



Charter School Advisory Board Full Interview

April 8, 2019



Wake Preparatory Academy Board:

Hilda Parlér, President

Valeska Lipani-Garrett, Vice-President

Michael Featham, Secretary

James Averette, Treasurer

William Seaman, Director

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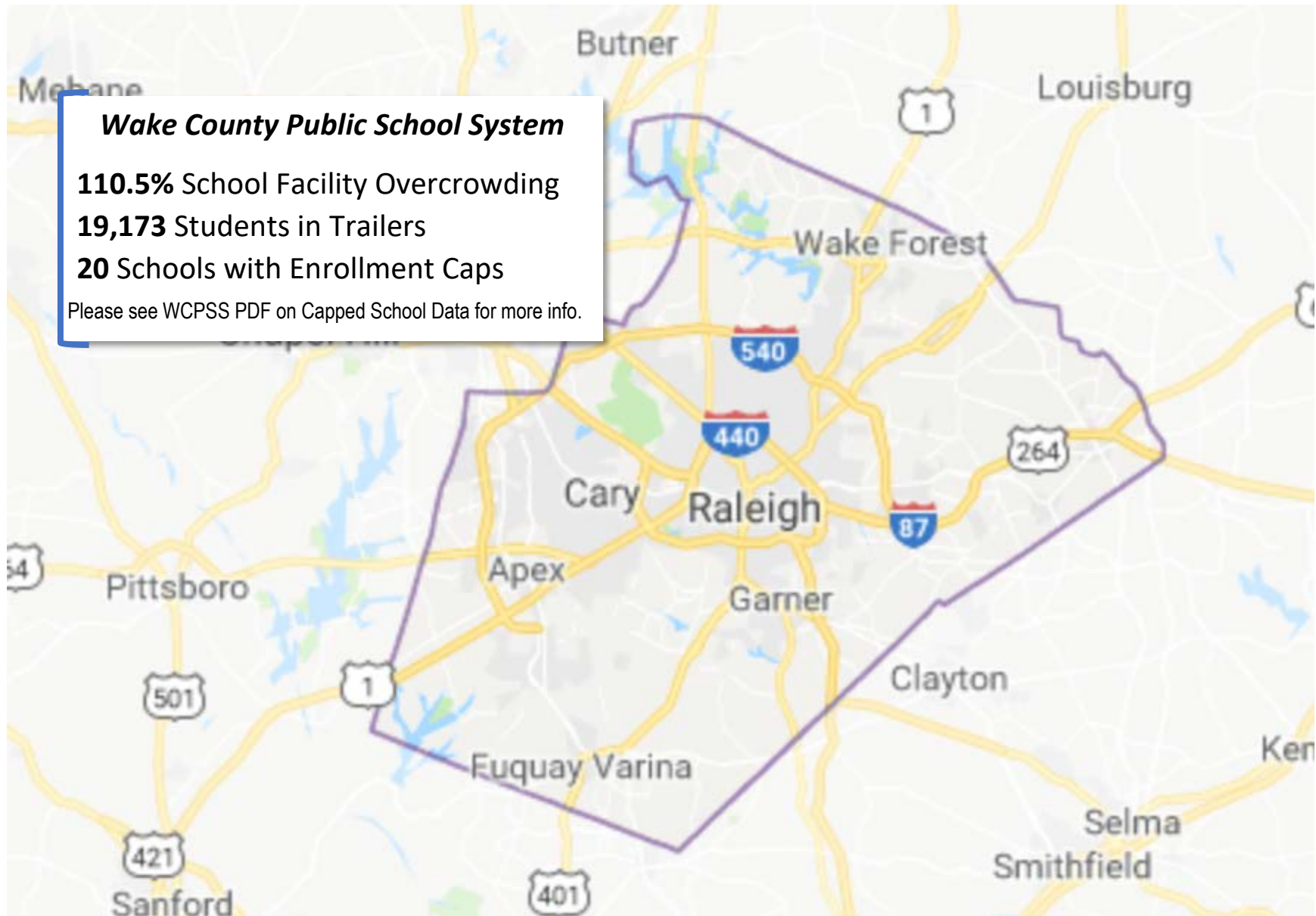
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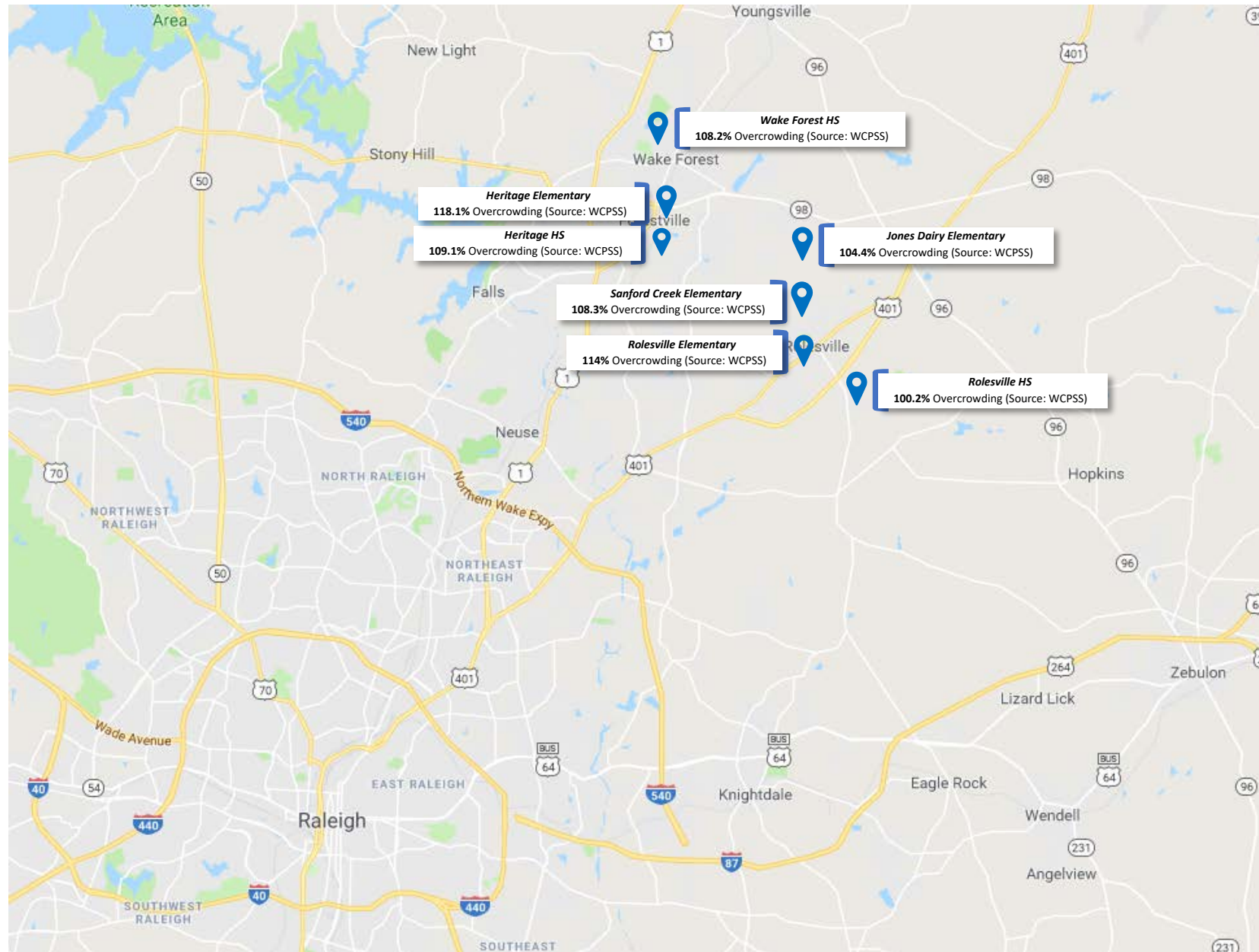
*For your convenience, each item has been hyper-linked. Please click on the information you wish you view to be taken directly to that page of the document.

WCPSS OVERCROWDING



OVERCROWDING

WAKE FOREST / ROLESVILLE AREA



POPULATION GROWTH

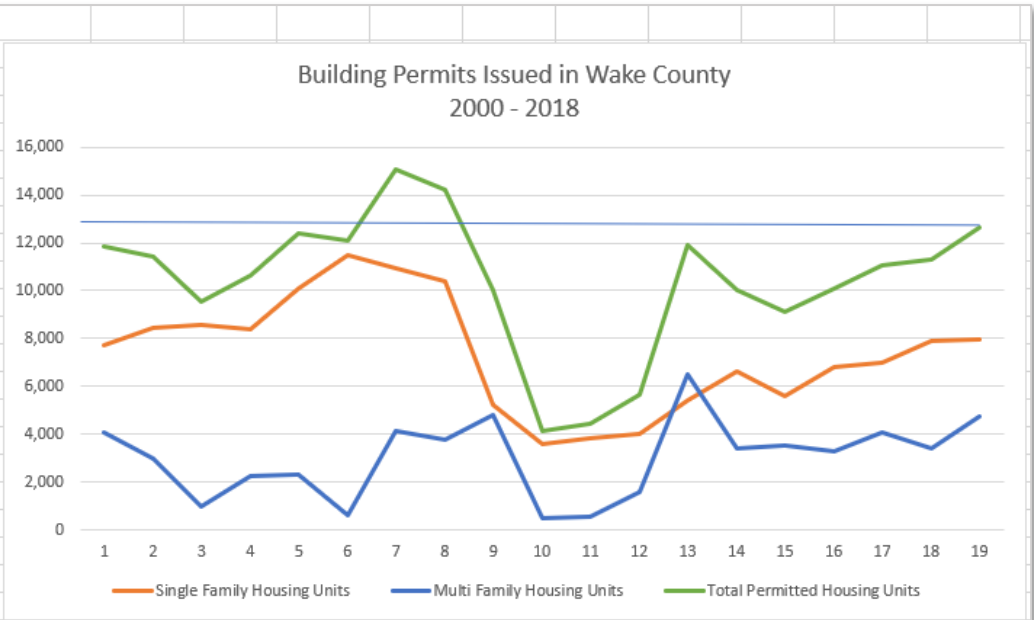
BUILDING PERMITS IN COUNTIES

WAKE, DURHAM, GRANVILLE, JOHNSTON, FRANKLIN

BUILDING PERMITS ISSUED IN WAKE COUNTY BY YEAR

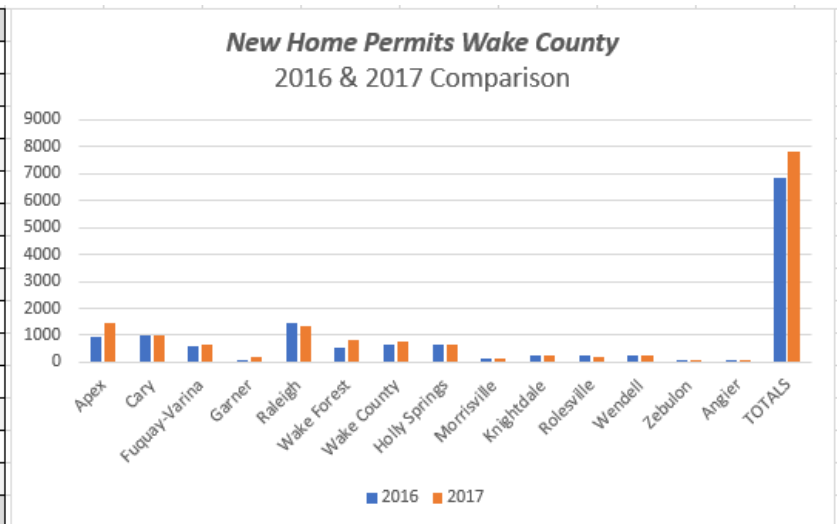
Year	Single Family Housing Units	Multi Family Housing Units	Total Permitted Housing Units
2000	7,748	4,077	11,825
2001	8,444	2,994	11,438
2002	8,580	986	9,566
2003	8,385	2,246	10,631
2004	10,066	2,305	12,371
2005	11,490	582	12,072
2006	10,939	4,148	15,087
2007	10,424	3,779	14,203
2008	5,246	4,813	10,059
2009	3,600	517	4,117
2010	3,854	560	4,414
2011	4,039	1,613	5,652
2012	5,417	6,501	11,918
2013	6,629	3,397	10,026
2014	5,622	3,511	9,133
2015	6,796	3,293	10,089
2016	6,987	4,063	11,050
2017	7,913	3,422	11,335
2018	7,947	4,717	12,664

SOURCE: Wake County Government



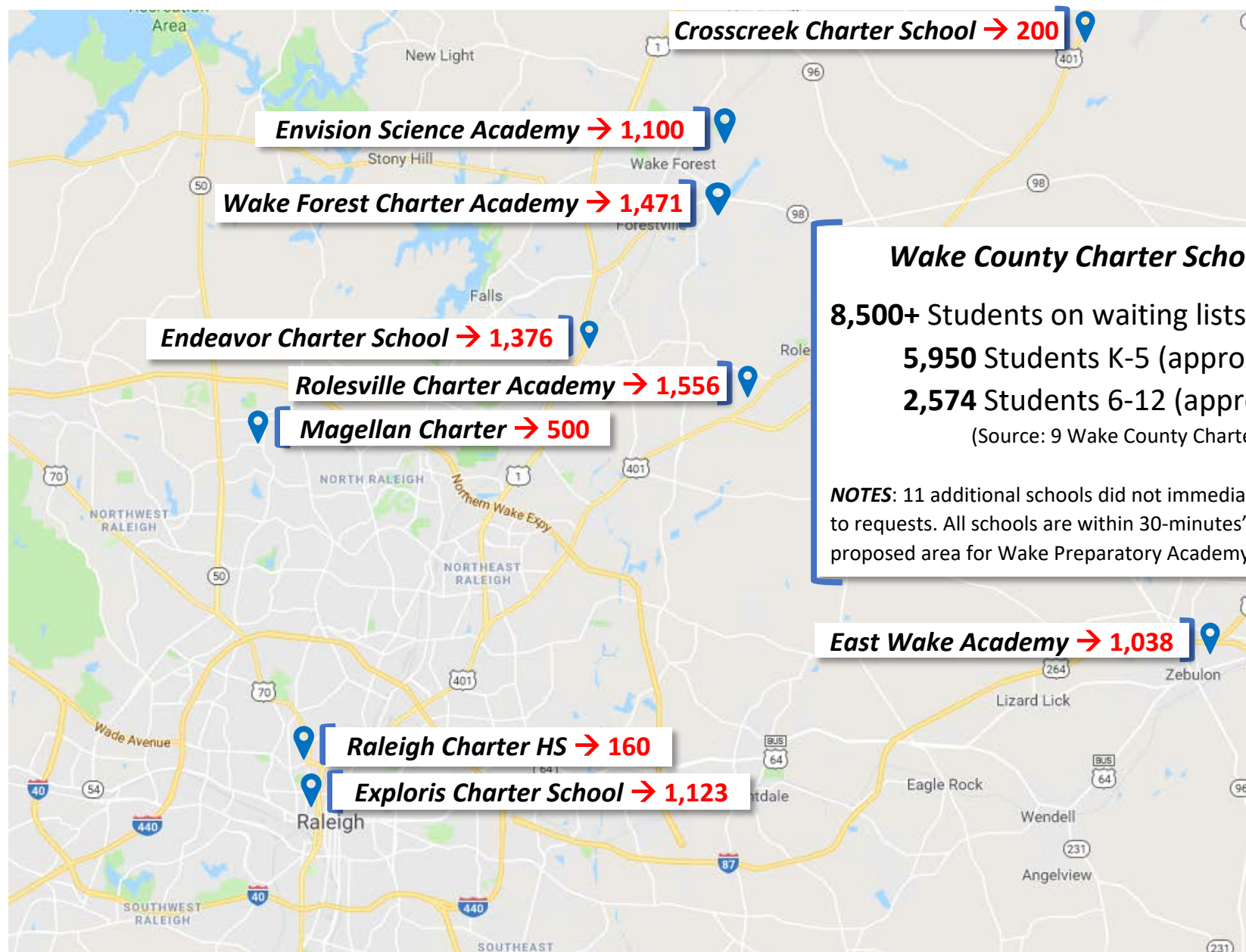
COUNTY	2017	2018	% Growth
DURHAM	1843	2094	14%
FRANKLIN	522	639	22%
GRANVILLE	249	252	1%
JOHNSTON	2634	3017	15%
AVERAGE			13%

	2016	2017
Apex	959	1431
Cary	975	972
Fuquay-Varina	614	630
Garner	88	204
Raleigh	1433	1354
Wake Forest	525	818
Wake County	668	782
Holly Springs	677	645
Morrisville	152	129
Knightdale	235	270
Rolesville	235	186
Wendell	229	269
Zebulon	56	102
Angier	24	5
TOTALS	6870	7797



WAITING LISTS

WAKE COUNTY



Wake County Charter Schools

8,500+ Students on waiting lists

5,950 Students K-5 (approx.)

