

# DCSD Charter School Replication Plan

**Charter Renewal Application #000713**

**Leman Academy Of Excellence**

**Location Code: 5225**

**Submitted To:**

Douglas County Colorado  
Choice Programming  
Douglas County School District

620 Wilcox St.  
Castle Rock, CO 80104  
Phone: 720-433-1238

**Submitted By:**

Katie Determan

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# GENERAL

## A. School Information

School Type: **Elementary / Middle**  
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**  
 School District: **Douglas County, Colorado**  
 Neighborhood / Community: **Parker**  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **19560 Stroh Rd. , Parker, CO 80134**  
 Phone: **520-639-8080**  
 Fax: **520-395-1352**  
 Web Site: **<https://lemanacademy.com/parker>**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **(EMO)**

## B. Primary Contact Person

Name: **Katie Determan**  
 Mailing Address:  
 Mobile Phone:  
 Alternate Phone: **520-499-1847**  
 Email: **kdeterman@lemanacademy.org**  
 Current Employer: **Leman Academy of Excellence**

## C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.								
K	115	135	115	135	115	135	115	135	115	135
1	115	135	115	135	115	135	115	135	115	135
2	92	108	115	135	115	135	115	135	115	135
3	69	81	92	108	115	135	115	135	115	135
4	46	54	69	81	92	108	115	135	115	135
5	46	54	46	54	69	81	92	108	115	135
6			46	54	46	54	69	81	92	108
7					46	54	69	81	69	81
8							46	54	69	81
<b>Total</b>	<b>483</b>	<b>567</b>	<b>598</b>	<b>702</b>	<b>713</b>	<b>837</b>	<b>851</b>	<b>999</b>	<b>920</b>	<b>1080</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Arrington, Barry	Board Secretary	P: M: E: barry@arringtonpc.com	
Determan, Katie	Executive Director	P: M: E: kdeterman@lemanacademy.org	
Hostin, Victoria	President	P: M: 520-250-1897 E: vhostin73@yahoo.com	
McLaughlin, Paige	Board Member	P: M: E: pcmclaughin@outlook.com	
Thomas, Stacey	Board Member	P: M: E: staceythomas1831@gmail.com	
Young, Chris	Board Member	P: M: E: cyoung@lemanacademy.org	

# General Information (Replication)

## 1. Conditions for Replication Readiness

Leman Academy of Excellence (LAE) believes in replicating quality schools. Per the board's request and alignment to the policy expectations and processes of Douglas County School District, the LAE steering committee enthusiastically submits this application to the Charter Application Review Team seeking approval to replicate our school and seek a starting date of August 2024. This replication application serves as a steppingstone from the original application approved by the DCSD board in 2016. Since this is a replication application, the original application stands as the foundational document for the new school to replicate in all aspects of the application, operations, and implementation unless noted in this application. Where changes or modifications are desired by the Steering Committee they will be addressed in this application. The evidence and validation of the academic results, financial integrity, community support, student intent to enroll, strong governance, and operational stability will be shared in the replication application and serve as the basis for the conditions of a need for a second Classical Academy of Excellence school in DCSD.

The decision to replicate was driven by current and historical success in the model so we can have the opportunity to do the most good for the most students. This replication is intended to serve the DCSD community with a continued priority on meeting community needs and ensuring parent engagement in learning. The decision to replicate is not being driven by a few leaders or board members, but by the stakeholders who currently attend and those who desire to be able to attend our school. The intent to enroll students from our community in our school has been an inspiration and motivational factor to replicate our school. Leman Academy of Excellence has a four-year operational history of academic, operational, financial, and community success in DCSD that we proudly share with you.

### **Promises Made, Promises Kept with LAE Charter objectives**

The benchmarks established in the original application and unique to LAE are important to confirm, celebrate and also recognize areas that we plan to modify as we seek to open a second site by ensuring we retain what worked well and modify or abandon processes, actions, or policies that hindered our inaugural school in DCSD.

