxon Math were matched with 15 schools randomly selected from among 40 matched schools provided to the researchers.

Differences were very similar at the end of the sixth, seventh, and eighth grades and two-year and one-year effect sizes were +0.25 and +0.17, respectively, **indicating that there was a little incremental gain for Saxon Math students after the first year, beyond what was seen in the control group. Separate analyses of the three-year gains found significantly greater performance among Saxon Math students who were economically disadvantaged, minorities, at-risk, and in special education.** Effects by TAKS subscales were assessed separately for each grade, and differences consistently favored Saxon Math on each of six subscales in seventh and eighth grades and on four of the six subscales in sixth grade.

Curriculum Alignment with Ed Philosophy: English Program

The C.O.R.E. Academy English program draws from works of literature from American, British and World Lit and Classics. All literature courses will be built around the novels selected in the particular course. Young Adult Contemporary Classics and traditional Classical literature will be chosen by the English Department. These novels will be used to construct classes that discuss themes relevant to scholars and which are aligned to the school's mission, vision, and core values. Each model novel lesson will include components of literary analysis (theme, plot, arch, character development), grammar (foundational grammar and sentence structure lessons followed by grammatical editing and conventions), vocabulary (taken from the novel with LEXIL appropriate text as well as high frequency misspelled words for that grade level and a focus on Latin root words.), and writing (prompted from novel themes, focused on a repeating pattern of Narrative, Opinion, Informative and Creative writing conventions).

Curriculum Alignment with Ed Philosophy: Science Program

The science program at C.O.R.E. Academy follows a pattern of one full year of Earth Sciences, Biology, Chemistry and Physics, with the option to choose 3 out of the 4 of these courses for graduation. In the concepts covered in AZ Merit science instruction has been defined primarily in the Biology course (biomes and energy flow in organisms, cells, DNA and genetics.) The Biology course is built to focus on these core subjects. The Schoology deliver program will define the objectives that the State of Arizona will present to scholars in the end of year AZ Merit exam. The teacher will be responsible for grading and promotion of the scholar from the course. The Ethos Logos Curriculum Program has built lessons around the new National Science Standards and Arizona, Colorado, Florida, Texas and Common Core science standards.

While three years of science are required for high school graduation, C.O.R.E. Academy students will be encouraged to pursue four years of science coursework, with the usual sequence being physical science, biology, chemistry, and physics. The purpose of our science program is to provide students with a broad knowledge of scientific concepts and establish a solid foundation for students to pursue postsecondary education.

Curriculum Alignment with Ed Philosophy: US Citizenship Exam – The goal for a graduating 12th Grader will be to score 85% on 100 question, US Citizenship exam. Beginning in 9th grade, up to 25 questions will be introduced and studied per year. Aligning the focus questions to the particular historic theme unit is part of the curriculum mapping.

Curriculum Alignment with Ed Philosophy: History Exit Tickets - Each unit of history (1 month) from 9th to 12 grade has an accompanying Exit Ticket for completion of the course. These Exit Tickets are what the instructor designs their history instruction around. C.O.R.E. Academy believes that history is more than dates and events, and encourages the instructors to make the time period come to life. Each of the 40 month long units has content created using the S.P.R.I.T.E. (Society, Politics, Religion, Intellectual, Technology, Economic) model. Ethos Logos

Classical Curriculum as provided content including sample lesson plans, short videos, long-form documentaries, source documents and close reading materials for instructors to choose from in arriving at the Exit Ticket goals. Arizona Civic Standards and Financial Literacy courses have been developed and are embedded in the content and covered the student’s time at C.O.R.E. Academy.

A.3b. Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.

Assessment Strategy

CORE Academy will utilize many different forms of assessment to measure student progress and determine appropriate systemic responses:

- Arizona Standards and State-Based Achievement Assessments: State-based achievement assessments such as the current End of Course Assessments in Algebra and will continue to be used to measure student understanding of core areas necessary for graduation in the state of Arizona. CORE Academy of will respond accordingly and continue to meet state expectations as these assessments evolve based on state and national standards initiatives.
- **Teacher Based Benchmark and Final Exams**: Locally-created content-specific Benchmark and Final Exams are required in every CORE Academy of Excellence course. These assessments provide teachers with essential data regarding the effectiveness of their teaching and the curriculum.

Instructional staff will be trained and monitored on their formative and summative assessments occurring in their classroom. Some of the techniques teachers will be expected to implement include:

Formative:

- **Check for Understanding**
- **Define Success – Socratic feedback and tracking -**
- **Quiz with Student Cross Grading –**

Summative

- **End of Chapter Testing –**
- **Summative Assessment Analysis and Adjustment –**
- **Homework Help Program –**

C.O.R.E Academy of Excellence will utilize many different forms of assessment to measure student progress and determine appropriate systemic responses:

- **AZ Merit, State-Based Achievement Assessments**: State-based achievement assessments such as the current End of Course Assessments in Algebra, 10th grade English and Biology will continue to be used to measure student understanding of core areas necessary for graduation in the state of Arizona. C.O.R.E. Academy of Excellence will respond accordingly and continue to meet state expectations as these assessments evolve based on state and national standards initiatives. Students at C.O.R.E Academy of Excellence take AzMERIT End-of-Course (EOC) tests in English Language Arts and Mathematics that test their proficiency in these subjects. The ELA tests include a writing portion and a reading portion. AzMERIT End-of-Course tests are ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II and Science 10. Students take the test while in the appropriate course. A satisfactory passing grade of a “C” and above is required in the core subject courses of ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II and Science 10. Student will be required to repeat the core course, should their final grade fall below a “C” average, either during the summer, or by taking the course over. The combination of identifying student caps in learning using the NWEA test given three times per year to identify potential leaning gaps and an aggressive intervention program up to and including, differentiated instruction, mandatory scholar

hours with the teaching staff, and intervention programs will ensure students will have the capacity to pass the end of year AZ Merit exams. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.

- NWEA: NWEA measures 9th and 10th grade student achievement in the areas of Reading Comprehension, Language Usage, and Mathematics across time. C.O.R.E. Academy implements Fall and Spring NWEA testing to determine accurate skill levels, to demonstrate student growth, and as one comparable data point for measuring teacher effectiveness.

- Benchmark and Final Exams: Locally-created content-specific Benchmark and Final Exams are required in every C.O.R.E. Academy of Excellence course. These assessments provide C.O.R.E. Academy of Excellence teachers with essential data regarding the effectiveness of their teaching and the curriculum.

A.3c. Present rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.

Rational for Selection and Assessment Strategy within Saxon Math For Pupil Achievement in Target Population:

1. Assessment – Within Saxon.

C.O.R.E. Academy’s research has determined Saxon is the strongest foundational math program to build from. Saxon math has been a foundational math program at other C.O.R.E Academy of Excellence will utilize many different forms of assessment to measure student progress and determine appropriate systemic responses.

Saxon math includes frequent summative assessments (every 10 chapters), numerous opportunities for the classroom teacher to monitor progress on daily lessons and formative unit testing. Teachers will be encouraged to create their own formative and summative assessments to best match the student’s individual needs. Saxon is the primary textbook but not the only mechanism for teaching students math concept mastery.

Cumulative Assessment Distributed Across the Level The frequent, cumulative assessments in Saxon Math assess both the acquisition and maintenance of concepts. Assessments are built into each fifth lesson to help teachers frequently gauge students' progress. And, since each of the assessments is cumulative, teachers can also monitor students' retention of skills. The Saxon Math assessment strategies are based on foundational research showing that effective assessment is frequent and cumulative rather than infrequent or related only to content covered since the last test (Dempster, 1991).

2. AZ Merit, State-Based Achievement Assessments: State-based achievement assessments such as the current End of Course Assessments in 10th grade for Algebra using paper testing and using the AZ Merit exam.

All high school-level math courses are designed to provide students high school math credit and all math courses aligned to the first three years of the high school mathematics standards, and shall include AzMERIT End Of Course testing. Students at C.O.R.E Academy of Excellence take AzMERIT End-of-Course (EOC) tests in Mathematics that test their proficiency in these subjects. AzMERIT End-of-Course tests are ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II and Science 10. Students take the test while in the appropriate course. AzMERIT goes beyond multiple choice questions. This means that the test results provide a better indicator of what students have learned during the school year.

Arizona’s College and Career Ready Standards—include:

- The Algebra I course, or its equivalent, shall include the AzMERIT Algebra I test in the same semester that the one credit course is completed.
- The Geometry course, or its equivalent, shall include the AzMERIT Geometry test in the same semester that the one credit course is completed.
- The Algebra II course, or its equivalent, shall include the AzMERIT Algebra II test in the same semester that the one credit course is completed.
- For a multi-year integrated course sequence, each of the EOC tests in Algebra I, Geometry, and Algebra II shall be administered in the same semester that the content of the corresponding course, as identified in the Standards, has been completed.

C.O.R.E. Academy of Excellence will respond accordingly and continue to meet state expectations as these assessments evolve based on state and national standards initiatives.

- 3. Assessment Outside of Saxon** – NWEA Map benchmark assessments will occur 3 times per year to provide the administration and instructional staff with data that can be acted upon with respect to deficiencies and math academic growth.

Internal Benchmark Assessment: NWEA measures 9th and 10th and 11th grade student achievement in the areas of Mathematics across time. C.O.R.E. Academy of Excellence will implement Fall and Spring NWEA testing to determine accurate skill levels, to demonstrate student growth, and as one comparable data point for measuring teacher effectiveness. The NWEA assessment tool allows the administration and teaching staff to determine weaknesses in student learning and to tailor differentiation programs around individual or groups of students needs.

NWEA – Map Test 1 - August - **Early August**

- Year 1– within 30 days of school starting – Year 2 and beyond within 2 weeks of school starting.

NWEA – Map Test 2 - November – (12-14 weeks from prior benchmark)

NWEA – Map Test 3 - March 4th – (12-14 weeks from prior benchmark)

The assessment plan frame work includes monitoring students through benchmark testing three times during the school year will allow teachers, students, and parents/guardians to see the academic growth during the school year. This will provide a fluid process for modifying curriculum and instruction as the student's academic and skill needs change. The assessment will also provide ample time for the teachers to reflect on the personalization strategies used and proactive, academic interventions. With the NWEA Benchmark data the teachers will not have to wait for summative end of course results to adjust the course of instruction when it is too late to change instructional curriculum resources. This type of assessment also retains the scores of students’ year- to-year so that long-term growth can be monitored. The teachers are given the assessment results immediately and follow an 8 step plan in analyzing, setting goals and reporting their plans to the school administration.

A.3d. Explain how the Program of Instruction will result in achieving the outcomes described in the school’s mission.

The selection of the instructional materials and program of instruction is uniquely aligned with C.O.R.E. Academy’s mission statement in that the interconnection of disciplines and focus on the full liberal arts education prepares scholars the society of the future. Through deep rich literature and a focus on the arts, scholars learn what is good true and beautiful and how their actions impact the community. Character development is an ongoing part of the entire campus learning experience.

Based on the rapid advancement of technology, the ability to think critically, approach the future with character-based values and develops graduates into leaders.

With a focus on the Socratic and Shared Inquiry teaching method and the focus on scholar lead discussions individual students refine their communication skills and build a deeper understanding of a wide range of subjects. Prior knowledge and interconnection of not just facts but how to apply the knowledge learned is the skill set that the classical model builds in scholars. Classical educated leaders appear throughout history and have major impacts on all portions of society.

C.O.R.E. Academy is implementing time tested Classical pedagogy with research-backed choices on ELA, Math, Science curriculum and teaching methods (Transformative Teaching). Operationally C.O.R.E. Academy will employ a comprehensive program to ensure quality instruction including 1. the teacher recruitment and detailed Professional Development offerings, 2. ongoing monitoring of teaching and leadership staff using the LoTi teacher evaluation tool. 3. Quality data capturing tools (iReady – NWEA-MAP) and analysis 4. Detailed intervention strategies using; MTSS/RTI, a framework with special interventions for Tier 3 students. 4. Quality curriculum aligned to State Standards. Customization for remediation and acceleration.

A.3.e Ensure the Program of Instruction is consistent with the Academic Systems Plan.

Academic System Plan

Program Of Instruction

AREA I: Elements of a Comprehensive Curriculum System

Alignment to Program of Instruction

<p><i>i. adoption of curriculum aligned to Arizona State Standards;</i></p>	<p>The CORE team chose research backed and standards aligned ELA (classical novel, Great Books Foundation), Math (Saxon), Science (Next Gen Science), History (Nat. Social Studies Standards and AZ Civic Standards), curriculum which is supported using the Ethos Logos digital delivery program.</p>
<p><i>ii. implementation of curriculum;</i></p>	<p>The CORE team has a pre-open training scheduled on the implementation of each of the core subject areas. Ongoing progress monitoring of the implementation fidelity will occur using national normed benchmark exams (NWEA-MAP) and monitoring by Admin and PD teams.</p>
<p><i>iii. evaluation of curriculum</i></p>	<p>The Administration and teachers will review nationally normed benchmark exams (NWEA-MAP), summative and formative and end of year AZ Merit results to evaluate the curriculum choices and make adjustments to meet the needs of the student population. The digital delivery nature of the curriculum allows for immediate and global adjustments should learning gaps arise. Sub populations (ELL, Special Ed, Gifted, Free Reduced Lunch etc.) will have the ability to tailor curriculum based on individual needs.</p>
<p><i>iv. revision of curriculum; and</i></p>	<p>During the summer, a subcommittee of teachers and admin will review the years curriculum results on benchmark assessments (NWEA-MAP) and AZ Merit as well as solicit feedback from the teaching staff on novel choices, learning gaps and suggestions for improvement of curriculum. The team will recommend and make adjustments where appropriate.</p>

A.3.2

Course Offerings and Graduation Requirements

A 3.2 COURSE OFFERINGS AND GRADUATION REQUIREMENTS

A.3.2a Identify Graduation Requirements for the school that will meet A.R.S. §15-701.01.

C.O.R.E Academy Graduation Requirements.

According to A.R.S. §15-701.01 as adopted by the State Board of Education (A.A.C. R7-2-302) student are required to obtain a minimum of twenty two credits to graduate from C.O.R.E. Academy. Fifteen credits must be obtained in the following subject areas:

- English or English as a Second Language: 4 credits
- Social Studies: 3 credits
- Mathematics: 4 credits
- Science: 3 credits
- Fine Art or Career and Technical Education: 1 credit
- Locally Prescribed Courses: 7 credits

As part of the competency requirements for social studies, C.O.R.E. Academy students are required to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 80% or higher on the civics test in order to graduate from high school or obtain a high school equivalency certificate.

C.O.R.E. Academy of Excellence will require the completion of 26 credits for graduation as well as the satisfactory passage of a senior thesis and panel review. A single credit represents the passage, at a minimum competency level of 60%, of a full year of class. Some course offerings will be one semester and will award a half credit upon completion. Of the 26 credits the state minimums of 4 math, 4 English, 3 Social Studies, 3 Science, 1 Fine Arts or CTE are incorporated in the following offerings:

<u>Course</u>	<u>Credit</u>	<u>Course</u>	<u>Credit</u>
- English/Language Arts	4	Logic	.5
- Mathematics	4	Senior Capstone	1
- History (American Focus (AZ State))	2	Language-Latin	1
- History-World 1 Geography Emphasis	1	Fine Arts	1
- History- World 2 Economics Emphasis	1	Rhetoric	.5
- Science	3	Electives	0
<i>Total 26- AP or Honors Options May Be Substituted When/As Available</i>			

C.O.R.E. Academy Required Additional Classes: In accordance with the State Board of Education policy statement (A.A.C. R7-2-302 (1)(a-e), the C.O.R.E. Academy Governing Board will require additional courses to graduate from their program. To receive a C.O.R.E. Academy Classical High School Degree, a completion of the following additional courses are required. The determination and verification of student accomplishment and performance in these courses shall be the responsibility of the subject area teacher.

C.O.R.E. Academy is requiring the addition of the following credits towards graduation of their program. To receive a C.O.R.E. Classical High School Degree the following additional courses must be completed:

- 1 additional Social Studies Credit
- 1 additional credit for Logic and or Rhetoric (.5 credit each course)
- 1 additional credits for foreign language (Latin or other)
- 1 additional credit of Senior Capstone

Individual student plans that may include Pima County Joint Technical and Education (JTED) credits or college credit may be substituted for C.O.R.E. Academy additional requirements with written request of the school Principal.

C.O.R.E. Academy of Excellence graduation requirements in comparison to State requirements and Arizona university requirements.

Course Requirements	Arizona Graduation requirements	Entrance to Arizona Universities	C.O.R.E. Academy Requirements
English	4	4	4
Math	4	4	4
Science	3	3	3
Social Studies/History	3	2	4
Fine Arts/CTE	1	1	1
World Languages	0	2	1
Electives (Capstone)	7	0	5
Logic - Rhetoric	NA	NA	1
Capstone - Senior	NA	NA	1
Civic - US Citizen - Arizona	60% passing	NA	80% passing
Total Credits	22	16	24

¹Arizona Department of Education. (2016). Class of 2017 graduation requirements. Retrieved from <http://www.azed.gov/hsgraduation/>

²Arizona State University. (2017). freshman admission requirements and timelines. Retrieved from: <https://students.asu.edu/freshman/requirements>

A3.2b. Describe the comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.

The awarding of a credit toward the completion of high school graduation from C.O.R.E Academy of Excellence shall be based on successful completion of the subject area requirements prescribed by this document and in accordance to State of Arizona Department of Education requirements. The C.O.R.E. Academy of Excellence charter school board will review the requirements annually and adjust as needed. The process for awarding course credit will be based upon successful completion of the course with a final grade of 60% or higher and at least 90% attendance. Formative assessment will occur on a daily basis and will include classroom participation, quizzes, small and large group observations, and homework. Scholars will be expected to take a final unit exam. The grading break down that may be as follows: Tests 40%, Homework 20%, Assignments 20%, Quizzes 20% (individual courses may deviate from this weighted scoring with administration approval). Scholars who score below a 59% will be allowed to earn the course credit by taking the course again or during summer school.

For scholars transferring from another school with a letter grade of “D” in one of the stated core subjects, the grade will be accepted if the scholars show proficiency in that subject using the NWEA-MAP diagnostic assessment. If mastery is not demonstrated the course will be counted as an elective and the core content course must be retaken. The awarding of a credit toward the completion of high school graduation requirements shall be amended from time to time subject to the charter board’s annual review of State of Arizona approved standards for subject areas. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher. Scholars may request, to the charter school board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in lieu of classroom time.

Course recovery and Summer School options. For students that fail a core subject, C.O.R.E. Academy will offer summer or evening make up options to keep the student on track for graduation. The free summer school program offers students the chance to retake a class for a better grade or get caught up on credits. C.O.R.E. Academy will initially contract with an approved Arizona online high school and move to manage their course recovery option with a blend of teacher-led summer school using in class and online guided independent study model which matches the pace that best matches the students preferred learning style—spend more one-on-one time with your teacher on difficult concepts, and move quickly through subjects in which students excel.

The C.O.R.E. Academy governing charter board and administration will provide a course of study and graduation process for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school

diploma upon completion of those graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

A.3.2c. Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of course State assessment.

A satisfactory passing grade of a “C” and above is required in the core subject courses of ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II and Science 10. Student will be required to repeat the core course, should their final grade fall below a “C” average, either during the summer, or by taking the course over. The combination of identifying student caps in learning using the NWEA test given three times per year to identify potential leaning gaps and an aggressive intervention program up to and including, differentiated instruction, mandatory scholar hours with the teaching staff, and intervention programs will ensure students will have the capacity to pass the end of year AZ Merit exams. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.

- NWEA: NWEA measures 9th and 10th grade student achievement in the areas of Reading Comprehension, Language Usage, and Mathematics across time. C.O.R.E. Academy implements Fall and Spring NWEA testing to determine accurate skill levels, to demonstrate student growth, and as one comparable data point for measuring teacher effectiveness. The NWEA assessment tool allows the administration and teaching staff to determine weaknesses in student learning and to tailor differentiation programs around individual or groups of students needs.
- ACT and or College Board AP grading: C.O.R.E. Academy of Excellence may use college entrance exams to measure the comparative college-readiness (especially in the areas of critical reading, writing and math) of C.O.R.E. Academy of Excellence students. The Principal will present to the Governing Board options on end of year testing that are approved by the State of Arizona and are proven to prove course mastery.
- Benchmark and Final Exams: Locally-created content-specific Benchmark and Final Exams are required in every C.O.R.E. Academy of Excellence course. These assessments provide C.O.R.E. Academy of Excellence teachers with essential data regarding the effectiveness of their teaching and the curriculum. Benchmark Exams provide teachers and scholars with the opportunity to measure the amount of learning at the mid-point in the semester.

A.3.2d. Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.

The C.O.R.E. Academy of Excellence graduation requirements are to include the following for a total of 26 required credits: 1) Four credits of English, which shall include, but not be limited to: grammar, writing, and reading skills, advanced grammar, composition, advanced composition, research methods and skills and literature. One credit includes the principles of speech and debate. These skills will be embedded in the course design of American Literature, British Literature, World Literature and Classic Literature; 2) Four credits in History which includes: One credit of American history with inclusion of Arizona history; One credit of world history/geography. Classical Education is a deep focus on history as the overarching arch for all the years’ curriculum.

Menu of Course Offerings- each course shall satisfy the Arizona Department of Education Requirements.

**Brief descriptions- additional information available but limited descriptions provided due to page limitation of this section.*

English – Language Arts

The English program follows a four-year cycle of American, British and World and Classic literature. Throughout the curriculum there is an emphasis on developing speaking and writing skills through the analysis and discussion of literature. As a college prep tract, C.O.R.E. Academy will offer options for AP English that run concurrent to the focus of English 1 (American Lit) and English 2 (British Lit).

English 1 (Intro American Lit-Grammar Emphasis) 9th Grade 1 Credit

This course will focus on the great works of American literature.

English 2 British Lit (Composition Emphasis) 10th Grade 1 Credit

This course will focus on British based classical literature. Students will focus on opinion and comparative writing techniques.

English 3 World Lit (Composition Emphasis - Poetry) **11th Grade** **1 Credit**
This course will focus on Classical Literature from all time periods. Students will be required to read two classical novels from a provided list and two classical novels deemed appropriate by the class instructor. Poetry analysis will be taught in the second semester of this course year.

English 4 Classics (Speech, Debate, Rhetoric) **12th Grade** **1 Credit**
This course will focus on Classical literature. There will be an integration of reading, writing, speaking, listening, and language skills using a thematic based approach. Students will work towards their capstone project with research skills, writing and speaking skills learned throughout their time in the school.

Capstone Classics – Ethics – (Speech, Debate, Rhetoric) **12th Grade** **1 Credit**
As a culminating activity of a classical education, the Capstone Project continues the Medieval tradition put forth by Dorothy Sayers in ‘The Lost Tools of Learning’. The Senior Capstone Project allows the graduating class to display the mastery of their academic formation. Through the Senior Capstone process, each senior will research, present and defend their thesis.

AP Capstone Diploma Designation – (AP Seminar and AP Research plus 4 Additional AP Exams of Choice) **1 Credit**
Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™.

Mathematics (Statement of Philosophy)
The goal of the program is to instill in each student an appreciation for Mathematics and to equip him/her with the skills and confidence necessary to succeed in post-secondary study. Through lectures, discussions, and cooperative and independent assignments, students learn the mathematical concepts including algebraic, numerical and graphical representations, as well as corollary applications in problem solving.

Algebra 1 (Intro - Remediation) **9th Grade** **1 Credit**
This course focuses on algebraic problem solving skills. Students should come into this introductory course with sufficient math skills to begin the higher order thinking of high school level algebra. The focus on this course will be for remediation and including, additional class time, differentiated instruction, use of virtual math programs to be assigned for at home work. This course focuses on algebraic problem solving. A grade of “C” or better is required for completion of course credit and for advancement on to Algebra 1a.

Algebra 1a **9th Grade** **1 Credit**
This course is designed to emphasize the study of multiple representations of linear and non-linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials

Geometry **10th Grade** **1 Credit**
This standard first course in geometry covers the required concepts of Euclidean geometry including definitions, postulates, and theorems.

Algebra 2: Algebra 2 provides a review and extension of the concepts taught in Algebra I. Topics taught in this course will include operations with real number, systems of linear equations and inequalities, factoring, algebraic fractions and fractional equations, quadratic, radical and rational functions and some work with conic sections, exponential functions, and complex numbers.

Pre-Calculus **11th or 12th Grade** **1 Credit**
Pre Calculus, students review, practice, and apply most of the skills learned in Algebra 1 and Algebra 2, at an accelerated pace and with a broader scope. The emphasis shifts to functions, graphing, equation solving, and applications of these concepts to real-world problems.

Calculus **11th or 12th Grade** **1 Credit**
Calculus is an advanced high school mathematics course. It builds on principles of Geometry, Algebra and other prior mathematics courses to take students into the world of limits, derivatives, special computational techniques such as the Power Rule, and differentiation.

Trigonometry **10-12th Grade** **1 Credit**
This course focuses on trigonometric principles as an extension of algebraic and geometrical concepts. Students will study angles, arcs, the unit circle, and polar coordinates.

Probability and Statistics**10-12th Grade****1 Credit**

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions.

Science

Offerings within the Science program aim to provide students with the fundamental skills and knowledge necessary to understand scientific theories and natural laws which govern the living and physical worlds. Laboratory experiences are incorporated into all Science courses as an aid in accomplishing this goal. The C.O.R.E. Academy science department and administration will determine the demand for AP tracks in the science disciplines. The option for students to complete AP Bio, Chemistry, Earth and Physics will be provided and designed in accordance with the College Board AP course outlines. A grade of 3 or higher will be required for AP credit.

Biology**9th to 12th Grade****1 Credit**

Students will be taught problem solving strategies, the scientific method, hands-on lab experiences and cooperative learning strategies as a basis for all science courses offered throughout high school. Biology is the study of life. This course is laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, and organization in living systems and the behavior of organisms.

Earth Sciences**9th to 12th Grade****1 Credit**

This course is laboratory-based science class emphasizing the function of the earth's system. Emphasis is placed on the human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system.

Chemistry**9th to 12th Grade****1 Credit**

The chemistry program emphasizes the concepts and techniques that are crucial for a fundamental understanding of inorganic and organic chemistry. The course encourages students to solve chemical problems through concepts taught in class and laboratory experimentation.

Physics**9th to 12th Grade****1 Credit**

This is a course that leads to our fundamental understanding of how the universe behaves. By focusing our studies on matter, energy, and the interactions of force and motion we can describe anything in the universe around us. This course is a lab science that an integration of the conceptual approach and mathematical bases presentation of Newtonian Mechanics, Fluid Mechanics, Thermodynamics, Oscillatory Motion, Sound, Electricity, Light, and Energy. The emphasis is on implementation of problem solving skills, lab skills, and understanding of each.

History 9th to 12th Grade

The primary goal of the History program is to immerse students in the history and culture of Western civilization in order to enable them with a working historical knowledge and cultural literacy of their own society. Each history course includes a focus on the Geography, Economy, Cultural, Artistic and Political aspects of the age of study and their impact on the world today. Four credits in social studies to include one credit of American history including: Arizona history (11th grade); two credits of World history/Geography (9th and 12th grades); one-half credit of American government, including Arizona government; and one-half credit of economics (12th grade). The history program at C.O.R.E. Academy includes:

- **9th Grade – Ancients (World History/Geography)**- Students study the earliest civilizations with an emphasis on the unique and providential contributions of Greece and Rome to modern society, and to the United States. The philosophies and foundational ideals of Democracy/Republics are introduced.
- **10th Grade – Medieval History (World History/Geography)** -The courses introduces students to the impact of the Enlightenment on the U.S. democratic ideals. This foundational course shows the experiments in government from the fall of Rome to the Enlightenment. Students understand the role of global industrialization, the colony economy and the emergence and impact of new technology on society. This course focuses on the role of the arts through the Renaissance explosion.
- **11th Grade – Foundation of America– (American History/Arizona History)** – This course will cover the foundation of the USA including an introduction to Arizona government during the 11th grade course of study. The ideas from 9th and 10th grade are applied to beginnings of America. This course provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional

principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. Arizona History is the focus on the states foundation in the federalist system. This course covers Arizona’s form of government and political and economic drivers.

- **US Civics Exam** Students will fulfill the civics assessment graduation requirement as part of the end of course. As part of successful completion of this course, the students must pass, with a 75% or greater the, Civics Exams used by the United States Citizenship and Immigration Services. The student must correctly answer 75 out of the 100 questions in order to pass the course, and ultimately graduate from C.O.R.E. Academy.
- **12th Grade – Modern American History in World Historical Context (.5 credits), Economics (.5 credits)**
The students will study major turning points that shaped the modern world, from the Civil War through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations.
Economics: This course includes a semester (.5 credit) focus on economics both micro and macro and an analysis of the major economic systems of the world (both modern and historic). The students will establish a foundation of understanding of fundamental economic concepts including personal finance. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations to the understanding of operations and institutions of economic systems. A half credit course in Economics and Finance offered through the Ethos Logos curriculum program which complies with the Arizona Department of Ed guidelines will be taught in 12th grade.

Latin 1 and 2	9th to 12th Grade	1 Credit
Art and Music		
Art (Studio)	9th to 12th Grade	1 Credit
Art (Drawing/Painting)	9th to 12th Grade	1 Credit
Choir (Concert)	9th to 12th Grade	1 Credit
Instruments (Beginners)	9th to 12th Grade	1 Credit
Video Media (Intro)	9th to 12th Grade	1 Credit

Physical Education

The Physical Education program is to engage the whole person: the spiritual, mental and physical qualities of each student. Physical Education classes aim to instill a sense of respect and integrity along with teamwork, sportsmanship and responsibility for self growth.

Strength and Conditioning	9th to 12th Grade	1 Credit
Team Sports	9th to 12th Grade	1 Credit

Pima County Joint Technical Education Program - JTED

Program offerings will include; business, arts and design, computer and media, health sciences, hospitality, education and human services, industrial technology, public service, science and engineering. Enrollment and awarding of credit towards a C.O.R.E. Academy diploma will be managed by the site administration and counseling department.

E. Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

The above described Course Offerings and Graduation Requirements are in alignment with the Program of Instruction and the Business Plan presented in this application.

A.4

**School Calendar and
Weekly Schedule**

A4. SCHOOL CALENDAR AND WEEKLY SCHEDULE

C.O.R.E. Academy of Excellence will follow a rigorous Classical education curriculum through a school calendar and weekly schedule that meets the requirements of A.R.S. §15-901 and §15-341.01.

A. Weekly schedule- compliance with Required Hours/Minutes of Instructions

The school day begins by 7:30 a.m. and ends at 3:14 p.m. for grades 9th through 12th. Grade 12th may complete earlier in the day if graduation requirements will be met without needing to stay for the entire day. Students will be in school for the required 180 days per A.R. S. §15-901. Weekly minutes of instruction for core subjects of math and English will be 385 per full time week as detailed below.

Parent/Teacher conferences will be held only for students demonstrating an area of concern. Parent/Teacher conferences will be scheduled in the afternoon of half days. Teachers may accommodate parents schedule either before school, lunch or immediately after school. Parent will be made aware of their student progress via email which would include class grades and NWEA-MAP assessment data for their student.

A school wide “parents night” will be held in during the first quarter. A “meet and greet” evening will be held during the first quarter to welcome parents into their classrooms and briefly discuss learning objectives. Parents then have an opportunity to experience a typical school day by following their students daily schedule.

A.4.b- Weekly Schedule is Compliant

Semester I: 88 DAYS	Q1: 44 DAYS
	Q2: 44 DAYS
Semester II :92 DAYS	Q3: 46 DAYS
	Q4: 46 DAYS
Total Days: 180	

Instructional Days by Month

Month	Instructional Days	PD Early Release (2 PD Hours each day)	Cumulative Days
July	0	5	0
August	16	3	16
September	21	5	37
October	17	3	54
November	18	3	72
December	16	3	88
January	18	4	106
February	18	4	124
March	18	4	142
April	22	4	164
May	16	3	180
Total	180	41	180

Individual Class Hours Annually

Month	55 min. class days	28 minute class days	Total minutes p/class	Hours p/class	Based on 6 Classes
July	0	0	0		
August	13	3	799	13.32	79.9
September	16	5	1020	17.00	102
October	13	4	827	13.78	82.7
November	15	3	909	15.15	90.9
December	12	4	772	12.87	77.2
January	13	4	827	13.78	82.7
February	14	4	882	14.70	88.2
March	13	5	855	14.25	85.5
April	18	4	1102	18.37	110.2
May	12	4	772	12.87	77.2
Total	139	40	8765	146.08	876.5

55

28

AZ High School Hour Requirement	720
ARS 15-341.01	HOURS

Schedules – Full Day and Early Release Day Schedules

CORE 1/2 Day- 7 periods			
Early Release Schedule - Grades 9th - 12th			
1st period	7:30am	7:58am	28 minutes
2nd period	8:05am	8:33am	28 minutes
3rd period	8:40am	9:08am	28 minutes
4th period	9:15am	9:43am	28 minutes
5th period	9:50am	10:18am	28 minutes
6th period	10:25am	10:53am	28 minutes
7th period	11:00am	11:28am	28 minutes
Professional Development	12:30pm	2:30pm	120 minutes

CORE Full Day- 7 periods			
Standard Schedule- Grades 9th - 12th			
1st period	7:30am	8:25am	55 minutes
2nd period	8:32am	9:27am	55 minutes
3rd period	9:34am	10:29am	55 minutes
4th period	10:35am	11:30am	55 minutes
Lunch	11:30	12:15	
5th period	12:15pm	1:10pm	55 minutes
6th period	1:17pm	2:12pm	55 minutes
7th period	2:19pm	3:14pm	55 minutes

A.4.c School calendar with the total number of days the proposed school will be in session, early release days, scheduled holidays and additional days off.

Semester 1 Calendar

27-31	Teacher Orientation	JULY						
		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	31	
5-7 10 12, 19, 26	Teachers Planning First day for students Professional Development-1/2 day	AUGUST						
		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	31					
7 2, 9, 16, 23, 30	Labor Day- no school for students Professional Development-1/2 day	SEPTEMBER						
		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			
9 12-16	End Qt 1- Half day for students Fall Break- no school for students	OCTOBER						
		S	M	T	W	T	F	S
					1	2	3	
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17

7, 21, 28

Professional Development-1/2 day

18	19	20	21	22	23	24
25	26	27	28	29	30	31

11

Veteran's day- no school for students

4, 18, 25

Professional Development-1/2 day

26-27

Thanksgiving- no school for students

NOVEMBER						
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					

2, 9, 16

Professional Development-1/2 day

22

End Semester I Half day for students

23-31

Winter Break

DECEMBER						
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	31		

Semester 2 Calendar

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
31						

1-4

Winter Break

5

First day of Spring Semester

6, 13, 20,

Professional Development-1/2 day

27

MLK Day-No school for students

18

FEBRUARY						
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

3, 10, 17,

Professional Development-1/2 day

24

21	22	23	24	25	26	27
28						

25-26

Rodeo Days- No school for students

MARCH						
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	31			

12

End Qt 3- Half day for students

15-19

Spring break- no school for students

3, 10, 24,
31

Professional Development-1/2 day

APRIL						
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	

7, 14, 21,
28

Professional Development-1/2 day

MAY						
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	31					

5, 12, 19

Professional Development-1/2 day

24

End Qt 4- Half day for students

31

Memorial day

JUNE						
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			

A.4.d - Compliance with Required Days

The 2020-2021 school year will begin on August 10, 2020 and end on May 26, 2021. Students will be in school for the required 180 days per A.R. S. §15-341.01.

A.4.e - Rationale for selected weekly schedule

C.O.R.E. Academy of Excellence has planned the weekly schedule for grades 9th-12th that supports the rigorous graduation requirements. Students will be assigned to academic counselors by grade and by last name. Each student will plan his/her schedule for the upcoming year with the academic advisor to ensure graduation requirements are being met at each grade level. The weekly schedule provides seven (7) class periods which provide the adequate time to achieve each of the graduation requirements. The target population and the class schedule will accommodate families with children in multiple schools. The daily and monthly schedule was designed to closely mirror the surrounding school districts schedules.

A.4.f - Professional Development Opportunities provided in Area IV of Academy Systems Plan

C.O.R.E. Academy has built its Professional Development offerings around the PD Director David Towne. David is truly a teacher's teacher. He was recognized as Teacher of the Year for Arizona in 1999, then as an 8th-grade teacher at an inner city district in Tucson Arizona (Flowing Wells SD). David has served as Principal and Professional Development Director and uniquely understands how to hire and support teachers in their professional goals.

David left public schools to take a leadership position as a master teacher, Principal and Director of Professional Development at Pusch Ridge Classical Christian. In Classical Education, David found the perfect fit that matched his quest for classrooms that matched academic rigor and a focus on values and virtues. He rose to become a speaker at Classical Education conferences around the US and continues to be a sought after speaker under his company, Up Towne Experience.

David moved back into the public school system as the Director of Professional Education at Lemman Academy of Excellence. Under David's direction, the staff at Lemman Academy grew to 425 teachers in Prek to 8th grade. David managed two states, a team of on sight PD coaches, master teachers and all aspects of the professional development of teachers on six campuses.

At Lemman Academy, Mr. Towne built a team of PD coaches at the campuses that implemented comprehensive training and support services which included: job-embedded PD classes, a digital repository of teacher training courses with a concentration on Classical Education pedagogy and implemented a teacher evaluation system (LoTi) which allows a system to monitor teacher progress through frequent pop in and formal evaluations by the PD team and site administration.

C.O.R.E. Academy of Excellence believes great teachers develop great students. Professional Development is a key priority in the Academic System Plans thru the Ethos Logos Classical Professional Development (Ethos Logos PD) initiative which improves instructional practice with weekly opportunities to engage deeply in basic to advanced techniques aimed at developing confidence in teaching in a Classical Educational environment. The Ethos Logos PD works closely with the Ethos Logos Curriculum offerings to ensure fidelity in curriculum delivery and content coverage. In combination, the training and content modules help foster strategies to bring passion to every lesson, and collaborate on the design of highly targeted, actions.

Ethos Logos PD includes the training and implementation of the Ethos Logos Curriculum tools which include sample lesson plans and resources designed to make the teachers instructional planning as focused as possible. .

The Ethos Logos PD implementation strategy will address and include;

- Continual and collaborative professional learning
- Individualized coaching
- Weekly, school based professional development workshops
- Virtual Professional Development Library

The academic calendar includes a one week teacher orientation during the week of July 27 to July 31 for teachers to become familiar with the system. Because Ethos Logos PD is available thru Planbook.com teachers can access professional development opportunities on demand based on time availability.

A.4.e (Cont.) Professional Development Opportunities – Teacher Training

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

A.4.e (Cont.) Professional Development Opportunities; Ongoing Teacher Training

Over 75 Professional Development courses have been developed in the Ethos Logos Classical (Ethos Logos) Curriculum platform (delivered through the Schoology Learning Management System). These courses range from particular tools and nuances of Classical Education instruction to practical examples of real world teacher challenges in a Classical Education. The PD Course offerings are used to intentionally introduce new staff members to basic aspects of our culture and expectation. Once on board, the PD Course offering is used to specifically train a teacher on a theory or practical aspect of their profession. Our PD department will observe an issue or coachable moment, assign the corresponding PD Ethos Logos assignment and then follow up with the teacher to ensure understanding and implementation. This course offering is growing at about 20-25 courses per year and will be contracted through Ethos Logos, a publishing company specifically tailored to deliver curriculum and training to Classical Education school.

A sampling of the courses offered includes:

- A sampling of the courses offered includes:
- Relating with Parents
- Dreikurs - Relational Discipline
- Beginning Narration
- Narration 2 and Narration 3
- Narration Live Demo
- Beginning Recitation
- Socratic Instruction - Intro, Level 1 and Level 2
- Shared Inquiry - Intro, Level 1 and Level 2
- Classroom Transitions
- Understanding Ethos Logos Curriculum Database

Staff will have an opportunity to progress in their careers at C.O.R.E. Academy of Excellence through attending in person Professional Development classes and achieving mastery through various Ethos Logos offerings.

The teaching staff will be able to advance their career at C.O.R.E. Academy through by creating a portfolio of work that can be submitted for peer review once per year at a maximum. The portfolio program involves achievement of PD training milestones, formal and informal observation scores, Danielson Rubric reports conducted by the site Principal and one of three levels of proficiency attained in the teaching subspecialty of Classical Education. (Socratic seminars, Great Books Foundation Shared Inquiry etc). Upon successful completion of the predetermined portfolio goals, additional money will be awarded to teachers that commit to advance their professional skills with C.O.R.E. Academy.

Individualized coaching: Teachers and leaders share coaching relationships that support individual growth in content, pedagogy, and culture. Regular classroom observations provide opportunities for real-time feedback, while coaching sessions focus on incremental improvement towards the attainment of larger goals.

Weekly, school-based professional development workshops: Once per week, at each campus, students are dismissed early and schools hold professional development workshops targeted toward improving school-wide practice. Workshops deliberately build key skills across practical, relevant topics such as culture, instruction, analysis of student work, and curriculum.

Job-Embedded PD Training - A menu of in-person course offerings will be created and distributed to the teaching staff. Depending on budget capacity, substitute teachers will be brought in to facilitate job-embedded training. Classes will be scheduled for morning and afternoons to allow the maximum number of teachers to participate while the substitute teachers on campus.

Ongoing, the Professional Development department also hosts all-day classes on a various topic that the teachers, administration or the PD team can choose from. Substitute teachers are brought in to allow for a longer training period. Virtual Socratic discussions are being implemented to teachers from all over the school network can log in virtually and join the discussion on pertinent topics.

A.4.e (Cont.) Professional Development Opportunities; Teacher Onboard Training

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

- About C.O.R.E. Academy
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Classical education
- Academics & Teaching
 - Academic standards
 - Academic excellence

- Planning and preparation
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices
 - Curriculum
 - Using Ethos Logos Classical Curriculum tools
 - Curriculum maps
 - Curriculum aligned to standards
- NWEA – MAP Testing System
 - Accessing MAP reports
 - Interpreting and implementing MAP results in the classroom
- Assessments & Instruction
 - Scholar assessment data
 - Types of assessments
 - Data collection, review and analysis
 - Instructional decision-making based on data
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Setting goals in relation to scholar learning and the standards
 - Establishing objectives related to standards
 - Developing and implementing action plans

In addition to the 5-day orientation and in-service, teachers will attend professional development sessions throughout the year focused on Florida Common Core Standards, differentiation and classical education.

A.4.e (Cont.) Professional Development Opportunities; Teacher Evaluation

The C.O.R.E. Academy instructional evaluation program will have the goals of serving scholars with the best quality instruction possible in a 9th to 12th grade high school system. The goals of the evaluation are to ensure scholar learning growth. The evaluation system is designed to provide timely feedback and feedback for continuous quality instructional improvement.

Ethos Logos Classical Curriculum works closely with the LoTi Teacher Evaluation System, (Levels of Teaching Innovation), teacher evaluation and student engagement system. To successfully implement and track a training program, their needs to be common and measurable results based analysis. LoTi delivers consistency in teacher training, curriculum implementation and classroom observations become critical. The LoTi observation and tracking platform allow the Ethos Logos staff and the PD-Curriculum Director and the site Administration to score and observe teaching staff. The scoring metrics are consistent and measurable and allows the site Administration to identify issues and put in corrective actions.

LoTi was designed by Dr. Chris Moersch as a way to assess the most critical aspect of a scholar's education, a great teacher in the classroom. Dr. Moersch is the author of Beyond Hardware: Using Existing Technology to Promote Higher Level Thinking. Dr. Moersch has developed his program using the Danielson Rubric model which also incorporates a student engagement component known as H.E.A.T. (Higher order thinking, Engaged learning, Authentic connections, Technology use).

H.E.A.T is used as a lens to go beyond the lesson plan to what is actually happening with students. Many times the activities that the teacher plans do not result in the expected output from students. H.E.A.T.

provides a common language to discuss and measure student output in a way that is tied to evidence-based practices.

LoTi involves teacher drop in assessments, real time and engaging feedback from the PD staff and a quantifiable tool to gauge the H.E.A.T. student engagement. These tools and the feedback and re-training process gives our school network a common platform to assess the effectiveness of a teacher in the classroom. The Administration's PD goal is to shift to deeper learning practices that work. LoTi builds a map for teachers, coaches, and leaders to create successful collaborative learning environments. Each teacher will be provided the unique C.O.R.E. Academy observation metric so they understand exactly what is expected of them in classroom instruction.

A.4.e (Cont.) Professional Development Opportunities: Leadership Training- Ongoing development of school leaders

Strong school leadership teams are critical to creating an environment for great teaching. Ethos Logos PD dedicates substantial resources to coaching and training school Principals and administrations to become highly effective instructional, cultural, and organizational leaders. Our model includes a dedicated Professional Development team member at each campus. These team members focus all of their efforts on growing and supporting their career goals. These PD team members range from a stipend teacher that dedicates part of their time to training goals to full time PD training professionals.

A.5

Academic Systems Plan

Academic Systems Plan Template

Applicant Name: C.O.R.E. Academy of Excellence

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	38%	44%
Reading	34%	52%

Narrative for setting baseline figures

C.O.R.E. Academy of Excellence will primarily serve students from the Marana and Amphitheater school districts, though experience with several charters in the area indicates that the a radius of 10 +/- miles will be drawn from. The middle schools that will show the largest concentration of potential high school students include: Leman Academy (Marana), Leman Academy (Oro Valley), Tortalita MS, LW Cross MS, Marana MS, and Legacy Traditional Schools. The below chart details the 2018 AZ Merit results for the target area high schools and the potential incoming 8th Grade students.

		Distance from C.O.R.E.	Enrollment 2016-2017	2018 English	2018 Math
High Schools					
Public	Mountain View HS	5.4 miles	1913	36	32
Public	Marana HS	7.2 miles	2091	28	26
Public	Ironwood Ridge HS	8.7 miles	1799	41	34
Public	Canyon Del Oro HS	11.1 miles	1619	46	43
AVERAGES				38	34

		Distance from C.O.R.E.		2018 8th Grd Eng	2018 8th Grd Math
Middle Feeder Schools					
Charter	Leman Academy Marana	2.2 miles		53	42
Charter	Leman Academy Oro Valley	10.2 miles		NA	NA
Charter	Legacy Traditional Marana	5.8 miles		67	86
Public	Marana Middle School	11.2 miles		35	35
Public	Tortalita Middle School	5.7 miles		28	33
Public	LW Cross Middle School	9.7 miles		58	51
AVERAGES				48	49

The AZMerit averages of the four listed area high schools are 38 (ELA) and 34 (Math). Acknowledging that the open enrollment process and the draw of the school will bring students from multiple academic situations, but that the primary draw will be students of choice and those that come from the locality, we averaged the six K8 or middle schools in the target area and determined the 8th Grade averages of 48 (ELA) and 49 (Math). The statistical drop from middle to high school is 20% in ELA AZ Merit score and 30% for math AZ Merit scores. This researched phenomenon of this grade slide from middle to high school is not unique to Arizona. ¹

C.O.R.E. Academy established the predicted target based on the strength of the Classical Education program and the program of instruction detailed in this application. The Classical Education platform is very language focused (literary interpretation, writing and oral) and we anticipate significant gains year one in ELA. .

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
The choice of curriculum will be based on alignment to clear and measurable Learning Outcomes. The final scope and sequence will be based on AZ-CCRS for ELA and mathematics, the Arizona Science, AZ Civic Standards, and ELL best practices and standards. Curriculum partners, Great Books	Launch Year, the School Principal will work with the curriculum publishing teams and deconstruct the AZCCRS, the Arizona Science and Social Studies Standards, and the ELL standards to write measurable learning outcomes which will be the basis of a scope and sequence.	By February of the Launch Year, 9th and 10th grade scope and sequence is completed and corresponding textbooks and lesson plans are in the LMS/Schoology. 11th and 12th grade curriculum choices will be made by completed by year two.	Scope and sequence, text selections and lesson plans will be final by beginning of summer. Training and implementation on PD kick off training. Textbook/publisher support trainers will be utilized.

¹ Free to Fail or On-Track to College Why Grades Drop When Students Enter High School and What Adults Can Do About It. Rosencranz, T., de la Torre, M., Stevens, D., Allensworth, E.

<p>Foundation, Ethos Logos, CK12 Next Gen Science, and Houghton Mifflin Harcourt Science, HMH (Saxon Math, History.com) will be consulted for knowledge and expertise. Intervention and enrichment resources will be selected to meet the student population.</p>	<p>In Year Two and subsequent years, Curriculum/Data Review Committee will be responsible for review and edit.</p>		
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Process for Implementing Action Step

C.O.R.E. Academy will contract for a curriculum with text book publishers (Saxon, Great Books Foundation, CK12 Science and Ethos Logos Education Systems). All publishers will have AZ-CCRS alignment. Ethos Logos Classical Curriculum will supplement, compliment and function as the Classical Education aligned curriculum vendor.

The Ethos Logos Curriculum provides the architecture for the History, English (lesson plan support), Art, Music, Latin, Logic and Rhetoric. The Principal will have a choice of textbooks to supplement the history and ELA should they determine additional supports are needed.

The recommended math program is Saxon Math and it will be supplemented with the Ethos Logos' math courses which include to video lecture support, additional practice and enrichment for each lesson. Ethos Logos is primarily included for support of the Classical Education model. By the 9th to 12th grade, a Classically trained student can form opinions, orally and verbally establish, position, and argue or debate their point.

Ethos Logos Curriculum has partnered with Schoology learning management system to deliver their courses and support resources in semester, month and weekly segments. The delivery mechanism allows for a full resource of options to blend or flip the classroom experience. Students can access the content, at prescribed times depending on the school or teacher's decisions. The ability to flexibly deliver content depending on the needs of the student open up options of differentiation, remediation or acceleration depending on the student's unique needs.

The Ethos Logos Classical Professional Development (Ethos Logos PD) provides an array of professional development programs for new and existing Classical charter schools.

The Ethos Logos Curriculum includes semester long EXIT TICKETS that the teacher can review prior to beginning the semester instruction. These EXIT TICKETS are aligned to AZ-CCRS Standards, National Science Standards. So long as the EXIT TICKET content is mastered and verified via the ASSESSMENT strategy detailed in this plan, the HOW a teacher delivers content is allowed for maximum flexibility and customization.

The Saxon math program is aligned to Common Core Standards. The standards are clearly called out throughout the 125 lessons and the assessments provided in the text combined with teacher created assessments ensure proficiency in the concept. The scaffolding of standards from lesson to lesson and month to month will prepare scholars for the end of year AZ Merits exams. The delivery tool at C.O.R.E.

Academy for the mapping of Saxon will be embedded in the Schoology learning system. Daily introductions of terms and concepts in the four (or five, depending on the grade level) math conventions will also be spelled out and professionally developed for the teaching staff. The daily introductions and refreshers for AZ Merit preparation will be in the Base 10, Algebraic Operations, Geometry and Measurement (Fractions in older grades) areas. This dual track of Saxon and AZ Merit prep ensures that the Scholars are seeing math content delivered in multiple ways. The masterful teacher can bridge the two tracks to relate the standards directly to the Saxon math lesson of the day.

All English courses will include scaffolding of standards in each of the focus areas of an English course (Literature, Grammar, Vocabulary, and Writing). The AZ-CCRS State standards will be mapped and embedded into the sample lesson plans delivered through the Schoology online learning platform. In the proprietary delivery program, a teacher and scholar will view each lesson objective which will also include the Learning Objective, Value or Virtue objective and include Exit Tickets with target goals that would define mastery of the courses standards aligned goals. The NWEA MAP assessments, combined with teacher directed assessments will ensure that academic benchmarks are being achieved.

All literature courses will be built around the Great Books Foundation for informational text, source document analysis and plays and a series of novels selected in the particular course. Young Adult Contemporary Classics and traditional Classical literature will be chosen by the English Department. A list of 8 to 9 novels with accompanying lessons, resources and ELA elements of writing, grammar, vocabulary and literary analysis already built out through the Ethos Logos Curriculum program. The English team will choose 4 to 5 of these novels for inclusion in the ELA courses.

Each model novel lesson will have components of literary analysis (theme, plot, arch, character development), grammar (foundational grammar and sentence structure lessons followed by grammatical editing and conventions), vocabulary (taken from the novel with LEXIL appropriate text as well as high frequency misspelled words for that grade level and a focus on Latin root words.), and writing (prompted from novel themes, focused on a repeating pattern of Narrative, Opinion, Informative and Creative writing conventions).

The science program at C.O.R.E. Academy follows a pattern of one full year of Earth Sciences, Biology, Chemistry and Physics, with the option to choose 3 out of the 4 of these options for graduation. In the concepts covered in AZ Merit science instruction has been defined primarily in the Biology course (biomes and energy flow in organisms, cells, DNA and genetics.) The Biology course is built to focus on these core subjects. The CK12 Science platform is the text and the Ethos Logos Curriculum will define the learning objectives aligned to AZ-CCRS. The teacher will be responsible for grading and promotion of the scholar from the course.

C.O.R.E. Academy of Excellence may launch the school system with the full suite of Ethos Logos curriculum tools. Annual reviews by academic departments will be conducted to review and adjust the Ethos Logos Curriculum based on quarterly Nationally normed assessments from the NWEA MAP testing system and a historic look at AZ Merit results.

i. implementation of curriculum;

The C.O.R.E. Academy Data/Curriculum/PD staff member will ensure that the curriculum is delivered with consistency and fidelity. The Schoology learning management system has been created with scaffold standards aligned to lessons based the month and subject. With a comprehensive review of NWEA MAP data and teacher feedback gathered through Master Teacher leads, the ability to identify a problem at an individual teacher level or at a global level is quick and easily remedied. Schoology will be available to all new teachers prior to the week of new hire training. Special classes in the new hire training and ongoing training at the team lead level will ensure Schoology is being used in the classroom.

During the new hire orientation period, extensive time and attention will be devoted to demonstrating the nuances of the learning management delivery system. With aligned textbooks and the Ethos Logos Curriculum as the foundation for standards aligned content delivery, the teaching staff will find the delivery system the natural ‘go to’ to teach their students. The Data/Curriculum/PD staff member will monitor, coach and observe through frequent pop in walk through the teachers implementation of the provided curriculum. The LoTi pop in tracking and monitoring system implemented as part of the Ethos Logos PD program ensures consistency of instruction and the ability to objectively monitor a teacher’s performance.

iii. Evaluation of curriculum

To determine the effectiveness and mastery of the curriculum, the Data/Curriculum/PD staff member, and Vice Principal, will review teacher evaluations on a monthly basis. Through the Data/Curriculum/PD staff member review of benchmark assessments will help to point to curriculum gaps or instructional deficiencies.

The evaluation process will include quarterly data analysis by individual teachers from the NWEA MAP test results, as part of the schools data driven instruction plan. Teachers will follow an 8 Step Data Analysis Plan for their individual classrooms. The **Curriculum/Data Review Committee** will oversee the individual teacher goals. Each teacher will submit to the Vice Principal and **Curriculum/Data Review Committee** their Class wide Data Analysis Form. The committee will review these forms and look for global issues that may point to curriculum issues and therefore require immediate review.

For subgroup populations, particularly ESS scholars, adjustment will be made in the curriculum and delivery of content to match for their particular needs. Since the Schoology program provided by Ethos Logos is built out from K to 12th grade, there are tools and resources to match almost any scholar to the grade appropriate remediation or refreshment of concepts. The ESS department will have full access to all K-12 content to use as appropriate. The NWEA-MAP analysis of this sub population will allow for customized instruction to the subgroup scholars. The ESS and intervention departments have access to additional tools including iReady, Study Island, Reading AtoZ and all Edmentum’s digital resources.

The ability to meet the needs of a diverse student population who joins a new school at different educational levels is one of the major benefits of contracting with Ethos Logos Education Systems. The customization, ability to adjust pacing, the ability to flip or blend the classroom and the tools to look backward and forward and the data that supports higher outcomes for students in Classical education models are all reasons C.O.R.E. Academy chose to partner with Ethos Logos.

iv. Revision of curriculum

The HCM, CK12, Great Books Foundation and Ethos Logos Curriculum will be reviewed at each

quarterly NWEA benchmarks by the classroom teachers and the Curriculum/Data Committee. If additional curriculum resources are needed the team will make those decisions based on data and evidence collected through testing and observations.

During the summer, the **Curriculum/Data Committee** will review the English, Math and Science curriculum to ensure the students are progressing towards content mastery. The test results (summative/formative from in classroom, NWEA MAP and AZ Merit) provide an objective measure of the content. The team will solicit feedback from the teachers at the end of the year to ensure student engagement is also factored into any potential curriculum changes.

v. *Adaptation to address the curriculum needs of subgroup populations*

The School Principal and Admin team as well as the Special Ed Lead will review quarterly data (NWEA benchmark and LoTi pop in teacher observations) to evaluate the curriculum and implementation fidelity for Sped students, ELL students and review for any anomalies within the FRL student population. The Sped Director will review and report for their particular student population. The ELL teacher will analyze and report data to the team for their population and the entire committee will analyze data for the FLR population. If the curriculum is determined to be an issue in academic growth, additional or improved supplemental materials for that standard will be developed and/or provided according to the steps laid out in A5 Academic Plan of this charter document.

To determine the effectiveness and mastery of the curriculum within the subgroup populations of ESS and ELL, the Data/Curriculum/PD staff member, and Vice Principal, will review teacher evaluations on a monthly basis. Through the Data/Curriculum/PD staff member review of benchmark assessments will help to point to curriculum gaps or instructional deficiencies.

The Ethos Logos Curriculum delivery system is customizable and has forward and backward looking content delivery. Various subgroups from students needing remediation and those able to advance beyond their grade level, can have their needs met.

For subgroup populations, particularly ESS scholars, adjustment will be made in the curriculum and delivery of content to match for their particular needs. Since the Schoology program provided by Ethos Logos is built out from K to 12th grade, there are tools and resources to match almost any scholar to the grade appropriate remediation or refreshment of concepts. The ESS department will have full access to all K-12 content to use as appropriate. The NWEA-MAP analysis of this sub population will allow for customized instruction to the subgroup scholars. The ESS and intervention departments have access to additional tools including iReady, Study Island, Reading AtoZ and all of Edmentum’s digital resources.

The Special Education department is supported with the same curriculum content and delivery process as is available to the classroom teachers. The philosophy of C.O.R.E. Academy of Excellence is to first focus on in classroom special education services which can be achieved and monitored by the Ethos Logos Curriculum learning management system in a seamless manner. There is no longer the hurdle of having students bring books and assignments to the special education department for their instruction.

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
<p>Summative and benchmark (NWEA-MAP) data points will be gathered and interpreted by the teachers with oversight by the School Principal. The Principal’s review will be looking for consistency across teachers, and fidelity of teacher assessment to benchmark assessments.</p> <p>There is a 8 step data interpretation program the teaching staff will follow.</p> <p>Teachers and administrators will be trained on the data driven instruction protocols by the PD department to ensure consistency and implementation of data outcomes in the classrooms.</p>	<p>School Principal will ensure each teacher is reviewing and interpreting their students academic outcomes. The teacher will submit an analysis to the Curriculum/Data Committee with action steps to address deficiencies.</p>	<p>The benchmark assessments will be reviewed quarterly to ensure academic growth.</p> <p>Historic analysis will occur over the summer during curriculum and assessment planning.</p> <p>Gaps between benchmark and AZ Merit end of year academic data may prompt a closer look at individual teacher formative and summative testing plans.</p>	<p>Teacher individual data analysis and action plans will be collected and reviewed by the Curriculum/Data Committee including the Principal.</p>

Process for Implementing Action Step

Teachers will be expected to demonstrate formative and summative assessments for each course a student completes. These assessments are created by the teacher and called out in their lesson planning tool as a way for the administration to check for consistency.

Formative Assessment: throughout the lesson, the teacher will regularly check for understanding using various techniques including; Class Response Systems, Q&A, Exit Tickets, etc. The criteria for success is the ability of a student to accurately define the subject matter being taught.

Summative Assessment: at the end of unit of instruction teachers will provide opportunity for students to demonstrate their mastery of a subject through a number of different assessment strategies up to and including; text analysis, close reading interpretation of a text, written or oral presentations, opinion or compare and contrast analysis of one or more subjects. Tests and quizzes and final exams are all tools to ensure mastery.

Teachers are responsible to determine proficiency in a subject according to the Arizona Department of Education. The administration will guide the teachers on the learning objectives and goals of the school.

The NWEA MAP data will determine the starting point of scholars in a new year and help the teacher and administration ensure proficiency in subject areas. With the addition of the content delivered through Schoology, there are sample tests and quizzes for the teachers to work from in customizing their assessments

Measuring the effectiveness of the curriculum delivery and mastery is an important part of student academic growth. C.O.R.E. Academy of Excellence will contract with NWA MAP for quarterly benchmark assessments and with the actionable data the following options will be implemented in the classroom:

1. **To differentiate instruction.** MAP Growth data makes it easy to identify students' different learning levels, so teachers can engage in differentiated instruction and ability grouping that leads to positive results for every student.
2. **To evaluate curriculum programs.** MAP Growth data have become a key component in assessing the impact of specific curriculum programs. MAP Growth scores contribute to understanding what works, so when special programs are instituted, educators can see precisely how much growth has occurred with participating students.
3. **To use as a universal screener/RTI placement tool.** Universal screening tools can be used to identify students at risk of academic failure and to inform a learning plan. Grade-independent MAP Growth assessments received the highest possible rating for classification accuracy and high ratings in all other categories from the Center on Response to Intervention (<http://www.rti4success.org/>).
4. **To predict college readiness.** Educators build a foundation for higher learning success. For students in fifth grade and above, there are high predictive relationships between MAP Growth scores and the college readiness benchmarks of ACT achievement tests.
5. **To project proficiency on state tests.** MAP Growth items enable NWEA Research to analyze students' performance on MAP Growth as compared to other assessments. From there, NWEA researchers create state-specific linking studies that predict proficiency on state accountability assessments, as well as college readiness linking studies that predict

college readiness for grade 5+ students as measured by ACT benchmarks.

NWEA-MAP testing is recommended to start in 9th grade to 12th grades.

The C.O.R.E. Academy of Excellence has elected to test each student in early August and right after Christmas break with the NWEA MAP test. Results will be analyzed by the leadership team and each teaching group will identify the areas their students need additional support in.

With the data broken down by strand a series of intervention programs will be employed to achieve maximum student growth;

- Study Hall or one on one tutoring with the teaching staff
- Purposeful Pause in content delivery if entire portions of a class need assistance
- Dedicating class time to differentiate in ‘Crash Course’ by strand instruction
- Advanced scholar strategy to challenge students who can advance beyond their grade level
- Differentiated Instruction – and the training needed for all teachers to successfully implement differentiation techniques in their classroom.
- Progress monitoring with additional testing on standards that need additional support
- Third party cloud based subscription services such as iReady – Study Island
- Parent Volunteers and or tutor clubs
-

i. analyzing assessment data

With the NWEA MAP data the **Curriculum/Data Committee**, the professional development department and the teaching staff will review the data and score the grade and subject with a rubric that identifies gaps in instruction, deficiencies in curriculum or macro problems with entire grades or classes.

There is a 8 step data interpretation program that will be managed by school administration via the **Curriculum/Data Committee**. From data analysis and interpretation of the subgroups (or academic strands that need differentiation) to follow ups with scholars and parents the C.O.R.E. Academy data program will ensure that upon completion of each of the three NWEA-MAP tests, the administration and teaching staff have a concrete and measurable program to implement which is tailored to data outcomes. Teachers and administrators will be trained on the data driven instruction protocols by the school Principal, Vice Principal and PD/Data/Curriculum department to ensure consistency across all the teaching staff.

ii. adapted to meet the needs of subgroups

Daily assessment of learning will occur in the classroom, whether by observation, teacher designed instruments, or summative assessments. Teachers with identified subgroup students will work with the designated ELL and SPED responsible parties as well as team members to create appropriate intervention responses.

For subgroup populations, particularly ESS scholars, adjustment will be made in the curriculum and delivery of content to match for their particular needs. Since the Schoology program provided by Ethos Logos is built out from K to 12th grade, there are tools and resources to match almost any scholar to the grade appropriate remediation or refreshment of concepts. The ESS department will have full access to all K-12 content to use as appropriate.

The NWEA-MAP analysis of this sub population will allow for customized instruction to the subgroup scholars. The ESS team can tailor curriculum delivery down to a 1 to 1 level is the scholar needs individualized instruction.

The ESS and intervention departments have access to additional tools including iReady, Study Island, Reading AtoZ and all of Edmentum's digital resources.

iii. year to year comparison

The team realizes that the first year of a new school will be the most difficult to see student test outcome growth. The teaching team will be allowed flexibility in content delivery and pacing. The nature of a Classical Education model is that courses naturally build upon themselves leading to a deeper ability to recall information and formulate ideas.

During the summer, the administration and Master Teachers will convene the **Curriculum/Data Committee** to review the English, Math and Science curriculum to ensure the students are progressing towards content mastery. The test results (summative/formative from in classroom, NWEA MAP and AZ Merit) provide an objective measure of the content. The team will solicit feedback from the teachers at the end of the year to ensure student engagement is also factored into any potential curriculum changes.

Prior to the start of summer teacher in service all curriculum suggested changes, justifications for those changes, negotiations with textbook manufacturers and support services will have been made.

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
Over the year, 8 to 12 LoTi pop in Teacher Evaluations, (Levels of Teaching Innovation) will be made by the Principal, VPrincipal and PD. LoTi delivers consistency in teacher observation, curriculum implementation and classroom engagement. The LoTi observation and tracking platform scores will be reviewed by the Principal and Vice Principal. Combining LoTi scores with data based instructional analysis will show the admin team areas of instructional concern.	The School Principal will train the teaching staff on the LoTi tools and set expectations of what the admin/PD team is looking for in quality instruction. Data will be collected by the Principal, V Principal, Data/Curr/PD Staff members.	By quarter two of year one, preliminary data from LoTi pop in observations will be available to act upon.	LoTi reporting will be managed by the School Principal and may or may not be made public to the Governing Board.

Process for Implementing Action Step

Ethos Logos PD works closely with the LoTi Teacher Evaluation System, (Levels of Teaching Innovation), teacher evaluation and student engagement system. Through pop in observations and calibrated scoring by multiple admin team members, LoTi delivers consistency in teacher training, curriculum implementation and classroom observations become critical. The LoTi observation and

tracking platform allows the PD Team and the site Administration to score and observe teaching staff. The scoring metrics is consistent and measurable and allows the C.O.R.E. admin to identify issues and put in corrective actions.

LoTi was designed by Dr. Chris Moersch as a way to assess the most critical aspect of a scholar's education, a great teacher in the classroom. Dr. Moersch is the author of *Beyond Hardware: Using Existing Technology to Promote Higher Level Thinking*. Dr. Moersch has developed his program using the Danielson Rubric model which also incorporates a student engagement component known as H.E.A.T. (Higher order thinking, Engaged learning, Authentic connections, Technology use).

H.E.A.T is used as a lens to go beyond the lesson plan to what is actually happening with students. Many times the activities that the teacher plans do not result in the expected output from students. H.E.A.T. provides a common language to discuss and measure student output in a way that is tied to evidence-based practices.

LoTi involves teacher drop in observations, real time and engaging feedback from the Ethos Logos PD, staff and a quantifiable tool to gauge the H.E.A.T. student engagement. These tools and the feedback and re-training process gives our school network a common platform to assess the effectiveness of a teacher in the classroom. Ethos Logos PD's goal is to shift to deeper learning practices that work. LoTi builds a map for teachers, coaches, and leaders to create successful collaborative learning environments. The LoTi program helps refine a teachers skills and ensures program of instruction is being followed and delivered at a high level.

All teachers will be required to post State aligned learning objectives for each of their lessons. Ethos Logos will provide pre-printed standards aligned posters to coincide with each lesson of instruction in the core classes. These 'I Can' Statements will be provided at the correct lesson via the Schoology content delivery system.

A review of the data using the 8 step data analysis stem and ongoing PD and admin monitoring of teachers lesson planning (found in Planbook.com) and through drop in observations will also ensure instructional integrity on the standards prescribed. The Schoology delivery platform also has embedded Exit Tickets, which are designed to give the teachers an end point of where their instruction will end up. These exit tickets are standards based and scaffold to follow the instructions of history, science and the novels being covered in ELA.

To ensure standard adherence, quality instruction, fidelity on curriculum and standard delivery, the C.O.R.E Academy system will employ a series of overlapping systems to include;

1. Standards aligned curriculum delivered via Schoology
2. Lesson planning auditing and monitoring
3. Data assessment via NWEA-MAP testing.
4. Ongoing teacher evaluation and feedback using the LoTi teacher evaluation tool. This tool will be used by administration and the PD team and cross compared to each other.
5. Master Teacher or Lead Teacher support at particular subject areas or grade levels
6. A comprehensive Professional Development department managed and delivered in person or through any of 75+ courses on individual teaching skills located in the Ethos Logos PD Library.
7. Administration training and board oversight of the Administrators role.

ii. evaluating instructional practices

During the summer, the administration and Master Teachers will form a Curriculum/Data Committee to

review the English, Math and Science curriculum to ensure the students are progressing towards content mastery. The test results (summative/formative from in classroom, NWEA MAP and AZ Merit) provide an objective measure of the content. The team will solicit feedback from the teachers at the end of the year to ensure student engagement is also factored into any potential curriculum changes.

The school leadership, and Ethos Logos Classical Curriculum works closely with the LoTi Teacher Evaluation System, (Levels of Teaching Innovation), to evaluate and score instructional practices. LoTi involves 8-12 teacher drop in observation in a year and real time and engaging feedback from the PD staff.. These tools and the feedback and re-training process gives our school network a common platform to assess the effectiveness of a teacher in the classroom. The Administration's PD goal is to shift to deeper learning practices that work. LoTi builds a map for teachers, coaches, and leaders to create successful collaborative learning environments. Each teacher will be provided the unique C.O.R.E. Academy observation metric so they understand exactly what is expected of them in classroom instruction.

To successfully implement and track a training program, their needs to be common and measurable results based analysis. LoTi delivers consistency in teacher training, curriculum implementation and classroom observations become critical. These scoring metrics are consistent and measurable and allows the site Administration to identify issues and put in additional training, more one on one coaching or corrective actions.

iii evaluation of curriculum

To determine the effectiveness and mastery of the curriculum, the school administration staff will review teacher evaluations on a monthly basis and triangulate those scores with benchmark assessments which are done quarterly. The Curriculum/Data Committee will be responsible for any suggested changes in content, textbooks or pacing.. Through Curriculum/Data Committee will inform the PD staff of any training issues that are specific to a particular teacher or more global in nature. This triangulation will help to point to curriculum gaps or instructional deficiencies.

iv adapted to meet the needs of subgroups

Student sub-groups will benefit from the flexibility and customization through content delivery in the Schoology learning management platform. Curriculum system. Content is available from K-12 which allows for teachers or departments working in sub-groups like special education, the ability to reach back to 6th, 7th, 8th grade content for instruction help of 9th 10th and beyond students. The Ethos Logos program further allows a teacher to pull from a large library of classical content, that's aligned to standards. The ability to custom tailor assignments to the students learning style (kinesthetic, auditory, visual) and build formative and summative assessments to match the ability of the student is one of the strongest features of Ethos Logos.

For subgroup populations, particularly ESS scholars, adjustment will be made in the curriculum and delivery of content to match for their particular needs. Since the Schoology program provided by Ethos Logos is built out from K to 12th grade, there are tools and resources to match almost any scholar to the grade appropriate remediation or refreshment of concepts. The ESS department will have full access to all K-12 content to use as appropriate. The NWEA-MAP analysis of this sub population will allow for

customized instruction to the subgroup scholars. The ESS and intervention departments have access to additional tools including iReady, Study Island, Reading AtoZ and all of Edmentum’s digital resources.

As part of our monitoring of student subgroup populations, The C.O.R.E. Academy will create a committee, Response To Intervention (RTI) or Multi Tiered System of Support (MTSS) to review academic performance of individual students and teachers and implement a learning plan to ensure success of all students. The analysis will include’

1. High quality, differentiated core instruction in an environment that is responsive to social, emotional and academic and behavior goals.
2. Data informed decision making. Review of goals, prior data, improvement and trends.
3. Progress monitoring using benchmark testing.
4. Layered hand offs for a continuum of academic, social, emotional and behavior supports.
5. Family. School and community partnership.
6. Professional Development offerings and tailoring to meet the particular needs of a teacher or the entire school.

The RTI/MTSS will use the Hexagon Tool as their framework for evaluation of the schools effectiveness to implement a successful intervention program.

The Hexagon Tool is a framework to score a schools ability to react and sustain a comprehensive program. The Hexagon Tool includes the MTSS/RtI team grading the schools capacity at any given time of the following – 6 Point Plan Includes:

- Needs of students; how well the program or practice might meet identified needs
- Fit with current initiatives, priorities, structures and supports , and parent/community values.
- Resource Availability for training , staffing, technology supports, curricula, data systems and administration.
- Evidence indicating the out comes that might be expected if the program or practices are implemented well
- Readiness for Replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- Capacity to Implement as intended and to sustain and improve implementation over time.

(footnote Hexagon Tool – Laurel Kiser, Karen Blasé, and Dean Fixsen 2013)

For the ELL student subgroup, Families will complete a native language survey when enrolling in C.O.R.E. Academy. Should a parent/guardian indicate that a language other than English is spoken at home, an immediate referral will be sent to the ELL staff. Initial Assessment should occur within a few days with 20 days allowed by law. Scholars' proficiency scores determine appropriate placement for instruction. Scholars who have been placed into an English Language Learner (ELL) program will also take the approved Arizona reassessment once per year until they achieve proficiency. Students struggling in a mainstream classroom based on a lack of English language proficiency (classroom performance and assessment results shows scholar having difficulties) along with a teacher referral may take an ELL Placement Test. If the student receives an Overall Proficiency Level below "Proficient" on the ELL Placement Test, the scholar shall be transferred into ELL services at the first appropriate opportunity.

The initial assessment will be a State of Arizona approved assessment such as the WIDA-ACCESS Placement Test.

Students who are entered into the program will receive support services from an ELL professional who works closely with the classroom teacher to ensure student scholars are progressing adequately.

Lesson plans for ELL students will need to include ELL strategies to support and enhance English language acquisition.

Research out of Penn State Center for Language Science found that lessons in the Latin roots of words may help Spanish-speaking students who are learning English bridge the gap between the two languages.² Latin instruction is an integral part of the C.O.R.E. Academy classical school. Using Latin to bridge the gap for ELL students is one more tool to address Hispanic populations in Pima County.

v. providing feedback that develops the quality of teaching and standards integration

To ensure standard adherence, quality instruction, fidelity on curriculum and standard delivery, the C.O.R.E Academy system will employ a series of overlapping systems to include;

1. Standards aligned curriculum delivered via Schoology
2. Lesson planning auditing and monitoring via Planbook.com
3. Data assessment via NWEA-MAP testing
4. Ongoing teacher evaluation via the LoTi program which will be used by the PD team and site administration.
5. Master Teacher or Lead Teacher support at particular subject areas or grade levels
6. A comprehensive Professional Development department managed and delivered by Ethos Logos via the Schoology Learning Systems. Including 75+ courses on individual training areas
7. Administration training and board oversight of the Administrators role.

² Penn State. "Latin may help students bridge their native language with English." ScienceDaily. ScienceDaily, 4 October 2018. <www.sciencedaily.com/releases/2018/10/181004110035.htm>

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
<p>Curriculum and instructional best practices will be trained to all staff prior to launch of the school.</p> <p>The School Principal will work with curriculum vendors, department chairs and the Admin team to ensure proper training and implementation of the curriculum.</p> <p>8 to 12 LoTi pop in observations will occur by the admin team annually to ensure; proper lesson planning, fidelity and consistency of curriculum delivery, student engagement and teacher effectiveness.</p> <p>The LoTi scores will serve as evidence of professional progression and provide a roadmap for any areas of focused training for a teacher.</p> <p>The student benchmark data (NWEA-MAP) will be used to triangulate</p>	<p>School Principal and Admin Team will be responsible for scoring, reviewing and acting upon the LoTi and Danielson Rubric scoring.</p> <p>PD Director. Special Education Lead (for Subgroup Population)</p>	<p>By quarter two of year one, enough preliminary data from LoTi pop in observations will be available to act upon.</p> <p>Over the summer the student data, curriculum efficacy, LoTi teacher scores and Danielson Rubric scores will be reviewed and acted upon by the School Principal and VPrincipal.</p>	<p>LoTi reporting will be managed by the School Principal and may or may not be made public to the Governing Board.</p>

<p>teacher effectiveness (LoTi scores), with academic growth to create actionable responses to measurable data points.</p> <p>Twice per year in for new teachers and at least once per year for all teachers, the Principal will formally conduct a teacher review using the Danielson Rubric as a guide. These reviews will become a part of the teachers employment file.</p>			
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Process for Implementing Action Step

New Teacher Summer Orientation

Professional Development is a key priority in the Program of Instruction and the Academic System Plans thru the a comprehensive professional development plan. During the summer, the administration and Master Teachers will meet to determine the professional development goals for the upcoming year. To ensure all new and returning staff is prepared for each academic year, all teachers will report for a five day training program lead by the school Principal, PD staff, textbook publisher, Master Teachers and the administration.

Prior to each school year, school leadership will host a five-day orientation and in-service training program for our teachers and other staff to provide an orientation to the PD program. Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum aligned to state standards.

Professional Development will address the following topics which will prepare initial instructional staff to effectively implement the Program of Instruction.

- About C.O.R.E. Academy and how it is aligned to School Culture
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Tenets of Classical education
 - Classroom environment
- Discipline approaches of Professional Development
 - Child development philosophy in the classroom
 - Working with parents
 - Fostering community

- Academics & Teaching
 - Academic standards
 - Academic excellence
 - Planning and preparation
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices
 - Curriculum
 - Math
 - English
 - Curriculum maps
 - Curriculum aligned to standards
- Data Driven Testing System (or training on the current testing system)
 - Accessing reports
 - Interpreting and implementing results in the classroom
 - Differentiated Instruction
 - Increasing H.E.A.T.! – Student engagement
 - Lesson Planning – Planbook.com
- Assessments & Instruction
 - Scholar assessment data
 - Types of assessments
 - Data collection, review and analysis
 - Instructional decision-making based on data
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Setting goals in relation to scholar learning and the standards
 - Establishing objectives related to standards
 - Developing and implementing action plans

The end goal of the academic, athletic, community service and social emotional learning programs implemented at C.O.R.E. Academy will be built out on the framework of the following goals:

- A focus on deep learning rather than shallow knowledge
- The ability to assess mastery using a number of measures
- A focus on innovative learning methods that are rooted in the Classical Education framework but account for technology, media, problem solving skills all with a goal of higher order thinking skills development.
- A balanced approach of instruction from Socratic/Shared Inquiry, to direct instruction, small group and community based learning.
- Character development and Social Emotional Learning is integrated into everything we do at C.O.R.E. Academy. From in the classroom, in the lunchroom or on the athletic fields, character development is an everyday role of all staff members at the school.

The professional development plan improves instructional practice with weekly opportunities to engage deeply in basic to advanced techniques aimed at developing confidence in teaching in a Classical

Educational environment. The site administration with the support of the Ethos Logos PD platform helps foster strategies to bring passion to every lesson, and collaborate on the design of highly targeted, actions.

Continual and collaborative professional learning
 Individualized coaching
 Weekly, school based professional development workshops
 Virtual Professional Development Library

Leadership Training- Ongoing development of school leaders

Strong school leadership teams are critical to creating an environment for great teaching. Ethos Logos PD dedicates substantial resources to coaching and training school Principals and administrations to become highly effective instructional, cultural, and organizational leaders. Our model includes a dedicated Professional Development team member at each campus. These team members focus all of their efforts on growing and supporting their career goals. These PD team members range from a stipend teacher that dedicates part of their time to training goals to full time PD training professionals.

Ethos Logos PD Leader Institute

The Ethos Logos PD Leaders Institute is designed for the new Principal or Vice Principal with modules and one on one instruction designed to ensure that site based administrators are prepared and ready for the demands of school leadership.

The course of study includes instruction and Virtual Courses on the following topics:

Leadership 101

- Norms and Checklists
- Hiring and Training
- Community and Parents
- Data and Curriculum
- Culture – Communications – and Parents
- Theories and Leadership Articles – Best Practice

Leadership – Professional Development – Instructional Leader

- LoTi and H.E.A.T. tracking program
- PD Department Components
- Opportunity Culture.org

Leadership – Advanced

- Data Driven Instruction
- Board and Governance
- State Compliance
- Servant Leadership
- Facility Logistics
- Athletics and Clubs
- Legal Pitfalls

ii Supporting high quality implementation

Individualized coaching: Teachers and leaders share coaching relationships that support individual growth in content, pedagogy, and culture. Regular classroom observations provide opportunities for real-time feedback, while coaching sessions focus on incremental improvement towards the attainment of larger goals.

Weekly, school based professional development workshops: Once per week, at each campus, students are dismissed early and schools hold professional development workshops targeted toward improving school-wide practice. Workshops deliberately build key skills across practical, relevant topics such as culture, instruction, analysis of student work, and curriculum.

A menu of in person course offerings will be created and distributed to the teaching staff. Depending on budget capacity, substitute teachers will be brought in to facilitate job embedded training. Classes will be scheduled for morning and afternoons to allow the maximum number of teachers to participate while the substitute teachers on campus.

Virtual Professional Development Library: The Ethos Logos PD department has built out over 75 virtual Ethos Logos PD classes which model beginning to advance professional development course. Ethos Logos PD Course offerings are used to intentionally introduce new staff members to basic aspects of our culture and expectation. Once on board, the Ethos Logos PD Course offering is used to specifically train a teacher on a theory or practical aspect of their profession. Our Ethos Logos PD department will observe an issue or coachable moment, assign the corresponding Ethos Logos PD Course assignment and then follow up with the teacher to ensure understanding and implementation. This course offering is growing at about 20-25 courses per year. Each course is organized and cataloged by skill type, grade and theory and practice. This deep and rich resource allows our system to remain consistent in multiple campuses in various cities.

A sampling of the courses offered includes:

- Relating with Parents
- Relational Discipline
- Beginning Narration
- Narration 2 and Narration 3
- Narration Live Demo
- Beginning Recitation
- Socratic Instruction - Intro, Level 1 and Level 2
- Classroom Transitions

These resources are always open to teachers and will be assigned to the PD department or campus leadership believes there is an area that needs to be worked on.

The directors of each network curricular department regularly meet with school directors to observe program implementation, determine goals, identify targeted areas for improvement, provide professional development resources, and highlight areas of strength to share with other schools across the network.

Implementation will include:

The Ethos Logos PD system can ensure that the curriculum is delivered with consistency and fidelity. The Schoology learning management system has been created with scaffold standards aligned to lessons based the month and subject. With a comprehensive review of NWEA MAP data and teacher feedback gathered through Master Teacher leads, the ability to identify a problem at an individual teacher level or at a global level is quick and easily remedied. Schoology will be available to all new teachers prior to the week of new hire training. Special classes in the new hire training and ongoing training at the team lead level will ensure Schoology is being used in the classroom.

During the new hire orientation period, extensive time and attention will be devoted to demonstrating the nuances of the learning management delivery system. With Ethos Logos Curriculum as the foundation for standards aligned content delivery and in the absence of standard publisher curriculum, the teaching

staff will find the delivery system the natural ‘go to’ to teach their students. The LoTi pop in observation and teacher monitoring system involves frequent observations of the teaching staff with an eye towards content delivery. The monitoring system implemented as part of the Ethos Logos Professional Development program ensures consistency of instruction and the ability to objectively monitor a teacher’s performance.

Continual and collaborative professional learning

Ethos Logos Classical Professional Development (Ethos Logos PD) initiative supports the site leadership to improve instructional practice with weekly opportunities to engage deeply in basic to advanced techniques aimed at developing confidence in teaching in a Classical Educational environment. The goal of the PD team is to help foster strategies to bring passion to every lesson, and collaborate on the design of highly targeted, actions. Leaders and teaching teams implement four types of Ethos Logos PD meetings to ensure engaging and effective instruction.

1. The first of the Ethos Logos PD meetings for each study unit focuses on the teachers’ intellectual content preparation—teasing out and amplifying the big ideas in upcoming units of study.
2. The second meeting centers on the collaborative development of rigorous lesson plans; the
3. third on interactive rounds of teacher practice, feedback, and improvement; and the
4. fourth on formative reviews of student work to inform instruction and assessment design.

Individualized coaching

Teachers and leaders share coaching relationships that support individual growth in content, pedagogy, and culture. The C.O.R.E. Academy staffing model includes a dedicated position for PD-Curriculum and Data analysis. This staff position works under the leadership of the Vice Principal and Principal and is focused on instructional quality and content fidelity. Regular classroom observations provide opportunities for real-time feedback, while coaching sessions focus on incremental improvement towards the attainment of larger goals.

Weekly, school-based professional development workshops

Once per week, , students are dismissed early and schools hold professional development workshops targeted toward improving school-wide practice. Workshops deliberately build key skills across practical, relevant topics such as culture, instruction, analysis of student work, and curriculum.