2,574 Students 6-12 (approx.)

(Source: 9 Wake County Charter Schools)

NOTES: 11 additional schools did not immediately reply to requests. All schools are within 30-minutes' drive of proposed area for Wake Preparatory Academy.

WPA

Marketing Metrics

MAY 2018 – APRIL 2019

This represents the total amount of people with children who have signed up to receive info about Wake Preparatory Academy.

PLEASE ADD ME TO YOUR INTEREST LIST

RECEIVE NEWS, EVENT INFO AND UPDATES ABOUT OUR 2020 PROGRESS!

* Indicates required field

Full Name *

Email *

STAY UP TO DATE

1,890

TOTAL

Interest List Data

Compiled Data from all survey respondents:

This represents the total amount of parents who completed the survey.

- Survey was placed on website.
- A Facebook Ad was created and presented to people in Wake County. People clicked on the ad and were redirected to the survey.
- Respondents completed the survey on their own.

1,072
TOTAL

Surveys completed

About the survey

- ▶ 5 questions total
- ▶ Identified important factors regarding educational need and offerings in Wake County.

Q 1 If a new K-10 tuition free public charter school opened in your area, how likely would you be to send your child to that school?
Very likely

Q 2 Are you satisfied with your current school options?
No

Q 3 What is the MOST important reason to open a new charter school in your area?
Increase student achievement
Improve discipline
Increase graduation rates
Provide different extracurricular offerings
Athletics

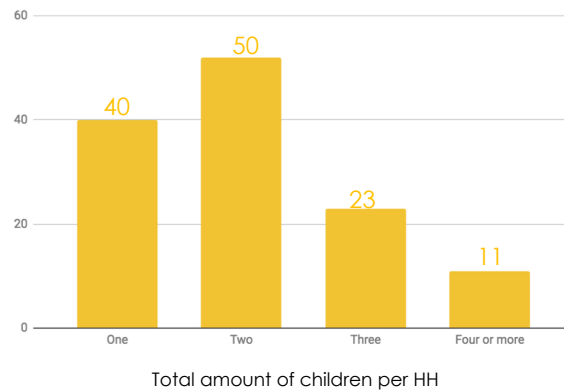
Q 4 How many school aged children do you have?
3

Q 5 What grades are your children currently in? (check all that apply)
Kindergarten
3rd
9th

* Actual survey result

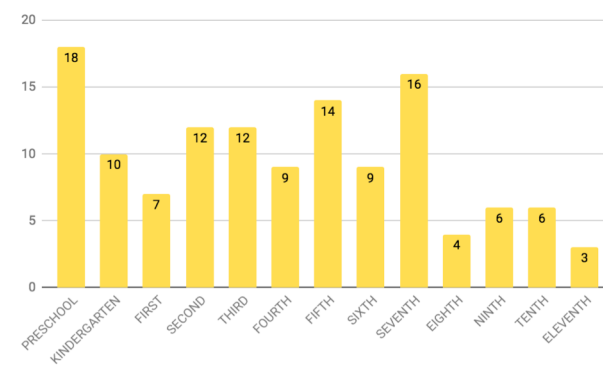
Total number of children present in the home of each survey respondent:

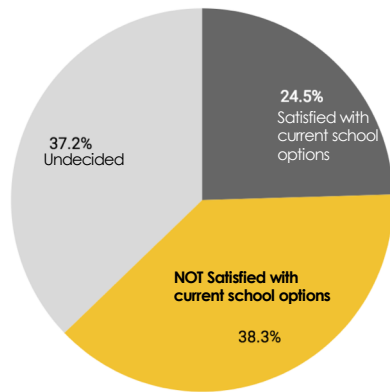
- This survey question was added on **March 20, 2019**.
- This represents data for **126 out of the 977** survey respondents.
- **84 out of 126** respondents indicated that they have 2+ children in their household.



Grades in which survey respondents' children are currently enrolled:

- This survey question was added on **March 20, 2019**.
- This represents data for **126 out of the 977** survey respondents.
- This graph shows demand is needed in **every grade** from preschool to 12th grade.



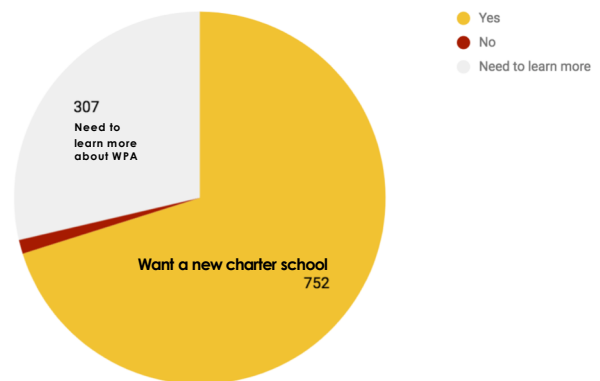


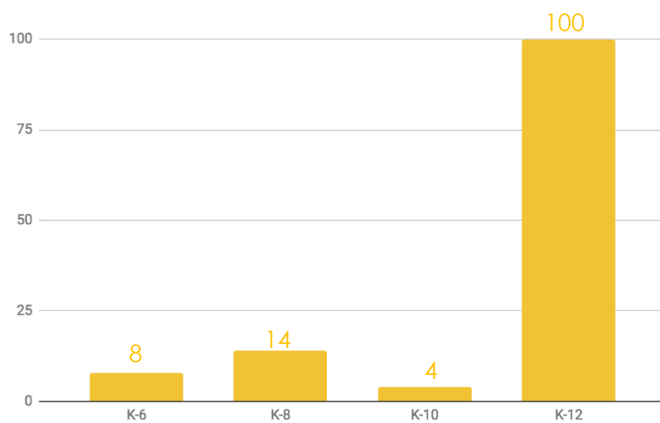
Satisfaction of Wake Community with current school options:

- **38.3 %** of are not satisfied with their current school options.
- **37.2%** haven't decided if they are or are not satisfied.
- Thus, over **75%** could use an alternative to current school choices.

Number of respondents who want a new charter school in their area:

- **752 of the 1,072** survey respondents state that they **want** a new school in their area.
- **307 of 1,072** respondents indicate that they want to learn more about WPA.
- Only **13 of 1,072** survey respondents **do not** want a new charter in their area.



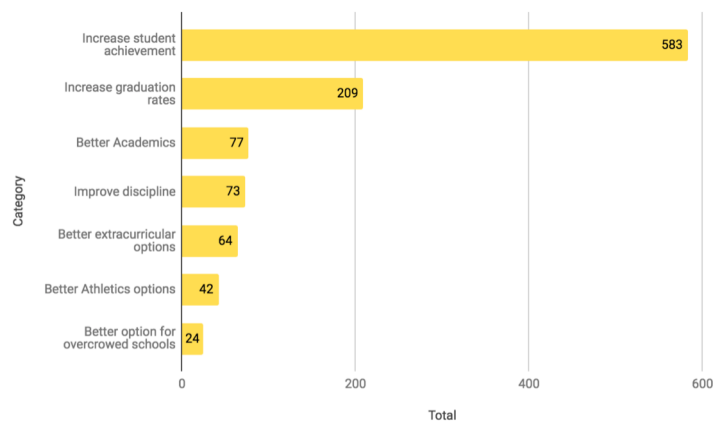


School model parents want:

- This survey question was added on **March 20, 2019**.
- This represents data for **126 out of the 977 survey respondents**
- **100 out of 126** respondents indicated that the K-12 school model was most in demand.

Survey Respondents stated the following reasons for a new charter school in their area:

- **583 of the 1,072** survey respondents want to **increase student achievement**
- **209 of 1,072** survey respondents want to **increase graduation rates**



WPA Community Events:

Engaging with Wake's community

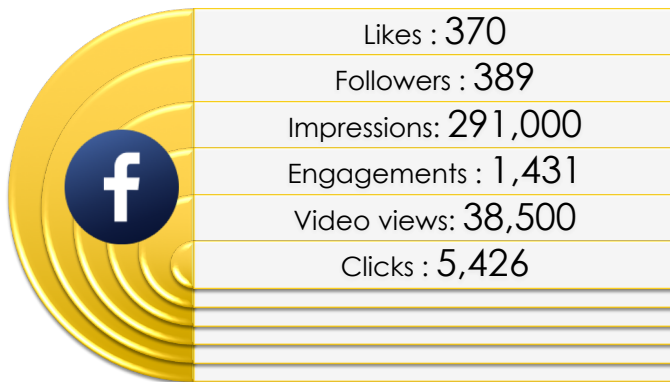
- ▶ August 5, 2018 -Info Night at Hope Lutheran Church
- ▶ August 6, 2018 – Info session at the Boys & Girls Club
- ▶ October 26, 2018 – Wake Forest Spooktacular Family Event
- ▶ March 23, 2019 – Wake Forest Family Expo



The Community Loves Wake Prep

AND WE LOVE THE WAKE PREP COMMUNITY

Social Media Stats (Organic & Paid)



Organic social media

refers to the day to day content that is posted on your Facebook page.

Paid social media are geographically targeted ads. They are displayed as "sponsored ads" on Facebook.

Powered By
CHARTS ONE

WPA Website Analytic Data June 2018 – March 2019

- ▶ **12,287 Video Views:**
The number of pages visitors viewed on a given day. One visitor may visit three, ten, twenty, or any number of pages.
- ▶ **4,775 Unique Visits:**
The number of individuals who visit the site.
- ▶ **2.57 Page Views:**
Average number of pages visited.

Where is our website traffic coming from?



What are the top visited webpages?

Academics
Leadership
Contact Us





Re. Enrollment and Weighted Lottery

The Wake Preparatory Academy Board has committed to utilizing a weighted lottery, providing more opportunity for educationally disadvantaged students to attend WPA. The Board is currently deciding the details of such a lottery: the percentage and other pertinent information will be determined in the coming weeks. An amendment to our charter will be submitted during the Ready to Open period.

2020-2021 WPA CALENDAR

August 2020

Su	M	T	W	Th	F	Sat
						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					

17-21: Teacher Workdays
24: First Day of School

September 2020

Su	M	T	W	Th	F	Sat
		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: No School (Labor Day)

October 2020

Su	M	T	W	Th	F	Sat
				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: Teacher Workday
27: End of Q1

November 2020

Su	M	T	W	Th	F	Sat
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: Teacher Workday
11: Veteran's Day, Holiday
25: Vacation Day
26-27: Thanksgiving, Holiday

December 2020

Su	M	T	W	Th	F	Sat
		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		

21-31: No School (Winter Break)

January 2021

Su	M	T	W	Th	F	Sat
					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: No School (Winter Break)
4: Teacher Workday
18: No School (MLK Day)
21: End of Q2
22: Teacher Workday

February 2021

Su	M	T	W	Th	F	Sat
	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						

15: No School (Presidents Day)
16: Teacher Workday

March 2021

Su	M	T	W	Th	F	Sat
	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			

8: Teacher Workday
31: End of Q3

April 2021

Su	M	T	W	Th	F	Sat
				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: Teacher Workday
5-9: Spring Break, No School
12: Teacher Workday

May 2021

Su	M	T	W	Th	F	Sat
			1	2	3	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					

3: Teacher Workday
31: Memorial Day, No School

June 2021

Su	M	T	W	Th	F	Sat
		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			

17: Last Day of School, End of Q4

WPA

Calendar Key

Teacher Workdays
NO SCHOOL
First/Last Day of School

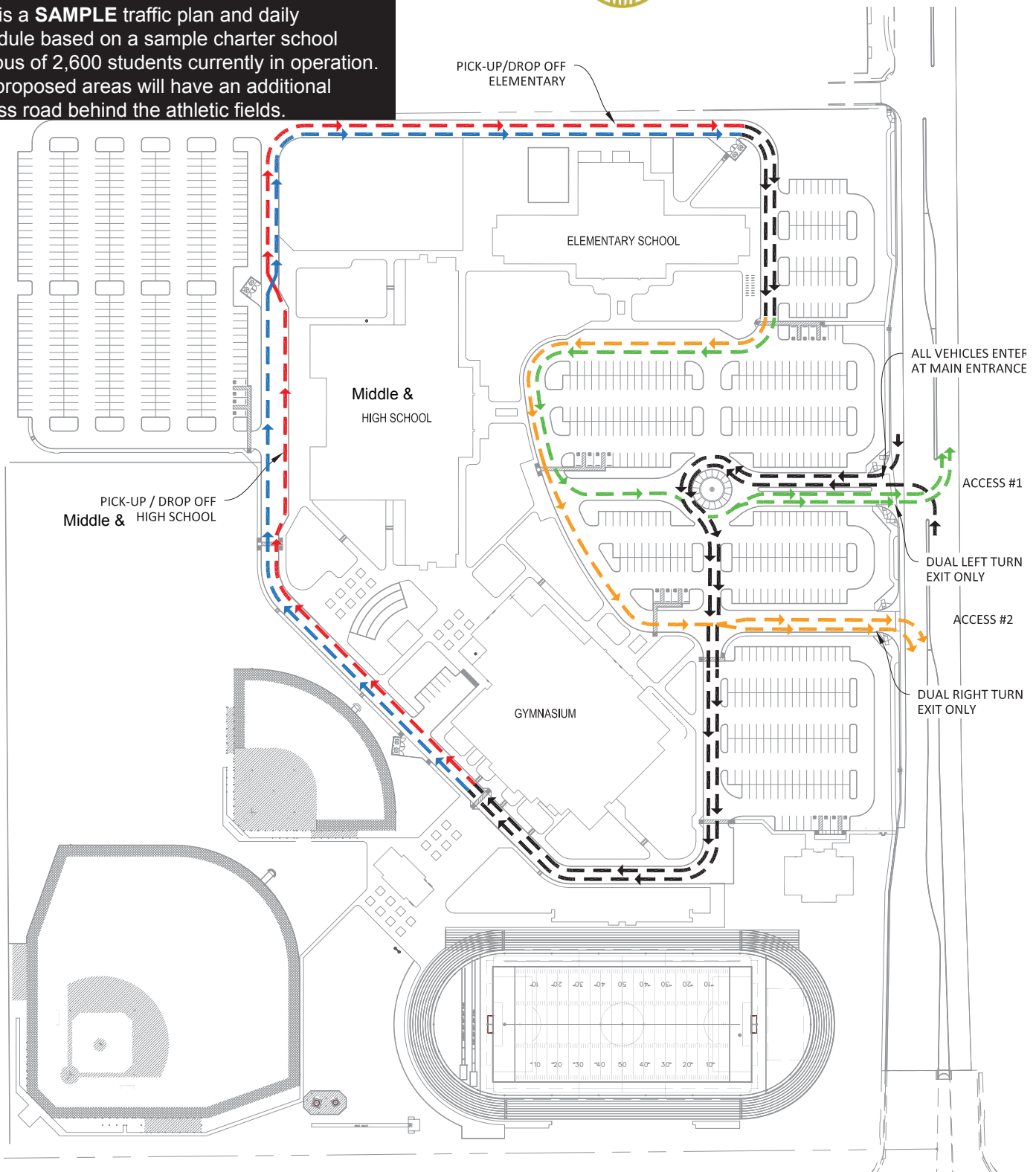
Days Available for Weather make-up in order of utilization: Nov 2, Jan 4, Feb 18, Feb 16, Mar 8, May 3

WPA's Model for Proposed Campus



WAKE PREPARATORY ACADEMY

This is a **SAMPLE** traffic plan and daily schedule based on a sample charter school campus of 2,600 students currently in operation. Our proposed areas will have an additional access road behind the athletic fields.



LEGEND

- - EXITING LANE TO MAKE LEFT TURN TO GO NORTH
- - EXITING LANE TO MAKE RIGHT TURN TO GO SOUTH
- - **Middle & HIGH SCHOOL** PICK-UP & DROP OFF
- - **ELEMENTARY** PICK-UP & DROP OFF
- - ALL TRAFFIC

SCHOOL HOURS

WPA K-5: 8:00 AM - 2:55 PM

WPA 6-12: 8:15 AM - 3:00 PM

WAKE PREPATORY ACADEMY 6-12 BELL SCHEDULE

Half Day - ALL GRADES

	Start	End
Zero	7:22	8:11
1st	8:15	8:40
2nd	8:44	9:09
3rd	9:13	9:38
4th	9:42	10:06
5th	10:10	10:34
6th	10:38	11:02
7th	11:06	11:30



“Education is the most powerful weapon which you can use to change the world.”