- First and foremost is LAE's unique charter objective focused on ensuring parents and students love our school. Each year the School Advisory Council (SAC) does an annual survey to parents for feedback in all areas of the school operations and learning environment. The survey conducted 2020-2021 received 208 responses with the following results:

95.6% of respondents indicated their scholar was returning next year

90.38% of respondents were very satisfied (60.58%) or satisfied (29.81%) which met the LAE original application target goal of 85%.

93.24% of respondents said they would recommend LAE to friends and family

80% of parents will attend annual parent-teacher conferences

- Another important unique charter objective of teaching and learning in our school and part of

our original application as defined by our mission, vision, values and beliefs centered on character attributes. We have found very positive outcomes from a 3<sup>rd</sup> party analyst to compare ourselves to other Colorado school districts (N=11). In Fall 2020, students at Lemman Academy of Excellence participated in the School Climate Student Survey. The results of this report are intended to help the staff at Lemman Academy of Excellence gain a better understanding of the challenges this school is facing and the strengths that the school has to build upon to maintain or improve school climate and reduce student problem behaviors and mental and behavioral health concerns. This information can also be used to set priorities for action in the school and community or to monitor current efforts.

**Table 1**

*Elementary School Results*

The measurement of a four-point rubric was used with a “4” being the highest score and a “1” being the lowest score. One expectation to this is with the question about a violent attitude as a low score (closest to one) is a good score. We also have a percent score of “yes” or “no” responses with “yes” being a good score.

<b>Topic</b>	<b>School Results</b>	<b>Colorado Results</b>
School Climate	3.36	3.26
Violent Attitudes (lower is better)	1.43	1.62
Value on Health	3.42	3.18
High Self-Efficacy	3.36	3.11
Protective Factors	3.64	3.52
Involvement in Community (yes/no)	72.7% (yes)	63% (yes)
Feel Safe at School (yes/no)	94.8% (yes)	86.5% (yes)

Note: LAE outperforms all other schools in this cohort of 11 in Colorado.

**Table 2**

*Middle School Results*

<b>Topic</b>	<b>School Results</b>	<b>Colorado Results</b>
School Climate	3.05	2.88
Violent Attitudes	1.64	1.88
Value on Health	3.09	3.01
Supportive Prosocial Attitudes	3.15	2.91
Protective Factors	3.45	3.21
Feel Safe at School (yes/no)	95.9 (yes)	81.5% (yes)

Note: LAE outperforms all other schools in this cohort of 11 in Colorado.

**Table 3**

*Staff School Results*

<b>Topic</b>	<b>School Results</b>	<b>Colorado Results</b>
School Climate	3.53	2.95
Respectful and Supportive Relationships	3.72	3.16
Staff Morale	3.62	3.07

Teacher Support	3.84	3.39
Positive Feelings Toward the School	3.61	3.06
Strong Academic Orientation	3.58	2.81
Perceptions of Safety and Supervision	3.83	3.27
Community and Parent Engagement	3.52	2.70

Note: LAE outperforms all other schools in this cohort of 11 in Colorado.

**Table 4**

*Parent Results*

<b>Topic</b>	<b>School Results</b>
Positive School Climate	3.43
Positive Feelings and Attitudes Toward School	3.67
Positive School Relationships	3.52
Perceptions of Safety and Supervision	3.28
Positive School Attributes	3.44
Good Relationships with Teachers	3.37
Teachers Support Students	3.48

Fairness of Discipline Policies	3.25
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- Our community honors our school. In each of the past four consecutive years, LAE has been recognized as the Best Charter school in Parker as voted on by The Parker Award Program.
- The grade bands expected by year four in the original application were K-8<sup>th</sup> grade. These nine grades have been rolled out successfully and provide our students and families opportunities to progress through all the formal and early adolescent years of education in a stable and continuous environment.
- The student enrollment after four years of operations was projected to be 1009 and was 1041 for the fourth year (2021-2022).
- A daily Attendance rate of 90% each year was met as shown below.