A menu of in person course offerings will be created and distributed to the teaching staff. Depending on budget capacity, substitute teachers will be brought in to facilitate job embedded training. Classes will be scheduled for morning and afternoons to allow the maximum number of teachers to participate while the substitute teachers on campus.

Virtual Professional Development Library

The Ethos Logos PD department has built out over 75 virtual Ethos Logos PD classes which model beginning to advance professional development course. Ethos Logos PD Course offerings are used to intentionally introduce new staff members to basic aspects of our culture and expectation. Once on board, the Ethos Logos PD Course offering is used to specifically train a teacher on a theory or practical aspect of their profession. Our Ethos Logos PD department will observe an issue or coachable moment, assign the corresponding Ethos Logos PD Course assignment and then follow up with the teacher to ensure understanding and implementation. This course offering is growing at about 20-25 courses per year. Each course is organized and cataloged by skill type, grade and theory and practice. These resources are always open to teachers and will be assigned to the PD department or campus leadership believes there is

an area that needs to be worked on.

Implementation for Sub-Groups

The School Principal and the SPED leader will review LoTi scores, take into account where they see areas of improvement and tailor the PD offerings to meet the needs of the school. Sped and ELL Teachers will have access to online virtual PD courses as optional or as assigned by the Admin team should a need arise. One on one coaching with the Admin team and intentional mentoring between strong and weak teachers will be an ongoing part of improving instruction.

A tentative PD schedule will be created prior to opening of the school. By quarter two of year one, enough preliminary data from LoTi pop in observations to allow the School Principal to tailor the PD offerings to meet the timely needs of the staff.

iii Monitoring implementation and follow-up

School leadership will host a 5 day orientation and in-service training program for our teachers and other staff kick off the year. Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards.

The school will use the LoTi Teacher Evaluation System, (Levels of Teaching Innovation), teacher evaluation and student engagement system to successfully implement and track a training program. LoTi provides a common and measurable results based analysis of quality instruction. LoTi delivers consistency in teacher training, curriculum implementation and classroom observations become critical. The LoTi observation and tracking platform allow the PD-Curriculum Director and the site Administration to score and observe teaching staff. The scoring metrics are consistent and measurable and allows the site Administration to identify issues and put in corrective actions. LoTi has been developed using the Danielson Rubric model and incorporates Classical Education pedagogy which also incorporates a student engagement component known as H.E.A.T. (Higher order thinking, Engaged learning, Authentic connections, Technology use).

H.E.A.T is used as a lens to go beyond the lesson plan to what is actually happening with students. Many times the activities that the teacher plans do not result in the expected output from students. H.E.A.T. provides a common language to discuss and measure student output in a way that is tied to evidence-based practices.

LoTi involves teacher drop in assessments, real time and engaging feedback from the PD staff and a quantifiable tool to gauge the H.E.A.T. student engagement. These tools and the feedback and re-training process gives our school network a common platform to assess the effectiveness of a teacher in the classroom. The Administration's PD goal is to shift to deeper learning practices that work. LoTi builds a map for teachers, coaches, and leaders to create successful collaborative learning environments. Each teacher will be provided the unique C.O.R.E. Academy observation metric so they understand exactly what is expected of them in classroom instruction.

iv Adapted to meet the needs of subgroups

To meet the needs of subgroups, the PD Department will include all ESS teachers in general trainings and

include training for the teachers on the tiers of intervention and RTI process for evaluating individual scholars. Modules on the process of ESS teaching, data tracking on ESS scholars and the tiered interventions as well as the RTI program are all available in the Schoology PD system.

The LoTi pop in observations will include the Sped teaching team and ELL team. The FRL subpopulation is serviced by existing teaching staff who will already be LoTi scored. The Sped Director will be LoTi trained and the School Principal will calibrate scores and oversee the subgroup scores and corrective action steps needed (if any).

By quarter two of year one, enough preliminary data from LoTi pop in observations on the Sped instructors and ELL teachers will be available to act upon. LoTi reporting will be managed by the School Principal and may or may not be made public to the Governing Board.

The Sped Director will implement an RTI/MTSS process and will use the Hexagon Tool as their framework for evaluation of the schools effectiveness to implement a successful intervention program.

RTI/MTSS team will review academic performance of individual students that need supports above and beyond classroom interventions. The RTI/MTSS team will implement a learning plan to ensure success of all students. The analysis will include'

- High quality, differentiated core instruction in an environment that is responsive to social, emotional and academic and behavior goals.
- Data informed decision making. Review of goals, prior data, improvement and trends.
- Progress monitoring using benchmark testing.
- Layered hand offs for a continuum of academic, social, emotional and behavior supports.
- Family. School and community partnership.
- Professional Development offerings and tailoring to meet the particular needs of a teacher or the entire school.

The Hexagon Tool is a framework to score a schools ability to react and sustain a comprehensive program. The Hexagon Tool includes the MTSS/RtI team grading the schools capacity at any given time of the following – 6 Point Plan Includes:

- Needs of students; how well the program or practice might meet identified needs
- Fit with current initiatives, priorities, structures and supports , and parent/community values.
- Resource Availability for training , staffing, technology supports, curricula, data systems and administration.
- Evidence indicating the out comes that might be expected if the program or practices are implemented well
- Readiness for Replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is

operationalized.

- Capacity to Implement as intended and to sustain and improve implementation over time.

(footnote **Hexagon Tool – Laurel Kiser, Karen Blasé, and Dean Fixsen 2013**)

Training and Implementing A Successful RTI/MTSS Program at C.O.R.E. Academy

Staff members have the knowledge and skills provided through professional development and other means necessary to implement the State Standards and RTI/MTSS with fidelity. In order to ensure fidelity and sustainability of RTI/MTSS implementation, all educators should receive initial and on going professional development so that they have the knowledge and skills necessary to deliver effective core instruction and make data-based decision about student progress in mastering concepts.

- The following recommendations for training of the school staff comes from research on implementation of evidence based practices (Fixsen, et al 2003)
- Emphasize practice and use of feedback on practice to teach the finer points.
- Use practice sessions to help trainees integrate practice and doing
- Provide guidance with respect to the boundaries of using the technique, describing when it may be useful and when it may not be useful.
- Provide guidance on the flexible use of the core contents of the RTI/MTSS program
- Encourage peer and administrative support and buy in. Make RTI/MTSS a priority
- An effective professional development program should include information on;
 - What content is being taught, high level strategies to teach the content and the type of student work that demonstrates mastery of the content, as well as likely areas of student misconceptions and how to address them.
 - How to implement, evaluate, and support interventions for students
 - How to monitor progress, including collecting, displaying, interpreting, and using performance data to maximize the impact of instruction on student work and achievement.
 - How to evaluate student trajectories of learning to determine the need for instruction l intervention, and engagement in effective problem solving and decision making.
 - How to communicate and celebrate outcomes of the MTSS process with school district an staff.
 - How to engage with parents and caretakers about the multi-tiered process, communicating ways they might support their student and developing procedures for notifying partnts and caretakers about student progress.

From Council of Great City Schools

For identified English Language Learner (ELL) students, C.O.R.E. Academy will implement and monitor, the following recognized best practices for Teaching ELL Scholars in our Target Population:

1. The following are effective instructional practices to be used with ELL scholars of the target population. These strategies can be incorporated into C.O.R.E. Academy's rigorous, Classical educational program to enhance learning for the scholar's classroom.
2. Scaffolding: The teacher provides meaningful support and guidance needed for the ELL's learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to the native culture. The teacher rephrases with words the scholar understands and uses pictures to further adapt the questioning techniques.
3. Shelter: The teacher introduces new content by using visual aids, music, etc. The ELL scholar will be observed to note which topics come easily and which ones will require more support.
4. Total Physical Response (TPR): As much as possible, the teacher links language learning to enable the ELL scholar to make a physical response. This technique ties into various learning styles and is fun for the scholar.
5. Reciprocal Teaching: To help the ELL Scholar complete a task, the teacher presents an interactive lesson, assesses the scholar's response for comprehension, and then restructures the lesson to correct the scholar's response. This strategy is beneficial since it demonstrates how to learn. The ELL scholar's self-esteem is enhanced by control over the learning situation.
6. Critical Thinking Questions: The teacher encourages ELL scholar to ask and answer questions that start with the words "why" and "how".
7. Hands-on Experience: The ELL scholar is given opportunities to complete activities that he can demonstrate and describe orally.
8. Teaching Techniques: The teacher needs to simplify instruction, connect the instruction to the ELL's native culture, and use graphic organizers to allow access of information. Some examples are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

A.6

Instructional Analysis

Instructional Analysis Templates for 9-12 Grade Span

Instructional Analysis for Algebra 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.	
Required Standard: A1.A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Algebra 1 A1.A-CED.A.2 2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
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 how to do the following to master this standard: Learning Target 1: “I Can Use Algebraic Expressions to determine the relationships of two variables”. Learning Target 2: “I Can Graph and Label To Scale Algebraic Equations.” Students will be able to write an equation in slope intercept form with two or more points. Students will be able to find the slope and intercepts of the equation via graphing.
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.	Students must have a basic understanding of algebraic functions – (found in 8 th grade standards - 8FB and 8FB.4 – Writing an equation in slope intercept form with two points.) Students must demonstrate these skills and knowledge by: <ul style="list-style-type: none"> ● Students must be able to write an equation of a line in slope intercept if you have two or more points. (Learning Target 1) ● Students must demonstrate their ability to evaluate Algebraic Expressions – (found in 6th grade - 6.EE.A, 6.EE.A2 and 6.EE.A.2c. - How to evaluate an algebraic expression.) (Learning Targets 1 and 2) ● Students must calculate slope of a line. (found in 8th grade - 8.EE.b.5 - Calculating the slope of a line). (Learning Target 1) ● Students must graph linear equations using a table. (Learning Target 2) ● Students must put given information from the table into the slope formula. (Learning Target 2)
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.	The teacher will begin with a recap from the prior day’s lesson. As a set up to the new concept being covered the lesson will include a refresher on the elements from middle school mathematics, including Functions, Evaluation of Algebraic Expression, and Calculating slope of a line, Graphing and management of data in a table.

	<p>Begin the new informational lesson with a starting equation and ask the students for input on solving a one function equation.</p> <p>The teacher will then ask the students to “Think, Pair, Share” with a partner as to what they noticed about the demonstration. The teacher would ask the students to hypothesize how equations are similar and predict an outcome.</p> <p>Add in a second equation and begin the classroom discussion using The process for presenting new information necessary for students to meet the learning targets will start with whole group techniques like modeling and direct instruction/lecture and will then move to small groups/workshops and individual practice. Throughout the course of study, the teacher may need to move back to whole group instruction and scaffolding techniques, as he/she sees fit. Additionally, the teacher will differentiate for each student, as needed, which could utilize a variety of strategies; these strategies could include one-on-one tutoring with the teacher or peers, lesson/assignment modification/acceleration, and independent study.</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>Before the Activities: The teacher will review the concepts of Functions - Evaluate Algebraic Expressions and Graphing linear equations by making a table with the class.</p> <p>Activity #1: The teacher will demonstrate by using an example a formula such as:</p> $3x + 2 = y$ $2x + 4 = y$ $3x + 2 = 2x + 4$ $2 = x$ <p>The goal would be to demonstrate the variables and formulas used solve for the missing variables. The teacher would begin by soliciting answers from the students to start the formula.</p> <p>The teacher will then ask the students to “Think, Pair, Share” with a partner as to what they noticed about the demonstration. The teacher would ask the students to hypothesize how equations are similar and predict an outcome.</p> <p>Students will share out whole group while the teacher records student observations on large Post-It paper.</p> $3(2) + 2 = 8$ $2(2) + 4 = 8$ $(x,y) = (2,8)$ <p>Activity #2: Create A Table to Prepare for Graphing (Learning Target)</p>

The teacher will create a student lead discussion to begin to populate a table that would then become the basis for graphing the problem.

Step one would be to ask the students to create a table with the equations provided:

x	$y=3x+2$	y
1	$y= 3(1)+2$	5
2	$y= 3(2)+2$	8
0	$y= 3(0)+2$	2
-1	$y= 3(-1)+2$	-1
-2	$y= 3(2)+2$	-4

x	$y=2x+4$	y
1	$y=2(1)+4$	6
2	$y=2(2)+4$	8
0	$y=2(0)+4$	4
-1	$y=2(-1)+4$	2
-2	$y=2(-2)+4$	0

Activity #4: Graph the table (Learning Target)

Question of the Day: "Given the data points we are observing, what do you think the graph will look like? Lines? Parabola? Something else?"

After the teacher has collected the Question of the Day and discussed the answer with the class, he/she will present the following questions to the class, who will draw in their math notebooks and discuss in small groups of three.

The final step would be having a few a leader from one of the small student groups come up and graph one part of the equation. Then followed by a second student group leader to graph the second equation.

Questions:

What are some real world applications of this exercise?

5. Formative Assessment

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

CRITERIA FOR DETERMINING IF STUDENTS HAVE MASTERED:

Learning Target #1 Student will Use Algebraic Expressions to determine the relationships of two variables.

Teacher will formatively assess students with individual check-ins during guided instruction questions which students will demonstrate the ability to determine the proper algebraic expression to determine relationships between two variables.

Teacher will document the criteria for each section listed below and track whether each student has met or is still approaching each criteria based on feedback heard during collaborative learning, guided instruction, and independent practice observation in teacher grade book. Instruction will be modified based on student answers.

Defined Success/Needs Additional Work (Learning Target 1)

Criteria 1: Student understands the Algebraic Expression to determine the relationship between two example variables.

Criteria 2: Student is able to derive at correct algebraic equations used to determine relationships between two variables from word problems.

Criteria 3: Student is able to analyze Algebraic Expression to determine the relationship between two example variables

Met: 5 out of 6 of the guided instruction questions will be answered correctly.

Not Met: 4 or less of the guided instruction questions are correct.

CRITERIA FOR DETERMINING IF STUDENTS HAVE MASTERED Learning Target #2:

Students will graph and label to scale the algebraic equations in Learning Target #1.

Teacher will formatively assess students by having students complete an “exit pass” on a note card in which students will demonstrate the correctly graph and label algebraic equations as well as providing a correct explanation of the relationship of the variables within the expression

Teacher will document the criteria for each section listed below and track whether each student has met or is still approaching each criteria based on their performance on daily formative assessments and independent practice observations. Instruction will be modified based on student answers.

Criteria 1: Student is able to accurately graph to scale various teacher provided algebraic equations as noted in Learning Target #1.

Criteria 2: The student will be able to correctly provide written and/or verbal explanation of the relationship of the variables in the algebraic expression.

Criteria 3: The student is able to correctly label graphs demonstrating their understanding of the relationship of the variables in the expression.

Met: Student is able to correctly graph and label the algebraic expressions to scale as well as providing a correct explanation of the relationship of two variables in an algebraic expression.

Not Met: Student is able to graph and label expressions to scale but may not be able to provide an adequate explanation of the relationship of two variables or; Student is unable to correctly graph and label expressions to scale and cannot

provide a correct explanation of the relationship between the two variables in the expression.

Relative assessment information to support formative assessments:

- **Check for Understanding**
 - Throughout the lessons, the Teacher will regularly check for understanding using a variety of methods
 1. Class response system – thumbs up thumbs down
 2. Q&A
 3. Exit Tickets measuring the student’s use of proper formulas for the volume of a cylinder, pyramid, and cone.
 4. Classroom quizzes.
- **Define Success – Socratic feedback and tracking** -The teacher provides students with an open-ended question related to a concept they are studying and asks the students to identify the information or details necessary for a response to demonstrate full understanding of the concept. A list of these details is recorded on the board detailing the proper use of formulas, understanding the use of tables to organize data and ultimately graphing and labeling the final graph. The Teacher will look for real life opportunities to show how these concepts may apply in a student’s life. The student will be challenged to not just recall the formulas but analyze when and how those formulas should apply.
- **Entrance Ticket** – Students will be three questions at the beginning of class to check for understanding of the prior night’s homework or the prior day’s lesson on the covered strand or standard.

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.

Student will demonstrate mastery of the learning targets and the required standard by successfully achieving a minimum collective average of 75% of all formative and summative assessments

Formative and Summative assessments may include:

- **Quiz with Student Cross Grading** – Each unit of instruction, typically 2 weeks will involve one or two quizzes prior to the End of Chapter Test. Quizzes will be graded by fellow students and time will be devoted for time to pair and share between students to solve quiz answers that are not correct.
- **End of Chapter Testing** – Students will be given an end of chapter test with instructions to show their work. The grading rubric will include 75% of the overall grade will go for the correct answers and an additional 25% for correct showing of how the student arrived at the answer.
- **Summative Assessment Analysis and Adjustment** –following summative assessment results, the teacher will determine if the entire class should be reinstructed on the particular topic or if a differentiation program should be implemented to ensure mastery of the subject.

All summative assessments will be constructed to ensure depth of knowledge beyond recall but with a deeper knowledge and ability to apply, understand and

	ultimately create their own instances to use the formulas being covered!
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p>Remediation is a three-step process:</p> <p>A full suite of interventions are available including scheduled scholar hours with the teacher, tutor support from volunteer students or others. All teachers are required to hold two hours per week of office availability time to support additional learning. Based on summative assessments and equipped with data from recent NWEA-MAP testing, the teacher will assign students to directed scholar hours for one on one instruction or small group support. Differentiation in the classroom setting is important parts of ensuring remediation on individual concepts are being addressed.</p> <p>In more pronounced remediation settings, a team evaluation may apply: Once a student is referred to the team, an evaluation will be conducted to determine the next best steps for that student and a plan will be created. The steps taken will be based on the needs of the student and feedback from the team.</p> <p>Response Loop: Once a student’s plan of action is established and completed, the student will be assessed again to determine standard mastery. If the student has not yet mastered the standard, the team will reevaluate the student and his/her progress for next steps. This loop will continue until the student achieves mastery of the standard.</p> <p>Homework Help Program – Students are asked to place homework they are struggling with on the board other students begin working through the steps of solving the equation with the student struggling with the work functioning as teacher – fielding and directing the discussion.</p>

Instructional Analysis for Grade 10 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: 9-10.RL.4</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</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>Learning Target 1: I can apply knowledge of language to: to determine how language functions in different contexts. To make effective choices for meaning or style. To comprehend more fully when reading or listening.</p> <p>Learning Target 2: I can analyze figurative language, word relationships, nuances within word meanings</p> <p>Learning Target 3: I can demonstrate understanding of figurative language, connotative word choices, word relationships, and nuances in word meaning</p> <p>Learning Target 4: Determine word meanings and phrases as used in the selected text.</p> <ul style="list-style-type: none"> ○ 1. Define figurative language and connotative meanings (describe in detail)

	<ul style="list-style-type: none"> ○ 2. Determine the how figurative language shows up in every day life and how to identify in text material ○ 3. Detail the specific figurative language and connotative meanings by: <ul style="list-style-type: none"> ▪ Being able to identify their uses in the text. ▪ Identify exact details from the text that the author uses as ways to increase the impact of the text. <p>Learning Target 5: Evaluate the text for instances of 1) figurative text (is it figurative or actual?), and 2) connotative meaning of words and phrases by the author.</p> <ul style="list-style-type: none"> ○ 1. Define evaluate (make a judgment) <ul style="list-style-type: none"> ▪ Judge the authors choice of figurative language—what message are they trying to convey? ▪ Judge the authors choice of connotative words—what was behind the word choice? Does the use of connotative words create a feeling in the text that is important in telling the story? <p>Judge the sufficiency of the support—is there enough support for the claim?</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>Assessing prior knowledge influences student’s ability to add to their existing knowledge and to correct misconceptions. The first step in accessing prior knowledge identifying the knowledge/skill is required of students in order to meet learning targets.</p> <p>Although the standard is the same throughout the grade levels, the complexity and rigor increases as the grade levels increase. This continues to build off of the 8th grade AzCCRS RL.4 which addresses the following objectives:</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts <p>Prior Knowledge Required for Learning Target #1: I can apply knowledge of language to: to determine how language functions in different contexts. To make effective choices for meaning or style. To comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts <p>Prior knowledge Required for Learning Target 2: I can analyze figurative language, word relationships and nuances within word meanings</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts <p>Prior knowledge Required for Learning Target 3: I can demonstrate understanding of figurative language, connotative word choices, word relationships, and nuances in word meaning</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings <p>Prior knowledge Required for Learning Target 4: Determine word meanings and phrases as used in the selected text.</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts <p>Prior knowledge Required for Learning Target 5: Evaluate the text for instances of 1)</p>

	<p>figurative text (is it figurative or actual?), and 2) connotative meaning of words and phrases by the author.</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts <p>The second and third steps in assessing prior knowledge is obtaining a baseline level of student knowledge prior to the start of each unit through formative assessments and use student’s prior knowledge to introduce new learning targets.</p> <p>Students will start with a self assessment. They will reflect and comment on their level of learning as it relates to the learning targets. The prior knowledge results will be used to help students incorporate background knowledge and draw connections.</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>	<ul style="list-style-type: none"> ● Connection to prior Content (Discovery) <ul style="list-style-type: none"> ○ Teacher will provide a text for scholars to demonstrate prior knowledge by labeling. Sample text to be used for analysis, The Man In The Arena by Teddy Roosevelt. <ul style="list-style-type: none"> ▪ Parts of a work of fiction that is aligned with the curriculum provided and or from the Great Books Foundation resource ▪ Author’s writing style and use of figurative language and connotative word choices ▪ Analysis of text done by the teacher prior to class time to provide examples that match the lesson outcome. ○ Whole group discussion to ensure understanding of Prior Content. Using the Shared Inquiry Method, begin a discussion to assess prior knowledge and have the students give examples of usage of figurative and connotative language. ○ Socratic Discussion/Seminar <ul style="list-style-type: none"> ▪ Leading question: Does the author make a convincing argument? ● Direct Instruction <ul style="list-style-type: none"> ○ Using aspects of Socratic Discussion/Seminar, the Teacher will provide clarification and present new information scholars will need to meet Learning Targets. ○ Teacher will introduce new information (such as the intention behind word choices by the author, the feeling or message the author is trying to convey to the reader.) ● Modeling Using a familiar text (The Man In The Arena – Teddy Roosevelt) , the Teacher will demonstrate usage of figurative and connotative passages that help support the claim. Using additional familiar text, The Road Not Taken, by Robert Frost, the students will individually analyze the poem, to identify and label examples of figurative language, connotative word choices, word relationships, and nuances in word meaning. Students will be given time to write a paragraph on their findings as they relate to the target learning objective. Teacher will lead a discussion for students to share their findings. As an exit exercise, the Teacher will ask the students to point out where their

	<p>paragraph analysis is strong and where it is weak. This feedback will help the students with areas they need additional support and the data will provide the teacher a roadmap of areas that will need additional instruction time in future classes.</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>The Man In The Arena – Teddy Roosevelt</p> <ul style="list-style-type: none"> ● Socratic Discussion/Seminar <ul style="list-style-type: none"> ○ Given a Leading Question, Scholars will self-monitor a discussion with agreed-upon rules wherein they must present and defend opinions about and using a familiar text, resource, or experience. ○ Text to be used for discussion, The Man In The Arena, Teddy Roosevelt. ● Small Group and/or Individual Discovery (practice) <ul style="list-style-type: none"> ○ Scholars will practice identifying, analyzing, and evaluating their notes on the assignment of decoding, The Road Not Taken by Robert Frost. <p>The Road Not Taken – Robert Frost</p> <ul style="list-style-type: none"> ● Students will produce a one page analysis of the poem, The Road Not Taken by Robert Frost, with instructions to identify figurative language, word relationships, nuances within word meanings and author’s perspective. ● Using additional familiar text, The Road Not Taken, by Robert Frost, the students will individually analyze the poem, to identify and label examples of figurative language, connotative word choices, word relationships, and nuances in word meaning. Students will be given time to write a paragraph on their findings as they relate to the target learning objective. ● Teacher will lead a discussion for students to share their findings. ● As an exit exercise, the Teacher will ask the students to point out where their paragraph analysis is strong and where it is weak. This feedback will help the students with areas they need additional support and the data will provide the teacher a roadmap of areas that will need additional instruction time in future classes.
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p>Criteria for determining whether students have met Learning Target #1: Students will apply knowledge of language to: to determine how language functions in different contexts. To make effective choices for meaning or style. To comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Met: Students will answer 4 or more of 5 questions correctly when the teacher performs formative assessments. These formative assessments may consist of but are not limited to: Class response system, Q&A, Exit Tickets ● Not Met: Students will answer less than 4 questions out of 5 questions correctly when the teacher performs formative assessments <p>Criteria for determining whether students have met learning Target 2: Students will analyze figurative language, word relationships and nuances within word meanings</p> <ul style="list-style-type: none"> ● Met: Students will answer 4 or more of 5 questions correctly when the teacher performs formative assessments. These formative assessments may consist of but are not limited to: C lass response system, Q&A, Exit Tickets ● Not Met: Students will answer less than 4 questions out of 5 questions correctly when the teacher performs formative assessments <p>Criteria for determining whether students have met Learning Target 3: Students will</p>

	<p>demonstrate understanding of figurative language, connotative word choices, word relationships, and nuances in word meaning</p> <ul style="list-style-type: none"> ● Met: Students will answer 4 or more of 5 questions correctly when the teacher performs assessments. These formative assessments may consist of but are not limited to: Class response system, Q&A, Exit Tickets ● Not Met: Students will answer less than 4 questions out of 5 questions correctly when the teacher performs formative assessments <p>Criteria for determining whether students have met Learning Target 4: Students will determine word meanings and phrases as used in the selected text.</p> <ul style="list-style-type: none"> ● Met: Students will answer 4 or more of 5 questions correctly when the teacher performs formative assessments. These formative assessments may consist of but are not limited to: Class response system, Q&A, Exit Tickets ● Not Met: Students will answer less than 4 questions out of 5 questions correctly when the teacher performs formative assessments <p>Criteria for determining whether students have met Learning Target 5: Students will Evaluate the text for instances of 1) figurative text (is it figurative or actual?), and 2) connotative meaning of words and phrases by the author.</p> <ul style="list-style-type: none"> ● Met: Students will answer 4 or more of 5 questions correctly when the teacher performs formative assessments. These formative assessments may consist of but are not limited to: Class response system, Q&A, Exit Tickets ● Not Met: Students will answer less than 4 questions out of 5 questions correctly when the teacher performs formative assessments
<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>Students will demonstrate mastery of Determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone by annotating text and giving essay responses.</p> <p>Mastery of these concepts will be evaluated in a summative written assessment in which the students must annotate an unknown text appropriately in order to demonstrate their understanding of the author’s use of specific words and how they impact the meaning and tone of a story. Students will write an essay, citing specific examples gleaned from their annotation, in which they provide an explanation of how the author’s culmination of specific word choice - including figurative and connotative language, impacted the tone and meaning of the story.</p> <p>This will be evaluated using an analytic rubric measuring each of the learning targets. Students will be given a score of exceeds, meets, approaches or falls far below on each of the learning targets. The student must receive meets on a minimum of 4 out of the 5 learning targets in order to demonstrate mastery of the required standard. Any score less than that will require individual student remediation.</p>
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ If a scholar fails to successfully delineate and/or evaluate an author’s use of the target language (figurative and connotative) in a given text, the scholar will be given the opportunity to <ol style="list-style-type: none"> 1. Self-correct 2. Attempt an alternative text of the student’s choice and or of the teachers selection. 3. Work with a small group prior to another attempt 4. Work with the teacher during Scholar Hours (School Tutoring Program) for reteaching for one on one support.

Instructional Analysis for Grade 11 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: 11-12.W.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</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>Learning Target #1: Develop claim(s) and counterclaims fairly supply evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Learning Target #2: Relationships between claim(s) and counterclaims supply evidence authors claims using evidence from the text.</p> <p>Learning Target 3: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Learning Target 4: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Learning Target 5: Provide a concluding statement or section that follows from and supports the argument presented</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>Accessing prior knowledge influence students’ ability to add to their existing knowledge and to correct misconceptions. The first step in accessing prior knowledge identifying the knowledge/skills is required of students in order to meet the learning targets.</p> <p>Although the standard is the same throughout the grade levels, the complexity and rigor increases as the grade levels increase. This continues to build off of the 9-10 W.1,4 standards which addresses the following objectives:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Provide a concluding statement or section that follows from and supports the argument presented.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

Prior Knowledge Required for Learning Target #1: Develop claim(s) and counterclaims fairly.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Prior Knowledge Required for Learning Target #2: Relationships between claim(s) and counterclaims

- a. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Prior Knowledge Required for Learning Target #3: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- a. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- b. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- c. Analyze substantive topics or texts including A scholar's ability to analyze author's purpose, style of writing, main idea (point, or claim), and supporting details of a substantive topic or text must be established in order to develop and defend a claim about that topic or text.
- d. Understand the terms: *Claim, Counterclaim, Valid, Sufficient, Evidence*
- e. Understand the structure of an Argument to include knowledge of classical argumentation (Introduction, Narration, Confirmation, Refutation, Conclusion) will help them organize an argument to establish clear relationships among claim(s), counterclaims, reasons, and evidence

Prior Knowledge Required for Learning Target #4: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- a. Examine and convey complex ideas in reading and writing, how to construct argumentative essays (introductions, body paragraphs, counterclaims/rebuttals, conclusions) varied transitions, the writing process, editing and revising
- b. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- c. Understanding the audience to include focusing their writing to anticipate their knowledge in the Narration, and through the Confirmation and Refutation, address the audience's concerns.
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>Prior Knowledge Required for Learning Target 5: Provide a concluding statement or section that follows from and supports the argument presented</p> <ol style="list-style-type: none"> a. Provide a concluding statement or section that follows from and supports the argument presented. b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>The second and third steps in assessing prior knowledge is obtaining a baseline level of student knowledge prior to the start of each unit through formative assessments and use student’s prior knowledge to introduce new learning targets.</p> <p>Students will start with a self-assessment. They will reflect and comment on their level of learning as it relates to the learning targets. The prior knowledge results will be used to help students incorporate background knowledge and draw connections</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>Connection to prior Content (Discovery) Teacher will provide a substantive text (for this lesson, Harper Lee’s To Kill a Mockingbird) for scholars to demonstrate prior knowledge by identifying:</p> <ul style="list-style-type: none"> ▪ Author’s purpose ▪ Style of writing ▪ Main idea (point, or claim) ▪ Supporting details <p>Whole group discussion to ensure understanding of Prior Content Socratic Discussion/Seminar through analyzing one to two chapters of To Kill A Mockingbird.</p> <ul style="list-style-type: none"> ▪ Leading Question: What claims can be made about the author’s main point, purpose for writing, or style of writing? What historical context and time that Harper Lee wrote this book influenced it’s voice and choice of language? ▪ Teacher will help guide discussion to encourage scholars to make claims and address counterclaims <p>Direct Instruction</p> <ul style="list-style-type: none"> ○ The teacher will use a graphic organizer to explain how an argumentative essay should be organized including: <ul style="list-style-type: none"> ▪ Prewriting (Graphic Organizer) ▪ Drafting (Rough Draft including a claim and counterclaim) ▪ Revising (Evaluate for valid reasoning, relevant & sufficient evidence, recognition of audience, and purposeful conclusion) ▪ Editing (Accuracy of citations, and proper use of conventions) ▪ Publishing (Final Draft that meets the requirements in the Learning Targets) <p>Conferencing The Teacher will conference with scholars during the writing process to focus one-on-one instruction as needed</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</p>	<p>Socratic Discussion/Seminar Given a Leading Question, Scholars will self-monitor a discussion with agreed-upon rules wherein they must present and defend opinions about and using a familiar text, resource, or experience.</p> <p>Note Taking Scholars will take notes from direct instruction as indicated by the teacher.</p>

<p>are incorporated into Instruction.</p>	<p>Scholars will practice completing a graphic organizer according to the requirements of the assignment.</p> <p>Writing Process</p> <ul style="list-style-type: none"> ○ Scholars will complete the steps of the writing process: <ul style="list-style-type: none"> ▪ Starting with a Prewrite exercise, students will be guided on strategies to generate ideas, develop their voice and plan their writing. Students will be encouraged to generate their ideas from multiple sources including brainstorming,, journals, research materials, Schoology selected resources etc. The student’s ideas will be gathered and organized in graphs, Venn diagrams or any number of tools available to them. The Pre-write will be shared with the teacher and or their small groups and drafting will begin. ▪ Drafting; During the drafting phase the student will structure their arguments in a grade appropriate level. The students will be guided to include precise and supportive examples from the text and other resources. The review at the end of the drafting process will include teacher feedback which shows that the students demonstrate a command of the language through using a consistent tone and voice. Students will be encouraged to include graphic elements with an eye towards a future class wide presentation. ▪ Revising; students will be encouraged to evaluate their drafts with the feedback from the teacher with a focus on development of a central theme, logical organization of content, and a unifying theme between ideas. ▪ Editing; Students are encouraged to produce and error free final essay. During the editing process the students are encouraged to read each others essays with an eye to correcting issues. For students proofreading each others work, the teacher will guide the editors to look for organization of ideas, style, language conventions, their use of references to make their arguments. Students should also edit their peers on grammar, punctuation, capitalization and spelling. ▪ Publishing and Presentation; Using technology students publish their work using property paper formatting and graphical elements including displays, video edits, props and presentations which will help make the impact to the full class when the student presents their work. ○ The Teacher will provide clarification of terms as needed ○ The Teacher provide instruction on: <ul style="list-style-type: none"> ▪ Linking sections of the substantive text ▪ Creating cohesion ▪ Clarifying relationships between claims, counterclaims, supports
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessment: <i>Criteria for determining whether students have met each of the learning targets:</i></p> <p>LT#1: Develop claim(s) and counterclaims fairly</p> <ul style="list-style-type: none"> ● Given the TKAM assignment students will be asked to determine 1 claim and 1 counter claim regarding the author’s intent. They will use evidence from the text to support their claims. This will be completed using a “Claim and Counter Claim” graphic organizers. ● Met: Students will correctly use 2 pieces of textual evidence to support the claim and the counter claim. ● Not Met: Graphic organizer is incomplete in that it doesn’t have adequate, correct or sufficient support of the claims. The teacher will

provide suggestions for refinement. The student will be allowed to re-do and re-submit for additional feedback.

LT #2: Relationships between claim(s) and counterclaims

- Given the TKAM assignments students will fill out a graphic organizer demonstrating the relationship between the student claims.
- Met: Students will provide at least 2 pieces of supporting evidence to demonstrate the relationship between claim and counter claims.
- Not Met: Students provided less than 2 pieces of evidence, or the evidence provided didn't correctly and adequately support the claim's relationship to the counterclaim. The teacher will provide suggestions for refinement. The student will be allowed to re-do and re-submit for additional feedback.

LT #3: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- In a practice essay regarding the Author's intent in TKAM, students will demonstrate their ability to use words and phrases to connect and clarify relationships between claims but using explicit words indicating a presentation of an argument.
- Met: Students must achieve Meets on the practice essay as graded by an analytic rubric for accuracy and completeness in regard to their ability to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- Not met: Students achieve less than Meets on the practice essay as graded by an analytic rubric for accuracy and completeness in regard to their ability to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. The teacher will provide suggestions for refinement. The student will be allowed to re-do and re-submit for additional feedback.

LT #4: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- In a practice essay regarding the Author's intent in TKAM, students will demonstrate their ability establish and maintain a formal style and objective tone while attending to the norms and conventions of writing.
- Met: Students must achieve Meets on the practice essay as graded by an analytic rubric for accuracy and completeness in regard to establish and maintain a formal style and objective tone while attending to the norms and conventions of writing.
- Not met: Students achieve less than M on the practice essay as graded by an analytic rubric for accuracy and completeness in regard to establish and maintain a formal style and objective tone while attending to the norms and conventions of writing. The teacher will provide suggestions for refinement. The student will be allowed to re-do and re-submit for additional feedback.

LT # 5: Provide a concluding statement or section that follows from and supports the argument presented

- Using a graphic organizer to outline the aforementioned practice essay, students will demonstrate their ability to provide a concluding statement

	<p>that follows from and supports each of the claims.</p> <ul style="list-style-type: none"> • Met: Students will receive a “Go” from the teacher when reviewing the content of the graphic organizer. • Not Met: Students will receive a “No-Go” from the teacher when reviewing the content of the graphic organizer. The teacher will provide suggestions for refinement. The student will be allowed to re-do and re-submit for additional feedback.
<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>Students will be given a short passage in which they read and annotate text to determine claims made by the author. They will be required to write an argumentative essay demonstrating their ability to develop claim(s) and counterclaims fairly, show relationships between claim(s) and counterclaims, Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing and provide a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> • Met: Students must achieve an overall average of Meets (3/5) on the argumentative essay as graded by an analytic rubric evaluating and ranking (E,M,A,FFB) the student’s ability on each of the learning targets. • Not met: Students achieve less than M as an overall average (2/5) the argumentative essay as graded by an analytic rubric evaluating and ranking (E,M,A,FFB) the student’s ability on each of the learning targets
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p>Additional Practice</p> <ul style="list-style-type: none"> ○ If a scholar fails to successfully meet the Learning Targets, <ol style="list-style-type: none"> 1. Complete additional revisions <ul style="list-style-type: none"> • On own • With a partner • With the teacher 2. Attempt a response to an alternative substantive text 3. Work with the teacher during Scholar Hours (School Tutoring Program) for reteaching, or supplemental support

Instructional Analysis for High School 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: Essential HS.P1.U1.1</p>	<p>Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed in the Periodic Table and describe how these models are revised with new evidence.</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>Students must know the following to master this standard:</p> <p>LT #1: I can use a model to predict the relationships between systems or between components of a system.</p> <p>LT #2: I can correctly label a model with all the proper element parts.</p> <p>LT #3: I can arrange atoms into patterns that coincide to the main groups of the periodic table. (electrons, atoms, protons in the atoms)</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>Accessing prior knowledge influences students' ability to add to their existing knowledge (conceptual growth) and to correct misconceptions (conceptual change).</p> <p>The first step in accessing prior knowledge is identifying the knowledge/skills that are required of students in order to meet the learning targets.</p> <p>Although the standard is the same throughout the grade levels, the complexity and rigor increases as the grade levels increase. This continues to build off of the MS Science Standard MS-PS.U1.1 which addresses the following objectives:</p> <ul style="list-style-type: none">• Develop models to describe the atomic composition of simple molecules and extended structures to include:<ul style="list-style-type: none">○ Develop models of molecules that vary in complexity○ Describe Atomic composition of simple molecules○ Describe atomic composition of extended molecular structures○ Define and identify electrons, atoms, protons○ Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name. <p>Prior knowledge Required for LT #1: I can use a model to predict the relationships between systems or between components of a system.</p> <ul style="list-style-type: none">○ Develop models of molecules that vary in complexity○ Describe Atomic composition of simple molecules○ Describe atomic composition of extended molecular structures○ Define and identify electrons, atoms, protons○ Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name. <p>Prior knowledge Required for LT #2: I can correctly label a model with all the</p>

	<p>proper element parts.</p> <ul style="list-style-type: none"> ○ Define and identify electrons, atoms, protons ○ Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name. <p>Prior knowledge Required for LT #3: I can arrange atoms into patterns that coincide to the main groups of the periodic table. (electrons, atoms, protons in the atoms)</p> <ul style="list-style-type: none"> ○ Define and identify electrons, atoms, protons ○ Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name. <p>The teacher will activate students' prior knowledge through a variety of strategies, focusing on relevant prior knowledge needed to master these learning targets and filling the gap for students who lack the prior knowledge needed to master them.</p> <p>The second and third steps in accessing prior knowledge is obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment and use student prior knowledge to introduce the learning targets.</p> <p>In this unit of study, the unit will start with a short list of five to ten true/false statements regarding molecular composition. the teacher will lead a class discussion about the results. The results of this discussion will guide the selection of assignments and activities that will be appropriate for facilitating either conceptual growth or conceptual change.</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>Students will be able to interpret the information given in the periodic table to describe the arrangement of electrons on the energy levels around an atom.</p> <p>The teacher will focus on the first 20 elements. Students will first look at a diagram and or animation to understand the basic pattern of the arrangement of electrons on energy levels around an atom.</p> <p>Using a student lead discussion in the format of a Socratic seminar, the teacher starts the lesson with the question using the element of Oxygen:</p> <p>'Can you identify which atom this model represents?</p> <p>If students can't answer this question, point out that there are 8 electrons. Because neutral atoms in the periodic table have the same number of electrons as protons, the atom must have 8 protons. The number of protons is the same as the atomic number, so the atom is oxygen.</p>

	<p>The process for presenting new information necessary for students to meet the learning targets will start with whole group techniques like modeling and direct instruction/lecture and will then move to small groups/workshops and individual practice. Throughout the course of study, the teacher may need to move back to whole group instruction and scaffolding techniques, as he/she sees fit. Additionally, the teacher will differentiate for each student, as needed, which could utilize a variety of strategies; these strategies include one-on-one tutoring with the teacher or peers, lesson/assignment modification/acceleration, and independent study.</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>	<ul style="list-style-type: none"> ● Socratic Discussion/Seminar <ul style="list-style-type: none"> ○ Students use the periodic table to predict the patterns of behavior of the elements based on the attraction and repulsion between electrically charged particles and the patterns of outermost electrons that determine the typical reactivity of an atom. ● Note Taking (Hypothesis) <ul style="list-style-type: none"> ○ Students predict the following patterns of properties: <ol style="list-style-type: none"> 1. The number and types of bonds formed (i.e. ionic, covalent, metallic) by an element and between elements; 2. The number and charges in stable ions that form from atoms in a group of the periodic table; 3. The relative sizes of atoms both across a row and down a group in the periodic table. ● Small Group Modeling (The Experiment) <p>Using provided colored proton, atom and electron models, students will be assigned an element to model correctly for presentation to the class as a whole.</p> ● Data Collection and Prove/Disprove Hypothesis (Summary) <p>In their individual notebooks, students will summarize their findings and determine if the hypothesis was proven or disproven.</p>
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	<p>Criteria for determining whether students have met each of the learning targets:</p> <p>LT #1: I can use a model to predict the relationships between systems or between components of a system.</p> <ul style="list-style-type: none"> ● Students will demonstrate mastery when they correctly create a model that supports prediction of relationships between systems or components of systems. <p>LT #2: I can correctly label a model with all the proper element parts.</p> <ul style="list-style-type: none"> ● Students will demonstrate mastery when they accurately label a model using proper elements to 75% mastery. <p>LT #3: I can arrange atoms into patterns that coincide to the main groups of the periodic table. (electrons, atoms, protons in the atoms)</p> <ul style="list-style-type: none"> ● Students will demonstrate mastery of their ability to arrange atoms into groups on an exit pass in which they must place atoms into

	<p>patterns that are represented on the periodic table to 80% mastery.</p> <p>Other ways learning targets will be formatively assessed are through:</p> <p>Check for Understanding</p> <ul style="list-style-type: none"> ○ Throughout the lessons, the Teacher will regularly check for understanding using a variety of methods <ol style="list-style-type: none"> 1. Class response system 2. Q&A 3. Exit Tickets 4. Etc. ● Scientific Notebooks <ul style="list-style-type: none"> ○ The Teacher review scientific journals for completeness, full coverage of the key concepts and to ensure scholars understanding of the scientific concept.
<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>Students will demonstrate mastery of their ability to develop and use models to explain the relationship of the structure of atoms to patterns and properties observed in the Periodic Table and describe how these models are revised with new evidence.</p> <p>Mastery of these concepts will be evaluated through adequate (75% correct) demonstration using a model to predict the relationships between systems or between components of a system, correctly labeling a model with all the proper element parts and arranging atoms into patterns that coincide to the main groups of the periodic table. (Electrons, atoms, protons in the atoms).</p> <p><u>The mastery of these concepts will be demonstrated through:</u></p> <ul style="list-style-type: none"> ● Quiz with Student Cross Grading – Each unit of instruction, typically monthly will involve one or two quizzes prior to the End of Chapter Test. Quizzes will be graded by fellow students and time will be devoted for time to pair and share between students to solve quiz answers that are not correct. ● End of Chapter Testing – Students will be given an end of chapter test with instructions to show their work. The grading rubric will include 75% of the overall grade will go for the correct answers and an additional 25% for correct showing of how the student arrived at the answer. <ul style="list-style-type: none"> ○ Students must receive a minimum passing grade of 75% in order to meet the requirements of the standard. ○ Students will not meet the standard if they receive anything less than 75%. <p>Summative Assessment Analysis and Adjustment –following summative assessment results, the teacher will determine if the entire class should be reinstructed on the particular topic or if a differentiation program should be implemented to ensure mastery of the subject.</p>

7. Remediation

Describe the processes available to provide support to students that do not meet the learning targets.

Dependent on which learning targets are not at mastery, the teacher will remediate based on the collection of data received on the formative and summative assessments. During Formative Assessment, remediation of the learning targets will be supported as follows:

Remediation Required for LT #1: Students will review key concepts on their own and identify which of the following key concepts they need to be retaught using a different methodology

- Develop models of molecules that vary in complexity
- Describe Atomic composition of simple molecules
- Describe atomic composition of extended molecular structures
- Define and identify electrons, atoms, protons
- Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name.

Remediation Required for LT #2: Students will review key concepts on their own and identify which of the following key concepts they need to be retaught using a different methodology

- Define and identify electrons, atoms, protons
- Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name.

Remediation Required for LT #3: Students will review key concepts on their own and identify which of the following key concepts they need to be retaught using a different methodology

- Define and identify electrons, atoms, protons
- Define and describe elements found on the Periodic Table by name, atomic mass, symbol and atomic name.

Remediation is a three-step process: Benchmark Assessment, Team Evaluation, and Response Loop.

Benchmark Assessment: Arizona Science Standards will be spelled out for an end of first semester exam. Post exam, the science teacher and administration will review the exam to determine areas of focus in the second semester.

Team Evaluation: The science teacher and team will determine the areas of focus and decide if the content areas lacking are across the entire grade or at the scholar level. Remediation plans will be created based on their analysis.

Response Loop: Once a student's plan of action is established and completed, the student will be assessed again to determine standard mastery. If the student has not yet mastered the standard, the team will reevaluate the student and his/her progress for next steps. This loop will continue until the student achieves mastery of the standard.

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

B.1a. Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.

The beginnings of C.O.R.E. Academy started by discussions with Dan Ranieri and Joe Higgins regarding the identified need for a High School of choice in the northwest Tucson region.

Mr. Ranieri is the C.O.R.E. Academy Governing Board Chair and has served as the C.E.O. of La Frontera Arizona. La Frontera is a large social service agency with services all over Arizona. Their annual income is \$46m. Mr. Ranieri has 20+ in executive leadership in the Southern Arizona region and understands the needs of the community. Mr. Ranieri is a Doctor of Clinical Psychology and oversees a staff. He is a resident of northern Tucson and struggled to find the right high school fit for his daughter and athlete with mild learning disabilities. He was active in her education and coached her softball team for a number of years. Mr. Ranieri saw firsthand the need for school options that provided students, like his daughter, a full high school education including special needs support, character education, academic rigor and athletics.

Mr. Higgins was the founding C.E.O. of The Lemman Academy of Excellence charter schools. Under his leadership, the group expanded to 5 Arizona campuses (one additional campus is set to open after he left the CEO position) and one in Denver. The K8, Classical model schools grew to 4500 scholars since their opening in 2015. He added PreK, opened an online K8 Classical Virtual Academy and built a team that hired 425 teachers. When he left, the teacher retention rate was 90%. As C.E.O. of Lemman, the single biggest request he received while leading the K8 Classical School is *'when are you going to open a Classical high school?'* The proposed location is 2 miles away from Lemman Academy's first campus with 1200 +/- students and within the trade area to the Lemman Oro Valley Campus with 800+/- scholars.

Mr. Higgins has a long history in southern Arizona and has served on a number of business committees and non-profit boards. In the education field, Mr. Higgins has served on the Governing Board of Salpointe Catholic High School for 13 years (a 60 year old, 1100 student prep school) and is a new board member who was added to bring expertise in public charter school to the board of Pima Prevention Partnership Middle and High School (an alternative high school in Tucson and Phoenix).

The C.O.R.E. Academy high school concept came about because both leaders saw a need in their community and both uniquely came prepared to act on the need. The two are donating their time and expertise to ensure that a quality school opens and becomes a choice for families in Marana, Oro Valley and northwest Tucson.

C.O.R.E. Academy of Excellence, Inc. was incorporated on October 18, 2017 for the operation C.O.R.E. Academy of Excellence high school. The incorporator is Dan Ranieri who will serve as Board Chair. The Governing Board has voted on May 6th, 2019 to authorize Joe Higgins to serve as and Chief Executive Officer. On May 6th, 2019 the Governing Board authorized Mr. Higgins to submit an application for Charter to the Arizona Board of Charters. The C.O.R.E. Academy of Excellence Corporate Board of Directors is made up of Dr. Dan Ranieri, Chris Collins, Ray Schneider, and Mark Morris. The Board

Dr. Dan Ranieri, Board Chairperson

Dr. Dan Ranieri is the President and Chief Executive Officer of La Frontera Arizona, Inc., a 501 (C)(3) Arizona non-profit corporation tasked with providing a wide array of behavioral health services for children and adults in Southern Arizona. Dr. Ranieri brings over forty years of experience in behavioral healthcare and organizational leadership to the Board.

Dr. Ranieri was hired by La Frontera Center in 1995 with the primary task of transforming the organization from a fee-for-service model to that of full risk-bearing capitation model. During this time, gross revenues have gone from \$13.5 to nearly \$100 million, staffing has increased by over 600%, and quality and efficiency measures have improved dramatically. Dr. Ranieri was instrumental in the re-branding of La Frontera as a “community problem solver” resulting in La Frontera becoming a significant contributor in areas such as public safety, affordable housing, education, economic development, veteran’s services, senior services, suicide prevention and many others. Dr. Ranieri has also served on the Board of Directors of several local and national organizations and was awarded the Visionary Leadership award by the National Council for Community Behavioral Healthcare in 2013.

Dr. Ranieri holds a doctorate in Clinical Psychology from Arizona State University. He has practiced as an adult, child, and forensic psychologist; has served as a Faculty Associate at Arizona State University; and has several professional publications. Dr. Ranieri has also presented on numerous topics and has served as a professional consultant. He also has over ten year’s experience as a fast pitch softball head coach and pitching coach with numerous athletes, including his daughter, continuing to play college softball.

Chris Collins, Board Member and Vice President

Chris Collins brings 20 years of experience with youth athletics and non-profit work. After graduating with his Bachelors in Communication, he embarked on a 10-year coaching career in college baseball. During his time in the collegiate ranks he received his Master’s degree in Management, was a professor in health and human performance, and served as a graduate assistant coach, assistant coach, and head coach. In 2012 Chris left coaching and began work as an area director with the Fellowship of Christian Athletes. He has overseen fundraising efforts, vision casting, organizational strategy and structure, and general oversight of the organization’s efforts to pursue spiritual and character development at the junior high, high school, college and professional levels. Chris is a native Tucsonan, graduating from Flowing Wells High School in 1997.

Ray Schneider, Board Member and Board Secretary and Treasurer

Ray Schneider has worked in commercial real estate encompassing brokerage, development, finance, sales, leasing, management and consulting in Tucson for over 40 years. Mr. Schneider brings experience in real estate development, finance, business management, community relations and marketing. Mr. Schneider’s knowledge, experience and abilities span multiple aspects of a well-rounded member of the Board. His business and community work relationships lend strong connections to the Pima County community.

Mr. Schneider has been a life-long volunteer who has served on various boards, fundraising efforts and youth sports.

Mark Morris, Board Member

Mark Morris is a successful business owner who founded Boss Construction, Inc., (dba Boss Plumbing) in September of 1996. Mr. Morris brings over 20 years of entrepreneur experience and community relations to the Board. Mr. Morris is strongly connected to the community and has been a strong supporter of Fellowship of Christian Athletes, Tucson Conquistadors, Tucson Rattlers, and the Muscular Dystrophy Association. Boss Plumbing has also volunteered their time and donated resources for the Wounded Warrior Project and the Field of Dreams baseball fields here in Tucson. Mr. Morris has volunteered in building homes through the Amore Ministries in Puerto Penasco, Mexico.

Mr. Morris has also had a strong role in youth sports while coaching his children’s soccer, baseball and softball teams. Mark also served as President of the Santa Cruz Soccer Club, and Vice-President of the

Tucson Mountains Futbol Club from 1999-2002 and 2002-2004 respectively. Mark founded the Tucson Astros Baseball Club, which was one of the only non-fee club baseball programs in Southern Arizona. Through this effort, numerous underprivileged children were afforded the opportunity to play baseball throughout the USA.

Mark has also spent time coaching high school athletics on a volunteer basis for the baseball programs at Cholla High School, Ironwood Ridge High School, and Tucson High School from 1994-2012. Mark is currently the baseball Pitching Coach for Pima Community College.

Joe Higgins - CEO

As one of the founders and CEO of Leman Academy of Excellence, Joe is the driving force who put together the team members and focuses on all aspects of operations, expansion and regulation.

In 2018, Joe left the position of CEO after opening 6 campuses in Arizona and Colorado with a staff of 425 and 4500 students enrolled. Under his leadership, the network doubled in enrollment every year, the teacher retention rate was 90% and he developed over \$80m in real estate.

Over the past 20 years Joe has founded and grown over a dozen businesses in multiple fields. He served as COO of a medical practice which grew from four to fourteen medical Providers with staff of 80. Joe spent two years as at turn around CEO of a high complexity medical laboratory with full service microbiology, chemistry and hematology division and a staff of 34.

Outside of the medical field Joe has been a serial entrepreneur with startups ranging from a chain of twelve cell phone stores in Arizona and New Mexico and a chain of nine hair cut stores in Tucson. Joe has over 15 start ups under his belt including a trash company, developer of a retail center on Tucson's west side, an outdoor advertising company and medical practice service company.

Joe is married to Chris Higgins and they have two kids, a daughter and son.

Joe serves on the or has served on the following boards related to education and community service:

Pima Prevention Partnership – Alternative Charter Middle/High School – New Turn Around - Board Member - 2019

Salpointe Catholic High School – Board Member – Executive Committee – 13 year member.

Southwest University of Visual Arts – HLC Accredited - 4 Year University – Board Chair

Banner UofA Merger - Appointed by Gov. Brewer to oversee the \$1 billion merger of the University of Arizona Hospital to Banner Health's hospital network.

Arizona Small Business Association – Board President of 40 year old, group. Launched and chaired ASBA's public policy efforts to affect small business issues at a state level. ASBA was Arizona's largest trade association with 11,000 members.

Catholic Community Services – VP Board Member for 6 years of a \$35m social service agency.

Narrative on the Non Voting Team Members – C.O.R.E. Academy - Administration Team:

Paul DeWeerd – Identified School Principal

Paul DeWeerd is an experienced educator with a passion for developing excellent academic opportunities for all students, positive school culture and climate, and effective leadership through strong relationships, service, and high expectations.

He has a Bachelor of Science Degree in Education from the University of Arizona and a Master of Arts Degree in Teaching and Teacher Education also from the University of Arizona. In 2001, Paul completed the Administrative Certification Program in Education Leadership through Northern Arizona University.

With 28 years of teaching and administrative experience in schools throughout Tucson, Paul has had the opportunity to work with culturally diverse student populations and develop leadership skills in student activities, curriculum and instruction, school supervision and student discipline.

Paul started his career as an educator at Pueblo Magnet High School as a science teacher in 1989. During his time at Pueblo he also served the school as their athletic director and as an assistant principal in student activities and curriculum and instruction. He was awarded Administrator / Supervisor of the year in 2009 from the Arizona School Counselors Association for his effective school leadership at Pueblo.

In 2009, Paul was hired as the principal of Mansfield Middle School. He worked with his school community to implement a 21st Century Learning Grant to provide additional learning opportunities and academic support for Mansfield students through after school programs.

He transitioned back to high school as the principal of Canyon del Oro High School in 2013. At CDO, Paul worked to maintain the strong academic performance of the school through numerous Career & Technical Education programs and a vast array of Advanced Placement offerings. In addition, Paul was tasked with the continued development of CDO's relatively new International Baccalaureate Program.

David Towne - Identified Curriculum – Data – Professional Development

Mr. Towne was recognized as Teacher of the Year for Arizona in 1999, then as an 8th grade teacher at in inner city district in Tucson Arizona (Flowing Wells SD). David has served as Principal and Professional Development Director and uniquely understands how to hire and support teachers in their professional goals.

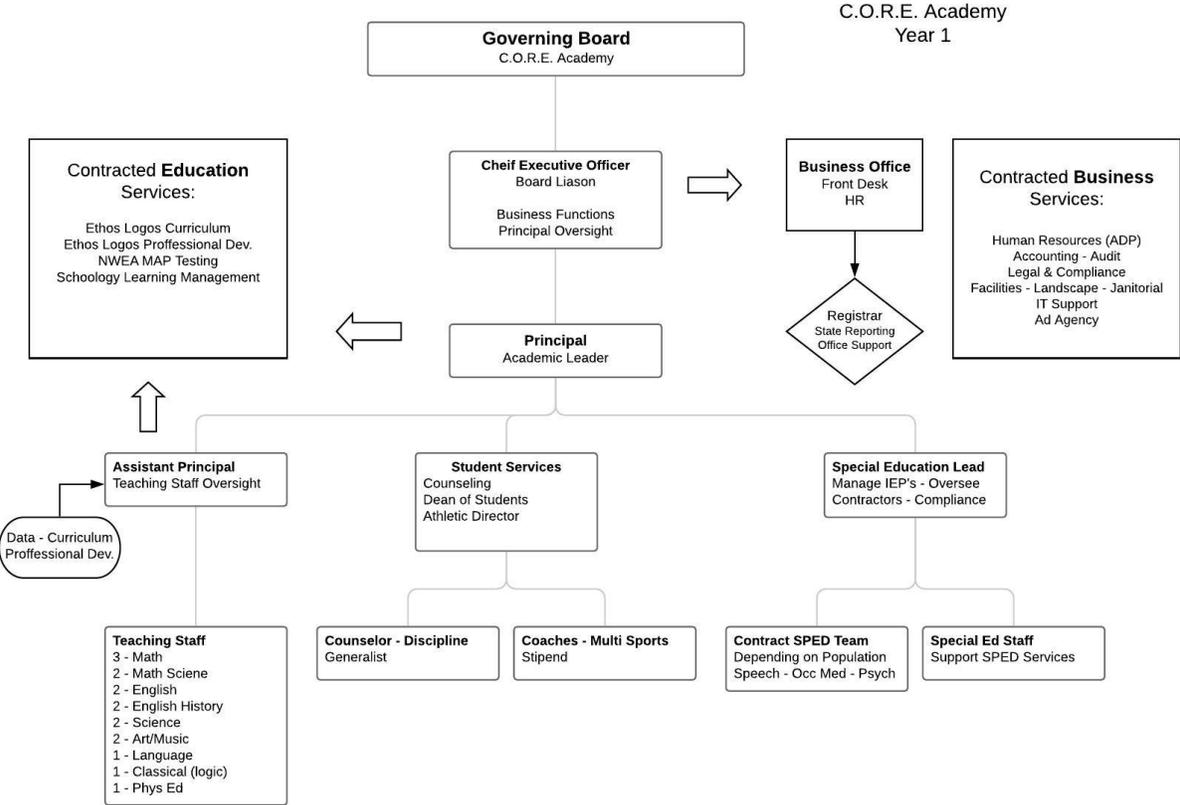
David left public schools to take leadership position as master teacher, Principal and Director of Professional Development at Pusche Ridge Classical Christian. In Classical Education, David found the perfect fit that matched his quest for classrooms that matched academic rigor and a focus on values and virtues. For David, life is a pursuit of the Good, True and Beautiful. Classical Ed was his calling. He rose to become a speaker at Classical Education conferences around the US and continues to be a sought after speaker under his company, Up Towne Experience.

David moved back into the public school system as the Director of Professional Education at Lemman Academy of Excellence. Under David's direction the staff at Lemman Academy grew to 425 teachers in Prek to 8th grade. David managed two states, at team of on sight PD coaches, master teachers and all aspects of the professional development of teachers on six campuses.

At Lemman Academy, Mr. Towne built a team of PD coaches at the campuses that implemented comprehensive training and support services which included: job embedded PD classes, a digital repository of teacher training courses with a concentration on Classical Education pedagogy and

implemented a teacher evaluation system (LoTi) which allows a system to monitor teacher progress through frequent pop in and formal evaluations by the PD team and site administration.

B.1.b. Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.



The Governing Board, as identified above will assume all responsibility for school policy and operational accountability. The Governing Board serves simultaneously as the corporate board for C.O.R.E. Academy of Excellence, Inc. In year two, a School Advisory Committee (detailed in section B2) will be established the make-up of the Governing Board allows appropriate oversight of the charter school and its operations the specific and successful business experience in multi-million dollar entities, non-profits, school programs and courses, and years of daily work with the youth of the community.

The administration will be comprised of appropriately trained and experienced school business and academic administrators (CEO, Principal, Vice Principal, registrar, and other counseling and support staff) that will be hired in the run up to the school opening.

The CEO will directly report to the board of directors and be responsible for all aspect of school academic and financial performance. The model C.O.R.E. Academy Governing Board is choosing to operate under is a President (CEO) and Principal Leadership Team. The CEO will have the primary function of ensuring that the school is opened on time and on budget and supported during the opening phase.

The Chief Executive Officer (CEO) works at direction of the Governing Board and oversees the fiscal, educational, and operational areas of C.O.R.E. Academy of Excellence. The CEO is responsible for ensuring that the public charter schools' academic programs and operations are successful and faithful to the terms of their charter. The CEO will accept leadership accountability for continuous improvement and implementation of the mission, vision, goals, values, and policies of the corporation. The CEO will represent and communicate on behalf of the Governing Board and the school. The CEO will ensure legal and ethical integrity in the school. The CEO hire and support the Principal, who will supervise and direct the schools' day-to-day activities and affairs. The CEO will hire and delegate to the Principal the job of maintaining best practices in education, instructional programs, and charter school operations. The CEO will responsible for culture development and will preserve and promote the vision, mission, core values, and culture of the C.O.R.E. Academy public charter school community.

The C.E.O.

The CEO will directly report to the board of directors and be responsible for all aspect of school operational and financial performance.

The CEO is responsible for ensuring that the public charter schools' fiancés are successful and faithful to the terms of their charter. The CEO will accept leadership accountability for continuous improvement and implementation of the mission, vision, goals, values, and policies of the corporation. The CEO will ensure legal and ethical integrity in the school.

1. **Human Resources** collaborate to strategize, develop, and implement plans for staff development, staff participation in decision making, and establishing career paths within the organization. Oversee the development and execution of consistent and fair personnel policies and procedures, including grievance procedures.
 - a. Oversee **the delegation to the Principal** of staff recruiting, training, and the development of hiring practices.
 - b. Oversee **the delegation to the Principal** of the evaluation protocols for all teachers, school-based employees, and support staff. Directly evaluate the team.
2. **Operations and Finance** Oversee all corporate operations including budgeting, accounting, human resources, contract management, and compliance. Work with the Board to set economic objectives, financial and accounting policies. Implement the corporate Financial Policy and Procedure Manual, and recommend updates, as necessary.
3. **Manage Facility Functions** including acquisition, maintenance, and renovation efforts.

4. **Accounting and Financial Oversight** - Provide, in conjunction with the Business manager and contractors, financial reports to the Board, and other agencies, as required.
5. **Compile and Report Functions** – The C.E.O. will ensure all reporting of data points with respect to items addressed in the charter application are placed on the Governing Board agenda and reported as described. The following systems will report to the Governing Board on a quarterly or annual basis.
 - a. **Academics** – Quarterly benchmark assessment data – detailing student academic growth and summation of any teacher based goals or interventions that have been prescribed. Annual (first board meeting of the school year) analysis of end of year AZ Merit results, comparison of year over year progress (beginning in year two) and any suggested changes proposed by the Principal and their summer academic/curriculum team. Any professional development changes proposed based on benchmark data or teacher observation reports. A review of teacher retention, turn over and exit interview.
 - a. **School Advisory Committee** – SAC will report. The SAC will conduct an annual survey of school stakeholders (staff, parents) and present their report to the Governing Board at the beginning of the school year.
 - b. **Finances** – A quarterly report of the school’s financial picture will be presented to the Governing Board. The annual audit with findings will be presented by the 3rd party Auditor.

C.E.O. – Principal Model at C.O.R.E. Academy

C.O.R.E. Academy is structured to work under a CEO and Principal model with the Principal’s primary role academic related leadership and the CEO’s primary role the financial and operation support of the school. The CEO will hire and support the Principal

The School Principal – Reports to C.E.O.

The Principal will supervise and direct the schools’ day-to-day activities and affairs. The CEO will delegate to the Principal the job of maintaining best practices in education, instructional programs, and charter school operations.

The Principal will be primarily responsible for the hiring, training, observing, and evaluating the teaching staff. Though a principal has been identified and included in some planning processes, their current employment precludes their inclusion in the application materials by name. The school administration reports to the governing board.

Assistant Principal – Reports to Principal (Academic and Discipline)

Professional Development (Data/Curriculum) – Reports to Assistant Principal
 Teachers – Oversight and academic/professional coaching by Principal, Vice Principal, PD Director.

Student Services Director (SSD) – Reports to Principal (Counseling and Athletics)

Counselor(s)– Reports to SSD – Various Stipend Coaches – Report to SSD
Special Education Lead – Reports to Principal (Special Education)
SPED Teachers and SPED Contractors – Report to Special Ed Lead
Business Manager – Reports to C.E.O. (HR processing, Accounting, State Reporting)
Registrar (attendance, State Reporting) – Reports to Business Manager

CEO

General Job Description: The Chief Executive Officer of C.O.R.E. Academy of Excellence (CAE), called Head of Schools, shall assume responsibility for the general leadership and administration of the 9-12th grad school consistent with Governing Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: C.O.R.E. Academy of Excellence (CAE) CEO shall be directly accountable to the CAE Governing Board.

Works with: Principal and Office Manager and reports to Governing Board.

Qualification: The CEO will have extensive background in business services and executive level leadership in education or other industries. Background in public education and in particular the laws and rules governing charter schools is a plus.

Areas of Responsibility:

To include, but not limited to:

1. Ensure Implementation Board created policies
2. Prepare annual budget in conjunction with the Board
3. Meet on a regular basis as determined by the Board
4. Provide leadership, guidance to the Principal
5. Provide leadership toward preparation of budget
6. Monitor the annual operational budget
7. Present a monthly/quarterly and annual financial statement to the Board
8. Work with Business Manager overseeing and managing revenue and expenditure targets
9. Make recommendations to the Board for approval of capital expenditures
10. Work with the Board to evaluate and select employee benefit packages – medical, dental, retirement, disability
11. Oversee and handle contracts and tenders for services
12. Direct the competitive bid process and negotiate vendor contracts

PRINCIPAL

General Job Description: The Administrative Officer of C.O.R.E. Academy of Excellence (CAE), called Principal, shall assume responsibility for the general academic and cultural leadership of the 9-12th grade school consistent with Governing Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: C.O.R.E. Academy of Excellence (CAE) Principal shall be directly accountable to the Chief Executive Officer

Works with: CEO, Assistant Principal, Business Manager, Athletic Director, Director of Instruction, Faculty, Support Staff, Health Service Coordinator, Families and Scholars of CAE.

Qualification: The Principal will have an active Principal Certification from the Arizona Department of Education. The Principal will have a Master Degree or greater in an affiliated education field. The Principal will have extensive background in education (either Private, Public/Charter).

Areas of Responsibility:

To include, but not limited to:

1. Provide leadership, guidance and encouragement to faculty and staff
2. Provide written evaluations on all personnel with the school – Including formal teacher assessment.
3. Orient and assist new hires
4. Conduct faculty and staff meetings using planned and written agendas
5. Conduct regular In-service training for teachers
6. Provide direction, coordination and supervision to ensure the academic staff develop and align the curriculum maps, with their sequence of essential learning outcomes, assessments, resources, purchased instructional materials, to Arizona State Standards. Supervise to ensure curriculum mapping/scope and sequence documents that connect to the essential learning outcomes through instructional planning for each subject area at each grade level is implemented.
7. Provide leadership including direction and supervision with the articulation and annual revision of the curriculum document and the selection and use of instructional materials and equipment
8. Provide direction, coordination and supervision to collect, organize and analyze data related to the school educational program in order to assess student learning and development
9. Promote and provide direction to the academic staff toward the development of specific and measurable goals for scholar achievement
10. Provide direction, coordination Provide instructional leadership for outcomes, providing faculty and staff leadership and collaboration with curriculum, instruction and assessments
11. Provide instructional leadership by providing formal and informal evaluations of the teaching faculty
12. Implement with fidelity the LoTi teacher observation tool
13. Oversee and direct the mentoring of new teachers
14. Provide leadership, direction and coordination to develop a comprehensive and well planned professional development program to increase school academic output
15. Ensure all necessary supplies, textbooks, and resources are ordered
16. Oversee the registration of scholars
17. Ensure a safe and orderly environment
18. Plan and conduct faculty and staff meetings

19. Develop and implement school calendar including minutes of instruction and attendance tracking.
20. Ensure proper supervision of scholar activities and events
21. Coordinate special events such as award ceremonies, graduation ceremony
22. Provide direction, coordination and supervision of the school's website
23. Provide leadership, guidance and encouragement to parents and scholars
24. Work with the Registrar to prepare and plan enrollment, re-enrollment process
25. Facilitate the clarification and resolution of conflicts between parents and teachers
26. Oversee and work with parent community to plan and hold functions
27. Develop positive relationships and make appropriate use of parent volunteers
28. Discipline scholars as necessary in the form of being fair and consistent
- 29. Provide scholars an excellent, positive, encouraging role model**
- 30. Provides oversight of mandated State testing**

ASSISTANT PRINCIPAL

General Job Description: The Assistant Principal serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence (CAE) to help develop and implement the total school program, assisting the Principal and the Head of Schools with the general leadership and administration of CAE consistent with School Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: Assistant Principal shall be directly responsible to the Principal of CAE.

Works with: Principal, Athletic Director, Faculty, Support Staff, Health Service Coordinator, Families and Scholars of C.O.R.E. Academy.

Qualifications: The Vice Principal will either have or be working towards a Principal Certification from the Arizona Department of Education. The Vice Principal will have or be working towards a Master Degree or greater in an affiliated education field. The Vice Principal will have extensive background in classroom instruction, data management and curriculum design. (either Private, Public/Charter).

Areas of Responsibility:

To include, but not limited to:

1. Assists with supervision of personnel
2. Provide leadership, guidance and encouragement to faculty and staff
3. Supervise those personnel assigned by the Principal
4. Provide written evaluations on personnel as assigned by the Principal
5. Assist with orientation of new hires
6. Assist in creating job descriptions and evaluation instruments
7. Conduct meetings using planned and written agendas
8. Create and assign duties and schedules for faculty and staff

9. Ensure curriculum mapping/scope and sequence documents that connect to the essential learning outcomes through instructional planning for each subject area at each grade level is implemented
10. Assist with development of school curriculum as needed
11. Assists with providing instructional leadership for outcomes, providing faculty and staff leadership and collaboration with curriculum, instruction and assessments
12. Assist with formal and informal evaluations of the teaching faculty
13. Assist with the mentoring of new teachers
14. Assist with developing a comprehensive and well planned professional development program to increase school academic output
15. Develop and implement class and teacher schedules
16. Develop and monitor duty schedules
17. Generate report cards and progress reports
18. Conduct faculty and staff meetings when delegated by Principal
19. Approve Field Trips as delegated by the Principal
20. Assist with proper supervision of scholar activities and events
21. Help facilitate the clarification and resolution of conflicts between parents and teachers
22. Assist as needed with presenting the school vision and program to the community
23. Assist with preparation of scholar activities and events within the school
24. Discipline scholars as necessary in the form of being fair and consistent
25. Provide scholars an excellent, positive, encouraging role model
26. Assists Principal with oversight of State mandated testing

Student Service Director – (oversight of Counseling – Athletics)

General Job Description: The Student Service Director serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence to help oversee counseling and athletics. The position will report directly to the Principal. Clarification Tied Back to Budget Narrative; Student Services Director (Counseling/ Athletics)- Year one, based on 400 students and 8 sports, the budget assume to employ 1 full time/part time Student Services Director at an average salary, or split stipend, of \$60,000. Depending on the candidate pool this may be divided into two positions or merged into one. The counseling services in year one will be limited but the athletics management and oversight will be great. C.O.R.E. is committed to competing in AIA sports and as such will be entering into as many as 8 sports by the first year. The Student Services Director will hire and train the stipend coaches, build schedules, manage student needs and oversee the athletics programs in year one.

Line of Authority/Reports to: The Student Services Director shall be directly responsible to the Principal of CAE.

Works with: Principal, Health Service Coordinator (for athletic eligibility), Vice Principal (for athletic eligibility and grades) Families and Scholars of C.O.R.E. Academy.

Qualifications: The Student Services Director will either have or be working towards a Principal Certification from the Arizona Department of Education. The Student Services Director will

have or be working towards a Master Degree or greater in an affiliated education field and or counseling. The Student Services Director will have extensive background in counseling, school administration and athletics management. (either Private, Public/Charter).

The following positions will report to the Student Services Director:

- (from C5 Budget Narrative and in alignment with B3 Org Chart) Athletic Coaches- Year one, based on 400 students and 8 sports, we assume to provide 8 stipends equal to approximately 1/5 of a full-time teaching salary, or \$7,800 per head coach, or \$62,400 in year one. In years two we anticipate an increase to 10 sports and in year three we anticipate an increase to 12 sports. Along with an increase in the number of students, we increase the stipend by 3% in years two and three.
- (from C5 Budget Narrative and in alignment with B3 Org Chart) Counselors- Year one, based on 400 students and 49,936 square feet of space, we assume to employ one counselor at an average salary of \$45,000. In year two, based on 600 students and 49,936 square feet, we assume to employ two counselors at \$46,350 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ three counselors at \$47,740 (a three percent increase from the previous year).

Areas of Responsibility:

To include, but not limited to:

1. Provides leadership and vision to ensure compliance in matters relating to student discipline, student academic progress, student attendance, guidance services, and school safety.
2. Collaborates with staff, families, and the community in developing and implementing services and/or programs.
3. Plans, implements, and evaluates the intersection of educational and athletic programming in order to ensure continuous program improvement for the benefit of all students.
4. Incorporates policies and procedures in accordance with laws and regulations of the State of Arizona with respect to graduation requirements and athletic eligibility
5. Guides, directs, and participates in serious discipline processes, including student suspensions and expulsions.
6. Ensures that all practices in the district are legal and ethical for each student/family so that each student has the opportunity to achieve at a high level and be prepared for post-secondary success.
7. Manages fiscal resources donors, state/federal grants; prepares budgets and directs spending for athletics; and monitors maintenance for the purpose of fiscal efficiency in providing required services.
8. Supervises and evaluates athletics and student services staff as the department grows.
9. Oversees Title IV and VII programming if applicable.
10. Provides direction, coordination, and guidance to the district's counseling services and outside contracted services, as needed.
11. Organizes and conducts training opportunities for district staff as it relates to student services, athletics and grants.

12. Coordinates school based mental health programs.
13. Prepares documentation and reports data to Principal on areas under their leadership.
14. Recruits, hires, and supervises pupil services staff.
15. Serves as member of the IEP meetings as needed.
16. Writes district Board policy for pupil services as required to ensure program consistency and compliance with state and federal regulations.

B.1.c. Clearly describe any subsidiary relationship of the Applicant entity to another organization.

C.O.R.E. Academy of Excellence does not have a subsidiary relationship with any other organization.

B.1.d. Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement.

C.O.R.E. Academy of Excellence is not currently and has not been previously been involved in the operation of any other charter school. The Governing Board appointed CEO, Mr. Joe Higgins, has served as the founding CEO of Leman Academy of Excellence.

Leman Academy of Excellence was authorized by the Arizona State board of Charter Schools in 2014. Additional sites have been added to the Leman Academy contract. In 2016, Mr. Higgins lead the team to receive an Arizona Online Charter for the K8 grades as a new Arizona Charter. In addition to Arizona, Mr. Higgins successfully authorized a K8 charter from the Douglas County School District and opened a K8 charter school in Parker Colorado (Denver Tech Park area) in 2018.

Joe oversaw all staff development, real estate development, marketing, HR, accounting and hired the team that executed on the vision, mission and academic plan. Mr. Higgins left the CEO position after 5 years and Leman Academy is subsequently adding a 6th Arizona location at Pima and Wilmot.

Mr. Higgins also is a new Governing Board member to the Pima Prevention Partnership (PPP), alternative middle and high schools located in Phoenix and Tucson. PPP is undergoing board and leadership changes and his expertise was sought out to help with the reorganization.

B.1.e. Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan.

The current C.O.R.E. Academy of Excellence Governing Board members are Dr. Daniel Ranieri, Chris Collins, Ray Schneider, and Marc Morris. The school governing board and the C.O.R.E. Academy of Excellence, Inc. Governing Board are one in the same. Upon school opening, the Board of Directors will have the authority to designate a School Advisory Committee (SAC). The School Advisory Council (SAC) will include members from the school community including no less than one (1) member from; the parent community, the teaching staff, administration, student leadership, community members at large. The School Advisory Council

will advise the Governing Board on policies relating to academics and extracurricular activities at the school. The SAC will be asked to advise the Governing Board on budgetary priorities, community relations, and other issues identified by the Governing Board. The SAC will be tasked with performing an annual stake holder survey of the school community and present the results at the last Governing board meeting of the school year. The role of the SAC is advisory.

The initial C.O.R.E. Academy of Excellence board of directors are as follows:

Dr. Dan Ranieri, Board Chairperson

Dr. Dan Ranieri is the President and Chief Executive Officer of La Frontera Arizona, Inc., a 501 (C)(3) Arizona non-profit corporation tasked with providing a wide array of behavioral health services for children and adults in Southern Arizona. Dr. Ranieri brings over forty years of experience in behavioral healthcare and organizational leadership to the Board.

Primary Support to The Board:

Operational Oversight
Business Plan Oversight

Chris Collins, Board Member and Vice President

Chris Collins brings 20 years of experience with youth athletics and non-profit work. He embarked on a 10-year coaching career in college baseball. During his time in the collegiate ranks he received his Master's degree in Management, was a professor in health and human performance, and served as a graduate assistant coach, assistant coach, and head coach.

Primary Support to The Board

Operational Oversight
Business Plan Oversight
Educational Plan Oversight

Ray Schneider, Board Member and Board Secretary and Treasurer

Ray Schneider has worked in commercial real estate encompassing brokerage, development, finance, sales, leasing, management and consulting in Tucson for over 40 years. Mr. Schneider brings experience in real estate development, finance, business management, community relations and marketing.

Primary Support to The Board

Operational Oversight
Business Plan Oversight

Mark Morris, Board Member

Mark Morris is a successful business owner who founded Boss Construction, Inc. Mr. Morris brings over 20 years of entrepreneur experience and community relations to the Board. Mr. Morris is strongly connected to the community and has been a strong supporter of Fellowship of Christian Athletes, Tucson Conquistadors, Tucson Rattlers, and the Muscular Dystrophy Association.

Primary Support to The Board

Operational Oversight
Business Plan Oversight

Joe Higgins – CEO (non-voting)

As one of the founders and former CEO of Leman Academy of Excellence, Joe is the driving force who put together the team members and focuses on all aspects of operations, expansion and regulation. Mr. Higgins will have his Master's in Education Leadership from Western New Mexico University, Las Cruces, by the opening of the C.O.R.E. Academy campus.

Joe serves on, or has served on the following educational boards:

Pima Prevention Partnership – Alternative Arizona Charter Middle/High School –
New to the Board to support turn around - Board Member - 2019

Salpointe Catholic High School – Private, 60 Year Old Prep High School with 1160
students. Current Board Member – Executive Committee – 13 year member.

Southwest University of Visual Arts – HLC Accredited - 4 Year Arts University –
Board Chair

Primary Support to The Board

Operational Oversight
Business Plan Oversight
Educational Plan Oversight

B.1.f. Be consistent with the background information documents provided for each individual.

Background, Fingerprint, and credit check report for each principal/authorized representative. An updated resume for Joe Higgins which includes his work experience at Leman Academy of Excellence has been included.

B.2.g. Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws.

Included with this application are the following documents for C.O.R.E. Academy of Excellence.

- Articles of Incorporation
- Recent Annual Report
- Corporate Byways
- Corporate Resolution approving application of Charter contract

B.1.h. Ensure consistency with information listed on Title Page and

B.1.i. the contents of the application package.

The information included within this Section B.1. Applicant entity is consistent with the information noted on the Title Page and the contents of this application package.

OCT 18 2017

OCT 27 2017

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ARTICLES OF INCORPORATION
OF
C.O.R.E. ACADEMY OF EXCELLENCE, INC.

We, the undersigned, have this day associated ourselves together for the purpose of forming a nonprofit corporation under the laws of the state of Arizona and do hereby adopt these Articles of Incorporation.

ARTICLE I

The name of the corporation shall be C.O.R.E. Academy of Excellence, Inc.

ARTICLE II

The principal place of business shall be 1512 W. April Blossom, Oro Valley, Pima County, Arizona 85737.

ARTICLE III

This corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The corporation's initial business is to operate educational institutions, including the operation of a charter school.

The corporation is organized exclusively for the purposes under section 501(c)(3) of the Internal Revenue Code and is authorized to transact any and all lawful business for which nonprofit corporations may be incorporated under the laws of the State of Arizona, as they may be amended from time to time, not inconsistent with such exclusive purpose.

ARTICLE IV

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, directors, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax by application of Section

501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding of any future federal tax code.

ARTICLE V

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 503(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as such court shall determine, that are organized and operated exclusively for such purposes.

ARTICLE VI

The name and address of the statutory agent of the corporation is:

Joe F. Tarver
4710 N. Caida Place
Tucson, Arizona 85718

ARTICLE VII

The corporation has no members.

ARTICLE VIII

The corporation shall be governed by a Board of Directors. The Board of Directors of the corporation shall consist of no less than one (1) individual. The exact number of Directors and the length of their terms shall be set forth in the corporation's By-laws.

The name and address of the person who shall serve as Director until the first annual meeting of Directors or until his successors are elected and qualified are:

Jason Hisey
1512 W. April Blossom
Oro Valley, Arizona 85737

ARTICLE IX

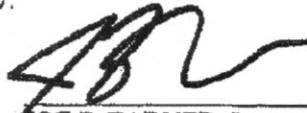
The Directors and their personal property shall not be liable for the debts, obligations or liabilities of the corporation. The personal liability of the Directors to the corporation or its member for monetary damages for breach of fiduciary duty as a Director is eliminated to the fullest extent permitted by applicable law.

ARTICLE X

The original incorporator of the corporation is:

Joe F. Tarver
4710 N. Caida Place
Tucson, Arizona 85718

Dated the 18th day of October, 2017.



JOE F. TARVER, Incorporator

CONSENT OF STATUTORY AGENT

I, JOE F. TARVER, having been designated to act as statutory agent for C.O.R.E. Academy of Excellence, Inc., an Arizona nonprofit corporation, hereby consent to act in that capacity until removal or resignation is submitted in accordance with the Arizona Revised Statutes.



JOE F. TARVER

2018 ANNUAL REPORT

ENTITY INFORMATION

ENTITY NAME: C.O.R.E. ACADEMY OF EXCELLENCE, INC.
ENTITY ID: 22278135
ENTITY TYPE: Domestic Nonprofit Corporation
CHARACTER OF BUSINESS: Educational Services
AUTHORIZED SHARES:
ISSUED SHARES:

STATUTORY AGENT INFORMATION

STATUTORY AGENT NAME: JOE F TARVER
PHYSICAL ADDRESS: 4710 N CAIDA PLACE , TUCSON, AZ 85718
MAILING ADDRESS:

KNOWN PLACE OF BUSINESS

1512 W APRIL BLOSSOM , ORO VALLEY, AZ 85737

PRINCIPAL OFFICE ADDRESS

PRINCIPAL INFORMATION

CEO (Chief Executive Officer): JOE HIGGINS - 1512 W APRIL BLOSSOM, ORO VALLEY, AZ 85737, USA - -
Date of Taking Office: 05/06/2019

Chairman of the Board of Directors: DANIEL J RANIERI - 13025 N K6 RANCH RD, TUCSON, AZ 85755, USA - -
Date of Taking Office: 04/01/2018

Director: CHRISTOPHER COLLINS - 1246 W MOLINETTO DR, TUCSON, AZ 85755, USA - - Date of Taking
Office: 04/01/2018

Director: DANIEL J RANIERI - 13025 N K6 RANCH RD, TUCSON, AZ 85755, USA - - Date of Taking Office:
04/01/2018

Director: MARK MORRIS - 3699 W MOCKINGBIRD LN, TUCSON, AZ 85713, USA - - Date of Taking Office:
04/01/2018

Director: RAY SCHNEIDER - 5515 N ENTRADA QUINCE, TUCSON, AZ 85718, USA - - Date of Taking Office:
04/01/2018

Secretary: RAY SCHNEIDER - 5515 N ENTRADA QUINCE, TUCSON, AZ 85718, USA - - Date of Taking Office:
04/01/2018

Treasurer: RAY SCHNEIDER - 5515 N ENTRADA QUINCE, TUCSON, AZ 85718, USA - - Date of Taking Office:
04/01/2018

Vice-President: CHRISTOPHER COLLINS - 1246 W MOLINETTO DR, TUCSON, AZ 85755, USA - - Date of
Taking Office: 04/01/2018

SIGNATURE

Secretary: RAY SCHNEIDER - 05/08/2019

BYLAWS
OF
C.O.R.E. ACADEMY OF EXCELLENCE, INC.