-Nelson Mandela

LUNCH A

Full Day -Lunch A		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
2nd	9:08	10:00
3rd	10:04	10:53
Lunch	10:53	11:23
4th	11:27	12:16
5th	12:20	1:09
6th	1:13	2:02
7th	2:06	3:00

Wednesday - Lunch A		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
Advisory	9:08	9:28
2nd	9:28	10:14
3rd	10:18	11:04
Lunch A	11:04	11:34
4th	11:38	12:24
5th	12:28	1:14
6th	1:18	2:04
7th	2:08	3:00

2nd Hour Assembly - Lunch A		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
Assembly	9:02	9:42
2nd	9:46	10:29
Lunch A	10:29	10:59
3rd	11:03	11:46
4th	11:50	12:33
5th	12:37	1:20
6th	1:24	2:07
7th	2:11	3:00

7th Hour Assembly - Lunch A		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
2nd	9:02	9:45
3rd	9:49	10:32
Lunch A	10:32	11:02
4th	11:06	11:49
5th	11:53	12:36
6th	12:40	1:23
Assembly	1:27	2:07
7th	2:11	3:00

LUNCH B

Full Day - Lunch B		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
2nd	9:08	10:00
3rd	10:04	10:53
4th	10:57	11:46
Lunch B	11:46	12:16
5th	12:20	1:09
6th	1:13	2:02
7th	2:06	3:00

Wednesday- Lunch B		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
Advisory	9:08	9:28
2nd	9:28	10:14
3rd	10:18	11:04
4th	11:08	11:54
Lunch B	11:54	12:24
5th	12:28	1:14
6th	1:18	2:04
7th	2:08	3:00

2nd Hour Assembly - Lunch B		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
2nd	9:02	9:45
Assembly	9:49	10:29
3rd	10:33	11:16
Lunch B	11:16	11:46
4th	11:50	12:33
5th	12:37	1:20
6th	1:24	2:07
7th	2:11	3:00

7th Hour Assembly - Lunch B		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
2nd	9:02	9:45
3rd	9:49	10:32
4th	10:36	11:19
Lunch B	11:19	11:49
5th	11:53	12:36
6th	12:40	1:23
Assembly	1:27	2:07
7th	2:11	3:00

LUNCH C

Full Day - Lunch C		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
2nd	9:08	10:00
3rd	10:04	10:53
4th	10:57	11:46
5th	11:50	12:39
Lunch C	12:39	1:09
6th	1:13	2:02
7th	2:06	3:00

Wednesday- Lunch C		
	Start	End
Zero	7:22	8:11
1st	8:15	9:04
Advisory	9:08	9:28
2nd	9:28	10:14
3rd	10:18	11:04
4th	11:08	11:54
5th	11:58	12:44
Lunch C	12:44	1:14
6th	1:18	2:04
7th	2:08	3:00

3rd Hour Assembly-- Lunch C		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
2nd	9:02	9:45
3rd	9:49	10:32
Assembly	10:36	11:16
4th	11:20	12:03
Lunch C	12:03	12:33
5th	12:37	1:20
6th	1:24	2:07
7th	2:11	3:00

7th Hour Assembly- Lunch C		
	Start	End
Zero	7:22	8:11
1st	8:15	8:58
2nd	9:02	9:45
3rd	9:49	10:32
4th	10:36	11:19
5th	11:23	12:06
Lunch C	12:06	12:36
6th	12:40	1:23
Assembly	1:27	2:07
7th	2:11	3:00

*** 2nd Period Assemblies are separated by Lunch groups and are located in the Auditorium

*** 7th Period Assemblies are separated by Middle/HS and are located in the GYM or Field

Wake Preparatory Graduation Requirements	NC FUTURE-READY CORE Course of Study Requirements
<p>English: 4 credits I, II, III, IV or a designated combination of 4 courses</p> <p>Math: 4 credits Math I, II, III 4th Math Course to be aligned with the student's post high school plans</p> <p>Science: 3 credits A physical science course, Biology, Earth/Environmental Science</p> <p>American History: 4 credits The Founding Principles, Civics and Economics, World History, American History I: American History II OR AP US History**, IB History of the Americas**, additional social studies course**</p> <p>World Languages: 2 consecutive credits Separate from 6 Elective credits listed below</p> <p>Electives: 6 Credits 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)</p> <p>Advanced Placement Courses: 2 Credits Courses can meet other requirements listed above; students not required to take AP test for credit</p> <p>Community Service: 60 hours</p> <p>Minimum required credits: 24</p>	<p>English: 4 credits I, II, III, IV or a designated combination of 4 courses</p> <p>Math: 4 credits Math I, II, III 4th Math Course to be aligned with the student's post high school plans</p> <p>Science: 3 credits A physical science course, Biology, Earth/Environmental Science</p> <p>American History: 4 credits The Founding Principles, Civics and Economics, World History, American History I: American History II OR AP US History**, IB History of the Americas**, additional social studies course**</p> <p>World Languages: Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.</p> <p>Electives: 6 Credits 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)</p> <p>Advanced Placement Courses: Not required</p> <p>Minimum required credits: 22</p>

*Certain requirements such as the additional two credits in a World Language may be waived based on the student's Individualized Education Plan and with approval from the school administrator.

Respect Lesson 1 | *I know what respect is*

Prep: Make copies of Respect Is... Worksheet; Find a short clip to demonstrate what respect looks and feels like

Materials: One of the following books: The Berenstain Bears Show Some Respect, Do Unto Otters, or The Golden Rule

Clear learning objective: At the end of this lesson, students will be able to explain what respect sounds like, looks like, and feels like to them.

Anticipatory set (2-5 mins):

Watch a short video clip that demonstrates what respect looks and feels like such as the Pixar short *For the Birds*.

Review: (2 mins.): Review the last leadership lesson taught.

Books to Read (3-5 mins):

Choose one of the following books to read to introduce the topic of respect: The Berenstain Bears Show Some Respect, Do Unto Otters, or The Golden Rule.

Discussion: (3-5 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives to show respect? (*Please, thank you, excuse me, hello, sorry, etc.*)

- *What are some things we can do to show respect? (Include others, acknowledge others' needs/wants, share, play with others, etc.)*
- *What are some characteristics that show respect? (honest, kind, considerate, thoughtful, etc.)*

Movement Activity (5-8 mins.)

Have the students stand in a circle. You will choose one person and then choose three other people to share what they like about them (I like ____ because ____). Go around the circle until each student has heard at least three nice things about themselves. You can have the chosen person stand in the middle. You can also make this a partner activity, depending on the time and space. However, be sure the students get up and move and aren't sharing only with their friends. At the end of the activity, ask the students how they felt when people said those things about them? How does it feel when others respect you?

Reflection Question: (5-7 mins.)

Fill out the Respect is worksheet.

Respect Lesson 1 | *I know what respect is*

Prep: Select a song about respect

Materials: Projector or TV for showing video; speakers for song

Clear learning objective: At the end of this lesson, students will be able to explain what respect is.

Anticipatory set:

Play a song about respect (R-E-S-P-E-C-T, A Little Respect, etc.). Ask the students if they know who the artist is.

Review: (2 mins.) Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives. As you discuss, write two lists on the board of 'What Respect Looks Like' (sharing, waiting your turn, looking at someone who is speaking, etc.) and 'What Respect Sounds Like' (Please, thank you, excuse me, etc.).

- *What is respect?*
- *What does it look like?*
- *What does it feel like when someone respects you?*
- *How do you show respect to others?*
- *What does it sound like when you show respect?*

Activity (7 mins.)

Stomp out Disrespect. Have the students trace one of their shoes on white paper, write "Stomp out Disrespect" inside the foot and then decorate the footprint. Have them write one way they can show respect at school. If time allows, play Aretha Franklin's "RESPECT" and have a 3 minute dance party.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

What does RESPECT mean to me?

How can I show respect to those around me?

Respect Lesson 1

Prep: Music player with RESPECT by Aretha Franklin

Materials: Butcher paper & paint/markers

Clear learning objective: At the end of this lesson, students will be able to explain what respect is.

Review: (2 mins.)

Review the last leadership lesson taught. Review any assignments that were given.

Anticipatory set: Have the song “RESPECT” by Aretha Franklin playing as a transition to this lesson.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included.

- *What is respect?*
- *What does it look like?*
- *What does it feel like when someone respects you?*
- *Define respect*

Activity (7 mins.)

Get the students into groups of 3-5. Have them come up with their own definition of respect. Then, have them come up with a plan to create a poster advertising respect. If time allows, have the poster supplies on hand and have the students create the posters to put up in the school, in the classroom, or to take home.

Reflection Question: (5-7 mins.)

Write for 5-7 minutes to answer the following question:

- *Name three ways you show respect on a daily basis. In what ways can you improve?*



Re. PBL and PBL

Our board received several questions about PBL and PBL in our rubric, one of which questioned what evidence exists that leads PBL to be successful and why we believe it will lead to improved student performance. To address that question and others, we are including an incomplete bibliography of articles and resources which we referenced and studied while preparing our application.

The instructional programs and our PBL model increase the use of differentiation of learning materials, provides scaffolding, student choice and engagement, and allows for varied level group learning - all of which will help close achievement gaps and teach our students how to learn.

According to "Project Based Learning Research Review: Evidence-Based Components of Success" by Vanessa Vega on the Edutopia website: "Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments (Johnson, Johnson, & Stanne, 2000; Springer, Stanne, & Donovan, 1997; Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001; cited in Oakley, Felder, Brent, & Elhadj, 2004). Collaborative learning promotes time on task as well as friendships across diverse groups, such as race, ethnicity, gender, or school cliques (Johnson & Johnson, 2009). Collaborative learning benefits students across grade levels, academic subjects, gender, ethnicity, and achievement level (Slavin, 1996).

Frequent feedback enables teachers to adapt their instruction to target students' learning needs, while providing students with information to develop their work. What's more, by emphasizing the process, effort, and strategies involved in accomplishing a task -- as opposed to focusing solely on the final product -- students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000)."

There is a plethora of other peer-reviewed and respected articles on the success of PBL available from sites like the Buck Institute and Edutopia. Furthermore, we received PBL rubrics from Voyager Academy and discussed it with a director of a PBL schools.

Some other articles we researched include:

["Project-Based Learning in Middle Grade Mathematics"](#) by the National Middle School Association

["Curriculum Materials Make a Difference for Next Generation Science Learning: Results from Year 1 of a Randomized Control Trial"](#) by SRI International Authors

["Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group"](#) by Research in Middle Level Education








["Project-Based Learning for the 21st Century: Skills for the Future"](#) by Stephanie Bell

We are also including our PBL diagram we included in our application – a blending of the RAISE curriculum with PBL that has been successful at Ascend Leadership Academy in Sanford, NC.

Project-Based Leadership

What is Project-Based Leadership?

Project-Based Leadership (PBL): PBL merges the essentials of the traditional Project-Based Learning with the RAISE curriculum. This merger creates a pedagogy that allows students to grow their self-efficacy, intellectual understanding, and social competence.

Essentials of PBL	+	RAISE Leadership	=	PBL Objectives
 Student Voice & Choice Students are empowered to take ownership of certain aspects of their project work.		Accountability/Integrity Students are proactive and take responsibility for their life and work.		Students view themselves as stakeholders in their own learning. They actively make strides towards improving the learning community.
 Sustained Inquiry Students engage in a continuous process of questioning and applying solutions to the challenge or problem.		Excellence Students persevere through fear, discouragement, frustration, and self-doubt to continuous growth and learning.		Students are able to manage and evaluate their own work. They make appropriate decisions and efficiently use their time.
 Challenging Problem/Question Addresses the fundamental problem/question that drives student learning.		Service/Integrity Students will develop talents, skills, and self-awareness to take on the responsibility of finding answers to the challenges they face.		Students can identify a problem within their community and use their academic knowledge and skills to create a sound plan to solve that problem.
 Critique/Revision Students are able to receive feedback from their peers and teacher to make changes and enhance their work.		Accountability Students practice teamwork and trust, effective communication and dialogue, thorough execution and follow-through, sharper clarity, and a tighter focus on results.		Students value their peers' learning as much as their own. Students can work interdependently to create an environment where everyone learns.
 Authenticity This project has real-world connections.		Respect Students make an effort to understand the mindset of other people, to attempt to see the world through their eyes.		Students are connected to their local community and seek to add value to it. They engage with community members to exchange information and share perspectives.
 Public Product The culminating product is made public to enhance authenticity.		Service Students work together to engender growth and collaboration, creating the opportunity for synergy.		Students are able to collaborate and work in a group to achieve a common goal. They can produce high quality work that can be exhibited publicly.
 Reflection Students reflect on what and how they learned, as well as what they accomplished in the project.		Excellence Students learn to know their strengths, weaknesses, what they accomplished, and what they'd like to improve.		Students are able evaluate and recognize their own strengths and weaknesses. They consistently seek out ways to improve themselves academically, socially, and emotionally.



Sample Project-Based Learning Planning Form for English I and World History Unit

Driving Question: What is the anatomy of revolution? What is necessary for a utopia to survive?

Big Idea: Students will understand that revolutions have common stages but vary in terms of their effectiveness and ability to achieve the intended outcomes.

Product: Paper Mache animals created out of student's analysis of revolution.

<p>Goals/ Standards: <u>CCSS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WH.H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create time lines.</p> <p>WH.H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.</p> <p>WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).</p>	<p>Process: Entry Event: Creation of utopia guiding rules</p> <p>Need to Know: Dystopias and Utopias; Definition of an allegory and fable; Basics of Russian Revolution Philosophy of Communism (what Marx envisioned); Steps and anatomy of a revolution.</p> <p>Student Work: Read <i>Animal Farm</i> - Finished reading by January 27 and Final test by January 29</p> <p>Animal farm compare/contrast essay- due February 4</p> <p>Study a colonial, communist or modern revolution - Students will create a fact sheet and works cited page about the revolution that their group researched. The fact sheet will show how the revolution does or does not follow the steps of Anatomy of a Revolution. -Three sources on an MLA formatted works cited page due on February 6 (In English) -Fact sheet due on February 9th (In whichever class you have second.)</p> <p>Create an allegory for their selected revolution - Students will create a story that is an allegory for the revolution that they researched. Story must include 7-10 elements from the revolution and include all major elements of plot. -Parallel brainstorming due on February 9th -Story board due February 10th -Rough Draft due February 11th at the start of class -Final Draft due February 12th</p> <p>Create a bust of one animal character from their allegory - Students will create a paper mache bust of an animal from their allegory. The outer layer will be a copy of the allegory itself. -Final project and animal bust due Friday, February 19th</p> <p>Revision/ Feedback: Peer editing and teacher feedback on drafts of essay and allegory Feedback on paper mache plans</p> <p>Culminating Event: Art museum with artist statement about the revolution and a synopsis of allegory.</p> <p>Consider Student Choice: Revolution and symbolic animal</p> <p>21st Century Skills: Research, writing, production Inquiry/Innovation: Research and allegory</p>
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Sample Project-Based Learning Rubric for English I and World History Unit on Page 24