**Table 5**

*LAE Enrollment History*

<b>Enrollment</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
All	495	748	881	1040
KG	113	133	136	142
Grade 1	66	131	134	143
Grade 2	63	87	137	140
Grade 3	53	85	103	146
Grade 4	52	71	88	114
Grade 5	69	76	78	102
Grade 6	44	82	73	98
Grade 7	18	58	83	75

Grade 8	17	25	49	80
Attendance	94%	92%	93%	92%

- The student Return rate for the 2021-2022 school year from the prior 2020-21 school year was 94%. If we exclude families who moved out of Douglas County the number would be 95.5%.
- Student attendance at LAE for 2020-2021 was 94.9% which exceeded the district average of 94%.
- Staff members are the drivers of good schools. Our retention rates of staff each year;

FY19 moving into FY20 78.8%

FY20 moving into FY21 89.5%

FY21 moving into FY22 85.1%

100% teachers are Highly Qualified

90% positive workplace and respect of each other

Class size is 27 students per teacher

The outcomes for student performance in LAE display a high level of success in implementing the Classical Education processes with integrity to ensure high-performing organizational results in academics. LAE has met the 100% compliant expectations reporting timelines to DCSD, our authorizer of operational expectations as defined by DCSD and monitored in the Charter Tool communications of actions needed or completed.

- Math and Reading received "Performance Rating" overall for LAE.
- LAE outperformed on CMAS the area schools in math and ELA in both all students and minority students subpopulations
- Academic Meets Status in Year 1 in Academic Achievement and Academic Growth
- Continuous growth in Math and LEA from the Northwest Education Association (NWEA) MAP Growth scores through four years of monitoring in each grade level

The beginning of data collection starts with the alignment of performance expected from the State of Colorado School Performance Framework (SPF). The obvious impact of the pandemic suspended/paused for two years of data is represented in this evidence section with continuous MAP Growth scores. Using MAP Growth insights, teachers can tailor instruction to challenge every student, whether they are below, at, or above grade level. MAP Growth student reports also present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning.

The latest data LAE can provide are the 2019 ratings and results for the committee's review. LAE reached the Performance Plan level of success with a 71.3% rating. Performance indicator ratings

are as followed:

**Table 6**

*School Performance Framework Summary*

LAE Overall Rating	Performance Plan	
Academic Achievement	Meets	
Academic Growth	Meets	
Academic Participation Rate in all test areas	Meets 95%	
Elementary Achievement	Meets	Performance
Elementary Growth	Exceeds	
Middle School Achievement	Meets	Performance
Middle School Growth	Approaching	

The PF overall ratings show exceptional performance for elementary achievement, growth, and participation. The middle school ratings emphasize strong achievement, but more concentration needs in the middle school student growth results. The rationale and recommendation for the results in 2019 were to Gaps in curriculum, analyzing data more frequently, and aligning standards to instruction to assessments. This rationale and recommendation were determined with input from the School Accountability Committee, The Data and Unified Improvement Plan (UIP) Committee, the governing board, and school administration. Since 2019, significant investments have been made into curriculum and training. Teachers in grades 3-8 participated in over 10 hours of training provided through the Institute for Excellence in Writing (IEW). Curriculum that guides scholars to practice text analysis, comprehension, and writing skills were purchased for grades 3-8 through IEW, as well as Fix-It Grammar (also through IEW).

**Table 7**

*Elementary Academic Achievement Subpopulation Ratings*

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English Language Arts	All students	Meets
	Minority Students	Meets
Mathematics	All Students	Meets
	Minority Students	Meets
Science	All Students	Meets
	Minority Students	N<20
Total		Meets

The elementary subpopulations for achievement were meeting all areas of ratings in ELA, math, and science. The number of subpopulations is low due to low counts below the State defined threshold to ensure reliability and validity in the results.