ARTICLE I
GENERAL

1.1. Organization. The organization, procedure, power and conduct of the affairs of the Corporation shall be regulated and governed by these Bylaws and the Articles of Incorporation.

1.2. Purpose. The purpose of the Corporation shall be to operate a Charter School under the laws of the State of Arizona and to engage in any other activities approved by the Board of Directors that are allowed by nonprofit corporations in the State of Arizona and by Section 501(c)(3) of the Internal Revenue Code.

1.3. Parliamentary Procedure. All meetings of the Corporation shall be governed by procedures as prescribed by these Bylaws.

1.4. Corporate Offices. The Corporation shall have and continuously maintain a principal office in the State of Arizona, which shall be located in Pima County. The Corporation may have such other offices, either within or without the State of Arizona, as the Board of Directors may determine or as the affairs of the Corporation may from time to time require.

1.5. Fiscal Year. The fiscal year of the Corporation shall be the calendar year or such other twelve (12)-month period as the Board of Directors may designate by resolution.

ARTICLE II
BOARD OF DIRECTORS

2.1. Board Jurisdiction and Size. The affairs of the Corporation shall be exercised, conducted and controlled by the Board of Directors, which shall consist of not less than three (3) members.

2.2. Powers of the Board of Directors. The Board of Directors shall have the power to:

(a) Manage and administer the affairs of the Corporation;

(b) Elect the officers of the Corporation;

(c) Establish such ad hoc committees as it may deem expedient for carrying out the objectives of the Corporation consistent with these Bylaws and to terminate the authority of any such committees at any time;

(d) Arrange for the raising of public or private funds to support the programs of the Corporation and to control the disbursement of these funds;

(e) Employ and authorize the employment of such persons as it may deem necessary or appropriate for the successful execution of the objectives of the Corporation;

(f) Enter into such arrangements with any government, philanthropic or other agency as in its judgment will further and be consistent with the objectives of the Corporation;

(g) Sue, be sued, complain and defend in its corporate name;

(h) Otherwise have and exercise all powers necessary and convenient to effect the purposes of the Corporation not inconsistent with these Bylaws, the Articles of Incorporation or state and federal law.

2.3. Election of Board Members; Term of Office; Removal. Directors shall be elected by the members of the existing Board of Directors of the Corporation for such terms as the Board of Directors may establish from time to time.

Directors may be removed from the Board of Directors upon failure, without excuse, to attend three (3) consecutive Board of Directors meetings or upon failure to attend a total of five (5) meetings annually, whether excused or unexcused. A majority vote of the Board of Directors is necessary for removal.

2.4. Board Vacancies. Any vacant Directorship shall be filled for any unexpired term of such position by majority vote of the Board of Directors at any regular meeting or at any special meeting called for that purpose.

ARTICLE III OFFICERS

3.1. Officers. The elected officers of the Corporation shall be a Board Chair, a Board Vice-Chair, a Board Secretary, a Board Treasurer, such other officers as the Board of Directors may choose to appoint from time to time, and a Chief Executive Officer or Executive Director as the Board of Directors may choose to appoint.

3.2. Term of Office. The officers shall assume their duties immediately after the meeting at which they are elected or appointed and shall serve for one year or until their successors are elected or appointed.

3.3. Vacancies. Any vacancy in any office shall be filled for the unexpired portion of the term of such office by majority vote of the Board of Directors.

3.4. Duties. The Board officers shall have such duties as are customary for organizations such as the Corporation and as otherwise determined by the Board of Directors.

ARTICLE IV
MEETINGS

4.1. Annual Meeting. The annual meeting of the Board of Directors shall be held in the month of March of each year or as soon thereafter as is possible at such time and place designated by resolution of the Board of Directors. Written notice of the time and place of the annual meeting shall be given to each member of the Board of Directors not less than ten (10) days before such meeting. Notice shall be complete upon mailing.

4.2. Regular Meeting - Call and Notice. Regular meetings of the Board of Directors shall be held at such place and time as established by the Board of Directors from time to time.

4.3. Special Meetings - Call and Notice. Special meetings of the Board of Directors may be called at any time by the Board Chair or any two of the members of the Board of Directors. Notice stating time and place of such meeting and the purpose for which the meeting is called shall be given to each member either personally or by mail. If mailed, notice shall be given no less than five (5) days before the date of the meeting, and if given personally, no less than three (3) days before the date of the meeting. Notice shall be complete upon mailing. In the event of an emergency, a meeting may be called upon such notice and in such manner as is practical under the circumstances.

4.4. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any regular or special meeting.

4.5. Vote; No Proxies. Each member of the Board of Directors shall be entitled to one vote on each matter submitted to a vote, and any action of a majority of the members present and voting at any meeting shall constitute the action of the Board of Directors. Voting by proxy shall not be allowed.

4.6. Waiver of Notice of Meeting. A person entitled to notice of a meeting may waive notice in writing either before or after the meeting. If the person attends the meeting, his/her attendance constitutes a waiver of notice of the meeting, unless attendance is solely to object to the transaction of business because the meeting has not been legally called or convened.

4.7. Meeting by Conference Telephone. Members of the Board of Directors or of any committee of the Board of Directors may participate in and act at any meeting of such board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided that a majority of such members consent in writing to the recording of such communications and provided that such recording is in fact made and becomes a part of the official corporate records. Participation in such a meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

4.8. Executive Sessions. Upon motion carried by majority vote of the Board of Directors, the Board of Directors may go into executive session, which shall be closed, except that the Board Chair may request the presence of particular non-board members at such executive session.

ARTICLE V
EXECUTIVE OFFICERS AND EMPLOYEES

5.1. Employment of Chief Executive Officer or Executive Director, Other Employees. The Board of Directors may employ a Chief Executive Officer or Executive Director, who shall serve at the discretion of the Board of Directors, and such other employees as the Board of Directors shall determine necessary. Such employee's duties shall be to carry out the objectives of the Corporation within the policies and general directives established from time to time by the Board of Directors. They shall recommend policies and procedures to the Board of Directors and perform related supervisory duties as may be directed by the Board of Directors.

5.2. Removal of Chief Executive Officer or Executive Director. The Chief Executive Officer or Executive Director may be removed by majority vote of the Board of Directors with or without prior notice or otherwise as provided in any employment contract between the Corporation and the Chief Executive Officer or Executive Director.

ARTICLE VI
COMMITTEES

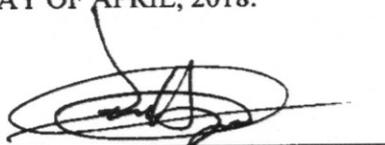
6.1. Committees. The Board of Directors may establish such standing and ad hoc committees as desired by a majority vote of the members of the Board of Directors.

6.2. Ex-officio Membership. The Board Chair shall be an ex-officio member of all standing and ad hoc committees.

ARTICLE VII
AMENDMENTS

New Bylaws may be adopted or these Bylaws may be amended or repealed at any time by vote of the majority of the members of the Board of Directors. The full text of any proposed amendment or change in the Bylaws shall be mailed to each Director not less than five (5) days prior to the meeting at which the proposed amendment or change is to be voted upon, but this provision shall not restrict the Board of Directors from altering any such proposed text at the meeting at which the change is to be voted upon.

ADOPTED BY THE SOLE MEMBER OF THE BOARD OF DIRECTORS OF THE CORPORATION, EFFECTIVE THE 1ST DAY OF APRIL, 2018.



Jason Hisey, Sole Director

CERTIFIED COPY OF CORPORATE RESOLUTIONS
OF
C.O.R.E. ACADEMY OF EXCELLENCE, INC., an Arizona nonprofit corporation

The Board of Directors of C.O.R.E. Academy of Excellence, Inc., an Arizona nonprofit corporation (the "Corporation"), hereby authorizes the submission of an application to open and operate a charter school in Arizona under the authority of the State Charter School Board (the "ASBCS").

WHEREAS, the Corporation is a nonprofit corporate entity established under the laws of the State of Arizona and empowered to to operate educational institutions; and

WHEREAS, the ASBCS is empowered by the State of Arizona to authorize the operation of charter schools; and

WHEREAS, the Corporation wishes to obtain from the ASBCS authorization to operate a charter school in Arizona.

IT IS THEREFORE RESOLVED THAT;

1. The Corporation shall submit to the ASBCS an application for authorization to operate a charter school in the State of Arizona.
2. If such application is approved, the Corporation is hereby authorized proceed to incur debt, purchase, lease and otherwise enter into agreements for property and facilities within which to operate the school.
3. The Corporation is hereby further authorized to request amendments and to execute any and all documents required by the ASBCS and other entities to evidence and secure those necessary and appropriate properties, facilities, fixtures, furnishes and equipment.

Passed and adopted this 6th day of May, 2019, at a duly called meeting of the Board of Directors at which a quorum was present, by the unanimous vote of the members of the Board of Directors.

The undersigned, Ray Schneider, Secretary of the Corporation, does hereby attest and certify that the foregoing is a true and full copy of the Resolutions of the Board of Directors adopted at a duly convened meeting on the date mentioned above, and that such Resolutions have not been altered, amended or repealed and are in full force and effect.

Dated this 6th day of May, 2019.


Ray Schneider, Secretary

B.2

School Governing Body

B2. SCHOOL GOVERNING BOARD

B.2.a. Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. § 15-183(E)98).

The Corporate Board of Directors of C.O.R.E. Academy of Excellence, Inc. will also serve as the Governing Board of Directors of the C.O.R.E. Academy of Excellence charter high school. The Board of Directors will be directly and actively involved in the start-up year as well as the operational years to come. The Governing Board will establish a School Advisory Council beginning in year two. The School Advisory Council (SAC) will include members from the school community including no less than one (1) member from; the parent community, the teaching staff, administration, student leadership, community members at large. The School Advisory Council will advise the Governing Board on policies relating to academics and extracurricular activities at the school. The SAC will be asked to advise the Governing Board on budgetary priorities, community relations, and other issues identified by the Governing Board. The SAC will be tasked with performing an annual stake holder survey of the school community and present the results at the last Governing board meeting of the school year. The role of the SAC is advisory.

The Governing Board of Directors that has been assembled has the legal background, non-profit leadership experience and business acumen to ensure a successful school launch. The Board of Directors may expand the board to add community members and may create advisory committees as needed and on an ongoing basis.

The C.O.R.E. Academy of Excellence, Inc. will adhere to ARS 15-183 (E)8 with regard to policy. The mission, vision and core values of the C.O.R.E. Academy of Excellence will be the guiding focus of the Board in its governance role. The Board shall have all the powers and duties required and/or permitted by applicable law.

C.O.R.E Academy is committed to quality in all aspects of its operations and will use all resources and guidance from established, high-quality sources including the Arizona Charter Schools Association's *Quality Standard for Governance* which informs decision making around the following:

- Financial oversight
- Academic oversight
- Regulatory oversight
- School goals and accountability
- Leader support and evaluation
- Composition and structure
- Open meetings

The governing body of C.O.R.E. Academy of Excellence shall directly hire Chief Executive Officer the oversight of the school. It will be the Chief Executive Officer responsibility to hire, support and hold accountable the Principal and the leadership team. The governing board will

establish board policies that clearly define the direction and goals of the school. The board shall annually approve both the preliminary and final school budgets for submission to the Arizona Department of Education as well as the calendar and its accompanying instructional hours. Such approvals shall be in conformance with state law and department guidelines. Resolutions required for financial operations and commitments, legal proceedings, and other necessary corporate activities shall be processed after submittal by staff and review and approval of a majority of the board.

In addition to the broad responsibilities outlined in the bylaws and noted above, the key roles and responsibilities of the board include:

- Promote the vision and mission statements
- Strategically plan for the future of the school
- Adopt appropriate policies
- Monitor the effectiveness of the academic, operational, financial plans
- Provide financial oversight
- Secure adequate resources
- Hire, support and evaluate the CEO
- Network in the community
- Delegate committees

Governing Board General Practices

Academic Oversight: As part of the academic oversight role of the Governing Board, the members will understand the academic goals put forth in the Charter Contract and draft a board policy statement on what academic success looks like at C.O.R.E. Academy. The CEO will provide a training to the Governing Board on the academic accountability framework used by the State of Arizona Charter Board. At least quarterly, the CEO will compile an academic progress report, including benchmark data, to the Governing Board with any bench mark data that may per pertinent.

Establishment of an Academic Committee: The Academic Committee shall consist of at least one Director, the CEO and School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.

Each year, the Governing Board will, review a report from the Academic Committee end of year State of Arizona assessment results and establish academic goals. These goals will review past academic data, analyze the schools data against their peers, the State of Arizona average test results and incorporate any new policy or laws enacted by the State of Arizona. These goals will be monitored and become a part of the C.E.O.'s annual performance review.

Financial Oversight: The Governing Board understands the short and long-term economics of the school and has systems in place to monitor short and long-term financial health. As part of

the Governing Boards financial oversight role, the CEO will provide an orientation to all new board members on the fiduciary role of a non-profit Governing Board in Arizona. The Governing Board will monitor break even enrollment numbers, preliminary and annual budgets as presented by the CEO. As part of long range planning for the school the Governing Board will monitor a 5 year projected budget and analyze future needs that may significantly affect the budget.

Establishment of Finance Committee: The Finance Committee shall consist of at least two Directors, one of whom shall be the Board’s Treasurer, and the CEO and School Principal. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration. Financial reporting will be reviewed monthly with analysis of the Profit and Loss, Balance Sheet and analysis of Budgeted vs Actual. The Governing Board, will establish financial policies and procedures and compile a manual as guidance to the CEO and school operations. As part of the development of the policies and procedure policy, the following framework will be part of the finished manual:

Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.

The Governance Council can appoint someone else to perform the CEO’s responsibilities in the case of absence.

Establishment of a Purchasing Policy - The CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures in the form of a detailed Profit and Loss. The Governing Board must also approve contracts over \$5,000.

Human Resources, Travel, Record Keeping, Tax Withholding, Expense Reporting, Governing Board Expenses, Financial Institution Selection, Retention of Records, Insurance Minimums and Coverage, Bond or Lender Reporting and Management, asset management are all policies that will be established by the Governing Board and executed by the CEO.

Petty Cash and Credit Card Use Policy will be established using framework that is generally acceptable to Charter School cash handling procedures.

Contracts. Consideration will be made of in-house capabilities to accomplish services before contracting for them. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000. (Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.) Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must

show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The CEO will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the CEO and/or Member(s) of the Governance Council with the conflict will excuse themselves from discussions and from voting on the contract.¹

The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th). Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The audit shall include, but not be limited to:

- a. An audit of the accuracy of the financial statements
- b. An audit of the attendance accounting and revenue accuracy practices
- c. An audit of the internal control practices

Establishment of Governance Committee: The Governance Committee shall consist of at least two Directors, and the C.E.O. The Governance Committee shall meet at least two (2) times per school year. The purpose of the Governance Committee will be to plan and develop Director orientation and training, identify and qualify new Governing Board members based on the approved recruitment policy and ensure Board operations and policies are updated and compliant with State law.

Board Officer Descriptions

- Board Chair- The Board Chair will call and preside over all the meetings of the Governing Board. The Chairperson shall be entrusted with the power to sign all certificates, consents, contracts, or other instruments of the School which are approved by the Board. The Chairperson shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. On April 1, 2018 **Daniel J. Ranieri** was voted as Board Chair of the Board of Directors, as reflected in the organizational minutes of action.
- Board Vice President- In the absence of the Chairperson or in the event of the Chairperson's disability, inability, or refusal to act, the Vice-Chair shall perform all of the

¹ National Charter School Resource Center

duties of the Chairperson and in so acting, shall have all of the powers of the Chairperson. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chairperson. On April 1, 2018 **Chris Collins** was voted as Board Vice Chair of the corporation, as reflected in the organizational minutes of action.

- Board Secretary and Treasurer- The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. On April 1, 2018 **Ray Schneider** was voted as Board Secretary and Treasurer of the corporation, as reflected in the organizational minutes of action.
- Chief Executive Officer- The CEO is an elected officer of the corporation and is directly responsible for implementing all policies and procedures approved by the Board. The C.E.O. is not a voting member, or corporate member of the Governing Board. The CEO has the power to contractually bind the C.O.R.E. Academy of Excellence, Inc. according to the by-laws and stated board policies regarding contracting. The CEO is the primary point of contact regarding C.O.R.E. Academy of Excellence's charter application. On May 6, 2019 **Joe Higgins** was voted as CEO of the Corporation, as reflected in the organizational minutes of action. Mr. Higgins has agreed to forgo compensation for his role as C.E.O.

B.2.b. Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.

The Corporate Board for Applicant shall act as the school governing body. The Board of Directors shall have the power to establish ad-hoc committees as defined in this application and from time to time, may create ad hoc committees as needed. These committees shall include a larger representation of the community such as parents, teachers and other community members. Board members will be identified with backgrounds that will help the success of the school including expertise in areas such as: Finance • Education • Fundraising • Human resources • Real estate • Legal • Leadership • Strategic planning • Governance • Experience relevant to the organization's mission • Communications/marketing

B.2.c. Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.

Composition of school governing body.

According to the Bylaws of C.O.R.E. Academy of Excellence, Inc., the Board of Directors shall have no less than three (3) members. The current board has four (4) members. The Board of Directors shall have the power to: manage and administer the affairs of the corporation, elect the officers of the corporation, and establish ad-hoc committees as it may deem expedient for carrying out the objectives of the Corporation. The Governing Board members bring an extensive array of skills and years of successful experience as corporate leaders and practitioners in diverse fields. The Board will regularly review the collective strengths and expertise of its members, with a focus on garnering expertise in the following areas: accounting; auditing; community service; curriculum development; education and teaching; educational leadership; fundraising; entrepreneurship; human resources; legal issues; management; marketing; public relations; real estate; and strategic planning. The Governing Board is committed to diversity in all aspects of its operational and activities and at all levels of the school. The Governing Board highly values diversity and supports the election and appointment of diverse candidates to the Governing Board. The Board believes that having directors of diverse gender, race, and ethnicity, along with varied skills and experiences, contributes to a balanced and effective governance.

The Governing Board recruits members who are qualified, in terms of training, education, and experience, and who have garnered credibility and respect. Board members will be recruited as a seat becomes available. After the Charter Contract is approved, the existing Board will establish Board Classes with staggered terms so that there will not be a complete turnover of board members in a given year. Each year, at a duly noticed meeting, the Board will choose officers from among its members to include a President, Vice President, Treasurer, and Secretary.

Qualifications

The C.O.R.E. Academy of Excellence understands the importance of compiling a board of directors who bring a different set of knowledge, skills and abilities. The C.O.R.E. Academy of Excellence Board will seek to fill board positions with individuals who meet the qualifications below:

- Governance Experience
- Organizational Leadership
- Education/ Teaching
- Education/ Administration
- Fundraising
- Marketing/ Promotion/ Public Relations
- Finance/ Accounting
- Business Development
- Community Connections
- Legal/ Regulatory
- Charter School Experience
- Grant Writing

In addition to recruiting board members with experience in one or more of the above disciplines, the following are required:

- Members must be legally eligible to serve on an Arizona State Charter School Board
- Share a passion for the school's mission and values
- Understand the role and responsibility of being on governing board in terms of time commitment, school representation in the community, and ethical conduct. The C.O.R.E. Academy Governing Board operates under a code of ethics that maintains the highest integrity and commitment to serving the students, school, and community. The Board will adopt a comprehensive conflict of interest and anti-nepotism policy that describes the Board's ethical standards and procedures for identifying and addressing conflicts of interest as well as including the anti-nepotism provisions pertaining to Arizona charter schools. This Policy also requires Board members to sign an annual statement affirming their commitment and adherence to the Policy. The Board also expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession and the Principles of Professional Conduct for the Education Profession, which is referenced in its Employee Handbook.

The board will follow Open Meeting Law requirements per A.R.S. §15-183(E)(8).

The initial C.O.R.E. Academy of Excellence board of directors are as follows:

Dr. Dan Ranieri, Board Chairperson

Dr. Dan Ranieri is the President and Chief Executive Officer of La Frontera Arizona, Inc., a 501 (C)(3) Arizona non-profit corporation tasked with providing a wide array of behavioral health services for children and adults in Southern Arizona. Dr. Ranieri brings over forty years of experience in behavioral healthcare and organizational leadership to the Board.

Dr. Ranieri also brings over 40 years experience with governing board policies, procedures and compliance of non-profit tax exempt boards.

Dr. Ranieri was hired by La Frontera Center in 1995 with the primary task of transforming the organization from a fee-for-service model to that of full risk-bearing capitation model. During this time, gross revenues have gone from \$13.5 to nearly \$100 million, staffing has increased by over 600%, and quality and efficiency measures have improved dramatically. Dr. Ranieri was instrumental in the re-branding of La Frontera as a "community problem solver" resulting in La Frontera becoming a significant contributor in areas such as public safety, affordable housing, education, economic development, veteran's services, senior services, suicide prevention and many others. Dr. Ranieri has also served on the Board of Directors of several local and national organizations and was awarded the Visionary Leadership award by the National Council for Community Behavioral Healthcare in 2013.

Dr. Ranieri holds a doctorate in Clinical Psychology from Arizona State University. He has practiced as an adult, child, and forensic psychologist; has served as a Faculty Associate at Arizona State University; and has several professional publications. Dr. Ranieri has also

presented on numerous topics and has served as a professional consultant. He also has over ten year's experience as a fast pitch softball head coach and pitching coach with numerous athletes, including his daughter, continuing to play college softball.

Chris Collins, Board Member and Vice President

Chris Collins brings 20 years of experience with youth athletics and non-profit work. After graduating with his Bachelors in Communication, he embarked on a 10-year coaching career in college baseball. During his time in the collegiate ranks he received his Master's degree in Management, was a professor in health and human performance, and served as a graduate assistant coach, assistant coach, and head coach. In 2012, Mr. Collins left coaching and began work as an Area Director for Fellowship of Christian Athletes, an international non-profit Christian sports ministry founded in 1954. He has overseen fundraising efforts, vision casting, organizational strategy and structure, and general oversight of the organization's efforts to pursue spiritual and character development at the junior high, high school, college and professional levels. Mr. Collins is a native Tucsonan and graduated from Flowing Wells High School in 1997.

Mr. Chris Collins brings over 20 years experience with non-profit board policies, procedures and process.

Ray Schneider, Board Member and Board Secretary and Treasurer

Ray Schneider has worked in commercial real estate encompassing brokerage, development, finance, sales, leasing, management and consulting in Tucson for over 40 years. Mr. Schneider brings experience in real estate development, finance, business management, community relations and marketing. Mr. Schneider's knowledge in business ethical practices, experience and abilities span multiple aspects of a well-rounded member of the Board. His business and community work relationships lend strong connections to the Pima County community.

Mr. Schneider has been a life-long volunteer who has served on various boards, fundraising efforts and youth sports.

Mark Morris, Board Member

Mark Morris is a successful business owner who founded Boss Construction, Inc., (dba Boss Plumbing) in September of 1996. Mr. Morris brings over 20 years of entrepreneur experience and community relations to the Board. Mr. Morris is strongly connected to the community and has been a strong supporter of Fellowship of Christian Athletes, Tucson Conquistadors, Tucson Rattlers, and the Muscular Dystrophy Association. Boss Plumbing has also volunteered their time and donated resources for the Wounded Warrior Project and the Field of Dreams baseball fields here in Tucson. Mr. Morris has volunteered in building homes through the Amore Ministries in Puerto Penasco, Mexico.

Mr. Morris has also had a strong role in youth sports while coaching his children's soccer, baseball and softball teams. Mr. Morris also served as President of the Santa Cruz Soccer Club, and Vice-President of the Tucson Mountains Futbol Club from 1999-2002 and 2002-2004 respectively. Mr. Morris founded the Tucson Astros Baseball Club, which was one of the only non-fee club baseball programs in Southern Arizona. Through this effort, numerous underprivileged children were afforded the opportunity to play baseball throughout the USA.

Mr. Morris has also spent time coaching high school athletics on a volunteer basis for the baseball programs at Cholla High School, Ironwood Ridge High School, and Tucson High School from 1994-2012. Mr. Morris is currently the baseball Pitching Coach for Pima Community College.

Joe Higgins – CEO (non-voting)

As one of the founders and former CEO of Leman Academy of Excellence, Joe is the driving force who put together the team members and focuses on all aspects of operations, expansion and regulation. In 2018, Joe left the position of CEO after opening 6 campuses in Arizona and Colorado with a staff of 425 and 4500 students enrolled. Under his leadership, the network doubled in enrollment every year, the teacher retention rate was 90% and he developed over \$80m in real estate.

Over the past 20 years Joe has founded and grown over a dozen businesses in multiple fields

Joe serves on, or has served on the following boards related to education and community service:

- Pima Prevention Partnership** – Alternative Arizona Charter Middle/High School – New to the Board to support turn around - Board Member - 2019
- Salpointe Catholic High School** – Private, 70 Year Old Prep High School with 1160 students. Board Member – Executive Committee – 13 year member.
- Southwest University of Visual Arts** – HLC Accredited - 4 Year Arts University – Board Chair
- Banner UofA Merger** - Appointed by Gov. Brewer to oversee the \$1 billion merger of the University of Arizona Hospital to Banner Health's hospital network.
- Arizona Small Business Association** – Board President of 40 year old organization. ASBA was Arizona’s largest trade association with 11,000 members.
- Catholic Community Services** – VP Board Member for 6 years of a \$35m social service agency located in Southern Arizona.

B.2.d. Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.

Filling Board Vacancies

In advance of identifying and recruiting new members, the C.O.R.E. Academy of Excellence board will evaluate the current board member strengths based on experience, knowledge, and community relationships to assess the board’s current needs in terms of needed knowledge, skills, community relations and experience desired in a new member. Once the needs have been identified, the recruitment process will be the responsibility of the Governance Committee and focus on matching the identified needs to prospective board member abilities. Any member of the board can make a nomination; board vacancies shall be filled by a majority vote. A director elected to fill a vacancy shall serve for the remaining portion of the term.

Each potential director will be evaluated in a formal and transparent process that ensures the candidate has the necessary and desired skill set, necessary time to devote to the School, and philosophical alignment with the School’s mission. Each candidate will be provided information

regarding the boards interview process, the board qualifications, background information on the School, and when a new member's service begins. Candidates will be given the opportunity to tour the School and observe an upcoming Governing Board meeting and meet with school leadership and other board members as part of their selection process. Candidates will be interviewed by then serving Governing Board as part of the selection process. The Governing Board will be given each candidate's resume, bio, and any additional information prior to the interview. Upon completion of the interview process, the selection of the individual to serve on the Governing Board shall be made as described above.

New members will receive a board manual which will include the C.O.R.E. Academy of Excellence governing bylaws an orientation to the school's current activities by other board members and by administrative staff thru campus tours, introductions to key staff and status presentations. The board manual shall include the following information:

- A copy of the schools charter contract and support documents
- The framework that the board will use to measure performance of the school
- Mission, Vision and Core Values
- Bylaws
- Board member list and contact information
- Schedule of meetings
- Recent meeting minutes
- Current budget
- Organizational chart

The areas of focus for filling vacancies will seek individuals based on the procedures adopted by the Governing Board with the following framework. The Governing Board will establish a Board Member Recruitment Committee which will seek candidates for election and appointment to Governing Board vacancies that possess the integrity, leadership skills and competency required to direct and oversee the C.O.R.E. Academy schools, financial strength, educational quality, support the best interests of its stakeholders, families, students, the community it serves. The Committee shall encourage the CEO, all Board members, to submit names of potential candidates to the Committee. Board Member Recruitment Committee shall confirm that each candidate has submitted all documentation as required by Arizona Law and the approved Charter. Immediate family members of school employees are not eligible to serve on the Board.

New board members will be selected with expertise in the following areas.

- Education/Teaching
- Education/Administration
- Fundraising
- Marketing/ Promotion/ Public Relations
- Finance/ Accounting
- Business Development and Operation
- Community Connections

- Legal/ Regulatory
- Charter School Experience
- Grant Writing
- Athletic and Sports
- High School Experience as a Teacher or Administrator
- Military/ROTC
- Public Service/Public Office
- Business Development
- High School Experience as either a teacher or administrator
- Social Media/Communications Expertise

In addition to the above listed areas of focus, potential members must be eligible to serve on an Arizona Charter School Board with a current fingerprint clearance card and understand this board which will serve as both the corporate board and the governing board, as a public body, must comply with Arizona's Open Meeting Laws.

B.2.e. Be consistent with all sections of the application package.

The information presented within this section is consistent with the application package.

B.3

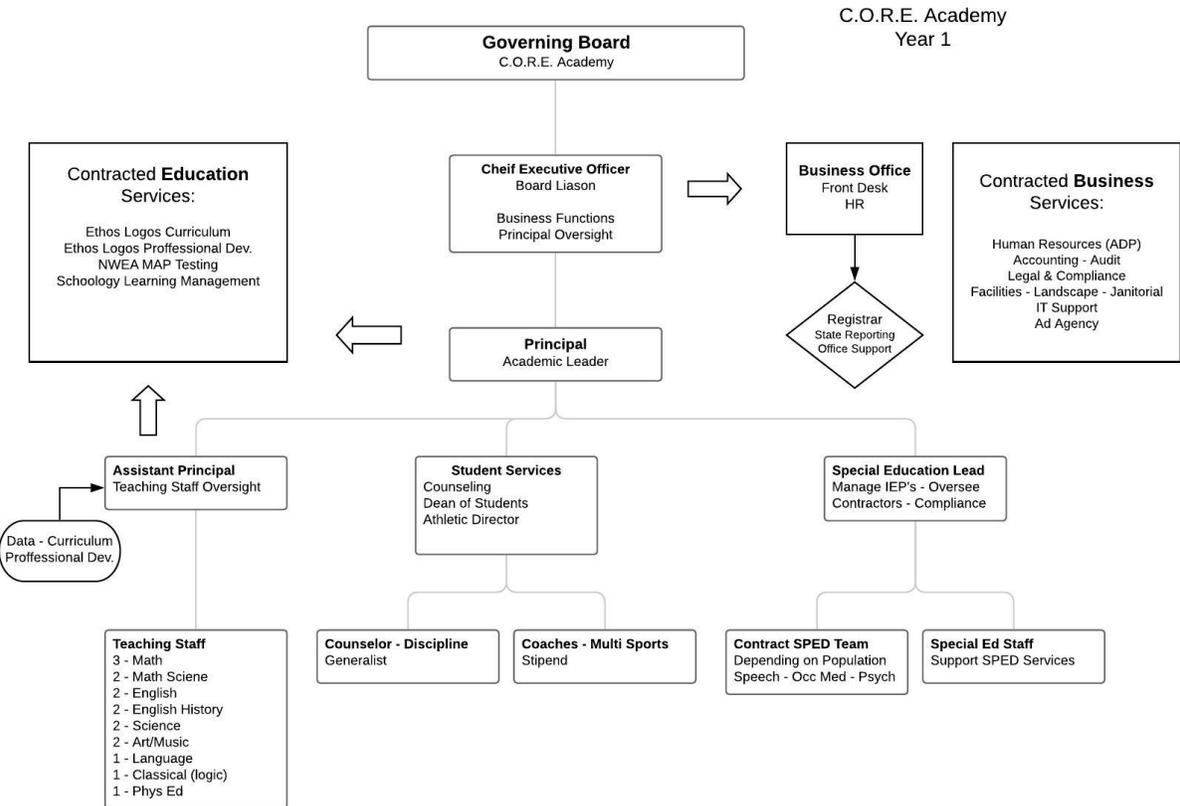
**Management &
Operation**

B.3 MANAGEMENT & OPERATIONS

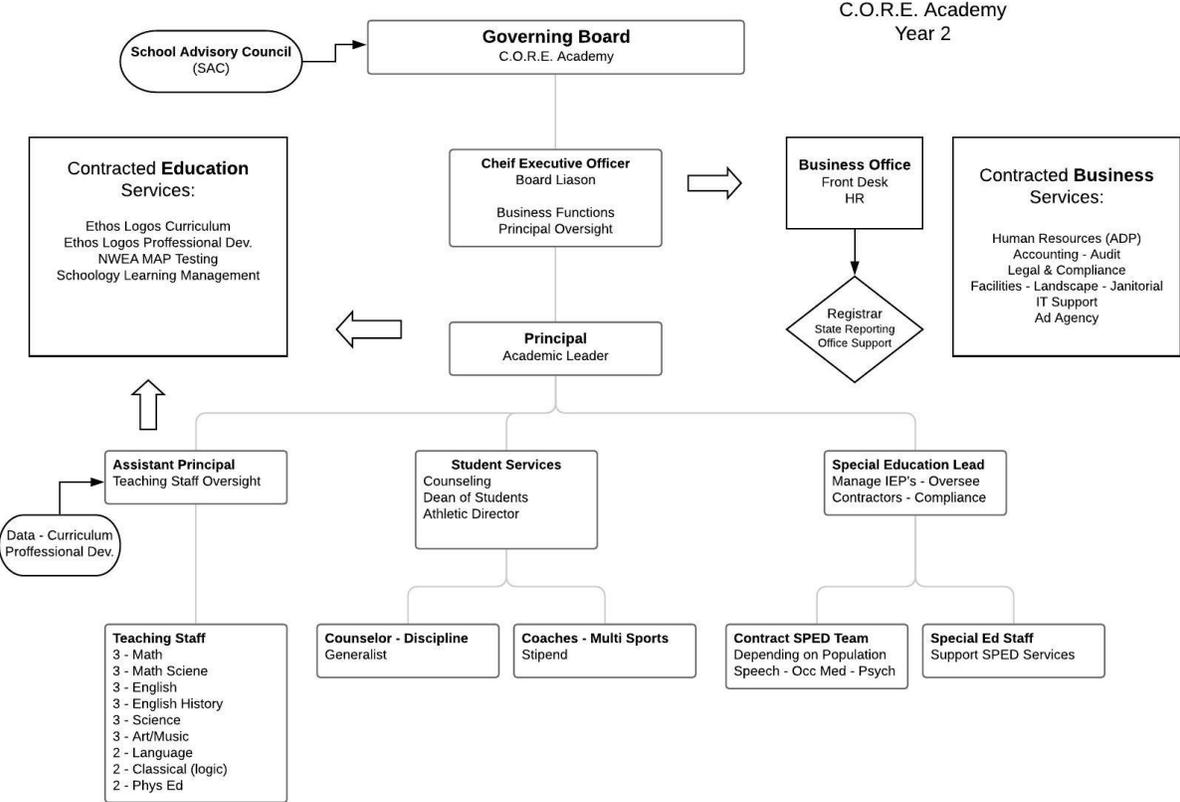
B.3.a. Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.

As enrollment at the C.O.R.E. Academy of Excellence grows, the staffing plan will evolve to correlate with addition students and services to be provided. Organizational charts for years one, two and three are provided on the next two pages. These charts are followed by the three-year staffing plan consolidated in a single chart.

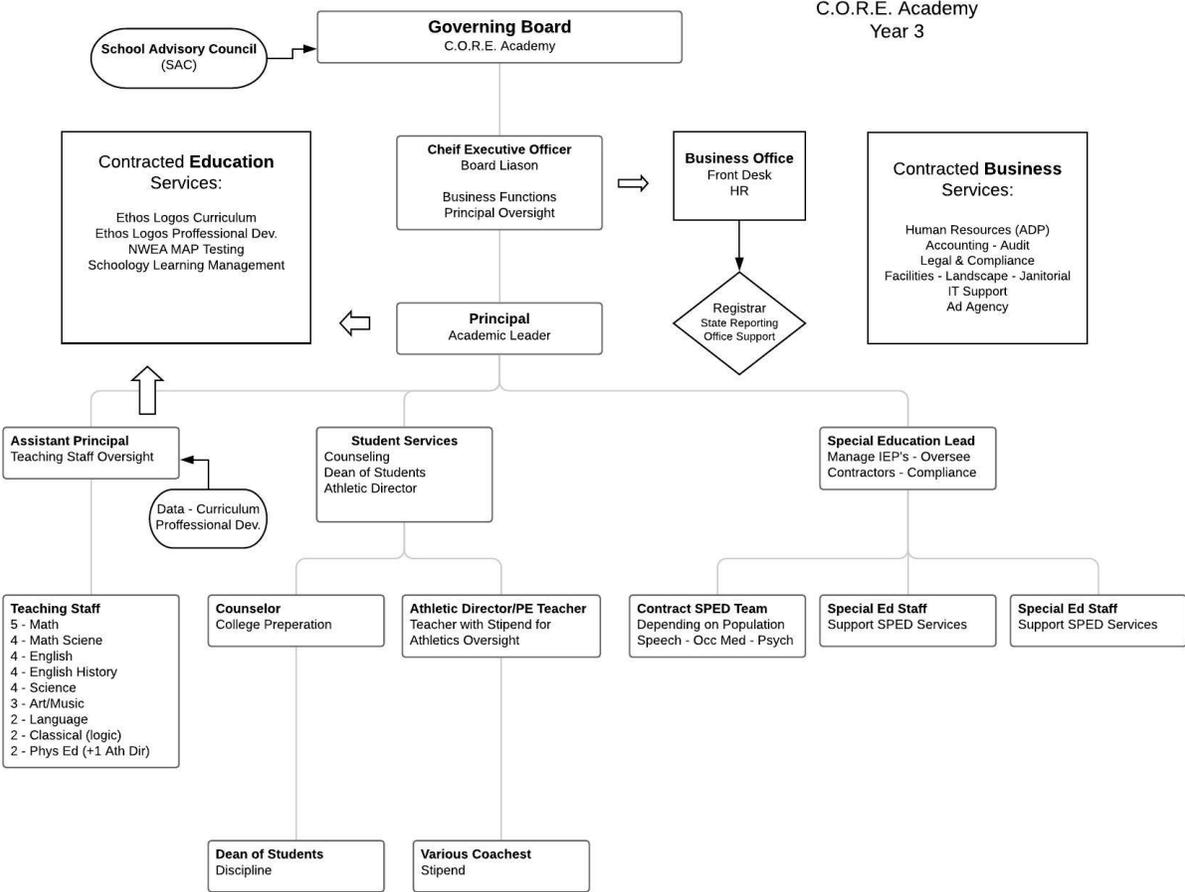
C.O.R.E. ACADEMY OF EXCELLENCE ORGANIZATIONAL CHART: YEAR ONE



C.O.R.E. ACADEMY OF EXCELLENCE ORGANIZATIONAL CHART: YEAR TWO



C.O.R.E. ACADEMY OF EXCELLENCE ORGANIZATIONAL CHART: YEAR THREE



Governance responsibilities and policy decisions for the C.O.R.E. Academy of Excellence ultimately lie with the Governing Board and are aligned to Arizona state statutes. The day-to day management of the school will be delegated Principal; this administrative position will be hired by and will report directly the Chief Executive Officer. Further details regarding the school operations plan and the duties / responsibilities of the CEO, Principal and other key school leaders –including critical skills and experience required – is provided below in B3C.

This is the first high school the Governing Board is submitting for approval. The identified Principal, Paul DeWeerd has extensive experience leading a public high school in the trade area for Amphitheater School District. The identified Professional Development Director, David Towne has extensive background in public and private education as a teacher and Principal. He is a PD director currently and a national speaker regarding Classical Education. Joe Higgins is identified as the teams C.E.O and has extensive background in Arizona charter schools, board service on educational non-profits (public, charter and college level) and school operations. The team that has been assembled with skills and experience to successfully open and operate a high quality high school charter under the rules and regulations of the State of Arizona. The team that has been assembled has a goal of opening additional high schools around the Tucson market should the financial and academic goals work as planned. The administrative staff is committed

to working towards a long term goal and understands as growth occurs more staffing options will present themselves.

B.3.b. Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. curriculum, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).

and

B.3.c. Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.

CEO

General Job Description: The Chief Executive Officer of C.O.R.E. Academy of Excellence (CAE), called Head of Schools, shall assume responsibility for the general leadership and administration of the 9-12th grad school consistent with Governing Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: C.O.R.E. Academy of Excellence (CAE) CEO shall be directly accountable to the CAE Governing Board.

Works with: Principal and Office Manager and reports to Governing Board.

Qualification: The CEO will have extensive background in business services and executive level leadership in education or other industries. Background in public education and in particular the laws and rules governing charter schools is a plus.

Areas of Responsibility:

To include, but not limited to:

1. Ensure Implementation Board created policies
2. Prepare annual budget in conjunction with the Board
3. Meet on a regular basis as determined by the Board
4. Provide leadership, guidance to the Principal
5. Provide leadership toward preparation of budget
6. Monitor the annual operational budget
7. Present a monthly/quarterly and annual financial statement to the Board
8. Work with Business Manager overseeing and managing revenue and expenditure targets
9. Make recommendations to the Board for approval of capital expenditures
10. Work with the Board to evaluate and select employee benefit packages – medical, dental, retirement, disability
11. Oversee and handle contracts and tenders for services
12. Direct the competitive bid process and negotiate vendor contracts

PRINCIPAL

General Job Description: The Administrative Officer of C.O.R.E. Academy of Excellence (CAE), called Principal, shall assume responsibility for the general academic and cultural leadership of the 9-12th grade school consistent with Governing Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: C.O.R.E. Academy of Excellence (CAE) Principal shall be directly accountable to the Chief Executive Officer

Works with: CEO, Assistant Principal, Business Manager, Athletic Director, Director of Instruction, Faculty, Support Staff, Health Service Coordinator, Families and Scholars of CAE.

Qualification: The Principal will have an active Principal Certification from the Arizona Department of Education. The Principal will have a Master Degree or greater in an affiliated education field. The Principal will have extensive background in education (either Private, Public/Charter).

Areas of Responsibility:

To include, but not limited to:

1. Provide leadership, guidance and encouragement to faculty and staff
2. Provide written evaluations on all personnel with the school – Including formal teacher assessment.
3. Orient and assist new hires
4. Conduct faculty and staff meetings using planned and written agendas
5. Conduct regular In-service training for teachers
6. Provide direction, coordination and supervision to ensure the academic staff develop and align the curriculum maps, with their sequence of essential learning outcomes, assessments, resources, purchased instructional materials, to Arizona State Standards. Supervise to ensure curriculum mapping/scope and sequence documents that connect to the essential learning outcomes through instructional planning for each subject area at each grade level is implemented.
7. Provide leadership including direction and supervision with the articulation and annual revision of the curriculum document and the selection and use of instructional materials and equipment
8. Provide direction, coordination and supervision to collect, organize and analyze data related to the school educational program in order to assess student learning and development
9. Promote and provide direction to the academic staff toward the development of specific and measurable goals for scholar achievement
10. Provide direction, coordination Provide instructional leadership for outcomes, providing faculty and staff leadership and collaboration with curriculum, instruction and assessments
11. Provide instructional leadership by providing formal and informal evaluations of the teaching faculty
12. Implement with fidelity the LoTi teacher observation tool
13. Oversee and direct the mentoring of new teachers
14. Provide leadership, direction and coordination to develop a comprehensive and well planned professional development program to increase school academic output
15. Ensure all necessary supplies, textbooks, and resources are ordered
16. Oversee the registration of scholars
17. Ensure a safe and orderly environment
18. Plan and conduct faculty and staff meetings
19. Develop and implement school calendar including minutes of instruction and attendance tracking.
20. Ensure proper supervision of scholar activities and events

21. Coordinate special events such as award ceremonies, graduation ceremony
22. Provide direction, coordination and supervision of the school's website
23. Provide leadership, guidance and encouragement to parents and scholars
24. Work with the Registrar to prepare and plan enrollment, re-enrollment process
25. Facilitate the clarification and resolution of conflicts between parents and teachers
26. Oversee and work with parent community to plan and hold functions
27. Develop positive relationships and make appropriate use of parent volunteers
28. Discipline scholars as necessary in the form of being fair and consistent
- 29. Provide scholars an excellent, positive, encouraging role model**
- 30. Provides oversight of mandated State testing**

ASSISTANT PRINCIPAL

General Job Description: The Assistant Principal serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence (CAE) to help develop and implement the total school program, assisting the Principal and the Head of Schools with the general leadership and administration of CAE consistent with School Board approved mission, philosophy, guiding principles, policies, and annual budgetary commitments/constraints.

Line of Authority/Reports to: Assistant Principal shall be directly responsible to the Principal of CAE.

Works with: Principal, Student Services Director, Faculty, Support Staff, Health Service Coordinator, Families and Scholars of C.O.R.E. Academy.

Qualifications: The Vice Principal will either have or be working towards a Principal Certification from the Arizona Department of Education. The Vice Principal will have or be working towards a Master Degree or greater in an affiliated education field. The Vice Principal will have extensive background in classroom instruction, data management and curriculum design. (either Private, Public/Charter).

Areas of Responsibility:

To include, but not limited to:

1. Assists with supervision of personnel
2. Provide leadership, guidance and encouragement to faculty and staff
3. Supervise those personnel assigned by the Principal
4. Provide written evaluations on personnel as assigned by the Principal
5. Assist with orientation of new hires
6. Assist in creating job descriptions and evaluation instruments
7. Conduct meetings using planned and written agendas
8. Create and assign duties and schedules for faculty and staff
9. Ensure curriculum mapping/scope and sequence documents that connect to the essential learning outcomes through instructional planning for each subject area at each grade level is implemented
10. Assist with development of school curriculum as needed
11. Assists with providing instructional leadership for outcomes, providing faculty and staff leadership and collaboration with curriculum, instruction and assessments
12. Assist with formal and informal evaluations of the teaching faculty
13. Assist with the mentoring of new teachers
14. Assist with developing a comprehensive and well planned professional development program to increase school academic output
15. Develop and implement class and teacher schedules
16. Develop and monitor duty schedules

17. Generate report cards and progress reports
18. Conduct faculty and staff meetings when delegated by Principal
19. Approve Field Trips as delegated by the Principal
20. Assist with proper supervision of scholar activities and events
21. Help facilitate the clarification and resolution of conflicts between parents and teachers
22. Assist as needed with presenting the school vision and program to the community
23. Assist with preparation of scholar activities and events within the school
24. Discipline scholars as necessary in the form of being fair and consistent
25. Provide scholars an excellent, positive, encouraging role model
26. Assists Principal with oversight of State mandated testing

Student Service Director – (oversight of Counseling – Athletics)

General Job Description: The Student Service Director serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence to help oversee counseling and athletics. The position will report directly to the Principal.

Clarification Tied Back To Budget Narrative: Student Services Director (Counseling/ Athletics)- Year one, based on 400 students and 8 sports, the budget assume to employ 1 full time/part time Student Services Director at an average salary, or split stipend, of \$60,000. Depending on the candidate pool this may be divided into two positions or merged into one. The counseling services in year one will be limited but the athletics management and oversight will be great. C.O.R.E. is committed to competing in AIA sports and as such will be entering into as many as 8 sports by the first year. The Student Services Director will hire and train the stipend coaches, build schedules, manage student needs and oversee the athletics programs in year one.

Line of Authority/Reports to: The Student Services Director shall be directly responsible to the Principal of CAE.

Works with: Principal, Health Service Coordinator (for athletic eligibility), Vice Principal (for athletic eligibility and grades) Families and Scholars of C.O.R.E. Academy.

Qualifications: The Student Services Director will either have or be working towards a Principal Certification from the Arizona Department of Education. The Student Services Director will have or be working towards a Master Degree or greater in an affiliated education field and or counseling. The Student Services Director will have extensive background in counseling, school administration and athletics management. (either Private, Public/Charter).

The following positions will report to the Student Services Director:

- *(from C5 Budget Narrative and in alignment with B3 Org Chart) Athletic Coaches- Year one, based on 400 students and 8 sports, we assume to provide 8 stipends equal to approximately 1/5 of a full-time teaching salary, or \$7,800 per head coach, or \$62,400 in year one. In years two we anticipate an increase to 10 sports and in year three we anticipate an increase to 12 sports. Along with an increase in the number of students, we increase the stipend by 3% in years two and three.*
- *(from C5 Budget Narrative and in alignment with B3 Org Chart) Counselors- Year one, based on 400 students and 49,936 square feet of space, we assume to employ one counselor at an average salary of \$45,000. In year two, based on 600 students and 49,936 square feet, we assume to employ two counselors at \$46,350 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ three counselors at \$47,740 (a three percent increase from the previous year).*

Areas of Responsibility:

To include, but not limited to:

1. Provides leadership and vision to ensure compliance in matters relating to student discipline, student academic progress, student attendance, guidance services, and school safety.
2. Collaborates with staff, families, and the community in developing and implementing services and/or programs.
3. Plans, implements, and evaluates the intersection of educational and athletic programming in order to ensure continuous program improvement for the benefit of all students.
4. Incorporates policies and procedures in accordance with laws and regulations of the State of Arizona with respect to graduation requirements and athletic eligibility
5. Guides, directs, and participates in serious discipline processes, including student suspensions and expulsions.
6. Ensures that all practices in the district are legal and ethical for each student/family so that each student has the opportunity to achieve at a high level and be prepared for post-secondary success.
7. Manages fiscal resources donors, state/federal grants; prepares budgets and directs spending for athletics; and monitors maintenance for the purpose of fiscal efficiency in providing required services.
8. Supervises and evaluates athletics and student services staff as the department grows.
9. Oversees Title IV and VII programming if applicable.
10. Provides direction, coordination, and guidance to the district’s counseling services and outside contracted services, as needed.
11. Organizes and conducts training opportunities for district staff as it relates to student services, athletics and grants.
12. Coordinates school based mental health programs.
13. Prepares documentation and reports data to Principal on areas under their leadership.
14. Recruits, hires, and supervises pupil services staff.
15. Serves as member of the IEP meetings as needed.
16. Writes district Board policy for pupil services as required to ensure program consistency and compliance with state and federal regulations.

Business Office Manager/HR

General Job Description: The Business Office Manager serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence (C.O.R.E.) to provide leadership related to all financial responsibilities. The Business Manager is entrusted with the financial records and operation of the front office. This includes the maintenance of confidential school records of scholars, personnel and finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Arizona Department of Education. Responsibilities include payroll, accounts receivable and accounts payable functions of the Business Office.

Line of Authority/Reports to: The Business Manager shall be directly responsible to the CEO to make sure that the school’s budget and resources are used in the most efficient way.

Works with: CEO, Principal, Assistant Principal, Athletic Director, Faculty, Support Staff, Health Service Coordinator, and Families of CAE.

Areas of Responsibility:

To include, but not limited to:

1. Keeping accounts and reporting on the school’s financial position
2. Prepare financial information and reports

3. Work closely with the Head of Schools preparing teacher contracts
4. Develop the annual budget in conjunction with the administration
5. Ensure adequate liability insurance
6. Contribute ideas and implement employee benefits – medical, dental, retirement, disability
7. Provide direction with budget preparation
8. Develop the annual budget
9. Oversee and manage revenue and expenditure targets
10. Monitor the annual operational budget
11. Monitor the school operations on a monthly basis
12. Prepare and provide a monthly financial statement to the Head of Schools
13. Responsible for payroll plans
14. Oversee and manage collection of tuition, fees, donations, etc.
15. Oversee and manage the school's financial records
16. Responsible for reviewing and approving all payables
17. Responsible for directing the cash management function
18. Sign payroll checks & payable checks
19. Prepare and provide appropriate reports of the school's financial condition for use by the
20. Principal, CAE Governing Board, State and Federal Governments and third-party auditors in support of compliance requirements
21. Responsible for the maintenance of accurate office records, including personnel files, with full confidentiality as appropriate and required by law
22. Oversee the maintenance and management of accurate scholar records
23. Prepare and provide faculty and staff contracts as instructed by the Head of Schools
24. Support and assists administrative efforts in attracting, developing and retaining high quality faculty and staff
25. Develop and maintain procedures for managing and monitoring the school system's financial resources
26. Provide direction, coordination and supervision of the Front Office
27. Oversee the Student Accountability Information Systems (SAIS)
28. Coordinate and manage Grants Management for the school
29. Assists with ordering all necessary supplies, textbooks, and resources
30. Assists with the competitive bid process and negotiation of vendor contracts
31. Make timely payments to suppliers and contractors
32. Facilitate the distribution of information needed for an orderly operation
33. Provide scholars an excellent, positive, encouraging role model

Minimum Requirements – The business manager should have a minimum of 5 years of office experience in a professional setting. Background in school administration is a plus, as is a college education. Proficiency in software systems which would be found in a school is a minimal requirement. All staff, including the office manager must pass background checks and finger print clearance.

Registrar of Students – Office Support

Line of Authority/Reports to: The Registrar shall be directly responsible to the Business Manager of C.O.R.E., working closely with both the Principal and Business Manager to make sure that the school's planning and implementation of new scholar registration is handled with great care and professionalism, in order to assure that the enrollment process for all families is handled efficiently.

Works with: CEO, Principal, Assistant Principal, Business Manager, Faculty, Support Staff, Health Service Coordinator, and Families and scholars of CAE.

Job Goal: To perform such actions as required to establish a true, accurate and permanent record of each scholar who attends C.O.R.E. Academy of Excellence, as well as providing the necessary clerical responsibilities required for the administration of the school in order to assure the smooth, efficient operation of the 9-12 school office.

General Job Description: The Registrar will be responsible for all scholar registration, enrollments and withdrawals entering and maintaining scholar data in school database system. Administer, navigate, implement and update scholar and school data demographics in school database system. This involves partnering with parents, handing out and explaining paperwork, contacting the home when necessary, inputting all information into the school database system as well as contacting other schools for information when necessary.

Minimum Requirements – The registrar should have a minimum of three years of office experience in a professional setting. Background in school administration in particular registrar is a plus, as is a college education. Proficiency in software systems which would be found in a school is a minimal requirement. All staff, including the office manager must pass background checks and finger print clearance.

B.3.d. Be consistent with all sections of the application package.

Summary of consistency:

The **Principal**, as the site manager, is responsible for the proper execution of each of these identified activities and with the help and authorization of the board, the identification of each team member and their accountability. As identified, the principal will be an individual with long standing in both the local community and the community of educators with multiple prior years of experience as a principal of a large high school in a local district. He has experience as the leader, trainer, and evaluator of educators and will establish the C.O.R.E. Academy of Excellence culture through standards, guidelines, trainings, directives, and example. As the “instructional leader”, classroom instruction will be a direct responsibility and daily concern. This position will be filled with an experienced individual.

Teachers will be the responsibility of the Principal as providers of student instruction (i). The principal will further assess capabilities and appropriately assign tasks to the teachers involving professional development (iii) and curriculum and assessment (ii). Though professional development will be delivered through a variety of sources (principal, outside vendors, teachers, etc) the opportunity professional community style sharing of learning will enhance the overall culture and allow individual growth. Specific vendor selections will occur occasionally to enhance the professional development both onsite during teacher in service presentation opportunities and offsite conferences. Some of the vendors will enhance the capabilities of teachers to align, administer, analyze assessments and then adapt and adjust the instruction to meet the needs of all students, including identified sub-groups. Teachers also provide the information that is the basis of the selected student information system (viii) that provides the state its data for payment, teacher data for grades, and information for parents. They will receive regular training for the use of this tool from the administrative team and vendors. Teachers will

have or have had certification or other relevant training, may or may not have prior full time classroom experience and will be supported and trained in all their activities by the administration.

The **Registrar** is responsible for the collection, maintenance and transmission of student information through all the relevant tools provided on site; the student information system (viii), benchmark and state testing (ii), and student records. The registrar will provide training (iii) to the teachers for the classroom interface with the data collection and transmission. Though a registrar with previous experience in the system selected will be sought, vendor training is provided for the employee and support will be provided by a contractor.

Contracted services will provide (v) back office support encompassing human resource services (vi), payroll processing, ADE submittals (viii), state and federal compliance services, receivables (vii), payables and general accounting services (iv), external vendor oversight. Business services will have charter professionals with multiple years of experience in the Arizona charter movement.

This ongoing operational plan for the school will assessed regularly and adjusted as needed. However, for the first three years, changes to the above stated positions and responsibilities are not expected.

This section B.3 is consistent with the other sections of the application package.

B.3.2

Contracted Services

B.3.2 CONTRACTED SERVICES

B.3.2.a. Delineate all areas, for which the Applicant plans to contract with a service provider.

C.O.R.E. Academy of Excellence will contract with experienced professionals for the following services:

1. *Curriculum and Professional Development services;*
2. *Special Education;*
3. *Business Services/Operations*
4. *Marketing;*
5. *Legal services;*
6. *CPA Audit;*
7. *Information Technology & Computer Systems;*
8. *Landscaping Services;*

B.3.2.b Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.

C.O.R.E. Academy will use contracted services on an as needed basis. All contracted services providers and vendors will be proposed and evaluated by the Governing Board or Principal and with other stakeholders that would be directly impacted by their services, such as the School Business Manager. All service contracts will be approved by the C.O.R.E. Academy Governing Board. The vendors selected will represent the best vendor choice at the time of research function within the agreed upon budgets of the school. Each of the proposed services will be evaluated much more thoroughly during the time of procurement and as these services are needed based on school growth targets. The below vendors represent the best option at the time to deliver the mission of C.O.R.E. Academy.

Professional Qualifications for C.O.R.E. Academy's Contracted Service Providers

All vendors will be subject to the following set of criteria:

- a) **Expertise:** The school will seek to match school needs with the specialty of potential vendors.
- b) **Reliability and Stability:** determined by a combination of credentials and reference checks of credibility, including Better Business Bureau, chartermarketplace.org, reviews, and insights provided by the Arizona Charter Schools Association
- c) **Price:** In order to be solid stewards of public funds, C.O.R.E. Academy will evaluate financial investments in outsourcing to ensure that the services are reflective of the price.
- d) **Location:** While considering cost effectiveness and competence, C.O.R.E. will also attempt to outsource to qualified vendors that are local in order to stimulate business development within the community served..

1. Curriculum and Professional Development

C.O.R.E. Academy of Excellence will contract with Ethos Logos Classical Education Systems for delivery of curriculum and professional development services. The Ethos Logos Classic Curriculum (Ethos Logos Curriculum) is standards aligned with a Classical Education curriculum for the PrK to 12th grades. The Ethos Logos Classical Professional Development (Ethos Logos PD) provides an array of

professional development programs for new and existing Classical charter schools. Ethos Logos will supplement and compliment the curriculum purchase to Houghton Mifflin Harcourt publishers. HMHC is the primary provider of math (Saxon), science and history text books. The Great Books Foundation will be the primary English course text book provider.

The Ethos Logos Classical Curriculum provides the architecture for the History, English, Art, Music, Latin and Science subjects. Traditional text books need to be supplemented to fit the Classical Education pedagogy and Ethos Logos Curriculum acts as the bridge to make HMCO curriculum Classically aligned. The recommended math program is Saxon Math and it will be supplemented with the Ethos Logos' math program which includes 3 or more lectures, accompanying skill sheets and strong mapping and alignment to AZ Merit or the ACT Testing platforms. T

The Classical Education model is broken into three stages known as the Trivium. Stage one, known as the Grammar stage involves primarily direct instruction and focuses on fact introduction and memory. The second phase of the Trivium is the Logic stage. During these grades, additional facts are introduced and higher level questioning begins to nurture the student's natural curiosity and ability to link facts and make connections. The final stage of the Trivium is the Rhetoric stage. By the 9th to 12th grade, a Classically trained student has the ability to form opinions, orally and verbally establish, position, and argue or debate their point. Ethos Logos Curriculum focuses heavily in the Rhetoric stage on lessons that are Socratic and Shared Inquiry (Great Books Foundation method) based. Combined with teacher training and ongoing monitoring, these methods have been shown to increase student academic outcomes.

The main characteristic of the Socratic method is that it is not teaching "in the conventional sense of the word. Teacher is an observer, a helper, guide but not the purveyor of knowledge. Lectures with undeniable "facts and truths and rote memorization or, in other words, guiding the students " is replaced with shared dialogues between students and teachers where both are responsible for pushing the dialogue forward through questioning. ¹

The Socratic Method has five stages:

1. Wonder (posing questions such as: what is courage, what is virtue, etc.);
2. Hypothesis (an answer to the wonder, one gives his opinion or claim about the question which becomes a hypothesis of the dialogue);
3. Elenchus, refutation and cross-examination (the core of Socratic practice; the hypothesis is called into question and the counterexample is given to prove or disapprove the hypothesis);
4. Acceptance/rejection of the hypothesis (participants accept or reject the counterexample);
5. Action (acting on the findings of the inquiry)²

The goal of a 12-year classical education experience is to understand what is Good, True and Beautiful. The interwoven nature of the arts, music, literature, and history all interconnect and the student can reference multiple disciplines to form their opinions.

¹ Delić, Haris & Bećirović, Senad. (2016). Socratic Method as an Approach to Teaching. European Researcher. 111. 511-517.

² Boghossian, P. (2012). Socratic Pedagogy: Perplexity, humiliation, shame and a broken egg. Educational Philosophy and Theory, 44:7, 710-720.

Ethos Logos Curriculum has partnered with a learning management system (Schoology) to deliver their courses in semester, month and weekly segments. The delivery mechanism allows for a full resource of options to blend or flip the classroom experience. Students can access the content, at prescribed times depending on the school or teacher's decisions. The ability to flexibly deliver content depending on the needs of the student open options of differentiation, remediation or acceleration depending on the student's unique needs.

The Ethos Logos Curriculum includes semester long EXIT TICKETS that the teacher can review prior to beginning the semester instruction. These EXIT TICKETS are aligned to Common Core Standards, Arizona State Requirements, (as well as CO, FL, TN, TX and IN), National Science Standards, National Curriculum Standards for Social Studies. The EXIT TICKET standards are also embedded in the monthly and weekly learning management system content delivery services for the teacher to use as a guide. The teacher individually or the school globally can choose to prescriptively follow the weekly curriculum delivery pattern or arrive at their own lesson and content delivery method. So long as the EXIT TICKET content is mastered and verified via the ASSESSMENT strategy detailed in this plan, the HOW a teacher delivers content is allowed for maximum flexibility and customization.

C.O.R.E. Academy of Excellence will launch the school system with the full suite of Ethos Logos curriculum tools. Annual reviews by academic departments will be conducted to review and adjust the Ethos Logos Curriculum based on twice annual nationally normed assessments from the NWEA MAP testing system and a historic look at AZ Merit and ACT test results (<https://www.nwea.org/about>).

Expertise: Ethos Logos services have been built out to the most recent standards to the State of Arizona in ELA, Math, Science and Social Studies. Modules include professional development and operational support for most aspects of running a public charter school in Arizona.

Competence: The Ethos Logos team, in conjunction with C.O.R.E Academy admin and teaching staff continues to add lessons, content in alignment with Arizona Standards. The team will review student data to ensure the curriculum support tool is matching the needs of the teachers and students in and achieving the desired academic results set forth by the Governing Board. The delivery of content will line up with Houghton Mifflin Harcourt text book options that the school will be purchasing.

Price: Years 1-3 (in kind)

Start-up Period: \$0

Local or in-state vendor: Located in Tucson, AZ.

All of Ethos Logos curriculum and operational modules will be provided to C.O.R.E. Academy at no cost for the first year(s) of operation. At which time, the Governing Board can determine the value and merits of continuing on with the Ethos Logos content.

2. Special Education:

The Special Education department is supported with the same curriculum content and delivery process as is available to the classroom teachers. The philosophy of C.O.R.E. Academy of Excellence is to first focus on in classroom special education services which can be achieved and monitored by the Ethos Logos Curriculum learning management system in a seamless manner.

To Be Determined – Special Education Vendors will sourced to provide outsourced SPED services for C.O.R.E. Academy. C.O.R.E. Academy will have special education teachers on staff, it is expected that we will need to outsource some services depending on the needs of the student population.

Expertise: Each vendor or Professional Service Provider will be dually licensed and approved to provide special education services in the State of Arizona. Background checks and reference checks with other public charter or public schools will be researched as part of the selection process.

Competence: C.O.R.E. Academy will source only highly credentialed therapists and education providers with schools and education organizations. The budgeted cost reflected in the schools 3 year profit and losses were based on the following rates for services:

Services Rate Per Hour

- Online Speech Language Pathologist \$ 60.00
- Speech Language Pathologist (in person) \$ 75.00
- Online Occupational Therapist \$ 60.00
- Occupational Therapist (in person) \$ 75.00
- Evaluations for Speech OT/PT (per eval) \$ 350.00
- Evaluations for Motor Sensory (per eval) \$ 350.00
- Audiology Evaluations (per eval) \$ 425.00
- School Psychologist \$ 85.00
- School Psychologist Evaluation (per eval) \$ 750.00
- Physical Therapist \$ 80.00

3. Business Services/Operations-Contracted Services

Professional Business Services/Operations which include Human Resources, Payroll & benefits, Insurance/Risk Management and Procurement services will be provide by professional Business Services/Operations providers from the local community. These vendors would an HR vendor, an accounting vendor that would review the accounting procedure managed at the campus by the business manager and prepare governing board financial materials as needed.

Payroll: ADP is the entity that will provide the Payroll Services for C.A.T.O. Academy.

Expertise: ADP is the industry leader in the payroll services business.

Competence: Leader in industry

Price: \$75. per payroll cost, and \$1.75 per employee. Pay frequency will be semi-monthly. Payroll processing includes, tax filling, electronic reports, mobile payroll, poster compliance, and G/L interface.

- Start-up Year Costs - \$2,500
- First Year Costs - \$2,000
- Second Year Costs - \$3,500
- Third Year Costs - \$4,200

Local or in-state vendor: Headquartered in New Jersey but operates heavily in all states.

4. Marketing

A professional marketing agency, such as Tagline Media, will be engaged to implement the marketing plan to ensure enrollment is achieved.

Tagline Media is the entity that will provide marketing resources for C.A.T.O. Academy.

Expertise: Tagline is an expert in broadcast media, digital marketing, website creation, and social media. Tagline has clients in the charter school arena and uniquely knows the branding and marketing needs of school.

Competence: Tagline is contracted with and referred by other charter schools in the Tucson and Marana area.

A vast majority of the marketing plan will be executed in the start-up year. All marketing and advertising costs have been accounted for in the start up and ongoing profit and loss statements.

Year 1 = \$12,000 (Does not include start up marketing)

Year 2 = \$12,000

Year 3= \$12,000

Local or in-state vendor: Headquartered in Tucson, AZ.

5. Legal Services

The legal services for the first year due to initial requirements for forming the corporation and filing a 1023 application to obtain a 501(C)(3) tax exempt status.

Expertise: Joe. F. Tarver, P.C. has been practicing law for over 33 years. Several of his clients are Arizona nonprofit corporations.

Competence: Mr. Tarver has experience with all types non-profit entities and their full range of legal needs from dispute avoidance and resolution, to regulatory compliance, and human resources issues.

A vast majority of the marketing plan will be executed in the start-up year. All marketing and advertising costs have been accounted for in the start up and ongoing profit and loss statements.

Year 1 = \$10,000

Year 2 = \$10,000

Year 3= \$10,000

Local or in-state vendor: Headquartered in Tucson, AZ.

6. CPA Audit

As required by the I.R.S. a Certified Public Accountant with expertise in audits for public charter schools in Arizona will be contracted to complete the annual audit starting in year two.

Expertise: The firm chosen will be an Arizona CPA firm that specializes in charter school and not-for-profit audits and consulting.

Competence: The selected CPA Audit firm will have extensive knowledge with Charter School auditing operations, with services based on professionalism, responsiveness, and quality.

Price: \$10,000 1st year and \$10,000 thereafter (includes audits for financial reporting, legal compliance, and IRS annual report filing).

Local or in-state vendor: Based in Arizona.

7. Information Technology & Computer Systems

An experienced IT professional such as Resources Strategies will be engaged to establish and maintain information technology systems.

Resource Strategies will conduct technology services, including installation and set-up of a school-wide network, hardware & software installations, device imaging, troubleshooting, and technology maintenance on an as-needed basis. Installation, service, and support are in their scope of work.

Expertise: IT services for school-based systems, providing equipment installation services, device maintenance and repair, IT consulting, troubleshooting and IT support, cloud-based storage & managed services.

Competence: Resource Strategies has over 15 years of experience working directly with schools and businesses. Their company currently services other Arizona charter schools and has worked with private and public schools in Southern Arizona. Resource Strategies scope of work will be to provide high levels of support services with redundancy and 100% up time as a target goal.

Price: \$30,000 to be paid in the start-up year. Service contract will be included and ongoing.

8. Landscaping Services:

An experienced landscaping company such as Ventana Landscaping, LLC will be engaged to provide landscaping services to the school facility on a monthly basis.

C.O.R.E. Academy of Excellence will contract only with vendors who are qualified and eligible to work with Charter schools. The following will be considered when selecting vendors in addition to adequate business license, insurance, as required to practice their profession under applicable law:

- Experience with charter schools;
- Finger print clearance cards for any provider who will be around students/ on campus regularly;
- Understanding of C.O.R.E. Academy of Excellence mission and principals;
- Positive referrals;
- Approved proposals that are within cost budget;

B.3.2.c. Provide clear and specific sources for costs of each listed contracted service.

The following costs have been identified for each contracted service.

Contracted Service	Cost Year 1	Source (as noted above)
Curriculum & Professional Development	\$148,985	Houghton Mifflin Harcourt Publishing – Schoology LMS
Special education	\$65,000	Outside Service Providers as needed
Contracted Svcs. -Business Services/Ops.	\$145,360	TBD on Individual Basis
Marketing	\$12,000	Tagline Media
Legal Services	\$10,000	Joe F. Tarver, P.C.
CPA Auditor Fees	\$10,000	KLK CPA or like vendor

Technology Information Systems	\$30,000	Resources Strategies
Landscaping	\$18,000	Ventana Landscaping, LLC

B.3.2.d. Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.

C.O.R.E. Academy of Excellence will contract with the following groups to help facilitate the operation and success of the charter. All contracts will be reviewed by the Governing Board and are for a one year term. Contracts and services will be reviewed annually to review measurable and scope of work. Based on the information provided by the vendors and charter schools of similar size, these figures are viable and adequate for the target population and enrollment projections

1. Curriculum and Professional Development Costs

Ethos Logos Publishing will provide standards aligned curriculum. The curriculum delivery mechanism will be via Schoology learning management system (LMS). Houghton, Mifflin, Harcourt textbook publishers will provide the bulk of the math, history and science based support textbooks. Each subject (ELA, Math, Science, History, Logic, Art, Music) will have a library of standards aligned resources for a teacher to import into their own accounts and customize to meet the learning goals of their scholars. Schoology has the option to be scholar facing so the teacher can use the tool for planning and instruction and to deliver assignments, tests and attendance. Schoology feeds all pertinent information into the Synergy Student Information System for reporting to the State of Arizona.

Professional Development: Ethos Logos will be a resource support for the Professional Development director and staff and provide the teacher training on curriculum delivery, quality instruction, nuances of classical education including intense training and monitoring on Socratic and student lead instruction. The Schoology LMS also has built out training modules covering all aspects of classroom management, site leadership and specific classical education designed for the Rhetoric Stage of the Classical Education Trivium (Grammar – Logic – Rhetoric which occurs beginning in 8th grade through 12th grades). The Ethos Logos Professional Development team will work closely with site administration and use data driven instruction to determine weak areas in teaching or curriculum design.

Based on our enrollment projections, we assume curriculum and resource materials will be \$148,985 in year one, \$79,692 in year two, and \$102,935 in year three.

2. Special Education

SPED – Special Education Department Faustis will provide Director level oversight of the SPED department at C.O.R.E Academy of Excellence. The leadership team will look to hire an on staff SPED Director or look to outsource these duties to an approved consultant if needed. The SPED director will work with the on staff SPED team to assess the student population and ensure all scholars that are in need of services have been identified. The SPED Director will also ensure that tracking, training and administration of scholars is being administered to the standards of the State of Arizona and Federal guidelines. The SPED team will implement an RTI program, work towards an inclusion model with minimal pull outs of the traditional classroom and help manage the additional SPED contractors (Psychology, Occupational Medicine, speech, hearing etc.) that may be needed for the scholar population.

To manage the SPED department with a student population that has been projected, it has been projected that outside services will be contracted in the Occupational Medicine, Speech, Hearing and Psychology sub-specialties. These contractors will work under the direction of the Faustis Special Education director

\$5,000 Teacher Recruitment

The marketing budget in Year 1 is \$12,000 which has been included in the Start-Up funds, Year 2 is budgeted as \$12,360 and Year 3 is budgeted as \$12,730. This budget will be adjusted as needed based on enrollment and growth needs.

5. Legal Services

Based on our enrollment projections, physical plant, and operations, we assume legal expense of at or below \$10,000 per year. This figure increases by 3% in years two and three respectively.

6. CPA Auditor Fees

Based current market conditions, we assume audit and fee expense at \$10,000 and increasing 3% in years two and three.

7. Information Technology

Resource Strategies may be contracted for \$30,000 per year for all IT related functions. The contract for IT support services will be reviewed by the governing board and approved annually. Resources Strategies works with other Southern Arizona charter schools and will be involved in startup construction oversight and ongoing IT support. The campus will be turned over from the construction team with a fiber optic, GPON system, which allows for complete IP management of cameras, security systems, door access, telephones, paging systems and network traffic. The campus will be equipped with Google Chromebooks which are designed to be pipelines to the content stored in the cloud and have no ‘smart’ technology (software systems or data) store directly on the device. Extra Chromebooks have been budgeted for quick replacement should a device have an issue. Teachers will receive higher end versions of the Chromebooks and scholars will have access to a bank of Chromebooks delivered on an as needed basis. Based on our enrollment projections, we assume information technology services, equipment and training will be \$30,000 in year one, and increase at 3% in year two and three respectively.

8. Landscaping

Based on a campus site of approximately 9 acres, we assume a yearly landscape contract of \$18,000 (\$1,500 per month), increasing by \$3,000 in year two and three respectively.

B.3.2.e. Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three Year Operational Budget as appropriate.

Costs are included in Start-Up and Three-Year Operational Budget as follows, please see Exhibit C.4 and Exhibit C.5

Category	Start Up Budget	Year 1 Budget	Year 2 Budget	Year 3 Budget
Curriculum & PD Line 38-Exhibit C.5 Line 27-Exhibit C.4	\$148,985	\$148,985	\$79,692	\$102,935
Special education Line 37- Exhibit C.5		\$65,000	\$95,000	\$130,000

Business Services/Operations Line 49 –Exhibit C.5 “Contracted Services”		\$145,360 (\$363/student)	\$179,230 (\$299/student)	\$257,338 (\$332/student)
Marketing Line 48-Exhibit C.5 Line 35- Exhibit C.4	\$12,000	\$12,000	\$12,360	\$12,730
Legal Services Line 34-Exhibit C.5		\$10,000	\$10,300	\$10,609
CPA Auditor Fees Line 41-Exhibit C.5		\$10,000	\$10,300	\$10,609
Technology Information Systems Line 39- Exhibit C.5		\$30,000	\$30,900	\$31,827
Landscaping Line 57-Exhibit C.5		\$18,000	\$21,000	\$24,000

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

The C.O.R.E. Academy of Excellence High School features the new construction of a school facility on an identified vacant parcel of land that is approximately nine acres (8.76), a detailed site plan has been attached hereto. The school is to be constructed with private financing in 12 months prior to the school opening date of August 2020.

C.O.R.E. Academy of Excellence is working with Schoolhouse Development, LLC, a private firm specialized in charter school financing. Schoolhouse Development, LLC provides 100% financing for facility development and start-up costs incurred prior to the school opening. Schoolhouse Development, LLC provides financing thru a Build to Suit Lease and Purchase Option with a term of no less than two years and up to five years, or longer. The C.O.R.E. Academy of Excellence board will have the discretion to continue under a lease arrangement or exercise the Purchase Option by obtaining permanent financing thru tax exempt municipal bonds. The Three-Year Budget assumes a lease rate of 8.5% of total development costs, described below, with a six (6) month discount.

As noted above, the C.O.R.E. Academy of Excellence school site has been identified, the school will be located near North Silverbell Road and North Continental Reserve Loop, in Marana, Pima County, Arizona. The property is adequately zoned and all utilities are available. Site control is currently held thru a purchase option with a closing date that extends beyond the review and results of this charter application.

C.1.a. Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.

Assuming an approved charter from the Arizona State Board of Charter Schools, the development timeline is as follows:

- *January 2018/May 2019*
 - Development Activities*
 - Initial due diligence completed (property appraisal, Phase I report, zoning review, density calculations), conceptual design development (floor plans, elevations, renderings) have been completed;
 - Financing Activities:*
 - Development budget, feasibility study, and initial underwriting completed;
 - Legal structures:*
 - C.O.R.E. Academy of Excellence, Inc., entity formed;
 - Articles of Incorporation-filed;
 - Annual Report- filed;
 - Bylaws-established;
 - IRS EIN-filed;
 - Board of Directors-identified;
 - Corporate officers-elected;
 - Minutes of Action/Resolution to apply for charter-approved;

- *May 2019*
 - Submission of initial Charter School Application/ soft deadline
- *May 2019/December 2019*
 - Submission of Charter School Application
 - Complete financing due diligence requirements
 - Financing thru a Build to Suite Lease and Purchase Option- term letter;
 - Development activities will begin: building design, site plan design, civil engineering, on/off sites and construction documents created and submitted for construction approvals
- *December 2019*
 - Board Consideration of Charter Contract

If Charter is granted

- *January 2020*
 - Governing activities will resume (i.e. policies and procedures for school will be finalized, applicable administrative requirements for compliance with Charter contract, State of Arizona School Charter Board and State of Arizona law will be implemented as required.)
- *February 2020/July 2020*
 - Closing of financing;
 - Construction start;
 - Marketing activities will be taking place;
 - Key school staff will be identified and hired in advance of school opening as required;
 - Professional Development Activities/Teacher Orientation/
 - Start Up Costs Incurred
- *August 2020*
 - School opening

C.1.b. Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.

Based on the enrollment per year, the facility planned will have the number of classrooms and staffing as described below:

Category	Year 1	Year 2	Year 3 Phase 1-2	Year 4 Phase 1-3	Year 5 Phase 1-3	Year 6 Phase 1-3
Students	400	600	775	950	1,050	1,250
Grades Served	9-10	9-11	9-12	9-12	9-12	9-12
Classrooms	24 19 traditional 3 Phys Ed 2 Small Instr	24 19 traditional 3 Phys Ed 2 Small Instr	34 26 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts
Staffing:						
Teachers	16	24	31	38	42	50
Coaches (stipend)	8	10	12	12	14	14
Principal	1	1	1	1	1	1
Vice Principal	1	1	1	1	1	1
Curr/PD/Data Dir	1	1	1	1	1	1
Office Manager/Admin	1	1	1	2	2	2
Reception	0	1	1	1	1	1
Registrar	1	1	1	1	1	1
Student Services/Counselor	2	2	3	3	3	4
Specialized Rooms:						
Gymnasium	1 2 classrooms	1 2 classrooms	2 4 classrooms	2 4 classrooms	2 4 classrooms	2 4 classrooms
Weight room	1 1 classrooms	1 1 classrooms	1 1 classrooms	1 1 classrooms	1 1 classrooms	1 1 classrooms
Offices	11	11	11	11	11	11
Locker rooms	2	2	2	2	4	4
Storage/Gym	1	1	1	1	1	1
Janitor	2	2	2	2	2	2

Meeting room	4	4	4	4	4	4
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Based on the enrollment per year, the facility planned will have the number of classrooms and staffing as described below:

C.1.c. For a planned location only.

Not applicable.

C.1.c-a. For an already acquired facility, purchased land or proposed building only: identify the costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.

The C.O.R.E. Academy of Excellence High School features the development of a new school facility on currently vacant land. As noted above, C.O.R.E. Academy of Excellence has a working relationship with Schoolhouse Development, LLC who will serve as the facility developer and financier and will provide construction facility development and start-up funds. Total development costs are budgeted at \$15,852,737 plus an additional \$350,000 in Start-Up funds to cover operational costs incurred prior to state equalization revenues are received. Once the school reaches full enrollment and is stabilized, C.O.R.E. AOE may exercise the Purchase Option and covert to permanent financing by securing tax exempt bond funds.

Below is a summary of the expenditures through each Section of this application:

Facility Development Costs

The total facility development costs are budgeted as \$15,852,737 which include the following costs:

Land Acquisition Costs		\$1,455,681
Site Costs		
<i>Civil construction</i>	\$1,800,000	
<i>Turn signal</i>	\$ 500,000	
<i>Import</i>	\$ 250,000	
<i>Utility relocation</i>	\$ 500,000	
Total Site Costs		\$3,050,000
Permits & Fees (4% of direct construction)		\$ 429,541
Architect & Engineering (4% of direct construction)		\$ 429,541
Direct Construction		\$8,338,544
Hard Cost Construction Contingency		\$ 599,427
Property/Casualty Insurance/Liability		\$ 120,003
Enrollment Marketing		\$ 55,000
Utilities (Electric/Gas/Water/Waste)		\$ 20,000
Phone/Communications/Internet Connectivity		\$ 5,000
Office Furniture & Other Equipment		\$ 100,000
Student Technology Equipment		\$ 300,000
Office Technology Equipment		\$ 200,000
Days-on Hand Reserves		\$ 750,000
Total Site Facility Costs		\$15,852,737

Total Facility Development Sources	
Schoolhouse Development, LLC loan (terms below*)	\$15,852,737

*Terms: Build to Suite Lease and Purchase Option Loan Structure. First year loan payment based on 8.5% of development costs discounted 6 months (50%), total initial development costs of \$15,852,737 and start-up costs of \$350,000, or \$688,616. A sample Build to Suit Lease and Option Agreement is attached hereto.

Start-Up Costs

Administration/Instruction/Support	
Director/Principal	\$ 28,000
Clerical	\$ 14,000
Office supplies	\$ 36,400
Curriculum & Resource Materials	\$148,985
Total Administration/Instruction/Support	\$227,385
Operations & Maintenance	
Marketing	\$12,000
Student Technology Equipment	\$59,119
Office Technology Equipment	\$25,887
Total Operations & Maintenance	\$ 97,006
Total Expenditures	\$324,391
Property Operating Expenses (Auxiliary Fees)	\$ 25,609
<i>Total Start Up Expenditures</i>	<i>\$350,000</i>

Start-Up Sources

Schoolhouse Development, LLC loan (VOF attached at C.5)	\$350,000
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C.1.c-b. For an already acquired facility, purchased land or proposed facility: Describe any financial arrangements that have been made for securing the facility.

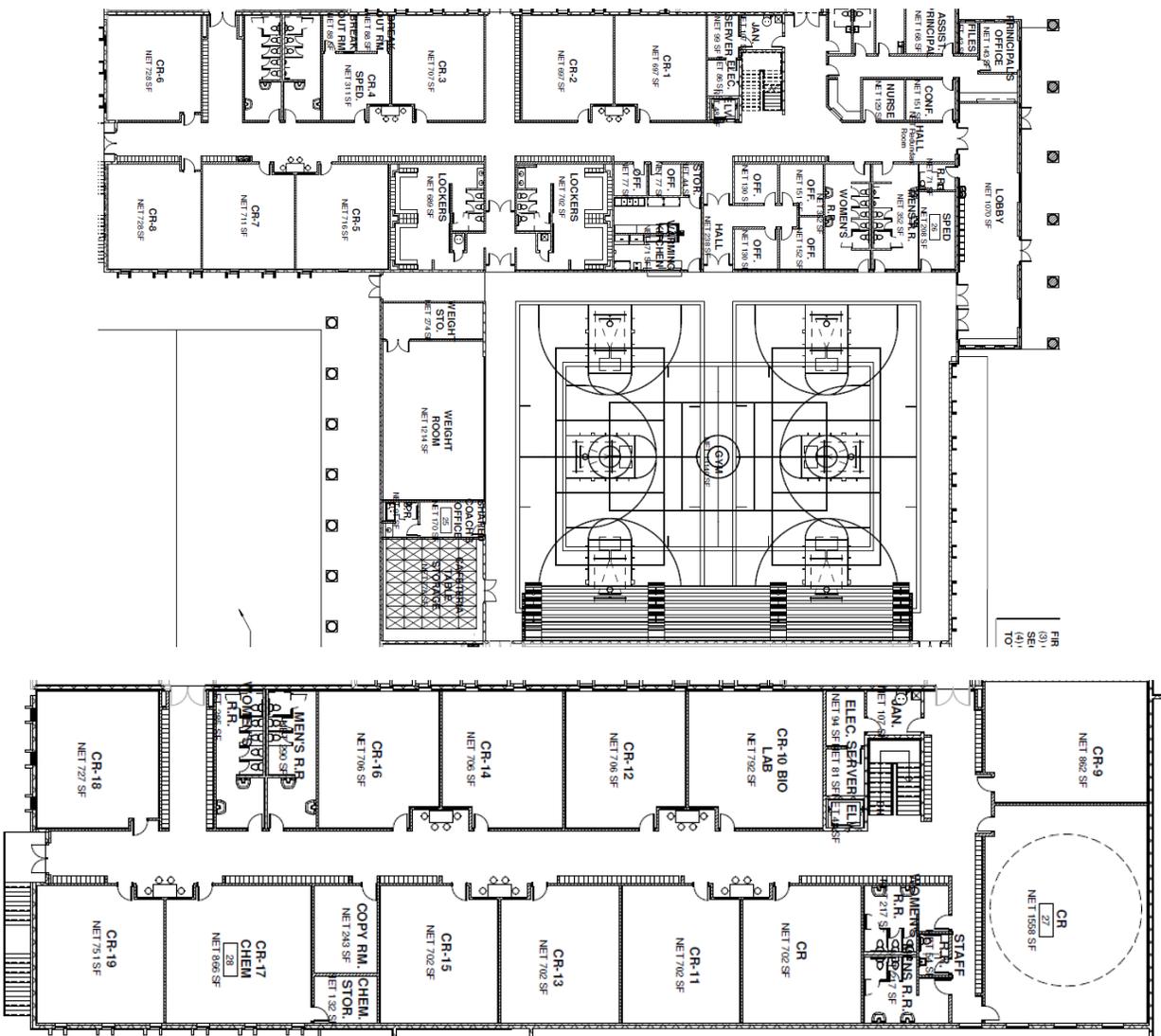
As previously indicated, The C.O.R.E. Academy of Excellence High School features the development of a new school facility on currently vacant land. C.O.R.E. Academy of Excellence has a working relationship with Schoolhouse Development, LLC who will serve as the facility developer and financier and will provide construction facility development funds of \$15,852,737 plus an additional \$350,000 in Start-Up funds to cover operational costs incurred prior to state equalization revenues are received. Once the school reaches full enrollment and is stabilized, the school facility development loan from Schoolhouse Development, LLC will be repaid with proceeds from tax exempt bond permanent financing which will remain in place. A sample Build to Suit Lease and Option Agreement is attached hereto.