<i>The student will demonstrate....</i>	<u>Distinguished</u> <u>A</u>	<u>Proficient</u> <u>B</u>	<u>Developing</u> <u>C</u>	<u>Other</u> <u>D/F</u>
Persistence <i>deadlines; classwork</i>	-met all deadlines -prepared for and fully participated in class work each day -overcame challenges -completes honest assessment of work accomplished in class each day.	-met most deadlines -prepared for most days and participated in class work -tries to overcome challenges -completes honest assessment of work accomplished in class each day.	-met some deadlines -prepared for class some of the time and participates at least half of the time - has a hard time overcoming challenges and relies on teacher to direct what to do -attempts to complete assessment of work accomplished in class each day.	-met few deadlines -rarely prepared and rarely participates -assessment of work accomplished in class each day is not honest or incomplete
Flexible Thinking <i>Allegory</i>	-Free of errors in grammar, mechanics, and usage -tells an engaging story with a clear exposition, at least two points of rising action, a climax, at least two points of falling action, and a clear resolution - Thoughtful and in-depth parallels/allegorical connections are plentiful (12-16) and explained in thorough annotations.	-few errors in grammar, mechanics, and usage -tells an engaging story with a clear exposition, at least one point of rising action, a climax, at least one points of falling action, and a clear resolution - parallels/allegorical connections are plentiful (at least 12) and explained in annotations.	-several errors in grammar, mechanics, and usage -tells a story but may be missing a plot point OR story may have all the plot points, but may not be original or make as much sense - parallels/allegorical connections are present(between 6 and 12) and explained in annotations. Annotations may be brief	- multitude of errors in grammar, mechanics, and usage -story has several plot holes or missing elements -parallels/allegorical connections are missing, don't make sense, and/or may not be annotated
Striving for Accuracy <i>Fact sheet and works cited</i>	-Fact sheet gives an excellent description of the revolution from beginning to end. -Fact Sheet addresses each of the steps of a revolution and explains how this revolution achieved or did not achieve each step -Works Cited page is in MLA format with no mistakes and has three reliable sources	-Fact sheet gives a good description of the revolution from beginning to end. -Fact Sheet addresses each of the steps of a revolution and explains how this revolution achieved or did not achieve each step -Works Cited page is in MLA format with few mistakes and has three sources	-Fact sheet gives a description of the revolution from beginning to end. -Fact Sheet addresses some of the steps of a revolution (may be missing some steps or explanations) -Works Cited page is in MLA format with multiple mistakes and has two or three sources	-Fact sheet gives some description of the events in the revolution. -Fact Sheet addresses few or none of the steps of a revolution -Works Cited page is not in MLA format or has no reliable sources
Innovation and Creation <i>Bust</i>	-Bust is neatly created and well put together. - Animal chosen for bust is representative or symbolic of the events in the allegory story and selected revolution - The outer layer of the bust (Story or paint) is also representative or symbolic of the events in the allegory story and selected revolution	-Bust is well put together. - Animal chosen for bust is loosely representative or symbolic of the events in the allegory story or selected revolution - The outer layer of the bust (Story or paint) is also loosely representative or symbolic of the events in the allegory story or selected revolution	-Bust is completely assembled - Animal chosen for bust is loosely representative or symbolic of the events in the allegory story or selected revolution - The outer layer of the bust (Story or paint) is not representative or symbolic of the events in the allegory story or selected revolution	-Bust is not finished or messy - Animal chosen for bust is not representative or symbolic of the events in the allegory story or selected revolution - The outer layer of the bust (Story or paint) is also not representative or symbolic of the events in the allegory story or selected revolution
Interdependent Thinking <i>peer editing group work</i>	- a leader in group; takes initiative, willing to listen to and accommodates group needs, fulfills responsibility for assigned parts -completes a thorough peer editing of another group's work, pushes group to achieve more AND applies necessary changes based on feedback received	-has moments of leadership in groups; listens and accommodates group needs; fulfills responsibility for assigned parts -completes a thorough peer editing of another group's work AND applies necessary changes based on feedback received	- listens and accommodates group needs; fulfills almost all responsibility for assigned parts -completes a general peer editing of another group's work AND applies necessary changes based on feedback received; feedback or work may be vague	-student detracts from efficiency and effort of the group; may distract other groups; doesn't fulfill responsibilities - doesn't complete peer editing AND/OR doesn't have work peer edited or make changes on peer editing
Questioning <i>parallel sheet and story board</i>	- Complete, thorough, creative parallel sheet details what the allegorical connections will be - Complete, thorough, creative storyboard shows plans for each plot element and what shape the story will take.	-Complete, parallel sheet details what the allegorical connections will be - Complete, storyboard shows plans for each plot element and what shape the story will take. -Questions may remain	-Parallel sheet explains what the general allegorical connections will be - Storyboard shows basic plans for most plot elements and general story shape -Questions remain	-Parallel sheet minimally completed or not turned in; allegorical connections mimic <i>Animal Farm</i> - Storyboard minimally completed or not turned in; storyboard doesn't make sense; no connection to revolution

Home
Join or Donate to VAHS Water Walk
Welcome to class!
Animal Farm: What is the anatomy of revolution? Can revolutions create utopias?
Can POETRY express real emotion?
Flex
Grammar, Mechanics, and Usage
How does history influence your identity?
Midterm Exam Information and Review
Poetry Outloud
Presentations of Learning
Romeo and Juliet: What Happens When Drama Gets Set in Motion?
Syllabus
Vocabulary
What does it mean to grow up?
What should High School Be Like?
Words as Weapons: How should we write about War and Trauma? How does war shape or change a writer's perspective?
Writing Reflection and Goals
Sitemap

Poetry Outloud

Poetry

Guiding Questions: Can poetry express real emotions? How do we accurately portray emotions through words?

Big Idea: Students will be able to interpret, analyze, and evaluate the literary devices and theme of a poem to understand the speaker's emotion. Students will be able to express the meaning through writing and performance.

Product: Students will recite a memorized poem in front of their classmates and peers.

[Project Planning Form](#)

[Poetry Out Loud Sample 1](#) and [Poetry Out Loud Sample 2](#)

[Poetry Out Loud Scoring Rubric](#) and [Accuracy Score Sheet](#)

[Poetry Out Loud Criteria](#)

[Poetry Out Loud Anthology](#)

[Poetry Selection Form](#) – Due before Wednesday, 11/18!

Tuesday, December 1:

1. In groups, practice performing your poems. Recite them with emotion. Have someone follow along with the hard copy of your poem.
2. When called, come outside with a hard copy of your poem (if you have one) to recite your poem for Ms. Adler.

Homework:

Practice for the competition!

Grammar Re-test next Tuesday and Wednesday after school in A150.

Tuesday, November 24:

1. Watch and evaluate poetry performance sample.
 2. Create a TONE MAP for your poem. See my sample [here](#).
 1. Make a new Google doc in your English folder titled "Tone Map"
 2. Paste your poem into it.
 3. Anywhere you are going to speak in a particular tone, add a comment and type the tone. (Bonus points if you explain WHY you will use that tone)
 1. Remember to have a variety of tones and make it as nuanced as possible. You can use the tone words on the sheet or other words. You can also make combinations.
- [Tone Map Front](#). [Tone Map Back](#).**
2. I would recommend making a hard copy too. This will help you practice those tones.
 3. Due Monday, November 30!

HW: Memorize poem and create tone map. Due November, 30!

Monday, November 23:

1. Watch and evaluate poetry performance sample.
2. Work on memorizing your poem. Some tips for memorization:
 - Rewrite your poem by hand several times. Each time, try to write more and more of it from memory.
 - Read your poem aloud before going to sleep at night, and repeat it when you wake up.
 - Carry around a copy of your poem. You'll find several moments throughout the day to reread or recite it.
 - Practice your poem by saying it to family and friends

HW: Work on memorizing your poem! It needs to be memorized in a week!

Friday, November 20:

1. Grammar quiz.
2. Make an English folder in Google Drive.
 - Title it "English – Last name, First name."
 - Share it with jadler@voyageracademy.net

3. Make a [copy of this document](#) and put it in your English folder. This TPCASTT is **due Monday, 7:30 am**.

4. Use this model of a TPCASTT to help you with your work. Remember that you you need textual support for a lot of the boxes and paraphrase has to be the same length.

TPCASTT Analysis Chart – to be used for Analyzing Poetry or Songs

TERMS	Explanation of the terms	Questions to Ask
T itle	Look at the title of the poem	Why is this the title? If there is no title, why not? What does the lack of the title suggest? What do you think the poem might be about?
P araphrase	Re-write the poem in your own words, explaining what is literally being said. Do this line-by-line.	What is literally being said? Even if it doesn't make sense logically, what is the poet saying?
C onnotation	Label positive, negative, and neutral words. Keep in mind this could change throughout the poem (that's where "Shifts" come into play).	Looking at word choice, are the words negative, positive, or neutral? How can you tell? Why are words positive, negative or neutral (this will relate to "Theme" later)
A ttitude	This is the speaker's attitude or feeling towards the subject in the poem.	How does the speaker feel about the subject? What does the speaker want to occur? What feelings are expressed in the poem?
S hifts in Attitude	When connotation changes, or the rhythm of a poem changes (when there is a "shift"), this usually indicates a shift in tone or attitude.	Where do you notice shifts? What I happening in the poem at these shifts? What is the attitude shift? (it changes from ____ to ____)
T itle	Look at the title again.	Were you right about what the poem would be about? Now that you've looked at the poem closely, how does the title relate?
T heme	This is the point or overall purpose of the poem.	What is the poem about? What is the poet trying to express about the subject? What is the point of the poem?

Thursday, November 19:

1. Grammar Warm Up

2. Turn in your poetry annotation.

3. Select a colored pencil and annotate the poem you receive.

- Annotate their poem for literary devices, mood, questions, and connections.
- You can add new annotations or agree/disagree with theirs, but I want to see thought!
- Read their paragraph and comments on the poem.
 - Agree with what your partner said and provide additional support from the poem or details to contribute to this understanding of the poem
 - Offer a different explanation of the poem and provide support directly from the poem to demonstrate your different understanding
- Turn the poem back in to Ms. Adler

4. Work on memorizing your poem.

Homework: Study for grammar quiz. Work on memorizing your poem.

Wednesday, November 18:

1. Grammar Warm Up

2. Grade sample 2.

3. Take out your poem and annotate it thoroughly.

- Annotate for the literary devices and WHY you think the author used them.
- Annotate for the mood: What words or phrases lead to the emotions of the poem?
- Annotate for questions: What are you unsure of or wondering as you read the poem? Ask questions in the margins.
- Annotate for words you don't know. Circle them and then look them up or define them based on context.
- Annotate for connections: Do certain parts remind you of other texts, real life situations or personal experiences?

4. At the bottom of the paper or on the back, write a **paragraph** explaining what you think the poem means.

Homework: Finish annotating poem. Work on memorizing poem. Study for Friday's grammar quiz.

This is due at the end of class; please turn it in.

Tuesday, November 17:

1. Read over Project Planning Form.

2. View and grade Poetry Out Loud videos.

3. Browse **Poetry Out Loud's anthology** and select a poem of at least 10 lines for Enriched and 15 lines for Honors. Fill out the **form** and bring two HARD copies of each poem to class on Wednesday. This is homework if you don't finish it!

The **DIGITAL PORTFOLIO** will begin in middle school. Students can use the mobile laptop carts during class time and under the supervision of their teacher. After each unit or project, students will post evidence of their learning as shown through their student work including a reflection of the unit question. Grade level teachers will determine the requirements they would like to see on the digital portfolio, share those requirements and a rubric with the students, give them class time to complete the portfolio and offer them feedback on their learning. Below are two samples of a digital portfolio from a Voyager Academy High School student.

s Digital Portfolio

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Magial Extended Sentence Forms (English III)

Ferris wheels are something that everyone is familiar with and enjoys. The fair was in town when I was creating my sentence, and I was remembering my countless rides on the Ferris wheel in past years. To begin writing my sentence, I let my ideas flow. I tried to remember the path the wheel took and how I felt as I approached each step of the process. I improved my flood step in my writing by allowing myself to be creative and come up with, then write down, all the thoughts that came into my head. As I began to create the actual sentence, this flood step helped me in that I did not have to come up with ideas as I wrote, I could just refer to my first step. While writing my sentence I immensely improved my understanding of sentence forms and punctuation. I had never used a dash or a colon in my writing-- but they are very helpful. I experimented with all different types of punctuation throughout my sentence, and because of it, I created a stronger understanding of punctuation and its many uses.

In the creation of my sentence I used the quality of striving for accuracy. Over the course of the project, we were able to review and consider different sentence structures and the uses of punctuation. As I created my sentence, I referred to these resources to check and revise my sentences and make it as accurate as possible. During class, we also had a peer review period where our work was reviewed and another student gave us suggestions on how to improve our work. I took all of the suggestions I was given into consideration, and used them to enhance and revise my sentence. Accuracy played a key role in this project because the sentence was so long, that if an incorrect punctuation mark was used, the sentence would not make sense. Striving for accuracy was a key part of this project.

As mentioned above, I also used interdependent thinking to complete this project. I had my peers look over my sentence multiple times to give me suggestions and ways to improve my work. I needed other people to talk to and to see my work to make sure I wasn't missing anything as I checked over it. Talking to other people created good ideas that helped enhance my product. During the peer review time, I got the suggestion to check my usage of dashes to make sure it was correct; I talked to Mr. Spring, and confirmed that I was using them correctly. I also talked to Mr. Spring about the creation of my poster; he suggested that I should make the Ferris wheel spin instead of just drawing it. I took his suggestion into consideration, and I ended up using it to enhance the look of my poster. Interdependent thinking can help to come up with more creative ideas that you may not have thought of on your own.

Finally, I used persistence to complete this sentence. At first, the sentence seemed like an overwhelming and impossible task, but I needed to start somewhere. As I worked through the project one piece at a time, I kept working hard and doing my best to create the most interesting and accurate sentence I could. I included lots of details so that the reader would feel like they were riding the Ferris wheel, instead of just reading about it. I persisted through the distractions in class and used my class time to work on the project. I also kept working, even after part of my sentence got deleted. When I was working on it one day in class, the internet stopped working and my sentence hadn't saved, so I had to rewrite the part that was deleted. This was a minor setback in the process; looking back, it wasn't very hard to overcome. Persistence is an important quality to have for any work you are doing.

Through the work I did in this project I was able to enhance my reading and writing skills incredibly. Writing this long sentence and using all different forms of punctuation has put it into perspective how easy it is to write a short sentence. Surprisingly, it made me appreciate punctuation and all that it can do. I was surprised to find that even a sentence as long as 50 parts was not a run on sentence. I also learned that metaphors are everywhere. The structure of writing is almost as important as the content; a text needs to be visually appealing as well as interesting to read. Structure can display important parts of writing that may not be able to be shown through words alone. Structure and meaning are huge parts of sentences, along with punctuation: the glue that holds sentences together.

Extended Sentence Form.docx (13KB)

Maddie Kujawa, Nov 6, 2014, 7:16 PM

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's Digital Portfolio
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American Revolution Textbook (APUSH)

The American Revolution textbook project we had to create a non-biased textbook for a fifth grader to read and understand in order to learn about the American Revolution. The goal was to include all of the vocabulary and information from the previous unit to describe some of the causes and factors of the war, while keeping it on a level that a fifth through eighth grader could understand. This process was challenging because we had to simplify our writing to make it understandable, but also create developed answers. Through this project, I was able to learn more about the revolution than from just reading the textbook that we have. It was beneficial because in order to create a textbook, you have to fully understand the knowledge that you are including so that you are not providing false information.

I used to trait of striving for accuracy as I completed the textbook. While I wrote the book, I used the lexile calculator to find out the reading level that my book fell under. I learned that it was much greater than a fifth grade reading level, so I edited my book paragraph by paragraph to make it more fifth grade friendly. I also had my brother, who happens to be in fifth grade, read over my completed textbook and give me suggestions based on what he wanted to see in the book, or what would make it more interesting. As he gave me those suggestions, I took them into consideration. One specific suggestion he gave me was to make it more fun, and to add a game; so I decided to add a word search at the end of my book that incorporated vocabulary that the reader should have learned by reading the book. This is one of the learning techniques I chose to utilize. I also strove for accuracy while I was writing the actual textbook. I went back and looked through notes, textbooks, and the internet to check and make sure I included true facts. My goal was to make my textbook as accurate as possible in comparison to a real textbook in everything from the formatting to the information.

I also used innovation and creation while completing my textbook. Since the assignment was to gear the book towards fifth graders, I decided to incorporate more pictures and activities than words. While I still included lots of words to teach the information, I also incorporated things like a "check-point" for the student to check their understanding of the book up to that point and a venn diagram comparing federalists and antifederalists. These were creative on my part because instead of using words to explain the information, I included pictures so that the students would be more likely to be engaged and pay attention to the book. I also used similar formatting of a textbook. This was creative in that it made the book look more professional and realistic. I did this by highlighting the headers of each section in red, highlighting each vocab word in blue, and by including pictures and random fun facts and "Did You Knows?" on the sides. Innovation and creation was a huge part in the making of the textbook.

The guiding question that we focused on while creating this book was: Do you think the Americans were justified in fighting the Revolutionary War? I believe that the Americans were justified in fighting the war to gain their independence. They were facing taxation without representation through things like the Stamp Act and the Intolerable Acts. These caused a great deal of hatred toward parliament and Britain. The colonists conducted many protests and battles, like the Boston Tea Party and John Locke who wrote in favor of life, liberty, and property for all American citizens. Under the British rule, the Americans were not free to create their own lives in their new homes, but England did not care, they just wanted the money that came from the colonists. However, through a series of battles including Yorktown, Saratoga, and Bunker Hill, the Americans proved themselves capable of running their own military and coming close to victory against the British armies. As England began to realize that America was breaking away, there were more battles, but in the end, America broke free from the rule of the British government and signed the Declaration of Independence on July 4, 1776. Their whole motive for fighting the war had been successful in gaining their freedom.