**Table 8**

*Elementary Academic Growth Subpopulation Ratings*

English Language Arts	All students	Meets
	Minority Students	N<20
Mathematics	All Students	Exceeds
	Minority Students	N<20
Total		Exceeds

A highlight of the results for LAE is the growth factor in 4<sup>th</sup> grade with a school rating of “exceed” that translated into 88% of students meeting or exceeding their growth expectations from 2018 to

2019.

**Table 9**

*Middle Academic Achievement Subpopulation Ratings*

English Language Arts	All students	Meets
Mathematics	All Students	Meets
Total		Meets

The continuation of success in State Exams in testing grades continued into the middle school academic achievement with all student categories in ELA and math reaching the meet level of performance.

**Table 10**

*Middle Academic Growth Subpopulation Ratings*

English Language Arts	All students	Does not Meet
Mathematics	All Students	Meets
Total		Approaching

The middle school growth for math in LAE met expectations but the EAL growth did not meet expectations. The teacher and school leadership analysis of this result defined the root cause to be a lack of training and resources for the teacher to differentiate and backfill standards that were lacking from previous school years with this inaugural group of students. MAP data shown in this section under table 14 articulate the annual progress of this cohort made each year after the “did not meet” growth expectations. The progress shows the cohort as compared to 2020 national results and outperforming the national average by seven points in the winter assessment 2020-21.

**Table 11**

*LAE, District and State Data*

<b>Median Growth Percentiles</b>						
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<b>Comparisons</b>	<b>LAE ELA</b>	<b>District ELA</b>	<b>State ELA</b>	<b>LAE Math</b>	<b>District Math</b>	<b>State Math</b>
All Students	48	52	50	73	56	50
Grade 4	58	49	50	88	60	50
Grade 5	57	52	50	68	49	50
Grade 6	33	65	50	55	65	50
Grade 7						
Grade 8						
English Learners						
Non-English Learners	48	52	50	72.5	56	50
FRL						
Non-FRL	48	53	52	73	57	52
Female	57	55	53	69	57	51
Male	39.5	49	47	77	55	49
Gifted & Talented						
Non-Gifted & Talented	47.5	47.5	49	74	55	49

In IEP						
Non-IEP	47.5	52	51	73.5	56	51
Migrant						
Non-Migrant	48	52	52	73	56	50
Minority	59	52	50	69	55	48
Non-Minority	48	52	52	74	56	52
At or Above Benchmark	47	51	50	61	55	50
Below Benchmark	58	54	50	76	57	50
White Students	48	52	52	74	56	52
Total	46.5	52.5	50.5	71.9	56.3	50.25

The growth scores in mathematics in LAE are excellent as compared to the District scores and the State scores with positive gain differences as high as 28% increased performance over the District and 38% over the State. The only score less than the district and the State of the 16 scoring areas in common was the 6th-grade results. The average LAE score across all subpopulations was 15.6 percentage points higher than the district growth results.

The growth scores for ELA are mixed results compared with the District and State scores for the year but higher than area schools. Comparable Data for the local schools within close proximity geographically to LAE are shared below. These neighborhood schools include Iron Horse Elementary, Frontier Valley, Northeast, Prairie Crossing, Legacy Point and Pioneer elementary schools, and Cimarron and Sagewood Middle schools.

**Table 12**

2020-2021 Comparable data in Percent

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Demographics	LAE	Iron	FV	NE	PC	LP	P	CIM	SW	Avg
Enrollment	676/205	417	456	262	673	259	377	1209	824	NA
Rating	PERF	PERF	PERF	IMP	PERF	IMP	PERF	PERF	PERF	NA
FRL Eligible	5.4	15.8	8.3	6.1	10.8	14.7	18.3	9.1	9.1	10.8
Eng. Learners	2.8	5.8	2	1.9	8.3	6.6	6.4	4.1	3.4	4.6
Minority	22.1	30.7	25	21.4	28.2	22.8	27.6	23.1	19.2	24.5
IEP's	7.6	13.7	15.4	17.9	11.1	18.9	17.2	11	12.7	13.9
GT Students	4.7	5.8	4.8	7.3	3	4.6	6.1	10.7	13.5	6.7