C.1.c-c. Ensure the layout of Space is consistent with the narrative.

The C.O.R.E. Academy of Excellence high school features the new construction of a new facility on a currently vacant parcel of land that is approximately nine acres (8.76). The school is to be constructed in phases that will meet the enrollment and growth needs of the school. A detailed site plan has been attached hereto.

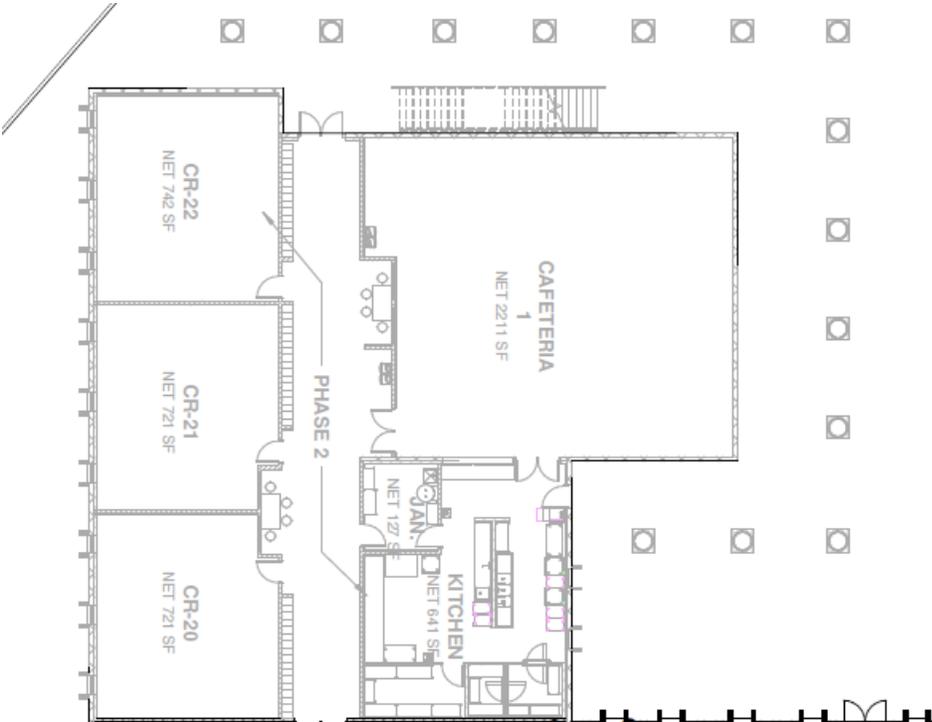
Phase 1 Plan: 24 Class Spaces to accommodate up to 600 students:

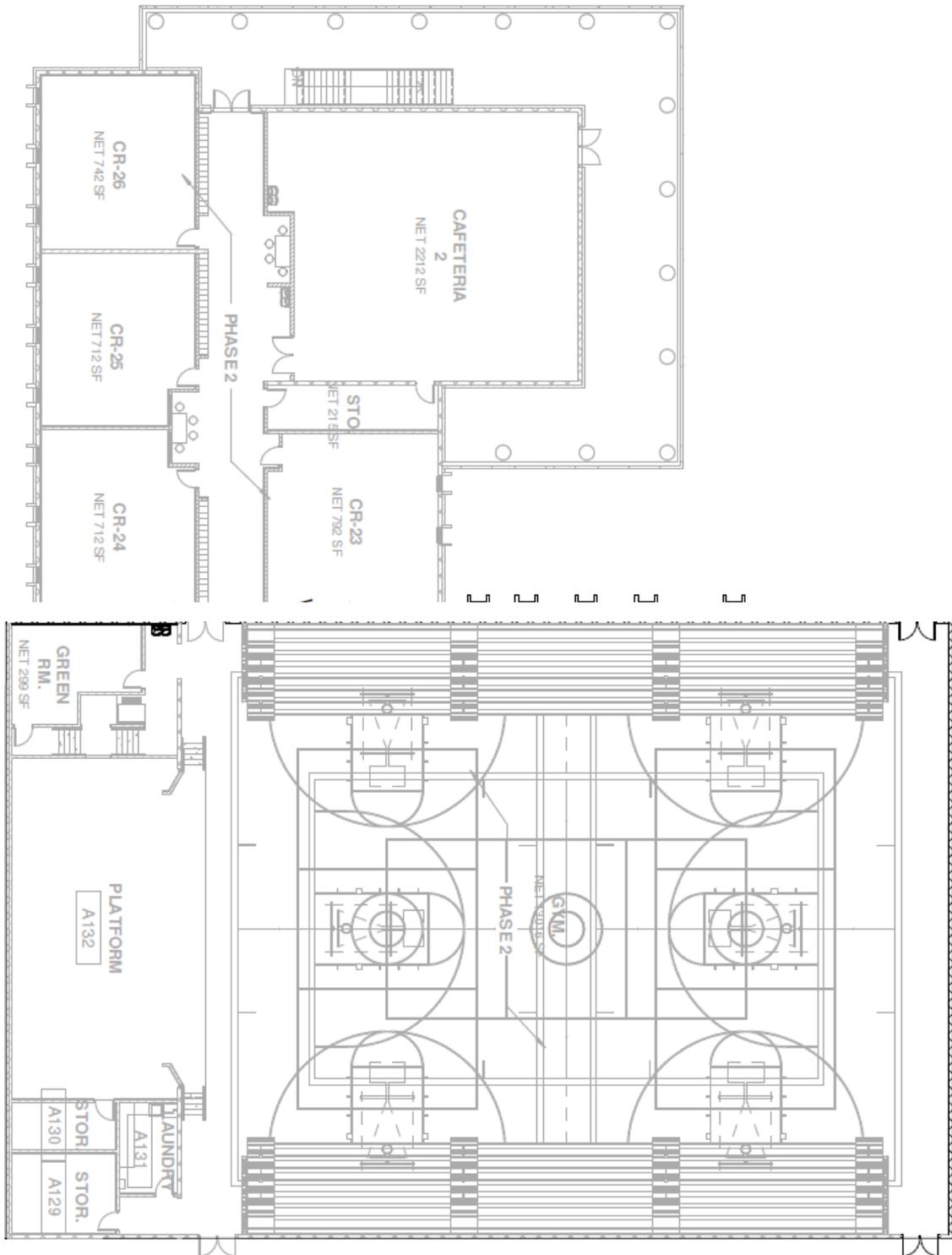
The phase one construction will include (as pictured above) a total of 19 full size classrooms, 2 smaller rooms (located next to the weight room) to accommodate either smaller AP classes or a video arts production studio (depending on enrollment and need). The gym is scheduled to hold two classes at a time and the weight room is scheduled for one classroom.



Phase 2 Plan: 34 Class Spaces to accommodate up to 775 students:

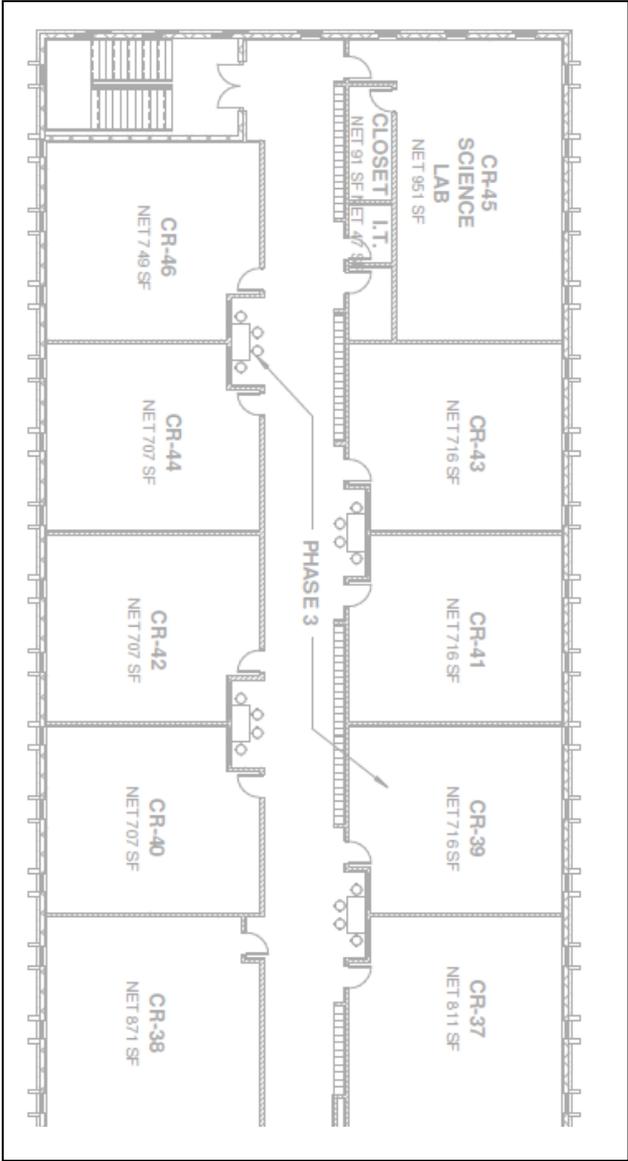
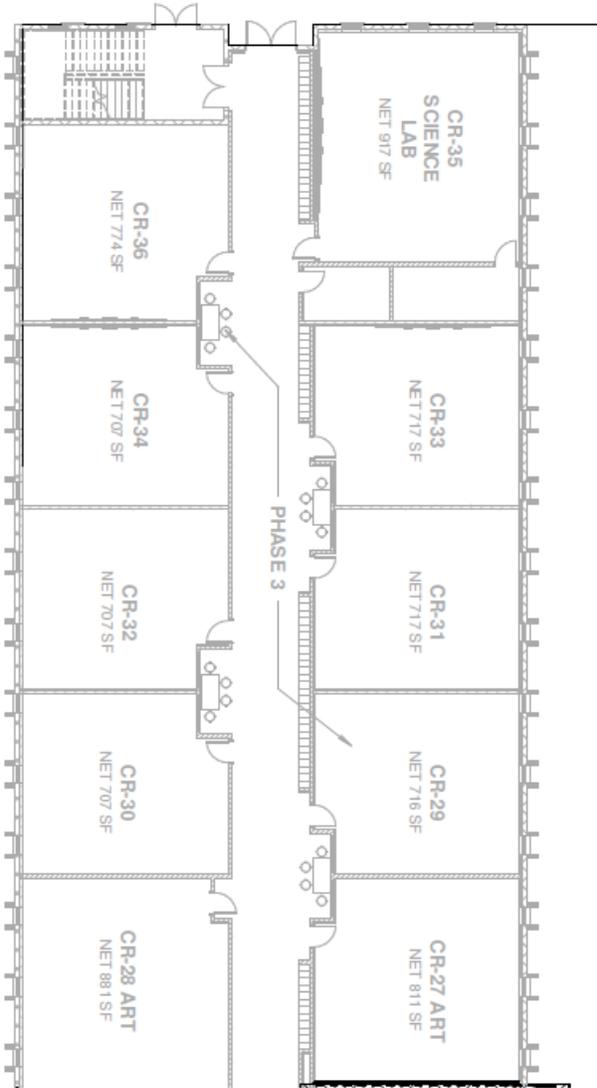
The phase one construction will include (as pictured below) a total of 6 more full size classrooms (making the total 26), 2 smaller rooms (located next to the weight room) to accommodate either smaller AP classes or a video arts production studio (depending on enrollment and need). The addition of a SECOND gym will include two more physical education class spaces and at least one theater arts classroom.





Phase 3 Plan: 44 Class Spaces to accommodate up to 1250 students:

In Phase 3 of the planned campus development C.O.R.E. Academy intends to add 20 more classrooms to the existing facility. The phasing can easily be switch between phase 2 and 3 depending on enrollment and program needs. There is an option, based on funding and enrollment that both phase 2 and 3 get built at the same time.



C.1.c-d. Ensure the costs as described in the narrative accounted for in the Start-Up and Three Year Operational Budgets are fully described in the assumptions.

Facility Development Budget

The anticipated total development budget, all phases, is approximately \$15,852,737, to be financed thru a tiered system, which will allow the flexibility to match the student enrollment and growth in years 1-5 of the C.O.R.E. Academy of Excellence high school. Total development costs include land acquisition and land due diligence, architecture and engineering, construction costs, permits, furniture, fixtures and equipment (FFE).

Facility Development Cost Assumptions

- Building Rent/Lease Loan-
 - Year one- Assumption is based on a lease-back funding agreement under the following terms- Total initial development costs, \$15,852,737 and start-up costs of \$350,000. First year payment based on 8.5% of development costs discounted 6 months (50%), \$688,616.
- Site Improvements (Included in initial development costs under lease-back agreement)- 8.76 acres estimated at \$1,800,000. Additional off site work for the following, Turn signal \$500,000, Import \$250,000, and Utility relocation \$500,000, Total, \$3,050,000.
- Land (Included in initial development costs under lease-back agreement)- 8.76 acres at \$3.50 per square foot, with an additional \$120,132 for cost of sale. Total, \$1,455,681.
- Fees and Permits (Included in initial development costs under lease-back agreement)- Estimated at 4% of hard costs. Total \$429,541.
- Architect and Engineering Fees (Included in initial development costs under lease-back agreement)- Estimated at 4% of hard costs. Total \$429,541.
- Utilities (Electric, Gas, Water, Waste)- Assuming \$4.00 per square foot of improved space (49,936 in year one and two, 60,502 in year three), we assume an expense of \$199,744 in year one and two, and \$242,008 in year three for utilities.
- Hard Cost Contingency (Included in initial development costs under lease-back agreement)- Estimated at 5% of total construction costs. Total \$599,427.
- Vertical Construction (Included in initial development costs under lease-back agreement)- Based on 49,936 square feet at \$167.00 per square foot. Total, \$8,338,544.
- Office Furniture and Other Equipment (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$100,000.
- Student Technology Equipment (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$300,000.
- Office Technology (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$200,000.

Implementation of Educational Program

The anticipated school start date, as identified in Section A of this application, is August 2020. However, the school facility will be completed in advance to allow time for staff and faculty to begin working and prepare to school opening day. Teachers will be provided adequate time to prepare their classrooms and become familiar with the facility. Administrative staff will be provided adequate time to set up necessary systems to be ready to receive students upon opening day.

C.1.c-e. Be consistent with all sections of the application package.

The information presented here above is consistent with all sections of this application package.

Required Exhibit- Layout of Space

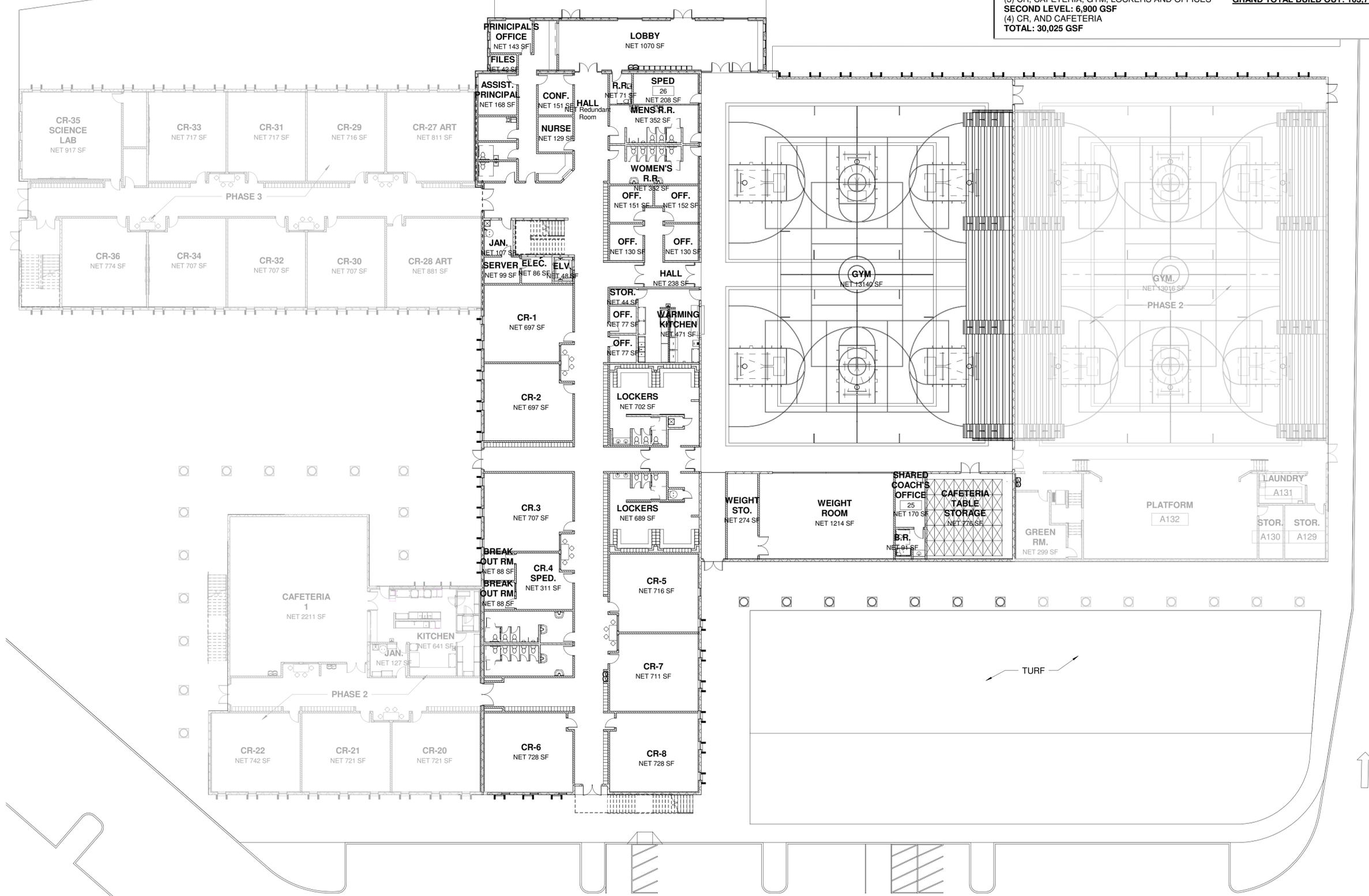
Attached as required.



carhuff+cueva
architects, llc



FLOOR AREA BREAKDOWN	
PHASE 1:	PHASE 3:
FIRST LEVEL: 34,900 GSF	FIRST LEVEL: 10,870 GSF
(8) CR, ADMIN, AND GYM	(10) CR
SECOND LEVEL: 17,045 SF	SECOND LEVEL: 10,870 GSF
(11) CR, ATHLETIC DEPARTMENT OFFICES	(10) CR
TOTAL: 51,945 GSF	TOTAL: 21,740 GSF
PHASE 2:	GRAND TOTAL BUILD OUT: 103,710
FIRST LEVEL: 23,125 GSF	
(3) CR, CAFETERIA, GYM, LOCKERS AND OFFICES	
SECOND LEVEL: 6,900 GSF	
(4) CR, AND CAFETERIA	
TOTAL: 30,025 GSF	



**PRELIMINARY
NOT FOR
CONSTRUCTION**



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tucson, arizona 85716
phone 520.577.4560
www.cca-az.com

NEW SCHOOL CAMPUS FOR:

**CORE ACADEMY OF
EXCELLENCE HIGH SCHOOL
MARANA, AZ**

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. **M19-1000**

DATE **AUGUST 26, 2019**

SCALE **1/16" = 1'-0"** DRAWN BY **PD**

DRAWING TITLE **FIRST FLOOR PLAN**

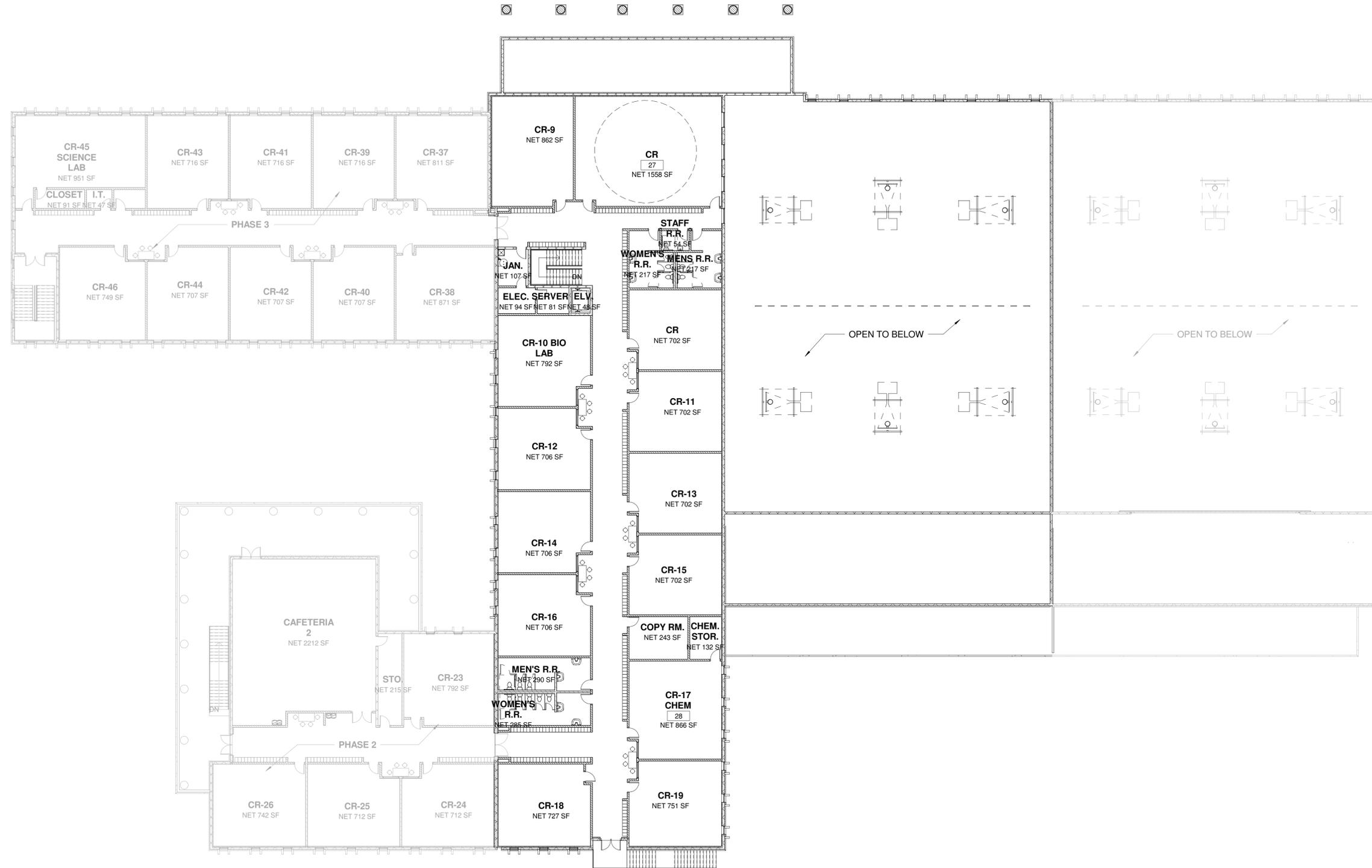
DRAWING NUMBER **SK-2**

**PHASE 1 SCHEMATIC FIRST LEVEL FLOOR
PLAN**
1/16" = 1'-0"

1
SK-2



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tucson, arizona 85716
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SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. **M19-1000**

DATE **AUGUST 26, 2019**

SCALE **1/16" = 1'-0"** DRAWN BY **PD**

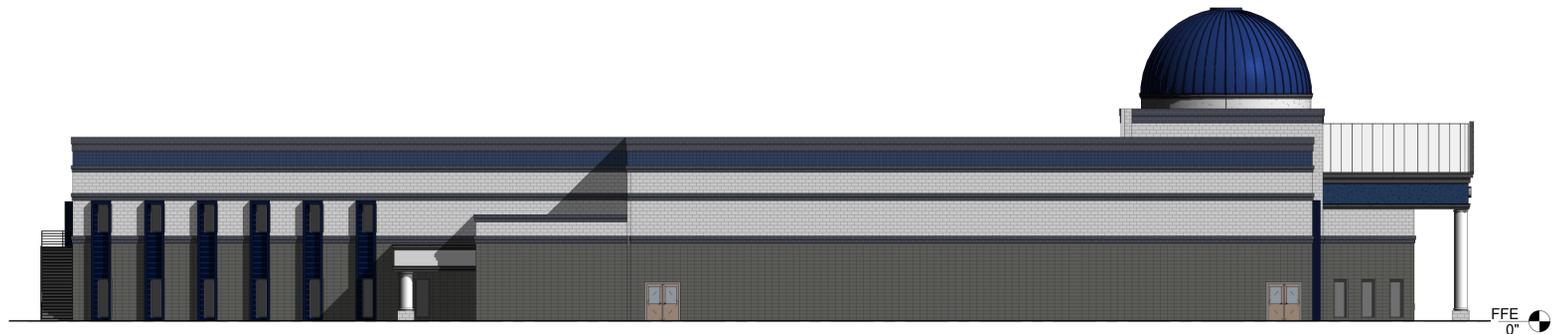
DRAWING TITLE **SECOND FLOOR PLAN**

DRAWING NUMBER **SK-3**

1 **SCHEMATIC SECOND LEVEL FLOOR PLAN**
SK-3 1/16" = 1'-0"



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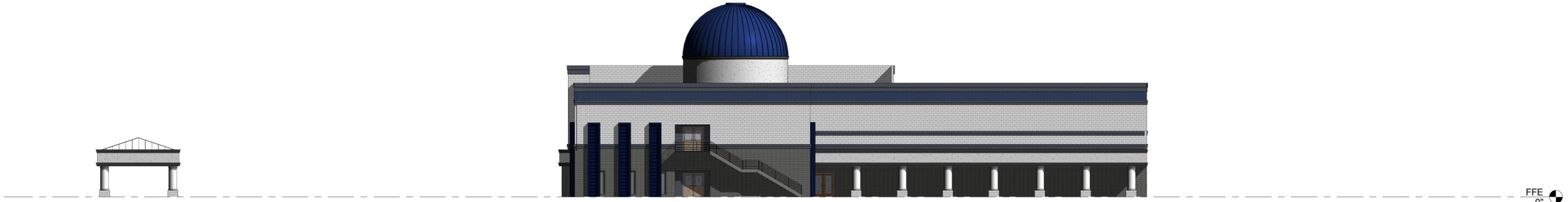
4 EAST BLDG. EL.
SK-9 1/16" = 1'-0"

FFE
0"



3 WEST BLDG. EL.
SK-9 1/16" = 1'-0"

FFE
0"



2 SOUTH BLDG. EL.
SK-9 1/16" = 1'-0"

FFE
0"



1 NORTH BLDG. EL.
SK-9 1/16" = 1'-0"

FFE
0"

PRELIMINARY
NOT FOR
CONSTRUCTION



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NEW SCHOOL CAMPUS FOR:

CORE ACADEMY OF
EXCELLENCE HIGH SCHOOL
MARANA, AZ

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. M19-1000

DATE AUGUST 28, 2019

SCALE 1/16" = 1'-0" DRAWN BY PD

DRAWING TITLE BULDING ELEVATIONS

DRAWING NUMBER SK-9

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BUILD TO SUIT LEASE AND OPTION

between

SCHOOLHOUSE PARKER LLC

a Utah limited liability company,

as Landlord

and

[REDACTED]

[REDACTED]

as Tenant

Dated: [REDACTED]

**BASIC LEASE INFORMATION
BUILD TO SUIT LEASE AND OPTION**

Lease Date: [REDACTED]

Tenant: [REDACTED]

Tenant's Notice Address: [REDACTED]

Landlord: Schoolhouse Parker LLC, a Utah limited liability company

Landlord's Notice Address: [REDACTED]

Premises: The Premises is described in Exhibit A.

Facility: All of the leasable space in facilities located on the Premises, comprising a total of approximately [REDACTED] rentable square feet as more particularly described on Exhibit B.

Substantial Completion Date (anticipated): July 1, 2018

Commencement Date: August 1, 2018

Lease Term: 240 Months

Base Rent: See Exhibit C

Security Deposit: \$50,000.00

BUILD TO SUIT LEASE AND OPTION

THIS BUILD TO SUIT LEASE AND OPTION (the “**Lease**”) is made and entered into as of February __, 2017, by and between Schoolhouse Parker LLC, a Utah limited liability company, and/or Assigns, (hereinafter "**Landlord**") and [REDACTED] nonprofit corporation, and/or Assigns (hereinafter "**Tenant**")

RECITALS

A. Landlord is a developer of school facilities for charter schools. Landlord’s business model consists of identifying and acquiring premises for the construction of school facility, developing, engineering and constructing the school facility on the premises in accordance with the specifications suitable for a charter school, leasing the completed school facility to the charter school, and providing a purchase option to the charter school for the purchase of the improved site.

B. Tenant (or its affiliate) is a non-profit corporation and licensed charter school as defined in the Charter School Law of the Nevada Revised Statutes Title 34 - Education Code Chapters 388A and 388B (“**Charter School**”) in Nevada. Tenant desires to lease a school facility in Douglas County, Colorado, with the option to purchase the school facility and premises.

C. Landlord has identified and acquired (or has under contract and will acquire soon after execution of this Lease) real property acceptable to Tenant as the site for a Charter School facility to be built for Tenant in Douglas County, Colorado (the “**Premises**”), more particularly described on Exhibit A and in this Agreement below.

D. Following acquisition of the Premises, Landlord will oversee the development and construction of such buildings and other facilities designed to host a Charter School (the “**Facility**”) on the Premises in accordance with the specifications agreed upon by Tenant and Landlord and described on Exhibit B, as amended, modified and finalized by Tenant and Landlord from time to time.

E. Following completion of the Facility on the Premises, Landlord will lease to Tenant, and Tenant will lease from Landlord, the Premises with the Facility and other improvements located thereon, subject to the terms and conditions set forth in this Lease.

F. This Lease will contain an option for the Tenant to purchase the Premises, subject to the terms and conditions set forth in this Lease.

FOR VALUABLE CONSIDERATION, receipt of which is acknowledged, Landlord and Tenant agree as follows:

ARTICLE 1 LEASE OF PREMISES

1.1 Premises Acquisition. The parties acknowledge that Landlord has entered into an agreement to purchase the Premises (the “**Purchase Agreement**”). The Premises are located in Douglas County, Colorado and are more particularly described in Exhibit A, attached hereto.

Landlord's and Tenant's obligations under this Lease are conditioned upon Landlord's closing the transaction contemplated by the Purchase Agreement and acquiring the Premises. If Landlord is unable, or elects not, to close the transaction contemplated by the Purchase Agreement or acquire the Premises (or such substituted Premises as agreed upon by the Tenant and Landlord) by April 30, 2015, either Landlord or Tenant may elect to terminate this Lease by providing written notice to the other party, whereupon the parties shall have no further obligations to each other, and Landlord shall return to Tenant the Security Deposit if any. If Landlord and Tenant agree that Landlord shall acquire a property other than that described on Exhibit A, then Exhibit A shall be amended to contain the legal description of such substituted property as the Premises.

1.2 Tenant's Inspection of the Premises. Tenant has inspected and investigated the Premises (which is limited to the building site and not the Facility or Improvements as defined herein) to Tenant's satisfaction and observed its physical characteristics and existing conditions, the operations thereon if any and on adjacent areas to its satisfaction, and hereby approves such Premises and further waives any and all objections to, complaints about, or claims (including, but not limited to, federal, state or common law based actions and any private right of action under state and federal law, including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act, and any state or local equivalent, to which the Premises is or may be subject) regarding the Premises and its physical characteristics and existing conditions, including without limitation, subsurface soil and water conditions and solid and hazardous waste and hazardous substances on, under or adjacent to the Premises. Furthermore, Tenant will be provided a preliminary title report ("**Preliminary Report**") relating to the Premises within 5 business days after acceptance of an acceptable property by tenant and will be made aware of all easements, covenants, restrictions, encumbrances and liens (collectively, "**Title Items**") pertaining to such Premises. Unless Tenant notifies Landlord otherwise and except as specifically excluded, Tenant hereby waives any and all claims relating to or arising out of such Title Items it may have against Landlord on the date that is five (5) business days after Tenant's receipt of the Preliminary Report.

1.3 Lease. Following Landlord's acquisition of the Premises as set forth in Section 1.1 above, and in consideration of the covenants of Tenant contained in this Lease, Landlord agrees to lease to Tenant and Tenant agrees to lease from Landlord the Premises. The "Premises" shall include: (i) the parcel of land situated in Douglas County, Colorado, as described on Exhibit A attached hereto, (ii) all other rights and easements which are appurtenant to such land, and (iii) the Improvements, as defined in **Article 5 below**, all of which shall be considered collectively as the Premises; SUBJECT, HOWEVER, to all current taxes and assessments, reservations in patents and all rights-of-way, easements, covenants, conditions, restrictions, obligations, liens, encumbrances, and liabilities of record as of the date hereof.

1.4 Covenant of Quiet Enjoyment. Landlord covenants that so long as Tenant shall not be in default under this Lease beyond any applicable cure period, that Tenant and its permitted subtenants, licensees, successors and assigns shall freely, peaceably, and quietly have, hold and enjoy full and exclusive use and enjoyment of the Premises.

1.5 Landlord's Access to the Premises. Prior to the completion of the Facility, Landlord, its officers, employees, agents and subagents shall, at all reasonable times, have free and full access to the Premises for the purposes of constructing the Facility and the Improvements (as

defined in Article 5 below) and any other Improvements. Upon completion of the Facility, Landlord, its officers, employees, agents and subagents, at all reasonable times following advance written notice to Tenant, shall have free and full access to the Premises for the purpose of examining or inspecting the condition thereof, for the purpose of installing, maintaining or repairing the Improvements (only as required herein), for the purpose of determining if Tenant is performing the covenants and agreements of this Lease, and for the purpose of posting such notices as Landlord reasonably may desire to protect the rights of Landlord, provided the exercise of such rights does not materially interfere with Tenant's use and enjoyment of the Premises. For purpose of this Section 1.5, twenty-four (24) hours shall be deemed to be reasonable notice.

1.6 Construction Financing. The parties acknowledge that Landlord intends to obtain construction financing in order to construct the Improvements (the "**Construction Financing**"). In the event that Landlord's lender has not, on or before **January 15, 2018**, signed loan documents requiring the lender to fund the entire construction loan required to complete the Improvements, Tenant or Landlord may elect to terminate this Lease by providing written notice to the other, whereupon the parties shall have no further obligations to each other, and Landlord shall return to Tenant the Security Deposit if any.

1.7 Pre-Construction Financing. The parties acknowledge that Landlord may incur pre-construction charges for the land for the Premises, architecture, engineering, and other pre-construction activities. Any and all expenditures incurred prior to December 1, 2017 by Landlord shall incur a financing carry charge of 15% annually. Tenant shall have the option to either pay all or a portion of this financing charge prior to December 1, 2017. Any portion of the financing charge that remains unpaid as of December 1, 2017 shall be included in the total costs of the Premises.

ARTICLE 2 TERM

2.1 Term. The term of this Lease shall commence on the Commencement Date (as defined below) and continue for a period of 240 months ("**Lease Term**"). The Lease shall terminate on 11:59 p.m. on the last day of the 240th month of the Lease Term (the "**Date**"), subject to the terms and conditions set forth in this Lease which may permit or provide for an earlier termination. Each consecutive twelve (12) month period following the Commencement Date shall be a "**Lease Year**."

2.2 Commencement Date. The "**Commencement Date**" shall be the earlier of (a) the Substantial Completion Date (as defined in Section 5.2) or (b) the date Tenant takes possession of the Premises for the operation of the Charter School.

2.3 Obligations on Lease Termination. Upon expiration or other termination of this Lease, Tenant hereby waives notice to vacate or quit the Premises and agrees that Landlord shall be entitled to the benefit of all provisions of law respecting the summary recovery of possession of the Premises from a tenant holding over to the same extent as if statutory notice had been given. On the date of expiration or other termination of this Lease, Tenant shall peaceably surrender the Premises in good order, condition and repair, ordinary wear and tear excepted, and broom clean and shall, at its expense, remove from the Premises all personal property, trade fixtures, alterations

made by Tenant and signs belonging to Tenant and shall also repair any damage caused by such property or the removal thereof. At the option of Landlord, any property not removed by Tenant shall be deemed abandoned. Any damage caused by Tenant in the removal of such items, including any damage caused by installation or removal of Tenant's sign, shall be repaired by Tenant at its expense. Notwithstanding the foregoing, all masonry, poured concrete, hard surface bonded or adhesively affixed flooring, plumbing and toilet fixtures, power panels, switches and transformers, and if requested by Landlord at the time of installation, floor covering, wall covering, ceiling material, fixed partitions, and installed lighting equipment (whether or not the same are trade fixtures), and/or other fixtures (other than trade fixtures) and other alterations which shall have been made or installed by either Landlord or Tenant upon the Premises, shall remain upon and be surrendered with the Premises as a part thereof, without disturbance, molestation or injury, and without charge, at the expiration or other termination of this Lease, and shall then become property of Landlord. Tenant shall promptly surrender all keys for the Premises to Landlord at the place then fixed for notice to Landlord and shall inform Landlord of the combinations for any locks and safes on the Premises. Should Tenant not promptly surrender the Premises as required above, Landlord shall have the option, in addition to any other rights and remedies it may have, to apply the security deposit as provided herein toward the following costs and expenses: the servicing of all heating, ventilating and air conditioning systems as well as all electrical systems, the removal of personal property, signs, alterations and trade fixtures, and the cleaning of the Premises and the making of all repairs. Tenant's obligations under this Section 2.3 shall not apply in the event that Tenant exercises its purchase option under Article 18.

ARTICLE 3 RENT

3.1 Net Lease. This is a net lease and it is the intention of the parties that, except as otherwise provided or limited by the specific provisions of this Lease, Tenant shall be responsible for all costs and expenses of the ownership, maintenance, repair and operation of the Premises incurred or accrued during the Lease Term. Any present or future law to the contrary notwithstanding, this Lease shall not terminate, nor shall Tenant be entitled to any abatement, reduction, set-off, counterclaim, defense or deduction with respect to any Base Rent or any additional rent or other sum payable hereunder, nor shall the obligations of Tenant hereunder be affected, by reason of any damage to or destruction of the Premises or by any taking of the Premises or any part thereof by condemnation, except as provided in this Lease.

Base Rent. Beginning on the later of (a) September 1, 2017 or (b) 30 days after Tenant takes possession of the Premises, and on the first day of each calendar month thereafter, Tenant shall pay to Landlord (at the Landlord's notice address set forth below or to such other place as Landlord may from time to time designate in writing) for each month during the Lease Term, the monthly portion of the rent payable each year ("**Base Rent**") as set forth in a separate agreement between Landlord and Tenant ("First Addendum to Lease") attached hereto as Exhibit C, without any deduction or offset notice or demand throughout the Lease Term. **The annual lease rate shall be 9% of the total Development Cost paid monthly. The lease rate shall increase commencing the 3rd year of the lease term to 10% of total project costs and then on the 4th year of the lease term and each anniversary thereafter by the lesser of 2.5% or the percent increase of allocated funds from the State of Nevada to Charter Schools.**

3.2 In the event that the Tenant shall take possession of the Facility on a day other than the first day of a month, then the Commencement Date shall be the first day of the following month and Tenant shall pay interim rent equal to a portion of the Base Rent pro-rated based upon the number of days in which the Tenant has possession of the Facility during that interim month.

3.3 Additional Rent. In addition to Base Rent, all other payments to be made by Tenant under this Lease (including Tax payments to the extent not paid by Tenant pursuant to 6.1) shall be deemed additional rent and shall be due and payable on demand if no other time for payment is specified. Additional rent shall be payable in monthly installments in advance on or before the first day of each calendar month, in lawful money of the United States, without deduction or offset whatsoever except as otherwise expressly permitted by this Lease, at the Landlord's notice address or to such other place as Landlord may from time to time designate in writing. Base Rent and additional rent are referred to together herein as "**Rent**".

3.4 Payments by Landlord. Upon ten (10) days prior written notice to Tenant, Landlord may pay any sum or do any act which Tenant has failed to do, and Tenant agrees to pay Landlord, upon demand, all sums so expended by Landlord, together with interest at the rate of twelve percent (12%) per annum from the date of expenditure until paid. Such sum and interest shall also be deemed additional rent.

3.5 If Tenant fails to pay any Base Rent or Additional Rent when such amounts are due and payable or if Tenant fails to pay any additional amounts or charges of any character which are payable under this Lease, Landlord, at Landlord's election, may assess and collect a one-time late fee charge equal to ten percent (10%) of each payment of rent including any other amount due hereunder, not received within fifteen (15) days from the date such rent payment is due.

3.6 Interest on Past Due Obligations. Any amount due to Landlord (including any late fee assessed under Section 3.5) which is not paid within thirty (30) days of the original due date shall bear interest at the rate of twelve percent (12%) per annum, which rate shall commence thirty (30) days after the original due date of such payment.

3.7 Security Deposit. The Security Deposit, in the total amount of Fifty Thousand Dollars (\$50,000) (hereinafter the "**Security Deposit**") shall be taken from the contingency fund of the final project budget and deposited with Landlord. The Security Deposit shall be held by Landlord for the faithful performance by Tenant of all of the terms, covenants, and conditions of this Lease to be kept and performed by Tenant during the term of this Lease. Landlord agrees to accept multiple checks for the full amount of the Security Deposit. If Tenant defaults with respect to any provision of this Lease, including but not limited to the provisions relating to the payment of monthly Base Rent, and any costs, expenses, and charges payable under the provisions of this Lease, Landlord may, but shall not be obligated to use, apply or retain all or a part of the Security Deposit for the payment of any amount which Landlord may spend by reason of Tenant's default or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If any portion of the Security Deposit is so used or applied, Tenant shall, within ten (10) days after written demand, deposit with Landlord an amount sufficient to restore the Security Deposit to its original amount; and Tenant's failure to do so shall be a material breach of this Lease. Landlord shall not be required to keep the Security Deposit separate from Landlord's general funds, and Tenant shall not be entitled to interest on the Security Deposit. If Tenant shall

fully and faithfully perform every provision of this Lease to be performed by Tenant, the Security Deposit or any balance thereof shall be returned to Tenant or, at Landlord's option, to the last permitted assignee of Tenant's interest under this Lease within thirty (30) days of the expiration of the term of this Lease and after Tenant or Tenant's permitted assignee has vacated the Premises or within fifteen (15) days of receipt of Tenant's new mailing address, whichever is later. In the event of termination of Landlord's interest in this Lease, Landlord shall transfer the Security Deposit to Landlord's successor in interest whereupon Tenant agrees to release Landlord from liability for the return of the Security Deposit or any accounting therefor. In the event that Tenant exercises its option to purchase the Premises pursuant to Article 18, the Security Deposit shall be applied towards the purchase price.

ARTICLE 4 USE OF THE PREMISES

4.1 Use. Tenant may use the Premises as an educational facility, as a headquarters for Tenant's operations and as administrative offices for Tenant's operations. Tenant acknowledges that neither Landlord nor any agent of Landlord has made any representation or warranty as to the present or future suitability of the Premises for the purposes set forth above or any other purpose or use whatsoever.

4.2 Observance of Governmental Regulations. In Tenant's use and occupancy of the Premises and the performance by Tenant of its rights and obligations under this Lease, Tenant shall fully comply with all laws, orders, rules, regulations, directives, ordinances and requirements of all governmental authorities having jurisdiction over Premises, or any part thereof, and Tenant shall pay all costs, expenses, liabilities, losses, fines, penalties, claims and demands including, without limitation, attorneys' fees, that may in any way arise out of or be imposed because of the failure of Tenant to comply with such laws, orders, rules, regulations, directives, ordinances and requirements. Tenant represents and warrants that it has obtained, and shall maintain in full force and effect during the Lease Term at all times while the Premises is used as a Charter School facility, all necessary governmental approvals to operate a Charter School at the Premises.

4.3 Right of Contest. Tenant shall have the right to contest the validity of any laws, orders, rules, regulations, directives, ordinances and requirements in the manner and under the conditions provided in this Lease with respect to contesting the validity of taxes, assessments or other liens. During such contest, Tenant may refrain from complying therewith, provided that (a) Landlord is not subjected to criminal prosecution as a result thereof, (b) Landlord's title to the Premises is not subject to forfeiture as a result thereof, or (c) neither the Premises nor any rights or interest of Landlord are otherwise prejudiced or jeopardized thereby.

4.4 Environmental Compliance.

4.4.1 Restrictions on Hazardous Substances; Remedial Work. Tenant shall not cause any Hazardous Substance (as hereinafter defined) to be brought, kept or used in or about the Premises by Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires except in commercial quantities not in violation of Applicable Environmental Law and similar to those quantities usually kept on similar premises by others in the same business or profession. Tenant, its officers, directors, owners,

agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires shall store, use and dispose of such materials in compliance with all applicable federal, state and local laws, including, without limitation, Applicable Environmental Law (as hereinafter defined). If the presence of any Hazardous Substance on, in or under the Premises caused by Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires results in any contamination of the Premises, Tenant shall promptly take all actions, at its sole expense, as are necessary to return the affected area to the condition existing prior to the introduction of any such Hazardous Substance, including, without limitation, any investigation or monitoring of site conditions or any clean up, remediation, response, removal, encapsulation, containment or restoration work required because of the presence of any such Hazardous Substance on, in or under the Premises or any release of any such Hazardous Substance in the air, soil, surface water or ground water (collectively, the “**Remedial Work**”). Tenant shall obtain all necessary licenses, manifests, permits and approvals to perform the Remedial Work prior to performing such work. Tenant shall promptly perform all Remedial Work and the disposal of all waste generated by the Remedial Work in accordance with all Applicable Environmental Law.

4.4.2 Compliance with Applicable Environmental Law. Landlord shall deliver to Tenant the Premises and the Improvements free and clear of any and all Hazardous Substances and in compliance with Applicable Environmental Law. Following delivery of the Premises to Tenant, Tenant shall be solely and completely responsible for insuring that the Premises and all activities thereon (including activities of Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires) remain in full compliance with Applicable Environmental Law and for responding to, defending against and/or complying with any administrative order, request or demand relating to potential or actual contamination on the Premises, or third party claims (including the claims of current or future subtenants in the Premises, or other tenants or subtenants in units or parcels adjoining or near the Premises) for Remedial Work or for the costs of any such Remedial Work or for the costs of any such Remedial Work which the third-party claimant has undertaken, whether such order, request, demand or claim names Landlord, Tenant or both, or refers to the Premises in any way, except where the contamination or other violation of Applicable Environmental Law occurred prior to the date of execution of the Lease or was caused by Landlord or any prior owner or tenant (other than subtenants of Tenant) of the Premises. Tenant’s responsibility under this Section includes but is not limited to promptly responding to such orders, requests, demands and claims on behalf of Landlord and defending against any assertion of Landlord’s financial responsibility or individual duty to perform thereunder.

4.4.3 Indemnification. Tenant shall indemnify, hold harmless and defend Landlord, its officers, directors, employees, agents, successors, and assigns (collectively with Landlord, the “**Landlord Indemnitees**”) for, from and against any and all claims (including, without limitation, third party claims for personal injury or real or personal property damage), actions, administrative proceedings (including informal proceedings), judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest or losses (including, without limitation, diminution in value of the Premises and the Improvements, damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements, damages arising from any adverse impact on marketing of space in the Improvements, and sums paid in settlement of claims, attorney’s fees, consultant fees, expert fees and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from or asserted directly or indirectly

against any Landlord Indemnitee during or after the term of this Lease as a result of the presence of any Hazardous Substance on, in or under the Premises or any release of any Hazardous Substance into the air, soil, surface water or ground water, which Hazardous Substance was brought, kept or used in or about the Premises by Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires during the term of this Lease, or as a result of a breach by Tenant of its obligations under this **Section 4.4.3**. Tenant shall assume, pursuant to the foregoing indemnity, any liabilities or responsibilities which are assessed against any Landlord Indemnitee in any action described under this **Section 4.4.3** and under **Section 4.4.2** herein. Tenant shall promptly provide to Landlord copies of all communications, filings or other writings, photographs or materials given to or received from any person, entity or agency in connection with any cleanup or Remedial Work conducted by Tenant, and shall notify Landlord of, and permit Landlord's representative to attend any meetings or oral communications relating thereto.

Landlord shall indemnify, save harmless and defend Tenant, its officers, directors, employees, agents, successors, and assigns (collectively with Tenant, the "**Tenant Indemnitees**") for, from and against any and all claims (including, without limitation, third party claims for personal injury or real or personal property damage), actions, administrative proceedings (including informal proceedings), judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest or losses (including, without limitation, diminution in value of the Premises and the Improvements, damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements, damages arising from any adverse impact on marketing of space in the Improvements, and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from or asserted directly or indirectly against any Tenant Indemnitee during or after the term of this Lease as a result of the presence of any Hazardous Substance on, in or under the Premises or any release of any Hazardous Substance into the air, soil, surface water or ground water, which Hazardous Substance was brought, kept or used in or about the Premises by Landlord, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires, or as a result of a breach by Landlord of its obligations under this **Section 4.4.3**. Landlord shall assume, pursuant to the foregoing indemnity, any liabilities or responsibilities which are assessed against any Tenant Indemnitee in any action described under this **Section 4.4.3** and under **Section 4.4.2** herein.

4.4.4 Definitions. As used herein, the term "**Hazardous Substance**" means any hazardous or toxic substance, material, or waste which is or becomes regulated by any local governmental authority, the State in which the Premises are located, or the United States Government, including, without limitation, (i) any substance, chemical or waste that is or shall be listed or defined as hazardous, toxic or dangerous under Applicable Environmental Law, (ii) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any federal, state or local governmental authority pursuant to any environmental, health and safety or similar law, code, ordinance, rule, regulation, order or decree and which may or could pose a hazard to the health and safety of occupants or users of the Premises or any part thereof, any adjoining property or cause damage to the environment, (iii) any petroleum products, (iv) PCB's, (v) leaded paint, and (vi) asbestos. As used in this Lease, the term "**Applicable Environmental Law**" shall include the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §§ 9601 et seq., the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901, et

seq., the Federal Water Pollution Control Act, 33 U.S.C. §§ 1251 et seq., the Clean Air Act, 42 U.S.C. §§ 7401, et seq., the Hazardous Materials Transportation Act, 49 U.S.C. §§ 1801 et seq., the Toxic Substances Control Act, 15 U.S.C. §§ 2601 et seq., and the Safe Drinking Water Act, 42 U.S.C. §§ 300f through 300j-26, as such Acts have been or are hereafter amended from time to time; any so called Superfund or Superlien law; and any other federal, state and local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, substance or material as now or any time hereafter in effect.

4.4.5 Survival. The obligations of Tenant and Landlord and the foregoing indemnities of Tenant and Landlord set forth in this **Article 4** shall survive the termination or expiration of this Lease.

4.5 Prohibited Uses.

4.5.1 Tenant shall not do or permit anything to be done in or about the Premises, nor bring or keep anything therein which will cause a cancellation of any insurance policy covering the Premises, nor shall Tenant sell or permit to be kept, used or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance unless Tenant provides additional insurance coverage extending protection to cover all risks associated with these articles.

4.5.2 Tenant shall not use the Premises or permit anything to be done in or about the Premises which will in any way conflict with any law, statute, ordinance or governmental rule or regulation or requirement of duly constituted public authorities now in force or which may hereafter be enacted, promulgated or created. Tenant shall, at Tenant's sole cost and expense, promptly comply with all laws, statutes, ordinances and governmental rules, regulations or requirements now in force or which may hereafter be in force and with the requirements of any board of fire underwriters or other similar body now or hereafter constituted relating to or affecting the use or occupancy of the Premises, including structural changes that relate to or affect the use of the Premises.

4.5.3 Tenant shall comply with all requirements, if any, of any recorded restrictive covenants or bylaws of any association affecting the Premises.

**ARTICLE 5
IMPROVEMENT OF THE PREMISES AND
CONSTRUCTION OF IMPROVEMENTS**

5.1 Improvements. The Landlord shall construct the Improvements in the manner set forth below:

5.1.1 Definitions.

(i) The “**Improvements**” mean the Facility and other improvements Landlord is obligated to construct and install in and on the Premises as described on Exhibit B attached hereto, as may be amended and supplemented from time to time. The

Improvements, and all structural and equipment specifications shall be subject to governmental review and approval prior to commencement of any improvement work. Landlord and Tenant hereby approve the prototypical plans on Exhibit B, as may be amended and supplemented from time to time (the “**Plans**”). Landlord shall cause final plans and specifications to be prepared for the construction of the Improvements based upon the Plans, subject to modification by the applicable city or county supervising department (“**City**”) in order to comply with City requirements and such modifications as are necessary to conform the Plans to the property upon which the Improvements are being constructed. Landlord shall provide drafts of the Plans and any revisions to the Plans to Tenant for its review and comment. Landlord shall adopt Tenant’s requested changes to the Plans to the extent permitted by the exercise of Landlord’s good faith and commercially reasonable judgment. The Plans, once modified and approved by the City shall be the “**Final Plans**.” The construction and installation of the Improvements shall be subject to the governmental inspection and approval for compliance of the Improvements with the City-approved Final Plans. All such construction shall be constructed and otherwise completed in a first class workmanlike manner, and in accordance with the requirements of any and all laws, ordinances and regulations applicable thereto, including zoning and building code requirements of any municipal or other governmental agency having jurisdiction over the Premises at the time said construction takes place or otherwise completed and including the Americans with Disabilities Act of 1990 (the “**ADA**”).

(ii) The Improvement Cost is the actual cost Landlord incurs in installing and constructing the Improvements. Landlord shall pay the Improvement Cost. If Tenant desires additional improvements in excess of, or in lieu of those described on in the Final Plans set forth in Exhibit B, the cost of such additional or substituted improvements shall be the sole responsibility of the Tenant, and Tenant shall deliver funds sufficient to cover such additional expenses to Landlord prior to Landlord proceeding with the additional improvements.

(iii) “**Completion**” means the Inspection Approval Date (as hereinafter defined).

(iv) “**Force Majeure Delay**” shall mean an unanticipated delay in the critical path of construction due to weather, act of God, unavailability or shortage of labor or materials, national emergency, fire or other casualty, natural disaster, war, delays or actions of governmental authorities or utilities, riots, acts of violence, labor strike, the existence of any Dispute (as hereinafter defined), injunctions in connection with litigation, or other cause which is not within the reasonable control of the Landlord.

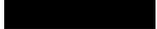
5.2 Completion of Improvements. The Landlord shall notify the Tenant in writing once the Landlord has received documentation from the contractor engaged to construct the Improvements stating that such contractors have completed their work or when the Landlord believes, based on notice from its contractor, that the Improvements have been completed, except for minor punch list work (“**Substantial Completion**”). Landlord shall exercise commercially reasonable efforts to cause Substantial Completion to occur no later than August 1, 2017 (“**Substantial Completion Date**”). Landlord shall exercise commercially reasonable efforts to

include a liquidated damages (the “**Liquidated Damages**”) clause in the construction contract for the construction of the Landlord’s Work. The parties shall have 15 days following notice of Substantial Completion to inspect the Improvements. If Tenant believes that the Improvements have not been completed properly, then Tenant may notify the Landlord in writing within said 15 day period. Any objections shall be handled in the same manner for objections set forth in **Article 16**. If Tenant does not object within said 15 day period, then for purposes of this Lease the parties shall be deemed to agree that the Improvements have been completed (the “**Inspection Approval Date**”). Any Liquidated Damages received pursuant to this Section 5.2 shall be paid (a) first to Landlord to cover the fees and expenses associated with the retention of another subcontractor to finish non-completed or unacceptable improvements and (b) second, to the extent there remains any amounts remaining after paying the items in item (a) above, such remaining amounts shall be paid to the Tenant to cover expenses incurred by the Tenant as a result of such delays.

5.3 Right to Inspect Improvements. All parties shall have the right to inspect the construction of the Improvements at any time; provided, however, such inspection shall be at the sole risk of such inspecting party. If Tenant believes that the Improvements are not being properly constructed, then Tenant shall notify Landlord. The Landlord shall review the information that the Tenant is relying on in order to determine if Improvements are not being properly constructed. If the Landlord agrees with the Tenant, then the Landlord shall notify the applicable contractor of such fact and demand that the contractor correct any work that is not in substantial conformance. If the Landlord does not agree with the Tenant, then the Landlord shall notify the Tenant of such fact. If Tenant disagrees with the Landlord’s decision, then Tenant shall submit the matter to arbitration as provided herein.

5.4 Warranties. Upon Completion of the Improvements, the Landlord shall assign to the Tenant, on a non-exclusive basis, all warranties received in connection with the construction and installation of same, if any, and to the extent such warranties are assignable.

5.5 Representatives. Each party designates the respective individuals named below as its representatives to act on its behalf in all matters covered by this Lease. All inquiries, requests, instructions, authorizations, and other communications with respect to the matters covered by this Lease shall be made to such representatives. Any party may, without further or independent inquiry, assume and rely at all times that each of the other party's representative designated hereunder has the power and authority to make decisions on behalf of such party, to communicate such decisions to the other party and to bind such party by his acts and deeds, unless otherwise notified in writing by the party designating the representative. Any party may change its representative under this Lease at any time by written notice to the other parties. The initial representative of each party for purposes of this paragraph shall be as follows:

Tenant: 
Landlord: 

5.6 Meetings. From and after the date of this Lease and until Completion of the Improvements, the designated representatives of the parties shall meet on a regular basis (the frequency of which shall be as agreed upon from time to time by the parties) regarding the status of construction of the Improvements, scheduling and coordination issues, engineering and design

issues, and other similar issues. The Landlord shall be responsible for scheduling the time and location of such meetings, and shall give the other parties at least 5 days' advance notice thereof.

5.7 Alterations. In addition to the construction of the Improvements, at any time and from time to time during the Lease Term, Tenant, at its sole cost and expense, but subject to Landlord's prior written approval, may make additions and alterations to the Improvements now or hereafter located on the Premises, provided that (a) all such additions and alterations shall be constructed in a first class workman like manner and shall not decrease the value of any of the existing Improvements; and (b) all required approvals of such construction shall have been obtained from the governmental authorities and utilities having jurisdiction thereof. Landlord shall in all cases have the right to post on the Premises a "notice of non-responsibility" prior to commencement of construction. Notwithstanding the foregoing, Tenant shall be permitted to make non-structural alterations to the Premises or Improvements without the consent of Landlord.

5.8 Plans and Specifications. All construction work on the Premises, and all alterations and additions thereto, shall be done in compliance with and pursuant to the Final Plans and performed by duly licensed and reputable contractors approved by Landlord in its sole and absolute discretion.

5.9 Tenant Improvements. Tenant may, at Tenant's sole cost and expense and with the aid of a licensed architect or engineer, construct or cause the construction of certain improvements as more particularly described in Exhibit D ("**Tenant Improvements**"). The Tenant Improvements shall be constructed in accordance with the terms and conditions of this Lease and Exhibit D (including without limitation completing plans and specifications for the Tenant Improvements, submitting such plans and specifications to Landlord for approval, and obtaining Landlord's approval prior to commencement of construction). All Tenant Improvements shall be completed in a good and workmanlike manner by Tenant at Tenant's sole cost and expense, and all materials and equipment incorporated into the Tenant Improvements (i) will be new and free of defects, (ii) will conform to all regulations, applicable laws, ordinances and regulations of all duly constituted authorities, as the same are in effect on the date hereof and may be hereafter modified, amended or supplemented ("**Applicable Laws**"), and (iii) will conform to the final working drawings approved by Landlord and Tenant, including all changes or modifications thereto approved by Landlord.

5.10 Mechanics' Liens. Tenant shall not suffer or permit to be enforced against the Premises, or any part thereof, and shall indemnify and hold Landlord and the Premises harmless for, from and against any mechanics', materialman's, contractor's or subcontractor's liens arising from, or any claim for damage growing out of the Tenant Improvements or the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Tenant, but Tenant shall pay or cause to be paid all of such liens, claims, or demands before any action is brought to enforce the same against the Premises. If Tenant shall in good faith contest the validity of any such lien, claim, or demand, then Tenant shall, at its expense, defend itself and Landlord against the same and shall pay and satisfy any adverse judgment that may be rendered thereon prior to execution thereof and in the event of any such contest Tenant shall at the request of Landlord provide such security and take such steps as may be required by law to release the Premises from the effect of such lien. Furthermore, Landlord shall not allow, and shall indemnify and hold Tenant harmless for, from and against any mechanics', materialman's, contractor's or

subcontractor's liens arising from, or any claim for damage growing out of the Improvements and the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Landlord in connection with the Improvements.

5.11 Expansion Right of First Refusal. Landlord and Tenant shall enter into an Expansion Right of First Refusal substantially as set forth on Exhibit E

ARTICLE 6 TAXES AND ASSESSMENTS

6.1 Payment of Taxes and Assessments. Except as otherwise provided in **Section 6.3**, Tenant shall pay, prior to delinquency: (a) all taxes, assessments, levies, fees, fines, penalties and all other governmental charges, general and special, ordinary and extraordinary, foreseen and unforeseen, which are during the Lease Term, imposed or levied upon or assessed against (i) the Premises, (ii) any Base Rent or other sum payable by Tenant hereunder or (iii) this Lease, the leasehold estate hereby created or which arises in respect of the operation, possession or use of the Premises; and (b) all sales, transaction privilege, gross receipts or similar taxes imposed or levied upon, assessed against or measured by any Base Rent or other amounts payable to Landlord hereunder to the extent required by applicable law, but not income taxes. If Tenant fails to pay any of the foregoing before they become delinquent, Landlord, after notice to Tenant, may pay such delinquent taxes, assessments, levies, fees, fines, penalties and governmental charges, and all expenditures and costs incurred thereby shall be payable as additional rent hereunder within twenty (20) days after such notice to Tenant. Tenant will furnish to Landlord, promptly after demand therefore, proof of payment of all items referred to above which are payable by Tenant. If any such assessment may legally be paid in installments, Tenant may pay such assessment in installments.

6.2 Prorations. All ad valorem real estate taxes and personal property taxes which are due and payable in the first Lease Year and within one year after the expiration of the Lease Term shall be prorated as of the Commencement Date or the date of expiration of the Lease Term, whichever is applicable, on the basis of the fiscal year with respect to which such taxes are assessed, and assuming that such taxes are payable in arrears. Tenant shall be responsible for and shall pay the portion of such taxes relating to the periods beginning with the Commencement Date through and including the expiration or earlier termination of this Lease.

6.3 Privilege of Contesting. Upon at least ten (10) days prior written notice to Landlord and Tenant furnishing to Landlord such bonds or other security as determined and requested by Landlord, Tenant shall have the right to protest, contest, object to or oppose the legality or amount of any such taxes and assessments to be paid by Tenant hereunder. Tenant shall only be required to post a bond pursuant to the preceding sentence for those tax payments which are due and shall do so no later than the due date for such tax payment. In the event of any such contest, Tenant may defer payment of any such tax or assessment so long as the legality or the amount thereof is being so contested, diligently and in good faith; provided, however, that if at any time payment of the whole or any part thereof shall become necessary in order to prevent the termination by sale or otherwise of the right of redemption of any property affected thereby or to prevent physical eviction of either Landlord or Tenant because of nonpayment thereof, Tenant shall pay the same in order to prevent such termination of the right of redemption or such eviction. Any such contest

shall be at the sole cost and expense of Tenant, and Tenant shall pay any costs or expenses incurred by Landlord as a result of any such contest. Each refund of any tax, assessment, fee or charge so contested shall be paid to Tenant, and Landlord shall not, without prior approval of Tenant, make or enter into or finally agree to any settlement, compromise or any disposition of any contest or discontinue or withdraw any contest or accept any refund, other adjustment or credit of or from any such tax or assessment as a result of any contest. If there are any refunds of the taxes or assessment at the end of the Lease Term, the amounts will be prorated between Landlord and Tenant on the basis set forth in **Section 6.2**. Any and all penalties and interest that become due as a result of any such contest shall be paid by Tenant.

ARTICLE 7 REPAIRS AND MAINTENANCE

7.1 Obligations of Tenant. During the Lease Term, Tenant, at its sole cost and expense, shall keep and maintain the Premises and all of the improvements now or hereafter located on the Premises and all additions thereto, in good and safe condition and repair (as such terms are generally defined and accepted under applicable standards of practice, custom and any applicable laws) and shall make all necessary repairs, replacements and renewals, foreseen or unforeseen, ordinary or extraordinary, in order to maintain such state of repair and condition; it being the intention of the parties that Landlord shall have no liability for any of the foregoing, that Landlord shall obtain possession of the improvements at the end of the Lease Term, and that the improvements will be in good repair and condition at said time, reasonable wear and tear excepted and insured casualty loss excepted. During the Lease Term, Tenant shall also be responsible, at Tenant's sole cost and expense, for the maintenance, repair and replacement of the Premises, including, without limitation, all buildings, HVAC, windows and plate glass, wiring, plumbing, roadways, driveways, parking areas, landscaping, sidewalks, fencing, lighting, retention areas, drainage and utility facilities and other improvements located on, in, or under the Premises. Tenant, at Tenant's expense, shall be responsible for all improvements, additions, alterations, maintenance, and repairs necessary or appropriate such that the Premises and all improvements thereon are in compliance with the ADA. Tenant waives any provisions of law that may require any duty of repair by Landlord or permit Tenant to make repairs at the expense of Landlord. Tenant's foregoing obligations and responsibilities shall not include or extend to issues related to the structural integrity of the Facility. In the event Tenant persistently neglects said responsibilities as listed above, Landlord may, at its reasonable discretion, take over management and maintenance of the Premises and charge costs, including reasonable management fees to Tenant, which sums shall be payable as additional rent. Beginning with the thirty-sixth month of the Lease Term and each month thereafter, Tenant shall maintain and deposit monthly to a separate bank account held jointly in the name of Tenant and Landlord that requires the signature of both Landlord and Tenant for any withdrawal or transfer, an amount equal to 1% of its monthly base rental in a reserve and replacement account to be spent solely for the upkeep of the property. This requirement shall adjust to 2% of its monthly base rent on the 48th month of the Lease Term. These funds shall be used for capital improvement items with the design to maintain the Premises in a condition similar to the condition upon the Commencement Date, which items shall include HVAC, exterior improvements such as exterior paint, roofing, parking lot repaving, major plumbing items and the similar capital expenditure items. The expenditure of these funds shall be mutually agreed to between Tenant and Landlord; provided, however, Tenant agrees to approve any expenditure necessary to keep the Premises and Facility in good and safe condition substantially similar to the

condition of the Premises as delivered on the Commencement Date. Notwithstanding the foregoing, in the event the reserve and replacement account described herein exceeds an amount equal to \$100,000, Tenant shall not be required to deposit the monthly amount, for so long as the account balance exceeds \$100,000, but shall be required to make additional monthly contributions to the extent such amount falls below \$100,000 for any reason, including draws upon such funds for capital expenditures, necessary to restore the account to \$100,000.

7.2 Landlord Warranty. In addition to any construction warranties assigned to Tenant, and notwithstanding anything to the contrary in this Lease, Landlord shall warrant that the Improvements will be in a good and working condition for a period of one (1) year following the Substantial Completion. Such warranty shall include a duty to promptly repair any item at Landlord's sole cost upon written notice from Tenant.

ARTICLE 8 UTILITIES

8.1 Payment of Utilities. During the Lease Term, Tenant agrees to pay, when due, and to indemnify, defend and hold Landlord and the Premises harmless for, from and against any liability for all charges for water, sewer, gas, electricity, telephone, CATV, and all other utility services of every kind and nature supplied to and used on the Premises, including all connection fees and/or pending assessment charges that accrue after the Commencement Date. Any interruptions or impairments of utility services of any nature or in any manner whatsoever shall not affect any of Tenant's obligations under this Lease unless caused by the negligence, recklessness, or willful misconduct of Landlord, its agents, contractors, or employees, in which case rent shall be equitably abated during the period of the interruption or impairment based on the portion of the Premises that are not useable as a result of such interruption or impairment.

ARTICLE 9 INSURANCE AND INDEMNITY

9.1 Indemnity. After the Commencement Date, Landlord shall not be liable for and Tenant covenants and agrees to indemnify and save all Landlord Indemnitees entirely harmless for, from and against each and every claim, demand, liability, loss, cost, damage and expense, including, without limitation, attorneys' fees and court costs, arising out of any liability, claim or expense (and reasonable attorneys' fees and costs) arising out of Tenant entering into, and performing its obligations under, this Lease, and any accident or other occurrence causing injury to or death of persons or damage to property by reason of use, construction or maintenance of any improvements other than the Improvements, of any additions, alterations or renovations thereto, or due to the condition of the Premises or any improvements thereon, or the use or neglect thereof by Tenant or any agent, employee, invitee, contractor, or customer of Tenant, or any other person, or otherwise occurring upon the Premises or any improvements thereon. Tenant further agrees to indemnify and save all Landlord Indemnitees and the interests of Landlord in the Premises entirely harmless for, from and against all claims, demands, liabilities, damages and penalties arising out of any failure of Tenant to comply with any of Tenant's obligations under this Lease, including without limitation attorneys' fees and court costs. These indemnities shall survive the expiration of this Lease or the earlier termination thereof.

9.2 Casualty Insurance. Tenant will, at all times during the Lease Term and at the sole cost and expense of Tenant, keep all improvements, equipment, and fixtures on the Premises insured for the benefit of Landlord and Tenant, each named as co-insureds, to the extent of one hundred percent (100%) of the full replacement cost thereof against loss or damage from fire and other risks normally insured against. Tenant hereby assigns Landlord any and all proceeds payable with respect to such policies except to the extent such proceeds are payable with respect to any property that would remain the property of Tenant upon the termination of this Lease.

9.3 Comprehensive Liability Insurance. Tenant, at the sole cost and expense of Tenant, shall at all times during the Lease Term, maintain in force an insurance policy or policies which will name Landlord and Tenant as insured parties insuring against all liability resulting from injury or death occurring to persons in or about the Premises, with limits for each occurrence of not less than \$2,000,000 per person and \$4,000,000 per occurrence combined single limit, with respect to personal injury, death and property damage. The original of such policy or policies shall remain in possession of Tenant; provided, however, that Landlord shall have the right to receive from Tenant, upon written demand, a duplicate policy or policies of any such insurance. Tenant shall also maintain and keep in force all employees' compensation insurance on its employees, if any, required under the applicable workmen's compensation laws of the state in which the Premises are located.

9.4 Rental Insurance. Tenant, at the sole cost and expense of Tenant, shall at all times during the Lease Term, maintain in full force a rental value insurance policy covering risk of loss due to the occurrence of any of the hazards described in the preceding subparagraphs of this Article 9, in an amount sufficient to prevent Landlord from becoming a coinsurer, but in any event, in an amount not less than one hundred percent (100%) of the then full rental income fixed by this lease including all rental that Tenant agrees to pay hereunder

9.5 Policy Requirements. All insurance policies required or otherwise provided and maintained under this **Article 9** shall be issued by a company or companies with an "A"- company rating and a Financial Rating of Class XII or better by the then most current edition of Best's Insurance Guide (or if such guide is no longer published, then having a comparable rating as specified by Landlord from time to time), responsible and authorized to do business in the state in which the Premises are located, as Tenant shall determine, and shall be approved by Landlord. All policies referenced in this Article 9 shall name Landlord as an additional insured. Tenant shall furnish from the insurance companies or cause the insurance companies to furnish to Landlord certificate of coverage. All such policies shall be written as primary policies, not contributing with and not in excess of any coverage which Landlord may carry. Tenant shall at least twenty (20) days prior to the expiration of such policies furnish Landlord with renewals or binders. If Tenant does not procure and maintain such insurance, Landlord may, but is not obligated to, procure such insurance on Tenant's behalf and all sums paid by Landlord shall bear interest at the rate of eighteen percent (18%) and shall be immediately due and payable. Tenant shall have the right to provide such insurance coverage pursuant to blanket policies obtained by Tenant provided such blanket policies expressly afford coverage to the Premises and to Landlord as required by this Lease.

9.6 Mutual Release of Subrogation Rights. Without in any way limiting the applicability of **Section 9.1**, Tenant and Landlord each hereby release and relieve the other and the officers, directors, owners, shareholders, employees, agents and representatives of the other, and

waive their entire right of recovery against the other and the officers, directors, owners, shareholders, employees, agents and representatives of the other, for loss or damage arising out of or incident to the perils insured against under this **Article 9**, which perils occur in, on or about the Premises, whether due to the negligence of Landlord or Tenant or their agents, employees, contractors, concessionaires and/or invitees, but only to the extent of insurance proceeds actually paid. Tenant shall, upon obtaining the policies of insurance required hereunder, give notice to and obtain waiver of subrogation agreements or endorsements from the insurance carrier or carriers concerning the foregoing mutual waiver of subrogation contained in this Lease.

ARTICLE 10 ASSIGNMENT AND SUBLETTING

10.1 Assignment and Subletting.

10.1.1 Prohibition against Assignment. Tenant shall not have the right to assign or sublease all or part of this Lease without Landlord's prior written consent, which consent may be granted or withheld in Landlord's reasonable discretion; provided, however, Landlord shall not object to the assignment by Tenant to a subsidiary or affiliated entity or entities.

10.1.2 Subleases Subject to this Lease. Any sublease shall be subject to all of the terms and conditions of this Lease and each subtenant, by accepting any sublease and entering into possession of any portion of the Premises shall be deemed to have covenanted directly with Landlord to observe and perform all of the provisions of this Lease as they relate to the portion of the Premises subject to the sublease. No assignment or sublease shall act to release Tenant from the obligations hereunder. No consent by Landlord to any assignment or subletting by Tenant shall relieve Tenant of any obligation to be performed by Tenant under this Lease, whether occurring before or after such consent, assignment or subletting. The consent by Landlord to any assignment or subletting shall not relieve Tenant from the obligation to obtain Landlord's express written consent to any other assignment or subletting. The acceptance of rent by Landlord from any other person or legal entity shall not be deemed to be a waiver by Landlord of any provision of this Lease or to be a consent to any assignment, subletting or other transfer. Consent to one assignment, subletting or other transfer shall not be deemed to constitute consent to any subsequent assignment, subletting or other transfer. Tenant shall pay Landlord the amounts of any increase in costs or expenses incident to the occupancy of the Premises by such assignee or subtenant, including but not limited to, reasonable attorney's fees incurred in connection with giving such consent.

10.1.3 Landlord's Right to Assign. Landlord shall have the right to assign its interest under this Lease without the consent of Tenant. In the event Landlord assigns such interests, Landlord shall, from and after the date of the assignment, be relieved of any and all liability and obligation to Tenant hereunder, and all such liability and obligation shall, as of the time of such assignment or on the Commencement Date, whichever is later, automatically pass to Landlord's assignee. This Lease shall not be affected by any assignment, sale or transfer and Tenant shall attorn to the purchaser or other transferee. In the event of a sale or conveyance by Landlord of Landlord's interest in the Premises other than a transfer for security purposes only, Landlord shall be relieved from and after the date specified in any such notice of transfer of all obligations and liabilities to Tenant which accrue after such sale or conveyance on the part of Landlord, provided

that any funds in the possession of Landlord at the time of transfer in which Tenant has an interest shall be delivered to the successor Landlord. This Lease shall not be affected by any such sale or transfer and Tenant shall attorn to the purchaser or other transferee provided that all of Landlord's obligations accruing hereunder from and after such sale or transfer are assumed in writing by such purchaser or transferee

ARTICLE 11 DAMAGE AND DESTRUCTION

11.1 No Abatement of Rent. No damage to or destruction of Improvements shall effect an abatement or reduction in rental. Tenant waives any provisions of the law that may be to the contrary.

11.2 Damage or Destruction. If any Improvements are damaged or destroyed during the Lease Term by any casualty which is required to be covered by a policy of insurance to be maintained pursuant to **Article 9**, Tenant shall repair and/or rebuild the same so that the repaired or rebuilt Improvements shall have at least the same values as such Improvements immediately prior to such damage or destruction.

ARTICLE 12 CONDEMNATION

12.1 Eminent Domain; Cancellation. If all of the Premises are taken by any entity with the power of eminent domain (a “**Condemning Authority**”) or if the Premises are conveyed to a Condemning Authority by a negotiated sale, or if part of the Premises is so taken or conveyed such that the use of the remaining Premises is materially interfered with, or such that the Improvements cannot be rebuilt so that upon completion Tenant may again use the Premises without substantial interference, Tenant may terminate this Lease by giving Landlord written notice at any time after the occurrence of any of the foregoing and such termination shall be effective as of the date of the transfer to the Condemning Authority. If this Lease is terminated pursuant to this **Section 12.1**, Landlord shall refund to Tenant any rent prepaid beyond the effective date of termination.

12.2 Partial Takings. If part of the Premises or any of the Improvements are taken or conveyed without substantially interfering with the use of the Premises, this Lease shall not terminate and rent shall not abate. In such event, Landlord shall receive the portion of the award attributable to the value of the fee title estate taken, and Tenant shall receive all remaining awards and other compensation or sums, and Tenant shall apply all such amounts it received to the extent necessary to pay the cost of restoring the Improvements and/or the Premises to a complete architectural unit suitable for Tenant’s use on the Premises.

12.3 Basis of Awards. No award for any partial or entire taking shall be apportioned, and Tenant hereby assigns to Landlord any award which may be made in such taking or condemnation, together with any and all rights of Tenant now or hereafter arising in or to the award or any portion thereof; provided, however, that nothing contained herein shall be deemed to give Landlord any interest in or to require Tenant to assign to Landlord any award made to Tenant for the taking of personal property and fixtures belonging to Tenant, for the interruption of or damage to Tenant's business and for Tenant's unamortized cost of leasehold improvements. In the event

of a partial taking which does not result in a termination of this Lease, rent shall be abated in the proportion which the part of the Premises so made unusable bears to the rented area of the Premises immediately prior to the taking. No temporary taking of the Premises or Tenant's right therein or under this Lease shall terminate this Lease or give Tenant any right to any abatement of rent thereunder and any award made to Tenant by reason of any such temporary taking shall belong entirely to Tenant, and Landlord shall not be entitled to any portion thereof.

ARTICLE 13 LANDLORD FINANCING

13.1 Prohibition of Landlord's Mortgage. Landlord shall have the right to encumber its interest in the Premises by one or more mortgages, deeds of trust, assignments of rents and leases, security agreements or otherwise (a "**Landlord Mortgage**"). As a condition to any Landlord Mortgage, Landlord shall obtain a non-disturbance agreement from each secured party providing that such secured party will not disturb Tenant's enjoyment of the Premises under the Lease so long as Tenant is not in default under the Lease beyond the applicable cure period.

13.2 Attornment. If the holder of any Landlord Mortgage shall hereafter succeed to the rights of Landlord under this Lease, then at the option of such successor, Tenant shall attorn to and recognize such successor as Tenant's landlord under this Lease, and shall promptly execute and deliver any instrument that may be necessary to evidence such attornment.

13.3 Prohibition of Tenant's Mortgage. Tenant shall not have the right to mortgage its interest in this Lease.

ARTICLE 14 ADDITIONAL COVENANTS

14.1 Subordination. This Lease at Landlord's option shall be subject and subordinate to the lien of any mortgages or deeds of trust in any amount or amounts whatsoever now or hereafter placed on or against the Premises, the Improvements, or on or against Landlord's interest or estate therein, without the necessity of the execution and delivery of any further instruments on the part of Tenant to effectuate such subordination. Notwithstanding anything to the contrary in this Article or Article 15, this Lease shall remain in full force and effect for the full term hereof, including any extensions, so long as Tenant is not in default hereunder. Landlord agrees to provide to Tenant a non-disturbance agreement from its lender in a form reasonably acceptable to Tenant, and from any subsequent lenders. Tenant shall execute and deliver upon demand without charge therefore, such further instruments evidencing such subordination of this Lease to the lien of any such mortgages or deeds of trust as may be required by Landlord.

14.2 Estoppel Certificates.

14.2.1 Delivery of Tenant Estoppel Certificate. Tenant shall at any time upon ten (10) days' prior written notice from Landlord execute, acknowledge and deliver to Landlord, or the holder of any Landlord Mortgage or such other persons or entities as Landlord may designate, a statement in writing, all limited to Tenant's actual knowledge: (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modifications and certifying that this Lease, as so modified, is in full force and effect) and the date

to which the rent and other charges are paid in advance, if any; (ii) acknowledging that there are not, to Tenant's knowledge, any uncured defaults on the part of Landlord hereunder, or specifying such defaults if any are claimed; (iii) acknowledging that Tenant has unconditionally accepted the Premises, is in possession thereof, and no defense to enforcement of the Lease exists; (iv) agreeing to provide any Landlord mortgagee with the opportunity to cure defaults by Landlord; and (v) agreeing not to amend, cancel or assign (except to affiliates as approved by Landlord) the Lease without the prior written consent of any holder of a Landlord Mortgage. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises.

14.2.2 Consequences if Tenant Estoppel Certificate not Delivered. At Landlord's option, Tenant's failure to deliver such statement within such time shall be a material breach of this Lease. Tenant's failure shall also be conclusive upon Tenant (i) that this Lease is in full force and effect, without modification, except as may be represented by Landlord; (ii) this Lease constitutes the entire agreement between Landlord and Tenant with respect to the Premises and, except as set forth in this Lease, Tenant does not claim any right, title, or interest in or to the Premises, or any part thereof, (iii) that there are no uncured defaults in Landlord's performance; (iv) that not more than one month's rent has been paid in advance; (v) that Tenant is in possession of the Premises; (vi) that no defenses exist to the enforcement of the Lease; and (vii) that Tenant agrees to be bound by provisions in this Lease and (iv) in **Section 14.2.1**.

14.3 Representations.

14.3.1 The Tenant is duly organized, validly existing and in good standing under the laws of the State of Colorado.

14.3.2 The Tenant has the power and authority to enter into and to perform its obligations under this Lease. The execution and delivery of this Lease and performance by the Tenant of its obligations under this Lease have been duly authorized by all necessary action.

14.3.3 This Lease has been duly executed and delivered by the Tenant.

14.3.4 The execution and delivery of this Lease and the performance of the terms herein by the Tenant; (i) will not conflict with or result in a violation of any applicable Colorado law or rule affecting the Tenant; (ii) will not conflict with or result in a violation of any judgment, order or decree of any court or governmental agency of the State of Colorado to which the Tenant is a party or by which it is bound; (iii) will not violate the terms of any instrument, document or agreement, to which the Tenant is a party or by which it or any of its property is bound; or (iv) conflict with, result in a breach of or constitute a default under any such instrument, document or agreement to which the Tenant is a party by which it or any of its property is bound.

14.3.5 No consent, license, approval or authorization of any governmental authority, bureau or agency is required in connection with the execution, delivery, performance, validity and enforceability of this Lease by or against the Tenant, except those that have previously been obtained.

14.4 Financial Condition. On a semi-annual basis, Landlord may request from Tenant, and Tenant shall deliver, a copy of Tenant's most recent financial statement as to Tenant's

Financial Condition, including those prepared by an outside accountant. Such request may include copies of the last two year's federal tax filings, profit and loss statements of the current and previous fiscal year, balance sheets as of the end of those years, copies of any financial reports submitted to the chartering agency, financial audits, number of students enrolled, number of students on waiting lists, and any and all expenditures. These materials shall be tendered to the Landlord no later than thirty (30) business days after written request.

14.5 Charter Status. Tenant has all necessary licenses and authorizations necessary to operate as a Charter School ("**Charter**"), and agrees to maintain such Charter as valid and in good standing at all times during the Lease Term. Furthermore, Tenant agrees to comply with all laws, regulations and statutes relating to Charter Schools, including, but not limited to, those set forth in Title 34 of the Nevada Revised Statutes ("**Charter School Regulations**").