By: Maddie Kujawa

American Revolution Textbook- APUSH.docx (1400K)
Maddie Kujawa, Oct 27, 2014, 10:55 PM
v.1



Re. Restorative Justice Practices and Student Justice Council:

An evaluator of our application asked to what our decrease in suspension rates would be compared. We were also asked to elaborate on Restorative Justice Practices (RJP), including how students will be taught these practices and how they will become part of the school culture. This document will answer those questions more fully.

One of the stated Student Conduct Goals (Goals for the Proposed Charter School, Page 13) is to “decrease suspension rates by 10% in accordance with school discipline reports and have a lower suspension rate than the current state rate.” WPA will decrease suspension rates relative to the surrounding LEAs. This will be accomplished by a thorough implementation of the RAISE curriculum and our focus on RJP in grades k-5 and the Student Justice Council (SJC) in grades 6-12.

Suspensions, where the student is sent home for a period of days for minor infractions, has been found to be counterproductive and may put the student back into the environment that caused the behavior in the first place. In some cases, the student returns to school embarrassed and angry, and often reoffends. This pattern exacerbates the “high school to jail pipeline,” occurring across the nation and in North Carolina. While egregious behavior that threatens the safety of the school must be dealt with utilizing suspensions or other tools, such egregious behavior occurs in only 5% of the suspension cases (<https://youtu.be/lyxQhudTd8M>).

RJP has enjoyed success for over 30 years in many school systems such as Chicago Public Schools (<https://youtu.be/5r1yyvP141U>). It is currently in practice at Ascend Leadership Academy, Sanford, NC and Voyager Academy Durham, NC, among others.

RJP’s intent is to hold students accountable to one another, to their teachers, families, and community. Our Assistant Director will be trained in RJP and running SJC. S/he will develop a sustainable set of practices and train participating teachers and students in them each year. As older students cycle off of SJC, new students will join, receive training, and benefit from the mores of the group.

In K-5, students are educated in RAISE values, and the process of RJP. If an offense occurs, students are empowered to relate the offense to their teacher, or the Assistant Director. A meeting is scheduled with the Offended Student and the Offender, presided by the Assistant Director, the teacher, and other adults (in some cases parents) as may be required. In an effort to understand the perspective of both parties and encourage ownership of the feelings and actions, directed questions are asked of both parties, such as “What happened,” “How did this affect you,” “How do you feel about this?” The conversation then moves toward conflict resolution, explaining to the Offender that his/her actions directly affect the feeling of safety for all students, and provides motivation for ownership and a commitment to changed behavior. The motivation may include tasks that the student must perform to be reinstated into the learning community.

This process is augmented by the Student Justice Council in the middle and high school building. Students are educated in SJC and encouraged to apply for membership in the Council. The Assistant Director of Students selects a number of students in the various grades for additional training. When a



Re. Restorative Justice Practices and Student Justice Council:

minor offense occurs, a session is scheduled similar to the k-5 building. The session follows a similar path to RJP, but includes input from the Offender's peers, the SJC students. Once conflict resolution is reached, the council recommends actions that the Offender must do to be reintroduced into the learning community. This could include revocation of recreation time, community service, making a formal apology, etc. The Assistant Director of Students takes the recommendation into serious consideration when reaching a decision.

As mentioned above, SJCs are successfully used at Ascend Leadership Academy and Voyager Academy in our region.

RJP and SJC align closely with RAISE and PBL as we teach our students the importance of respect for themselves and their school community, accountability for their actions, service by participating in the SJC and rectifying wrongs through actions and striving for excellence. It also aligns with the tenets of PBL such as interdependent thinking, collaboration, and reflection.

The Board of Directors fully supports use of RJP and SJC as a principle means to accomplish the goal of reduced suspensions, to support the Student Leadership Goals, and to increase student ownership of their educational process outlined in the application.

Revenue Projections

Income: Revenue Projections	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
State ADM Funds	\$ 8,635,580.52	\$ 9,708,569.15	\$ 11,017,001.65	\$ 11,017,001.65	\$ 11,017,001.65
Local Per Pupil Funds	\$ 3,688,932.00	\$ 4,448,661.00	\$ 5,048,211.00	\$ 5,048,211.00	\$ 5,048,211.00
Exceptional Children; Federal Funds	\$ 714,265.60	\$ 1,069,162.60	\$ 1,180,766.60	\$ 1,180,766.60	\$ 1,180,766.60
Other Funds	\$ 65,000.00	\$ 65,000.00	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00
Working Capital	\$ -				
Z - Total Revenue	\$ 13,103,778.12	\$ 15,291,392.75	\$ 17,380,979.25	\$ 17,380,979.25	\$ 17,380,979.25

Had to add to Other Funds on Application

Enrollment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	120	120	120	120	120
1	120	120	120	120	120
2	120	120	120	120	120
3	120	120	120	120	120
4	125	125	125	125	125
5	125	125	125	125	125
6	125	125	125	125	125
7	125	125	125	125	125
8	125	125	125	125	125
9	250	250	250	250	250
10	250	250	250	250	250
11	0	250	250	250	250
12	0	0	250	250	250
TOTAL	1605	1855	2105	2105	2105
EC	160	185	210	210	210
% Increase		16%	13%	0%	0%

State Allotment	\$ 5,233.73
Local Allotment Wake	\$ 2,498.00
Local Allotment Other	\$ 1,500.00
EC Funding	\$ 4,464.16

Personnel

Budget Expenditure Projections Personnel	2020-2021				2021-2022				2022-2023				2023-2024				2024-2025			
	Num Staff	Avg Salary	Total Salary		FTE	Avg Salary	Total Salary		FTE	Avg Salary	Total Salary		FTE	Avg Salary	Total Salary		FTE	Avg Salary	Total Salary	
Administrative & Support																				
Lead Administrator	2	\$ 92,500.00	\$ 185,000.00		2	\$ 92,500.00	\$ 185,000.00		2	\$ 92,500.00	\$ 185,000.00		2	\$ 92,500.00	\$ 185,000.00		2	\$ 92,500.00	\$ 185,000.00	
Assistant Administrator	5	\$ 65,000.00	\$ 325,000.00		5	\$ 65,000.00	\$ 325,000.00		5	\$ 65,000.00	\$ 325,000.00		5	\$ 65,000.00	\$ 325,000.00		5	\$ 65,000.00	\$ 325,000.00	
Finance Officer	0	\$ -	\$ -		0	\$ -	\$ -		0	\$ -	\$ -		0	\$ -	\$ -		0	\$ -	\$ -	
Clerical	6	\$ 30,333.33	\$ 182,000.00		6	\$ 30,333.33	\$ 182,000.00		6	\$ 30,333.33	\$ 182,000.00		6	\$ 30,333.33	\$ 182,000.00		6	\$ 30,333.33	\$ 182,000.00	
Food Service Staff	6	\$ 15,000.00	\$ 90,000.00		6	\$ 15,000.00	\$ 90,000.00		6	\$ 15,000.00	\$ 90,000.00		6	\$ 15,000.00	\$ 90,000.00		6	\$ 15,000.00	\$ 90,000.00	
Custodians	4	\$ 26,000.00	\$ 104,000.00		4	\$ 26,000.00	\$ 104,000.00		4	\$ 26,000.00	\$ 104,000.00		4	\$ 26,000.00	\$ 104,000.00		4	\$ 26,000.00	\$ 104,000.00	
Transportation Staff		\$ -	\$ -			\$ -	\$ -			\$ -	\$ -			\$ -	\$ -			\$ -	\$ -	
A - Total Admin and Support Instructional Personnel:	23	\$ 886,000.00	\$ -		23	\$ 886,000.00	\$ -		23	\$ 886,000.00	\$ -		23	\$ 886,000.00	\$ -		23	\$ 886,000.00	\$ -	
Core Content Teacher(s)	57	\$ 48,000.00	\$ 2,736,000.00		67	\$ 48,000.00	\$ 3,216,000.00		77	\$ 48,000.00	\$ 3,696,000.00		77	\$ 48,000.00	\$ 3,696,000.00		77	\$ 48,000.00	\$ 3,696,000.00	
Electives/Specialty Teacher(s)	8	\$ 17,250.00	\$ 138,000.00		8	\$ 17,250.00	\$ 138,000.00		8	\$ 17,250.00	\$ 138,000.00		8	\$ 17,250.00	\$ 138,000.00		8	\$ 17,250.00	\$ 138,000.00	
Exceptional Children Teacher(s)	4	\$ 52,000.00	\$ 208,000.00		5	\$ 52,000.00	\$ 260,000.00		6	\$ 52,000.00	\$ 312,000.00		6	\$ 52,000.00	\$ 312,000.00		6	\$ 52,000.00	\$ 312,000.00	
Instructional Support	5	\$ 45,000.00	\$ 225,000.00		5	\$ 45,000.00	\$ 225,000.00		5	\$ 45,000.00	\$ 225,000.00		5	\$ 45,000.00	\$ 225,000.00		5	\$ 45,000.00	\$ 225,000.00	
Teacher Assistants	13	\$ 17,200.00	\$ 223,600.00		14	\$ 17,200.00	\$ 240,800.00		15	\$ 17,200.00	\$ 258,000.00		15	\$ 17,200.00	\$ 258,000.00		15	\$ 17,200.00	\$ 258,000.00	
B - Total Instructional Personnel:	87	\$ 3,530,600.00	\$ -		99	\$ 4,079,800.00	\$ -		111	\$ 4,629,000.00	\$ -		111	\$ 4,629,000.00	\$ -		111	\$ 4,629,000.00	\$ -	
A+B = C - Total Admin, Support and Instructional Personnel			\$ 4,416,600.00				\$ 4,965,800.00				\$ 5,515,000.00				\$ 5,515,000.00				\$ 5,515,000.00	
Administrative & Support Benefits																				
Health Insurance	23	\$ 6,104.00	\$ 140,392.00		23	\$ 6,104.00	\$ 140,392.00		23	\$ 6,104.00	\$ 140,392.00		23	\$ 6,104.00	\$ 140,392.00		23	\$ 6,104.00	\$ 140,392.00	
Retirement Plan - NC State	\$ 367,000.00	6.00%	\$ 22,020.00	\$ 957.39	\$ 367,000.00	6.00%	\$ 22,020.00	\$ 957.39	\$ 367,000.00	6.00%	\$ 22,020.00	\$ 957.39	\$ 367,000.00	6.00%	\$ 22,020.00	\$ 957.39	\$ 367,000.00	6.00%	\$ 22,020.00	\$ 957.39
Retirement Plan - Other																				
Life Insurance																				
Disability (SUTA)	\$ 886,000.00	1.20%	\$ 10,632.00	\$ 462.26	\$ 886,000.00	1.20%	\$ 10,632.00	\$ 462.26	\$ 886,000.00	1.20%	\$ 10,632.00	\$ 462.26	\$ 886,000.00	1.20%	\$ 10,632.00	\$ 462.26	\$ 886,000.00	1.20%	\$ 10,632.00	\$ 462.26
Medicare	\$ 886,000.00	1.45%	\$ 12,847.00	\$ 558.57	\$ 886,000.00	1.45%	\$ 12,847.00	\$ 558.57	\$ 886,000.00	1.45%	\$ 12,847.00	\$ 558.57	\$ 886,000.00	1.45%	\$ 12,847.00	\$ 558.57	\$ 886,000.00	1.45%	\$ 12,847.00	\$ 558.57
Social Security	\$ 886,000.00	6.20%	\$ 54,932.00	\$ 2,388.35	\$ 886,000.00	6.20%	\$ 54,932.00	\$ 2,388.35	\$ 886,000.00	6.20%	\$ 54,932.00	\$ 2,388.35	\$ 886,000.00	6.20%	\$ 54,932.00	\$ 2,388.35	\$ 886,000.00	6.20%	\$ 54,932.00	\$ 2,388.35
D - Total Admin and Support Benefits			\$ 240,823.00				\$ 240,823.00				\$ 240,823.00				\$ 240,823.00				\$ 240,823.00	
Instructional Personnel Benefits:																				
Health Insurance	87	\$ 6,104.00	\$ 531,048.00		99	\$ 6,104.00	\$ 604,296.00		111	\$ 6,104.00	\$ 677,544.00		111	\$ 6,104.00	\$ 677,544.00		111	\$ 6,104.00	\$ 677,544.00	
Retirement Plan - NC State	\$ 3,530,600.00	6.00%	\$ 211,836.00	\$ 2,434.90	\$ 4,079,800.00	6.00%	\$ 244,788.00	\$ 2,813.66	\$ 4,629,000.00	6.00%	\$ 277,740.00	\$ 3,192.41	\$ 4,629,000.00	6.00%	\$ 277,740.00	\$ 3,192.41	\$ 4,629,000.00	6.00%	\$ 277,740.00	\$ 3,192.41
Retirement Plan - Other																				
Social Security	\$ 3,530,600.00	6.20%	\$ 218,897.20	\$ 2,516.06	\$ 4,079,800.00	6.20%	\$ 252,947.60	\$ 2,907.44	\$ 4,629,000.00	6.20%	\$ 286,998.00	\$ 3,298.83	\$ 4,629,000.00	6.20%	\$ 286,998.00	\$ 3,298.83	\$ 4,629,000.00	6.20%	\$ 286,998.00	\$ 3,298.83
Disability	\$ 3,530,600.00	1.20%	\$ 42,367.20	\$ 486.98	\$ 4,079,800.00	1.20%	\$ 48,957.60	\$ 562.73	\$ 4,629,000.00	1.20%	\$ 55,548.00	\$ 638.48	\$ 4,629,000.00	1.20%	\$ 55,548.00	\$ 638.48	\$ 4,629,000.00	1.20%	\$ 55,548.00	\$ 638.48
Medicare	\$ 3,530,600.00	1.45%	\$ 51,193.70	\$ 588.43	\$ 4,079,800.00	1.45%	\$ 59,157.10	\$ 679.97	\$ 4,629,000.00	1.45%	\$ 67,120.50	\$ 771.50	\$ 4,629,000.00	1.45%	\$ 67,120.50	\$ 771.50	\$ 4,629,000.00	1.45%	\$ 67,120.50	\$ 771.50
Life Insurance																				
E - Total Instructional Personnel Benefits:			\$ 1,055,342.10				\$ 1,210,146.30				\$ 1,364,950.50				\$ 1,364,950.50				\$ 1,364,950.50	
D+E = F - Total Personnel Benefits			\$ 1,296,165.10				\$ 1,450,969.30				\$ 1,605,773.50				\$ 1,605,773.50				\$ 1,605,773.50	
A+D = G - Total Admin and Support Personnel (Salary & Benefits)			\$ 1,126,823.00				\$ 1,126,823.00				\$ 1,126,823.00				\$ 1,126,823.00				\$ 1,126,823.00	
B+E = H - Total Instructional Personnel (Salary & Benefits)			\$ 4,585,942.10				\$ 5,289,946.30				\$ 5,993,950.50				\$ 5,993,950.50				\$ 5,993,950.50	
G+H = J - Total Personnel			\$ 5,712,765.10				\$ 6,416,769.30				\$ 7,120,773.50				\$ 7,120,773.50				\$ 7,120,773.50	

Operations' Expenses

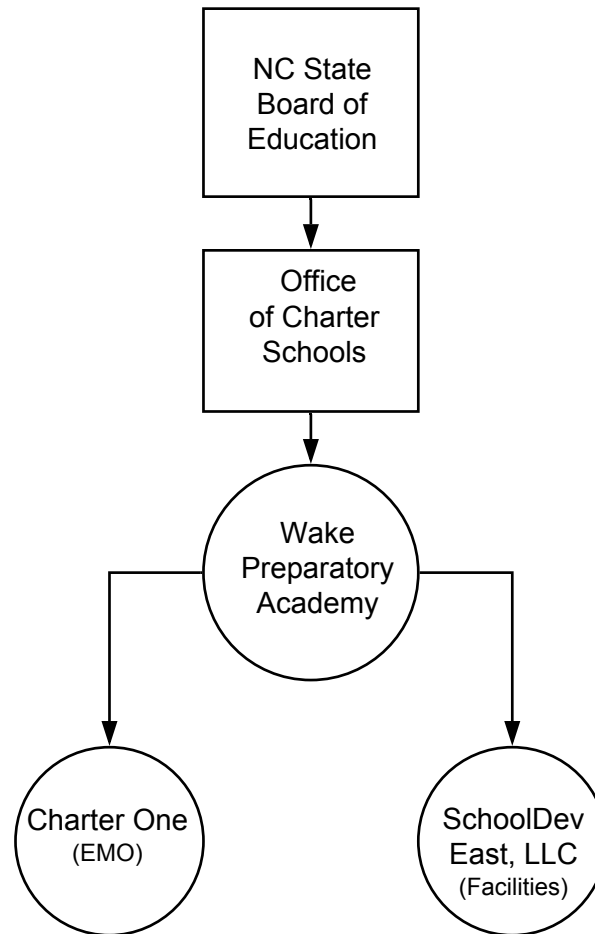
Budget Operations Expenditure Projections		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Administrative & Support:					
Office	Office Supplies	\$ 55,000.00	\$ 8,566.98	\$ 1,154.58	\$ -	\$ -
	Paper	\$ 15,000.00	\$ 2,336.45	\$ 314.89	\$ -	\$ -
	Computers & Software	\$ 481,500.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
	Communications & Telephone	\$ 55,000.00	\$ 8,566.98	\$ 1,154.58	\$ -	\$ -
	Copier Leases	\$ 25,000.00	\$ 3,894.08	\$ 524.81	\$ -	\$ -
Management Company	Contract Fees	\$ 1,965,566.72	\$ 2,293,708.91	\$ 2,607,146.89	\$ 2,607,146.89	\$ 2,607,146.89
Professional Contract	Legal Counsel	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
	Student Accounting	\$ -	\$ -	\$ -	\$ -	\$ -
	Financial	\$ -	\$ -	\$ -	\$ -	\$ -
	Other Professional (OT, Speech, etc.)	\$ 75,000.00	\$ 11,682.24	\$ 1,574.43	\$ -	\$ -
Facilities	Facility Lease/Mortgage	\$ 2,227,642.28	\$ 2,599,536.77	\$ 2,954,766.47	\$ 2,954,766.47	\$ 2,954,766.47
	Maintenance	\$ 85,000.00	\$ 120,000.00	\$ 16,172.51	\$ -	\$ -
	Custodial Supplies	\$ 55,000.00	\$ 8,566.98	\$ 1,154.58	\$ -	\$ -
	Custodial Contract	\$ 89,000.00	\$ 13,862.93	\$ 1,868.32	\$ -	\$ -
	Insurance	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00
	Other	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
Utilities	Electric	\$ 110,000.00	\$ 17,133.96	\$ 2,309.16	\$ -	\$ -
	Gas	\$ -	\$ -	\$ -	\$ -	\$ -
	Water/Sewer	\$ 25,000.00	\$ 3,894.08	\$ 524.81	\$ -	\$ -
	Trash	\$ 11,000.00	\$ 1,713.40	\$ 230.92	\$ -	\$ -
Transportation	Buses	\$ 60,000.00	\$ 9,345.79	\$ 1,259.54	\$ -	\$ -
	Gas	\$ 45,000.00	\$ 7,009.35	\$ 944.66	\$ -	\$ -
	Oil/Tires & Maintenance	\$ 35,000.00	\$ 5,451.71	\$ 734.73	\$ -	\$ -
Other	Marketing	\$ 150,000.00	\$ 23,364.49	\$ 3,148.85	\$ -	\$ -
	Child Nutrition	\$ 93,600.00	\$ 14,579.44	\$ 1,964.88	\$ -	\$ -
	Travel	\$ 15,000.00	\$ 2,336.45	\$ 314.89	\$ -	\$ -
	Other	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
	K - Total Administrative & Support Operations	\$ 5,928,309.00	\$ 5,530,550.98	\$ 5,972,264.48	\$ 5,936,913.36	\$ 5,936,913.36
	Instructional:	-	-	-	-	-
Instructional Contract	Staff Development	\$ 40,000.00	\$ 6,230.53	\$ 839.69	\$ -	\$ -
Classroom Technology	Software	\$ 45,000.00	\$ 7,009.35	\$ 944.66	\$ -	\$ -
Books and Supplies	Instructional Materials	\$ 401,250.00	\$ 463,750.00	\$ 526,250.00	\$ 526,250.00	\$ 526,250.00
	Curriculum/Texts	\$ 20,000.00	\$ 3,115.26	\$ 419.85	\$ -	\$ -
	Copy Paper	\$ 15,000.00	\$ 2,336.45	\$ 314.89	\$ -	\$ -
	Testing Supplies	\$ 4,500.00	\$ 700.93	\$ 94.47	\$ -	\$ -
	Other	\$ -	\$ -	\$ -	\$ -	\$ -
	L-Total Instructional Operations	\$ 525,750.00	\$ 483,142.52	\$ 528,863.55	\$ 526,250.00	\$ 526,250.00
	K + L = M -Total Operations	\$ 6,454,059.00	\$ 6,013,693.50	\$ 6,501,128.03	\$ 6,463,163.36	\$ 6,463,163.36

Overall Budget

Budget Operations Expenditure Projections	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
J -Total Personnel	\$ 5,712,765.10	\$ 6,416,769.30	\$ 7,120,773.50	\$ 7,120,773.50	\$ 7,120,773.50
M -Total Operations	\$ 6,454,059.00	\$ 6,013,693.50	\$ 6,501,128.03	\$ 6,463,163.36	\$ 6,463,163.36
J + M = N Total Expenditures	\$ 12,166,824.10	\$ 12,430,462.80	\$ 13,621,901.53	\$ 13,583,936.86	\$ 13,583,936.86
Z - Total Revenue	\$ 13,103,778.12	\$ 15,291,392.75	\$ 17,380,979.25	\$ 17,380,979.25	\$ 17,380,979.25
Z - N = Surplus/(Deficit)	\$ 936,954.02	\$ 2,860,929.95	\$ 3,759,077.72	\$ 3,797,042.39	\$ 3,797,042.39
Surplus Percentage	7%	19%	22%	22%	22%

Services Overview

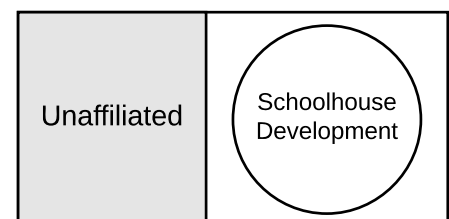
Wake Preparatory Academy



NOTES

* No board members of Wake Preparatory Academy have any financial interests in either organization.

* Glenn Way is a minority owner of both Charter One and SchoolDev East, LLC



Education Management Organization Report

AMERICAN LEADERSHIP ACADEMY CHARTER SCHOOLS & CHARTER ONE

1

Agenda

2

Analysis of Service Agreement

- I. Introduction to Charter One (“C1”) Education Management Organization and America Leadership Academies (“ALA”)
- II. Service Provider Agreement
 - × Responsibilities of C1
 - × Responsibilities of Wake Prep Board
 - × Fee Structure
 - × Termination by Either Party

Charter School Performance

- III. Academic Performance: ALA K-12 schools in Arizona
- IV. C1/ALA Financial Performance

2

Introduction to Education Management Organization (EMO)

3

This report was compiled from the information received in the:

- Wake Preparatory Academy Application
 - Washington Post Opinion Article
 - Nevada Current Opinion Article

3

Introduction to American Leadership Academy Charter Schools & Charter One

4

American Leadership Academy schools is a network of charter schools operating throughout Arizona and Nevada.

- Arizona: American Leadership Academy charter schools operates **9** ~~7~~ campuses in Arizona and serves approximately **9,900** ~~8,354~~ students, in San Tan Valley, Florence, Gilbert, Mesa, Queen Creek.
- Nevada: **Charter One** ~~American Leadership Academy~~ was the EMO for ALA -North Las Vegas in Nevada up until July 2018, when **Charter One** ~~urged~~ the governing Board ~~voted~~ to terminate the ALA contract.
- **ALA-North Las Vegas' Director** withdrew **his** ~~its~~ application for ALA- Centennial Hills. **Charter One** ~~but intends to move forward with~~ has contracted with the ALA - Summerlin campus in Nevada.

4

Introduction to American Leadership Academy Charter Schools & Charter One

5

- **Charter One** is an educational management organization (EMO) headquartered in Chandler AZ that ~~exclusively~~ manages all **ALA** schools.
- Glenn Way, founder and former **ALA** Board chair, owns **C1** along with Bill Guttery and Brent McArthur ~~the Scott and Corey Brand~~ (“Brand brothers”).
- Glenn Way, ~~and the Scott Brand~~, and Corey Brand ~~brothers~~ also own Schoolhouse Development LLC. Glenn Way and Scott Brand own Schooldev East ~~with the Brand brothers~~.

5

Introduction to American Leadership Academy Charter Schools & Charter One

6

- ~~Schoolhouse, through C1,~~ provides charter schools **s** ~~developers~~ with facilities development, data analysis, financing, architectural design, and construction expertise.
- ~~Schoolhouse, through C1, has a contractual relationship with all ALA schools in Nevada and Arizona.~~
- ~~In exchange for Schoolhouse’s services ALA charter school developers turn over ownership of the facilities to Schoolhouse and then leases the facilities back from Schoolhouse for a development fee/lease.~~

6

Introduction to American Leadership Academy Charter Schools & Charter One

7

- According to the proposal, Wake Prep will serve 1,605 students in grades K – 10 in year 1, and grow to serve 2,105 students in grades K – 12 by year 5.
- Charter applicant, Wake Prep, **has entered** ~~intends to enter~~ into a service agreement with Charter One ~~CI~~ as its **EMO CMO**.
- Charter applicant, Wake Prep **has entered** ~~intends to also enter~~ into a partnership with Schooldev East for a 20-year renewable lease in exchange for real estate development services.

7

Introduction to American Leadership Academy Charter Schools & Charter One

8

- Charter applicant, Wake Prep, intends to contract for a **lease with purchase option** ~~sale and leaseback~~ with **Schooldev East** ~~Schoolhouse~~ to build a 144,000 sq. ft. facility and then lease it from Schoolhouse.
- Lease terms as follows:
 - year 1 \$2.2 mil
 - year 2 \$2.6 mil
 - years 3-5 \$3 mil

8

Introduction to Charter One & Charter Success Partners

9

- Charter Success Partners (“CSP”) is a charter school service provider ~~education management organization similar to C1~~ based in Durham.
- CSP founders assisted with the founding of Voyager Academy in 2007.
- CSP and **Charter One C1** partnered on an unsuccessful proposal for the assumption of Heritage Collegiate Leadership Academy’s charter in 2018.

9

Introduction to American Leadership Academy Charter Schools & Charter One

10

Concerns:

- Describe in detail the relationship between Schoolhouse Development LLC, Schooldev East, the Brand brothers, ALA and Glenn Way?
- What are the “related party transactions” pertaining to the proposed partnership between Wake Prep and **C1**, Schoolhouse Development LLC, Schooldev East, the Brand brothers, **ALA**, and/or Glenn Way?

10

Introduction to American Leadership Academy Charter Schools & Charter One

11

Concerns:

- Why does the facilities lease increase between year 1 and year 3?
- Does the sale-and-leaseback provision mean that, charter applicant Wake Prep is immediately indebted to **C1**?
- How will Wake Prep hold C1 accountable if **C1** is also the school's landlord?

11

Service Provider Agreement

12

Article II. Annual Review

The Service Provider Agreement states that the "Board shall conduct an evaluation of the Services provided by CHARTER ONE on at least an annual basis. CHARTER ONE's performance will be measured based on achievement of the operational, academic, and financial benchmarks determined by the most recent NC Charter School Performance Framework (the "Benchmarks"). CHARTER ONE agrees to fully participate in the review process. If WPA determines, in its sole discretion, that the Benchmarks have not been achieved, WPA may direct CHARTER ONE to develop and propose a plan to correct any deficiencies or terminate this Agreement pursuant to Article VII below.

12

Service Provider Agreement

13

Concerns:

- What are the academic benchmarks that will be used to measure **Charter One's ALA/C1** effectiveness?
- What are the operational and financial benchmarks that will be used to measure **Charter One's ALA/C1** effectiveness?
- How and by whom will the benchmarks be set and agreed to when will this be done?

13

Service Provider Agreement

14

Article III. Subcontracts

Article III of service provider agreement states that "CHARTER ONE reserves the right to subcontract any and all aspects of the Services. Provided, however, that CHARTER ONE shall not subcontract the oversight of the educational program, except with prior approval of the Board."

14

Service Provider Agreement

15

Concerns:

- If **Charter One ALA/C1** could subcontract out all services except the educational program, what is the value-add of the management company?
- What foreseeable circumstances would cause Charter One to subcontract out oversight of the academic program?

15

Service Provider Agreement

16

Article V I. Compensation for Services

Article VI section 6.1 of the service provider contract states that “In exchange for providing the Services hereunder, WPA will pay CHARTER ONE an annual fee in an amount equal to 15% of total revenues of WPA, or a lesser amount if agreed to in writing by CHARTER ONE (the “Fee”). The Fee shall be set forth in the Annual Budget.

16

Service Provider Agreement

17

Concern:

- Has the Board considered negotiating a lesser amount?
- Describe how will the Board, independently, monitor resource allocation decisions to ensure Charter One intensively prioritizes the instructional needs of students?
- If the school does not meet targeted benchmarks, outlined in 2.1.5, will Charter One receive the entire 15% management fee?

17

Service Provider Agreement

18

Concern:

- Will the management fee be tied to student academic outcomes-proficiency and/or growth; if so, how ?
- How will the Board, independently, monitor the ratio between instructional spending and administrative expenditures?
- How will the Board, independently, monitor resource allocation decisions as they relate to parent and community engagement, social-emotional development health needs of students and families, and professional development of staff?

18

Service Provider Agreement

19

Exhibit B.

Operational, Academic, Financial, and Compliance Services states that “curriculum will be paid for by WPA, and CHARTER ONE will manage the implementation of the curriculum.”

19

Service Provider Agreement

20

Concerns:

- What is the curriculum? Will the curriculum be a Charter One ~~ALA~~ produced curriculum?
- The budgeted amount for curriculum text, year 1 is \$20,000. Will this amount cover instructional materials for 1,065 students k- 10th grade?
- Will the curriculum materials belong to Wake Prep or will they be treated as intellectual property belonging to Charter One ~~ALA/C1~~?

20

Academic Performance: K-12 Schools

21

Student Performance Grade

2017-18 A-F Letter Grades K-12										
School Name	Letter Grade	K-8 Total Points Earned	K-8 Total Points Eligible	K-8 Percentage Earned	9-12 Total Points Earned	9-12 Total Points Eligible	9-12 Percentage Earned	Hybrid - Total Points Earned	Hybrid Total Points Eligible	Hybrid Percentage Earned
ALA - Ironwood	B	87.26	100.00	87.26	62.03	90.00	68.92	77.38	96.08	80.53
ALA - Queen Creek	B	77.41	90.00	86.01	68.05	90.00	75.61	72.76	90.00	80.84

Student Performance Grade

Schools annually earn a letter grade based on a range of comprehensive measures including: Proficiency 30%; Growth 50%; College Career Readiness 10%; ELL Growth & Proficiency 10%;

21

Academic Performance: K-12 Schools

22

Concerns:

- ALA's two Charter One- ~~C1~~ managed k-12 schools earned an average 72% of eligible points on last years state assessment in Arizona, what accounts for the low student performance levels at those two k-12 schools?
- ~~What has the ALA Board learned about running a high school from the Arizona experiences?~~ (ALA's board will not operate Wake Preparatory Academy.)
- How will ~~Charter One C1~~ adjust the middle and high school instructional program to meet the specific needs of students in Wake County?

22

Concerns in Summary

23

Concerns about conflicts of interest were noted in regard to:

- ❑ Charter applicant Wake Prep Charter School's plans to become a part of the American Leadership Academy network of schools.
- ❑ The relationship between Schoolhouse Development LLC, ALA, Charter One, the Brand brothers, and Glenn Way?

Concerns about the EMO agreement were noted in regard to:

- ❑ The existence of any "related party transactions"
- ❑ The EMO's use of subcontracts to perform its work
- ❑ Clear performance standards and use of accountability
- ❑ The board's ability to monitor and hold EMO accountable
- ❑ Board's ability to monitor EMO resource allocation decision making process
- ❑ The fee percentage charged by the EMO
- ❑ The facility lease/fee amount
- ❑ Student performance grades in middle and high school



March 18, 2019

Danielle J. Allen, Ph.D.
 Charter Schools Consultant
 NCDPI Office of Charter Schools
 6307 Mail Service Center
 Raleigh, NC 27699-6307

Dear Dr. Allen,

Thank you for taking the time to speak with us regarding the inaccuracies in the Wake Preparatory Academy Due Diligence Report created by Robin Kendall, edited by yourself, and uploaded to the Board Management System.

As you suggested, we've compiled a list of those inaccuracies here and we've addressed the concerns in the due diligence report. We hope this is helpful in disseminating the accurate information to the appropriate parties.