14.6 Lender Requirements. Tenant shall, at all times, be in compliance with all terms, conditions and requirements established by any third party lender ("**Lender**") relating to the Facilities ("**Lender Requirements**") contained in any loan agreement ("**Loan Agreement**") entered into between Lender and Landlord, which requirements may include, but are not limited to the following:

14.6.1 ADM Intercept. As required by Lender, Tenant shall take such steps as necessary to cause the State of Colorado to pay all ADM and state equalization payments and other public monies into a control account maintained with a designated paying agent bank as instructed by such Lender.

14.6.2 Lease Intercept. As required by Lender, Tenant shall maintain a lease intercept with a paying agent bank or depository bank as instructed by Lender.

14.6.3 Charter School Requirements.

(a) Tenant will conform to all requirements and covenants of its Charter as required by the charter authorizer ("**Authorizer**").

(b) Tenant will provide the Lessor with copies of all correspondence required by the Authorizer, and all financial reports required by the Authorizer and Department of Education in the prescribed form now required.

(c) Tenant will provide the Lessor with internally generated quarterly financial statements within 45 days of quarter end.

(d) Tenant shall provide the Lessor and Lender with copies of their unqualified audited financial statements within 180 days of their fiscal year end.

(e) Tenant shall not incur additional indebtedness, in excess of \$200,000, without the prior written consent of the Lender.

(f) Tenant shall operate the school in a manner to maintain the current enrollment and to achieve the enrollment projections provided to the Landlord in its due diligence.

(g) Tenant will agree to comply with any additional covenants required by any Loan Agreement and considered normal for this type of transaction

14.6.4 Tenant shall comply with any and all additional requirements set forth on Exhibit F, attached hereto, as amended from time to time.

ARTICLE 15 DEFAULT

15.1 Events of Default. Any of the following occurrences or acts shall constitute an event of default (“**Events of Default**”) under this Lease:

15.1.1 Breach of Obligations. If Tenant shall:

(a) Fail to pay any Base Rent, additional rent or other sum, on or before the date due, and such failure continues for five (5) days following written notice from Landlord;

(b) Fail to Provide any insurance coverage as required by this Lease, within ten (10) days of written request;

(c) Make any material misrepresentation or any material false statement to Landlord or its agents in any document delivered to Landlord in connection with the negotiations of this Lease;

(d) Abandon or enter into written negotiations to abandon the Premises or vacation of the Premises by Tenant, or the failure of Tenant to occupy premises upon the completion of the construction of the Premises, or the admission by Tenant that Tenant does not intend to occupy the Premises upon completion of the construction of the Premises; or

(e) Fail to observe or perform any other provision hereof and such failure shall continue for thirty (30) days after notice to Tenant of such failure, or if the obligation cannot be reasonably performed within thirty (30) days, Tenant shall have a reasonable amount of time (not to exceed sixty (60) days) to perform such obligation so long as Tenant commences performance within the thirty (30) day period and diligently pursues performance thereafter.

15.1.2 Bankruptcy. If Tenant shall file a petition in bankruptcy or for reorganization or for an arrangement pursuant to any federal or state bankruptcy law or any similar federal or state law, or shall be adjudicated a bankrupt or shall make an assignment for the benefit of creditors or shall admit in writing its inability to pay its debts generally as they become due, or if a petition or answer proposing the adjudication of Tenant as a bankrupt or its reorganization pursuant to any federal or state bankruptcy law or any similar federal or state law shall be filed in any court and Tenant shall consent to or acquiesce in the filing thereof or such petition or answer shall not be discharged or denied within 120 days after the occurrence of any of the foregoing;

15.1.3 Other Insolvency Events. If a receiver, trustee or liquidator of Tenant or of all or substantially all of the assets of Tenant or of the Premises or Tenant's leasehold interest therein shall be appointed in any proceeding brought by Tenant, or if any such receiver, trustee or liquidator shall be appointed in any proceeding brought against Tenant and shall not be discharged within one hundred twenty (120) days after the occurrence thereof, or if Tenant shall consent to or acquiesce in such appointment;

15.1.4 Debt Service Coverage. The admission by Tenant in writing that: it cannot meet its obligations as they become due that is not cured within ten (10) days; a failure to maintain a minimum debt service coverage ratio of 1.0% beginning June 30, 2018, 1.15% beginning June 30, 2019, 1.25% beginning June 30, 2020; or the finding by the State of Nevada, or one of its agencies, of noncompliance with Tenant's Charter;

15.1.5 Lender Requirements. The failure of Tenant to comply with the Lender Requirements in accordance with Section 14.6, or to cure such non-compliance within ten (10) days of notice of noncompliance; or

15.1.6 License. The failure of Tenant to maintain its Charter, license and authority to operate as Charter School as granted by the Colorado Board of Education under the laws of the Colorado Education Code or the failure to comply with the Charter School Regulations and such other statutes, rules, and regulations which apply to Colorado charter schools, including, but not limited to, those set forth in Title 34 of the Nevada Revised Statutes, which failure is not cured within fifteen (15) days of Tenant's receipt of notice of non-compliance.

15.2 Right to Cure. Tenant shall have the right to cure any Event of Default set forth in Sections 15.1.1 through 15.1.6 to the extent set forth in such Sections.

15.3 Remedies. If an Event of Default shall have happened and be continuing beyond the applicable cure period, Landlord shall have the following rights and remedies, to the maximum extent available or permitted under applicable law:

15.3.1 Right to Terminate. Landlord shall have the right to give Tenant notice of Landlord's termination of the Lease. Upon the giving of such notice, the term of this Lease and the estate hereby granted shall expire and terminate on the date set forth in such notice as fully and completely and with the same effect as if such date were the date herein fixed for the expiration of the Lease Term, and all rights of Tenant hereunder (and all rights of tenant under the options described in this Lease) shall expire and terminate, but Tenant shall remain liable as hereinafter provided. Upon termination of this Lease, all improvements to the Premises shall belong to Landlord; provided, however, Tenant shall be permitted to remove all school related furniture, trade fixtures and equipment.

15.3.2 Right to Re-enter. At Landlord's option and without waiving any default by Tenant, Landlord shall have the right to continue this Lease in full force and effect and to collect all Monthly Base Rent, and any other amounts to be paid by Tenant under this Lease as and when due. Landlord shall have the immediate right, whether or not the term of this Lease shall have been terminated pursuant to **Section 15.3.1**, to re-enter and repossess the Premises by summary proceedings, ejectment, any other legal action or in any lawful manner Landlord determines to be

necessary or desirable and to remove all persons and property therefrom. No such re-entry or repossession of the Premises shall be construed as an election by Landlord to terminate the term of this Lease unless a notice of such termination is given to Tenant pursuant to **Section 15.3.1**.

15.3.3 Reletting of the Premises. At any time or from time to time after the re-entry or repossession of the Premises pursuant to **Section 15.3.2**, whether or not the term of this Lease shall have been terminated pursuant to **Section 15.3.1**, Landlord shall use reasonable efforts to relet the Premises for the account of Tenant at a rental which is reasonable in light of the then existing market conditions in the community, in the name of Tenant or Landlord or otherwise, without notice to Tenant, for such term or terms and on such other conditions and for such uses as Landlord, in its absolute discretion, may determine. Landlord may collect and receive any rents payable by reason of such reletting.

15.3.4 No Release. No expiration or termination of the term of this Lease pursuant to **Section 15.3.1**, by operation of law or otherwise, and no re-entry or repossession of the Premises pursuant to **Section 15.3.2** or otherwise, and no reletting of the Premises pursuant to **Section 15.3.3** or otherwise, shall relieve Tenant of its liabilities and obligations hereunder, all of which shall survive such expiration, termination, re-entry, repossession or reletting.

15.3.5 Damages. In the event of any expiration or termination of the term of this Lease or re-entry or repossession of the Premises by reason of the occurrence of an Event of Default, Tenant will pay to Landlord all Base Rent, additional rent and other amounts due to Landlord to and including the date of such expiration, termination, re-entry or repossession; and, thereafter, Tenant shall, until the end of what would have been the term of this Lease in the absence of such expiration, termination, re-entry or repossession, and whether or not the Premises shall have been relet, be liable to Landlord for, and shall pay to Landlord, as liquidated and agreed current damages: (i) all Base Rent on a current basis and all additional rent and other sums which would be payable under this Lease by Tenant in the absence of such expiration, termination, re-entry or repossession, less (ii) the net proceeds, if any, of the reletting affected for the account of Tenant pursuant to **Section 15.3.3**, after deducting from such proceeds all expenses of Landlord in connection with such reletting (including, but not limited to, all repossession costs, brokerage commissions, attorneys' fees and expenses (including fees and expenses of appellate proceedings), employees' expenses, alteration and construction costs and expenses of preparation for such reletting and other expenses related to Tenant's default). Tenant will pay such current damages on the days on which Rent would be payable under this Lease in the absence of such expiration, termination, re-entry or repossession, and Landlord shall be entitled to recover the same from Tenant on each such day.

15.4 Pledge of Charter. Tenant shall, on or before 36 months from the Commencement Date, obtain a new charter contract from the Nevada State Board for Charter Schools for the purpose of operating the school facilities contemplated by this agreement. Landlord agrees that its rights under this paragraph relating to the Pledge of Charter shall apply only to the new charter contract. However, should Tenant fail to obtain a new charter, this paragraph shall not apply, and Landlord shall have all the rights included in this section pertaining to Tenant's current charter contract.

Tenant acknowledges and agrees that Landlord is making a substantial financial investment on behalf of Tenant and in reliance upon the representations, warranties and obligations of Tenant set forth in this Agreement and that Landlord would suffer irreparable damages if Tenant were to fail to meet its obligations hereunder. Therefore, as security for Tenant's obligations set forth herein, including the full and punctual payment and performance of the Obligations (whether upon stated maturity, by acceleration or otherwise), Tenant agrees, upon replication of its Charter as required under Section 14.7 hereof, that Tenant irrevocably grants, pledges and assigns, subject to the terms of this Agreement, a lien on and security interest in, and, as a part of such grant, pledge and assignment, hereby assigns to Lender as collateral security all of the following (whether now owned or at any time hereafter acquired or now existing or hereafter existing or created): (x) all of the Tenant's interest in its license and Charter to operate a Charter School as granted by the Colorado Board of Education, including without limitation: (i) all of the Tenant's interest in the capital of Tenant and the Tenant's interest in all profits and distributions to which the Tenant shall at any time be entitled through its operation of the Charter School by virtue of its possession of the Charter; (ii) all other payments, if any, due or to become due to the Tenant in respect to its operation of the Charter School, whether as contractual obligations, damages, insurance proceeds or otherwise; (iii) all of the Tenant's rights to manage the affairs of the Charter School, to make determinations, or option to give or receive any notice, consent, amendment, waiver or approval; together with full power and authority to demand, receive, enforce, execute, endorse or cash any checks or other payments, or other instruments or orders, to file any claims and to take any action that in the opinion of Landlord may be necessary or advisable in connection with any of the foregoing ("**Management Rights**") and (y) to the extent not otherwise included, additions to, accessions to, substitutions of, products or proceeds of any or all of the foregoing collateral (collectively, (x) and (y) shall be referred to as the "**Collateral**"). Landlord shall have the evidence its security interest in the Collateral by filing a UCC-1 in the State of Colorado.

15.5 Landlord's Rights. Provided allowed by state law, Landlord may, at its option and without waiving any default by Tenant, foreclose upon the Charter by providing notice to Tenant as required by the Colorado Commercial Code and continue this Lease in full force and effect and to collect all Monthly Base Rent, and any other amounts to be paid by Tenant under this Lease as and when due. Tenant agrees that within thirty (30) days receipt of written notice by Landlord of Tenant's default under this Section, Tenant shall take all necessary action(s) to appoint, elect or otherwise cause Landlord to become the manager of the charter school located on the Premises. The term of Landlord's management hereunder shall be at Landlord's discretion. As manager, Landlord shall have all of Tenant's rights under the Charter and shall have full, exclusive and complete discretion in the management and control of the operation of the charter school ("**Charter School**"), including but not limited to the following:

15.5.1 Compliance with Charter. Landlord shall take such action as may be necessary to comply with Tenant's Charter and all laws, statutes, ordinances, rules of all appropriate governmental authority.

15.5.2 Employment of Personnel. Landlord shall have the right to select, employ, supervise, direct and discharge, all employees, teachers and administrative personnel necessary for the operation of the Charter School as set forth by applicable state law.

15.5.3 Funds. Landlord shall collect and deposit all income, including all funds received by the Charter School, provided allowed by applicable state law, into a bank account maintained for the benefit of the Tenant (the "**Management Account**"), and Landlord shall pay all monthly expenses related to the operation of the Charter School. Landlord shall not commingle any of the above monies received with any funds or other property of Landlord. In no event shall Landlord be responsible or liable for not making any payments due to insufficient funds in the Management Account, unless the insufficient funds are a result of the neglect of the Landlord or any other person or persons employed by the Landlord in fulfilling Landlord's obligations hereunder. After such payment of all monthly expenses related to the operation of the Charter School and management fee, Landlord shall remit the balance of any monthly revenues, if any, to Tenant or Tenant's designated account concurrently with the statement referred to below.

15.5.4 Contracts. Landlord shall enter into contracts or otherwise arrange for the providing of services to the Charter School as Landlord deems advisable to assure that the Charter School operates properly. Landlord shall pay from the Management Account on or before the due date all bills for services provided under this Subparagraph.

15.5.5 Employment of Experts. Landlord shall retain and employ attorneys-at-law, tax consultants, certified public accountants, health consultants, and such other experts and professionals whose services Landlord may reasonably require to effectively perform its duties and exercise its powers set forth in this Section. Landlord shall pay from the Management Account all expenses incurred as a result of retaining and employing the experts contemplated under this Subparagraph.

15.5.6 Books and Records. Landlord shall maintain complete and proper books and records with correct entries of all receipts and expenditures incident to the management and operation of the Charter School under this Section, maintenance records, complaints, accident reports and other customary records, which books and records shall be available for inspection and copying by Tenant or its agent during reasonable business hours.

15.5.7 Monthly Statement of Account. On or before the end of the following month, Landlord shall render to Tenant a detailed statement of receipts and disbursements for the preceding calendar month. The statements shall be taken from the books and records required to be maintained by Landlord pursuant to Section 15.4.7 and shall include at least the following: (a) the total income received from Landlord for the preceding month; (b) all expenses paid; and (c) the date, payee, amount and purpose of all expense payments.

15.5.8 Liability. In discharging its managerial responsibilities undertaken in this Section, Landlord shall not be liable to Tenant for any good-faith act or omission to act or for any act or omission that does not constitute gross negligence or willful misconduct.

15.6 Remedies Not Exclusive. No right or remedy herein conferred upon or reserved to Landlord is intended to be exclusive of any other right or remedy, and each and every right and

remedy shall be cumulative and in addition to any other right or remedy given hereunder, or now or hereafter existing by law, in equity or by statute.

ARTICLE 16 ARBITRATION

16.1 Arbitration. Any question, dispute, or controversy arising under or in connection with the construction of the Improvements on which the parties cannot agree (a "**Dispute**") shall be resolved by mandatory arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association currently in effect (the "**Rules**"), in accordance with and subject to the following provisions:

16.1.1 Dispute Notice. If any party believes that a Dispute exists, it may notify the other parties thereof, which notice (a "**Dispute Notice**") shall identify the Dispute. Within 5 days after giving or receiving such notice, each party shall submit to the others its final and best position as to the Dispute (hereinafter referred to as a "**Final Position**"), which shall remain the position of such party throughout the arbitration process. Notwithstanding the foregoing, the parties may make offers in settlement at any time, but no such proposal shall be considered by the Arbitrator. As promptly as practicable, and in any event within 30 days following the delivery of the Dispute Notice, the parties shall meet in an attempt to resolve the Dispute. If the Dispute cannot be resolved at that meeting, any party may submit the Dispute to arbitration as hereinafter provided.

16.1.2 Appointment of Arbitrator. A panel of three arbitrators shall be selected according to the Rules; provided, however, that the individuals selected must be recognized in the Parker metropolitan area as having competence in the subject matter of the Dispute. The term "Arbitrator" as used herein shall mean and refer to the panel of arbitrators selected pursuant to this paragraph.

16.1.3 Conduct of Arbitration. The arbitration shall be conducted in Parker, Colorado. The arbitration process shall generally be conducted by the designated Arbitrator in accordance with the Rules, but the Arbitrator shall have discretion to vary from those Rules in light of the nature or circumstances of any particular Dispute. In all events, unless waived by the parties, the Arbitrator will conduct an arbitration hearing at which the parties and their counsel shall be present and have the opportunity to present evidence and examine the evidence presented by the other party. The proceedings at the arbitration hearing shall, unless waived by the parties, be conducted under oath and before a court reporter. The parties shall cooperate in good faith to permit a conclusion of the arbitration hearing within 30 days following the appointment of the Arbitrator and shall endeavor to submit a joint statement setting forth each Dispute to be submitted to arbitration, including a summary of each party's Final Position on each Dispute. The Arbitrator shall make a determination as to each Dispute in favor of the Final Position (as submitted within the first 10 days following the delivery of a Dispute Notice) determined by the Arbitrator to be the most reasonable of all Final Positions submitted by the parties in accordance with this Lease, which Final Position shall be selected by the Arbitrator without alteration or compromise. In addition, the Arbitrator shall require the unsuccessful party(ies) to pay all reasonable costs and fees, including attorney's fees, of the prevailing party(ies).

16.1.4 Standards of Conduct. The parties agree that with respect to all aspects of the arbitration process contained herein they will conduct themselves in a manner intended to assure the integrity and fairness of that process. To that end, if a Dispute is submitted to arbitration, the parties agree that they will not contact or communicate with the Arbitrator who was appointed as arbitrator with respect to any Dispute either ex parte or outside of the contacts and communications contemplated by this **Section 16.1**, and the parties further agree that they will cooperate in good faith in the production of documentary and testimonial evidence in a prompt and efficient manner to permit the review and evaluation thereof by the other parties.

16.1.5 Decision. The decision of the Arbitrator with respect to any Dispute shall be final and binding on all parties and not subject to appeal, in the absence of fraud, and the prevailing party(ies) may enforce the same by application for entry of judgment in any court of competent jurisdiction or by other procedures established by law.

16.1.6 Time of the Essence. The parties agree that time is of the essence with respect to the resolution of any disputes arising hereunder.

16.1.7 Arbitration Not Applicable to Cost Disputes. Notwithstanding any contrary provision of this **Section 16.1**, the provisions of this **Section 16.1** requiring the parties to submit (and the Arbitrator to choose among) Final Positions in connection with a Dispute shall not apply to any Dispute related to the costs payable by any party to this Lease. In the event of any such cost-related Dispute, no party shall be required to submit or maintain a Final Position in connection with the Dispute, and the Arbitrator shall make its determination pursuant to the Rules, without constraint as to the Final Position of any party.

ARTICLE 17 HOLDING OVER

17.1 Holdover. If Tenant shall hold over the Premises after the expiration of the term hereof, such holding over shall be construed to be only a tenancy from month to month, subject to all the covenants, conditions and obligations hereof, and Tenant hereby agrees to pay to Landlord one hundred fifty percent (150%) of the monthly rental as provided in this Lease; provided, however, that nothing herein contained shall be construed to give Tenant any rights to so hold over and to continue in possession of the Premises after the expiration of the term hereof.

ARTICLE 18 OPTION TO PURCHASE FEE TITLE TO PREMISES

18.1 Option to Purchase. So long as no Event of Default beyond the applicable cure period then exists, Tenant shall have an option to purchase fee title to the Premises in accordance with the terms and conditions set forth the Option to Purchase attached hereto as Exhibit G and executed by Landlord and Tenant in connection with this Lease. The purchase price shall be 120% of the total development costs between the 12th and 24th month anniversary of the lease and 125% of the total development costs between the 25th and 36th month anniversary of the lease.

18.2 Survival. All obligations of the Landlord and Tenant included in **Sections 4.4.3 and 5.9, Article 7, and Section 19.1** shall survive Tenant's exercise of the option described in **Article 18** and the conveyance of the Premises to Tenant.

**ARTICLE 19
GENERAL**

19.1 Indemnity Provisions. Whenever this Lease provides that one party shall indemnify another person or entity, such indemnity obligation shall be construed to not extend to the gross negligence, recklessness, willful misconduct, or breach of this Lease by the person or entity so indemnified.

19.2 Waiver of Breach. No waiver of the breach of any provision of this Lease shall be construed as a waiver of any preceding or succeeding breach of the same or any other provision of this Lease, nor shall the acceptance of rent by Landlord during any period of time in which Tenant is in default in any respect other than payment of such rent be deemed to be a waiver of such default.

19.3 Notices. Notices shall be in writing and shall be given by (a) personal delivery, (b) deposit in the United States mail, certified mail, return receipt requested (which receipt shall be preserved as evidence of delivery), postage prepaid, or (c) overnight express delivery service, addressed or transmitted to Landlord and Tenant at the following addresses, or to such other addresses as either party may designate to the other in a writing delivered in accordance with the provisions of this Section:

If to Landlord: Schoolhouse Parker LLC
 3115 East Lion Lane, Suite 300
 Salt Lake City, Utah 84121

With a copy to: [REDACTED]

If to Tenant: [REDACTED]

With a copy to:

All notices shall be deemed to have been delivered and shall be effective upon the date on which the notice is actually received, if notice is given by personal delivery or by overnight express delivery service, or on the third day after mailing if notice is sent through the United States mail.

19.4 Attorneys' Fees. If any action is brought by any party to this Lease in respect of its rights under this Lease, the prevailing party shall be entitled to reasonable attorneys' fees and court costs as determined by the court. In the event that any person who shall not be a party to this Lease shall institute an action against a party to this Lease in which the other party to this Lease shall be involuntarily and without cause joined as a party, the party against whom said action is instituted shall reimburse the other party to this Lease for all attorneys' fees incurred by such party in connection therewith.

19.5 Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19.6 Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies hereunder or at law or in equity.

19.7 Construction. The titles which are used following the number of each Section are so used only for convenience in locating various provisions of this Lease and shall not be deemed to affect the interpretation or construction of such provisions. The parties acknowledge that each party and its counsel have reviewed and revised this Lease. This Lease shall not be construed for or against Landlord or Tenant. References in this Lease to "**Sections**" and "**Articles**" refer to the Sections and Articles of this Lease unless otherwise noted.

19.8 Landlord's Consent. Whenever this Lease provides for or requires the consent or approval of Landlord, such consent or approval may be given or withheld in the reasonable discretion of Landlord, unless a standard of sole and absolute discretion is expressly stated.

19.9 Successors. Subject to the restrictions contained in this Lease and all of provisions hereof shall be binding upon and inure to the benefit of the successors and assigns of Landlord and Tenant.

19.10 Governing Law. The terms, conditions, covenants, and agreements herein contained shall be governed, construed, and controlled according to the laws of the State of Colorado.

19.11 Broker's Commission. Tenant and Landlord represent and warrant to each other that there are no claims for brokerage commissions or finder's fees in connection with this Lease and each agrees to indemnify the other for, from and against all liabilities arising from any claims, including any attorneys' fees connected therewith, relating to claims arising out of the other's actions.

19.12 Time is of the Essence.

19.12.1 Time of Essence. Except as otherwise provided in this Lease, time is of the essence in the performance of all of the covenants and conditions hereof.

19.12.2 Force Majeure. If either Landlord or Tenant is delayed or hindered in or prevented from the performance of any act required hereunder by reason of inability to procure materials, failure of power, riots, insurrection, war, acts of God, labor disputes, and other reasons of a like nature not the fault of the party delayed in performing work or doing other acts required

under the terms of this Lease, then performance of such act shall be excused for the period of delay and the time for the performance of any such act shall be extended for a period equivalent to the period of such delay. The provisions of this **Section 19.12.2** shall not operate to excuse Tenant from the prompt payment of Base Rent, additional rent or any other payments required by the terms of this Lease.

19.13 Relationship of the Parties. The relationship of the parties hereto is that of Landlord and Tenant, and it is expressly understood and agreed that Landlord does not in any way, nor for any purpose, become a partner of Tenant or a joint venturer with Tenant in the conduct of Tenant's business, or otherwise, and that the provisions of any agreement between Landlord and Tenant relating to rent are made solely for the purpose of providing a method whereby rental payments are to be measured and ascertained.

19.14 Time Periods. In the event the time for the performance of any obligation or the taking of any action hereunder expires on a Saturday, Sunday or legal holiday, the time for performance or taking such action shall be extended to the next succeeding day which is not a Saturday, Sunday or legal holiday.

19.15 Quitclaim. At the expiration or earlier termination of this Lease, Tenant shall execute, acknowledge and deliver to Landlord, within five (5) days after written demand, from Landlord to Tenant, any quitclaim deed or other document deemed necessary or desirable by Landlord's counsel to remove the cloud of this Lease from the real property subject to this Lease.

19.16 Inspection. Landlord, and its authorized representatives shall have the right, at any reasonable times during the Lease Term, to enter upon the Premises, or any part thereof, to inspect the same and all buildings and other improvements erected and placed thereon.

19.17 Entire Agreement. This Lease sets forth all the promises, inducements, agreements, conditions, and understandings between Landlord and Tenant relative to the Premises, and there are no promises, agreements, conditions, or understandings, either oral or written, express or implied, between them other than are set forth herein. No subsequent alteration, amendment, change, or addition to this Lease shall be binding upon Landlord or Tenant unless in writing and signed by each of them. Parole evidence shall never be admissible in any court, tribunal, arbitration or governmental agency to modify, amend or vary the terms of this Lease

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Build to Suit Lease and Option on the day and year first written above.

LANDLORD:

Schoolhouse Parker LLC
a Utah limited liability company

By: _____
Name: _____
Title: _____

TENANT:

By: _____
Name: _____
Title: _____

EXHIBITS

- A: Premises- Legal Description
- B: Facilities / Improvements
- C: Rent Schedule
- D: Tenant Improvements
- E: Expansion Right of First Refusal
- F: Lender Requirements
- G: Option to Purchase

EXHIBIT A
PREMISES

EXHIBIT B

FACILITIES / IMPROVEMENTS

The Improvements shall consist of a ■■■ school building that is approximately ■■■ SF and which shall be constructed substantially in conformity with the attached “Conceptual Plans”

The Improvements shall include, without limitation, the following:

EXHIBIT B

Auditorium

EXHIBIT B

Elementary

EXHIBIT D

TENANT IMPROVEMENTS

Tenant improvements shall include the following furniture, fixtures and equipment as set forth below.

EXHIBIT E

EXPANSION RIGHT OF FIRST REFUSAL

WHEN RECORDED, RETURN TO:



EXPANSION RIGHT OF FIRST REFUSAL

THIS EXPANSION RIGHT OF FIRST REFUSAL (the “**Expansion Right**”) is made and entered into as of [____], 2017, by and between **Schoolhouse Parker LLC**, a Utah limited liability company, and/or Assigns, (hereinafter "**Landlord**") and **The Leman Academy of Excellence-Douglas County, Colorado**, a Colorado nonprofit corporation, and/or Assigns (hereinafter "**Tenant**").

RECITALS

A. Landlord and Tenant are parties to that certain Build to Suit Lease and Option, dated [____], 2017 (the “**Lease**”). The Lease relates to that certain real property and improvements described on Exhibit “A” attached hereto and made a part hereof (the “**Property**”).

B. Tenant acknowledges that Landlord has made substantial financial commitments for the Tenant’s benefit to acquire property and develop a facility on the Property for use as a charter school as defined in the Charter School Law of the Colorado Revised Statutes Title 34 Chapters 388A and 388B (“**Charter School**”) which Tenant has the option acquire at a future date. Landlord requires the exclusive right to construct and lease to Tenant any expansion of the Charter School during the Lease term as the original Lease structure and financial commitments would require modification. **Landlord’s rights to provide “Expansion” will survive Lease termination as provided herein.**

C. Landlord and Tenant desire to enter into this Expansion Right in accordance with the terms and conditions set forth herein.

FOR VALUABLE CONSIDERATION, receipt of which is acknowledged, Landlord and Tenant agree as follows:

1. Expansion Right of First Refusal. Tenant shall notify Landlord in writing of Tenant's intent to expand the Facility (the "**Expansion**"). If the Expansion shall be located on the Premises, or land adjacent to the Premises, Tenant shall engage Landlord to construct the Expansion, unless Landlord waives, in writing, the right to construct the Expansion. If Landlord does not own the land upon which the Expansion shall be located, Tenant shall provide Landlord, in writing, the terms and conditions for the construction of the Expansion (the "**Expansion Notice**"). Landlord shall have thirty (30) days following receipt of the Expansion Notice to elect to construct the Expansion (the "**Right of First Refusal**"), which election Landlord shall make in writing to Tenant prior to the end of the 30-day period. If Landlord does not so elect to construct the Expansion within such time period, Tenant may enter into a contract with a third party to construct the Expansion on terms and conditions no more favorable than those set forth in the Expansion Notice. If a contract to construct the Expansion is not consummated with a third party within sixty (60) days after expiration of the 30-day period, Landlord's Right of First Refusal shall be reinstated. If Tenant desires to enter into a contract with a third party to construct the Expansion, on terms more favorable than those offered Landlord, Landlord must first be offered right to construct the Expansion on the more favorable terms before Tenant may enter into a contract with the third party to construct the Expansion; provided that, in this situation, Landlord will make its election within twenty (20) days of receipt of Tenant's Expansion Notice of more favorable terms. If the Landlord elects to construct the Expansion, whether on the Premises, land it owns adjacent to the Premises, or land it does not own, Landlord and Tenant shall enter into an Amendment to this Lease, or a new Lease, in order to reflect the terms for the construction and lease of the Expansion. The Base Rent under the new Lease, or any amendment, shall be consistent with the Base Rent paid under the Lease at the time the parties enter into the new Lease or any amendment. This provision, the Expansion Right and the Right of First Refusal shall survive any termination of the Lease. Notwithstanding anything herein, or in the Lease, to the contrary, the Landlord's rights under this Expansion Right shall be personal to the original Landlord, shall remain with the original Landlord, and shall not be included as part of any assignment of the original Landlord's other interests in the Lease. Notwithstanding the foregoing, however, Landlord shall be permitted to assign its rights under this Expansion Right to one or more of its affiliates. The Expansion Right shall have priority over all liens or claims except for: (a) liens and encumbrances recorded before the recording of this Expansion Right; (b) liens for real estate taxes and other governmental assessments and charges; and (c) the lien of any first mortgage or deed of trust on the Premises which has priority over all other mortgages and deeds of trust on the Premises.

2. Miscellaneous. The balance of the Lease is hereby amended to reflect the purpose of this Right. The parties hereto acknowledge that except as expressly modified hereby, the Lease remains unmodified and in full force and effect. In the event of any conflict or inconsistency between the terms of this Expansion Right and the Lease, the terms of this Expansion Right shall control. Unless otherwise expressly defined herein, terms in this Expansion Right shall have the same meanings assigned to such terms in the Lease. All exhibits attached hereto are incorporated herein. This Expansion Right may be executed simultaneously or in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Right on the day and year first written above.

LANDLORD:

Schoolhouse Parker LLC,
a Utah limited liability company

By: _____

Name: _____

Title: _____

TENANT:

By: _____

Name: _____

Title: _____

EXHIBIT “A” to EXPANSION RIGHT OF FIRST REFUSAL

(Legal Description of Premises)

EXHIBIT E
LENDER REQUIREMENTS

Lender Requirements will be determined by the lender providing financing for the Property.

EXHIBIT G

OPTION TO PURCHASE REAL PROPERTY

For valuable consideration which is described herein, Schoolhouse Parker LLC, a Utah limited liability company, and/or Assigns, (hereinafter "**Seller**") and The Lemman Academy of Excellence-Douglas County, Colorado, a Colorado nonprofit corporation, and/or Assigns (hereinafter referred to as "**Purchaser**") the exclusive option (the "**Option**") to purchase the real property of Seller situated in Douglas County, Colorado (the "**Premises**") described on Exhibit A attached hereto, together with all improvements on the Premises.

The Option is given on the following terms and conditions:

SECTION ONE PRICE AND TERMS OF PAYMENT

1.1 Option Consideration. Purchaser and Seller entered into that certain Build to Suit Lease and Option dated _____, 2017 (the "**Lease**"). Seller and Purchaser agree that the Lease has been bargained for and agreed to as consideration for Seller's agreement to grant the Option independent of any consideration for the purchase of the Premises. All capitalized terms not otherwise defined in this Option to Purchase Real Property (this "**Option Agreement**") shall have the meaning given to them in the Lease.

1.2 Purchase Price. The purchase price for the Premises shall be \$ _____ [Amount to be entered pursuant to Section 18.1 of the Lease.] (the "**Purchase Price**"). Other than the Security Deposit, no amounts paid or payable under the Lease shall apply to the Purchase Price, but Purchaser shall receive a credit equal to all waivers of impact fees obtained. Prior to the Commencement Date, Seller may, in its reasonable discretion, modify the Purchase Price to reflect material changes in previously anticipated construction costs caused by change orders requested by Purchaser, by providing written notice to Purchaser. The Purchaser shall receive a credit against the Purchase Price based upon the date upon which the Option purchase closes.

SECTION TWO PERIOD OF OPTION, EXTENSION AND EXERCISE

2.1 Term. This Option Agreement shall be in effect as of the eighteenth (18th) month following the Commencement Date and shall terminate thirty (30) months thereafter (the "**Option Period**"), unless mutually agreed upon by both parties. Closing of the purchase of the Premises shall be within six (6) months of Purchaser providing notice of its intent to exercise the Option, however, Tenant may extend such period for an additional six (6) months provided that during such six (6) month extension period, Purchaser agrees that the Base Rent for such period shall increase to the next higher Base Rent amount as set forth on Exhibit C of the Lease.

2.2 Exercise. Purchaser may, but shall not be obligated to exercise the Option by delivering to Seller at any time during the Option Period written notice that Purchaser has elected

to exercise the Option (the “**Option Notice**”). For purposes of this **Section 2.2**, the delivery of the Notice shall be in accordance with **Section 6** hereof.

SECTION THREE TITLE

At the time this Option is exercised, Seller shall provide to Purchaser for examination by Purchaser’s attorneys evidence of good and marketable fee simple title in the Premises by a commitment for title insurance issued by a qualified title insurance company doing business in Colorado (“**Title Company**”), acceptable to Purchaser. Upon purchase pursuant to the Option, title shall be conveyed by special warranty deed, subject to exceptions to title set forth in such approved commitment for title insurance and any additional matters caused, or approved, by Purchaser.

SECTION FOUR CONDITION OF PREMISES

Purchaser is a tenant under the Lease and is in possession of the property accordingly, Purchaser hereby affirms that Seller, its agents, employees and/or attorneys have not made, nor has Purchaser relied upon, any representation, warranty, or promise with respect to the Premises, the Lease, or any other subject matter of this Option except as expressly set forth in this Option, including, without limitation, any warranties or representations, expressed or implied, as to (a) the general plan designation, zoning, value, use, tax status or physical condition of the Premises, or any part thereof, including but not limited to the flood elevations, drainage patterns and soil and subsoils composition and compaction level, and other conditions at the Premises; (b) the existence or non-existence of hazardous materials on or under the Premises; or (c) the accuracy of any survey, soils report or other plan or report with respect to Premises. Without limiting the generality of the foregoing, Purchaser is purchasing the Premises from Seller and assuming Seller’s right, title, interest and obligations (except as expressly reserved to Seller), in an “**AS IS**” “**WHERE IS**” **CONDITION, SUBJECT TO “ALL FAULTS,” INCLUDING BUT NOT LIMITED TO BOTH LATENT AND PATENT DEFECTS. PURCHASER HEREBY WAIVES ALL WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE CONDITION AND USE OF THE PREMISES, INCLUDING, BUT NOT LIMITED TO ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE; PROVIDED, HOWEVER, NOTHING CONTAINED HEREIN SHALL BE DEEMED TO WAIVE, TERMINATE OR OTHERWISE AFFECT THE CONSTRUCTION, MATERIAL AND EQUIPMENT WARRANTIES TO BE ASSIGNED TO PURCHASER PURSUANT TO SECTION 5.4 OF THE LEASE.**

An escrow shall be opened with First American Title Insurance Company (the “**Escrow Agent**”) within five (5) days after the exercise of the Option. Seller and Purchaser shall execute such escrow instructions, not inconsistent with the terms of this Option Agreement, as may be requested by the Escrow Agent from time to time. Within thirty (30) days after escrow opens, Purchaser shall deliver to Escrow Agent proof of its ability to pay the Purchase Price in the form of a commitment letter from a funding source acceptable to Seller, in its sole discretion. Within six (6) months of Purchaser providing notice of its intent to exercise the Option, Seller and Purchaser shall close the purchase of the Premises (the “**Closing**”) by Purchaser delivering the

Purchase Price to Seller and each party executing and delivering of all documents necessary to complete the transaction to the Escrow Agent.

**SECTION FIVE
POSSESSION AND RISK OF LOSS**

Purchaser shall continue in possession of the Premises pursuant to the Lease until the closing, and shall maintain the Premises in its present condition, reasonable wear from ordinary use excepted. Risk of loss from fire or other casualty to the property shall be Purchaser's as provided in this Lease. Purchaser shall maintain insurance against loss, including extended coverage, as required by the Lease.

**SECTION SIX
NOTICES**

Any notice under this Option Agreement shall be given in writing to the party for whom it is intended in person or by registered mail at the address set forth in the Purchase Agreement, or such future address as may be designated in writing. For purposes of this **Section 6**, notice shall be deemed delivered upon actual delivery of such notice if by personal delivery or by overnight courier. In the event the notice is delivered via registered mail, the notice shall be deemed delivered three (3) days after the date of mailing.

**SECTION SEVEN
ASSIGNMENT AND SUCCESSION**

This Option Agreement may not be assigned by Purchaser without the prior written consent of Seller, which consent may be withheld in Seller's sole and absolute discretion. Notwithstanding the foregoing, Purchaser may assign this Option Agreement to a subsidiary or other affiliated company or to the new tenant under the Lease if Purchaser, as tenant under the Lease, has assigned its entire interest under the Lease in accordance with the terms of the Lease, and subject to Seller's (Landlord's) prior written approval, if required.

**SECTION EIGHT
BROKERS**

Each party represents to the other that there has been no broker, real estate agent, finder or similar entity engaged in connection with this Option Agreement or the sale of the Premises from the Seller to the Purchaser if consummated as contemplated hereby. Each party agrees that should any claim be made for brokerage commissions or finders' fees by any broker, agent, finder or similar entity, by, through or on account of any acts of such party or its agent, employees or representatives, such party will hold the other party free and harmless from and against any and all loss, liability, cost, damage and expense (including attorneys' fees and court costs) in connection therewith. The provisions of this Section shall survive the termination of this Option Agreement and the closing.

**SECTION NINE
CLOSING COSTS**

9.1 Seller's Expenses. The Seller shall pay (a) the fees of any counsel representing it in connection with this transaction, (b) the real estate excise tax, (c) the fees for recording the special warranty deed and any other instrument used to convey the Premises from the Seller to the Purchaser, (d) the one-half (1/2) basic premium for a Standard Owners Policy of Title Insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at closing, and (e) one-half (1/2) of any escrow fee which may be charged by the Title Company in connection with this transaction.

9.2 Purchaser's Expenses. The Purchaser shall pay (a) the fees of any counsel representing Purchaser in connection with this transaction, (b) the cost of a survey obtained by Purchaser, if any, of the Premises, (c) the one-half (1/2) basic premium for a Standard Owners Policy of Title Insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at closing, (d) one-half (1/2) of any escrow fees charged by the Title Company in connection with this transaction; and (e) the cost of an environmental audit obtained by Purchaser, if any of the Premises.

9.3 Other Expenses. All other costs and expenses incident to this transaction and the closing thereof shall be paid by the party incurring same.

**SECTION TEN
MISCELLANEOUS**

10.1 Recording. This Option Agreement shall not be recorded, however a summary of the Lease may be recorded as agreed upon by Seller and Purchaser.

10.2 Additional Terms. To the extent not in conflict with this Option Agreement, the sale of the Premises from Seller to Purchaser shall be conducted in accordance with standard practices of the county in which the Premises is located.

10.3 Entire Agreement. This Option Agreement supersedes all prior discussions and agreements, oral and/or written, between Seller and Purchaser with respect to the Premises and all other matters contained herein and constitutes the sole and entire agreement between Seller and Purchaser with respect to the Premises. This Option Agreement may not be modified or amended unless such amendment is set forth in writing and signed by both Seller and Purchaser.

10.4 Controlling Law. This law shall be governed by the laws of the State of Colorado, without regard to choice of principles.

[Signature Page Follows]

C.2

**Marketing and Student
Enrollment**

C.2 MARKETING AND STUDENT ENROLLMENT

C.2.a. Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified in the Target Population Page.

C.O.R.E. Academy of Excellence believes that the target enrollment goal for the first year is aggressive and has developed an initial marketing plan that is equally as aggressive to achieve this goal.

Advertising & Promotion Plan

Once C.O.R.E. Academy of Excellence reaches full capacity, the school will have 1,250 students in grades 9th thru 12th. This enrollment will not be reached until after the sixth (6th) year the school is in operation; however by the start of year three the school will have approximately 775 students. The chart below outlines the target enrollment projections for the first three years.

Enrollment Goals	Year 1	Year 2	Year 3
Students	400	600	775
Grades Served	9-10	9-11	9-12

In year one, much of the target enrollment will be derived from ninth and tenth grade alone. Advertising and public relations efforts will blanket the surrounding area, however special grass roots marketing efforts will be directed at reaching families with children aging out of middle school and junior high programs in schools and recreation/sports centers that serve a pre-teen and teen community.

In year two, the enrollment projections allow for the following assumptions:

- Limited attrition
- Higher levels of interest in 9th and 10th grades
- Increase at 11th grade - beginning to build a community for graduation

Based on the above assumptions, the year two marketing plan requires steady focus on the feeder school relationships (see below) and a particular emphasis on the growing upper grades program.

In year three, the enrollment projections allow for the following assumptions:

- Limited attrition, gaps from which are filled with new students
- Enrollment focus remains heavy on feeder schools that conclude at 8th grade
- Increase capacity at 12th grade
- Increased capacity at 11th grade to continue building the senior class community

The rationale behind an increase at 11th grade in year three centers on three presumptions 1) brand awareness of C.O.R.E. Academy of Excellence- its reputation and quality – will be solidly forming within the Pima County community creating a sense of demand; 2) ninth grade is a comfortable age for parents to change their child’s school as they are promoting from middle

school to high school; and 3) athletic programs will have been established for two years, which is an ideal time to bring in a larger cohort in this grade level.

The marketing plan for year three focuses again on feeder school relationships with middle school programs, middle school enrollment and communicating to the community (through PSAs, advertising and direct mail) that availability for seats at C.O.R.E. Academy of Excellence are primarily in eleventh grade in the 2022/2023 school year.

Segmenting the Target Audience by Age

Developing relationships with potential feeder schools in the start-up year and beyond is essential to laying the ground work for enrollment at C.O.R.E. Academy of Excellence – both in year one and beyond. C.O.R.E. Academy of Excellence seeks to establish long-term relationships with potential feeder schools and recognizes that competing for a schools potential high school classes will undermine efforts for a healthy and long-term feeder school relationship. The list will include charters without high school programs.

A letter of introduction will be sent to each prospective feeder school with an emphasis on the fact that C.O.R.E. Academy of Excellence is only interested in reaching students who are aging out of the school’s program. The letter will include information about the C.O.R.E. philosophy and program goals, and an offer to have the CEO/Head of Schools speak at their school. Each letter will be followed up with a phone call to secure a date to address the families middle school and junior high students who are in the process of looking for a new school. Simultaneously, the C.O.R.E. Academy of Excellence has the benefit of a relevant audience for a limited cost.

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

In addition to developing and fostering strong feeder school relationships, to build enrollment in frosh classrooms, a direct mail campaign will be implemented reach this target audience.

Rising Middle School Scholars

The greater challenge for meeting enrollment goals at C.O.R.E. Academy of Excellence will be in grades 11 & 12; this span of ages represents much of the student body in year one. While there is not an obvious feeder pattern for these students, there is greater variety of reasons a family may be looking to a new school. The chart on the following page aligns marketing tactics with circumstances that would position C.O.R.E. Academy of Excellence as the right educational choice for families.

C.2.b. Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.

Circumstances that Result in School Choice Aligned with C.O.R.E. Marketing Tactics	
Family Circumstances that Position C.O.R.E. as the Right Education Choice	Marketing Tactic to Reach this Audience
Dissatisfied with current school	<ul style="list-style-type: none"> • Direct Mail • Google Ad Words purchase with Pima County geographical range: “new schools, elementary schools” • Facebook ads targeting a 5 mile geographic region with users identified as mother or father
Drawn to Classical Education and /or College Prep	<ul style="list-style-type: none"> • Direct mail • Google Ad Word & Facebook Ads purchase with Pima County geographical range: “Classical Education, College Prep” • Advertising (more below)
Familiar with founder’s and board members Body of Work	<ul style="list-style-type: none"> • Direct Mail • News regarding C.O.R.E. on founder’s website • Social media connections with founder’s network • Radio and TV appearances as available • Outreach and speaking engagements at churches and community centers in the geographic area.
Moving into the area / new to Pima County	<ul style="list-style-type: none"> • Working with real estate agents to provide information to new home buyers • Working with developers building new communities • Working with HR departments of major employers to include information about C.O.R.E. to new employees / transfers / relocation packages • Outdoor advertising placement
Looking for a long-term school choice that includes sports	<ul style="list-style-type: none"> • Direct Mail • Google Ad Words / Facebook Ads purchase with Pima County geographical range: “middle schools, charter schools, charter middle schools”

In addition to efforts that are targeted by age group and family circumstance, the C.O.R.E. Academy of Excellence advertising and promotion plan includes outreach to the broader community to reinforce our message throughout Pima County.

- Fliers / Community Notices

- YMCA
- Parks & Recreation
- Churches & Synagogues
- Chamber of Commerce
- Sports Leagues

- Internet & Social Media
 - Website development
 - Facebook Page

- Radio & Television Advertising
 - Specific stations / shows that reach C.O.R.E. Academy of Excellence's audience

Advertising & Promotion Costs

Recognizing how essential marketing is to attracting students and meeting enrollment goals, \$55,000 has been allocated to marketing C.O.R.E. Academy of Excellence. The break down for the start-up year budget, as shown on the attached file, initial \$55,000 is:

- \$10,000 Direct mail, households in a 10-mile radius with children from 11 to 15
- \$20,000 Web based marketing to include - Search Engine Optimization - Facebook.
- \$10,000 Radio advertising focusing on the 12 to 18 demographic
- \$ 3,000 Printing and brochure/welcome package design
- \$ 5,000 Cable TV
- \$ 2,000 Outdoor Billboards
- \$ 5,000 Teacher Recruitment

Tagline Media provided a cost analysis of a proposed launch budget to provide clear sources of cost to associate with the marketing budget. These costs include:

Mailers - \$.45- \$.50 each includes Printing, Labeling, sorting into routes, delivery to the post office and postage. For the student list cost: \$74/per thousand. Minimum order \$250 + \$35.00 processing. Below is the list of home within the target area.

Radius (Granularity ZIP+4)	
Zip: 85653, Miles:5	
Total	Grand Total
Total	4220

Three mailers - Open House call to action

- January
- February
- March
- April

Total \$10,000

Radio –3 months January through April
KLOVE 4 months \$2,500 per month
Total \$10,000

Comcast and Direct TV – January through April
DirecTV Tucson – 80 spots per month \$1,805/month 5415
Comcast – 76 spots per month \$1,681/month
Total TV \$3,458

Billboard on I-10 - 2 months. \$2,000

Social Media Campaign – Social media - Facebook budget to target Marana families and teens January through April. Suggested buy \$5,000 per month.
Total three months \$20,000 budget

Total \$50,458

Marketing Program - Targeting Teachers

News Print ADS – Job fair February and March
2 ads (4 total) job fair - \$318.75 each \$1,275 total

Mailer
Variable Data Letters 8.5” x 11” @ .13 = \$ 175.50
Envelopes -#10 – 1500 4.125x9.5 @ .25 = \$ 375
Postage for 1,321 mailers @ \$.25 = \$330.25
Mailing services 1,321 mailers @ \$.19 = \$250.99
Total \$1,031.74

Website - Post job openings - TBD
Social Media - Promote opening through FB targeting teachers
Total paid ads for 3 months \$2,500

Total \$4,806

Tagline Media Group of Tucson has already started working on the C.O.R.E. Academy of Excellence marketing plan. The promotion costs and rationale for C.O.R.E. ’s advertising was developed under the guidance of Tagline Media Group. Tagline proposes a combination of targeted advertising and very specific broadcast media buys. The goal of the marketing campaign is to reach households with children ages 11 to 15. Tagline has determined that the woman of the household is the primary decision maker and will target their design and messaging towards mothers. Key marketing points of the campaigns will include key features of C.O.R.E. Academy of Excellence to include its focus on the entire learning experience with emphasis on classical education principals, state of the art campus and technologies, and safety and values based education and sports.

After the launch year, the marketing budget in Year 1 is budgeted as \$12,000, Year 2 is budgeted as \$12,360 and Year 3 is budgeted as \$12,730. This budget will be adjusted as needed based on enrollment and growth needs.

Direct Mail

Tagline recommends a series of mailings targeted at families with school age children age 12 to 14. The goal is to send at least 2 and up to 3 mailings to the C.O.R.E. Academy of Excellence target population within a 10-mile radius of our school campus. With a cost per mailing of \$3,325 it is estimated that a budget of \$10,000 will allow for seven targeted mailings prior to opening.

Television – Cable

Within budget, a schedule starting in early February through late July will provide 6 to 10 views per target demographic. For maximum value Tagline is proposing popular daytime programs such as Ellen, Dr. Phil, Dr. Oz and The View.

Printing – Brochure and Hand Outs

Tagline is proposing a \$3,000 fee for design and printing of leave behind materials promoting C.O.R.E. Academy of Excellence.

Radio Advertising

Radio advertising options that Tagline included in their proposal have a budget of \$5,000 and include Christian based FM stations with large family focused listenership in metro Tucson, talk radio stations with a loyal listenership and a strong reach into the Pima County markets

Social Media – Web Based Advertising

Tagline is recommending online banner advertising targeted at zip codes surrounding the C.O.R.E. Academy of Excellence. The online banner program will include key word ad placement and search word tracking to target our key demographic, mothers of high school age children. The budget will include a targeted Facebook, banner ad and key word program beginning in April of 2020 and continuing through July of 2020.

Timeline for Advertising and Promotion

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

C.O.R.E. Academy of Excellence Timeline for Advertising & Promotion		
Month / Timeframe	Activity	Responsible Party
Fall 2019	<ul style="list-style-type: none"> • Letters sent to prospective feeder schools • Follow up calls and scheduling dates 	C.O.R.E. Board & Staff
Winter 2019	<ul style="list-style-type: none"> • begin speaking engagements at local middle schools (Goal: 7 events scheduled) 	C.O.R.E. Board & Staff
January 2020	<ul style="list-style-type: none"> • Radio advertising begins 	Tagline Media
February 2020	<ul style="list-style-type: none"> • First Direct Mail Piece Sent (advertises Open House) • Radio Advertising continues • Social Media web-based advertising begins 	Tagline Media Group

March 2020	<ul style="list-style-type: none"> • Radio advertising ends • Social Media web based advertising continues • First of two Open Houses Enrollment Goal: 50	Tagline Media Group
April 2020	<ul style="list-style-type: none"> • Second Direct Mail Piece Sent • Social Media web-based advertising campaign ends Enrollment Goal: 125	Tagline Media Group
May 2020	<ul style="list-style-type: none"> • Comcast Ads begin • Second Open House Enrollment Goal: 200	Tagline Media Group
June 2020	<ul style="list-style-type: none"> • Third Direct Mail Piece sent • Comcast ads continue Enrollment Goal: 275	Tagline Media Group
July 2020	<ul style="list-style-type: none"> • Comcast campaign ends Enrollment Goal: 400	Tagline Media Group

C.2.e. Ensure costs described above are accounted for in the Start Up and Three-Year Operational Budgets and fully described in the Budget Assumptions

The marketing budget previously described, is accounted for in the Start Up Budget in the amount of \$12,000 for year 1 and the Three Year Operational Budget. The initial marketing budget of \$55,000 is included in the facility development costs to be incurred and funded prior to school opening and prior to start up funds.

C.2.f. Describe the proposed fair and equitable admission requirements in the enrollment packet.

C.O.R.E. Academy of Excellence shall be fair and equitable in establishing admission requirements which will be in compliance with A.R.S. §15-184. For grade levels that are undersubscribed, applicants who submit timely application forms shall be admitted. Furthermore, additional applications for undersubscribed grades will be accepted on a rolling basis until grade levels are filled, after which point a waitlist will begin. Both acceptances and waitlist positions will function on a “first come first served” basis following the deadline for undersubscribed grades.

C.O.R.E. Academy of Excellence shall not limit admission based on ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability. Pursuant to A.S.R. §15-184 C.O.R.E. Academy of Excellence may refuse to admit any pupil who has been expelled from another institution or who is in the process of being expelled from another educational institution.

When grade levels are oversubscribed a lottery will be held. During the lottery process enrollment preferences, which align with A.R.S. §15-184, will be given to scholars who meet the following criteria in the order listed:

- Scholars who are re-enrolling after attending the previous school year in full (applies to year two and beyond)
- Applicants who are siblings of an already-enrolled student
- Note, this includes the following: if two or more siblings submit completed application packets during the open enrollment period, and a sibling is randomly selected by lottery for enrollment, the other sibling(s) will be given preference in the enrollment process.
- Applicants who are children, grandchildren or legal wards of: (1) employees of the school, (2) employees of the charter holder, (3) members of the governing body of the school, (4) directors, officers, partners or board members of the charter holder.

After capacity is reached, applicants will be selected through a the lottery process and placed on a waitlist in the order they were selected.

Parents/guardians will be notified by February 1st as to the results of the lottery. This notification will take place via email and/or phone call to confirm an offer of enrollment. Parents/guardians will have 48 hours (two business days) from receipt of notification to accept or decline the offer of enrolment. Parents, after receiving notice of acceptance via email will then have two weeks to turn in the additional mail-in documents. If the paperwork is not turned in by the two-week deadline, the applicant will be moved to the bottom of the wait list. If an offer is declined, the child's name is removed and the next student on the waitlist will be contacted. If an offer is accepted, parents/guardians will have two weeks to complete the additional mail in documents (details below).

The waitlist will be grade specific. As a spot becomes available, the school will contact the parent/guardian next on the waitlist to offer them the open spot for their child. Parents will have 48 hours (two business days) from receipt of notification of the offer to accept or decline the offered spot. Parents/guardians, after accepting, will have two weeks to turn in the additional mail-in documents, once accepted. If the spot is declined, the child is removed from the waitlist and the parents/guardians of the next scholar on the waitlist will be contacted. If an application packet is received after the open enrollment deadline, the applicant will be added to the bottom of the waitlist. The waitlists will not roll over from year to year. For any applicant who was not admitted or who withdraws his/her application, the application form will be discarded.

C.2.g. Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students and documentation collected for student registration once a student is admitted to the school.

C.O.R.E. Academy of Excellence will be an independently operated, tuition free, public charter high school with open admission policies. C.O.R.E. Academy of Excellence will follow the Public Admission Requirements for charter schools set forth in A.R.S. §15-184 (<https://www.azleg.gov/viewdocument/?docName=http://www.azleg.gov/ars/15/00184.htm>)

A. ***C.O.R.E. Academy of Excellence*** 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.

B. ***C.O.R.E. Academy of Excellence*** 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.

C. ***C.O.R.E. Academy of Excellence*** may give enrollment preference to children who are in foster care or meet the definition of unaccompanied youth prescribed in the McKinney-Vento homeless assistance act (42 United States Code section 11434a).

D. ***C.O.R.E. Academy of Excellence*** may give enrollment preference to and reserve capacity for pupils who either:

1. Are children, grandchildren or legal wards of any of the following:

(a) Employees of the school.

(b) Employees of the charter holder.

(c) Members of the governing body of the school.

(d) Directors, officers, partners or board members of the charter holder.

2. Attended another charter school or are the siblings of that pupil if the charter school previously attended by the pupil has the identical charter holder, board and governing board membership as the enrolling charter school or is managed by the same educational management organization, charter management organization or educational service provider as determined by the charter authorizer.

E. If remaining capacity is insufficient to enroll all pupils who submit a timely application, ***C.O.R.E. Academy of Excellence*** 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.

F. Except as provided in subsections A through D of this section, ***C.O.R.E. Academy of Excellence*** shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

G. ***C.O.R.E. Academy of Excellence*** may limit admission to pupils within a given age group or grade level.

H. ***C.O.R.E. Academy of Excellence*** may provide instruction to pupils of a single gender with the approval of the sponsor of the charter school. An existing charter school may amend its charter to provide instruction to pupils of a single gender, and if approved by the sponsor of the charter school, may provide instruction to pupils of a single gender at the beginning of the next school year.

I. **C.O.R.E. Academy of Excellence** 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.

Enrollment Packet will include the following:

- Scholar Registration Form
- Scholar Record Transmittal Request
- Primary Language other than English Form
- Arizona Residency Documentation Form or Affidavit of Shared Residency
- Scholar’s Birth Certificate
- Immunization Records
- Emergency Contact
- Emergency Information
- Immunization Form
- Administering Medication at School Forms (optional)
- Proof of Residency
- McKinney Vento Form
- After Bell Form

Additional Documentation

- IEP or 504 Accommodation Plans
- Custody or Orders of Protection legal paperwork
- Medical Alerts regarding severe health conditions

C.2.h. Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.

The chart below outlines the target enrollment projections for the first three years for each grade level.

The chart below outlines the target enrollment projections for the first three years for each grade level.

Enrollment Goals	Year 1	Year 2	Year 3
Students Minimum (budgets based on this enrollment)	400	600	775
Students Maximum (building capacity enrollment)	600	600	775
Grades Served	9-10	9-11	9-12

In year one, much of the target enrollment will be derived from ninth and tenth grade alone. Depending on enrollment demand in the first the Governing Board and school administration may expand to additional grades served. The team is expecting a larger Freshman class than

Sophomore with a combined enrollment of 400. Based on the analysis in section A2 – Target Population the Governing Board felt they were conservative in their projections.

1. **Strong in migration growth rate for the Marana trade zone.** The community of Marana is growing and was ranked at the third fastest growing market in Arizona for 2019 by Census’s American Community Survey. This growth is on top of the 23% growth experience from 2010 to 2018 according to the Pima Association of Governments. Marana’s projected growth rate outpaces all the other Pima County municipalities with a projected 3.1% annual growth rate.
2. **Underserved charter market in the trade zone.** The northwest portion of Tucson/Pima County is severely underserved by high school charter school options. The four proximal high schools (CDO, IRHS, Mt View Marana, and Marana HS) have a combined enrollment of 7,453. The combined enrollment by class in 2017/2018, according US News, was 1,939 Freshman, 1924 Sophomores, 1880 Juniors, and 1710 Seniors. The closest charter high school is 12.8 miles and 26 minutes away from the proposed location.
3. **Underserved Classical Education choices in the trade zone.** There is one private, Classically based high school, Pusch Ridge Christian which is 12.4 miles away from the proposed C.O.R.E. Academy location. Pusch Ridge is full campus at 704 students (K12) and tuition of \$10,394, and not an option for many families. There are two Classical K8 schools in the vicinity, both Lemana Academy Classical Schools. The Lemana Academy schools are fully enrolled with growing waiting lists. Lemana Academy expects to graduate 250, 8th grade students per year which would be natural fits to the C.O.R.E. Academy program of instruction
4. **Middle feeder schools from surrounding trade schools that fit the C.O.R.E. Academy offerings.** (2 Lemana Academy schools with 250 8th graders each year and 1 Legacy with 125 8th graders each year).
5. **Program offerings including, academics, arts and athletics give C.O.R.E. Academy a unique offering to the families in the Marana trade zone.**
6. **Strength and firsthand experience of the founding team** (Governing Board, CEO and Principal) in the trade zone. Prior public, charter and community leadership in and around the campus location.
7. **State of the art facilities including athletics, arts and the complete high school experience.**

Based on projections, decreases over time by grade (established by current high schools in the region) the enrollment goals will be as follows:

- Freshman- 411 (275+/- year one)
 - Sophomores- 411 (125+/- year one)
 - Juniors- 402 (enrollment decrees of 2.2% from previous year)
 - Seniors- 389 (enrollment decrees of 3.2% from previous year)
- Total enrollment- 1,613 – Total capacity – 1,250**

As noted above, once the C.O.R.E. Academy of Excellence reaches full capacity, the school will have 1,250 students in grades 9th thru 12th. This enrollment cap is based on the number of classrooms and student teacher ratio the school has proposed. It is anticipated this enrollment cap will not be reached until after the sixth (6th) year the school is in operation.



Arizona State Board for Charter Schools

Student Enrollment Guidance

Arizona charter schools shall enroll all eligible pupils and shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, and proficiency in the English language or athletic ability. Further, a school's enrollment policy or implementation of its enrollment policy should not have a disparate impact (i.e. a disproportionate and unjustified effect on a particular group or class of students).

The following guidance is provided to assist charter schools in reviewing their enrollment policies and documents to ensure that the enrollment process does not violate the rights of students. This guidance should not be considered legal advice; therefore, please consult your attorney for additional clarification or if you have questions.

Can charter schools limit their admission of students with disabilities or limit the amount or type of services they provide to a student with disabilities?

No. Charter schools are obligated to provide students with disabilities "a free appropriate public education that emphasizes special education and related services designed to meet their unique needs. . ." 20 U.S.C. § 1400(d)(1)(A) (The Individuals with Disabilities Education Act [IDEA]); A.R.S. §§ 15-183(E)(7), -763(A). Charter schools are prohibited from limiting the number of special education students they enroll or turning away students with disabilities or special needs. A.R.S. § 15-184(F) ("[A] charter school shall not limit admission based on . . . disabling condition . . .") Nor may a charter school limit the amount or type of special education or related services that it provides a particular child with a disability. A.R.S. § 15-763(A) ("All children with disabilities shall receive special education programming commensurate with their abilities and needs."); 20 U.S.C. § 1411 *et seq.* A charter school also cannot decline to provide the special education or other services required by a particular child with a disability on the basis that it does not currently offer those services (this includes the practice of "screening" or "counseling out" children and parents during the admission or enrollment process). *See Andrew F. ex rel. Joseph F. v Douglas County School Dist. RE-1*, 137 S. Ct. 988, 999 (2017) ("To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.").

It is recommended you speak with your legal counsel if you have questions about enrolling a prospective student that has a disability. Additionally, you may view the *Know Your Rights: Students with Disabilities in Charter Schools*, U.S. Department of Education, Office for Civil Rights (2016) at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-charter-school.pdf>.

Can a charter school require parents to provide a government-issued ID or a Social Security number for themselves or their children for admission to the charter school?

No. Charter schools may not require parents to provide a government-issued ID or a Social Security number for themselves or their children in order to enroll in or attend the school. See *Fact Sheet: Information on the Rights of All Children to Enroll in School* (2014) <https://www.justice.gov/sites/default/files/crt/legacy/2014/05/08/plylerfact.pdf>.

Is a birth certificate required for admission to a charter school?

No. The obligation of a charter school to require and maintain verifiable documents of Arizona residency for students enrolling in the school must be undertaken in accordance with guidelines adopted by the Arizona Department of Education. The Department's guidelines identify the documentation required to meet this legal requirement; the guidelines do not require a student's birth certificate. See *Arizona Department of Education Arizona Residency Guidelines* (revised June 1, 2017) at <http://www.azed.gov/policy/files/2017/06/final-revised-residency-guideline-1-29-18.pdf>. Charter schools may not ask or require parents to disclose or document their citizenship or immigration status to establish residency, nor may a charter school deny a homeless child (including a homeless child who is undocumented) enrollment because s/he cannot provide the required documents to establish residency. 42 U.S.C. § 11432(g)(3)(C)(i). See *Fact Sheet: Information on the Rights of All Children to Enroll in School* (2014) <https://www.justice.gov/sites/default/files/crt/legacy/2014/05/08/plylerfact.pdf>.

In requesting documentation of a student's age and identity, Arizona law allows for a number of alternatives:

1. A certified copy of the student's birth certificate;
2. Other reliable proof of the student'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; or
3. A letter from the authorized representative of an agency having custody of the student pursuant to A.R.S., Title 8, Chapter 2 certifying that the student has been placed in the custody of the agency as prescribed by law. (A.R.S. § 15-828(A))

Charter schools must accept any of these forms of verification of a student's age and identity. Proof of a student's age and identity is not required for homeless students. (A.R.S. § 15-828(I))

Can a charter school give enrollment preference to students based on their academic performance or other pre-enrollment activities?

No. Charter schools may not give enrollment preference to students based on their academic performance. Nor may charter schools discourage or deny enrollment or re-enrollment to students who do not meet certain academic standards. "A charter school 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.” A.R.S. § 15-184(A). While charter schools may give enrollment preferences to certain pupils (e.g., returning students, siblings of pupils already enrolled in the charter school, children in foster care, homeless children, children of employees, and students within a certain age group or grade level), charter schools may not enroll students with higher test grades over students who are struggling academically. *Id.* at (B), (C), (D), (G), (H).

Charter schools also cannot require students or their parents to complete pre-enrollment activities, such as essays, interviews, or school tours as conditions of or prior to enrollment or re-enrollment.

Can a charter school deny enrollment to students who have been suspended from a prior school?

No. Arizona law defines the parameters of charter school admission requirements. A.R.S. § 15-184. “A charter school 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.” A.R.S. § 15-184(A). A charter school may limit admission “to pupils within a given age group or grade level” and “to pupils of a single gender, with the approval of the sponsor of the charter school.” A.R.S. § 15-184(G), (H). In 1999, the Arizona Legislature extended to charter schools the authority already granted to school districts to refuse admission to a pupil who was expelled or being expelled.

Current statute allows a district school to refuse admission of a pupil who has been expelled or is being expelled from another public school . . . H.B. 2293 statutorily allows a charter school to refuse admission of a pupil who has been expelled or is being expelled from another school in the same manner as a district school.

Arizona State Senate Fact Sheet for H.B. 2293, 1st Reg. Sess., 1999; A.R.S. § 15-841(C); A.R.S. § 15-184(I) (“A charter school 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.”). Arizona law does not authorize a charter school to deny enrollment to a student who has been or is in the process of being suspended or long-term suspended.

Can a charter school exclude students on the basis of proficiency in the English language?

No. Charter schools are prohibited from limiting admission on the basis of “ethnicity, national origin, gender, income level, disabling condition, and proficiency in the English language or athletic ability.” A.R.S. § 15-184(F). Moreover, the manner in which a charter school identifies the primary or home language of newly enrolled students is prescribed by the Arizona Superintendent of Public Instruction. A.R.S. § 15-756(A). The website of the Arizona Department of Education contains the state-approved Primary Home Language Other Than English (PHLOTE) Home Language Survey that charter schools are required to use to determine whether a student will be assessed for English Language Proficiency. <https://cms.azed.gov/home/GetDocumentFile?id=55230f61aadebe0aa4096768>. The Survey form contains three questions and advises parents that “[r]esponses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.” *Id.* Charter schools are prohibited from altering the form in any way. <http://www.azed.gov/oelas/forms/>. Charter schools must educate students who are English learners through sheltered English immersion. A.R.S. § 15-752.

Charter schools must communicate to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. See *Information for Limited English Proficiency (LEP) Parents and Guardians and for Schools and School Districts That Communicate with Them*, U.S. Dep't of Justice, Civil Rights Division, and U.S. Dep't of Education, Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>. This includes the communication of information related to enrollment in school and school programs. *Id.* The state-approved English Learner ("EL") forms are made available online in English and Spanish at <http://www.azed.gov/oelas/forms/>.

Can a charter school require parental involvement or a sum of money as a condition of enrollment or continued enrollment?

No. The Arizona Constitution (Article 11) guarantees children a free public education. Charter schools are precluded from charging tuition. A.R.S. § 15-185(B)(6). Generally, "tuition" is the price or payment for instruction. See Merriam-Webster at <https://www.merriam-webster.com/dictionary/tuition> (December 20, 2017). Charter schools may not require parental involvement or a sum of money as a condition of enrollment or continued enrollment. Charter schools can charge fees for extracurricular activities, but they cannot charge fees for activities or items that are part of the required curriculum, rather than optional. See A.R.S. § 15-185(B)(6); See Ariz. Att'y. Gen. Op. I98-007 at footnote 9 ("... if a charter school offers a curriculum with an emphasis on fine arts, performing arts, or vocational education, see A.R.S. § 15-183(E)(3), courses in such areas would be part of the required curriculum, rather than optional, and no fees may be charged. See A.R.S. § 15-185(B)[6].") When a charter school assesses fees, its governing body must "ensure that all fees contain a provision that allows the fees to be waived in the event of economic hardship to the pupil." A.R.S. § 15-116(A). The nonpayment of fees charged by a charter school may not prevent a student from enrolling in, applying to or remaining enrolled in the school. A.R.S. § 15-116(B). When requesting a donation from a parent, charter schools should make clear that any donation to the school is voluntary and is not a prerequisite for student enrollment or continued enrollment. See A.R.S. § 15-185(B)(6).

The material contained in this document is for informational purposes only. The information is not intended to be and should not be considered legal advice. Charter schools should consult their own legal counsel for further information and advice.



**Arizona Department of Education
Arizona Residency Guidelines
9/22/11**

INTRODUCTION

Generally, under Arizona law, only Arizona residents are entitled to a free public education. The Arizona Department of Education (“Department”) is a designated steward of state education tax dollars and is responsible for providing state aid to school districts and charter schools for students who reside in Arizona. Pursuant to A.R.S. § 15-823(J), a school district or charter school may not include non-resident pupils in their student count and may not obtain state aid for those pupils. The residency of a student is determined by the residency of the parent or guardian with whom the student lives. Accordingly, it is the responsibility of the school districts and charter schools that receive state aid to ensure that their student/parent residency information is accurate and verifiable. The Department may audit schools to ensure that only Arizona resident students are reported for state aid. Any school district or charter school that cannot demonstrate the accuracy of any student’s residency status may be required to repay the state aid received for that student.

VERIFIABLE DOCUMENTATION

A.R.S. § 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school. This document is designed to assist school districts and charter schools in meeting the legal requirements of the statute.

The documentation required by A.R.S. § 15-802 **must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter’s annual registration process via the district or charter’s annual registration form. The documentation supporting Arizona residency should be maintained according to the school’s records retention schedule.**

In general, students will fall into one of two groups: (1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and (2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family’s household is multi-generational. Different documentation is required for each circumstance.

1. Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide **one** of the following documents, which bear the parent or legal guardian’s full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- Valid Arizona driver’s license, Arizona identification card
- Valid Arizona motor vehicle registration
- Valid United States passport
- Property deed

- Mortgage documents
- Property tax bill
- Rental agreement or lease (including Section 8 agreement)
- Utility bill (water, electric, gas, cable, phone)
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

2. Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. A model affidavit is available for schools at: <http://www.azed.gov/finance/files/2011/10/arizona-residency-guidelines.pdf> .

USE OF AND RETENTION OF DOCUMENTS BY SCHOOLS

School officials must **retain a copy** of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Department. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.



**Arizona Department of Education
Arizona Residency Documentation Form**

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

- ___ Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- ___ Valid U.S. passport
- ___ Real estate deed or mortgage documents
- ___ Property tax bill
- ___ Residential lease or rental agreement
- ___ Water, electric, gas, cable, or phone bill
- ___ Bank or credit card statement
- ___ W-2 wage statement
- ___ Payroll stub
- ___ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address.
- ___ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

- ___ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

Signature of Parent/Legal Guardian

Date



Departamento de Educación de Arizona
Formulario de Documentación de Residencia en Arizona

Nombre del Estudiante _____ Nombre de Escuela _____

Distrito Escolar o Escuela Chárter _____

Padre/Tutor Legal _____

Como el padre del estudiante o representate legal, doy fe de que soy residente del estado de Arizona y presento como prueba de esta declaración copia del siguiente documento que muestra mi nombre y la dirección residencial o la descripción física de la propiedad donde reside el estudiante:

- ___ Licencia de conducir valida del Estado de Arizona, tarjeta de identificación de Arizona o registro de vehículo
- ___ Pasaporte válido de los EE. UU.
- ___ Escritura inmobiliaria o documentos de hipoteca
- ___ Recibo de pago de impuestos sobre la propiedad
- ___ Contrato de renta de casa/residencia
- ___ Factura de cuenta sobre el uso de agua, electricidad, gas. Cable de TV, o teléfono
- ___ Factura de tarjeta de crédito o de banco
- ___ Copia de la forma W-2 sobre declaración de ingresos
- ___ Talón del cheque de paga
- ___ Certificado de inscripción u otra identificación emitida por una tribu indígena reconocida que contiene una dirección de Arizona.
- ___ Documentación de una agencia estatal, gobierno federal (Administración de Seguro Social, Administración de Veteranos, Departamento de Seguridad Económica de Arizona) o agencia gubernamental de alguna tribu nativa Norte Americana.

- ___ Actualmente no puedo proporcionar ninguno de los documentos mencionados. Por lo tanto, he proveído una declaración original, firmada y notariada por un residente de Arizona que da fe de que he establecido residencia en Arizona con la persona que firma esta declaración.

Firma del padre/tutor legal

Fecha



**State of Arizona
Affidavit of Shared Residence**

I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me:

Location of my residence:

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

- ___ Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- ___ Valid U.S. passport
- ___ Real estate deed or mortgage documents
- ___ Property tax bill
- ___ Residential lease or rental agreement
- ___ Water, electric, gas, cable, or phone bill
- ___ Bank or credit card statement
- ___ W-2 wage statement
- ___ Payroll stub
- ___ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe.
- ___ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,
By _____.

Notary Public

My Commission Expires:



Estado de Arizona Declaración Jurada de Residencia Compartida

Juro o afirmo soy un residente del Estado de Arizona y que las siguientes personas viven conmigo en mi residencia, se describe de las siguiente manera:

Las personas que viven con migo:

Ubicación de me residencia:

Yo presento en apoyo de esta declaración una copia del siguiente documento que muestra mi nombre y dirección de residencia actual o descripción física de mi propiedad.

Licencia de conducir valida del Estado de Arizona, tarjeta de identificación de Arizona o registro de vehículo

___ Pasaporte válido de los EE. UU.

___ Escritura inmobiliaria o documentos de hipoteca

___ Recibo de pago de impuestos sobre la propiedad

___ Contrato de renta de casa/residencia

___ Factura de cuenta sobre el uso de agua, electricidad, gas. Cable de TV, o teléfono

___ Factura de tarjeta de crédito o de banco

___ Copia de la forma W-2 sobre declaración de ingresos

___ Talón del cheque de paga

___ Certificado de inscripción u otra identificación emitida por una tribu indígena reconocida que contiene una dirección de Arizona.

___ Documentación de una agencia estatal, gobierno federal (Administración de Seguro Social, Administración de Veteranos, Departamento de Seguridad Económica de Arizona) o agencia gubernamental de alguna tribu nativa Norte Americana.

___ Actualmente no puedo proporcionar ninguno de los documentos mencionados. Por lo tanto, he proveído una declaración original, firmada y notariada por un residente de Arizona que da fe de que he establecido residencia en Arizona con la persona que firma esta declaración.

Nombre impreso del declarante: _____

Firma del declarante: _____

Acknowledgement

Estado de Arizona
Condado de Maricopa

Lo anterior fue reconocido ante me este ____ día de _____, 20____,

Por _____.

Notario Publico

Mi comisión se vence: _____

REGISTRATION FORM 20____ - 20____ School Year (* For re-enrollment in same school year, see bottom)

STUDENT INFORMATION																	
Student's Last Name	Student's First Name	Student's Middle Name	Age:	Grade:	Gender:												
Ethnicity: (Please mark ONLY ONE) Hispanic or Latino NOT Hispanic or Latino	Race: (Please mark ONE or MORE of the following) American Indian/Alaska Native Asian Hawaiian/Other Pacific Islander		Black or African American White														
Date of Birth (Month / Day / Year) / /	Birth City	Birth State	Student's email address:														
			Student's Cell Phone: ()														
PREVIOUS SCHOOL INFORMATION																	
Name of Previous School Attended	Withdrawal Date	Previous School Location (City, State, Zip, if known)															
PARENT/LEGAL GUARDIAN/ ADULT STUDENT (over 18) INFORMATION																	
Primary Contact: Name (Last, First)	<input type="checkbox"/> OK to pick-up <input type="checkbox"/> Legal Custody <input type="checkbox"/> Lives with <input type="checkbox"/> Receives Mailings		Secondary Contact: Name (Last, First)	<input type="checkbox"/> OK to pick-up <input type="checkbox"/> Legal Custody <input type="checkbox"/> Lives with <input type="checkbox"/> Receives Mailings													
Home Address			Home Address														
City	State	Zip Code	City	State	Zip Code												
Mailing Address (if different from above)			Mailing Address (if different from above)														
City	State	Zip Code	City	State	Zip Code												
Home Phone (__ Primary #)	Work Phone (__ Primary #)		Home Phone (__ Primary #)	Work Phone (__ Primary #)													
Cell Phone (____ Primary #)	Relationship to Student		Cell Phone (____ Primary #)	Relationship to Student													
Email Address:			Email Address:														
IN CASE OF EMERGENCY NAMES OF PERSONS OTHER THAN PARENT WHO CAN ASSUME TEMPORARY RESPONSIBILITY																	
Emergency Contact 1 Name (Last, First) - Person That Can Pick Up Student			Emergency Contact 2 Name (Last, First) - Person That Can Pick Up Student														
Home Phone	Work Phone		Home Phone	Work Phone													
Cell Phone	Relationship to Student		Cell Phone	Relationship to Student													
STUDENT BACKGROUND			HOME LANGUAGE SURVEY (as required by Arizona Department of Education)														
If parents separated/divorced, who has legal custody? _____ Does the non-custodial parent have restricted visitation rights? ___ Yes ___ No (If yes, a copy of the legal papers must be provided.) Does your child currently receive extra services? YES NO Special Education/IEP 504 ELL or LEP Does your child have medical or dietary concerns we should know about?			What is the primary language used in the home regardless of the language spoken by the student? _____ What is the language most often spoken by the student? _____ What is the language that the student first acquired? _____														
Has your child ever been expelled from another educational institution? ___ Yes ___ No Is your child currently in the process of being expelled from a school? ___ Yes ___ No Has your child ever been a Core Academy student before? ___ Yes ___ No			PLEASE LIST SIBLINGS <table border="1"> <thead> <tr> <th>First and Last Name</th> <th>Age</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>			First and Last Name	Age	School	1.			2.			3.		
First and Last Name	Age	School															
1.																	
2.																	
3.																	
TO THE BEST OF MY KNOWLEDGE THE INFORMATION I HAVE PROVIDED IS TRUE AND CORRECT.			X _____ PARENT / GUARDIAN / ADULT STUDENT SIGNATURE DATE														
THIS SECTION IS FOR OFFICE USE ONLY																	
** Proof of Birth Documentation	Entry Date: ____/____/20____	Entered into SMS: ____/____/20____	Interviewer Initials:														
** Proof of Residency	Entry Code: _____	Entered into SMS by: _____															

*****For Re-Enrollment Only*****

*As I re-enroll my student: _____ I acknowledge the information above has not changed and is still current.
 (student name)

Parent/Guardian Signature: _____ Date: _____

Medical/Emergency Form (revised 12.2018)

Student Name: _____

In the event of a medical emergency, we will attempt to contact the primary guardian first and then the secondary guardian, as listed on the Registration Form. In some circumstances, it may be necessary to seek medical treatment before guardians can be reached. Your permission is needed for your child to receive emergency treatment should a medical emergency occur at school. Please complete the following emergency medical and insurance information.

Yes, I give permission for my child to receive emergency medical treatment by authorized personnel, as deemed necessary in the best interest of my child. I hereby acknowledge that no guarantees have been made to me as to the effect of such examinations or treatment on the child's condition. I also acknowledge that I am responsible for all reasonable charges in connection with care and treatment rendered during this period.

Hospital Preference			
Medical Insurance Carrier		Policy #	
Family Physician Name		Phone #	
Dental Insurance Carrier		Policy #	
Family Dentist Name		Phone #	

Please use this space to explain any special procedures or requests

No, I do not give permission for my child to receive emergency medical treatment.

Please use this space to explain any special procedures or requests

Alternate Emergency Contact: This person will be contacted **only if the primary and secondary guardians are unavailable:**

Emergency Contact Phone Number:

Please list any existing medical problems:

Please list any known allergies:

The office staff may have some over-the-counter medication/first aid that can be given to students for common ailments. They cannot and will not distribute any more than the recommended dosages listed on the packages.

Yes, I give permission for my child to receive over the counter pain reliever from the school office staff (i.e. Neosporin, hydrocortisone cream, petroleum jelly, cough/throat lozenges, band aids, acetaminophen and ibuprofen).

No, I do not give permission for my child to receive over the counter medication/first aid.

I understand that if my student needs medication, prescription or over-the-counter, I will provide: EITHER prescription medication in the original container with the pharmaceutical label clearly showing child's and prescribing doctor's names, OR over-the-counter medication in an unopened package, AND, written directions to the school regarding how and when medication is to be administered and signed by the parent by the parent. **All medications shall be kept in the school office.** When necessary, provisions may be made for students to carry asthma inhalers when accompanied by a doctor's note.

Legal Guardian Signature		Date	
--------------------------	--	------	--



State of Arizona
Department of Education
Office of English Language Acquisition Services

**Primary Home Language Other Than English (PHLOTE)
Home Language Survey**
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. **What is the primary language used in the home regardless of the language spoken by the student?** _____
2. **What is the language most often spoken by the student?** _____
3. **What is the language that the student first acquired?** _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.



Estado de Arizona
Departamento de Educación
Servicios de Aprendizaje del Inglés

Idioma Principal en el Hogar excluyendo el inglés (PHLOTE)
Encuesta sobre el Idioma en el Hogar
(Efectivo el 4 de abril de 2011)

Preguntas en conformidad con R7-2-306(B)(1), (2)(a-c) del Reglamento de la Junta Directiva.

Las respuestas que proporcione a las preguntas siguientes serán usadas para determinar si se evaluará la competencia en el idioma inglés de su hijo(a).

1. **¿Cuál idioma se habla principalmente en su hogar sin considerar el idioma que habla el estudiante?** _____
2. **¿Cuál idioma habla el estudiante con mayor frecuencia?** _____
3. **¿Cuál fue el primer idioma que aprendió el estudiante?** _____

Nombre del estudiante _____ Núm. de identificación _____

Fecha de nacimiento _____ Núm. de SAIS _____

Firma del padre o tutor _____ Fecha _____

Distrito o Charter _____

Escuela _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

Place original in CUM file. **If one or more of the 3 questions indicate a language other than English**, place a two-sided copy in the ELL file and send another copy to the English Language Acquisition Office.

Title 1 Parent Involvement Policy

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. **The Core Academy** is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. The parent involvement policy is developed during Title 1 meetings and through correspondence with parents. The policy is included in the **The Core Academy** enrollment packet and all incoming parents and students are expected to review and sign the policy. In order to make the policy easy to understand it is written as simple as possible.

Throughout the school year, **The Core Academy** holds multiple open houses and parent meetings to accomplish many things. These meetings introduce parents to **The Core Academy** and its staff, informs them of developments or changes in our NCLB Consolidated plan, our School-wide Title 1 program, and also informs them of opportunities to get involved by serving on committees or volunteering their time. Finally, parent's opinions and ideas are solicited in an effort to make **The Core Academy** a highly performing school of choice. Parents are welcomed to be involved in planning, reviewing and improving the Parent Involvement Policy, the School/Parent Compact, and the School-wide Plan. All parents of **The Core Academy** students are welcomed and have a right to be involved in all **The Core Academy** planning and programs.

The Core Academy believes that one of the keys for student success is parent involvement in school. For this reason, parents are expected to attend, at a minimum, one yearly meeting in the winter that highlights and evaluates our Title 1 program and disseminates information regarding AzMERIT testing and graduations. Additionally, parents are expected to read and sign the Parent/School compact upon their students' enrollment, and support it throughout their students' time at school. **The Core Academy** takes its role in supporting parent involvement seriously. For that reason, **The Core Academy** is determined to provide information in an easy to understand format, have flexible meeting times with opportunities for additional meetings if requested and provide timely information regarding scheduled meetings.

In addition to the above assurances, **The Core Academy** assures that the following information will be disseminated at the annual Title 1 meeting:

- Information about The Core Academy School-wide Title 1 program, Title 1 program requirements and Title 1 program eligibility.
- Title 1 funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, or home visit expenses to enable parents to participate in school related meetings and training sessions.
- **The Core Academy** will provide parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of AzMERIT and AZELLA scores. These can be explained by teachers in a conference or by the administrators.
- The state's academic standards will be posted on the walls during orientations, meetings and conferences.
- If needed, **The Core Academy** will provide assistance in understanding the state's academic content standards, the state achievement standards and the local assessments.
- They can monitor their child's progress and improve their achievement.
- Academic Advisors, ESL teachers, principals and special education teachers will be available where required.

Parent/Guardian: _____

Date: _____

Permission Form

Please check the boxes of the items you would like to allow your student to participate in and sign below:

Permission to Participate in Off-Campus Activities

I give permission for my student to participate in school sponsored events during the school year. The school will take all reasonable precautions to insure against the possibility of accidents. I understand the school or the teacher in charge is not liable for accidents occurring to students either on school premises or while on school sponsored events as part of the school's activities.

Information concerning a specific school sponsored event, such as date, time of departure, destination, cost and means of transportation will be sent to the parent/guardian prior to each school sponsored event.

Permission is granted to arrange for private transportation with an adult driver if chosen by school officials.

Permission is granted if school vehicles are used for transportation.

Public transportation

Permission is granted to give student information to military recruiters (high school students, only)

Permission to Release News Information

There may be times during the school year when the school, The Core Academy, news media or others wish to photograph or videotape your child at school for use in print, video, Internet or other communications ("School Related Media Information").

I give my permission to the school, The Core Academy and designated school program partners to (i) provide School Related Media Information which may reference or depict my child to the general news media and (ii) utilize for display or in promotional materials such School Related Media Information in a variety of mediums.

Permission to Use Artwork

There may be times during the school year when the school, The Core Academy, news media or others wish to use the following information created or photograph of your student at the school to use in print, video, Internet or other communications.

I give my permission to the school to use artwork created by my student for promotional purposes in a variety of mediums.

Student's Name (Please print)

Signature of Parent or Guardian

Date

Internet Use Policy

PRIOR TO RECEIVING AUTHORIZATION TO USE THE INTERNET, STUDENTS AND THEIR PARENTS/GUARDIANS MUST SIGN THE FOLLOWING PERMISSION AND CONTRACT DOCUMENT:

To be completed by all Parents/Guardians:

I give my permission for my son/daughter to participate in the use of the Internet, a worldwide telecommunications network. I realize that s/he will be able to access major networks throughout the world using the Internet. I understand that this access is designed and intended for educational purposes only. I also understand that the student will receive instruction in the appropriate use of this resource.

I realize the Internet contains material that is inappropriate for school purposes. I support the school's position that students are responsible for not accessing such material. Such unacceptable use of the network will result in the suspension of all privileges. I will not hold the school or The Core Academy accountable for unsuitable materials acquired by the student through Internet usage for school.

I acknowledge that I have read the Internet Use Policy.

Student's Name: (PLEASE PRINT) _____

Parent or Guardian's Name: (PLEASE PRINT) _____

Parent or Guardian's Signature: _____

Date: _____

To be completed by all Students:

I will abide by the Internet Use Policy. I understand that the Internet contains material inappropriate for school use and, therefore, will take personal responsibility not to access this material. I recognize that it is impossible for The Core Academy to prevent access to all controversial materials, and I will not hold them responsible for materials found or acquired on the network. I further understand that any violation of the regulations in this policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and appropriate school discipline and/or legal action may be taken.

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Physical Activities Acknowledgement Assumption of Risk & Release

Participant's Name _____

Your student (the "Participant") would like to participate in Athletics (the "League") as a player. The League requires each Participant's parent or guardian (and if the Participant is 18 years of age, the participant) to sign this Acknowledgment and Assumption of Risk and Release. By signing this document you:

(1) Acknowledge that injury may result from the Participant's participation in the physical activity;

(2) Represent to the League, The Core Academy, and their affiliates, schools, officers, employees, and members that the Participant has no injury, illness or other medical condition that would prevent him/her from participating in physical activities or that would make it dangerous, harmful, or inadvisable for him/her to do so;

(3) Assume the risk of and release and hold The Core Academy harmless from and against any and all liability for any physical or other injury or harm suffered by the Participant during or as a consequence of participating in physical activity; and

(4) Agree that neither The Core Academy, nor the facility at which any game, practice or other activity is held, nor any other person involved in organizing or conducting the activity (including coaches, referees, and schools) shall have any liability or responsibility for any such injury or harm the Participant may suffer.

I have carefully read, understand, and hereby agree to the above, and acknowledge that this agreement shall be binding on me, my spouse, my children, legal representatives, heirs, successors and assigns:

Signature of Parent or Guardian

Date

Signature of Participant (if 18 years of age or older) Date

Student Residency Status

McKinney-Vento Eligibility Questionnaire

Student Name: _____ **Date:** _____

This questionnaire is intended to address the McKinney-Vento Act, Title X, Part C of No Child Left Behind. Answers to these questions will help determine for which services a student may be eligible. See the attached page for a description of the McKinney-Vento Act. Filling out this questionnaire is voluntary.

1. Is your current address a temporary living arrangement? Yes____ No____
2. Is your temporary address due to loss of housing or economic hardship? Yes____ No____

IF YOU ANSWERED "NO" TO BOTH QUESTIONS, YOU MAY STOP HERE. THANK YOU.

Responses to the rest of this page are also voluntary and will tell us that you are interested in possible services under McKinney-Vento. If you answered "yes" to the questions above, please fill out the remainder of this form. You may fill out one form for all of your children.

Names of adults in the home:

Name(s):	Name(s):
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

1. Where is this student presently living? (Check one box.)
 - Doubled up with relatives or friends
 - In a motel
 - In a shelter
 - Moving from place to place
 - In a place not considered traditional "housing" (campground, car, public place, etc.)
2. Do you also have pre-school children at home? Yes ____ No ____
3. Are you a high school student who is currently living on your own? Yes ____ No ____
(Unaccompanied youth also qualify for services under this law.)

Student Residency Status

Rights of Homeless Students

This school shall provide an education environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate education opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program.
- In a hotel/motel, campground, or similar situation due to lack of alternatives.
- At a bus station, park, car, or abandoned building.
- In temporary or transitional foster care placement.

According to the McKinney-Vento Homeless Act, eligible students have rights to:

Immediate enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school.

School Selection: McKinney-Vento eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

Remain enrolled in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.

Participate in programs in which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.

Transportation Services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond quickly and it must be a written response. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms. You have the right to appeal a decision to the state level.

For more information, refer to <http://www.azed.gov/schooleffectiveness/specialpops/homeless> or contact: The Core Academy's Homeless Liaison

or Alexis Clermont, M.ED.

State Coordinator for Homeless Education

Arizona Department of Education, Bin #2

Office of Communications & Community Outreach

1535 W. Jefferson Street

Phoenix, AZ

(602) 542-4963

Alexis.Clermont@azed.gov

Parent/School Compact

The following Parent/School Compact has been developed through the combined efforts of the parents, students, and staff of The Core Academy, outlines the goals, expectations, and shared responsibilities for the success of all our students.

School Environment

The School Will:

- The School will provide a safe, secure environment on a closed campus with adequate security (local law enforcement).
- The School will employ a staff that is well trained and certified in maintaining a safe, educational environment.

The Parents Will:

- The Parents will contact the school with any concerns over attendance, behavior or academic completion.
- The Parents will contact their individual student, during regular class hours, through the school office only.

The Students Will:

- Students will accept the responsibility of maintaining a safe, secure learning environment by accepting this code of conduct.
- Students will not use, sell, or participate in any illegal use of drugs, tobacco or alcohol.
- Students will avoid and refrain from all gang related activities, including: hand signs, clothing, jewelry, graffiti, or any other actions or behavior.
- Students will not gamble in any way shape or form – playing cards, dice, or any other related gambling material.
- Students will not carry weapons or any look-alikes or replicas of weapons.
- Students will not use phones, pagers, iPod's, MP3 players, cameras, handheld game devices, or any similar electronics in any class unless the teacher has given permission to use for academic purposes (i.e. research, calculator function).
- Students will not fight or participate in any confrontational behavior at any time with anybody.
- Students will attend classes on time and be permitted to leave campus with parent/guardian permission only.

Behavior and Participation

The School Will:

- The School will maintain a safe climate, with a positive atmosphere suitable for learning for all students.
- The School will provide students with a foundation for continuous learning.

The Parents Will:

- The Parents will reinforce mutual respect for all teachers, staff and other students.
 - The Parents will reinforce appropriate dress for a learning environment (including clothing and jewelry).
 - The Parents will monitor their student's attendance ensuring full attendance – 100%.
 - The Parents will reinforce positive student behavior and participation involving any and all activities, possessions and actions.
 - The Parents will support students in their learning and completion of all classes, all assignments and all class activities.
 - The Parents will assist their students in seeking and receiving any additional help in order to achieve.
 - The Parents will have access to all curricular materials and their student's class work in order to monitor his or her progress.
-
- The Parents will keep abreast of child's grades and keep an open line of communication.

The Students Will:

- Students will show respect to all teachers, all staff and all students at all times: No racism, foul language, obscene gestures, harassment, poor attitude or inappropriate behavior (see school environment above).
- Students will use appropriate language at all times: No obscenities, threats, harassment, or any other verbal abuses.
- Students will show positive behavior at all times: Attendance, participation, respect, positive attitude, gestures and posture.

Parent/School Compact

- Students will dress appropriately for a learning environment at all times, reflecting professional maturity and modesty.

Academics and Curriculum

The School Will:

- The School will provide a challenging curriculum that is aligned to the Arizona Academic Standards.
- The School will promote student achievement and success addressing all learning styles and accommodations.
- The School will employ highly trained professionals (teachers, administrators, and staff) who promote the highest quality in education.

The Student Will:

- Students will put in 100% effort in all class activities and all assignments at all times in order meet the requirements for graduation.
- Students will ask for help on any assignments they do not understand in order to achieve to their best ability.
- Students will attend any extra help or additional classes suggested by their teacher in order to achieve to their best ability.
- Students will complete all classes and all assignments appropriately to the best of their ability.

Goals and Achievement

The School Will:

- Provide every opportunity for students to achieve academic success.

The Parents Will:

- The Parents will provide every opportunity for their student to achieve academic success.

The Students Will:

- Students will take responsibility: to learn and achieve in every class and every course of study, to monitor their own grades and credits, and positively work toward graduation.

By signing this document the **student** and **parent** are acknowledging that they have received or will receive a copy of The Core Academy Student Handbook upon enrollment.

Student: _____ Date: _____

Parent: _____ Date: _____

Administrator: _____ Date: _____

Legal Documentation Request

STUDENT NAME: _____

DATE: _____

Please check one of the following statements:

_____ There are no court orders or parental custody issues that apply to the student named above.

_____ I have provided a copy of all documented court orders, restraining orders, etc., that apply to the student named above.

_____ I wish not to provide The Core Academy with a copy of the court orders, restraining orders, etc., and hereby waive The Core Academy of any and all liability that may occur in regard to this matter for the above named student.

Parent Signature

Date

Title 1 Parent Involvement Policy

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. **The Core Academy** is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. The parent involvement policy is developed during Title 1 meetings and through correspondence with parents. The policy is included in the **The Core Academy** enrollment packet and all incoming parents and students are expected to review and sign the policy. In order to make the policy easy to understand it is written as simple as possible.

Throughout the school year, **The Core Academy** holds multiple open houses and parent meetings to accomplish many things. These meetings introduce parents to **The Core Academy** and its staff, informs them of developments or changes in our NCLB Consolidated plan, our School-wide Title 1 program, and also informs them of opportunities to get involved by serving on committees or volunteering their time. Finally, parent's opinions and ideas are solicited in an effort to make **The Core Academy** a highly performing school of choice. Parents are welcomed to be involved in planning, reviewing and improving the Parent Involvement Policy, the School/Parent Compact, and the School-wide Plan. All parents of **The Core Academy** students are welcomed and have a right to be involved in all **The Core Academy** planning and programs.

The Core Academy believes that one of the keys for student success is parent involvement in school. For this reason, parents are expected to attend, at a minimum, one yearly meeting in the winter that highlights and evaluates our Title 1 program and disseminates information regarding AzMERIT testing and graduations. Additionally, parents are expected to read and sign the Parent/School compact upon their students' enrollment, and support it throughout their students' time at school. **The Core Academy** takes its role in supporting parent involvement seriously. For that reason, **The Core Academy** is determined to provide information in an easy to understand format, have flexible meeting times with opportunities for additional meetings if requested and provide timely information regarding scheduled meetings.

In addition to the above assurances, **The Core Academy** assures that the following information will be disseminated at the annual Title 1 meeting:

- Information about The Core Academy School-wide Title 1 program, Title 1 program requirements and Title 1 program eligibility.
- Title 1 funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, or home visit expenses to enable parents to participate in school related meetings and training sessions.
- **The Core Academy** will provide parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of AzMERIT and AZELLA scores. These can be explained by teachers in a conference or by the administrators.
- The state's academic standards will be posted on the walls during orientations, meetings and conferences.
- If needed, **The Core Academy** will provide assistance in understanding the state's academic content standards, the state achievement standards and the local assessments.
- They can monitor their child's progress and improve their achievement.
- Academic Advisors, ESL teachers, principals and special education teachers will be available where required.

Parent/Guardian: _____

Date: _____

Request for Release of Student Records

Solicitud Para Ceder Registros Del Estudiante

Please forward the transcript(s) of/Por favor ceder los registros de:

(Student Name) (Nombre Del Estudiante): _____

Date of Birth/Fecha de nacimiento: _____ Who enrolled in grade/Quien se matriculo en el grado: _____

At **The Core Academy** on/ En **The Core Academy** el: _____

The parent or guardian who has signed below has been informed of this transfer request and grants permission for the below mentioned information to be sent. If this student is a special education student, please forward such records as well.

El Padre o guardián que ha firmado, ha sido informado de esta transferencia y otorga el permiso para que la información mencionada sea mandada. Si el estudiante es un estudiante de educación especial, por favor de mandar tales registros.

Please send the following information:

- Az Merit Student Testing Information
- Birth Certificate
- Official Transcript - Please Mail
- Letter of Promotion
- Test Scores (AZELLA Scores – oral, reading, writing)
- Official Withdrawal Form
- Grades to Date of Withdrawal
- Course Description/Catalog of Courses
- Immunization Records/Health Records
- Hearing and Vision Screening Results
- Discipline and Attendance Records
- Explanation of Grading/Credit System. (Please indicate symbols designating Accelerated classes.)

Por favor de mandar lo siguiente:

- Reportes informativos de el examen Az Merit
 - Acta De Nacimiento
 - Boleta oficial de calificaciones
 - Carta de Promoción
 - Puntuación en los exámenes AZELLA
 - Forma oficial de retiro
 - Calificaciones hasta la fecha de retiro
 - Descripción de cursos/Catalogo de cursos
 - Cartilla de vacunas/registro de salud
 - Resultados de el examen de visión y del oído
 - Registros de asistencia y disciplina
 - Explicación de sistema de calificaciones y créditos (Por favor, indique los simbolos que caracterizan clases aceleradas.
-

Please sign and complete the information below:/Por favor firmar y completar la información de abajo:

Name and address of last school attended/Nombre y dirección de la ultima escuela asistida:

School Name/Nombre de la escuela

Address/Dirección

City/Cuidad State/Estado Zip/Código Postal

Telephone Number/Numero de teléfono /**Fax Number**

Signature of Parent/Guardian/ Firma del padre o guardian

Date/Fecha



Arizona law requires that schools, preschools and childcare facilities obtain this form, completed by a physician or registered nurse practitioner, in order for a child to be exempted from immunization requirements for medical reasons.

Medical Exemption Form

This is the official ADHS-provided form used by physicians and registered nurse practitioners to document that 1) due to the child's health or medical condition, the child may be adversely affected on a temporary or permanent basis by one or more of the required vaccine doses; 2) a child has laboratory evidence of immunity to one or more specific vaccine-preventable diseases and lab results are attached; or 3) the child has a history of Varicella (chicken pox) disease.

Child's Name _____ Date of Birth _____

To be completed by a physician or registered nurse practitioner to exempt a child from childcare or school immunization requirements.

Printed Name of Physician or Nurse _____

Signature of Physician or Nurse _____ Date _____

Please list each vaccine included in the exemption and the reason for the exemption:

Please indicate whether this is a **permanent** exemption or a **temporary** exemption

If the exemption is temporary, please list the date the exemption ends _____

Parent/Guardian Section:

1. I am aware that in the event the state or county health department declares an outbreak of a vaccine-preventable disease for which I cannot provide proof of immunity for my child, he or she may not be allowed to attend childcare and/or school until the risk period ends, which may be up to 3 weeks or longer.
2. I am aware that additional information about vaccine preventable diseases, vaccines, and reduced or no cost vaccination services is available from my local county health department and Arizona Department of Health Services. (www.azdhs.gov/phs/immun/index.htm).

Parent/Guardian Signature _____ Date _____

Arizona Revised Statutes 15-873, <http://www.azleg.state.az.us/ars/15/00873.htm>, and Arizona Administrative Code, R9-5-305, http://www.azsos.gov/public_services/Title_09/9-05.htm, and R9-6-706, http://www.azsos.gov/public_services/Title_09/9-06.htm describe the requirements for medical exemptions in childcare and school settings.



La ley de Arizona requiere que las escuelas, centros preescolares y guarderías utilicen este formulario oficial de ADHS, firmado y completado por un médico o enfermera registrada, para que un niño sea exento de los requisitos de inmunización por razones médicas.

Formulario de Exención por Razones Médicas

Este es el formulario oficial, suministrado por ADHS, utilizado por los médicos y enfermeras registradas para documentar que 1) debido a su salud o condición médica, el niño puede ser afectado de forma temporal o permanente por una o más de las vacunas requeridas; 2) el niño tiene evidencia del laboratorio de inmunidad a una o más enfermedades prevenibles por vacunación y los resultados del laboratorio se adjuntan a este documento; o 3) el niño tiene un historial médico que incluye la varicela.

Nombre del Niño _____ Fecha de Nacimiento _____

Para ser completado por un médico o enfermera registrada para eximir a un niño de los requisitos de vacunación escolares y de guarderías.

Nombre del médico o la enfermera _____

Firma del médico o la enfermera _____ Fecha _____

Por favor, indique cada vacuna incluida en la exención y el motivo de la exención.

Por favor, indique si e una exención **permanente** o una exención **temporal**

Si la exención es temporal, indique la fecha en que termina la exención. _____

Sección del Padre / Tutor:

1. Soy consciente de que en el caso que el departamento de salud estatal o del condado declare un brote de una enfermedad prevenible por vacunación y yo no pueda presentar prueba de inmunidad para mi hijo, él o ella no puede ser permitido asistir a la guardería y/o la escuela durante un máximo de 3 semanas o hasta que termine el período de riesgo.
2. Soy consciente de que la información adicional acerca de las enfermedades prevenibles por vacunación, vacunas y servicios de vacunación reducidos o sin costo está disponible en mi departamento de salud local y el Departamento de Servicios de Salud de Arizona (ADHS). (www.azdhs.gov/phs/immun/index.htm)

Firma del Padre/Tutor _____ Fecha _____

Estatutos Revisados de Arizona 15-873, <http://www.azleg.state.az.us/ars/15/00873.htm>, y el Código Administrativo de Arizona R9-5-305, http://www.azsos.gov/public_services/Title_09/9-05.htm, y R9-6-706, http://www.azsos.gov/public_services/Title_09/9-06.htm describen los requisitos para exenciones médicas en guarderías y las escuelas.

C.3

Personnel

C.3 PERSONNEL

C.3.a. Provide a clear and comprehensive staffing plan, including the minimum of qualifications and/or experience for each position.

Below please find the a staffing summary for C.O.R.E. Academy of Excellence which describes staffing planned for Years 1-6 based on student enrollment.

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Students	400	600	775	950	1,050	1,250
Grades Served	9-10	9-11	9-12	9-12	9-12	9-12
Classrooms	24 19 traditional 3 Phys Ed 2 Small Instr	24 19 traditional 3 Phys Ed 2 Small Instr	34 26 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts	44 36 traditional 5 Phys Ed 2 Small Instr 1 theater arts
Staffing:						
Teachers	16	24	31	38	42	50
Coaches (stipend)	8	10	12	12	14	14
Principal	1	1	1	1	1	1
Vice Principal	1	1	1	1	1	1
Curr/PD/Data Dir	1	1	1	1	1	1
Office Manager/Admin	1	1	1	2	2	2
Reception	0	1	1	1	1	1
Registrar	1	1	1	1	1	1
Student Services/Counselor	2	2	3	3	3	4

The marketing program for teacher recruitment will include job postings, marketing for reach to area teachers and the following detailed plan found in section C2 of this document.

News Print ADS – Job fair February and March

2 ads (4 total) job fair - \$318.75 each \$1,275 total

Mailer

Variable Data Letters 8.5" x 11" @ .13 = \$ 175.50

Envelopes -#10 – 1500 4.125x9.5 @ .25 = \$ 375

Postage for 1,321 mailers @ \$.25 = \$330.25

Mailing services 1,321 mailers @ \$.19 = \$250.99

Total \$1,031.74

Website - Post job openings - TBD

Social Media - Promote opening through FB targeting teachers

Total paid ads for 3 months \$2,500

Total \$4,806

The recruitment for the School Principal will begin in January 2020, as well as the recruitment for the, Teachers, Special Education Specialist, Registrar/School Assistant, Office Manager, Student Services, Counseling, Curriculum/Data/PD Coaches, and Classroom Assistants.

C.O.R.E. Academy will have Principal position and operations manager in place on or around April of 2020. Employment for both will begin by May 1, 2020. Following the School Principal position being filled, the school will start the process for hiring teachers and support staff. Teachers will be interviewed in May 2020, and the employment agreement will be executed in June 2020.

Employment will begin on July 1, 2020. Teachers will be contracted for 11 months and work 195 contract days, which is reflected in the budget. The Special Education Specialist will be contracted for 10-months and will work 190 contract base days as accounted for in the budget.

Job Requirements – Minimum Professional Experience Per Position:

School Principal and Vice Principal

School Principal's minimum qualifications will include:

- A master's degree in education administration or education leadership
- Valid fingerprint clearance
- Valid Arizona teaching certificate
- Valid Arizona Administration certificate
- At least 3 years of experience in an educational environment

Preferred Qualifications:

- Knowledge of and experience with Arizona public school policies and procedures
- Instructional leader in the specific fields of curriculum oversight, data driven instruction and teacher training.

Special Education Specialist

Special Education Specialist minimum qualifications will include:

- Bachelor's degree
- Valid fingerprint clearance
- Valid special education certification
- Working knowledge of state and federal special education laws and regulations
- 1-3 years of experience in an education environment – preferably in a high school setting
- Experience in writing IEPs and 504 plans
- Ability to interpret student data and identify special education needs

Student Services Director

Student Services Director minimum qualifications will include:

- Bachelor's degree
- Valid fingerprint clearance
- Valid Arizona teaching certificate
- 3 years of experience in an education environment
- Sound understanding of academic plans and approaches to learning
- Knowledge of and experience with standardized testing
- Knowledge of counseling theory and techniques

Preferred Qualification:

- Valid Arizona Administration certificate
- Knowledge of and experience with Arizona public school policies and procedures
- Background or degree in counseling and or 5 years prior experience in a high school counseling department.

Academic and Student Counselor

Academic and Student Counselor minimum qualifications will include:

- Bachelor's degree
- Valid fingerprint clearance
- Valid Arizona teaching certificate
- 3 years of experience in an education environment working with high school age youth
- Sound understanding of academic and social emotional issues facing teens today.
- Knowledge of and experience college admissions process
- Knowledge of counseling theory and techniques

Curriculum/Data/PD Coach

Curriculum/Data/PD Coach minimum qualifications will include:

- Bachelor's degree
- Valid fingerprint clearance
- Valid Arizona teaching certificate
- 3 years of experience in an education environment. Multiple years of classroom experience with demonstrated academic growth in students
- Sound understanding of academic plans and approaches to learning
- Knowledge of and experience with standardized testing, benchmark data analysis, curriculum scope and sequence.

Preferred Qualifications:

- A Master's in Educational Leadership or equivalent
- Strong verbal, written, and interpersonal communication skills to positively impact community, parents, scholars, administrators, faculty, and staff
- Strong commitment to supporting and safeguarding the principles of excellence in education
- Working knowledge of learning theory, instructional methodology, curriculum development, teacher observation/evaluation
- Working knowledge and understanding of Arizona State and Common Core Standards

Teacher

General Education Teachers at C.O.R.E. Academy should be competent, relationship focused, high energy and student center teachers. Teachers should be able to set high academic standards and motivate their students to achievement of those goals. Teacher's must be organized and well prepared for each lesson.

Teachers' minimum qualifications will include:

- Bachelor's degree
- Valid fingerprint clearance
- Valid Arizona teaching license and documentation of **one** of the following:

- Completion of a Board approved teacher preparation program in High School Grades Education, or a teacher preparation program from an accredited college or university with substantially similar training; **or**
- Verification of two years of full-time teaching experience in grades nine through twelve, **and** completion of college coursework or Board approved trainings which teach the knowledge and skills described in the Arizona Professional Teaching Standards and address specified topics; **or**
- The applicant holds a valid, comparable High School Grades Teaching certificate from another state and is in good standing in that other state. Applicants who qualify with an out-of-state certificate are not required to meet the exam requirements.
- Sound understanding of academic plans and approaches to learning. Ability to interpret standards and teach to stated learning objectives.
- Knowledge of and experience with standardized testing, data interpretation and teaching to standards

Registrar/School Assistant

Registrar/School Assistant minimum qualifications will include

- Valid fingerprint clearance
- Proficient in Google Docs and Microsoft Office and relevant technology
- Experience with student registration systems (Synergy) and records required to enroll students in a public school.

Office Manager

Operations Assistant minimum qualifications will include:

- Valid fingerprint clearance
- Proficient in Google Docs and Microsoft Office and relevant technology
- Experience with laws and regulations in regard to education
- Understanding of accounting and HR procedures and able to intergrate with third party vendors in these areas.

Athletic Coaches

The requirements for a Head Coach position include:

- Bachelor's degree
- Valid fingerprint clearance
- Fundamentals of Coaching certification (on line NFHS course)
- First Aid/CPR certification.

Fingerprinting Requirement

In accordance with Title 15, Chapter 1, Article 8 of the Arizona Revised Statutes, all teachers or other professionals who may be in an instructing role within a charter school must have a valid fingerprint clearance card on file. All teachers will need to be fingerprint checked before employment.

C.3.b. Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: The

grades and number of students to be served in each of the first three years of operations, and the number of each type of instructional and non-instructional personnel each year.

C.O.R.E. staffing needs are based on projected enrollments as shown below:

Enrollment by grade	Year 1	Year 2	Year 3
9 th Grade	300	200	200
10 th Grade	100	300	200
11 th Grade		100	300
12 th Grade			75
Students	400	600	775
Cohorts of 25	16	24	31

Category	Average Salary	Year 1	Year 2	Year 3
Students		400	600	775
Teachers	\$39,000	16	24	31
CEO/Head of Schools	\$80,000	1	1	1
Principal	\$80,000	1	1	1
Vice Principal	\$40,000	1	1	1
Student Services Dir	\$60,000	1	1	1
Counselor	\$45,000	1	1	1
Curr/Data/PD Dir	\$45,000	1	1	1
Registrar	\$45,000	1	1	1
Business Manager/Bookkeeper	\$70,000	1	1	1
Admin Assistant	\$30,000	3	3	4
Custodian	\$31,200	2	2	3
Food Service	\$13,000	0.5	0.5	1
Coach	\$7,800	8	10	12
Assistant Coach	\$1,500	16	20	24

Salary and Benefits Calculations

In accordance with A.R.S. §15-903(E), as amended by Laws 2018, Ch. 285, §10, a local educational agency's (LEA) budget must include the prominent display of the average salary of all teachers employed by the district or charter for the budget and prior years, and the increase in the average salary of all teachers employed by the district or charter for the budget year reported in dollars and percentage.

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E, amended by Laws 2018, Ch. 285, §10)

1. Average salary of all teachers projected to be employed in FY 2020 (budget year) **\$42,900**

Below is the published list from surrounding public school salary schedules for teachers;

Marana School District - 2019-2020 Teacher Salary

Degree/Level (Exp)	Base	Override	Prop 301	Total Salary
BA / A 0-3	\$34,392.00	\$237.00	\$3,826.87	\$38,455.87
BA / B 4-5	\$35,570.00	\$245.00	\$3,826.87	\$39,641.87
BA / C 6+	\$36,790.00	\$254.00	\$3,826.87	\$40,870.87
MA / A 0-3	\$36,748.00	\$253.00	\$3,826.87	\$40,827.87
MA / B 4-5	\$38,011.00	\$263.00	\$3,826.87	\$42,100.87
MA / C 6+	\$39,314.00	\$272.00	\$3,826.87	\$43,412.87
EDSP/A 0-3	\$41,124.00	\$285.00	\$3,826.87	\$45,235.87
EDSP/B 4-5	\$42,537.00	\$295.00	\$3,826.87	\$46,658.87
EDSP/C 6+	\$44,000.00	\$305.00	\$3,826.87	\$48,131.87

Amphi School District 2020 Teacher Salary

Degree/Level (Exp)	Base	Override	Prop 301	Total Salary
BA / A 0-3	\$38,073.00			\$38,073.00
BA / B 4-5				
BA / C 6+	\$38,708.00			\$38,708.00
MA / A 0-3	\$39,978.00			\$39,978.00
MA / B 4-5				
MA / C 6+	\$40,612.00			\$40,612.00
EDSP/A 0-3	\$41,882.00			\$41,882.00
EDSP/B 4-5				
EDSP/C 6+				

Tucson Unified School District 2020 Teacher Salary

Degree/Level (Exp)	Base	Override	Prop 301	Total Salary
BA / A 0-3	\$34,800.00	\$4,400.00		\$39,200.00
BA / B 4-5				
BA / C 6+				
MA / A 0-3	\$36,800.00	\$4,400.00		\$41,200.00
MA / B 4-5				
MA / C 6+				

- Employee Benefits- Employee benefits include a 4% 401K match, FICA 6.20%, Medicare 1.45%, Disability .15% and AD and D of .16%, based on the direct salary of the given annual salary. Benefits increase at 3% in years two and three with salary increases.
- Employee Health Insurance- Employee insurance include an assumption of 15% (of direct salary) for healthcare and 2% (of direct salary) for unemployment and workman's compensation insurance. Insurance increase at 3% in years two and three with salary increases. As a reference to determining this cost, neighboring school district, Amphi SD covers a fixed amount of \$364 per month or \$4,368 towards their employees health and dental insurance. At 15% of salary in the form of health/dental, C.O.R.E. Academy is budgeting \$6,300 contribution towards employee health/dental.

C.O.R.E. Academy of Excellence believes the above staffing plan is sufficient to meet enrollment targets during each year of operation. This is based on a student teacher ratio of 25:1 which as described in the Target Population section of this application, is adequate.

In Arizona, according to the National Center for Education Statistics, the average High School class size for teachers in departmentalized instruction, was 25.9 students. C.O.R.E. Academy has elected to build their staffing plan to a 1:25 teacher to student ratio. Research on class size and student outcome is mixed in the older grades and more pronounced in the younger grades. The balance of quality instruction through a comprehensive professional development strategy and smaller class size is shown in the studies to be the most effective impact on student achievement. The lower classroom ratios will allow for more individualized instruction and intervention programs to help scholars that need additional instruction in specific areas.

Researchers have come to a general consensus that smaller class sizes produce positive social, emotional, and academic results. Findings from numerous studies, including [Glass and Smith's](#) research from 1978 and [Tennessee's Project STAR](#) conducted in the mid 1980s, conclude smaller class sizes result in higher test scores, produce fewer dropouts, and level the playing field for minorities and children living in poverty. (1)

<https://www.hmhco.com/blog/class-size-matters>

The studies, based on classroom observations and interviews, have revealed some surprising insights:

- *The most obvious explanation for why reducing class size works — that teachers give students better, more-tailored instruction in smaller classes — probably isn't the reason why achievement goes up. Teachers for the most part don't change their practices automatically when their classes have fewer students.*
- *Students behave better and pay more attention in smaller groups, and this may account at least initially for the gains. For example, it's harder for a couple of troublemakers in the back of the room to derail the class when they can't hide in a crowd.*

- *Reducing class sizes can have the potential to make a big difference for students only if teachers get the training and administrative support to take advantage of the situation by changing how they teach and how they interact with parents. (2)*

<https://www.seattletimes.com/seattle-news/education/does-class-size-matter-research-reveals-surprises/>

C.3.c. Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.

Recruitment:

The school Principal has been identified as Paul DeWerd. His contract will be finalized and his services will begin in April/May of 2020. The recruitment for the Teachers, Special Education Specialist, Registrar/School Assistant, Office Manager, Student Services, Counseling, Curriculum/Data/PD Coaches, and Classroom Assistants will begin in January of 2020 with the CEO and Governing Board reviewing initial applications and conducting early interviews.

C.O.R.E. Academy will have Principal position and operations manager in place on or around April of 2020. Employment for both will begin by May 1, 2020. Following the School Principal position being filled, the school will start the process for hiring teachers and support staff. Teachers will be interviewed in May 2020, and the employment agreement will be executed in June 2020.

Employment will begin on July 1, 2020. Teachers will be contracted for 11 months and work 195 contract days, which is reflected in the budget. The Special Education Specialist will be contracted for 10- months and will work 190 contract base days as accounted for in the budget.

The marketing program for teacher recruitment is thorough and has been used by the leadership team in the local market in the past. The recruitment will include job postings, marketing for reach to area teachers and the following detailed plan found in section C2 of this document.

News Print ADS – Job fair February and March

2 ads (4 total) job fair - \$318.75 each \$1,275 total

Mailer

Variable Data Letters 8.5” x 11” @ .13 = \$ 175.50
 Envelopes -#10 – 1500 4.125x9.5 @ .25 = \$ 375
 Postage for 1,321 mailers @ \$.25 = \$330.25
 Mailing services 1,321 mailers @ \$.19 = \$250.99
 Total \$1,031.74

Website - Post job openings - TBD

Social Media - Promote opening through FB targeting teachers

Total paid ads for 3 months \$2,500

Total \$4,806

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

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

Hiring

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

1. Submit an application that will be provided online.
2. Submit a cover letter and resume with application.
3. The Operations Assistant will screen applications for minimum qualifications. Check references included with application.
4. Candidate will be asked to participate in a teaching demonstration.

5. Candidate will be asked to submit a written lesson plan prior to demonstration.
6. The Principal will conduct the interview; once the administrative team is in place, they will also be a part of the interview process and more than one interview will take place.

Costs for recruiting and hiring are allocated to the start up budget as personnel costs.

Onboarding

C.O.R.E. Academy of Excellence is compliant with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, employment offers are contingent upon receipt of the candidate's fingerprint clearance card. C.O.R.E. recognizes that obtaining fingerprint clearance cards can take several weeks; to ensure that all employees have their cards on file with the school before July when an orientation and in-service is held, every effort will be made to finalize hires by May 15 of each year. C.O.R.E. Academy will not discriminate in the staff recruitment, selection, hiring or supporting processes based on ethnicity, race, national origin, gender, sexual orientation, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

Training

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

- About C.O.R.E. Academy of Excellence
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Classical education
 - Classroom environment
- Philosophical Approach
 - Child development philosophy in the classroom
- Academics & Teaching
 - Academic standards
 - Academic excellence
 - Planning and preparation
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices
 - Curriculum
 - Curriculum maps
 - Curriculum aligned to standards
 -
- Assessments & Instruction
 - Student assessment data

- Types of assessments
- Data collection, review and analysis
- Instructional decision-making based on data

In addition to the orientation and in-service, teachers will attend professional development sessions throughout the year focused on standards, differentiation and classical education.

C.3.d. Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-year Operational Budget result in a staff qualified to effectively implement the program of instruction.

As described in the Program of Instruction of this application, C.O.R.E. Academy of Excellence believes great teachers develop great students. Professional Development is a key priority in the Program of Instruction and the Academic System Plans thru the site leadership with the goal to improve instructional practice with weekly opportunities to engage deeply in basic to advanced techniques aimed at developing confidence in teaching in a Classical Educational environment. Textbook vendors and Ethos Logos Curriculum content and Ethos Logos PD training will support the onsite leadership team and department chairs to ensure that the existing curriculum is meeting the needs of each student and those teachers receive appropriate professional development to ensure the curriculum is delivered with fidelity. During the summer, the administration and Master Teachers will meet to determine the professional development goals for the upcoming year. To ensure all new and returning staff is prepared for each academic year, all teachers will report for a three-day training program lead by the Principal and PD department, Master Teachers and the administration.

Prior to each school year, the school will host a five-day orientation and in-service training program for our teachers and other staff to provide an orientation to the PD program. Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum aligned to state standards.

The Professional Development costs are included in the Curriculum & Professional Development costs of the Start-Up and Three-Year Operational Budget and costs are in addition to teacher salaries.

Professional Development will address the following topics which will prepare initial instructional staff to effectively implement the Program of Instruction.

- About CORE Academy and how to is aligned to School Culture
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Tenets of Classical education
 - Classroom environment
- Discipline approaches of Professional Development
 - Child development philosophy in the classroom
 - Working with parents
 - Fostering community

- Academics & Teaching
 - Academic standards
 - Academic excellence
 - Planning and preparation
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices
 - Curriculum
 - Math
 - English
 - Curriculum maps
 - Curriculum aligned to standards
- Data Driven Testing System (or training on the current testing system)
 - Accessing reports
 - Interpreting and implementing results in the classroom
 - Differentiated Instruction
 - Increasing H.E.A.T.! – Student engagement
 - Lesson Planning – Planbook.com
- Assessments & Instruction
 - Scholar assessment data
 - Types of assessments
 - Data collection, review and analysis
 - Instructional decision-making based on data
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Setting goals in relation to scholar learning and the standards
 - Establishing objectives related to standards
 - Developing and implementing action plans

C.O.R.E. Academy of Excellence will place a strong emphasis on quality athletics. Head coaching stipends average \$7,800 (approximately 1/5 of a teachers full time direct salary). The insurance and retirement benefit equal 19% of an employees’ full time direct salary. C.O.R.E. intends to open with at least 8 sports, growing to 12 in year 3. There will be 16 teaching positions in year one and up to 31 by year three. Therefore, at any one time, C.O.R.E Academy of Excellence may have 50% to 38% of its full-time teachers also serving a head coach. With an average salary of \$39,000, plus benefits of 19% (\$7,410.38), plus a head coaching salary of \$7,800, a full-time teaching head coach may earn a salary of \$54,210 per year. If the teacher were a two-season assistant coach, and not a head coach (\$1,500 per season), they may potentially earn \$49,410 per year.

C.3.e. Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.

Teacher-Regular Education; Year one, based on 400 students, we assume to employ 16 full time teachers at an average salary of \$42,900. In year two, based on 600 students and 49,936 square feet, we assume to employ 24 teachers at \$44,187 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we

assume to employ 31 full time teachers at \$45,513 (a three percent increase from the previous year).

Average salaries budgeted for the positions are shown. For teachers, certification, whether current or previously held, will be reviewed as well as other pertinent subject matter knowledge and experience. The extensive athletic program commitment will allow a number of the teachers to fill both roles. This is also true for the assistant coach positions.

Below is the Amphitheater Public School District health and dental benefits contributions. Amphi is a surrounding school district and is an accurate representation of the costs of an ERE package that will help to attract top teachers in C.O.R.E. Academy’s area.

Coverage Type	Total Monthly Rate	Total Monthly District Contribution	Total Monthly Employee Rate	Employee Cost Per Pay Period (20 Deductions)
Medical Classic Gold Banner				
EMPLOYEE Only	\$ 447.90	\$ 364.90	\$ 83.00	\$ 49.80
EMPLOYEE + SPOUSE	\$ 886.90	\$ 364.90	\$ 522.00	\$ 313.20
EMPLOYEE+ CHILD	\$ 823.90	\$ 364.90	\$ 459.00	\$ 275.40
EMPLOYEE + FAMILY	\$ 1,197.90	\$ 364.90	\$ 833.00	\$ 499.80
Medical Classic Silver Banner				
EMPLOYEE Only	\$ 427.90	\$ 364.90	\$ 63.00	\$ 37.80
EMPLOYEE + SPOUSE	\$ 846.90	\$ 364.90	\$ 482.00	\$ 289.20
EMPLOYEE + CHILD	\$ 786.90	\$ 364.90	\$ 422.00	\$ 253.20
EMPLOYEE + FAMILY	\$ 1,143.90	\$ 364.90	\$ 779.00	\$ 467.40
Medical HDHP \$1,350 Banner				
EMPLOYEE Only	\$ 381.57	\$ 364.90	\$ 16.67	\$ 10.00
EMPLOYEE + SPOUSE	\$ 703.40	\$ 364.90	\$ 338.50	\$ 203.10
EMPLOYEE + CHILD	\$ 654.40	\$ 364.90	\$ 289.50	\$ 173.70
EMPLOYEE + FAMILY	\$ 949.40	\$ 364.90	\$ 584.50	\$ 350.70
EDS Dental Plan				
EMPLOYEE Only	\$ 8.76	\$ 8.76	\$ -	\$ 0
EMPLOYEE + SPOUSE	\$ 17.05	\$ 8.76	\$ 8.29	\$ 4.97
EMPLOYEE + CHILD	\$ 22.76	\$ 8.76	\$ 14.00	\$ 8.40
EMPLOYEE + FAMILY	\$ 25.39	\$ 8.76	\$ 16.63	\$ 9.98

Explanation of Employee ERE. Research from Local Market

- Employee Benefits- Employee benefits include a 4% 401K match, FICA 6.20%, Medicare 1.45%, Disability .15% and AD and D of .16%, based on the direct salary of the given annual salary. Benefits increase at 3% in years two and three with salary increases.
- Employee Health Insurance- Employee insurance include an assumption of 15% (of direct salary) for healthcare and 2% (of direct salary) for unemployment and workman’s compensation insurance. Insurance increase at 3% in years two and three with salary increases. As a reference to determining this cost, neighboring school district, Amphi SD covers a fixed amount of \$364 per month or \$4,368 towards their employees health and dental insurance. At 15% of salary in the form of health/dental, C.O.R.E. Academy is budgeting \$6,300 contribution towards employee health/dental.

C.4

Start Up Budget

C.4 START-UP BUDGET

C.4.a. List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.

C.O.R.E. Academy of Excellence has established a working relationship with Schoolhouse Development, LLC, who will serve as a facility developer and financier for the C.O.R.E. Academy of Excellence High School. Schoolhouse Development, LLC will provide the start-up funds necessary to cover the expenses that will occur in the start-up process before the state equalization revenue is received. A letter from Schoolhouse Development, LLC has been enclosed noting the amount of the Start Up funds budgeted in the amount of \$350,000.

Terms of this loan are included in the overall development financing loan from Schoolhouse Development, LLC (see Section C.5 for letter from Schoolhouse Development, LLC.)

C.4.b. List expenditures to cover the start-up plans described in the application package.

Attached hereto is Exhibit C.4 Start-Up Budget describing the budgeted start-up costs as follows:

Administration/Instruction/Support	
Director/Principal	\$ 28,000
Clerical	\$ 14,000
Office supplies	\$ 36,400
Curriculum & Resource Materials	\$148,985
Total Administration/Instruction/Support	\$227,385
Operations & Maintenance	
Marketing	\$12,000
Student Technology Equipment	\$59,119
Office Technology Equipment	\$25,887
Total Operations & Maintenance	\$ 97,006
Total Expenditures	\$324,391
Contingency Fees	\$ 25,609
Total Start Up Expenditures	\$350,000

The ERE/Employee benefits costs during the start up budget are included in the above Director/Principal and Clerical line items as:

Below is the narrative from C.4 Start Up Budget with clarification of ERE costs in the Start Up Budget.

Salary Annual	25% of Annual Salary for 3 month start up period	ERE estimate fro 3 month start up period	Total projects in start up budget
----------------------	--	--	-----------------------------------

Principal	\$80,000	\$20,000	\$8,000	\$28,000
Clerical Staff	\$40,000	\$10,000	\$4,000	\$14,000

- Director/Principal- C.O.R.E. Academy of Excellence will hire a Principal three (3) months in advance of school opening. Salary expense calculated as 25% of \$80,000 annual salary or **\$28,000**.
- Clerical Staff- C.O.R.E. Academy of Excellence will hire clerical staff three (3) months in advance of school opening. Salary expense calculated as 25% of \$40,000 annual salary or **\$14,000**.

Custodial and Bookkeeping Services – Not Included In Start Up:

The startup assumptions does not include third party bookkeeping or custodial. In the experience of the leadership team, the contractor provides a building ready to open a school, with floors waxed and furniture installed. The teaching staff will decorate their rooms and dispose of materials. Custodial will start at the beginning of school and be paid for through the operational budget.

The bookkeeping services will begin in September of the first year of operations. The office manager/registrar that is hired prior to school opening will manage all beginning bookkeeping. The third party bookkeeping services are detailed in section C5 and B3.2 (contracted services).

C.4.c. Demonstrate through the assumptions that the amounts listed are viable and adequate.

Start-Up Budget Assumptions

Revenue Assumptions

- Schoolhouse Development, LLC will provide the start-up funds necessary to cover the expenses that will occur in the start-up process before the state equalization revenue is received. A letter from Schoolhouse Development, LLC has been enclosed noting the amount of the Start Up funds budgeted in the amount of \$350,000.

Expenditure Assumptions

- Director/Principal- C.O.R.E. Academy of Excellence will hire a Principal three (3) months in advance of school opening. Salary expense calculated as 25% of \$80,000 annual salary or \$28,000.
- Clerical Staff- C.O.R.E. Academy of Excellence will hire clerical staff three (3) months in advance of school opening. Salary expense calculated as 25% of \$40,000 annual salary or \$14,000.

- Office Supplies- C.O.R.E. Academy of Excellence will purchase 50% of its Equipment and Supplies budget to effectively register students and operate the functions of high school prior to opening day, total \$36,400 as described below:

Copiers	\$12,000
Office Start Up	\$ 8,500
Teacher Supplies	\$12,400
Raptor Security System	\$ 3,500 <i>(Drivers License Check for visitors on campus)</i>
<u>Total</u>	<u>\$36,400</u>

- Marketing- C.O.R.E. Academy of Excellence has budgeted year one’s marketing cost prior to opening day, total \$12,000 per Marketing Budget noted in Section C.2 Marketing and Student Enrollment of this application; this amount represents only the amount to be paid from start-up funds and it is in addition to the marketing budget of \$55,000 budgeted and to be paid for from capital funding for the overall development cost of the school facility. Overall facility sources and uses of funds included in Section C.5 of this application.

- Office Technology Equipment- C.O.R.E. Academy of Excellence will purchase 12.9% or \$25,887 of the office technology budget prior to opening day. This amount represents only the amount to be paid from start-up funds and it is in addition to the FFE budget to be paid for from capital funding for the overall development cost of the school facility. Overall facility sources and uses of funds included in Section C.5 of this application.

Documents Cameras	\$289 x 20	= \$ 5,780
Servers		= \$12,500
<u>Firewall</u>		<u>= \$ 7,607</u>
Total		\$25,887

- Student Technology Equipment- C.O.R.E. Academy of Excellence will purchase 19.7% or \$59,119 of the student technology budget prior to opening day. This amount represents only the amount to be paid from start-up funds and it is in addition to the FFE budget to be paid for from capital funding for the overall development cost of the school facility. Overall facility sources and uses of funds included in Section C.5 of this application.

Staff Chromebooks	\$349 each * 22	= \$9,319
<u>Student Chromebooks</u>	<u>\$249 each * 200</u>	<u>= \$49,800</u>
Total		\$59,119

- Curriculum & Resource Materials- C.O.R.E. Academy of Excellence will purchase curriculum materials and equipment prior to opening day, total, \$148,985 as described below:

Math					
Math	Saxon Math Algebra 1 Student Edition	105.00	\$93	\$9,718	
Math	Saxon Math Algebra 1 Student Practice Workbook	105.00	\$11	\$1,188	
Math	Saxon Math Algebra 2 Student Edition	75.00	\$93	\$6,941	
Math	Saxon Math Algebra 2 Student Practice Workbook	75.00	\$11	\$848	
Math	Saxon Math Geometry Student Edition	75.00	\$93	\$6,941	
Math	Saxon Math Geometry Student Practice Workbook	75.00	\$11	\$848	
Math	Saxon Math Calculus Student Edition	60.00	\$93	\$5,553	
Math	Saxon Math Calculus Student Practice Workbook	60.00	\$11	\$679	
Math	Saxon Math Student Edition	60.00	\$93	\$5,553	
Math	Saxon Math Student Practice Workbook	60.00	\$11	\$679	
				\$38,948	\$38,947
Science					
Bio	Hudson, Paige. Biology for the Rhetoric Stage. Teacher Edition Only	4	\$31	\$124	
Chem	Hudson, Paige. Chemistry for the Rhetoric Stage	4	\$41	\$164	
Physics	Hudson, Paige. Physics for the Rhetoric Stage	4	\$41	\$164	
Earth	Hudson, Paige. Earth Science & Astronomy for the Rhetoric Stage	4	\$41	\$164	
				\$616	\$154
Latin					
Latin 1	Cambridge Latin Course 1 Teachers Edition	2	\$50	\$100	
Latin 2	Cambridge Latin Course 2 Teachers Edition	2	\$50	\$100	
Latin 1	Cambridge Latin Course 1 Student Edition	120	\$41	\$4,914	
Latin 2	Cambridge Latin Course 2 Student Edition	120	\$41	\$4,914	
				\$10,028	\$10,028
Logic					
Logic	Memoria Press Logic Course 1 Teacher Edition	1.00	\$10	\$10	
Logic	Memoria Press Logic Course 1 Student Edition	60.00	\$14	\$840	
Logic	Memoria Press Logic Course 1 Quizzes and Tests	60.00	\$5	\$300	
Logic	Memoria Press Logic Course 1 Student Workbook	60.00	\$16	\$957	
Logic	Memoria Press Logic Course 2 Teacher Edition	1.00	\$10	\$10	
Logic	Memoria Press Logic Course 2 Student Edition & Workbook	30.00	\$30	\$899	
Logic	Memoria Press Logic Course 2 Quizzes and Tests	30.00	\$5	\$150	
				\$3,165	\$3,165
Literature - Novels					
ELA	Sample Literature List (For Budgeting Purposes)				
ELA	<i>Adventures of Huckleberry Finn</i> 978-1530949281	90	\$4	\$378	
ELA	<i>Red Badge of Courage</i> by Stephen Crane (1895) 978-0486264653	90	\$3	\$252	
ELA	<i>All Quiet on the Western Front</i> by Erich Remarque (1929)978-0449213940	90	\$5	\$440	
ELA	<i>To Kill A Mockingbird</i> by Harper Lee (1960) 978-0446310789	90	\$10	\$944	
ELA	<i>Night</i> by Elie Wiesel (1960) 978-0374500016	90	\$7	\$627	
ELA	<i>1984 - George Orwell</i> 978-0451524935	90	\$7	\$629	
		2		\$3,271	\$6,541
ELA	Sample Literature List (For Budgeting Purposes)				
ELA	Call of the Wild, London 978-0486264721	90	\$2	\$189	
ELA	Alice's Adventures in Wonderland, Carroll 978-1402725029	90	\$7	\$627	
ELA	My Brother Sam Is Dead, James Lincoln Collier 978-0439783606	90	\$5	\$440	
ELA	Much Ado About Nothing, Shakespeare (Translated Text) 978-0743482752	90	\$4	\$377	
ELA	The Scarlet Pimpernel 9780451527622	90	\$3	\$312	
ELA	Gulliver's Travel 9780141366302	90	\$4	\$377	
		2		\$2,323	\$4,646
				\$37,500	
				\$29,000	
				\$18,100	
Total Curriculum Fees					\$148,081

C.4.d. Ensure revenues cover expenses

Revenues cover the budgeted expenses, as noted above total budgeted expenditures are \$350,000 and the total start-up revenues are \$350,000 as evidenced by Exhibit C.4 Start-Up Budget .

C.4.e. Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.

The timeframes described here above are consistent with the application package.

C.4.f. Be consistent with all sections of the application package.

The Start Up Budget and assumptions listed here above are consistent with the application package.

*Exhibit C.4 Start-Up Budget, attached hereto.
Start Up Budget Assumptions, noted above in C.4.c*

C.4 Start-Up Budget

	A	B	C	D	E	F
1	C.4 Start-Up Budget					
2	Applicant Name: CORE ACADEMY OF EXCELLENCE, INC. - June 19, 2019					
3						
4	<i>Provide Assumptions by Line</i>	August 1 of Opening Year				Timeframe for Acquisition
5	START-UP REVENUE				Total \$	
6	Secured Funds - Private Donations					
7	Secured Funds - Loans				\$ 350,000.00	
8	Secured Funds - Other					
9	Total Start-up Revenue				\$ 350,000.00	
10						Timeframe for Acquisition
11	Administration, Instruction, & Support (AIS)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	
12	EXPENDITURES (add lines as necessary)					
13	Salaries					
14	Director/Principal	0.25	\$ 80,000.00	\$ 32,000.00	\$ 28,000.00	
15	Teacher-Regular Education				\$ -	
16	Teacher-Special Education				\$ -	
17	Clerical	0.25	\$ 40,000.00	\$ 16,000.00	\$ 14,000.00	
18	Bookkeeper/Finance				\$ -	
19	Custodial/Maintenance				\$ -	
20	Other				\$ -	
21	Employee Benefits					
22	Employee Insurance (if providing)					
23	Office Supplies (Paper, Postage, etc.)				\$ 36,400.00	
24	Instructional Consumables					
25	Membership Dues, Registrations, & Travel					
26	Contracted Services: AIS					
27	Contracted Services: Special Education					
28	Curriculum & Resource Materials				\$ 148,985.00	
29	Library Resources/Software					
30	SIS Software					
31	Other					
32	Total Administration, Instruction, & Support				\$ 227,385.00	
33						Timeframe for Acquisition
34	Operations & Maintenance (O&M)				Total \$	
35	EXPENDITURES (add lines as necessary)					
36	Supplies					
37	Marketing/Advertising				\$ 12,000.00	
38	Contracted Services: O&M					
39	Building Rent/Lease/Loan					
40	Building & Improvements					
41	Land & Improvements					
42	Fees/Permits					
43	Property/Casualty Insurance					
44	Liability Insurance					
45	Utilities (Electric, Gas, Water, Waste)					
46	Phone/Communications/Internet Connectivity					
47	Student Furniture & Equipment					
48	Office Furniture & Equipment					
49	Student Technology Equipment				\$ 59,119.00	
50	Office Technology Equipment				\$ 25,887.00	
51	Other Leases (Security, Copiers, etc.)					
52	Loan Repayment					
53	Other				\$ 25,609.00	
54	Total Operations & Maintenance				\$ 122,615.00	
55	Total Expenditures				\$ 350,000.00	
56	Total Start-up Revenues				\$ 350,000.00	
57	Budget Balance (= Revenues - Expenditures)				\$ -	

C.4 Start-Up Budget

	A	B	C	D	E	F
1	C.4 Start-Up Budget					
2	Applicant Name: CORE ACADEMY OF EXCELLENCE, INC. - June 19, 2019					
3						
4	<i>Provide Assumptions by Line</i>	August 1 of Opening Year				Timeframe for Acquisition
5	START-UP REVENUE				Total \$	
6	Secured Funds - Private Donations					
7	Secured Funds - Loans				\$ 350,000.00	
8	Secured Funds - Other					
9	Total Start-up Revenue				\$ 350,000.00	
10						
	Administration, Instruction, & Support (AIS)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	Timeframe for Acquisition
11	EXPENDITURES (add lines as necessary)					
12	Salaries					
13	Director/Principal	0.25	\$ 80,000.00	\$ 32,000.00	\$ 28,000.00	
14	Teacher-Regular Education				\$ -	
15	Teacher-Special Education				\$ -	
16	Clerical	0.25	\$ 40,000.00	\$ 16,000.00	\$ 14,000.00	
17	Bookkeeper/Finance				\$ -	
18	Custodial/Maintenance				\$ -	
19	Other				\$ -	
20	Employee Benefits					
21	Employee Insurance (if providing)					
22	Office Supplies (Paper, Postage, etc.)				\$ 36,400.00	
23	Instructional Consumables					
24	Membership Dues, Registrations, & Travel					
25	Contracted Services: AIS					
26	Contracted Services: Special Education					
27	Curriculum & Resource Materials				\$ 148,985.00	
28	Library Resources/Software					
29	SIS Software					
30	Other					
31	Total Administration, Instruction, & Support				\$ 227,385.00	
32						
	Operations & Maintenance (O&M)				Total \$	Timeframe for Acquisition
33	EXPENDITURES (add lines as necessary)					
34	Supplies					
35	Marketing/Advertising				\$ 12,000.00	
36	Contracted Services: O&M					
37	Building Rent/Lease/Loan					
38	Building & Improvements					
39	Land & Improvements					
40	Fees/Permits					
41	Property/Casualty Insurance					
42	Liability Insurance					
43	Utilities (Electric, Gas, Water, Waste)					
44	Phone/Communications/Internet Connectivity					
45	Student Furniture & Equipment					
46	Office Furniture & Equipment					
47	Student Technology Equipment				\$ 59,119.00	
48	Office Technology Equipment				\$ 25,887.00	
49	Other Leases (Security, Copiers, etc.)					
50	Loan Repayment					
51	Other				\$ 25,609.00	
52	Total Operations & Maintenance				\$ 122,615.00	
53	Total Expenditures				\$ 350,000.00	
54						
55	Total Start-up Revenues				\$ 350,000.00	
56						
57	Budget Balance (= Revenues - Expenditures)				\$ -	

Approved DATE

C.5

**Three Year Operational
Budget**

C.5 THREE YEAR OPERATIONAL BUDGET

C.5.a. List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.

The C.O.R.E. Academy of Excellence High School features the new construction of a school facility on an identified vacant parcel of land that is approximately nine acres (8.76), a detailed site plan has been attached hereto. The school is to be constructed with private financing in 12 months prior to the school opening date of August 2020.

C.O.R.E. Academy of Excellence is working with Schoolhouse Development, LLC, a private firm specialized in charter school financing. Schoolhouse Development, LLC provides 100% financing for facility development and start-up costs incurred prior to the school opening. Schoolhouse Development, LLC provides financing thru a Build to Suit Lease and Purchase Option with a term of no less than two years and up to five years, or longer. The C.O.R.E. Academy of Excellence board will have the discretion to continue under a lease arrangement or exercise the Purchase Option by obtaining permanent financing thru tax exempt municipal bonds. The Three-Year Budget assumes a lease rate of 8.5% of total development costs, described below, with a six (6) month discount.

Below is a summary of the expenditures through each Section of this application:

Facility Development Costs

(shown in Three Year Exhibit C.5 in a new column titled “Facility Development”)

The total facility development costs are budgeted as \$15,852,737 which include the following costs:

Land Acquisition Costs		\$1,455,681
Site Costs		
<i>Civil construction</i>	\$1,800,000	
<i>Turn signal</i>	\$ 500,000	
<i>Import</i>	\$ 250,000	
<i>Utility relocation</i>	\$ 500,000	
Total Site Costs		\$3,050,000
Permits & Fees (4% of direct construction)		\$ 429,541
Architect & Engineering (4% of direct construction)		\$ 429,541
Direct Construction		\$8,338,544
Hard Cost Contingency		\$ 599,427
Property/Casualty Insurance/Liability		\$ 120,003
Enrollment Marketing		\$ 55,000
Utilities (Electric/Gas/Water/Waste)		\$ 20,000
Phone/Communications/Internet Connectivity		\$ 5,000
Office Furniture & Other Equipment		\$ 100,000
Student Technology Equipment		\$ 300,000
Office Technology Equipment		\$ 200,000

Days-on Hand Reserves	\$ 750,000
Total Site Facility Costs	\$15,852,737
Total Facility Development Sources	
Schoolhouse Development, LLC loan (terms below*)	\$15,852,737

*Terms: Build to Suite Lease and Purchase Option Loan Structure. First year loan payment based on 8.5% of development costs discounted 6 months (50%), total initial development costs of \$15,852,737 and start-up costs of \$350,000, or \$688,616. A sample Build to Suit Lease and Option Agreement is attached hereto.

Start-Up Costs

(shown in Three Year Exhibit C.5 in a new column titled "Start Up Budget")

Administration/Instruction/Support	
Director/Principal	\$ 28,000
Clerical	\$ 14,000
Office supplies	\$ 36,400
<u>Curriculum & Resource Materials</u>	<u>\$148,985</u>
Total Administration/Instruction/Support	\$227,385
Operations & Maintenance	
Marketing	\$12,000
Student Technology Equipment	\$59,119
<u>Office Technology Equipment</u>	<u>\$25,887</u>
Total Operations & Maintenance	\$ 97,006
Total Expenditures	\$324,391
<u>Contingency</u>	<u>\$ 25,609</u>
<i>Total Start Up Expenditures</i>	<i>\$350,000</i>
<i>Start-Up Sources</i>	
Schoolhouse Development, LLC loan (VOF attached)	\$350,000

A. Educational Expenditures

The average class size at the C.O.R.E. Academy of Excellence will be 25 students. Educational assistance will be incorporated into the school-staffing plan. On average, the student teacher ratio will be 1:25.

Initially C.O.R.E. Academy of Excellence will hire sixteen (16) new teachers (English Language Arts and Math, Science) who have a Secondary Teaching Certificate (grades 9-12.) Foreign Language, Art/Music, PE and Logic/Rhetoric teachers will be recruited and hired based on experience.

** Denotes contracted services

▪ Director/Principal	2	\$80,000	\$160,000
▪ Teacher-Regular Education	16	\$39,000	\$624,000
▪ Teacher Special Education	1		\$40,000
▪ Student Services Director	1		\$60,000
▪ Counselors	1		\$45,000
▪ Curr/Data/PD Director	1		
▪ Food Service	.5		\$13,000
▪ Clerical/Registrar			\$40,000
▪ Bookkeeper/Finance			\$50,000
▪ Custodial/Maintenance			\$62,400
▪ Athletic Director			\$60,000
▪ Coaches	8	\$7,800	\$62,400
▪ Employee Benefits			\$122,945
▪ Employee Insurance			\$170,361
▪ Office Supplies			\$1,000 (see Startup budget-\$36,400)
▪ Legal			\$10,000**
▪ Membership Dues			\$6,000
▪ Assessment			\$4,000
▪ Contracted Services (Special Education)			\$65,000**
▪ Curriculum & Resource Materials			\$148,985**
▪ Information Technology			\$30,000**
▪ Dues and Fees			\$2,400
▪ Auditor Fees			\$10,000**
▪ Auxiliary Fees			\$14,400

The Special Education department is supported with the same curriculum content and delivery process. The philosophy of C.O.R.E. Academy of Excellence is to first focus on in classroom special education services which can be achieved and monitored by the Ethos Logos Curriculum learning management system in a seamless manner.

▪ Supplies	\$6,000
▪ Marketing/Advertising	\$12,000**
▪ Contracted Services (HR/Payroll/etc.)	\$145,360**
▪ Student Insurance	\$10,000
▪ Vehicle Insurance	\$24,000
▪ Substitute Teachers	\$10,000
▪ Teacher Stipends	\$10,000
▪ Staff Recognition	\$2,500
▪ Athletic Development	\$124,000
▪ Landscape	\$18,000**
▪ Equipment, Supplies and Maintenance	\$74,904
▪ Property/Casualty Insurance/Liability	\$49,936
▪ Building Rent/Lease/Loan	\$688,616
▪ Utilities	\$199,744

- Phone/Communication/Internet Connectivity \$48,000
- Transportation \$100,000

Operational Expenditures Contracted Services

Three-Year Operational Budget

Category	Year One Budget	Year Two Budget	Year Three Budget
Curriculum	\$148,985	\$79,692	\$102,935
Contracted Svcs.- HR, Admin, Bus.	\$145,360	\$179,230	\$257,338
Special education	\$65,000	\$95,000	\$130,000
Marketing	\$12,000	\$12,360	\$12,730
Legal Services	\$10,000	\$10,300	\$10,609
CPA Audit	\$10,000	\$10,300	\$10,609
TIS	\$30,000	\$30,900	\$31,827
Landscaping	\$18,000	\$21,000	\$24,000

C. Business Plan

Marketing & Student Enrollment Costs

Once the C.O.R.E. Academy of Excellence reaches full capacity, the school will have 1,250 students in grades 9th thru 12th. This enrollment will not be reached until after the sixth (6th) year the school is in operation; however by the start of year three the school will have approximately 775 students. The chart below outlines the target enrollment projections for the first three years.

Enrollment Goals	Year 1	Year 2	Year 3
Students	400	600	775
Grades Served	9-12	9-12	9-12

Recognizing how essential marketing is to attracting students and meeting enrollment goals, the facility development budget includes a marketing category of \$55,000 based on the following activities which will take place prior to school opening.

- \$10,000 Direct mail, households in a 10-mile radius with children from 11 to 15
- \$20,000 Web based marketing to include - Search Engine Optimization - Facebook.
- \$10,000 Radio advertising
- \$ 3,000 Printing and brochure/welcome package design
- \$ 5,000 Cable TV
- \$ 2,000 Outdoor Billboards
- \$ 5,000 Teacher Recruitment

The marketing budget in Year 1 is \$12,000 which has been included in the Start-Up funds, Year 2 is budgeted as \$12,360 and Year 3 is budgeted as \$12,730. This budget will be adjusted as needed based on enrollment and growth needs.

Three Year Operational Plan

Enclosed is Three Year Operational Operation Plan describing the expenditure assumptions for Years 1, 2 and 3. The First Year described the facility development costs although they would be incurred in Year 0 since the school would be constructed in advance of opening.

(Clarification) Student Service Director – (oversight of Counseling – Athletics)

General Job Description: The Student Service Director serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence to help oversee counseling and athletics. The position will report directly to the Principal. Clarification Tied Back To Budget Narrative: Student Services Director (Counseling/ Athletics)- Year one, based on 400 students and 8 sports, the budget assume to employ 1 full time/part time Student Services Director at an average salary, or split stipend, of \$60,000. Depending on the candidate pool this may be divided into two positions or merged into one. The counseling services in year one will be limited but the athletics management and oversight will be great. C.O.R.E. is committed to competing in AIA sports and as such will be entering into as many as 8 sports by the first year. The Student Services Director will hire and train the stipend coaches, build schedules, manage student needs and oversee the athletics programs in year one.

Line of Authority/Reports to: The Student Services Director shall be directly responsible to the Principal of CAE.

Works with: Principal, Health Service Coordinator (for athletic eligibility), Vice Principal (for athletic eligibility and grades) Families and Scholars of C.O.R.E. Academy.

Qualifications: The Student Services Director will either have or be working towards a Principal Certification from the Arizona Department of Education. The Student Services Director will have or be working towards a Master Degree or greater in an affiliated education field and or counseling. The Student Services Director will have extensive background in counseling, school administration and athletics management. (either Private, Public/Charter).

The following positions will report to the Student Services Director:

- (from C5 Budget Narrative and in alignment with B3 Org Chart) Athletic Coaches- Year one, based on 400 students and 8 sports, we assume to provide 8 stipends equal to approximately 1/5 of a full-time teaching salary, or \$7,800 per head coach, or \$62,400 in year one. In years two we anticipate an increase to 10 sports and in year three we anticipate an increase to 12 sports. Along with an increase in the number of students, we increase the stipend by 3% in years two and three.
- (from C5 Budget Narrative and in alignment with B3 Org Chart) Counselors- Year one, based on 400 students and 49,936 square feet of space, we assume to employ one counselor

at an average salary of \$45,000. In year two, based on 600 students and 49,936 square feet, we assume to employ two counselors at \$46,350 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ three counselors at \$47,740 (a three percent increase from the previous year).

Areas of Responsibility:

To include, but not limited to:

1. Provides leadership and vision to ensure compliance in matters relating to student discipline, student academic progress, student attendance, guidance services, and school safety.
2. Collaborates with staff, families, and the community in developing and implementing services and/or programs.
3. Plans, implements, and evaluates the intersection of educational and athletic programming in order to ensure continuous program improvement for the benefit of all students.
4. Incorporates policies and procedures in accordance with laws and regulations of the State of Arizona with respect to graduation requirements and athletic eligibility
5. Guides, directs, and participates in serious discipline processes, including student suspensions and expulsions.
6. Ensures that all practices in the district are legal and ethical for each student/family so that each student has the opportunity to achieve at a high level and be prepared for post-secondary success.
7. Manages fiscal resources donors, state/federal grants; prepares budgets and directs spending for athletics; and monitors maintenance for the purpose of fiscal efficiency in providing required services.
8. Supervises and evaluates athletics and student services staff as the department grows.
9. Oversees Title IV and VII programming if applicable.
10. Provides direction, coordination, and guidance to the district's counseling services and outside contracted services, as needed.
11. Organizes and conducts training opportunities for district staff as it relates to student services, athletics and grants.
12. Coordinates school based mental health programs.
13. Prepares documentation and reports data to Principal on areas under their leadership.
14. Recruits, hires, and supervises pupil services staff.
15. Serves as member of the IEP meetings as needed.
16. Writes district Board policy for pupil services as required to ensure program consistency and compliance with state and federal regulations.

C.5.b. Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.

The Projected Revenue Calculator provides the following Estimated Equalization Revenue

**2020-2021 Application for New Charter
Arizona State Board for Charter Schools**

Projected Revenue Calculator

A. Enter Estimated Student Counts	Year 1	Year 2	Year 3
Kinder			
Grades 1-3			
Grades 4-8			
Grades 9-12	400	600	775
Total	400	600	775
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	36	54	69.75
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			
D. Estimated Equalization Revenue	\$ 3,086,976	\$ 4,217,691	\$ 5,447,849

C.5.c. Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.

The count add-on levels have been calculated at 9% of total student enrollment which is consistent with the data from Arizona Department of Education.

C.5.d. Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.

The initial marketing budget of \$55,000, includes a detailed analysis of a marketing campaign which has been successfully implemented in the Tucson market for three other charter schools (K8 Leman Academy). The marketing company, Tagline Media has a detailed marketing program which will ensure initial enrollment targets of 400 scholars is obtained. C.O.R.E Academy in collaboration with Leman Academy is confident that the two Leman Academy campuses surrounding the C.O.R.E. Academy location will aid in recruiting 8th grade scholars to C.O.R.E. Academy. Leman is also a classical education model and the addition of 9th to 12th grade in a classical system is a strong offering for Leman families. C.O.R.E Academy’s analysis of the area demographics and choices for other high schools within an 8-mile radius provides additional proof that the enrollment targets will be attained for years one to three.

Last year, there were 1,939 Freshman enrolled in Mountain View HS, Canyon Del Oro HS, Marana HS, and Ironwood Ridge HS combined (high schools within a 5-8 mile radius). The average capture rate for a charter school in the state of Arizona in 2017 was 17%. There are no charter high schools within a 5 mile radius of our site. If C.O.R.E. Academy of Excellence captures the state average of eligible enrolling freshman in 2020, the capture rate will be 329 of eligible students.

Leman Academy of Marana and Oro Valley K-8's combined will graduate approximately 250 eighth graders in 2019 between their two northwest campuses (Marana and Oro Valley), both within an 8 mile radius of C.O.R.E. Academy of Excellence. Considering the relationship with Leman Academy, a capture rate of 50% of the potential graduating eighth graders is a reasonable assumption; this represents an additional 125 students in 2020.

If we assume that 17% of those 250 students would attend a charter school already, the net of 82 additional students, combined with a capture rate of 329 HS Freshman in Oro Valley/Marana, brings the statistical assumption to 411 Freshman students in fall of 2020.

C.O.R.E. Academy of Excellence will open with Freshman and Sophomores and the above does not include consideration for enrolling Sophomores in 2020.

The four proximal high schools (Canyon Del Oro, Ironwood Ridge High School, Mountain View Marana, and Marana High School) have a combined enrollment of 7,453 students. The combined enrollment by class in 2017/2018, according US News, was 1,939 Freshman, 1924 Sophomores, 1880 Juniors, and 1710 Seniors. That is an increase of 0% between Freshman and Sophomore years, decrease of 2.2% between Sophomore and Junior years, and a decrease of 3.2% between Junior and Senior years.

If you extrapolate those figures over our projected Freshman Enrollment of 411 Freshman in 2020, the overall enrollment would look as follows:

- Freshman- 411
 - Sophomores- 411
 - Juniors- 402 (enrollment decreases of 2.2% from previous year)
 - Seniors- 389 (enrollment decreases of 3.2% from previous year)
- Total enrollment- 1,613

Analysis of Student Add Ons – Budget Narrative

C.O.R.E. Academy assumes Student Count Add-Ons at **3% of its** total enrollment for English Language Learners and **9% on the high estimate for** Special Education students based on market research, US Department of Education data and AZ Merit test takers for surrounding areas.

Those figures are based on the surrounding school districts percentage of total students in the two surrounding districts, and four high schools with a total enrolled population of 7,433 students. The percentages of students with IEP or ELL accommodations are as follows:

	Enrollment (US Dept of Ed)	IEP students that took the AZ Merit	% of EIP Students A School
Canyon Del Oro HS	1618	132	8.16%
Marana HS	2121	147	6.93%
Mountain View HS	1895	109	5.75%
Ironwood Ridge HS	1799	111	6.17%

Arizona Department of Education Releases Final 2017-18 AzMERIT Results – Published August 16, 2018

	Total K12	ELL %
Marana SD	13,812	5.56%
Amphi SD	12,046	1.56%

Source: US Dept of Education. CCD Public school district data for the 2016-2017, 2018-2019 school years

C.O.R.E. Academy took a very conservative estimate and aligned trade areas and competitive set schools found in *Section A.2 Target Population* and analyzed the Special Education and ELL population in all the high schools within an 11 mile radius.

C.5.e. Demonstrate through the assumptions that the amounts listed are viable and adequate.

Revenue Assumptions

- State Funding (Equalization Assistance)- Assumption generated from the Projected Revenue Calculator for years one to three.
- Secured Funds- Schoolhouse Development, LLC (Build to Suit Lease and Purchase Option) Funds to be provided by lease-back partner, equal to the sum of the land purchase, direct construction costs, site work, off site work, hard cost contingency, architect and engineering fees, permits and fees, legal expenses, consulting fees, and project reserves- \$15,852,737 for facility development and \$350,000 for Start-Up costs.

Educational & Operational Expenditure Assumptions

- Teacher/Principal/Head of Schools- Two staff at an administration salary of \$80,000 per year. Salaries increase at 3% for years two and three.
- Teacher-Regular Education- Year one, based on 400 students and 49,936 square feet of space, we assume to employ 16 full time teachers at an average salary of \$42,900. In year

two, based on 600 students and 49,936 square feet, we assume to employ 24 teachers at \$44,187 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ 31 full time teachers at \$45,512 (a three percent increase from the previous year).

- Food Service- We assume to contract for service in years one to three at the cost of approximately one full time food service employee at \$26,000 (with 3 % increases in year two and three).
- Clerical/Registrar- Based on our enrollment projections in years one to three, we assume to employ one Clerical/Registrar at \$40,000 per year with 3% increases in years two and three.
- Bookkeeper/Finance (Business Manager)- Based on our enrollment projections in years one to three, we assume to employ one Bookkeeper/Finance agent at \$50,000 per year with 3% increases in years two and three.
- Custodial/Maintenance- Year one, based on 400 students and 49,936 square feet of space, we assume to employ 2 full time custodial workers at an average salary of \$31,200. In year two, based on 600 students and 49,936 square feet, we assume to employ 3 custodial workers at \$32,136 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ 3 full custodial workers at \$33,100 (a three percent increase from the previous year).
- **Student Service Director** – (oversight of Counseling – Athletics)

- **General Job Description:** The Student Service Director serves as a member of the Administrative Team of C.O.R.E. Academy of Excellence to help oversee counseling and athletics. The position will report directly to the Principal. Clarification Tied Back To Budget Narrative; Student Services Director (Counseling/ Athletics)- Year one, based on 400 students and 8 sports, the budget assume to employ 1 full time/part time Student Services Director at an average salary, or split stipend, of \$60,000. Depending on the candidate pool this may be divided into two positions or merged into one. The counseling services in year one will be limited but the athletics management and oversight will be great. C.O.R.E. is committed to competing in AIA sports and as such will be entering into as many as 8 sports by the first year. The Student Services Director will hire and train the stipend coaches, build schedules, manage student needs and oversee the athletics programs in year one.

Line of Authority/Reports to: The Student Services Director shall be directly responsible to the Principal of CAE. The Counselor and Athletic Coaches will report to the Student Services Director (Budget Narrative below):

- Athletic Coaches- Year one, based on 400 students and 8 sports, we assume to provide 8 stipends equal to approximately 1/5 of a full-time teaching salary, or \$7,800 per head coach, or \$62,400 in year one. In years two we anticipate an increase to 10 sports and in year three we anticipate an increase to 12 sports. Along with an increase in the number of students, we increase the stipend by 3% in years two and three.
- Employee Benefits- Employee benefits include a 4% 401K match, FICA 6.20%, Medicare 1.45%, Disability .15% and AD and D of .16%, based on the direct salary of the given annual salary. Benefits increase at 3% in years two and three with salary increases.
- Employee Insurance- Employee insurance include an assumption of 15% (of direct salary) for healthcare and 2% (of direct salary) for unemployment and workman's compensation insurance. Insurance increase at 3% in years two and three with salary increases. As a reference to determining this cost, neighboring school district, Amphi SD covers a fixed amount of \$364 per month or \$4,368 towards their employees health and dental insurance. At 15% of salary in the form of health/dental, C.O.R.E. Academy is budgeting \$6,300 contribution towards employee health/dental.
- Office Supplies (Paper, Postage, etc.)- This line item is primarily postage. Assumed at \$1,000 per year, and increasing by 3% in years two and three respectively.
- Legal- Based on our enrollment projections, physical plant, and operations, we assume legal expense of at or below \$10,000 per year. This figure increases by 3% in years two and three respectively.
- Memberships, Dues, Registration, and Travel- Based on our enrollment projections and staff size, we assume memberships, dues, registrations and travel at or below \$6,000 in year one, \$9,000 in year two, and \$12,000 in year three.
- Assessment- Based on our enrollment projections, at \$10.00 per student, we assume our assessment expense to be \$4,000 in year one, \$6,000 in year two, and \$7,750 in year three.
- Contracted Services (Special Education)- Based on our enrollment projections, we assume contracting for special education services will be \$65,000 in year one, \$95,000 in year two, and \$130,000 in year three.
- Curriculum and Resource Materials- Based on our enrollment projections, we assume curriculum and resource materials will be \$148,985 in year one, \$79,692 in year two, and \$102,935 in year three.
- Information Technology- Based on our enrollment projections, we assume information technology services, equipment and training will be \$30,000 in year one, and increase at 3% in year two and three respectively.

- Dues and Fees- Based on our enrollment projections, at \$6.00 per student, we assume our dues and fees expense to be \$2,400 in year one, \$3,600 in year two, and \$4,650 in year three.
- Auditor Fees- Based current market conditions, we assume audit and fee expense at \$10,000 and increasing 3% in years two and three.
- Axillary Fees- Based on our enrollment projections, we assume Axillary Fees will be \$14,400 in year one, and increase at 3% in year two and three respectively.
- Student Supplies- Based on our enrollment projections, at \$15.00 per student, we assume our student supplies expense to be \$6,000 in year one, \$9,000 in year two, and \$11,625 in year three.
- Marketing and Advertising- Based on previous history, we anticipate ongoing marketing and advertising to \$12,000 in year one, and increase by 3% in years two and three respectively.
- Contracted Services- Contract services include all human resource functions, general administration and business operations, and all compliance related functions. Based on our enrollment projections we assume a contracted service expense of \$145,360 in year one, \$179,230 in year two and \$257,338 in year three.
- Student Insurance- Based on our enrollment projections, at \$25.00 per student, we assume student insurance expense to be \$10,000 in year one, \$15,000 in year two, and \$19,375 in year three.
- Vehicle Insurance- Based on a projected transportation need to commute students to and from extracurricular and other school related activities, with fleet size to fluctuate by need, we assume our vehicle insurance expense will not exceed \$24,000 in year one, with increases of 3% in years two and three respectively.
- Substitute Teachers- Based on our enrollment and staff projections, at \$125 per day, assuming 6 days per year per teacher, we assume our substitute teacher expense to be \$10,000 in year one, \$15,000 in year two, and \$19,375 in year three
- Non-coaching stipends- Based on our enrollment and staff projections, at \$1,500 per stipend, assuming approximately 50% of teachers will draw a stipend of some kind, we assume our stipend expense to be \$10,000 in year one, \$15,000 in year two, and \$19,375 in year three.
- Staff Recognition- Based on our enrollment and staff projections, at \$25 times approximately 100 events, we assume our staff recognition expense to be \$2,500 in year one, with increases of 3% in years two and three respectively.
- Athletic Department- Athletic Department expense includes, but are not limited to, registration fees, contribution to uniform and equipment purchases, officiating fees, post

season transportation, and game day auxiliary expenses. Based on our enrollment and number of sports per year, we assume our general Athletic Department expense to be \$100,000 in year one, with increases of 3% in years two and three respectively. In addition, we anticipate, on average, two assistant/lower level coaching stipends of \$1,500, per sport. These two expenses bring our athletic budget to \$124,000 in year one, \$133,000 in year two, and 142,090 in year three. We anticipate each sport to contribute significantly the operations and function of their individual teams/programs by fundraising.

- Landscape contract- Based on a campus site of approximately 9 acres, we assume a yearly landscape contract of \$18,000 (\$1,500 per month), increasing by \$3,000 in year two and three respectively.
- Equipment, Supplies and Maintenance- Assuming \$1.50 per square foot of improved space (49,936 in year one and two, 60,502 in year three), we assume an expense of \$74,904 in year one and two, and \$90,753 in year three in this category.
- Property/Casualty Insurance/Liability- Assuming \$1.00 per square foot of improved space (49,936 in year one and two, 60,502 in year three), we assume an expense of \$49,936 in year one and two, and \$60,502 in year three in this category.
- Phone/Communication/Internet Connectivity- Based on our enrollment and staff projections, we assume our data and internet expense to be \$48,000, with increases of 3% in years two and three respectively.
- Transportation- Based on a projected transportation need to commute students to and from extracurricular and other school related activities, with fleet size to fluctuate by need, we assume our vehicle expense will not exceed \$100,000 in year one, with increases of 3% in years two and three respectively.

Facility Development Cost Assumptions

- Building Rent/Lease Loan-
 - Year one- Assumption is based on a lease-back funding agreement under the following terms- Total initial development costs, \$15,852,737. First year payment based on 8.5% of development costs discounted 6 months (50%), \$688,616 in years 1 and 2, 75% in year 3 \$1,032,924.
- Site Improvements (Included in initial development costs under lease-back agreement)- 8.76 acres estimated at \$1,800,000. Additional off site work for the following, Turn signal \$500,000, Import \$250,000, and Utility relocation \$500,000, Total, \$3,050,000.
- Land (Included in initial development costs under lease-back agreement)- 8.76 acres at \$3.50 per square foot, with an additional \$120,132 for cost of sale. Total, \$1,455,681.

- Fees and Permits (Included in initial development costs under lease-back agreement)- Estimated at 4% of hard costs. Total \$429,541.
- Architect and Engineering Fees (Included in initial development costs under lease-back agreement)- Estimated at 4% of hard costs. Total \$429,541.
- Utilities (Electric, Gas, Water, Waste)- Assuming \$4.00 per square foot of improved space (49,936 in year one and two, 60,502 in year three), we assume an expense of \$199,744 in year one and two, and \$242,008 in year three for utilities.
- Hard Cost Contingency (Included in initial development costs under lease-back agreement)- Estimated at 5% of total construction costs. Total \$599,427. This is budgeted to address unforeseen construction costs, if there are none, these funds are not drawn and remain with the lender thus reducing the total debt.
- Vertical Construction (Included in initial development costs under lease-back agreement)- Based on 49,936 square feet at \$167.00 per square foot. Total, \$8,338,544.
- Office Furniture and Other Equipment (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$100,000.
- Student Technology Equipment (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$300,000.
- Office Technology (Included in initial development costs under lease-back agreement)- Included as part of the original FFE package with contractor. Estimate \$200,000.

C.5.f. If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.

No Operational Revenue has been budgeted to cover expenses during the Start-Up period.

C.5.g. Ensure revenues cover expenses.

The enclosed exhibits C.5 and Projected Revenue Calculator demonstrate revenues are sufficient to cover expenses.

C.5.h. Be consistent with all sections of the application package.

The above described costs are consistent with the information provided in Section A Educational Plan, Section B Operational Plan and Section C Business Plan of this application.

Clarification on Student Service Director – (Serves as Athletic Director Year 1).

The demand for counseling services in year one will be limited but the athletics management and oversight will be great. C.O.R.E. is committed to competing in AIA sports and as such will be entering into as many as 8 sports by the first year. The Student Services Director will hire and train the stipend coaches, build schedules, manage student needs and oversee the athletics programs in year one.

The Athletic Coaches will report to the Student Services Director (Acting Athletic Director). The following positions will report to the Student Services Director:

Counselors- Year one, based on 400 students and 49,936 square feet of space, we assume to employ one counselor at an average salary of \$45,000. In year two, based on 600 students and 49,936 square feet, we assume to employ two counselors at \$46,350 (3% increase from the previous year), and in year three, based on 775 students and 60,502 square feet, we assume to employ three counselors at \$47,740 (a three percent increase from the previous year).