Slide 3, BP 1: It states that the report was compiled from information received in the “Wake Preparatory Academy” application. However, this seems incomplete as much of this information was not in the application and several news articles are linked in the notes on other slides. We recommend adding the other sources to this slide. The majority of the misinformation included in the articles OCS staff included in their notes was originally published by Jim Hall, former principal at a district school in the Phoenix area. He is a well-known anti-charter activist who coordinates hit-pieces with a reporter for the Arizona Republic newspaper, Craig Harris. Mr. Harris continues to use his platform to attack charter schools in Arizona using false and misleading innuendos. Their stated purpose is to change public policy in Arizona to undermine charter schools and to make charter schools look and behave exactly like district schools. One of their goals is to keep private capital from funding charter school facilities as it allows charter schools to proliferate.

Slide 4, BP 1: ALA has a single charter and operates three K-12 schools and six K-6 campuses in Arizona, for a total of 9 campuses, rather than 7 campuses as stated on this slide. The slide incorrectly states that ALA has 8,354 students.

	TOTAL Enrolled 18-19											
Monday	Patriots				Warriors				Eagles			
3/18/2019	QCHS	QCE	GSE	SBE	IWHS	IWE	ANT	STV	GNHS	GNE	MES	GIL
PK			50	26			13					
K		88	40	53		98	72	107		95	71	126
1		90	32	38		127	66	111		112	62	98
2		125	34	42		121	60	93		92	76	88
3		113	20	42		125	46	106		118	79	83
4		136	27	39		125	59	116		120	62	83
5		148	19	41		128	45	122		119	63	71
6		133	20	41		153	40	82		125	65	69
7	254				306				395			
8	241				310				348			
9	264				271				311			
10	264				250				244			
11	268				188				169			
12	187				118				132			
TOTAL	1478	833	192	296	1443	877	388	737	1599	781	478	618



CHARTER ONE



Slide 4, BP 2: Charter One attended a board meeting of ALA-North Las Vegas and urged the board to terminate the management contract they had with Charter One. The school's director habitually refused to follow guidance on academic, operational, and financial matters that endangered the performance and compliance of the school and its students. The school also had not paid contractual management fees and, therefore, was out of compliance with their contract with Charter One. In an effort to avoid further association with a partner school that refused to adhere to our policies and procedures, which are based on state and federal statutes, Charter One asked them to change their name and vote to terminate our management agreement.

Slide 4, BP3: ALA-North Las Vegas withdrew its application for Centennial Hills, not ALA and not Charter One. ALA-Summerlin campus is slated to open in August 2019.

Slide 5, BP1: This statement is a little confusing. It is true that Charter One is an EMO headquartered in Chandler, AZ. However, it doesn't exclusively manage ALA schools. For example, Wake Prep is not an ALA school that will be managed by the EMO if it receives approval. We are also applying to manage other non-ALA schools in other areas. It is true, however, that Charter One is the exclusive manager of ALA schools.

Slide 5, BP2: Glenn Way, Scott Brand, and Corey Brand, (seems inappropriate to refer to them as the "Brand brothers" throughout) are the managers and members of Schoolhouse Development, LLC. Way, Brand, and Brand have financed, built, and leased school facilities valued in excess of approximately \$750 million. Scott Brand and Corey Brand have never had any ownership in Charter One. Corey Brand has no ownership of SchoolDev East, LLC. Schoolhouse has developed facilities for over 60 charter schools throughout the country, with terms very similar to those outlined below. Eight of those 60 projects were completed for ALA. As can be verified by the Arizona Corporation Commission, Glenn Way, Brent McArthur, and Bill Guttery are the owners of Charter One.

Slide 6, BP1: Schoolhouse Development, LLC and SchoolDev East, both distinct entities, work independently of Charter One. They do not do this work "through C1." Glenn Way is a minority owner in Schoolhouse Development, LLC, but it is a separate entity from Charter One. Schoolhouse and Charter One have different ownership, different contracts, and have different functions and missions.

Slide 6, BP2: Schoolhouse and Charter One have no shared contractual relationships with any schools (see Slide 6, BP1). Additionally, ALA schools currently have only one lease remaining with Schoolhouse Development. The remainder of their campuses are owned by ALA.

Slide 6, BP3: This is incorrect. Prior to purchasing its facilities, ALA and Schoolhouse Development had a typical landlord/tenant relationship. Schoolhouse used its own capital to purchase property, build facilities to suit the needs of ALA, and entered into a lease agreement. The lease agreement included a clause allowing, but not obligating, ALA to purchase the properties at a pre-set price. In December 2017, ALA exercised its purchase option on four more campuses, leaving only two of its nine campuses still under lease, one of those two leases is with Schoolhouse. The other campus is leased from a separate developer/landlord, which the owners of Schoolhouse have no ownership interest in. Every campus that ALA has ever purchased from Schoolhouse has been at a price that was at or lower than the independently appraised value. Publicly available purchase documents detail this information. Purchase decisions were made at the sole discretion of ALA's Board of Directors. American Leadership Academy



CHARTER ONE



has used a tax-exempt bond structure to purchase its facilities. In December 2017, ALA secured an offering for the largest charter school bond offering in history. Every bond purchaser had counsel underwriter's counsel, bond counsel, compliance counsel. If Schoolhouse or Mr. Way had been party to any financial misconduct at the expense of American Leadership Academy, the many attorneys and experts who reviewed the 700-page bond offering would have advised their clients against purchasing those bonds. Instead, the bond offering was oversubscribed by nine times, making ALA's 2017 bond offering the most successful charter school facilities bond in history, to that point.

Slide 7, BP2: Wake Prep intends to enter into a service agreement with Charter One as its EMO, not CMO.

Slide 8, BP1: SchoolDev East and Wake Prep will enter into a contract, through which SchoolDev East will build and lease facilities to Wake Prep. After month 23 of the lease and before month 60, Wake Prep will have the ability to purchase the facilities from SchoolDev East. Schoolhouse Development, LLC is not a party to this contract, and neither is Charter One.

Slide 9, BP1: Charter Success Partners is a well-respected charter school service provider (financial and student information systems) in the state of North Carolina but is not an EMO and is not similar to Charter One in many regards.

Slide 9, BP3: "Unsuccessful" is a misleading term as used in this context. CSP and Charter One proposed a one-year closure of the HCLA in Bertie County, NC as a condition of the assumption. The CSAB opted to award the assumption to another applicant based on the strong desire to keep the charter school open without interruption. Additionally, CSP and Charter One initially declined to submit a proposal, but proceeded after strong encouragement from respected individuals at OCS and CSAB.

Slide 10, BP1: Schoolhouse Development, LLC is not a party to the contract with Wake Prep and does not operate in North Carolina. SchoolDev East is owned by Scott Brand and Glenn Way. Charter One is not involved in the development of any facilities for Wake Preparatory Academy. ALA is a charter school system in Arizona which is managed by Charter One.

Slide 10, BP2: There are no related party transactions between any of the organizations listed.

Slide 11, BP1: The lower amounts in year 1 and 2 of the facility lease are functions of "rent holidays." In other words, they are reduced to help schools meet other more pressing financial obligations involved with starting a school. Furthermore, while it is common to increase leases, Wake Prep is expected to have high enough enrollment to buy the facilities before year 4.

Slide 11, BP2: This concern is factually inaccurate. Wake Prep is not entering into a "sale-and-leaseback" provision with its developer. Charter One is not the developer; SchoolDev East is. To answer the question, Wake Prep will not be immediately indebted to SchoolDev East any more than any other tenant in a leasing relationship would be.

Slide 11, BP3: Charter One will not be the school's landlord. Therefore, there will be no conflict of interest in holding Charter One accountable for its services.

Slide 13, BP1-2: In both bullet points, there are questions about ALA/C1 effectiveness. ALA should be removed from this. It is a separate charter school system that Charter One manages, through an EMO



CHARTER ONE



agreement, and will have no bearing on Wake Preparatory Academy. Charter One will provide quarterly reports to the board of Wake Prep detailing the performance of the school around three major areas: academics, operations and finance.

Slide 13, BP3: Wake Prep's Board will set its expectations and benchmarks. Charter One will be held to those expectations and be responsible to deliver results. The benchmark data will be reported to Wake Prep's board at a minimum of each quarter.

Slide 15, BP1: Please see the above note, **Slide 13, BP1-2**, about ALA/C1. ALA should be removed from this question. This provision allows Charter One to contract, on a temporary basis, with local subject matter experts as needed on a limited basis.

Slide 15, BP2: Charter One has no plans to outsource any portion of the academic program.

Slide 17, BP1: A full negotiation of services and fees was completed prior to contract signing. Considering that many EMOs take all revenue returns except the minimum needed to cover financial obligations of the school, Wake Prep's Board and Charter One felt that 15% was a reasonable amount.

Slide 17, BP2: Academic performance is a top priority of both Wake Prep's Board and Charter One. WPA Board Members have more than sufficient financial acumen and academic background to monitor resource allocation. The Board will use reports of objective student performance measures to assist in this monitoring.

Slide 17, BP3: As stated in the service agreement, "WPA will pay Charter One an annual fee in an amount equal to 15% of total revenues of WPA, or a lesser amount if agreed to in writing by Charter One (the "Fee"). The Fee shall be set forth in the Annual Budget." Therefore, if the school does not meet targeted benchmarks, a reduced management fee may be negotiated.

Slide 18, BP1: The management fee will not be tied to academic growth, but the Wake Prep Board can terminate the contract with Charter One, according to the service agreement, if academic performance is substandard.

Slide 18, BP2: The Board will use financial reports to monitor the ratio.

Slide 18, BP3: The Board will be provided with (at a minimum) quarterly reports on all of these measures.

Slide 20, BP1: The curriculum will not be ALA produced as ALA is a separate charter school system with no relationship to Wake Prep. The most appropriate NC standard course of study aligned curriculums will be chosen from among vendors such as Houghton Mifflin Harcourt.

Slide 20, BP2: We budgeted \$20,000 for curriculum/texts because we plan to use class sets, on-line textbooks, and other less expensive resources. Budgeted amounts for curriculum are based on estimates provided by curriculum suppliers and are subject to change. Quotes from suppliers are typically only valid for 30 days after an estimate request. However, we budgeted an additional \$45,000 for software, and \$401,250 for instructional materials. Altogether, this is \$466,250 to provide curricular resources for our students.



CHARTER ONE



Slide 20, BP3: The curriculum will not be intellectual property of ALA as ALA is a separate charter school system with no relationship to Wake Prep. The RAISE curriculum is the intellectual property of Charter One. Any other curriculum would be the intellectual property of the vendors from which it is purchased.

Slide 21: We feel some of this information was taken out of context. For example, it only looks at 2 of our 3 HS (9-12) campuses. It does not compare them to the local LEAs, nor does it mention that Ironwood is a Title 1 school. Additionally, it is well known that average student performance declines in grades 7-12. With this in mind, it would be informative to include performance data from ALA's K-6 schools as well.

Slide 22, BP1: Please see the note above regarding slide 21.

Slide 22, BP2: While the ALA Board has quite a lot of experience in the governance of high schools, with a total enrollment of over 4,000 students in its three campuses, the ALA Board will not be involved in running any of the operations of Wake Preparatory Academy. Fortunately, Charter One operates the campuses that ALA's Board governs, and Charter One will leverage that experience and expertise to the benefit of the students in the Wake County area.

Slide 22, BP3: Charter One will select curriculum that aligns closely to the NC Standard Course of Study and which teachers can differentiate to meet the specific educational needs of their students.

Again, thank you for taking the time to read this. We know it is quite lengthy, but we want to ensure that all entities involved are fairly represented and that Wake Preparatory Academy is evaluated on its own merits and relationship with Charter One, not unrelated parties.

We look forward to hearing the Office of Charter Schools' decision regarding amending the Wake Preparatory Due Diligence report.

Warmly,

Charter One



CHARTER ONE



Charter One's Letter to Daneille Allen re. Wake Preparatory Academy Due Diligence

The previous letter was sent to Danielle Allen regarding inaccuracies in the Wake Preparatory Academy Due Diligence Report that was uploaded to the Board Management System.

After this letter, the report was temporarily removed. A new report with some corrections was uploaded and sent out with the Charter School Advisory Board's April Agenda on April 1, 2019.

While we appreciate that effort to revise the due diligence report to more accurately reflect Wake Preparatory Academy and Charter One, there were still several significant errors in the second due diligence report.

Once again, we have corrected the slide deck. We are including it in our PDF under Appendix I.

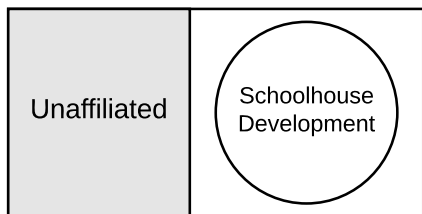
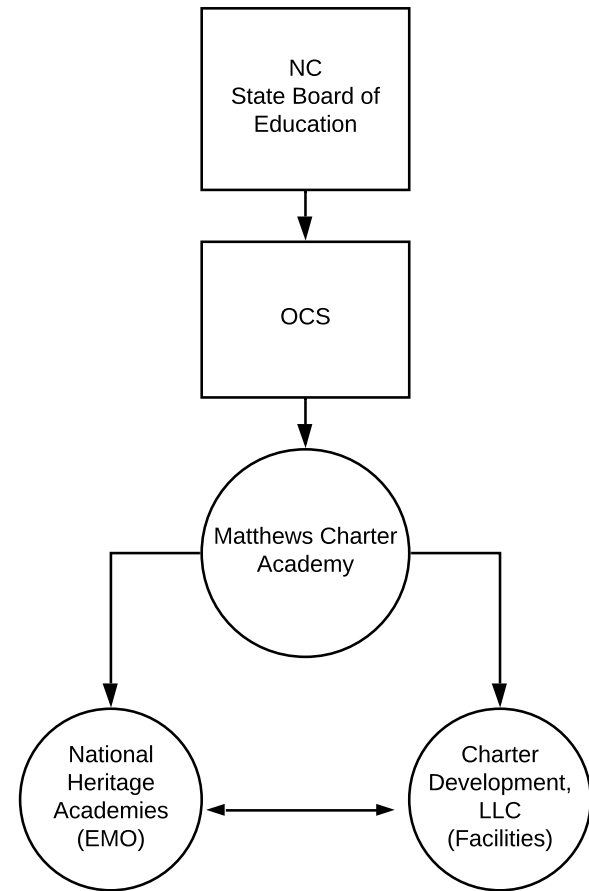
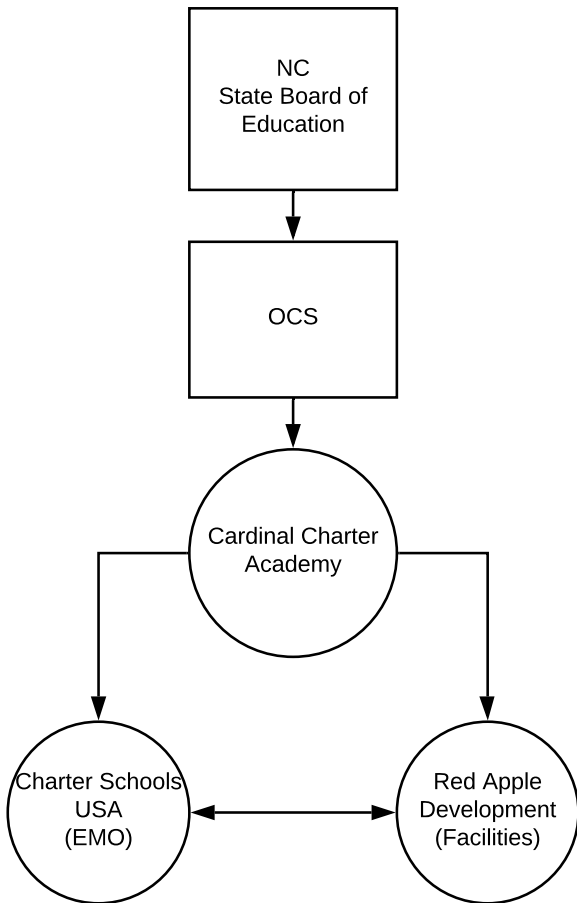
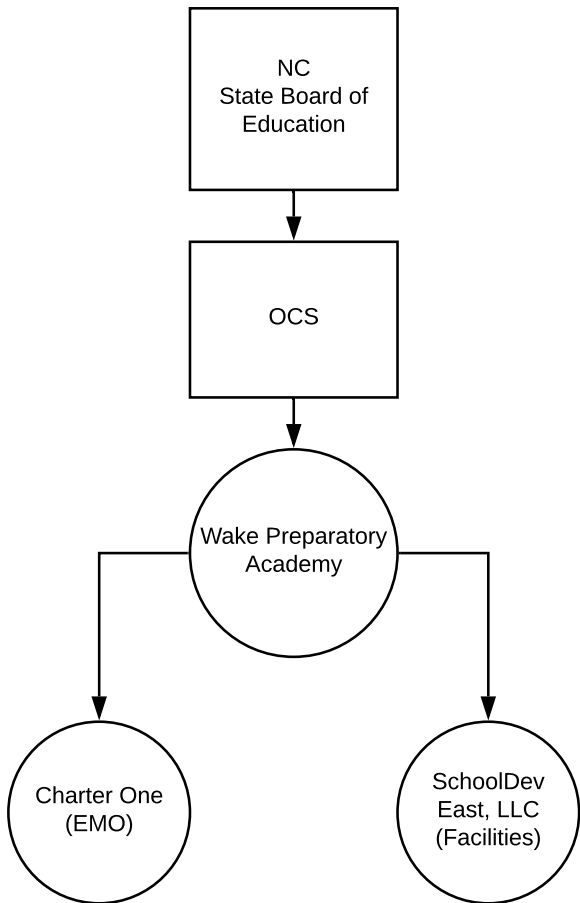
Thank you,

Charter One



CHARTER ONE

Services Overview
EMOs & Facilities Developers





American Leadership Academy – Queen Creek

Grades served: Kindergarten – 12th

2018-19 Enrollment: 2,400

Year Opened: 2012

Year 1 Enrollment: 1,188 *

Queen Creek, Arizona

* Year 1 at Queen Creek had significantly fewer buildings on site than it does now.