Athletic Coaches- Year one, based on 400 students and 8 sports, we assume to provide 8 stipends equal to approximately 1/5 of a full-time teaching salary, or \$7,800 per head coach, or \$62,400 in year one. In years two we anticipate an increase to 10 sports and in year three we anticipate an increase to 12 sports. Along with an increase in the number of students, we increase the stipend by 3% in years two and three.

C.5 Three Year Operational Plan
 Applicant Name: C.O.R.E. Academy of Excellence- REVISED September 9, 2019

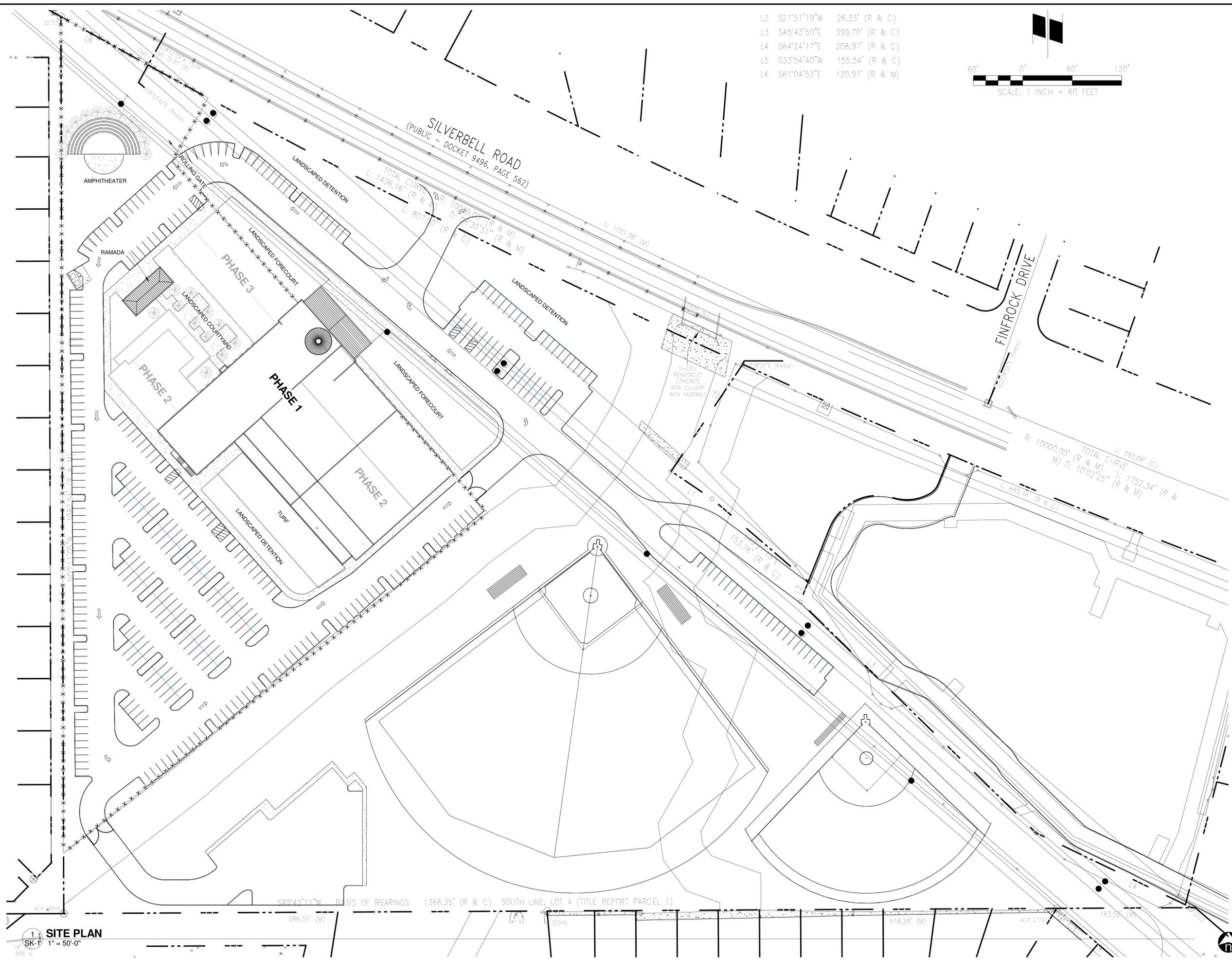
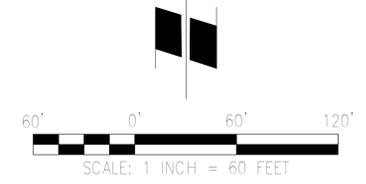
Provide Assumptions by Line	Facility Development	Start Up Budget	First Year 2020/2021				Second Year 2021/2022				Third Year 2022/2023				
STUDENT COUNT (at full enrollment)						1250.00				1250.00				1250.00	
Number of Students (Budget based on)						400.00				600.00				775.00	
% of Full Enrollment Budget Based On						32.00%				48.00%				62.00%	
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)										\$ 464,624.68				\$ 226,352.36	
REVENUE						\$ Amount				\$ Amount				\$ Amount	
State Funding (Equalization Assistance)						\$ 3,086,976				\$ 4,217,691				\$ 5,447,849	
Secured Funds - Private Donations															
Secured Funds - Loans : Development Funds Schoolhouse Dev, LLC	\$ 15,852,737.00					\$ 750,000									
Secured Funds - Other : Reserve Funds Schoolhouse Dev., LLC		\$ 350,000.00													
Total Revenue	\$ 15,852,737.00	\$ 350,000.00				\$ 3,836,976				\$ 4,217,691				\$ 5,447,849	
Administration, Instruction, & Support (AIS) EXPENDITURES															
<i>(add lines as necessary)</i>															
Salaries															
Director/Principal		\$ 28,000.00	2.00	\$ 80,000.00		\$ 160,000	2.00	\$ 82,400.00		\$ 164,800	2.00	\$ 84,872.00		\$ 169,744	
Teacher-Regular Education			16.00	\$ 42,900.00		\$ 686,400	24.00	\$ 44,187.00		\$ 1,060,488	31.00	\$ 45,513.00		\$ 1,410,903	
Teacher-Special Education			1.00	\$ 40,000.00		\$ 40,000				\$ 60,000				\$ 77,500	
Curr/Data/PD			1.00	\$ 45,000.00		\$ 45,000	2.00	\$ 46,350.00		\$ 92,700	3.00	\$ 47,740.00		\$ 143,220	
Counselors			1.00	\$ 45,000.00		\$ 45,000	2.00	\$ 46,350.00		\$ 92,700	3.00	\$ 47,740.00		\$ 143,220	
Food Service			0.50	\$ 26,000.00		\$ 13,000	0.50	\$ 26,780.00		\$ 13,390	0.50	\$ 27,583.00		\$ 13,792	
Clerical/Registrar		\$ 14,000.00	1.00	\$ 40,000.00		\$ 40,000	1.00	\$ 41,200.00		\$ 41,200	1.00	\$ 42,436.00		\$ 42,436	
Bookkeeper/Finance			1.00	\$ 50,000.00		\$ 50,000	1.00	\$ 51,500.00		\$ 51,500	1.00	\$ 53,045.00		\$ 53,045	
Custodial/Maintenance			2.00	\$ 31,200.00		\$ 62,400	3.00	\$ 32,136.00		\$ 96,408	3.00	\$ 33,100.00		\$ 99,300	
Other- Athletic Director			1.00	\$ 60,000.00		\$ 60,000	1.00	\$ 61,800.00		\$ 61,800	1.00	\$ 63,654.00		\$ 63,654	
Other Coaches			8.00	\$ 7,800.00		\$ 62,400	10.00	\$ 8,034.00		\$ 80,340	12.00	\$ 8,275.00		\$ 99,300	
Employee Benefits						\$ 122,945.00				\$ 150,328.00				\$ 216,351.00	
Employee Insurance (if applicable)						\$ 170,361.00				\$ 256,019.00				\$ 299,793.00	
Office Supplies (Paper, Postage, etc.)		\$ 36,400.00				\$ 1,000.00				\$ 1,030.00				\$ 1,060.00	
Legal						\$ 10,000.00				\$ 10,300.00				\$ 10,609.00	
Membership Dues, Registrations, & Travel						\$ 6,000.00				\$ 9,000.00				\$ 12,000.00	
Assessment						\$ 4,000.00				\$ 6,000.00				\$ 7,750.00	
Contracted Services (Special Education)						\$ 65,000.00				\$ 95,000.00				\$ 130,000.00	
Curriculum & Resource Materials		\$ 148,985.00				\$ 148,985.00				\$ 79,692.00				\$ 102,935.00	
Information Technology						\$ 30,000.00				\$ 30,900.00				\$ 31,827.00	
Dues and Fees						\$ 2,400.00				\$ 3,600.00				\$ 4,650.00	
Auditor Fees						\$ 10,000.00				\$ 10,300.00				\$ 10,609.00	
Operating Contingency*		\$ 25,609.00				\$ 14,400.00				\$ 14,832.00				\$ 15,276.00	
Total Administration, Instruction, & Support	\$ -	\$ 252,994.00				\$ 1,849,291.00				\$ 2,482,327.00				\$ 3,158,973.50	
Operations & Maintenance (O&M) EXPENDITURES															
<i>(add lines as necessary)</i>															
Supplies						\$ 6,000.00				\$ 9,000.00				\$ 11,625.00	
Marketing/Advertising		\$ 55,000.00	\$ 12,000.00			\$ 12,000.00				\$ 12,360.00				\$ 12,730.00	
Contracted Services						\$ 145,360.00				\$ 179,230.00				\$ 257,338.00	
Student Insurance						\$ 10,000.00				\$ 15,000.00				\$ 19,375.00	
Vehicle Insurance						\$ 24,000.00				\$ 24,720.00				\$ 25,461.00	
Substitute Teachers						\$ 10,000.00				\$ 15,000.00				\$ 19,375.00	
Teacher Stipends						\$ 10,000.00				\$ 15,000.00				\$ 19,375.00	
Staff Recognition						\$ 2,500.00				\$ 2,575.00				\$ 2,652.00	
Athletic Department						\$ 124,000.00				\$ 133,000.00				\$ 142,090.00	
Landscape						\$ 18,000.00				\$ 21,000.00				\$ 24,000.00	
Equipment, Supplies and Maintenance						\$ 74,904.00				\$ 74,904.00				\$ 90,753.00	
Property/Casualty Insurance/Liability		\$ 120,003.00				\$ 49,936.00				\$ 49,936.00				\$ 60,502.00	
Building Rent/Lease/Loan						\$ 688,616.32				\$ 688,616.32				\$ 1,032,924.48	
Site Improvements		\$ 3,050,000.00				\$ -				\$ -				\$ -	
Land		\$ 1,455,681.00				\$ -				\$ -				\$ -	
Fees/Permits		\$ 429,541.00				\$ -				\$ -				\$ -	
Architect and Engineering		\$ 429,541.00				\$ -				\$ -				\$ -	
Utilities (Electric, Gas, Water, Waste)		\$ 20,000.00				\$ 199,744.00				\$ 199,744.00				\$ 242,008.00	
Phone/Communications/Internet Connectivity		\$ 5,000.00				\$ 48,000.00				\$ 49,440.00				\$ 50,923.00	
Transportation						\$ 100,000.00				\$ 103,000.00				\$ 106,090.00	
Hard Cost Contingency		\$ 599,427.00				\$ -				\$ -				\$ -	
Construction w partial FFE		\$ 8,338,544.00				\$ -				\$ -				\$ -	
Office Furniture & Other Equipment		\$ 100,000.00	\$ 25,887.00			\$ -				\$ -				\$ -	
Student Technology Equipment		\$ 300,000.00	\$ 59,119.00			\$ -				\$ -				\$ -	
Office Technology Equipment		\$ 200,000.00				\$ -				\$ -				\$ -	
Days on Hand-Reserves***		\$ 750,000.00								\$ 381,111.00				\$ -	
Loan Repayment										\$ -				\$ -	
Closing Fees										\$ -				\$ -	
Total Operations & Maintenance	\$ 15,852,737.00	\$ 97,006.00				\$ 1,523,060.32				\$ 1,973,636				\$ 2,117,221.48	
Total Expenditures	\$ 15,852,737.00	\$ 350,000.00				\$ 3,372,351.32				\$ 4,455,963				\$ 5,276,194.98	
Total Revenues						\$ 3,836,976.00				\$ 4,682,315.68				\$ 5,674,201.36	
Budget Balance (=Revenues-Expenditures)						\$ 464,624.68				\$ 226,352.36				\$ 398,006.37	



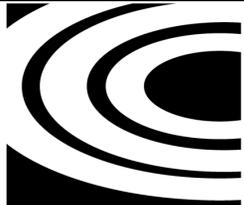
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architects, llc



- L2 S21°51'19"W 26.33' (R & C)
- L3 S45°43'50"E 399.70' (R & C)
- L4 S64°24'17"E 208.97' (R & C)
- L5 S33°54'40"W 155.54' (R & C)
- L6 S61°04'53"E 120.97' (R & M)



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CONSTRUCTION**



**carhuff+cueva
architects, llc**
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phone 520.577.4560
www.cca-az.com

**NEW SCHOOL CAMPUS FOR:
CORE ACADEMY OF
EXCELLENCE HIGH SCHOOL
MARANA, AZ**

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. **M19-1000**

DATE **AUGUST 28, 2019**

SCALE **1" = 50'-0"** DRAWN BY **PD**

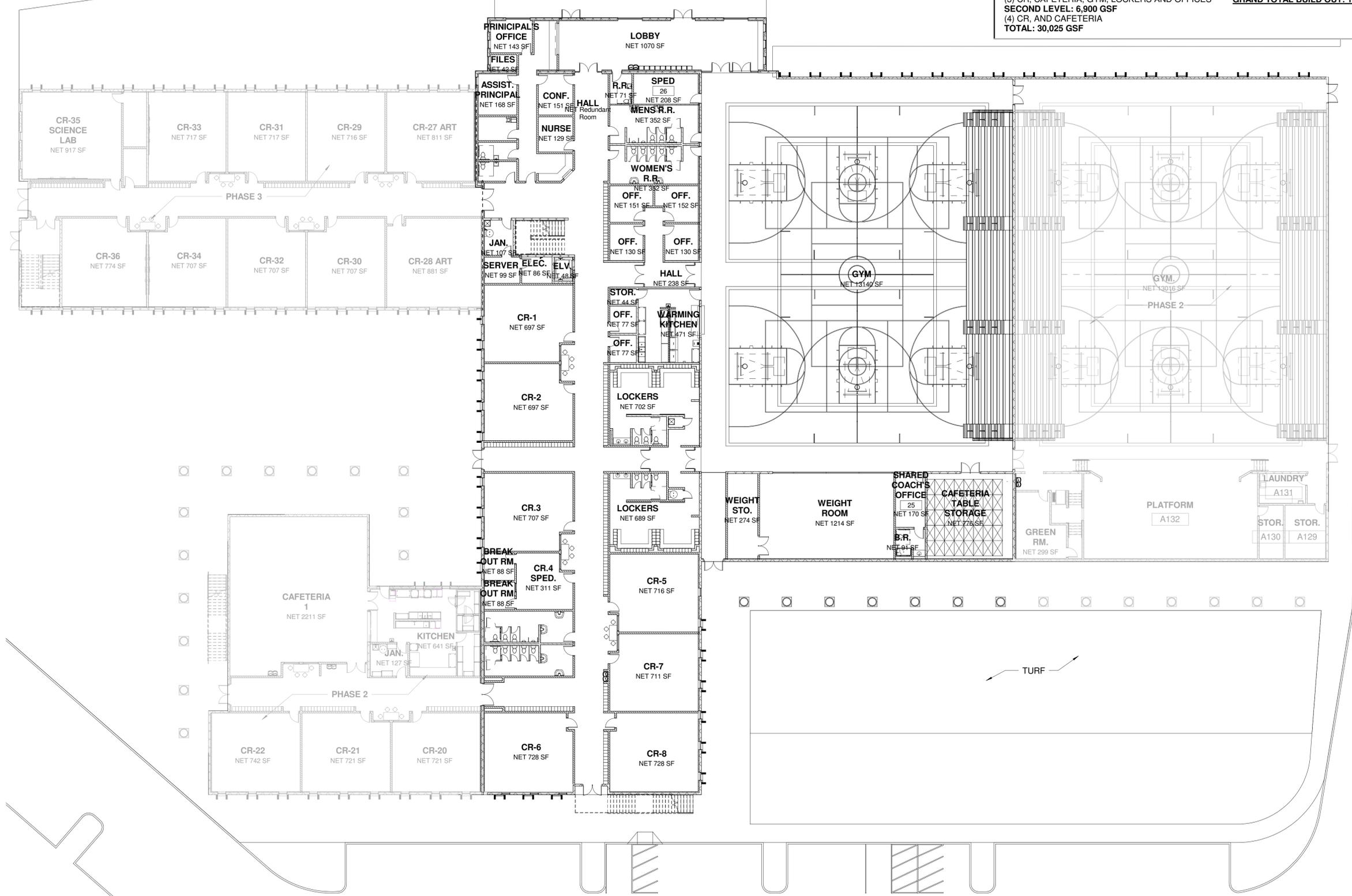
DRAWING TITLE **SITE PLAN**

DRAWING NUMBER **SK-1**

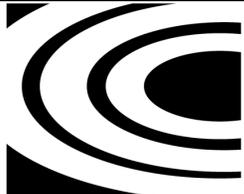
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FLOOR AREA BREAKDOWN	
PHASE 1:	PHASE 3:
FIRST LEVEL: 34,900 GSF	FIRST LEVEL: 10,870 GSF
(8) CR, ADMIN, AND GYM	(10) CR
SECOND LEVEL: 17,045 SF	SECOND LEVEL: 10,870 GSF
(11) CR, ATHLETIC DEPARTMENT OFFICES	(10) CR
TOTAL: 51,945 GSF	TOTAL: 21,740 GSF
PHASE 2:	GRAND TOTAL BUILD OUT: 103,710
FIRST LEVEL: 23,125 GSF	
(3) CR, CAFETERIA, GYM, LOCKERS AND OFFICES	
SECOND LEVEL: 6,900 GSF	
(4) CR, AND CAFETERIA	
TOTAL: 30,025 GSF	



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MARANA, AZ**

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. **M19-1000**

DATE **AUGUST 26, 2019**

SCALE **1/16" = 1'-0"** DRAWN BY **PD**

DRAWING TITLE **FIRST FLOOR PLAN**

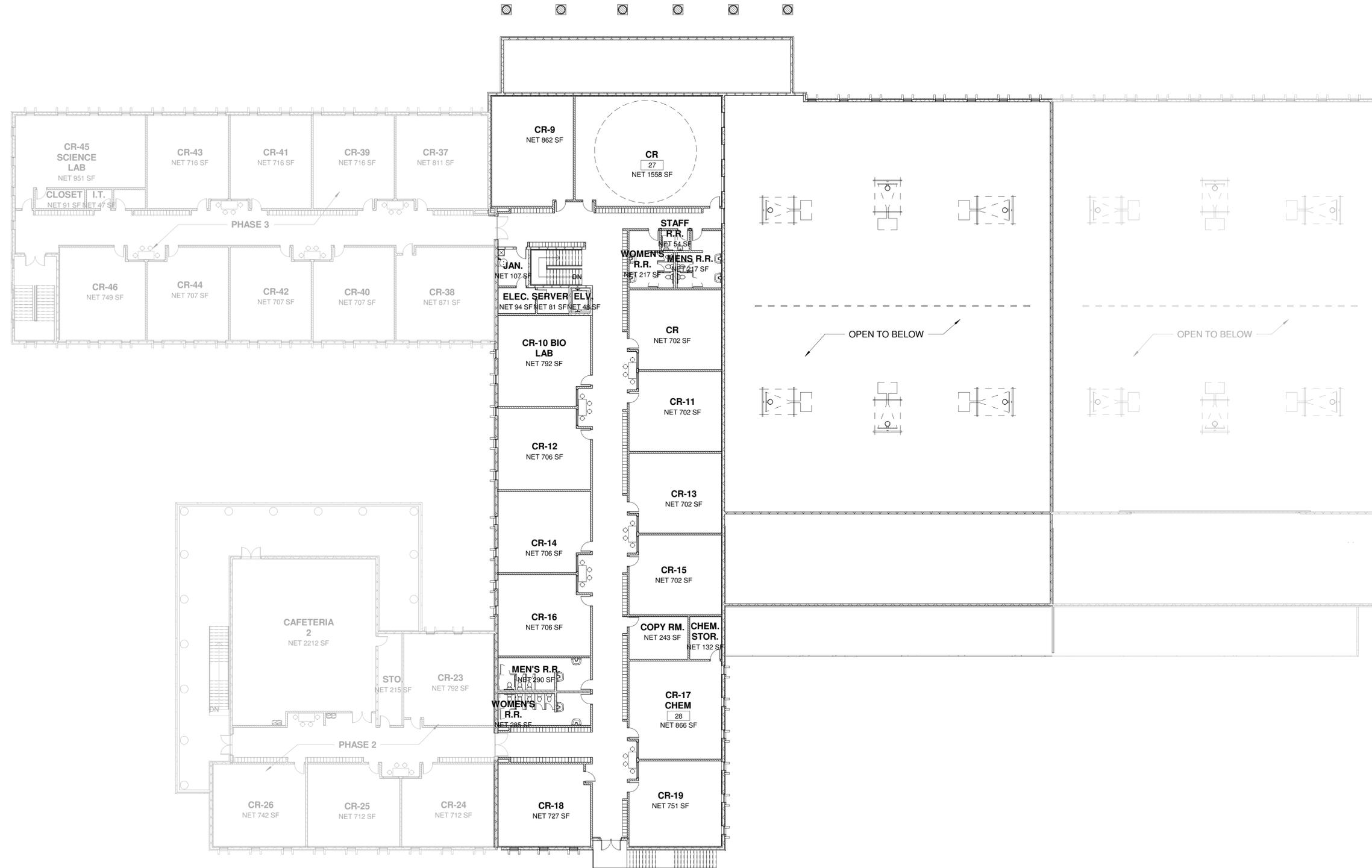
DRAWING NUMBER **SK-2**

**PHASE 1 SCHEMATIC FIRST LEVEL FLOOR
PLAN**
1/16" = 1'-0"

1
SK-2



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NEW SCHOOL CAMPUS FOR:

**CORE ACADEMY OF
EXCELLENCE HIGH SCHOOL
MARANA, AZ**

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. **M19-1000**

DATE **AUGUST 26, 2019**

SCALE **1/16" = 1'-0"** DRAWN BY **PD**

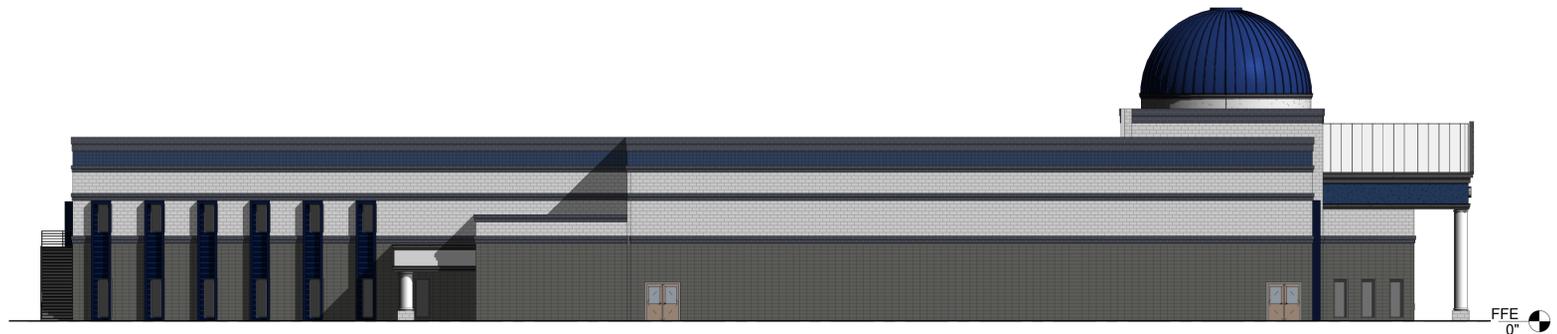
DRAWING TITLE **SECOND FLOOR PLAN**

DRAWING NUMBER **SK-3**

1 **SCHEMATIC SECOND LEVEL FLOOR PLAN**
SK-3 1/16" = 1'-0"

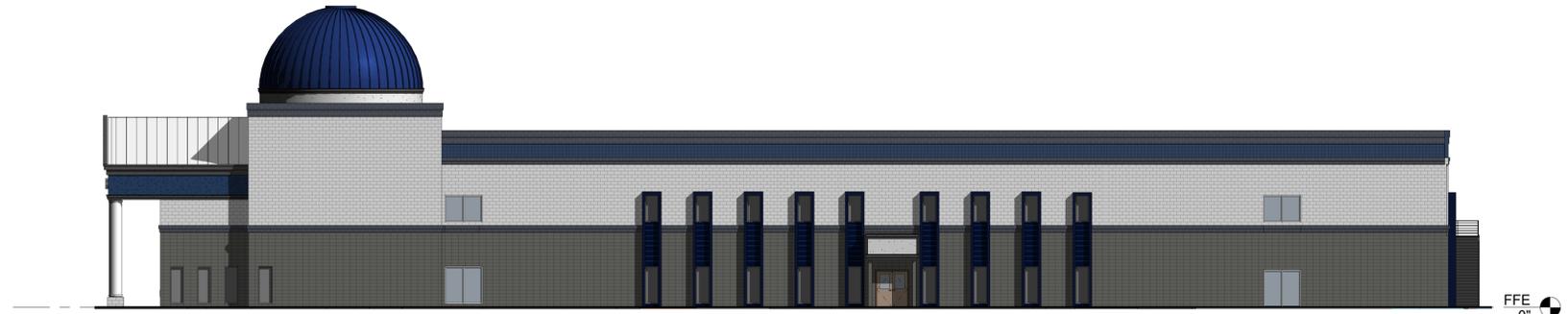


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4 EAST BLDG. EL.
SK-9 1/16" = 1'-0"

FFE 0"



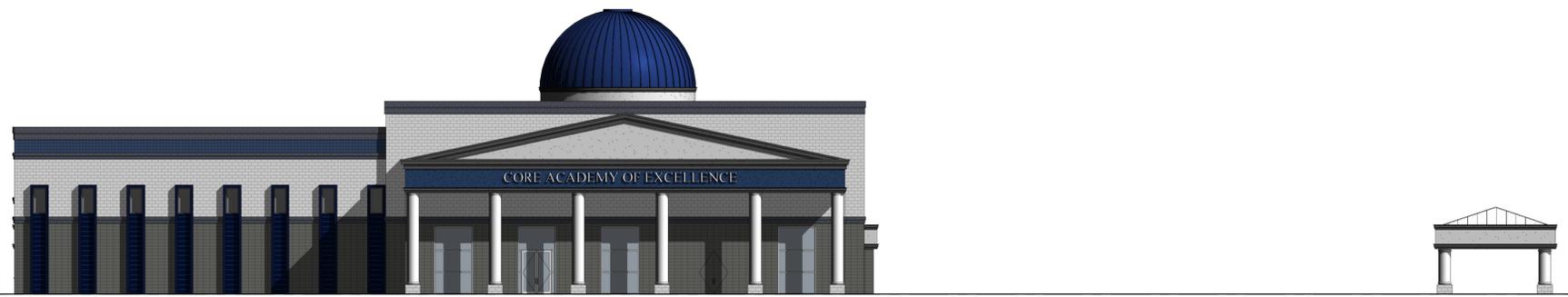
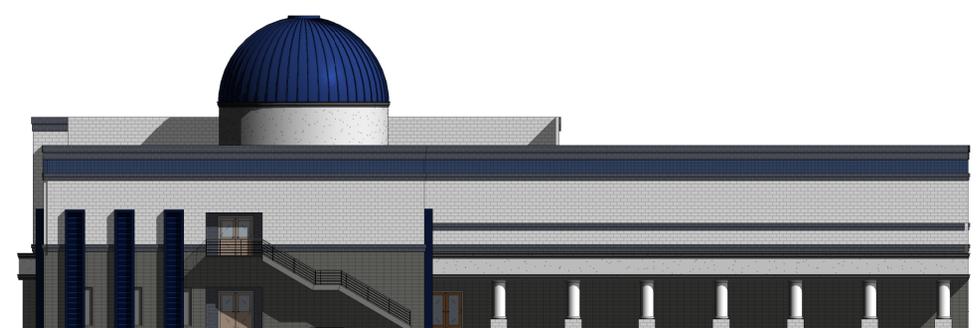
3 WEST BLDG. EL.
SK-9 1/16" = 1'-0"

FFE 0"



2 SOUTH BLDG. EL.
SK-9 1/16" = 1'-0"

FFE 0"



1 NORTH BLDG. EL.
SK-9 1/16" = 1'-0"

FFE 0"

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NEW SCHOOL CAMPUS FOR:

CORE ACADEMY OF
EXCELLENCE HIGH SCHOOL
MARANA, AZ

SCHEMATIC DEIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. M19-1000

DATE AUGUST 28, 2019

SCALE 1/16" = 1'-0" DRAWN BY PD

DRAWING TITLE BULDING ELEVATIONS

DRAWING NUMBER SK-9

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BUILD TO SUIT LEASE AND OPTION

between

SCHOOLHOUSE PARKER LLC

a Utah limited liability company,

as Landlord

and

[REDACTED]

[REDACTED]

as Tenant

Dated: [REDACTED]

**BASIC LEASE INFORMATION
BUILD TO SUIT LEASE AND OPTION**

Lease Date: [REDACTED]

Tenant: [REDACTED]

Tenant's Notice Address: [REDACTED]

Landlord: Schoolhouse Parker LLC, a Utah limited liability company

Landlord's Notice Address: [REDACTED]

Premises: The Premises is described in Exhibit A.

Facility: All of the leasable space in facilities located on the Premises, comprising a total of approximately [REDACTED] rentable square feet as more particularly described on Exhibit B.

Substantial Completion Date (anticipated): July 1, 2018

Commencement Date: August 1, 2018

Lease Term: 240 Months

Base Rent: See Exhibit C

Security Deposit: \$50,000.00

BUILD TO SUIT LEASE AND OPTION

THIS BUILD TO SUIT LEASE AND OPTION (the “**Lease**”) is made and entered into as of February __, 2017, by and between Schoolhouse Parker LLC, a Utah limited liability company, and/or Assigns, (hereinafter “**Landlord**”) and [REDACTED] nonprofit corporation, and/or Assigns (hereinafter “**Tenant**”)

RECITALS

A. Landlord is a developer of school facilities for charter schools. Landlord’s business model consists of identifying and acquiring premises for the construction of school facility, developing, engineering and constructing the school facility on the premises in accordance with the specifications suitable for a charter school, leasing the completed school facility to the charter school, and providing a purchase option to the charter school for the purchase of the improved site.

B. Tenant (or its affiliate) is a non-profit corporation and licensed charter school as defined in the Charter School Law of the Nevada Revised Statutes Title 34 - Education Code Chapters 388A and 388B (“**Charter School**”) in Nevada. Tenant desires to lease a school facility in Douglas County, Colorado, with the option to purchase the school facility and premises.

C. Landlord has identified and acquired (or has under contract and will acquire soon after execution of this Lease) real property acceptable to Tenant as the site for a Charter School facility to be built for Tenant in Douglas County, Colorado (the “**Premises**”), more particularly described on Exhibit A and in this Agreement below.

D. Following acquisition of the Premises, Landlord will oversee the development and construction of such buildings and other facilities designed to host a Charter School (the “**Facility**”) on the Premises in accordance with the specifications agreed upon by Tenant and Landlord and described on Exhibit B, as amended, modified and finalized by Tenant and Landlord from time to time.

E. Following completion of the Facility on the Premises, Landlord will lease to Tenant, and Tenant will lease from Landlord, the Premises with the Facility and other improvements located thereon, subject to the terms and conditions set forth in this Lease.

F. This Lease will contain an option for the Tenant to purchase the Premises, subject to the terms and conditions set forth in this Lease.

FOR VALUABLE CONSIDERATION, receipt of which is acknowledged, Landlord and Tenant agree as follows:

ARTICLE 1 LEASE OF PREMISES

1.1 Premises Acquisition. The parties acknowledge that Landlord has entered into an agreement to purchase the Premises (the “**Purchase Agreement**”). The Premises are located in Douglas County, Colorado and are more particularly described in Exhibit A, attached hereto.

Landlord's and Tenant's obligations under this Lease are conditioned upon Landlord's closing the transaction contemplated by the Purchase Agreement and acquiring the Premises. If Landlord is unable, or elects not, to close the transaction contemplated by the Purchase Agreement or acquire the Premises (or such substituted Premises as agreed upon by the Tenant and Landlord) by April 30, 2015, either Landlord or Tenant may elect to terminate this Lease by providing written notice to the other party, whereupon the parties shall have no further obligations to each other, and Landlord shall return to Tenant the Security Deposit if any. If Landlord and Tenant agree that Landlord shall acquire a property other than that described on Exhibit A, then Exhibit A shall be amended to contain the legal description of such substituted property as the Premises.

1.2 Tenant's Inspection of the Premises. Tenant has inspected and investigated the Premises (which is limited to the building site and not the Facility or Improvements as defined herein) to Tenant's satisfaction and observed its physical characteristics and existing conditions, the operations thereon if any and on adjacent areas to its satisfaction, and hereby approves such Premises and further waives any and all objections to, complaints about, or claims (including, but not limited to, federal, state or common law based actions and any private right of action under state and federal law, including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act, and any state or local equivalent, to which the Premises is or may be subject) regarding the Premises and its physical characteristics and existing conditions, including without limitation, subsurface soil and water conditions and solid and hazardous waste and hazardous substances on, under or adjacent to the Premises. Furthermore, Tenant will be provided a preliminary title report ("**Preliminary Report**") relating to the Premises within 5 business days after acceptance of an acceptable property by tenant and will be made aware of all easements, covenants, restrictions, encumbrances and liens (collectively, "**Title Items**") pertaining to such Premises. Unless Tenant notifies Landlord otherwise and except as specifically excluded, Tenant hereby waives any and all claims relating to or arising out of such Title Items it may have against Landlord on the date that is five (5) business days after Tenant's receipt of the Preliminary Report.

1.3 Lease. Following Landlord's acquisition of the Premises as set forth in Section 1.1 above, and in consideration of the covenants of Tenant contained in this Lease, Landlord agrees to lease to Tenant and Tenant agrees to lease from Landlord the Premises. The "Premises" shall include: (i) the parcel of land situated in Douglas County, Colorado, as described on Exhibit A attached hereto, (ii) all other rights and easements which are appurtenant to such land, and (iii) the Improvements, as defined in **Article 5 below**, all of which shall be considered collectively as the Premises; SUBJECT, HOWEVER, to all current taxes and assessments, reservations in patents and all rights-of-way, easements, covenants, conditions, restrictions, obligations, liens, encumbrances, and liabilities of record as of the date hereof.

1.4 Covenant of Quiet Enjoyment. Landlord covenants that so long as Tenant shall not be in default under this Lease beyond any applicable cure period, that Tenant and its permitted subtenants, licensees, successors and assigns shall freely, peaceably, and quietly have, hold and enjoy full and exclusive use and enjoyment of the Premises.

1.5 Landlord's Access to the Premises. Prior to the completion of the Facility, Landlord, its officers, employees, agents and subagents shall, at all reasonable times, have free and full access to the Premises for the purposes of constructing the Facility and the Improvements (as

defined in Article 5 below) and any other Improvements. Upon completion of the Facility, Landlord, its officers, employees, agents and subagents, at all reasonable times following advance written notice to Tenant, shall have free and full access to the Premises for the purpose of examining or inspecting the condition thereof, for the purpose of installing, maintaining or repairing the Improvements (only as required herein), for the purpose of determining if Tenant is performing the covenants and agreements of this Lease, and for the purpose of posting such notices as Landlord reasonably may desire to protect the rights of Landlord, provided the exercise of such rights does not materially interfere with Tenant's use and enjoyment of the Premises. For purpose of this Section 1.5, twenty-four (24) hours shall be deemed to be reasonable notice.

1.6 Construction Financing. The parties acknowledge that Landlord intends to obtain construction financing in order to construct the Improvements (the "**Construction Financing**"). In the event that Landlord's lender has not, on or before **January 15, 2018**, signed loan documents requiring the lender to fund the entire construction loan required to complete the Improvements, Tenant or Landlord may elect to terminate this Lease by providing written notice to the other, whereupon the parties shall have no further obligations to each other, and Landlord shall return to Tenant the Security Deposit if any.

1.7 Pre-Construction Financing. The parties acknowledge that Landlord may incur pre-construction charges for the land for the Premises, architecture, engineering, and other pre-construction activities. Any and all expenditures incurred prior to December 1, 2017 by Landlord shall incur a financing carry charge of 15% annually. Tenant shall have the option to either pay all or a portion of this financing charge prior to December 1, 2017. Any portion of the financing charge that remains unpaid as of December 1, 2017 shall be included in the total costs of the Premises.

ARTICLE 2 TERM

2.1 Term. The term of this Lease shall commence on the Commencement Date (as defined below) and continue for a period of 240 months ("**Lease Term**"). The Lease shall terminate on 11:59 p.m. on the last day of the 240th month of the Lease Term (the "**Date**"), subject to the terms and conditions set forth in this Lease which may permit or provide for an earlier termination. Each consecutive twelve (12) month period following the Commencement Date shall be a "**Lease Year**."

2.2 Commencement Date. The "**Commencement Date**" shall be the earlier of (a) the Substantial Completion Date (as defined in Section 5.2) or (b) the date Tenant takes possession of the Premises for the operation of the Charter School.

2.3 Obligations on Lease Termination. Upon expiration or other termination of this Lease, Tenant hereby waives notice to vacate or quit the Premises and agrees that Landlord shall be entitled to the benefit of all provisions of law respecting the summary recovery of possession of the Premises from a tenant holding over to the same extent as if statutory notice had been given. On the date of expiration or other termination of this Lease, Tenant shall peaceably surrender the Premises in good order, condition and repair, ordinary wear and tear excepted, and broom clean and shall, at its expense, remove from the Premises all personal property, trade fixtures, alterations

made by Tenant and signs belonging to Tenant and shall also repair any damage caused by such property or the removal thereof. At the option of Landlord, any property not removed by Tenant shall be deemed abandoned. Any damage caused by Tenant in the removal of such items, including any damage caused by installation or removal of Tenant's sign, shall be repaired by Tenant at its expense. Notwithstanding the foregoing, all masonry, poured concrete, hard surface bonded or adhesively affixed flooring, plumbing and toilet fixtures, power panels, switches and transformers, and if requested by Landlord at the time of installation, floor covering, wall covering, ceiling material, fixed partitions, and installed lighting equipment (whether or not the same are trade fixtures), and/or other fixtures (other than trade fixtures) and other alterations which shall have been made or installed by either Landlord or Tenant upon the Premises, shall remain upon and be surrendered with the Premises as a part thereof, without disturbance, molestation or injury, and without charge, at the expiration or other termination of this Lease, and shall then become property of Landlord. Tenant shall promptly surrender all keys for the Premises to Landlord at the place then fixed for notice to Landlord and shall inform Landlord of the combinations for any locks and safes on the Premises. Should Tenant not promptly surrender the Premises as required above, Landlord shall have the option, in addition to any other rights and remedies it may have, to apply the security deposit as provided herein toward the following costs and expenses: the servicing of all heating, ventilating and air conditioning systems as well as all electrical systems, the removal of personal property, signs, alterations and trade fixtures, and the cleaning of the Premises and the making of all repairs. Tenant's obligations under this Section 2.3 shall not apply in the event that Tenant exercises its purchase option under Article 18.

ARTICLE 3 RENT

3.1 Net Lease. This is a net lease and it is the intention of the parties that, except as otherwise provided or limited by the specific provisions of this Lease, Tenant shall be responsible for all costs and expenses of the ownership, maintenance, repair and operation of the Premises incurred or accrued during the Lease Term. Any present or future law to the contrary notwithstanding, this Lease shall not terminate, nor shall Tenant be entitled to any abatement, reduction, set-off, counterclaim, defense or deduction with respect to any Base Rent or any additional rent or other sum payable hereunder, nor shall the obligations of Tenant hereunder be affected, by reason of any damage to or destruction of the Premises or by any taking of the Premises or any part thereof by condemnation, except as provided in this Lease.

Base Rent. Beginning on the later of (a) September 1, 2017 or (b) 30 days after Tenant takes possession of the Premises, and on the first day of each calendar month thereafter, Tenant shall pay to Landlord (at the Landlord's notice address set forth below or to such other place as Landlord may from time to time designate in writing) for each month during the Lease Term, the monthly portion of the rent payable each year ("**Base Rent**") as set forth in a separate agreement between Landlord and Tenant ("First Addendum to Lease") attached hereto as Exhibit C, without any deduction or offset notice or demand throughout the Lease Term. **The annual lease rate shall be 9% of the total Development Cost paid monthly. The lease rate shall increase commencing the 3rd year of the lease term to 10% of total project costs and then on the 4th year of the lease term and each anniversary thereafter by the lesser of 2.5% or the percent increase of allocated funds from the State of Nevada to Charter Schools.**

3.2 In the event that the Tenant shall take possession of the Facility on a day other than the first day of a month, then the Commencement Date shall be the first day of the following month and Tenant shall pay interim rent equal to a portion of the Base Rent pro-rated based upon the number of days in which the Tenant has possession of the Facility during that interim month.

3.3 Additional Rent. In addition to Base Rent, all other payments to be made by Tenant under this Lease (including Tax payments to the extent not paid by Tenant pursuant to 6.1) shall be deemed additional rent and shall be due and payable on demand if no other time for payment is specified. Additional rent shall be payable in monthly installments in advance on or before the first day of each calendar month, in lawful money of the United States, without deduction or offset whatsoever except as otherwise expressly permitted by this Lease, at the Landlord's notice address or to such other place as Landlord may from time to time designate in writing. Base Rent and additional rent are referred to together herein as "**Rent**".

3.4 Payments by Landlord. Upon ten (10) days prior written notice to Tenant, Landlord may pay any sum or do any act which Tenant has failed to do, and Tenant agrees to pay Landlord, upon demand, all sums so expended by Landlord, together with interest at the rate of twelve percent (12%) per annum from the date of expenditure until paid. Such sum and interest shall also be deemed additional rent.

3.5 If Tenant fails to pay any Base Rent or Additional Rent when such amounts are due and payable or if Tenant fails to pay any additional amounts or charges of any character which are payable under this Lease, Landlord, at Landlord's election, may assess and collect a one-time late fee charge equal to ten percent (10%) of each payment of rent including any other amount due hereunder, not received within fifteen (15) days from the date such rent payment is due.

3.6 Interest on Past Due Obligations. Any amount due to Landlord (including any late fee assessed under Section 3.5) which is not paid within thirty (30) days of the original due date shall bear interest at the rate of twelve percent (12%) per annum, which rate shall commence thirty (30) days after the original due date of such payment.

3.7 Security Deposit. The Security Deposit, in the total amount of Fifty Thousand Dollars (\$50,000) (hereinafter the "**Security Deposit**") shall be taken from the contingency fund of the final project budget and deposited with Landlord. The Security Deposit shall be held by Landlord for the faithful performance by Tenant of all of the terms, covenants, and conditions of this Lease to be kept and performed by Tenant during the term of this Lease. Landlord agrees to accept multiple checks for the full amount of the Security Deposit. If Tenant defaults with respect to any provision of this Lease, including but not limited to the provisions relating to the payment of monthly Base Rent, and any costs, expenses, and charges payable under the provisions of this Lease, Landlord may, but shall not be obligated to use, apply or retain all or a part of the Security Deposit for the payment of any amount which Landlord may spend by reason of Tenant's default or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If any portion of the Security Deposit is so used or applied, Tenant shall, within ten (10) days after written demand, deposit with Landlord an amount sufficient to restore the Security Deposit to its original amount; and Tenant's failure to do so shall be a material breach of this Lease. Landlord shall not be required to keep the Security Deposit separate from Landlord's general funds, and Tenant shall not be entitled to interest on the Security Deposit. If Tenant shall

fully and faithfully perform every provision of this Lease to be performed by Tenant, the Security Deposit or any balance thereof shall be returned to Tenant or, at Landlord's option, to the last permitted assignee of Tenant's interest under this Lease within thirty (30) days of the expiration of the term of this Lease and after Tenant or Tenant's permitted assignee has vacated the Premises or within fifteen (15) days of receipt of Tenant's new mailing address, whichever is later. In the event of termination of Landlord's interest in this Lease, Landlord shall transfer the Security Deposit to Landlord's successor in interest whereupon Tenant agrees to release Landlord from liability for the return of the Security Deposit or any accounting therefor. In the event that Tenant exercises its option to purchase the Premises pursuant to Article 18, the Security Deposit shall be applied towards the purchase price.

ARTICLE 4 USE OF THE PREMISES

4.1 Use. Tenant may use the Premises as an educational facility, as a headquarters for Tenant's operations and as administrative offices for Tenant's operations. Tenant acknowledges that neither Landlord nor any agent of Landlord has made any representation or warranty as to the present or future suitability of the Premises for the purposes set forth above or any other purpose or use whatsoever.

4.2 Observance of Governmental Regulations. In Tenant's use and occupancy of the Premises and the performance by Tenant of its rights and obligations under this Lease, Tenant shall fully comply with all laws, orders, rules, regulations, directives, ordinances and requirements of all governmental authorities having jurisdiction over Premises, or any part thereof, and Tenant shall pay all costs, expenses, liabilities, losses, fines, penalties, claims and demands including, without limitation, attorneys' fees, that may in any way arise out of or be imposed because of the failure of Tenant to comply with such laws, orders, rules, regulations, directives, ordinances and requirements. Tenant represents and warrants that it has obtained, and shall maintain in full force and effect during the Lease Term at all times while the Premises is used as a Charter School facility, all necessary governmental approvals to operate a Charter School at the Premises.

4.3 Right of Contest. Tenant shall have the right to contest the validity of any laws, orders, rules, regulations, directives, ordinances and requirements in the manner and under the conditions provided in this Lease with respect to contesting the validity of taxes, assessments or other liens. During such contest, Tenant may refrain from complying therewith, provided that (a) Landlord is not subjected to criminal prosecution as a result thereof, (b) Landlord's title to the Premises is not subject to forfeiture as a result thereof, or (c) neither the Premises nor any rights or interest of Landlord are otherwise prejudiced or jeopardized thereby.

4.4 Environmental Compliance.

4.4.1 Restrictions on Hazardous Substances; Remedial Work. Tenant shall not cause any Hazardous Substance (as hereinafter defined) to be brought, kept or used in or about the Premises by Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires except in commercial quantities not in violation of Applicable Environmental Law and similar to those quantities usually kept on similar premises by others in the same business or profession. Tenant, its officers, directors, owners,

agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires shall store, use and dispose of such materials in compliance with all applicable federal, state and local laws, including, without limitation, Applicable Environmental Law (as hereinafter defined). If the presence of any Hazardous Substance on, in or under the Premises caused by Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires results in any contamination of the Premises, Tenant shall promptly take all actions, at its sole expense, as are necessary to return the affected area to the condition existing prior to the introduction of any such Hazardous Substance, including, without limitation, any investigation or monitoring of site conditions or any clean up, remediation, response, removal, encapsulation, containment or restoration work required because of the presence of any such Hazardous Substance on, in or under the Premises or any release of any such Hazardous Substance in the air, soil, surface water or ground water (collectively, the “**Remedial Work**”). Tenant shall obtain all necessary licenses, manifests, permits and approvals to perform the Remedial Work prior to performing such work. Tenant shall promptly perform all Remedial Work and the disposal of all waste generated by the Remedial Work in accordance with all Applicable Environmental Law.

4.4.2 Compliance with Applicable Environmental Law. Landlord shall deliver to Tenant the Premises and the Improvements free and clear of any and all Hazardous Substances and in compliance with Applicable Environmental Law. Following delivery of the Premises to Tenant, Tenant shall be solely and completely responsible for insuring that the Premises and all activities thereon (including activities of Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires) remain in full compliance with Applicable Environmental Law and for responding to, defending against and/or complying with any administrative order, request or demand relating to potential or actual contamination on the Premises, or third party claims (including the claims of current or future subtenants in the Premises, or other tenants or subtenants in units or parcels adjoining or near the Premises) for Remedial Work or for the costs of any such Remedial Work or for the costs of any such Remedial Work which the third-party claimant has undertaken, whether such order, request, demand or claim names Landlord, Tenant or both, or refers to the Premises in any way, except where the contamination or other violation of Applicable Environmental Law occurred prior to the date of execution of the Lease or was caused by Landlord or any prior owner or tenant (other than subtenants of Tenant) of the Premises. Tenant’s responsibility under this Section includes but is not limited to promptly responding to such orders, requests, demands and claims on behalf of Landlord and defending against any assertion of Landlord’s financial responsibility or individual duty to perform thereunder.

4.4.3 Indemnification. Tenant shall indemnify, hold harmless and defend Landlord, its officers, directors, employees, agents, successors, and assigns (collectively with Landlord, the “**Landlord Indemnitees**”) for, from and against any and all claims (including, without limitation, third party claims for personal injury or real or personal property damage), actions, administrative proceedings (including informal proceedings), judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest or losses (including, without limitation, diminution in value of the Premises and the Improvements, damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements, damages arising from any adverse impact on marketing of space in the Improvements, and sums paid in settlement of claims, attorney’s fees, consultant fees, expert fees and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from or asserted directly or indirectly

against any Landlord Indemnitee during or after the term of this Lease as a result of the presence of any Hazardous Substance on, in or under the Premises or any release of any Hazardous Substance into the air, soil, surface water or ground water, which Hazardous Substance was brought, kept or used in or about the Premises by Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires during the term of this Lease, or as a result of a breach by Tenant of its obligations under this **Section 4.4.3**. Tenant shall assume, pursuant to the foregoing indemnity, any liabilities or responsibilities which are assessed against any Landlord Indemnitee in any action described under this **Section 4.4.3** and under **Section 4.4.2** herein. Tenant shall promptly provide to Landlord copies of all communications, filings or other writings, photographs or materials given to or received from any person, entity or agency in connection with any cleanup or Remedial Work conducted by Tenant, and shall notify Landlord of, and permit Landlord's representative to attend any meetings or oral communications relating thereto.

Landlord shall indemnify, save harmless and defend Tenant, its officers, directors, employees, agents, successors, and assigns (collectively with Tenant, the "**Tenant Indemnitees**") for, from and against any and all claims (including, without limitation, third party claims for personal injury or real or personal property damage), actions, administrative proceedings (including informal proceedings), judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest or losses (including, without limitation, diminution in value of the Premises and the Improvements, damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements, damages arising from any adverse impact on marketing of space in the Improvements, and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from or asserted directly or indirectly against any Tenant Indemnitee during or after the term of this Lease as a result of the presence of any Hazardous Substance on, in or under the Premises or any release of any Hazardous Substance into the air, soil, surface water or ground water, which Hazardous Substance was brought, kept or used in or about the Premises by Landlord, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires, or as a result of a breach by Landlord of its obligations under this **Section 4.4.3**. Landlord shall assume, pursuant to the foregoing indemnity, any liabilities or responsibilities which are assessed against any Tenant Indemnitee in any action described under this **Section 4.4.3** and under **Section 4.4.2** herein.

4.4.4 Definitions. As used herein, the term "**Hazardous Substance**" means any hazardous or toxic substance, material, or waste which is or becomes regulated by any local governmental authority, the State in which the Premises are located, or the United States Government, including, without limitation, (i) any substance, chemical or waste that is or shall be listed or defined as hazardous, toxic or dangerous under Applicable Environmental Law, (ii) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any federal, state or local governmental authority pursuant to any environmental, health and safety or similar law, code, ordinance, rule, regulation, order or decree and which may or could pose a hazard to the health and safety of occupants or users of the Premises or any part thereof, any adjoining property or cause damage to the environment, (iii) any petroleum products, (iv) PCB's, (v) leaded paint, and (vi) asbestos. As used in this Lease, the term "**Applicable Environmental Law**" shall include the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §§ 9601 et seq., the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901, et

seq., the Federal Water Pollution Control Act, 33 U.S.C. §§ 1251 et seq., the Clean Air Act, 42 U.S.C. §§ 7401, et seq., the Hazardous Materials Transportation Act, 49 U.S.C. §§ 1801 et seq., the Toxic Substances Control Act, 15 U.S.C. §§ 2601 et seq., and the Safe Drinking Water Act, 42 U.S.C. §§ 300f through 300j-26, as such Acts have been or are hereafter amended from time to time; any so called Superfund or Superlien law; and any other federal, state and local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, substance or material as now or any time hereafter in effect.

4.4.5 Survival. The obligations of Tenant and Landlord and the foregoing indemnities of Tenant and Landlord set forth in this **Article 4** shall survive the termination or expiration of this Lease.

4.5 Prohibited Uses.

4.5.1 Tenant shall not do or permit anything to be done in or about the Premises, nor bring or keep anything therein which will cause a cancellation of any insurance policy covering the Premises, nor shall Tenant sell or permit to be kept, used or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance unless Tenant provides additional insurance coverage extending protection to cover all risks associated with these articles.

4.5.2 Tenant shall not use the Premises or permit anything to be done in or about the Premises which will in any way conflict with any law, statute, ordinance or governmental rule or regulation or requirement of duly constituted public authorities now in force or which may hereafter be enacted, promulgated or created. Tenant shall, at Tenant's sole cost and expense, promptly comply with all laws, statutes, ordinances and governmental rules, regulations or requirements now in force or which may hereafter be in force and with the requirements of any board of fire underwriters or other similar body now or hereafter constituted relating to or affecting the use or occupancy of the Premises, including structural changes that relate to or affect the use of the Premises.

4.5.3 Tenant shall comply with all requirements, if any, of any recorded restrictive covenants or bylaws of any association affecting the Premises.

ARTICLE 5
IMPROVEMENT OF THE PREMISES AND
CONSTRUCTION OF IMPROVEMENTS

5.1 Improvements. The Landlord shall construct the Improvements in the manner set forth below:

5.1.1 Definitions.

(i) The “**Improvements**” mean the Facility and other improvements Landlord is obligated to construct and install in and on the Premises as described on Exhibit B attached hereto, as may be amended and supplemented from time to time. The

Improvements, and all structural and equipment specifications shall be subject to governmental review and approval prior to commencement of any improvement work. Landlord and Tenant hereby approve the prototypical plans on Exhibit B, as may be amended and supplemented from time to time (the “**Plans**”). Landlord shall cause final plans and specifications to be prepared for the construction of the Improvements based upon the Plans, subject to modification by the applicable city or county supervising department (“**City**”) in order to comply with City requirements and such modifications as are necessary to conform the Plans to the property upon which the Improvements are being constructed. Landlord shall provide drafts of the Plans and any revisions to the Plans to Tenant for its review and comment. Landlord shall adopt Tenant’s requested changes to the Plans to the extent permitted by the exercise of Landlord’s good faith and commercially reasonable judgment. The Plans, once modified and approved by the City shall be the “**Final Plans**.” The construction and installation of the Improvements shall be subject to the governmental inspection and approval for compliance of the Improvements with the City-approved Final Plans. All such construction shall be constructed and otherwise completed in a first class workmanlike manner, and in accordance with the requirements of any and all laws, ordinances and regulations applicable thereto, including zoning and building code requirements of any municipal or other governmental agency having jurisdiction over the Premises at the time said construction takes place or otherwise completed and including the Americans with Disabilities Act of 1990 (the “**ADA**”).

(ii) The Improvement Cost is the actual cost Landlord incurs in installing and constructing the Improvements. Landlord shall pay the Improvement Cost. If Tenant desires additional improvements in excess of, or in lieu of those described on in the Final Plans set forth in Exhibit B, the cost of such additional or substituted improvements shall be the sole responsibility of the Tenant, and Tenant shall deliver funds sufficient to cover such additional expenses to Landlord prior to Landlord proceeding with the additional improvements.

(iii) “**Completion**” means the Inspection Approval Date (as hereinafter defined).

(iv) “**Force Majeure Delay**” shall mean an unanticipated delay in the critical path of construction due to weather, act of God, unavailability or shortage of labor or materials, national emergency, fire or other casualty, natural disaster, war, delays or actions of governmental authorities or utilities, riots, acts of violence, labor strike, the existence of any Dispute (as hereinafter defined), injunctions in connection with litigation, or other cause which is not within the reasonable control of the Landlord.

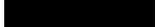
5.2 Completion of Improvements. The Landlord shall notify the Tenant in writing once the Landlord has received documentation from the contractor engaged to construct the Improvements stating that such contractors have completed their work or when the Landlord believes, based on notice from its contractor, that the Improvements have been completed, except for minor punch list work (“**Substantial Completion**”). Landlord shall exercise commercially reasonable efforts to cause Substantial Completion to occur no later than August 1, 2017 (“**Substantial Completion Date**”). Landlord shall exercise commercially reasonable efforts to

include a liquidated damages (the “**Liquidated Damages**”) clause in the construction contract for the construction of the Landlord’s Work. The parties shall have 15 days following notice of Substantial Completion to inspect the Improvements. If Tenant believes that the Improvements have not been completed properly, then Tenant may notify the Landlord in writing within said 15 day period. Any objections shall be handled in the same manner for objections set forth in **Article 16**. If Tenant does not object within said 15 day period, then for purposes of this Lease the parties shall be deemed to agree that the Improvements have been completed (the “**Inspection Approval Date**”). Any Liquidated Damages received pursuant to this Section 5.2 shall be paid (a) first to Landlord to cover the fees and expenses associated with the retention of another subcontractor to finish non-completed or unacceptable improvements and (b) second, to the extent there remains any amounts remaining after paying the items in item (a) above, such remaining amounts shall be paid to the Tenant to cover expenses incurred by the Tenant as a result of such delays.

5.3 Right to Inspect Improvements. All parties shall have the right to inspect the construction of the Improvements at any time; provided, however, such inspection shall be at the sole risk of such inspecting party. If Tenant believes that the Improvements are not being properly constructed, then Tenant shall notify Landlord. The Landlord shall review the information that the Tenant is relying on in order to determine if Improvements are not being properly constructed. If the Landlord agrees with the Tenant, then the Landlord shall notify the applicable contractor of such fact and demand that the contractor correct any work that is not in substantial conformance. If the Landlord does not agree with the Tenant, then the Landlord shall notify the Tenant of such fact. If Tenant disagrees with the Landlord’s decision, then Tenant shall submit the matter to arbitration as provided herein.

5.4 Warranties. Upon Completion of the Improvements, the Landlord shall assign to the Tenant, on a non-exclusive basis, all warranties received in connection with the construction and installation of same, if any, and to the extent such warranties are assignable.

5.5 Representatives. Each party designates the respective individuals named below as its representatives to act on its behalf in all matters covered by this Lease. All inquiries, requests, instructions, authorizations, and other communications with respect to the matters covered by this Lease shall be made to such representatives. Any party may, without further or independent inquiry, assume and rely at all times that each of the other party's representative designated hereunder has the power and authority to make decisions on behalf of such party, to communicate such decisions to the other party and to bind such party by his acts and deeds, unless otherwise notified in writing by the party designating the representative. Any party may change its representative under this Lease at any time by written notice to the other parties. The initial representative of each party for purposes of this paragraph shall be as follows:

Tenant: 
Landlord: 

5.6 Meetings. From and after the date of this Lease and until Completion of the Improvements, the designated representatives of the parties shall meet on a regular basis (the frequency of which shall be as agreed upon from time to time by the parties) regarding the status of construction of the Improvements, scheduling and coordination issues, engineering and design

issues, and other similar issues. The Landlord shall be responsible for scheduling the time and location of such meetings, and shall give the other parties at least 5 days' advance notice thereof.

5.7 Alterations. In addition to the construction of the Improvements, at any time and from time to time during the Lease Term, Tenant, at its sole cost and expense, but subject to Landlord's prior written approval, may make additions and alterations to the Improvements now or hereafter located on the Premises, provided that (a) all such additions and alterations shall be constructed in a first class workman like manner and shall not decrease the value of any of the existing Improvements; and (b) all required approvals of such construction shall have been obtained from the governmental authorities and utilities having jurisdiction thereof. Landlord shall in all cases have the right to post on the Premises a "notice of non-responsibility" prior to commencement of construction. Notwithstanding the foregoing, Tenant shall be permitted to make non-structural alterations to the Premises or Improvements without the consent of Landlord.

5.8 Plans and Specifications. All construction work on the Premises, and all alterations and additions thereto, shall be done in compliance with and pursuant to the Final Plans and performed by duly licensed and reputable contractors approved by Landlord in its sole and absolute discretion.

5.9 Tenant Improvements. Tenant may, at Tenant's sole cost and expense and with the aid of a licensed architect or engineer, construct or cause the construction of certain improvements as more particularly described in Exhibit D ("**Tenant Improvements**"). The Tenant Improvements shall be constructed in accordance with the terms and conditions of this Lease and Exhibit D (including without limitation completing plans and specifications for the Tenant Improvements, submitting such plans and specifications to Landlord for approval, and obtaining Landlord's approval prior to commencement of construction). All Tenant Improvements shall be completed in a good and workmanlike manner by Tenant at Tenant's sole cost and expense, and all materials and equipment incorporated into the Tenant Improvements (i) will be new and free of defects, (ii) will conform to all regulations, applicable laws, ordinances and regulations of all duly constituted authorities, as the same are in effect on the date hereof and may be hereafter modified, amended or supplemented ("**Applicable Laws**"), and (iii) will conform to the final working drawings approved by Landlord and Tenant, including all changes or modifications thereto approved by Landlord.

5.10 Mechanics' Liens. Tenant shall not suffer or permit to be enforced against the Premises, or any part thereof, and shall indemnify and hold Landlord and the Premises harmless for, from and against any mechanics', materialman's, contractor's or subcontractor's liens arising from, or any claim for damage growing out of the Tenant Improvements or the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Tenant, but Tenant shall pay or cause to be paid all of such liens, claims, or demands before any action is brought to enforce the same against the Premises. If Tenant shall in good faith contest the validity of any such lien, claim, or demand, then Tenant shall, at its expense, defend itself and Landlord against the same and shall pay and satisfy any adverse judgment that may be rendered thereon prior to execution thereof and in the event of any such contest Tenant shall at the request of Landlord provide such security and take such steps as may be required by law to release the Premises from the effect of such lien. Furthermore, Landlord shall not allow, and shall indemnify and hold Tenant harmless for, from and against any mechanics', materialman's, contractor's or

subcontractor's liens arising from, or any claim for damage growing out of the Improvements and the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Landlord in connection with the Improvements.

5.11 Expansion Right of First Refusal. Landlord and Tenant shall enter into an Expansion Right of First Refusal substantially as set forth on Exhibit E

ARTICLE 6 TAXES AND ASSESSMENTS

6.1 Payment of Taxes and Assessments. Except as otherwise provided in **Section 6.3**, Tenant shall pay, prior to delinquency: (a) all taxes, assessments, levies, fees, fines, penalties and all other governmental charges, general and special, ordinary and extraordinary, foreseen and unforeseen, which are during the Lease Term, imposed or levied upon or assessed against (i) the Premises, (ii) any Base Rent or other sum payable by Tenant hereunder or (iii) this Lease, the leasehold estate hereby created or which arises in respect of the operation, possession or use of the Premises; and (b) all sales, transaction privilege, gross receipts or similar taxes imposed or levied upon, assessed against or measured by any Base Rent or other amounts payable to Landlord hereunder to the extent required by applicable law, but not income taxes. If Tenant fails to pay any of the foregoing before they become delinquent, Landlord, after notice to Tenant, may pay such delinquent taxes, assessments, levies, fees, fines, penalties and governmental charges, and all expenditures and costs incurred thereby shall be payable as additional rent hereunder within twenty (20) days after such notice to Tenant. Tenant will furnish to Landlord, promptly after demand therefore, proof of payment of all items referred to above which are payable by Tenant. If any such assessment may legally be paid in installments, Tenant may pay such assessment in installments.

6.2 Prorations. All ad valorem real estate taxes and personal property taxes which are due and payable in the first Lease Year and within one year after the expiration of the Lease Term shall be prorated as of the Commencement Date or the date of expiration of the Lease Term, whichever is applicable, on the basis of the fiscal year with respect to which such taxes are assessed, and assuming that such taxes are payable in arrears. Tenant shall be responsible for and shall pay the portion of such taxes relating to the periods beginning with the Commencement Date through and including the expiration or earlier termination of this Lease.

6.3 Privilege of Contesting. Upon at least ten (10) days prior written notice to Landlord and Tenant furnishing to Landlord such bonds or other security as determined and requested by Landlord, Tenant shall have the right to protest, contest, object to or oppose the legality or amount of any such taxes and assessments to be paid by Tenant hereunder. Tenant shall only be required to post a bond pursuant to the preceding sentence for those tax payments which are due and shall do so no later than the due date for such tax payment. In the event of any such contest, Tenant may defer payment of any such tax or assessment so long as the legality or the amount thereof is being so contested, diligently and in good faith; provided, however, that if at any time payment of the whole or any part thereof shall become necessary in order to prevent the termination by sale or otherwise of the right of redemption of any property affected thereby or to prevent physical eviction of either Landlord or Tenant because of nonpayment thereof, Tenant shall pay the same in order to prevent such termination of the right of redemption or such eviction. Any such contest

shall be at the sole cost and expense of Tenant, and Tenant shall pay any costs or expenses incurred by Landlord as a result of any such contest. Each refund of any tax, assessment, fee or charge so contested shall be paid to Tenant, and Landlord shall not, without prior approval of Tenant, make or enter into or finally agree to any settlement, compromise or any disposition of any contest or discontinue or withdraw any contest or accept any refund, other adjustment or credit of or from any such tax or assessment as a result of any contest. If there are any refunds of the taxes or assessment at the end of the Lease Term, the amounts will be prorated between Landlord and Tenant on the basis set forth in **Section 6.2**. Any and all penalties and interest that become due as a result of any such contest shall be paid by Tenant.

ARTICLE 7 REPAIRS AND MAINTENANCE

7.1 Obligations of Tenant. During the Lease Term, Tenant, at its sole cost and expense, shall keep and maintain the Premises and all of the improvements now or hereafter located on the Premises and all additions thereto, in good and safe condition and repair (as such terms are generally defined and accepted under applicable standards of practice, custom and any applicable laws) and shall make all necessary repairs, replacements and renewals, foreseen or unforeseen, ordinary or extraordinary, in order to maintain such state of repair and condition; it being the intention of the parties that Landlord shall have no liability for any of the foregoing, that Landlord shall obtain possession of the improvements at the end of the Lease Term, and that the improvements will be in good repair and condition at said time, reasonable wear and tear excepted and insured casualty loss excepted. During the Lease Term, Tenant shall also be responsible, at Tenant's sole cost and expense, for the maintenance, repair and replacement of the Premises, including, without limitation, all buildings, HVAC, windows and plate glass, wiring, plumbing, roadways, driveways, parking areas, landscaping, sidewalks, fencing, lighting, retention areas, drainage and utility facilities and other improvements located on, in, or under the Premises. Tenant, at Tenant's expense, shall be responsible for all improvements, additions, alterations, maintenance, and repairs necessary or appropriate such that the Premises and all improvements thereon are in compliance with the ADA. Tenant waives any provisions of law that may require any duty of repair by Landlord or permit Tenant to make repairs at the expense of Landlord. Tenant's foregoing obligations and responsibilities shall not include or extend to issues related to the structural integrity of the Facility. In the event Tenant persistently neglects said responsibilities as listed above, Landlord may, at its reasonable discretion, take over management and maintenance of the Premises and charge costs, including reasonable management fees to Tenant, which sums shall be payable as additional rent. Beginning with the thirty-sixth month of the Lease Term and each month thereafter, Tenant shall maintain and deposit monthly to a separate bank account held jointly in the name of Tenant and Landlord that requires the signature of both Landlord and Tenant for any withdrawal or transfer, an amount equal to 1% of its monthly base rental in a reserve and replacement account to be spent solely for the upkeep of the property. This requirement shall adjust to 2% of its monthly base rent on the 48th month of the Lease Term. These funds shall be used for capital improvement items with the design to maintain the Premises in a condition similar to the condition upon the Commencement Date, which items shall include HVAC, exterior improvements such as exterior paint, roofing, parking lot repaving, major plumbing items and the similar capital expenditure items. The expenditure of these funds shall be mutually agreed to between Tenant and Landlord; provided, however, Tenant agrees to approve any expenditure necessary to keep the Premises and Facility in good and safe condition substantially similar to the

condition of the Premises as delivered on the Commencement Date. Notwithstanding the foregoing, in the event the reserve and replacement account described herein exceeds an amount equal to \$100,000, Tenant shall not be required to deposit the monthly amount, for so long as the account balance exceeds \$100,000, but shall be required to make additional monthly contributions to the extent such amount falls below \$100,000 for any reason, including draws upon such funds for capital expenditures, necessary to restore the account to \$100,000.

7.2 Landlord Warranty. In addition to any construction warranties assigned to Tenant, and notwithstanding anything to the contrary in this Lease, Landlord shall warrant that the Improvements will be in a good and working condition for a period of one (1) year following the Substantial Completion. Such warranty shall include a duty to promptly repair any item at Landlord's sole cost upon written notice from Tenant.

ARTICLE 8 UTILITIES

8.1 Payment of Utilities. During the Lease Term, Tenant agrees to pay, when due, and to indemnify, defend and hold Landlord and the Premises harmless for, from and against any liability for all charges for water, sewer, gas, electricity, telephone, CATV, and all other utility services of every kind and nature supplied to and used on the Premises, including all connection fees and/or pending assessment charges that accrue after the Commencement Date. Any interruptions or impairments of utility services of any nature or in any manner whatsoever shall not affect any of Tenant's obligations under this Lease unless caused by the negligence, recklessness, or willful misconduct of Landlord, its agents, contractors, or employees, in which case rent shall be equitably abated during the period of the interruption or impairment based on the portion of the Premises that are not useable as a result of such interruption or impairment.

ARTICLE 9 INSURANCE AND INDEMNITY

9.1 Indemnity. After the Commencement Date, Landlord shall not be liable for and Tenant covenants and agrees to indemnify and save all Landlord Indemnitees entirely harmless for, from and against each and every claim, demand, liability, loss, cost, damage and expense, including, without limitation, attorneys' fees and court costs, arising out of any liability, claim or expense (and reasonable attorneys' fees and costs) arising out of Tenant entering into, and performing its obligations under, this Lease, and any accident or other occurrence causing injury to or death of persons or damage to property by reason of use, construction or maintenance of any improvements other than the Improvements, of any additions, alterations or renovations thereto, or due to the condition of the Premises or any improvements thereon, or the use or neglect thereof by Tenant or any agent, employee, invitee, contractor, or customer of Tenant, or any other person, or otherwise occurring upon the Premises or any improvements thereon. Tenant further agrees to indemnify and save all Landlord Indemnitees and the interests of Landlord in the Premises entirely harmless for, from and against all claims, demands, liabilities, damages and penalties arising out of any failure of Tenant to comply with any of Tenant's obligations under this Lease, including without limitation attorneys' fees and court costs. These indemnities shall survive the expiration of this Lease or the earlier termination thereof.

9.2 Casualty Insurance. Tenant will, at all times during the Lease Term and at the sole cost and expense of Tenant, keep all improvements, equipment, and fixtures on the Premises insured for the benefit of Landlord and Tenant, each named as co-insureds, to the extent of one hundred percent (100%) of the full replacement cost thereof against loss or damage from fire and other risks normally insured against. Tenant hereby assigns Landlord any and all proceeds payable with respect to such policies except to the extent such proceeds are payable with respect to any property that would remain the property of Tenant upon the termination of this Lease.

9.3 Comprehensive Liability Insurance. Tenant, at the sole cost and expense of Tenant, shall at all times during the Lease Term, maintain in force an insurance policy or policies which will name Landlord and Tenant as insured parties insuring against all liability resulting from injury or death occurring to persons in or about the Premises, with limits for each occurrence of not less than \$2,000,000 per person and \$4,000,000 per occurrence combined single limit, with respect to personal injury, death and property damage. The original of such policy or policies shall remain in possession of Tenant; provided, however, that Landlord shall have the right to receive from Tenant, upon written demand, a duplicate policy or policies of any such insurance. Tenant shall also maintain and keep in force all employees' compensation insurance on its employees, if any, required under the applicable workmen's compensation laws of the state in which the Premises are located.

9.4 Rental Insurance. Tenant, at the sole cost and expense of Tenant, shall at all times during the Lease Term, maintain in full force a rental value insurance policy covering risk of loss due to the occurrence of any of the hazards described in the preceding subparagraphs of this Article 9, in an amount sufficient to prevent Landlord from becoming a coinsurer, but in any event, in an amount not less than one hundred percent (100%) of the then full rental income fixed by this lease including all rental that Tenant agrees to pay hereunder

9.5 Policy Requirements. All insurance policies required or otherwise provided and maintained under this **Article 9** shall be issued by a company or companies with an "A"- company rating and a Financial Rating of Class XII or better by the then most current edition of Best's Insurance Guide (or if such guide is no longer published, then having a comparable rating as specified by Landlord from time to time), responsible and authorized to do business in the state in which the Premises are located, as Tenant shall determine, and shall be approved by Landlord. All policies referenced in this Article 9 shall name Landlord as an additional insured. Tenant shall furnish from the insurance companies or cause the insurance companies to furnish to Landlord certificate of coverage. All such policies shall be written as primary policies, not contributing with and not in excess of any coverage which Landlord may carry. Tenant shall at least twenty (20) days prior to the expiration of such policies furnish Landlord with renewals or binders. If Tenant does not procure and maintain such insurance, Landlord may, but is not obligated to, procure such insurance on Tenant's behalf and all sums paid by Landlord shall bear interest at the rate of eighteen percent (18%) and shall be immediately due and payable. Tenant shall have the right to provide such insurance coverage pursuant to blanket policies obtained by Tenant provided such blanket policies expressly afford coverage to the Premises and to Landlord as required by this Lease.

9.6 Mutual Release of Subrogation Rights. Without in any way limiting the applicability of **Section 9.1**, Tenant and Landlord each hereby release and relieve the other and the officers, directors, owners, shareholders, employees, agents and representatives of the other, and

waive their entire right of recovery against the other and the officers, directors, owners, shareholders, employees, agents and representatives of the other, for loss or damage arising out of or incident to the perils insured against under this **Article 9**, which perils occur in, on or about the Premises, whether due to the negligence of Landlord or Tenant or their agents, employees, contractors, concessionaires and/or invitees, but only to the extent of insurance proceeds actually paid. Tenant shall, upon obtaining the policies of insurance required hereunder, give notice to and obtain waiver of subrogation agreements or endorsements from the insurance carrier or carriers concerning the foregoing mutual waiver of subrogation contained in this Lease.

ARTICLE 10 ASSIGNMENT AND SUBLETTING

10.1 Assignment and Subletting.

10.1.1 Prohibition against Assignment. Tenant shall not have the right to assign or sublease all or part of this Lease without Landlord's prior written consent, which consent may be granted or withheld in Landlord's reasonable discretion; provided, however, Landlord shall not object to the assignment by Tenant to a subsidiary or affiliated entity or entities.

10.1.2 Subleases Subject to this Lease. Any sublease shall be subject to all of the terms and conditions of this Lease and each subtenant, by accepting any sublease and entering into possession of any portion of the Premises shall be deemed to have covenanted directly with Landlord to observe and perform all of the provisions of this Lease as they relate to the portion of the Premises subject to the sublease. No assignment or sublease shall act to release Tenant from the obligations hereunder. No consent by Landlord to any assignment or subletting by Tenant shall relieve Tenant of any obligation to be performed by Tenant under this Lease, whether occurring before or after such consent, assignment or subletting. The consent by Landlord to any assignment or subletting shall not relieve Tenant from the obligation to obtain Landlord's express written consent to any other assignment or subletting. The acceptance of rent by Landlord from any other person or legal entity shall not be deemed to be a waiver by Landlord of any provision of this Lease or to be a consent to any assignment, subletting or other transfer. Consent to one assignment, subletting or other transfer shall not be deemed to constitute consent to any subsequent assignment, subletting or other transfer. Tenant shall pay Landlord the amounts of any increase in costs or expenses incident to the occupancy of the Premises by such assignee or subtenant, including but not limited to, reasonable attorney's fees incurred in connection with giving such consent.

10.1.3 Landlord's Right to Assign. Landlord shall have the right to assign its interest under this Lease without the consent of Tenant. In the event Landlord assigns such interests, Landlord shall, from and after the date of the assignment, be relieved of any and all liability and obligation to Tenant hereunder, and all such liability and obligation shall, as of the time of such assignment or on the Commencement Date, whichever is later, automatically pass to Landlord's assignee. This Lease shall not be affected by any assignment, sale or transfer and Tenant shall attach to the purchaser or other transferee. In the event of a sale or conveyance by Landlord of Landlord's interest in the Premises other than a transfer for security purposes only, Landlord shall be relieved from and after the date specified in any such notice of transfer of all obligations and liabilities to Tenant which accrue after such sale or conveyance on the part of Landlord, provided

that any funds in the possession of Landlord at the time of transfer in which Tenant has an interest shall be delivered to the successor Landlord. This Lease shall not be affected by any such sale or transfer and Tenant shall attorn to the purchaser or other transferee provided that all of Landlord's obligations accruing hereunder from and after such sale or transfer are assumed in writing by such purchaser or transferee

ARTICLE 11 DAMAGE AND DESTRUCTION

11.1 No Abatement of Rent. No damage to or destruction of Improvements shall effect an abatement or reduction in rental. Tenant waives any provisions of the law that may be to the contrary.

11.2 Damage or Destruction. If any Improvements are damaged or destroyed during the Lease Term by any casualty which is required to be covered by a policy of insurance to be maintained pursuant to **Article 9**, Tenant shall repair and/or rebuild the same so that the repaired or rebuilt Improvements shall have at least the same values as such Improvements immediately prior to such damage or destruction.

ARTICLE 12 CONDEMNATION

12.1 Eminent Domain; Cancellation. If all of the Premises are taken by any entity with the power of eminent domain (a “**Condemning Authority**”) or if the Premises are conveyed to a Condemning Authority by a negotiated sale, or if part of the Premises is so taken or conveyed such that the use of the remaining Premises is materially interfered with, or such that the Improvements cannot be rebuilt so that upon completion Tenant may again use the Premises without substantial interference, Tenant may terminate this Lease by giving Landlord written notice at any time after the occurrence of any of the foregoing and such termination shall be effective as of the date of the transfer to the Condemning Authority. If this Lease is terminated pursuant to this **Section 12.1**, Landlord shall refund to Tenant any rent prepaid beyond the effective date of termination.

12.2 Partial Takings. If part of the Premises or any of the Improvements are taken or conveyed without substantially interfering with the use of the Premises, this Lease shall not terminate and rent shall not abate. In such event, Landlord shall receive the portion of the award attributable to the value of the fee title estate taken, and Tenant shall receive all remaining awards and other compensation or sums, and Tenant shall apply all such amounts it received to the extent necessary to pay the cost of restoring the Improvements and/or the Premises to a complete architectural unit suitable for Tenant’s use on the Premises.

12.3 Basis of Awards. No award for any partial or entire taking shall be apportioned, and Tenant hereby assigns to Landlord any award which may be made in such taking or condemnation, together with any and all rights of Tenant now or hereafter arising in or to the award or any portion thereof; provided, however, that nothing contained herein shall be deemed to give Landlord any interest in or to require Tenant to assign to Landlord any award made to Tenant for the taking of personal property and fixtures belonging to Tenant, for the interruption of or damage to Tenant's business and for Tenant's unamortized cost of leasehold improvements. In the event

of a partial taking which does not result in a termination of this Lease, rent shall be abated in the proportion which the part of the Premises so made unusable bears to the rented area of the Premises immediately prior to the taking. No temporary taking of the Premises or Tenant's right therein or under this Lease shall terminate this Lease or give Tenant any right to any abatement of rent thereunder and any award made to Tenant by reason of any such temporary taking shall belong entirely to Tenant, and Landlord shall not be entitled to any portion thereof.

ARTICLE 13 LANDLORD FINANCING

13.1 Prohibition of Landlord's Mortgage. Landlord shall have the right to encumber its interest in the Premises by one or more mortgages, deeds of trust, assignments of rents and leases, security agreements or otherwise (a "**Landlord Mortgage**"). As a condition to any Landlord Mortgage, Landlord shall obtain a non-disturbance agreement from each secured party providing that such secured party will not disturb Tenant's enjoyment of the Premises under the Lease so long as Tenant is not in default under the Lease beyond the applicable cure period.

13.2 Attornment. If the holder of any Landlord Mortgage shall hereafter succeed to the rights of Landlord under this Lease, then at the option of such successor, Tenant shall attorn to and recognize such successor as Tenant's landlord under this Lease, and shall promptly execute and deliver any instrument that may be necessary to evidence such attornment.

13.3 Prohibition of Tenant's Mortgage. Tenant shall not have the right to mortgage its interest in this Lease.

ARTICLE 14 ADDITIONAL COVENANTS

14.1 Subordination. This Lease at Landlord's option shall be subject and subordinate to the lien of any mortgages or deeds of trust in any amount or amounts whatsoever now or hereafter placed on or against the Premises, the Improvements, or on or against Landlord's interest or estate therein, without the necessity of the execution and delivery of any further instruments on the part of Tenant to effectuate such subordination. Notwithstanding anything to the contrary in this Article or Article 15, this Lease shall remain in full force and effect for the full term hereof, including any extensions, so long as Tenant is not in default hereunder. Landlord agrees to provide to Tenant a non-disturbance agreement from its lender in a form reasonably acceptable to Tenant, and from any subsequent lenders. Tenant shall execute and deliver upon demand without charge therefore, such further instruments evidencing such subordination of this Lease to the lien of any such mortgages or deeds of trust as may be required by Landlord.

14.2 Estoppel Certificates.

14.2.1 Delivery of Tenant Estoppel Certificate. Tenant shall at any time upon ten (10) days' prior written notice from Landlord execute, acknowledge and deliver to Landlord, or the holder of any Landlord Mortgage or such other persons or entities as Landlord may designate, a statement in writing, all limited to Tenant's actual knowledge: (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modifications and certifying that this Lease, as so modified, is in full force and effect) and the date

to which the rent and other charges are paid in advance, if any; (ii) acknowledging that there are not, to Tenant's knowledge, any uncured defaults on the part of Landlord hereunder, or specifying such defaults if any are claimed; (iii) acknowledging that Tenant has unconditionally accepted the Premises, is in possession thereof, and no defense to enforcement of the Lease exists; (iv) agreeing to provide any Landlord mortgagee with the opportunity to cure defaults by Landlord; and (v) agreeing not to amend, cancel or assign (except to affiliates as approved by Landlord) the Lease without the prior written consent of any holder of a Landlord Mortgage. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises.

14.2.2 Consequences if Tenant Estoppel Certificate not Delivered. At Landlord's option, Tenant's failure to deliver such statement within such time shall be a material breach of this Lease. Tenant's failure shall also be conclusive upon Tenant (i) that this Lease is in full force and effect, without modification, except as may be represented by Landlord; (ii) this Lease constitutes the entire agreement between Landlord and Tenant with respect to the Premises and, except as set forth in this Lease, Tenant does not claim any right, title, or interest in or to the Premises, or any part thereof, (iii) that there are no uncured defaults in Landlord's performance; (iv) that not more than one month's rent has been paid in advance; (v) that Tenant is in possession of the Premises; (vi) that no defenses exist to the enforcement of the Lease; and (vii) that Tenant agrees to be bound by provisions in this Lease and (iv) in **Section 14.2.1**.

14.3 Representations.

14.3.1 The Tenant is duly organized, validly existing and in good standing under the laws of the State of Colorado.

14.3.2 The Tenant has the power and authority to enter into and to perform its obligations under this Lease. The execution and delivery of this Lease and performance by the Tenant of its obligations under this Lease have been duly authorized by all necessary action.

14.3.3 This Lease has been duly executed and delivered by the Tenant.

14.3.4 The execution and delivery of this Lease and the performance of the terms herein by the Tenant; (i) will not conflict with or result in a violation of any applicable Colorado law or rule affecting the Tenant; (ii) will not conflict with or result in a violation of any judgment, order or decree of any court or governmental agency of the State of Colorado to which the Tenant is a party or by which it is bound; (iii) will not violate the terms of any instrument, document or agreement, to which the Tenant is a party or by which it or any of its property is bound; or (iv) conflict with, result in a breach of or constitute a default under any such instrument, document or agreement to which the Tenant is a party by which it or any of its property is bound.

14.3.5 No consent, license, approval or authorization of any governmental authority, bureau or agency is required in connection with the execution, delivery, performance, validity and enforceability of this Lease by or against the Tenant, except those that have previously been obtained.

14.4 Financial Condition. On a semi-annual basis, Landlord may request from Tenant, and Tenant shall deliver, a copy of Tenant's most recent financial statement as to Tenant's

Financial Condition, including those prepared by an outside accountant. Such request may include copies of the last two year's federal tax filings, profit and loss statements of the current and previous fiscal year, balance sheets as of the end of those years, copies of any financial reports submitted to the chartering agency, financial audits, number of students enrolled, number of students on waiting lists, and any and all expenditures. These materials shall be tendered to the Landlord no later than thirty (30) business days after written request.