American Leadership Academy – Ironwood

Grades served: Kindergarten – 12th

2018-19 Enrollment: 2,400

Year Opened: 2015

Year 1 Enrollment: 1,452

San Tan Valley, Arizona



American Leadership Academy – Gilbert North

Grades served: Kindergarten – 12th

2018-19 Enrollment: 2,600

Year Opened: 2017

Year 1 Enrollment: 1,627

Gilbert, Arizona



Compliance of Financial Transactions

One reviewer raised questions in the charter application rubric about related-party transactions between Charter One, Schoolhouse Development, and American Leadership Academy. As further evidence of the legality and ethical nature of these entities' financial transactions, please reference [this bond agreement](#). This document, totaling 980 pages of in-depth research, covers all facets of the financial (as well as operational and academic) practices and health of ALA.

Many different law firms conducted intense compliance studies on all parties (American Leadership Academy and Schoolhouse Development) involved in the bond transaction.

The research revealed the academic, operational, and financial strength of ALA, which resulted in the most successful bond offering in the history of charter schools, to that point in time (December 2017).

We hope that this document serves to allay any concerns about financial misconduct, as falsely reported by anti-charter activists in the local news media.



CHARTER ONE

Congress of the United States
House of Representatives
Washington, DC 20515-0305

March 28, 2019

Mr. Alex Quigley, Chairman
NC Charter Schools Advisory Board
301 N Wilmington Street
Raleigh, NC 27601-2825

Mr. Quigley and Members of the Charter School Advisory Board:

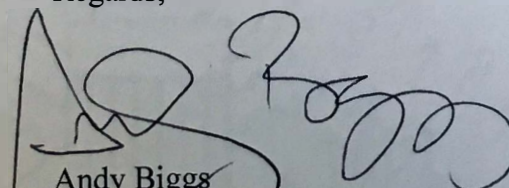
I am writing to support Glenn Way and Charter One, the organization contracted to manage Wake Preparatory Academy, which has an application under consideration by your board.

Charter One successfully operates several campuses in the area, which I represent as a congressman. Our state has become a battleground for school choice in recent years and certain anti-charter activists continue to publish unproven allegations in an effort to undermine Charter One and charter schools generally in Arizona.

Charter One's founders manage a quality network of schools, which operate in compliance with all the regulations of the state of Arizona under the supervision of the Arizona State Board for Charter Schools. I have found them to be individuals of integrity and experience.

I support Charter One and their work to provide quality school options to families in your state.

Regards,



Andy Biggs
Member of Congress

WARREN PETERSEN
MAJORITY LEADER
1700 WEST WASHINGTON, SUITE H
PHOENIX, ARIZONA 85007-2844
CAPITOL PHONE: (602) 926-4136
TOLL FREE: 1-800-352-8404
wpetersen@azleg.gov



COMMITTEES:
RULES
ELECTIONS
GOVERNMENT

LEGISLATIVE COUNCIL
JOINT LEGISLATIVE BUDGET
JOINT COMMITTEE ON CAPITOL REVIEW

DISTRICT 12

Arizona House of Representatives
Phoenix, Arizona 85007

Mr. Alex Quigley, Chairman
NC Charter Schools Advisory Board
301 N Wilmington Street
Raleigh, NC 27601-2825

April 1, 2019

To Whom It May Concern:

I am writing to support the application submitted to your Board by Wake Preparatory Academy, which has contracted with Charter One as its education management organization. Charter One successfully operates several campuses in the area in which I represent as a legislator. Our state has become a battleground for school choice in recent years and certain anti-charter activists continue to publish unproven allegations to undermine Charter One, ALA, and charter schools generally in Arizona.

I know personally the founders of Charter One and the schools they manage, American Leadership Academy. I have found them to be individuals of integrity and honesty, as well as expertise and experience.

I support Charter One and their work to provide quality school options to families in your state.

Respectfully,

A handwritten signature in black ink, appearing to read "Warren Petersen", written over a horizontal line.

Warren Petersen
Majority Leader
Arizona House of Representatives
Legislative District 12

Arizona State Board for Charter Schools

Physical Address:
1616 West Adams Street, Suite 170
Phoenix, AZ 85007



Mailing Address:
P.O. Box 18328
Phoenix, AZ 85005

March 28, 2019

American Leadership Academy, Inc. ("Charter Operator") is an entity that is currently authorized by the Arizona State Board for Charter Schools (the "Board") to operate one or more schools in Arizona. Pursuant to Arizona Administrative Code R7-5-505, for all inquiries from lending institutions, bond rating agencies, or other similar entity, the Board provides the following information:

- You may find the American Leadership Academy, Inc.'s performance on the Academic, Operational, and Financial Framework here:
https://online.asbcs.az.gov/charterholders/search/results?corporate_name=American+Leadership+Academy&entity_id=&ctds=
 - Please note FY17 Academic Dashboards are only available for traditional schools.
- You may find information on how the Board utilizes its frameworks to evaluate charters here: <https://asbcs.az.gov/parent-resources/understanding-evaluation>
- As with all other charters, we primarily interact with American Leadership Academy, Inc. when visiting the schools per our interval reviews or when the charter submits an amendment request to the Board.
- Under the Board's compliance check policy, upon such request as this, Board staff reviews the Charter's compliance with the Arizona Corporation Commission ("ACC") and their governance alignment with ACC and what has been reported to our Board. At this time American Leadership Academy, Inc. is in compliance in these areas.
- Under the Board's compliance check policy, upon such request as this, Board staff is to review the Charter's operational dashboard and ensure all compliance issues have been addressed. At this time, there have been no compliance issues identified for the charter in FY19.

The Board recommends that you do additional research on this charter beyond the information that is being provided to you in this letter.

Sincerely,

Alexis Rico
Communications & Community Relations Manager

Education Management Organization Report

AMERICAN LEADERSHIP ACADEMY CHARTER SCHOOLS & CHARTER ONE

Agenda

2

Analysis of Service Agreement

- I. Introduction to Charter One (“C1”) Education Management Organization and America Leadership Academies (“ALA”)
- II. Service Provider Agreement
 - × Responsibilities of C1
 - × Responsibilities of Wake Prep Board
 - × Fee Structure
 - × Termination by Either Party

Charter School Performance

- III. Academic Performance: ALA K-12 schools in Arizona
- IV. C1/ALA Financial Performance

Introduction to Education Management Organization (EMO)

3

This report was compiled from the information received
in the:

- Wake Preparatory Academy Application
- Other public sources (Washington Post, ~~Arizona~~
Nevada Current)

Introduction to American Leadership Academy Charter Schools & Charter One

4

American Leadership Academy schools is a network of charter schools operating throughout Arizona and Nevada.

- Arizona: American Leadership Academy charter schools operates 9 campuses in Arizona and serves approximately 9,619 students, in San Tan Valley, Florence, Gilbert, Mesa, Queen Creek.
- Nevada: ~~American Leadership Academy~~ **Charter One** was the EMO for ALA -North Las Vegas in Nevada up until July 2018, when, **with the encouragement of Charter One**, the governing Board voted to terminate the ~~ALA~~ **Charter One** contract.
- ALA withdrew its application for ALA- Centennial Hills but intends to move forward with ALA - Summerlin campus in Nevada.

Introduction to American Leadership Academy Charter Schools & Charter One

5

- **Charter One** is an educational management organization (EMO) headquartered in Chandler AZ that manages all **ALA** schools. Charter One is applying to manage a number of non-ALA schools as well.
- Glenn Way, founder of **ALA** and former **ALA** Board chair, owns Charter One along with Brent McArthur and Bill Guttery.
- Glenn Way, Scott Brand, and Corey Brand own Schoolhouse Development LLC.
- SchoolDev East is another (“separate”) entity ~~with ties to~~ **partially owned by** Mr. Way and planning to contract with Wake Preparatory.

Introduction to American Leadership Academy Charter Schools & Charter One

6

- Schoolhouse provides charter schools ~~developers~~ with facilities development, data analysis, financing, architectural design, and construction expertise.
- Schoolhouse completed eight facilities projects for ALA schools.
- Schoolhouse entered into a lease agreement with ALA which included a clause allowing ALA to purchase the properties at a pre-set price. ALA has exercised the purchase option on ~~at least four campuses, and has~~ **all but** one campus, **which** is still under lease with Schoolhouse.

Introduction to American Leadership Academy Charter Schools & Charter One

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- According to the proposal, Wake Prep will serve 1,605 students in grades K – 10 in year 1, and grow to serve 2,105 students in grades K – 12 by year 5.
- Charter applicant, Wake Prep, intends to enter into a service agreement with **Charter One** as its EMO.
- Charter applicant Wake Prep intends to also enter into a partnership with Schooldev East for a 20-year renewable lease in exchange for real estate development services.
Wake Prep will have the option to purchase the facilities, as is standard practice for developers such as Schooldev East.

Introduction to American Leadership Academy Charter Schools & Charter One

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- Charter applicant, Wake Prep, intends to contract for a ~~sale-and-leaseback~~ lease with purchase option with SchoolDev East to build a 144,000 sq. ft. facility and then lease it from SchoolDev East.
- Lease terms as follows:
 - year 1 \$2.2 mil
 - year 2 \$2.6 mil
 - years 3-5 \$3 mil

Introduction to Charter One & Charter Success Partners

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- Charter Success Partners (“CSP”) is an educational support organization based in Durham.
- CSP founders founded Voyager Academy in 2007.
- CSP and **Charter One** ~~C1~~ partnered on an unsuccessful proposal for the assumption of Heritage Collegiate Leadership Academy’s charter in 2018.

Introduction to American Leadership Academy Charter Schools & Charter One

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Areas for Additional Clarification:

- Describe in detail the relationship between Schoolhouse Development LLC, Schooldev East, Corey Brand, Scott Brand, ALA, and Glenn Way.
- Please describe any “related party transactions” pertaining to the proposed partnership between Wake Prep and **C1**, Schoolhouse Development LLC, Schooldev East, Corey **Brand** and Scott Brand, **ALA**, and/or Glenn Way.

Introduction to American Leadership Academy Charter Schools & Charter One

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Areas for Additional Clarification:

- Why does the facilities lease increase between year 1 and year 3?
- Does the ~~sale-and-leaseback~~ **lease with purchase option** provision mean that, charter applicant Wake Prep is immediately indebted to SchoolDev East?
- Does Wake Prep foresee any challenges holding Charter One ~~CA~~ is also a minority owner of SchoolDev East?

Service Provider Agreement

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Article II. Annual Review

The Service Provider Agreement states that the “Board shall conduct an evaluation of the Services provided by CHARTER ONE on at least an annual basis, CHARTER ONE’s performance will be measured based on achievement of the operational, academic, and financial benchmarks determined by the most recent NC Charter School Performance Framework (the “Benchmarks”). CHARTER ONE agrees to fully participate in the review process. If WPA determines, in its sole discretion, that the Benchmarks have not been achieved, WPA may direct CHARTER ONE to develop and propose a plan to correct any deficiencies or terminate this Agreement pursuant to Article VII below.

Service Provider Agreement

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Areas for Additional Clarification:

- What are the academic benchmarks that will be used to measure the effectiveness of Charter One?
- What are the operational and financial benchmarks that will be used to measure the effectiveness of Charter One?
- How and by whom will the benchmarks be set and agreed to when will this be done?

Service Provider Agreement

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Article III. Subcontracts

Article III of service provider agreement states that “CHARTER ONE reserves the right to subcontract any and all aspects of the Services. Provided, however, that CHARTER ONE shall not subcontract the oversight of the educational program, except with prior approval of the Board.”

Service Provider Agreement

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Concerns:

- If **Charter One** is allowed to subcontract out all services except the educational program, what is the value-add of the management company?
- What foreseeable circumstances may cause Charter One to subcontract out oversight of the academic program?

Service Provider Agreement

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Article V I. Compensation for Services

Article VI section 6.1 of the service provider contract states that “In exchange for providing the Services hereunder, WPA will pay CHARTER ONE an annual fee in an amount equal to 15% of total revenues of WPA, or a lesser amount if agreed to in writing by CHARTER ONE (the “Fee”). The Fee shall be set forth in the Annual Budget.

Service Provider Agreement

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Areas for Additional Clarification:

- Has the Board considered negotiating a lesser amount?
- Describe how will the Board, independently, monitor resource allocation decisions to ensure Charter One intensively prioritizes the instructional needs of students?
- If the school does not meet targeted benchmarks, outlined in 2.1.5, will Charter One receive the entire 15% management fee?

Service Provider Agreement

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Areas for Additional Clarification:

- Will the management fee be tied to student academic outcomes-proficiency and/or growth; if so, how ?
- How will the Board, independently, monitor the ratio between instructional spending and administrative expenditures?
- How will the Board, independently, monitor resource allocation decisions as they relate to parent and community engagement, social-emotional development health needs of students and families, and professional development of staff?

Service Provider Agreement

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Exhibit B.

Operational, Academic, Financial, and Compliance Services states that “curriculum will be paid for by WPA, and CHARTER ONE will manage the implementation of the curriculum.”

Service Provider Agreement

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Concerns:

- What curriculum will be used? Will the curriculum bear similarities to the curriculum being used in ALA schools?
- The budgeted amount for curriculum text, year 1 is ~~\$20,000~~ \$401,250. Will this amount cover instructional materials for 1,065 students k- 10th grade?
- Will the curriculum materials belong to Wake Prep or will they be treated as intellectual property belonging to Charter One?

Academic Performance: K-12 ALA Schools

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Student Performance Grade

2017-18 A-F Letter Grades K-12									
School Name	Letter Grade	K-8 Total Points Earned	K-8 Total Points Eligible	K-8 Percentage Earned	9-12 Total Points Earned	9-12 Total Points Eligible	9-12 Percentage Earned	Hybrid - Total Points Earned	Hybrid Total Points Eligible
ALA - Ironwood	B	87.26	100.00	87.26	62.03	90.00	68.92	77.38	96.08
ALA - Queen Creek	B	77.41	90.00	86.01	68.05	90.00	75.61	72.76	90.00

Student Performance Grade

Schools annually earn a letter grade based on a range of comprehensive measures including: Proficiency 30%; Growth 50%; College Career Readiness 10%; ELL Growth & Proficiency 10%;

Academic Performance: K-12 Schools

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Areas for Additional Clarification:

- Two of ALA's two ~~Charter One~~ managed K-12 schools earned an average 72.80% of eligible points on last years ~~state assessment~~ **grading framework** in Arizona. What accounts for this level of student performance at those two K-12 schools?
- What has Charter One learned about running a high school from its experience(s) in Arizona?
- How will ~~CA~~ Charter One adjust the middle and high school instructional program to meet the specific needs of students in Wake County?

Areas for Additional Clarification in Summary

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Concerns about possible conflicts of interest were noted in regard to:

- ❑ The relationship between Schoolhouse Development LLC, ALA, Charter One, Scott Brand, Corey Brand, and Glenn Way

Concerns about the EMO agreement were noted in regard to:

- ❑ The existence of any “related party transactions”
- ❑ The EMO’s use of subcontracts to perform its work
- ❑ Clear performance standards and use of accountability
- ❑ The board’s ability to monitor and hold EMO accountable
- ❑ Board’s ability to monitor EMO resource allocation decision making process
- ❑ The fee percentage charged by the EMO
- ❑ The facility lease/fee amount
- ❑ Student performance grades in middle and high school
- ❑ The financial statements for the EMO were not provided