14.5 Charter Status. Tenant has all necessary licenses and authorizations necessary to operate as a Charter School ("**Charter**"), and agrees to maintain such Charter as valid and in good standing at all times during the Lease Term. Furthermore, Tenant agrees to comply with all laws, regulations and statutes relating to Charter Schools, including, but not limited to, those set forth in Title 34 of the Nevada Revised Statutes ("**Charter School Regulations**").

14.6 Lender Requirements. Tenant shall, at all times, be in compliance with all terms, conditions and requirements established by any third party lender ("**Lender**") relating to the Facilities ("**Lender Requirements**") contained in any loan agreement ("**Loan Agreement**") entered into between Lender and Landlord, which requirements may include, but are not limited to the following:

14.6.1 ADM Intercept. As required by Lender, Tenant shall take such steps as necessary to cause the State of Colorado to pay all ADM and state equalization payments and other public monies into a control account maintained with a designated paying agent bank as instructed by such Lender.

14.6.2 Lease Intercept. As required by Lender, Tenant shall maintain a lease intercept with a paying agent bank or depository bank as instructed by Lender.

14.6.3 Charter School Requirements.

(a) Tenant will conform to all requirements and covenants of its Charter as required by the charter authorizer ("**Authorizer**").

(b) Tenant will provide the Lessor with copies of all correspondence required by the Authorizer, and all financial reports required by the Authorizer and Department of Education in the prescribed form now required.

(c) Tenant will provide the Lessor with internally generated quarterly financial statements within 45 days of quarter end.

(d) Tenant shall provide the Lessor and Lender with copies of their unqualified audited financial statements within 180 days of their fiscal year end.

(e) Tenant shall not incur additional indebtedness, in excess of \$200,000, without the prior written consent of the Lender.

(f) Tenant shall operate the school in a manner to maintain the current enrollment and to achieve the enrollment projections provided to the Landlord in its due diligence.

(g) Tenant will agree to comply with any additional covenants required by any Loan Agreement and considered normal for this type of transaction

14.6.4 Tenant shall comply with any and all additional requirements set forth on Exhibit F, attached hereto, as amended from time to time.

ARTICLE 15 DEFAULT

15.1 Events of Default. Any of the following occurrences or acts shall constitute an event of default (“**Events of Default**”) under this Lease:

15.1.1 Breach of Obligations. If Tenant shall:

(a) Fail to pay any Base Rent, additional rent or other sum, on or before the date due, and such failure continues for five (5) days following written notice from Landlord;

(b) Fail to Provide any insurance coverage as required by this Lease, within ten (10) days of written request;

(c) Make any material misrepresentation or any material false statement to Landlord or its agents in any document delivered to Landlord in connection with the negotiations of this Lease;

(d) Abandon or enter into written negotiations to abandon the Premises or vacation of the Premises by Tenant, or the failure of Tenant to occupy premises upon the completion of the construction of the Premises, or the admission by Tenant that Tenant does not intend to occupy the Premises upon completion of the construction of the Premises; or

(e) Fail to observe or perform any other provision hereof and such failure shall continue for thirty (30) days after notice to Tenant of such failure, or if the obligation cannot be reasonably performed within thirty (30) days, Tenant shall have a reasonable amount of time (not to exceed sixty (60) days) to perform such obligation so long as Tenant commences performance within the thirty (30) day period and diligently pursues performance thereafter.

15.1.2 Bankruptcy. If Tenant shall file a petition in bankruptcy or for reorganization or for an arrangement pursuant to any federal or state bankruptcy law or any similar federal or state law, or shall be adjudicated a bankrupt or shall make an assignment for the benefit of creditors or shall admit in writing its inability to pay its debts generally as they become due, or if a petition or answer proposing the adjudication of Tenant as a bankrupt or its reorganization pursuant to any federal or state bankruptcy law or any similar federal or state law shall be filed in any court and Tenant shall consent to or acquiesce in the filing thereof or such petition or answer shall not be discharged or denied within 120 days after the occurrence of any of the foregoing;

15.1.3 Other Insolvency Events. If a receiver, trustee or liquidator of Tenant or of all or substantially all of the assets of Tenant or of the Premises or Tenant's leasehold interest therein shall be appointed in any proceeding brought by Tenant, or if any such receiver, trustee or liquidator shall be appointed in any proceeding brought against Tenant and shall not be discharged within one hundred twenty (120) days after the occurrence thereof, or if Tenant shall consent to or acquiesce in such appointment;

15.1.4 Debt Service Coverage. The admission by Tenant in writing that: it cannot meet its obligations as they become due that is not cured within ten (10) days; a failure to maintain a minimum debt service coverage ratio of 1.0% beginning June 30, 2018, 1.15% beginning June 30, 2019, 1.25% beginning June 30, 2020; or the finding by the State of Nevada, or one of its agencies, of noncompliance with Tenant's Charter;

15.1.5 Lender Requirements. The failure of Tenant to comply with the Lender Requirements in accordance with Section 14.6, or to cure such non-compliance within ten (10) days of notice of noncompliance; or

15.1.6 License. The failure of Tenant to maintain its Charter, license and authority to operate as Charter School as granted by the Colorado Board of Education under the laws of the Colorado Education Code or the failure to comply with the Charter School Regulations and such other statutes, rules, and regulations which apply to Colorado charter schools, including, but not limited to, those set forth in Title 34 of the Nevada Revised Statutes, which failure is not cured within fifteen (15) days of Tenant's receipt of notice of non-compliance.

15.2 Right to Cure. Tenant shall have the right to cure any Event of Default set forth in Sections 15.1.1 through 15.1.6 to the extent set forth in such Sections.

15.3 Remedies. If an Event of Default shall have happened and be continuing beyond the applicable cure period, Landlord shall have the following rights and remedies, to the maximum extent available or permitted under applicable law:

15.3.1 Right to Terminate. Landlord shall have the right to give Tenant notice of Landlord's termination of the Lease. Upon the giving of such notice, the term of this Lease and the estate hereby granted shall expire and terminate on the date set forth in such notice as fully and completely and with the same effect as if such date were the date herein fixed for the expiration of the Lease Term, and all rights of Tenant hereunder (and all rights of tenant under the options described in this Lease) shall expire and terminate, but Tenant shall remain liable as hereinafter provided. Upon termination of this Lease, all improvements to the Premises shall belong to Landlord; provided, however, Tenant shall be permitted to remove all school related furniture, trade fixtures and equipment.

15.3.2 Right to Re-enter. At Landlord's option and without waiving any default by Tenant, Landlord shall have the right to continue this Lease in full force and effect and to collect all Monthly Base Rent, and any other amounts to be paid by Tenant under this Lease as and when due. Landlord shall have the immediate right, whether or not the term of this Lease shall have been terminated pursuant to **Section 15.3.1**, to re-enter and repossess the Premises by summary proceedings, ejectment, any other legal action or in any lawful manner Landlord determines to be

necessary or desirable and to remove all persons and property therefrom. No such re-entry or repossession of the Premises shall be construed as an election by Landlord to terminate the term of this Lease unless a notice of such termination is given to Tenant pursuant to **Section 15.3.1**.

15.3.3 Reletting of the Premises. At any time or from time to time after the re-entry or repossession of the Premises pursuant to **Section 15.3.2**, whether or not the term of this Lease shall have been terminated pursuant to **Section 15.3.1**, Landlord shall use reasonable efforts to relet the Premises for the account of Tenant at a rental which is reasonable in light of the then existing market conditions in the community, in the name of Tenant or Landlord or otherwise, without notice to Tenant, for such term or terms and on such other conditions and for such uses as Landlord, in its absolute discretion, may determine. Landlord may collect and receive any rents payable by reason of such reletting.

15.3.4 No Release. No expiration or termination of the term of this Lease pursuant to **Section 15.3.1**, by operation of law or otherwise, and no re-entry or repossession of the Premises pursuant to **Section 15.3.2** or otherwise, and no reletting of the Premises pursuant to **Section 15.3.3** or otherwise, shall relieve Tenant of its liabilities and obligations hereunder, all of which shall survive such expiration, termination, re-entry, repossession or reletting.

15.3.5 Damages. In the event of any expiration or termination of the term of this Lease or re-entry or repossession of the Premises by reason of the occurrence of an Event of Default, Tenant will pay to Landlord all Base Rent, additional rent and other amounts due to Landlord to and including the date of such expiration, termination, re-entry or repossession; and, thereafter, Tenant shall, until the end of what would have been the term of this Lease in the absence of such expiration, termination, re-entry or repossession, and whether or not the Premises shall have been relet, be liable to Landlord for, and shall pay to Landlord, as liquidated and agreed current damages: (i) all Base Rent on a current basis and all additional rent and other sums which would be payable under this Lease by Tenant in the absence of such expiration, termination, re-entry or repossession, less (ii) the net proceeds, if any, of the reletting affected for the account of Tenant pursuant to **Section 15.3.3**, after deducting from such proceeds all expenses of Landlord in connection with such reletting (including, but not limited to, all repossession costs, brokerage commissions, attorneys' fees and expenses (including fees and expenses of appellate proceedings), employees' expenses, alteration and construction costs and expenses of preparation for such reletting and other expenses related to Tenant's default). Tenant will pay such current damages on the days on which Rent would be payable under this Lease in the absence of such expiration, termination, re-entry or repossession, and Landlord shall be entitled to recover the same from Tenant on each such day.

15.4 Pledge of Charter. Tenant shall, on or before 36 months from the Commencement Date, obtain a new charter contract from the Nevada State Board for Charter Schools for the purpose of operating the school facilities contemplated by this agreement. Landlord agrees that its rights under this paragraph relating to the Pledge of Charter shall apply only to the new charter contract. However, should Tenant fail to obtain a new charter, this paragraph shall not apply, and Landlord shall have all the rights included in this section pertaining to Tenant's current charter contract.

Tenant acknowledges and agrees that Landlord is making a substantial financial investment on behalf of Tenant and in reliance upon the representations, warranties and obligations of Tenant set forth in this Agreement and that Landlord would suffer irreparable damages if Tenant were to fail to meet its obligations hereunder. Therefore, as security for Tenant's obligations set forth herein, including the full and punctual payment and performance of the Obligations (whether upon stated maturity, by acceleration or otherwise), Tenant agrees, upon replication of its Charter as required under Section 14.7 hereof, that Tenant irrevocably grants, pledges and assigns, subject to the terms of this Agreement, a lien on and security interest in, and, as a part of such grant, pledge and assignment, hereby assigns to Lender as collateral security all of the following (whether now owned or at any time hereafter acquired or now existing or hereafter existing or created): (x) all of the Tenant's interest in its license and Charter to operate a Charter School as granted by the Colorado Board of Education, including without limitation: (i) all of the Tenant's interest in the capital of Tenant and the Tenant's interest in all profits and distributions to which the Tenant shall at any time be entitled through its operation of the Charter School by virtue of its possession of the Charter; (ii) all other payments, if any, due or to become due to the Tenant in respect to its operation of the Charter School, whether as contractual obligations, damages, insurance proceeds or otherwise; (iii) all of the Tenant's rights to manage the affairs of the Charter School, to make determinations, or option to give or receive any notice, consent, amendment, waiver or approval; together with full power and authority to demand, receive, enforce, execute, endorse or cash any checks or other payments, or other instruments or orders, to file any claims and to take any action that in the opinion of Landlord may be necessary or advisable in connection with any of the foregoing ("**Management Rights**") and (y) to the extent not otherwise included, additions to, accessions to, substitutions of, products or proceeds of any or all of the foregoing collateral (collectively, (x) and (y) shall be referred to as the "**Collateral**"). Landlord shall have the evidence its security interest in the Collateral by filing a UCC-1 in the State of Colorado.

15.5 Landlord's Rights. Provided allowed by state law, Landlord may, at its option and without waiving any default by Tenant, foreclose upon the Charter by providing notice to Tenant as required by the Colorado Commercial Code and continue this Lease in full force and effect and to collect all Monthly Base Rent, and any other amounts to be paid by Tenant under this Lease as and when due. Tenant agrees that within thirty (30) days receipt of written notice by Landlord of Tenant's default under this Section, Tenant shall take all necessary action(s) to appoint, elect or otherwise cause Landlord to become the manager of the charter school located on the Premises. The term of Landlord's management hereunder shall be at Landlord's discretion. As manager, Landlord shall have all of Tenant's rights under the Charter and shall have full, exclusive and complete discretion in the management and control of the operation of the charter school ("**Charter School**"), including but not limited to the following:

15.5.1 Compliance with Charter. Landlord shall take such action as may be necessary to comply with Tenant's Charter and all laws, statutes, ordinances, rules of all appropriate governmental authority.

15.5.2 Employment of Personnel. Landlord shall have the right to select, employ, supervise, direct and discharge, all employees, teachers and administrative personnel necessary for the operation of the Charter School as set forth by applicable state law.

15.5.3 Funds. Landlord shall collect and deposit all income, including all funds received by the Charter School, provided allowed by applicable state law, into a bank account maintained for the benefit of the Tenant (the "**Management Account**"), and Landlord shall pay all monthly expenses related to the operation of the Charter School. Landlord shall not commingle any of the above monies received with any funds or other property of Landlord. In no event shall Landlord be responsible or liable for not making any payments due to insufficient funds in the Management Account, unless the insufficient funds are a result of the neglect of the Landlord or any other person or persons employed by the Landlord in fulfilling Landlord's obligations hereunder. After such payment of all monthly expenses related to the operation of the Charter School and management fee, Landlord shall remit the balance of any monthly revenues, if any, to Tenant or Tenant's designated account concurrently with the statement referred to below.

15.5.4 Contracts. Landlord shall enter into contracts or otherwise arrange for the providing of services to the Charter School as Landlord deems advisable to assure that the Charter School operates properly. Landlord shall pay from the Management Account on or before the due date all bills for services provided under this Subparagraph.

15.5.5 Employment of Experts. Landlord shall retain and employ attorneys-at-law, tax consultants, certified public accountants, health consultants, and such other experts and professionals whose services Landlord may reasonably require to effectively perform its duties and exercise its powers set forth in this Section. Landlord shall pay from the Management Account all expenses incurred as a result of retaining and employing the experts contemplated under this Subparagraph.

15.5.6 Books and Records. Landlord shall maintain complete and proper books and records with correct entries of all receipts and expenditures incident to the management and operation of the Charter School under this Section, maintenance records, complaints, accident reports and other customary records, which books and records shall be available for inspection and copying by Tenant or its agent during reasonable business hours.

15.5.7 Monthly Statement of Account. On or before the end of the following month, Landlord shall render to Tenant a detailed statement of receipts and disbursements for the preceding calendar month. The statements shall be taken from the books and records required to be maintained by Landlord pursuant to Section 15.4.7 and shall include at least the following: (a) the total income received from Landlord for the preceding month; (b) all expenses paid; and (c) the date, payee, amount and purpose of all expense payments.

15.5.8 Liability. In discharging its managerial responsibilities undertaken in this Section, Landlord shall not be liable to Tenant for any good-faith act or omission to act or for any act or omission that does not constitute gross negligence or willful misconduct.

15.6 Remedies Not Exclusive. No right or remedy herein conferred upon or reserved to Landlord is intended to be exclusive of any other right or remedy, and each and every right and

remedy shall be cumulative and in addition to any other right or remedy given hereunder, or now or hereafter existing by law, in equity or by statute.

ARTICLE 16 ARBITRATION

16.1 Arbitration. Any question, dispute, or controversy arising under or in connection with the construction of the Improvements on which the parties cannot agree (a "**Dispute**") shall be resolved by mandatory arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association currently in effect (the "**Rules**"), in accordance with and subject to the following provisions:

16.1.1 Dispute Notice. If any party believes that a Dispute exists, it may notify the other parties thereof, which notice (a "**Dispute Notice**") shall identify the Dispute. Within 5 days after giving or receiving such notice, each party shall submit to the others its final and best position as to the Dispute (hereinafter referred to as a "**Final Position**"), which shall remain the position of such party throughout the arbitration process. Notwithstanding the foregoing, the parties may make offers in settlement at any time, but no such proposal shall be considered by the Arbitrator. As promptly as practicable, and in any event within 30 days following the delivery of the Dispute Notice, the parties shall meet in an attempt to resolve the Dispute. If the Dispute cannot be resolved at that meeting, any party may submit the Dispute to arbitration as hereinafter provided.

16.1.2 Appointment of Arbitrator. A panel of three arbitrators shall be selected according to the Rules; provided, however, that the individuals selected must be recognized in the Parker metropolitan area as having competence in the subject matter of the Dispute. The term "Arbitrator" as used herein shall mean and refer to the panel of arbitrators selected pursuant to this paragraph.

16.1.3 Conduct of Arbitration. The arbitration shall be conducted in Parker, Colorado. The arbitration process shall generally be conducted by the designated Arbitrator in accordance with the Rules, but the Arbitrator shall have discretion to vary from those Rules in light of the nature or circumstances of any particular Dispute. In all events, unless waived by the parties, the Arbitrator will conduct an arbitration hearing at which the parties and their counsel shall be present and have the opportunity to present evidence and examine the evidence presented by the other party. The proceedings at the arbitration hearing shall, unless waived by the parties, be conducted under oath and before a court reporter. The parties shall cooperate in good faith to permit a conclusion of the arbitration hearing within 30 days following the appointment of the Arbitrator and shall endeavor to submit a joint statement setting forth each Dispute to be submitted to arbitration, including a summary of each party's Final Position on each Dispute. The Arbitrator shall make a determination as to each Dispute in favor of the Final Position (as submitted within the first 10 days following the delivery of a Dispute Notice) determined by the Arbitrator to be the most reasonable of all Final Positions submitted by the parties in accordance with this Lease, which Final Position shall be selected by the Arbitrator without alteration or compromise. In addition, the Arbitrator shall require the unsuccessful party(ies) to pay all reasonable costs and fees, including attorney's fees, of the prevailing party(ies).

16.1.4 Standards of Conduct. The parties agree that with respect to all aspects of the arbitration process contained herein they will conduct themselves in a manner intended to assure the integrity and fairness of that process. To that end, if a Dispute is submitted to arbitration, the parties agree that they will not contact or communicate with the Arbitrator who was appointed as arbitrator with respect to any Dispute either ex parte or outside of the contacts and communications contemplated by this **Section 16.1**, and the parties further agree that they will cooperate in good faith in the production of documentary and testimonial evidence in a prompt and efficient manner to permit the review and evaluation thereof by the other parties.

16.1.5 Decision. The decision of the Arbitrator with respect to any Dispute shall be final and binding on all parties and not subject to appeal, in the absence of fraud, and the prevailing party(ies) may enforce the same by application for entry of judgment in any court of competent jurisdiction or by other procedures established by law.

16.1.6 Time of the Essence. The parties agree that time is of the essence with respect to the resolution of any disputes arising hereunder.

16.1.7 Arbitration Not Applicable to Cost Disputes. Notwithstanding any contrary provision of this **Section 16.1**, the provisions of this **Section 16.1** requiring the parties to submit (and the Arbitrator to choose among) Final Positions in connection with a Dispute shall not apply to any Dispute related to the costs payable by any party to this Lease. In the event of any such cost-related Dispute, no party shall be required to submit or maintain a Final Position in connection with the Dispute, and the Arbitrator shall make its determination pursuant to the Rules, without constraint as to the Final Position of any party.

ARTICLE 17 HOLDING OVER

17.1 Holdover. If Tenant shall hold over the Premises after the expiration of the term hereof, such holding over shall be construed to be only a tenancy from month to month, subject to all the covenants, conditions and obligations hereof, and Tenant hereby agrees to pay to Landlord one hundred fifty percent (150%) of the monthly rental as provided in this Lease; provided, however, that nothing herein contained shall be construed to give Tenant any rights to so hold over and to continue in possession of the Premises after the expiration of the term hereof.

ARTICLE 18 OPTION TO PURCHASE FEE TITLE TO PREMISES

18.1 Option to Purchase. So long as no Event of Default beyond the applicable cure period then exists, Tenant shall have an option to purchase fee title to the Premises in accordance with the terms and conditions set forth the Option to Purchase attached hereto as Exhibit G and executed by Landlord and Tenant in connection with this Lease. The purchase price shall be 120% of the total development costs between the 12th and 24th month anniversary of the lease and 125% of the total development costs between the 25th and 36th month anniversary of the lease.

18.2 Survival. All obligations of the Landlord and Tenant included in **Sections 4.4.3 and 5.9, Article 7, and Section 19.1** shall survive Tenant's exercise of the option described in **Article 18** and the conveyance of the Premises to Tenant.

**ARTICLE 19
GENERAL**

19.1 Indemnity Provisions. Whenever this Lease provides that one party shall indemnify another person or entity, such indemnity obligation shall be construed to not extend to the gross negligence, recklessness, willful misconduct, or breach of this Lease by the person or entity so indemnified.

19.2 Waiver of Breach. No waiver of the breach of any provision of this Lease shall be construed as a waiver of any preceding or succeeding breach of the same or any other provision of this Lease, nor shall the acceptance of rent by Landlord during any period of time in which Tenant is in default in any respect other than payment of such rent be deemed to be a waiver of such default.

19.3 Notices. Notices shall be in writing and shall be given by (a) personal delivery, (b) deposit in the United States mail, certified mail, return receipt requested (which receipt shall be preserved as evidence of delivery), postage prepaid, or (c) overnight express delivery service, addressed or transmitted to Landlord and Tenant at the following addresses, or to such other addresses as either party may designate to the other in a writing delivered in accordance with the provisions of this Section:

If to Landlord: Schoolhouse Parker LLC
 3115 East Lion Lane, Suite 300
 Salt Lake City, Utah 84121

With a copy to: [REDACTED]

If to Tenant: [REDACTED]

With a copy to:

All notices shall be deemed to have been delivered and shall be effective upon the date on which the notice is actually received, if notice is given by personal delivery or by overnight express delivery service, or on the third day after mailing if notice is sent through the United States mail.

19.4 Attorneys' Fees. If any action is brought by any party to this Lease in respect of its rights under this Lease, the prevailing party shall be entitled to reasonable attorneys' fees and court costs as determined by the court. In the event that any person who shall not be a party to this Lease shall institute an action against a party to this Lease in which the other party to this Lease shall be involuntarily and without cause joined as a party, the party against whom said action is instituted shall reimburse the other party to this Lease for all attorneys' fees incurred by such party in connection therewith.

19.5 Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19.6 Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies hereunder or at law or in equity.

19.7 Construction. The titles which are used following the number of each Section are so used only for convenience in locating various provisions of this Lease and shall not be deemed to affect the interpretation or construction of such provisions. The parties acknowledge that each party and its counsel have reviewed and revised this Lease. This Lease shall not be construed for or against Landlord or Tenant. References in this Lease to "**Sections**" and "**Articles**" refer to the Sections and Articles of this Lease unless otherwise noted.

19.8 Landlord's Consent. Whenever this Lease provides for or requires the consent or approval of Landlord, such consent or approval may be given or withheld in the reasonable discretion of Landlord, unless a standard of sole and absolute discretion is expressly stated.

19.9 Successors. Subject to the restrictions contained in this Lease and all of provisions hereof shall be binding upon and inure to the benefit of the successors and assigns of Landlord and Tenant.

19.10 Governing Law. The terms, conditions, covenants, and agreements herein contained shall be governed, construed, and controlled according to the laws of the State of Colorado.

19.11 Broker's Commission. Tenant and Landlord represent and warrant to each other that there are no claims for brokerage commissions or finder's fees in connection with this Lease and each agrees to indemnify the other for, from and against all liabilities arising from any claims, including any attorneys' fees connected therewith, relating to claims arising out of the other's actions.

19.12 Time is of the Essence.

19.12.1 Time of Essence. Except as otherwise provided in this Lease, time is of the essence in the performance of all of the covenants and conditions hereof.

19.12.2 Force Majeure. If either Landlord or Tenant is delayed or hindered in or prevented from the performance of any act required hereunder by reason of inability to procure materials, failure of power, riots, insurrection, war, acts of God, labor disputes, and other reasons of a like nature not the fault of the party delayed in performing work or doing other acts required

under the terms of this Lease, then performance of such act shall be excused for the period of delay and the time for the performance of any such act shall be extended for a period equivalent to the period of such delay. The provisions of this **Section 19.12.2** shall not operate to excuse Tenant from the prompt payment of Base Rent, additional rent or any other payments required by the terms of this Lease.

19.13 Relationship of the Parties. The relationship of the parties hereto is that of Landlord and Tenant, and it is expressly understood and agreed that Landlord does not in any way, nor for any purpose, become a partner of Tenant or a joint venturer with Tenant in the conduct of Tenant's business, or otherwise, and that the provisions of any agreement between Landlord and Tenant relating to rent are made solely for the purpose of providing a method whereby rental payments are to be measured and ascertained.

19.14 Time Periods. In the event the time for the performance of any obligation or the taking of any action hereunder expires on a Saturday, Sunday or legal holiday, the time for performance or taking such action shall be extended to the next succeeding day which is not a Saturday, Sunday or legal holiday.

19.15 Quitclaim. At the expiration or earlier termination of this Lease, Tenant shall execute, acknowledge and deliver to Landlord, within five (5) days after written demand, from Landlord to Tenant, any quitclaim deed or other document deemed necessary or desirable by Landlord's counsel to remove the cloud of this Lease from the real property subject to this Lease.

19.16 Inspection. Landlord, and its authorized representatives shall have the right, at any reasonable times during the Lease Term, to enter upon the Premises, or any part thereof, to inspect the same and all buildings and other improvements erected and placed thereon.

19.17 Entire Agreement. This Lease sets forth all the promises, inducements, agreements, conditions, and understandings between Landlord and Tenant relative to the Premises, and there are no promises, agreements, conditions, or understandings, either oral or written, express or implied, between them other than are set forth herein. No subsequent alteration, amendment, change, or addition to this Lease shall be binding upon Landlord or Tenant unless in writing and signed by each of them. Parole evidence shall never be admissible in any court, tribunal, arbitration or governmental agency to modify, amend or vary the terms of this Lease

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Build to Suit Lease and Option on the day and year first written above.

LANDLORD:

Schoolhouse Parker LLC
a Utah limited liability company

By: _____
Name: _____
Title: _____

TENANT:

[REDACTED]

By: _____
Name: _____
Title: _____

EXHIBITS

- A: Premises- Legal Description
- B: Facilities / Improvements
- C: Rent Schedule
- D: Tenant Improvements
- E: Expansion Right of First Refusal
- F: Lender Requirements
- G: Option to Purchase

EXHIBIT A
PREMISES

EXHIBIT B

FACILITIES / IMPROVEMENTS

The Improvements shall consist of a ■■■ school building that is approximately ■■■ SF and which shall be constructed substantially in conformity with the attached “Conceptual Plans”

The Improvements shall include, without limitation, the following:

EXHIBIT B

Auditorium

EXHIBIT B

Elementary

EXHIBIT D

TENANT IMPROVEMENTS

Tenant improvements shall include the following furniture, fixtures and equipment as set forth below.

EXHIBIT E

EXPANSION RIGHT OF FIRST REFUSAL

WHEN RECORDED, RETURN TO:



EXPANSION RIGHT OF FIRST REFUSAL

THIS EXPANSION RIGHT OF FIRST REFUSAL (the “**Expansion Right**”) is made and entered into as of [____], 2017, by and between **Schoolhouse Parker LLC**, a Utah limited liability company, and/or Assigns, (hereinafter "**Landlord**") and **The Leman Academy of Excellence-Douglas County, Colorado**, a Colorado nonprofit corporation, and/or Assigns (hereinafter "**Tenant**").

RECITALS

A. Landlord and Tenant are parties to that certain Build to Suit Lease and Option, dated [____], 2017 (the “**Lease**”). The Lease relates to that certain real property and improvements described on Exhibit “A” attached hereto and made a part hereof (the “**Property**”).

B. Tenant acknowledges that Landlord has made substantial financial commitments for the Tenant’s benefit to acquire property and develop a facility on the Property for use as a charter school as defined in the Charter School Law of the Colorado Revised Statutes Title 34 Chapters 388A and 388B (“**Charter School**”) which Tenant has the option acquire at a future date. Landlord requires the exclusive right to construct and lease to Tenant any expansion of the Charter School during the Lease term as the original Lease structure and financial commitments would require modification. **Landlord’s rights to provide “Expansion” will survive Lease termination as provided herein.**

C. Landlord and Tenant desire to enter into this Expansion Right in accordance with the terms and conditions set forth herein.

FOR VALUABLE CONSIDERATION, receipt of which is acknowledged, Landlord and Tenant agree as follows:

1. Expansion Right of First Refusal. Tenant shall notify Landlord in writing of Tenant's intent to expand the Facility (the "**Expansion**"). If the Expansion shall be located on the Premises, or land adjacent to the Premises, Tenant shall engage Landlord to construct the Expansion, unless Landlord waives, in writing, the right to construct the Expansion. If Landlord does not own the land upon which the Expansion shall be located, Tenant shall provide Landlord, in writing, the terms and conditions for the construction of the Expansion (the "**Expansion Notice**"). Landlord shall have thirty (30) days following receipt of the Expansion Notice to elect to construct the Expansion (the "**Right of First Refusal**"), which election Landlord shall make in writing to Tenant prior to the end of the 30-day period. If Landlord does not so elect to construct the Expansion within such time period, Tenant may enter into a contract with a third party to construct the Expansion on terms and conditions no more favorable than those set forth in the Expansion Notice. If a contract to construct the Expansion is not consummated with a third party within sixty (60) days after expiration of the 30-day period, Landlord's Right of First Refusal shall be reinstated. If Tenant desires to enter into a contract with a third party to construct the Expansion, on terms more favorable than those offered Landlord, Landlord must first be offered right to construct the Expansion on the more favorable terms before Tenant may enter into a contract with the third party to construct the Expansion; provided that, in this situation, Landlord will make its election within twenty (20) days of receipt of Tenant's Expansion Notice of more favorable terms. If the Landlord elects to construct the Expansion, whether on the Premises, land it owns adjacent to the Premises, or land it does not own, Landlord and Tenant shall enter into an Amendment to this Lease, or a new Lease, in order to reflect the terms for the construction and lease of the Expansion. The Base Rent under the new Lease, or any amendment, shall be consistent with the Base Rent paid under the Lease at the time the parties enter into the new Lease or any amendment. This provision, the Expansion Right and the Right of First Refusal shall survive any termination of the Lease. Notwithstanding anything herein, or in the Lease, to the contrary, the Landlord's rights under this Expansion Right shall be personal to the original Landlord, shall remain with the original Landlord, and shall not be included as part of any assignment of the original Landlord's other interests in the Lease. Notwithstanding the foregoing, however, Landlord shall be permitted to assign its rights under this Expansion Right to one or more of its affiliates. The Expansion Right shall have priority over all liens or claims except for: (a) liens and encumbrances recorded before the recording of this Expansion Right; (b) liens for real estate taxes and other governmental assessments and charges; and (c) the lien of any first mortgage or deed of trust on the Premises which has priority over all other mortgages and deeds of trust on the Premises.

2. Miscellaneous. The balance of the Lease is hereby amended to reflect the purpose of this Right. The parties hereto acknowledge that except as expressly modified hereby, the Lease remains unmodified and in full force and effect. In the event of any conflict or inconsistency between the terms of this Expansion Right and the Lease, the terms of this Expansion Right shall control. Unless otherwise expressly defined herein, terms in this Expansion Right shall have the same meanings assigned to such terms in the Lease. All exhibits attached hereto are incorporated herein. This Expansion Right may be executed simultaneously or in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Right on the day and year first written above.

LANDLORD:

Schoolhouse Parker LLC,
a Utah limited liability company

By: _____

Name: _____

Title: _____

TENANT:

By: _____

Name: _____

Title: _____

EXHIBIT “A” to EXPANSION RIGHT OF FIRST REFUSAL

(Legal Description of Premises)

EXHIBIT E
LENDER REQUIREMENTS

Lender Requirements will be determined by the lender providing financing for the Property.

EXHIBIT G

OPTION TO PURCHASE REAL PROPERTY

For valuable consideration which is described herein, Schoolhouse Parker LLC, a Utah limited liability company, and/or Assigns, (hereinafter "**Seller**") and The Lemman Academy of Excellence-Douglas County, Colorado, a Colorado nonprofit corporation, and/or Assigns (hereinafter referred to as "**Purchaser**") the exclusive option (the "**Option**") to purchase the real property of Seller situated in Douglas County, Colorado (the "**Premises**") described on Exhibit A attached hereto, together with all improvements on the Premises.

The Option is given on the following terms and conditions:

SECTION ONE PRICE AND TERMS OF PAYMENT

1.1 Option Consideration. Purchaser and Seller entered into that certain Build to Suit Lease and Option dated _____, 2017 (the "**Lease**"). Seller and Purchaser agree that the Lease has been bargained for and agreed to as consideration for Seller's agreement to grant the Option independent of any consideration for the purchase of the Premises. All capitalized terms not otherwise defined in this Option to Purchase Real Property (this "**Option Agreement**") shall have the meaning given to them in the Lease.

1.2 Purchase Price. The purchase price for the Premises shall be \$ _____ [Amount to be entered pursuant to Section 18.1 of the Lease.] (the "**Purchase Price**"). Other than the Security Deposit, no amounts paid or payable under the Lease shall apply to the Purchase Price, but Purchaser shall receive a credit equal to all waivers of impact fees obtained. Prior to the Commencement Date, Seller may, in its reasonable discretion, modify the Purchase Price to reflect material changes in previously anticipated construction costs caused by change orders requested by Purchaser, by providing written notice to Purchaser. The Purchaser shall receive a credit against the Purchase Price based upon the date upon which the Option purchase closes.

SECTION TWO PERIOD OF OPTION, EXTENSION AND EXERCISE

2.1 Term. This Option Agreement shall be in effect as of the eighteenth (18th) month following the Commencement Date and shall terminate thirty (30) months thereafter (the "**Option Period**"), unless mutually agreed upon by both parties. Closing of the purchase of the Premises shall be within six (6) months of Purchaser providing notice of its intent to exercise the Option, however, Tenant may extend such period for an additional six (6) months provided that during such six (6) month extension period, Purchaser agrees that the Base Rent for such period shall increase to the next higher Base Rent amount as set forth on Exhibit C of the Lease.

2.2 Exercise. Purchaser may, but shall not be obligated to exercise the Option by delivering to Seller at any time during the Option Period written notice that Purchaser has elected

to exercise the Option (the “**Option Notice**”). For purposes of this **Section 2.2**, the delivery of the Notice shall be in accordance with **Section 6** hereof.

SECTION THREE TITLE

At the time this Option is exercised, Seller shall provide to Purchaser for examination by Purchaser’s attorneys evidence of good and marketable fee simple title in the Premises by a commitment for title insurance issued by a qualified title insurance company doing business in Colorado (“**Title Company**”), acceptable to Purchaser. Upon purchase pursuant to the Option, title shall be conveyed by special warranty deed, subject to exceptions to title set forth in such approved commitment for title insurance and any additional matters caused, or approved, by Purchaser.

SECTION FOUR CONDITION OF PREMISES

Purchaser is a tenant under the Lease and is in possession of the property accordingly, Purchaser hereby affirms that Seller, its agents, employees and/or attorneys have not made, nor has Purchaser relied upon, any representation, warranty, or promise with respect to the Premises, the Lease, or any other subject matter of this Option except as expressly set forth in this Option, including, without limitation, any warranties or representations, expressed or implied, as to (a) the general plan designation, zoning, value, use, tax status or physical condition of the Premises, or any part thereof, including but not limited to the flood elevations, drainage patterns and soil and subsoils composition and compaction level, and other conditions at the Premises; (b) the existence or non-existence of hazardous materials on or under the Premises; or (c) the accuracy of any survey, soils report or other plan or report with respect to Premises. Without limiting the generality of the foregoing, Purchaser is purchasing the Premises from Seller and assuming Seller’s right, title, interest and obligations (except as expressly reserved to Seller), in an “**AS IS**” “**WHERE IS**” **CONDITION, SUBJECT TO “ALL FAULTS,” INCLUDING BUT NOT LIMITED TO BOTH LATENT AND PATENT DEFECTS. PURCHASER HEREBY WAIVES ALL WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE CONDITION AND USE OF THE PREMISES, INCLUDING, BUT NOT LIMITED TO ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE; PROVIDED, HOWEVER, NOTHING CONTAINED HEREIN SHALL BE DEEMED TO WAIVE, TERMINATE OR OTHERWISE AFFECT THE CONSTRUCTION, MATERIAL AND EQUIPMENT WARRANTIES TO BE ASSIGNED TO PURCHASER PURSUANT TO SECTION 5.4 OF THE LEASE.**

An escrow shall be opened with First American Title Insurance Company (the “**Escrow Agent**”) within five (5) days after the exercise of the Option. Seller and Purchaser shall execute such escrow instructions, not inconsistent with the terms of this Option Agreement, as may be requested by the Escrow Agent from time to time. Within thirty (30) days after escrow opens, Purchaser shall deliver to Escrow Agent proof of its ability to pay the Purchase Price in the form of a commitment letter from a funding source acceptable to Seller, in its sole discretion. Within six (6) months of Purchaser providing notice of its intent to exercise the Option, Seller and Purchaser shall close the purchase of the Premises (the “**Closing**”) by Purchaser delivering the

Purchase Price to Seller and each party executing and delivering of all documents necessary to complete the transaction to the Escrow Agent.

**SECTION FIVE
POSSESSION AND RISK OF LOSS**

Purchaser shall continue in possession of the Premises pursuant to the Lease until the closing, and shall maintain the Premises in its present condition, reasonable wear from ordinary use excepted. Risk of loss from fire or other casualty to the property shall be Purchaser's as provided in this Lease. Purchaser shall maintain insurance against loss, including extended coverage, as required by the Lease.

**SECTION SIX
NOTICES**

Any notice under this Option Agreement shall be given in writing to the party for whom it is intended in person or by registered mail at the address set forth in the Purchase Agreement, or such future address as may be designated in writing. For purposes of this **Section 6**, notice shall be deemed delivered upon actual delivery of such notice if by personal delivery or by overnight courier. In the event the notice is delivered via registered mail, the notice shall be deemed delivered three (3) days after the date of mailing.

**SECTION SEVEN
ASSIGNMENT AND SUCCESSION**

This Option Agreement may not be assigned by Purchaser without the prior written consent of Seller, which consent may be withheld in Seller's sole and absolute discretion. Notwithstanding the foregoing, Purchaser may assign this Option Agreement to a subsidiary or other affiliated company or to the new tenant under the Lease if Purchaser, as tenant under the Lease, has assigned its entire interest under the Lease in accordance with the terms of the Lease, and subject to Seller's (Landlord's) prior written approval, if required.

**SECTION EIGHT
BROKERS**

Each party represents to the other that there has been no broker, real estate agent, finder or similar entity engaged in connection with this Option Agreement or the sale of the Premises from the Seller to the Purchaser if consummated as contemplated hereby. Each party agrees that should any claim be made for brokerage commissions or finders' fees by any broker, agent, finder or similar entity, by, through or on account of any acts of such party or its agent, employees or representatives, such party will hold the other party free and harmless from and against any and all loss, liability, cost, damage and expense (including attorneys' fees and court costs) in connection therewith. The provisions of this Section shall survive the termination of this Option Agreement and the closing.

**SECTION NINE
CLOSING COSTS**

9.1 Seller's Expenses. The Seller shall pay (a) the fees of any counsel representing it in connection with this transaction, (b) the real estate excise tax, (c) the fees for recording the special warranty deed and any other instrument used to convey the Premises from the Seller to the Purchaser, (d) the one-half (1/2) basic premium for a Standard Owners Policy of Title Insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at closing, and (e) one-half (1/2) of any escrow fee which may be charged by the Title Company in connection with this transaction.

9.2 Purchaser's Expenses. The Purchaser shall pay (a) the fees of any counsel representing Purchaser in connection with this transaction, (b) the cost of a survey obtained by Purchaser, if any, of the Premises, (c) the one-half (1/2) basic premium for a Standard Owners Policy of Title Insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at closing, (d) one-half (1/2) of any escrow fees charged by the Title Company in connection with this transaction; and (e) the cost of an environmental audit obtained by Purchaser, if any of the Premises.

9.3 Other Expenses. All other costs and expenses incident to this transaction and the closing thereof shall be paid by the party incurring same.

**SECTION TEN
MISCELLANEOUS**

10.1 Recording. This Option Agreement shall not be recorded, however a summary of the Lease may be recorded as agreed upon by Seller and Purchaser.

10.2 Additional Terms. To the extent not in conflict with this Option Agreement, the sale of the Premises from Seller to Purchaser shall be conducted in accordance with standard practices of the county in which the Premises is located.

10.3 Entire Agreement. This Option Agreement supersedes all prior discussions and agreements, oral and/or written, between Seller and Purchaser with respect to the Premises and all other matters contained herein and constitutes the sole and entire agreement between Seller and Purchaser with respect to the Premises. This Option Agreement may not be modified or amended unless such amendment is set forth in writing and signed by both Seller and Purchaser.

10.4 Controlling Law. This law shall be governed by the laws of the State of Colorado, without regard to choice of principles.

[Signature Page Follows]

C.5 Three Year Operational Plan
 Applicant Name: C.O.R.E. Academy of Excellence- REVISED September 9, 2019

<i>Provide Assumptions by Line</i>	Facility Development	Start Up Budget	First Year 2020/2021				Second Year 2021/2022				Third Year 2022/2023			
STUDENT COUNT (at full enrollment)														
Number of Students (Budget based on)						1250.00				1250.00				1250.00
% of Full Enrollment Budget Based On						400.00				600.00				775.00
						32.00%				48.00%				62.00%
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)										\$ 464,624.68				\$ 226,352.36
REVENUE						\$ Amount				\$ Amount				\$ Amount
State Funding (Equalization Assistance)						\$ 3,086,976				\$ 4,217,691				\$ 5,447,849
Secured Funds - Private Donations														
Secured Funds - Loans - Development Funds Schoolhouse Dev, LLC	\$ 15,852,737.00					\$ 750,000								
Secured Funds - Other : Reserve Funds Schoolhouse Dev., LLC		\$ 350,000.00												
Total Revenue	\$ 15,852,737.00	\$ 350,000.00				\$ 3,836,976				\$ 4,217,691				\$ 5,447,849
Administration, Instruction, & Support (AIS) EXPENDITURES														
<i>(add lines as necessary)</i>														
Salaries														
Director/Principal		\$ 28,000.00	2.00	#####	\$ 160,000	2.00	#####	\$ 164,800	2.00	#####	\$ 169,744			\$ 169,744
Teacher-Regular Education			16.00	#####	\$ 686,400	24.00	#####	\$ 1,060,488	31.00	#####	\$ 1,410,903			\$ 1,410,903
Teacher-Special Education			1.00	#####	\$ 40,000			\$ 60,000			\$ 77,500			\$ 77,500
Curr/Data/PD			1.00	#####	\$ 45,000	2.00	#####	\$ 92,700	3.00	#####	\$ 143,220			\$ 143,220
Counselors			1.00	#####	\$ 45,000	2.00	#####	\$ 92,700	3.00	#####	\$ 143,220			\$ 143,220
Food Service			0.50	#####	\$ 13,000	0.50	#####	\$ 13,390	0.50	#####	\$ 13,792			\$ 13,792
Clerical/Registrar		\$ 14,000.00	1.00	#####	\$ 40,000	1.00	#####	\$ 41,200	1.00	#####	\$ 42,436			\$ 42,436
Bookkeeper/Finance			1.00	#####	\$ 50,000	1.00	#####	\$ 51,500	1.00	#####	\$ 53,045			\$ 53,045
Custodial/Maintenance			2.00	#####	\$ 62,400	3.00	#####	\$ 96,408	3.00	#####	\$ 99,300			\$ 99,300
Other- Athletic Director			1.00	#####	\$ 60,000	1.00	#####	\$ 61,800	1.00	#####	\$ 63,654			\$ 63,654
Other Coaches			8.00	\$ 7,800.00	\$ 62,400	10.00	\$ 8,034.00	\$ 80,340	12.00	\$ 8,275.00	\$ 99,300			\$ 99,300
Employee Benefits					\$ 122,945.00			\$ 150,328.00			\$ 216,351.00			\$ 216,351.00
Employee Insurance (if applicable)					\$ 170,361.00			\$ 256,019.00			\$ 299,793.00			\$ 299,793.00
Office Supplies (Paper, Postage, etc.)		\$ 36,400.00			\$ 1,000.00			\$ 1,030.00			\$ 1,060.00			\$ 1,060.00
Legal					\$ 10,000.00			\$ 10,300.00			\$ 10,609.00			\$ 10,609.00
Membership Dues, Registrations, & Travel					\$ 6,000.00			\$ 9,000.00			\$ 12,000.00			\$ 12,000.00
Assessment					\$ 4,000.00			\$ 6,000.00			\$ 7,750.00			\$ 7,750.00
Contracted Services (Special Education)					\$ 65,000.00			\$ 95,000.00			\$ 130,000.00			\$ 130,000.00
Curriculum & Resource Materials		\$ 148,985.00			\$ 148,985.00			\$ 79,692.00			\$ 102,935.00			\$ 102,935.00
Information Technology					\$ 30,000.00			\$ 30,900.00			\$ 31,827.00			\$ 31,827.00
Dues and Fees					\$ 2,400.00			\$ 3,600.00			\$ 4,650.00			\$ 4,650.00
Auditor Fees					\$ 10,000.00			\$ 10,300.00			\$ 10,609.00			\$ 10,609.00
Operating Contingency*		\$ 25,609.00			\$ 14,400.00			\$ 14,832.00			\$ 15,276.00			\$ 15,276.00
Total Administration, Instruction, & Support	\$ -	\$ 252,994.00			\$ 1,849,291.00			\$ 2,482,327.00			\$ 3,158,973.50			\$ 3,158,973.50
Operations & Maintenance (O&M) EXPENDITURES														
<i>(add lines as necessary)</i>														
Supplies					\$ 6,000.00			\$ 9,000.00			\$ 11,625.00			\$ 11,625.00
Marketing/Advertising	\$ 55,000.00	\$ 12,000.00			\$ 12,000.00			\$ 12,360.00			\$ 12,730.00			\$ 12,730.00
Contracted Services					\$ 145,360.00			\$ 179,230.00			\$ 257,338.00			\$ 257,338.00
Student Insurance					\$ 10,000.00			\$ 15,000.00			\$ 19,375.00			\$ 19,375.00
Vehicle Insurance					\$ 24,000.00			\$ 24,720.00			\$ 25,461.00			\$ 25,461.00
Substitute Teachers					\$ 10,000.00			\$ 15,000.00			\$ 19,375.00			\$ 19,375.00
Teacher Stipends					\$ 10,000.00			\$ 15,000.00			\$ 19,375.00			\$ 19,375.00
Staff Recognition					\$ 2,500.00			\$ 2,575.00			\$ 2,652.00			\$ 2,652.00
Athletic Department					\$ 124,000.00			\$ 133,000.00			\$ 142,090.00			\$ 142,090.00
Landscape					\$ 18,000.00			\$ 21,000.00			\$ 24,000.00			\$ 24,000.00
Equipment, Supplies and Maintenance					\$ 74,904.00			\$ 74,904.00			\$ 90,753.00			\$ 90,753.00
Property/Casualty Insurance/Liability	\$ 120,003.00				\$ 49,936.00			\$ 49,936.00			\$ 60,502.00			\$ 60,502.00
Building Rent/Lease/Loan					\$ 688,616.32			\$ 688,616.32			\$ 1,032,924.48			\$ 1,032,924.48
Site Improvements	\$ 3,050,000.00				\$ -			\$ -			\$ -			\$ -
Land	\$ 1,455,681.00				\$ -			\$ -			\$ -			\$ -
Fees/Permits	\$ 429,541.00				\$ -			\$ -			\$ -			\$ -
Architect and Engineering	\$ 429,541.00				\$ -			\$ -			\$ -			\$ -
Utilities (Electric, Gas, Water, Waste)	\$ 20,000.00				\$ 199,744.00			\$ 199,744.00			\$ 242,008.00			\$ 242,008.00
Phone/Communications/Internet Connectivity	\$ 5,000.00				\$ 48,000.00			\$ 49,440.00			\$ 50,923.00			\$ 50,923.00
Transportation					\$ 100,000.00			\$ 103,000.00			\$ 106,090.00			\$ 106,090.00
Hard Cost Contingency	\$ 599,427.00				\$ -			\$ -			\$ -			\$ -
Construction w partial FFE	\$ 8,338,544.00				\$ -			\$ -			\$ -			\$ -
Office Furniture & Other Equipment	\$ 100,000.00	\$ 25,887.00			\$ -			\$ -			\$ -			\$ -
Student Technology Equipment	\$ 300,000.00	\$ 59,119.00			\$ -			\$ -			\$ -			\$ -
Office Technology Equipment	\$ 200,000.00				\$ -			\$ -			\$ -			\$ -
Days on Hand-Reserves***	\$ 750,000.00							\$ 381,111.00			\$ -			\$ -
Loan Repayment								\$ -			\$ -			\$ -
Closing Fees								\$ -			\$ -			\$ -
Total Operations & Maintenance	\$ 15,852,737.00	\$ 97,006.00			\$ 1,523,060.32			\$ 1,973,636			\$ 2,117,221.48			\$ 2,117,221.48
Total Expenditures	\$ 15,852,737.00	\$ 350,000.00			\$ 3,372,351.32			\$ 4,455,963			\$ 5,276,194.98			\$ 5,276,194.98
Total Revenues					\$ 3,836,976.00			\$ 4,682,315.68			\$ 5,674,201.36			\$ 5,674,201.36
Budget Balance (=Revenues-Expenditures)					\$ 464,624.68			\$ 226,352.36			\$ 398,006.37			\$ 398,006.37

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	0	775
Student Count Kinder	0	
Adjusted Student Count	= 0	= 775

SUPPORT LEVEL WEIGHTS TO BE USED FOR:	K-8	9-12
Adjusted Student Count 0.001-99.999 Support Level Weight (2)	1.399	1.559
Adjusted Student Count 100.000-499.999		
Student Count Constant	500.000	500.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0003	x 0.0004
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight (2)	= 0	= 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

Weighted Student Count

1. K-3 (1)
2. 4-8
3. 9-12
4. Total Student Count
5. Total Add-On Count
6. Total Weighted Student Count

Student Count	Support Level Weight (from W.S. A)	=	Weighted Student Count
0.000	x 0.100	=	0.000
0.000	x 0.000	=	0.000
775.000	x 1.268	=	982.700
775.000			982.700

Base Level Amount

Increase for 200 Days of Instruction

Adjusted Base Level Amount

Total Weighted Student Count

Base Support Level

\$	3,960.07
+	\$ 0.00
=	\$ 3,960.07
x	982.909
=	\$ 3,892,388

Total Student Count (1)

Additional Assistance per Student Count

Additional Assistance

4.7% reduction of additional assistance (3)

	K-8	9-12
Total Student Count (1)	0	775
Additional Assistance per Student Count	x \$ 1,807.00	x \$ 2,106.03
Additional Assistance	\$ -	\$ 1,632,173.25
4.7% reduction of additional assistance (3)	0	76,712
	0	1,555,461

Total Additional Assistance \$ 1,555,461.11

Total Equalization Assistance = \$ 5,447,849.11

(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.

B. 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
69.750	x	0.003	=	0.209
0.000	x	4.822	=	0.000
0.000	x	4.421	=	0.000
0.000	x	4.806	=	0.000
69.750				0.209

**Authorized
Representative and
Charter Principal
Resumes**

CHRIS COLLINS

OBJECTIVE

To demonstrate the qualifications and attributes necessary to achieve success. To secure employment in a role where my passion for people and their personal and spiritual development can be lived out. To inspire and encourage those around me to be difference makers in their world.

QUALIFICATIONS

Proven track record of working with teams towards success and achievement of goals. Educational training and passions are in alignment. Willingness to commit to organizations and see things through. Studied and learned from leaders with similar ideas and passions. Confident in my experience, and willing to continue learning.

WORK HISTORY

- 2013 - Present *Oro Valley Church of the Nazarene; Associate Pastor*
- Ministry development with young fathers and husbands. Development of a new modern-contemporary service targeting millennials and those seeking a more progressive worship experience. Executive pastor type assignments related to ministry development and facility improvements. Special assignments from Senior Pastor. Preaching and teaching 4-6 Sundays a year.
- 2012 - Present *Fellowship of Christian Athletes; Tucson Area Director*
- In charge of day-to-day activity for organizational and ministerial development in the southern Arizona area. Responsible to grow and manage staff who carry out the mission of FCA in the field. Budget Manager for \$250k budget. Public speaking that includes motivational, character development, and spiritual emphasis. Carry out the vision of FCA "To see the world impacted for Jesus Christ through the influence of coaches and athletes.
- 2008 - 2012 *Lipscomb University; Assistant Baseball Coach*
- Recruiting Coordinator. Hitting Instructor. Assist in all aspects of player development. Assist with day-to-day tasks necessary to running a successful and compliant NCAA I program. That includes game day management, travel arrangements, alumni relations, academic/eligibility progress reports, camps and fundraising campaigns.
- 2006 - 2008 *Trevecca Nazarene University; Head Baseball Coach*
- In charge of all aspects of running a top 25 NAIA college baseball program. Managed all aspects of program including but not limited too: Budget management. Travel arrangements and booking. Scholarship offers. Oversaw coaching staff consisting of 2 full-time coaches and graduate assistant. Field/facility improvement efforts. Fundraising campaigns.
- 2002 - 2006 *Trevecca Nazarene University; Assistant Baseball Coach*
- Helped to manage all aspects of the program including but not limited too: Recruiting Coordinator. Hitting Instructor. Worked defensively with infielders, outfielders and catchers. Oversaw weight training and strength and conditioning program. Monitored academic progress and class advising. Fundraising campaigns. Spiritual development. Field maintenance and facility upkeep.

EDUCATION

- 2002 - 2004 Master's in Science of Management, Trevecca Nazarene University (TN)
- 2001 - 2002 Bachelor of Science in Communication, Trevecca Nazarene University (TN)
- 1998 - 2000 Associate of Arts in Communications, South Mountain Community College (AZ)
- Associate of General Studies Degree, South Mountain Community College (AZ)

Joseph “Joe” T. Higgins

Experience: C.E.O. – C.O.O – Entrepreneur – Start Up and Turn Around – Non Profit Board Director

PROFESSIONAL EXPERIENCE

LEMAN ACADEMY of EXCELLENCE, Tucson, AZ.

Leman is the fastest growing start up Charter school chain in Arizona history. Locations are opened in Arizona (Tucson, Mesa, Sierra Vista) and Colorado (Denver). LAE opened their first campus in 2015 and currently has 4500 scholars enrolled.

CEO - Direct responsibilities include:

- Hiring and training of a staff of over 420 teachers, leaders and support staff
- Professional Development program that boast 90% teacher retention rate
- Site selection and development of over \$80m of real estate in 6 campuses in two states.
- Secured financing through Developer and Investment Banking via municipal bond market.
- Public policy experience that helped obtain Charter contracts with various state agencies,
- Development of proprietary curriculum aligned Classical Education and State standards.
- Expansion into the homeschooler (Virtual Academy) and PreK markets.
- Governance and Board Compliance
- Brand design and marketing and management

The leadership model of the organization is based on Robert Greenleaf’s Servant Leader concepts. Leman Academy has been named the “Best Charter School” “Best Community Culture” and “Best Place To Work” (Arizona Daily Star 2015-2017) and “Best School” and “Best Place To Work” (Sierra Vista Daily Herald).

Chief Executive Officer, 2013-2019

QUALITY OF LIFE MEDICAL GROUP, Tucson, AZ.

Mid size general medical and specialty care organization with general practitioners, internists, anesthesiologist, and mid level providers. Quality of Life Research - Clinical medical research company focusing on 1st through 4th stage pharmaceutical and device medical research

Chief Operating Officer, 2008 – 2013

TIBURON DIAGNOSTIC LABORATORY – Tucson, AZ.

Tiburón Labs was a 10 year old diagnostic lab. Managed the turnaround of this full service, high complexity, lab which offered 24 hour service in Chemistry, Hematology and Microbiology.

Chief Executive Officer – 2009-2012

START UP & ENTREPRENURIAL EXPERIENCE

1998 to 2016

- **Gotta Go Wireless CEO** - founded in 1998 which grew from direct sales wireless phone distributorship to a 12 store chain in two states with 80+ employees and sales of \$2.1 million.

JOE HIGGINS

- **Sports Buzz Haircuts CEO** - was founded in 2003 and has grown to 9 locations employing 55+, in Tucson AZ. Franchise offering circulars, operation manuals and licensing agreements are in place to franchise the concept around the southwest.
- **Silverbell Pavilion** – Developer of mid size retail center located on Tucson’s west side. Procured the land, secured financing, managed all construction and leasing.
- **Talking Trash Waste Removal** - was founded in 2004 and is a mid size trash company with commercial and residential divisions. Sold in 2013
- **Rainmaker Medical – CEO** Consulting and service provider to medical practices in Tucson and Phoenix. The company places technicians in medical practice to manage complex services.

EDUCATION BOARDS & COMMISSIONS

Pima Prevention Partnership – Alternative Charter Middle/High School – New Board Member

Salpointe Catholic High School – Board Member – Executive Committee – 13 year member.

Southwest University of Visual Arts – HLC Accredited - 4 Year University – Board Chair
Appointed by Gov. Brewer to oversee the \$1 billion merger of the University of Arizona Hospital to Banner Health's hospital network.

COMMUNITY INVOLVEMENT

Arizona Small Business Association – Board President of 40 year old, group. Launched and chaired ASBA’s public policy efforts to affect small business issues at a state level. ASBA was Arizona’s largest trade association with 11,000 members.

Catholic Community Services – VP Board Member for 6 years of a \$35m social service agency.

Pima County Board of Supervisors – Candidate for public office 2008 – lost in primary.

Tucson Chamber Of Commerce –2004 Small Business Leader of the Year

Arizona Daily Star –2005 40 Under 40 inaugural honoree.

Business Leader of the Year – Arizona 2008 – Marketing – ASBA

Banner Health of Arizona – Clinical Research - Institutional Review Board – Member - Current

EDUCATION

BA, University of Arizona 1993, Tucson, AZ.

M.Ed., Western New Mexico University. Graduate May 2020.

Daniel J. Ranieri, Ph.D.



EDUCATION:

- Ph.D., Clinical Psychology, Arizona State University, 1984
- M.A., Clinical Psychology, Arizona State University, 1982
- B.S., Psychology, Arizona State University, 1978
- B.S., Biology, Penn State University, 1976

RECENT PROFESSIONAL EXPERIENCE:

- | | |
|-----------------|---|
| 1996 to present | President/CEO, La Frontera Arizona, Inc., Tucson, AZ. Responsible for the executive management of a family of non-profit corporations that provide comprehensive community behavioral health, affordable housing and other social/community services with an annual budget of \$100+ million and more than 1,300 employees. Primary duties include executive management, strategic planning, financial planning, new business development, quality improvement, and community integration. |
| 1995 to 1996 | Director, Clinical Services. La Frontera Center, Inc., Tucson, AZ. Provided administrative leadership in the development of La Frontera's clinical vision, philosophy, and strategic plan. Oversaw Quality Management/Improvement efforts and Annual Quality Improvement Plan. Integrated Quality Management Program and Managed Care Philosophy into overall agency operations. Other duties included liaison with funding agencies; new business development; risk management consultation; and oversight of clinical training program. |
| 1993 to 1995 | Executive Director, MCC Behavioral Care, Inc. Phoenix, AZ. Responsible for the day-to-day operation of a large managed behavioral care site with nearly 300,000 members, 50 employed providers, and more than 200 contracted network providers. Duties included financial planning and management, administration and oversight of the Clinical Quality Management Program, strategic planning and oversight, customer service, staff development, and contracting. Quality management/improvement experience included significant contribution to two successful NCQA surveys with health plan partners. |
| 1988 to 1993 | Clinical Administrator, MCC Behavioral Care, Inc. Phoenix, AZ. Responsible for the day-to-day operation of two large behavioral health outpatient centers employing 20-25 master's, Ph.D., and M.D. providers. Duties included staffing, clinical supervision, scheduling, clinical programming, performance review, quality management, customer service, and risk management. Also responsible for managing psychiatric inpatient services, tracking and analyzing provider productivity and various utilization trends. |
| 1987 to 1988 | Staff Psychologist, MCC Behavioral Care, Inc. Phoenix, AZ. Provided full range of psychological services within a managed behavioral health care setting. Duties included individual, group, and family assessment and treatment within a solution-focused model. Treated population included children, adolescents, and adults, both inpatient and outpatient. Other duties included psychological testing, hospital consultations, and supervision of psychology externs. |

Resume - Page 2

Daniel J. Ranieri, Ph.D.

- 1988 to 1995 Faculty Associate, Arizona State University, Tempe, Arizona. Periodically taught upper level courses within the Department of Psychology, lectured to graduate students on professional practice/trends, and sat on dissertation committees.
- 1985 to 1987 Staff Psychologist, Atascadero State Hospital, Atascadero, CA. Provided full range of psychological services, including assessment/evaluation, individual and group psychotherapy to male inpatients within a large maximum security hospital for mentally ill criminal offenders. Additional duties included working within and consulting to a multidisciplinary team, treatment program development and evaluation, supervision of unlicensed psychologists and psychology interns, and active involvement within the Professional Psychology Organization of the hospital and the Internship Training Program.
- 1986 to 1987 Mobile Crisis Team Member, San Luis Obispo County Mental Health, San Luis Obispo, CA. Responded to mental health crisis calls within the community via field evaluation and intervention; most notable, for involuntary psychiatric admission and/or referral to appropriate mental health or social service providers within the county system.
- 1986 to 1987 Commission Member, Human Relations Commission, City of San Luis Obispo, CA. Unpaid appointment to advisory body to the City Council on matters related to human rights and social services. Activities included reviewing, evaluating, and making recommendations on requests for Grant-in-Aid; human services needs assessment; dispute mediation; promotion of public education and awareness in relevant areas.
- 1984 to 1985 Psychology Intern, V.A. Medical Center, Palo Alto, CA. Completed rotations in Family Therapy, Health Psychology, and Psychiatric Inpatient. The inpatient rotation was in the Vietnam Veterans Program and involved group, individual, and couples therapy with Vietnam combat veterans diagnosed with Post-Traumatic Stress Disorder.

PROFESSIONAL & COMMUNITY AFFILIATIONS:

- Board of Directors, Mental Health Corporations of America
- Numerous Professional Publications & Presentations
- Numerous Community Boards of Directors

VITA

DANIEL J. RANIERI, Ph. D.

Home Address:



Business Address:

MCC Behavioral Care



EDUCATION

Arizona State University	12/84	Ph. D.	Clinical Psychology
	5/82	M.A.	Clinical Psychology
	12/78	B.S.	Psychology
Penn State University	6/76	B.S.	Biology

PROFESSIONAL LICENSURE

Licensed as a Psychologist in States of Arizona (# 1304), and California (# PD9582 - Inactive)

INACTIVE

PROFESSIONAL EXPERIENCE

Organization: MCC Behavioral Care, Inc. (previously known as Arizona Behavioral Health Institute, & CIGNA Department of Psychiatry and Alcohol & Drug Dependency)

Position: Executive Director, Phoenix
Dates: September 1993 to present
Duties: Responsible for the day to day operation of a large managed behavioral care site with nearly 300,000 members, 50 employed providers, and over 200 contracted network providers. Duties include financial planning and management, administration and oversight of the Clinical Quality Management program, strategic planning and oversight, customer service, staff development, and contracting. Quality management/improvement experience includes significant contribution to two successful NCQA surveys with health plan partners.

Position: Clinical Administrator
Dates: March 1988 to September 1993

Duties: Responsible for the day to day operation of two large behavioral health outpatient centers employing 20-25 Master's, Ph. D., and M.D. providers. Duties included staffing, clinical supervision, scheduling, clinical programming, performance review, quality management, customer service, and risk management. Also responsible for managing psychiatric inpatient services, tracking and analyzing provider productivity and various utilization trends.

Position: Staff Psychologist

Dates: June 1987 to March 1988

Duties: Provide full range of psychological services within a managed behavioral health care setting. Duties included individual, group, and family assessment and treatment within a solution focused model. Treated population included children, adolescents, and adults, both inpatient and outpatient. Other duties included psychological testing, hospital consultations, and supervision of Psychology Externs.

Organization: Arizona State University

Position: Faculty Associate

Dates: January 1988 to present

Duties: Periodically will teach upper level courses within the Department of Psychology, lecture to graduate students on professional practice/trends, and sit on dissertation committees.

Organization: Atascadero State Hospital

Atascadero, California

Position: Staff Psychologist

Dates: September 1985 to June 1987

Duties: Provided full range of psychological services, including assessment/evaluation, individual and group psychotherapy to male inpatients within a large maximum security hospital for mentally ill criminal offenders. Additional duties included working within and consulting to a multidisciplinary team, treatment program development and evaluation, supervision of unlicensed psychologists and psychology interns, and active involvement within the Professional Psychology Organization of the hospital and the Internship Training Program.

Organization: San Luis Obispo County Mental Health

San Luis Obispo, California

Position: Mobile Crisis Team Member

Dates: August 1986 to June 1987

Duties: Responding to mental health crisis calls within the community via field evaluation and intervention; most notable, for involuntary psychiatric admission and/or referral to appropriate mental health or social service providers within the county system.

Organization: Human Relations Commission

City of San Luis Obispo, California

Position: Commission Member

Dates: April 1986 to May 1987

Duties: Unpaid appointment to advisory body to the City Council on matters related to human rights and social services. Activities included reviewing, evaluating, and making recommendations on requests for Grant-in-Aid; human services need assessment; dispute mediation; promotion of public education and awareness in relevant areas.

Organization: V.A. Medical Center
Palo Alto, California

Position: Psychology Intern

Dates: September 1984 to August 1985

Duties: Completed rotations in Family Therapy, Health Psychology, and Psychiatric Inpatient. The inpatient rotation was in the Vietnam Veterans Program and involved group, individual, and couples therapy with Vietnam combat veterans diagnosed with Post-Traumatic Stress Disorder.

PROFESSIONAL AFFILIATIONS

Listed in National Register of Health Service Providers in Psychology

PUBLICATIONS

Chartier, G.M., & Ranieri, D.J. (1989). Comparison of two mood induction procedures. Cognitive Therapy and Research, 13, 275-282.

Chartier, G.M., & Ranieri, D.J. (1984) Adolescent depression: Concepts, treatments, prevention. In P. Karoly & J. Steffen (Eds.), Adolescent Behavior Disorders: Foundations and Applications, 153-194. Lexington, Mass.: D.C. Heath & Co.

Ranieri, D.J. (1992). Disruptive behavior disorders. In MCC Preferred Practices - References, Second Edition. MCC Managed Behavioral Care, Inc.

Ranieri, D.J. (1984). Motivating institutionalized adolescents for psychotherapy. Adolescence, 19, 925-934.

Ranieri, D.J., & Zeiss, A.M. (1984). The induction of depressed mood: A test of opponent-process theory. Journal of Personality and Social Psychology, 47, 1413-1422.

PRESENTATIONS

Panel discussant. "Integration of EAP & managed behavioral care services." Employee Assistance Resources of Arizona, annual conference. Phoenix, AZ, October 7, 1994.

Ranieri, D.J. "Innovative practice strategies in managed care." Panel presentation at Arizona Psychological Association, annual convention. Phoenix, Arizona, October 15, 1993.

Barrera, Jr., M., & Ranieri, D.J. "Strategies for stressful life transitions in early and middle adulthood." Workshop conducted for the Arizona Department of Health

Services, community training of the Bureau of Community Services. December 7, 1983.

Ranieri, D.J., & Fogas, B. (1983). Group therapy program for the parents of hyperactive children. Paper presented at the meeting of the Arizona State Psychological Association, Scottsdale, AZ.

Mark Morris

Professional Profile

Qualified and experience supervisor with over twenty-two years of experience. Ability to motivate others while maintaining a positive working atmosphere. Excellent communication and problem solving skills. Excelled in a fast-paced, rapidly changing industry while maintaining sensitivity to the special needs of a diverse population. Ability to effectively multi-task and remain focused. Proactive and positive approach to tasks while embracing new challenges. Extremely self-motivated, dedicated and hard working individual with the desire to excel.

Professional Experience

Boss Construction Inc, dba Boss Plumbing, Tucson, AZ
September 1996 – Present

Owner/Operations Manager

Achievements:

- Created a highly successful organization from the ground up which continues to thrive today.
- Created the business plan for the foundation of the company and secured the funds for start up.
- Prepared, analyzed and managed a operating budget in excess of 1.5 million dollars.

Responsibilities:

- Manage multiple commercial projects from the bid process to their completion.
- Conducted contract reviews, tracked job expenses, created and analyzed cash flow reports, set construction schedules and created schedule of values for all projects
- Prepared bids, estimated invoices, close out packages and adhered to all insurance requirements for both governmental agencies and large private general contractors
- Supervise all data entry of accounts payables and receivables, payroll and other expenses assigned to the office manager to ensure accuracy
- Ensured productivity of staff by reviewing all employee's time on a weekly basis and also approved all wage reports
- Responsible for hiring all employees which included interviewing all potential new hires and verifying credentials and references
- Maintained and reconciled all bank accounts
- Created all financial reports such as Balance Sheets, Profit and Loss Schedule, Works in Progress and maintained general ledger while working closely with accountant to ensure that we are in compliance with all federal and state regulations

- Prepare all 941, 940, SUTA, TPT, Workers Compensation and Arizona Withholding reports to submit to proper government agency

Tucson Magnet High School, Tucson, AZ
August 1993 to September 1996

Computer Network Technician

Responsibilities:

- Set-up and maintained three network computer labs
- Ran training sessions for teachers and students for various computer software programs
- Trouble shoot and repair teacher workstations while maintaining the integrity of the school network system
- Upgrade and set-up student and teacher workstations throughout the school as well as the labs
- Work directly with TUSD to ensure that computer labs and teacher workstations were in compliance with all government regulations
- Maintained daily and weekly logs of computer usage and site usage.

Education

University of Arizona
B.S.S. Communications
May 1996

Central Arizona Community College
Associate of Arts
May 1993
Member Baseball team 1991-1993

References Available on Request

Paul A. DeWeerd

Career Objective

A secondary school administrative position which involves working with a culturally diverse student population and makes use of my skills and experience in student activities, curriculum and instruction, school supervision and student discipline.

Education / Certification

Administrative Certification, Educational Leadership Program

Northern Arizona University, 2001

Master of Arts, Teaching and Teacher Education

University of Arizona, 1994

Bachelor of Science, Education

University of Arizona, 1988

Major: Biology

Minor: Chemistry

Principal Certificate – Arizona, March 30, 2020

Teacher Certificate, Standard Secondary, 7-12, Biology – Arizona, March 30, 2020

Administrative Experience

Tucson Young Life Metro Area Developer

Young Life, July 2017 to present

Supervisor: Mr. Rick Wilson & Mr. Chris Eaton

- *Provide leadership for the Tucson Young Life Metro Board*
- *Lead all Tucson Young Life coordination including leadership development and staff meetings*
- *Provide leadership for All-Tucson fundraising: Banquet, Golf Tournament, Spring Dinner*
- *Oversee Tucson Metro Budget and Finances*
- *Mentor and coach staff members*
- *Develop community relationships and resources*
- *Create strategic plans for growth and development*
- *Provide communication and marketing of Tucson Young Life activities*

Principal

Canyon del Oro High School, Amphitheater Public Schools, July 2013 to June 2017

Supervisors: Mrs. Monica Nelson & Mr. Patrick Nelson

- *Responsible for the smooth and orderly daily operations of a public high school with 1600 students including supervision, security, hiring, instruction, curriculum, master schedule, evaluation, school facilities, extracurricular activities, and transportation*
- *Responsible for budget and resource allocation to support teaching and learning*
- *Responsible for student achievement through data review, goal setting, professional development, evaluation of teachers, classroom visits, and modeling effective teaching strategies*
- *Developed and marketed school programs to increase student enrollment*
- *Worked with school community to support school initiatives and provided guidance and information to school council*

Principal

Mansfeld Middle School, Tucson Unified School District, July 2009 to June 2013
Supervisors: Mr. Jim Fish & Dr. Able Morado

- *Responsible for the smooth and orderly daily operations of a public middle school with 700 students including supervision, security, hiring, instruction, curriculum, master schedule, evaluation, school facilities, extracurricular activities, and transportation*
- *Responsible for budget and resource allocation to support teaching and learning*
- *Responsible for student achievement through data review, goal setting, professional development, evaluation of teachers, classroom visits, and modeling effective teaching strategies*
- *Developed and marketed school programs to increase student enrollment*
- *Worked with school community to support school initiatives and provided guidance and information to school council*

Assistant Principal, Curriculum & Instruction

Pueblo Magnet High School, Tucson Unified School District, July 2004 to June 2009
Supervisor: Patricia Dienz, Principal

- *Promote improved academic achievement through classroom observation, instructional coaching, and teacher evaluation*
- *Facilitate meetings with Leadership Team to discuss curricular issues*
- *Responsible for development of the master schedule and student scheduling*
- *Recruit, hire, and train new teachers*

Assistant Principal, Student Activities

Pueblo Magnet High School, Tucson Unified School District, July 2002 to June 2004
Supervisor: Richard Carranza, Principal

- *Manage, supervise, and evaluate the extracurricular activities program including athletics, fine arts, student council, and all student clubs.*
- *Coordinate major community events including The Santa Cruz Shoot Out Basketball Tournament and The Fiesta de los Guerreros.*
- *Supervise the operation of the Business Office including all student and auxiliary accounts.*
- *Supervise the activities of the library, cafeteria, and school nurse.*
- *Promote student self-discipline and self-responsibility. Implement student rights and responsibilities guidelines. Investigate student misconduct, determine appropriate discipline and counseling.*
- *Promote improved academic achievement through classroom observation, instructional coaching, and teacher evaluation.*

Acting Assistant Principal

Pueblo Magnet High School, January 2002 – July 2002
Supervisor: Dr. Lorraine Richardson

- *Communicate support of Governing Board policies, decisions and goals, District initiatives to staff, students, parents and the community*
- *Promote student self-discipline and self-responsibility. Implement student rights and responsibilities guidelines. Investigate student misconduct, determine appropriate discipline and counseling.*
- *Attend and supervise a variety of student activities.*
- *Participate on an Ad Hoc Committee for the expenditure of Students First Money*

- *Pursue professional development opportunities consistent with assessed needs and adopted goals of Pueblo High Magnet School and the District.*

Summer School Dean of Students

Pueblo Magnet High School, 2001

Supervisors: Sansa Morse, Summer School Director; Richard Carranza, Assistant Principal

- *Made presentations to classes to discuss expectations for students' behavior and student's rights and responsibilities.*
- *Enforced District policies and procedures with summer school students.*
- *Responded to discipline referrals and assigned appropriate discipline measures.*
- *Coordinated the communication of student discipline issues with the faculty, staff, law enforcement, and parents.*
- *Organized campus monitors to supervise and secure the campus.*
- *Assisted the Summer School Director with facility maintenance and operations issues.*

Leadership Experience

Interscholastic Activities Manager

Pueblo Magnet High School, 1998 to present

Supervisors: Dr. Shiela Baize, Director of Interscholastics; Joe Castillo, Assistant Principal; Eduardo Nunez, Assistant Principal

- *Aid the assistant principal in the coordination of the total interscholastic program.*
- *Represent the school at District, Region, Conference and AIA meetings.*
- *Serve as liaison between faculty, coaches, sponsors, parents and administration.*
- *Enforce policies and procedures of the District, Region, Conference and AIA.*
- *Schedule, inspect, and organize the preparation and maintenance of facilities for all interscholastic events.*
- *Assist in supervision and/or crowd control at all assigned events.*
- *Arrange transportation related to interscholastic events.*
- *Work with the Assistant Principal of Activities, coaches, sponsors, and trainers in the preparation of the interscholastic budget.*
- *Organize and maintain the appropriate student records as they pertain to interscholastic activities.*
- *Assist with the recommendations concerning the selection and assignment of coaches and sponsors.*
- *Organize school efforts to collect state tax credit money for fine arts, clubs, and athletic programs from the community.*
- *Coordinate efforts with school officials, engineers, and architects to complete renovation projects.*

Science Department Chairman

Pueblo Magnet High School, 1993-1998

Supervisor: Dr. Lorraine Richardson, Principal

- *Supervised and coordinated science department activities including departmental meetings, inservice training, and other special events.*
- *Coordinated science department integration of school-wide instructional goals and objectives.*
- *Met with the Principal and other department chairs weekly to discuss important school issues.*
- *Assisted in the recommendation, planning and coordination of inservice activities.*
- *Facilitated articulation meetings with feeder schools to coordinate curriculum plans and discuss instructional issues.*
- *Assisted the Assistant Principal of Curriculum and Instruction in the development of the master schedule.*

- *Submitted a departmental budget to the Principal and submitted requests for department expenditures.*
- *Coordinated science department plans to incorporate technology into existing instructional techniques.*
- *Participated in two textbook adoption processes.*
- *Coordinated and submitted requests for maintenance and repair of science equipment and facilities, documented any theft or vandalism, and requested services from engineering, custodial, or grounds personnel through the appropriate administrator.*

Yearbook Advisor

Pueblo Magnet High School, 1991-1995, 2000-2002

Supervisors: Richard Gastellum, Principal; Dr. Lorraine Richardson, Principal

- *Coordinated the production and distribution of the school yearbook.*
- *Facilitated and scheduled the process of underclass pictures and ID's.*
- *Facilitated the selection process of the senior class photographer.*

Class Advisor

Pueblo Magnet High School, 1992-1995, 2000

Supervisors: Richard Gastellum, Principal; Dr. Lorraine Richardson, Principal

- *Coordinated fund raising efforts for the class of 1995 and 2000.*
- *Advised and supported the class officers.*
- *Planned and supervised the details related to senior prom.*
- *Chaired the committee to select graduation speakers.*

School Site Council Committee

Pueblo Magnet High School, 1996-1997

- *Served on a committee with members of the faculty, staff, parents, and community to make recommendations to the school administration related to important school issues.*

Teaching Experience

Freshman Summer Experience Teacher

Pueblo Magnet High School, 1998-2000

Supervisor: Armando Ronquillo, Summer School Director

- *Taught incoming Pueblo students how to produce a multi-media autobiography using various forms of technology.*
- *Supervised several field trips with students to explore post-secondary educational opportunities.*

Science Teacher

Pueblo Magnet High School, 1989-1998

Supervisor: Richard Gastellum, Principal/Evaluator; Eduardo Nunez, Assistant Principal/Evaluator

- *Used an investigative, lab-oriented approach to science education.*
- *Incorporated a wide-variety of different uses of technology to support instruction.*
- *Participated in the Freshman KI: Program and developed several integrated units combining aspects of language arts, social studies, math and science.*
- *Participated in a variety of professional development activities to improve my science instruction skills.*

- *Read current science instruction literature to stay current with new teaching techniques and methods.*

Recent Professional Development

- *Depth of Knowledge Training, 2016*
- *CRISS Reading Strategies, 2016*
- *Crisis Intervention Training, 2016*
- *Teaching & Learning in the 21st Century Conference, 2015 & 2016*
- *Crucial Conversations Training, 2015*
- *Emotional Intelligence Training, 2015*
- *ATPES Teacher Evaluator Training*
- *International Baccalaureate Diploma Program Administrator Training, 2013*

Professional Honors / Awards

- *Administrator/Supervisor of the year, Arizona School Counselors Association, 2009*
- *Athletic Director of the Year nominee, 4A Conference, 2000*
- *Tandy Technology Scholars Outstanding Teacher Award, 1997*

Civic / Community Service

- *Attend Hope Community Church, Current*
- *Northwest Tucson Young Life Committee, Current*
- *Classroom Volunteer, Ironwood Elementary School, 1999-2002*
- *Classroom Volunteer, Casa Adobes Church, 1996-2005*
- *Board of Directors, Sahuaro Vista Home Owners' Association Inc., 1998*

February 14, 2018

RAY SCHNEIDER



PROFILE

43year career in Commercial Real Estate encompassing Brokerage, Development, Finance, Sales, Leasing, Management and Consulting.

EXPERIENCE

Ray Schneider Company, Commercial Brokerage and Development Tucson -- 1992 to Present

-Assisted in the sale and acquisition of a 30 plus acre residential site to a nonprofit group for the purpose of developing affordable single family housing on 255 lots. The process started in 2010 and anticipate completing the final constructions of homes in 2018. I was involved in a number of the pre construction phases of the project and in the selection of the home builder and am still involved in the project as a consultant to the home building company.

August 2013 I purchased 12.5 acres of land located on East Speedway. I rezoned and platted the property for 53 single family lots. When the platting process was completed I sold the property to a national home builder December, 2015

-Sold corner of Broadway and Alvernon Way to investor – hired by investor to rezone the parcel and develop an office building on the site – job entailed rezoning the parcel, securing architect, design process, city approval of the development plan, handling construction bid process and overseeing the construction process from start to finish and assisted in the leasing of the office space

-Hampton Inn Hotel – assisted land owner in developing pro forma construction cost for infrastructure and the development planning process

-Corner of Broadway and Harrison, sold retail land to investor and developed and leased building for the investor

-Commercial Brokerage, represented buyers and sellers in the sale and purchase of investment properties (apartments, retail centers, Industrial buildings, office buildings and land for development)

Bassett, Hayden and Ray, Commercial Brokerage and Development Tucson -- 1977 to 1992

-Development Partner for The Plaza at Williams Center, a 113,000 square foot specialty center. This was a joint venture partnership with Wells Fargo Realty Advisors. Duties Included negotiating architectural contract, securing development plan approval overseeing the construction bid process and hiring the general contractor, establishing construction time line, in charge of weekly construction meetings, processing and administering construction draw payments, finishing punch list items for building and tenant improvements, lease negotiations and tenant improvements and managing the completed

project. Tenants included Merrill Lynch, Barnes and Noble, Olive Garden, Cactus Moon, Jason's Deli, among others.

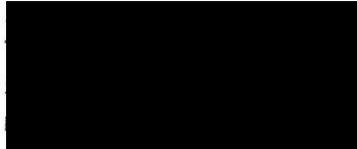
-Developed several retail and industrial properties and was a development partner for a 326 unit apartment complex located at 7100 East Speedway. This was a joint venture partnership with Wells Fargo Realty Advisors.

-Commercial Brokerage, represented buyers, sellers, landlords and tenants in the sale, purchase and leasing of investment properties (apartments, retail centers, Industrial buildings, office buildings and land for development)

Coldwell Banker Commercial Real Estate, Tucson – 1975 to 1977. Sales Agent, represented sellers, buyers, landlords and tenants in commercial real estate transactions.

April 5, 2018

RAY SCHNEIDER



Volunteer Experience

My volunteer experience started when I was in high school through various school organizations like student council, honor society, letterman club as well as church youth groups and the young explorer club.

I continued my volunteer activity upon starting my business career in real estate. I joined the Sunshine Kiwanis Club of Tucson and was active in the organizations major events of fund raising and community involvement in special events. I also participated in volunteer work and fund raising for the Special Olympics and the Boys and Girls Club of Tucson.

As time went on my volunteer interest turned to my children and their participation in organized youth sport programs. Coaching was a profession that I gave serious consideration to when making my career choice, so it was almost automatic for me to volunteer to coach any of the teams my children were on that needed coaches. I have coached both girl's and boy's teams. The sports included t-ball, softball, baseball, soccer, basketball, football, Ricki Rarick Junior Golf and off season high school baseball when the high school coaches were not allowed to be with the players during that part of the school year. I believe my duty as a volunteer coach was to teach skill-building, teamwork, leadership, discipline, conditioning, communication, to have a positive attitude, giving one's best effort and most important of all was to have fun.

I believe youth sports are more than a game they are building blocks for life lessons.

DAVID TOWNE JR

Summary

Over 30 years in K-12 public, private, and charter school education as a teacher, mentor, instructional coach, principal, and director of professional development.

Education

University of Arizona	2002-2006	Educational Leadership (ABD)
Seattle University	1990-1991	Masters in Teaching Degree
Point Loma College	1980-1984	Business Administration

Employment

An UpTowne Experience 2019 - present
Owner - Educational Consulting and Speaking

Leman Academy of Excellence 2016 - 2019
Director of Professional Development

Pusch Ridge Christian Academy 2001 – 2016
Principal/Teacher/Staff Development Coordinator/Head Tennis Coach

Flowing Wells School District 1991-2001
Teacher/Instructional Coach/Head Tennis Coach

Awards

2007	United States Tennis Association Coach of the Year
1999	Arizona Teacher of the Year/Ambassador For Excellence
1999	Tucson's Crystal Apple Award – Metropolitan Education Association
1999	United States Tennis Association SW Region Player of the Year
1998 – 1999	Flowing Wells Teacher of the Year
1998	Saguaro Rotary Club Teacher of the Year
1997	Long's Realty Teacher of the Year
1996-1999	Selected Who's Who Among American Teachers

Activities

- Speaker
- Writer
- Lover of history
- Avid reader
- Proud Papa Of Two Grandsons!
- Tennis and Racquetball