**Academic Achievement ELA Scale Scores**

2019 All	750.2	752	745.5	742	757.1	739.4	751.4	743.9	751.5	748.1
2021 All	744.9	746.9	754.1	742.2	748.8	742.4	750.1	751.6	742	747
2019 Minority	745.6	742.9	747.2	737.6	752.9	727.6	737.3	736	746.1	741.5
2021 Minority	737.6	738.6	748.3	732.6	739.6	744.2	733.3	743.1	731	738.7

**Academic Achievement Math Scale Scores**

2019 All	747.4	745	740.3	733.2	743.9	731.5	742.2	745.3	736.7	740
2021 All	733.9	732.3	744.9	737.5	744	744.4	740.6	735.3	731.2	738.2

2019 Minority	742.5	735	735.6	726.4	739.3	723.4	730.1	736.1	729.9	733.1
2021 Minority	732.1	NS	NA	726.6	738	NA	NA	726.1	721.6	728.9
<b>Academic Growth ELA Percent Scores</b>										
2019 All	48	47.5	40.5	36	64	46	51	40	51	47.1
2021 All	42	38	51	37	60	35	37	41	43	39.3
2019 Minority	59	43	63	37	61	41	50	35	41	47.8
2021 Minority	40	NA	NA	NA	49.5	NA	NA	38.5	43	NA
<b>Academic Growth Math Percent Scores</b>										
2019 All	73	66	41	30	72	47.5	56	56	49	54.5
2021 All (NA Due to very few reporting)										
2019 Minority	69	67.5	45	33	72	60	57.5	52	35	54.6
2021 Minority (NA Due to very few reporting)										

The LAE results for 2019 in achievement and growth per the CMAS examination exemplify strong comparable data that is higher than the average scores of surrounding neighborhood schools. Math is showing exceptional results in both achievement and growth. LEA not only exceeds the average score benchmark as compared to the surrounding schools, LEA also outperformed every school in performance for all students and minority students for both academic achievement and growth in 2019. These are validations we expect and support the evidence in defining LAE as a high-performing school.

The 2021 results were significantly impacted by COVID at LAE. Thus, the State understands the randomness of these results and pauses the benchmarks as not being valid and reliable measurements. The delivery model of our program can be challenged by processes that were void or less impacting than our desired expectations when conducting our teaching and learning via student engagement....

Monitoring growth gaps from a second source of academic evidence beyond an annual summative assessment or local formative and summative assessments using the application of the NWEA MAP Growth instrument. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math and reading. It provides teachers with accurate, and actionable evidence to help target instruction for each student or group of students regardless of how far above or below they are from their grade level. The data in tables 13 and 14 show the progress from one year to the next as well as progress over time with grade-level cohorts. Due to COVID, the spring assessment was not implemented in two of the years, but the three interval of annual assessments allows our staff to continue to monitor growth progress without the spring assessment and use this data for each classroom and each student with targeted personal growth goals.

It is a testimony to the school staff and method of teaching the results show in every category measured from the 2020 Means Norming LAE equaled at one and exceeded those norms at every other grade.

**Table 13**

*MAP Historical Data in Math Achievement*

Math Growth	2018-2019		2019-2020		2020-2021		2020 National Mean	2021-2022	
	Fall	Spring	Fall	Winter	Fall	Winter		Fall	Winter
<b>Grade 2</b>	183.5	195.1	178.5	190.8	179.3	187.1	184.1	181.4	188.2
<b>Grade 3</b>	192.4	205.4	192.8	204.5	189.5	201.1	196.2	188.9	198.2
<b>Grade 4</b>	206.9	216.6	202.6	212.5	204.2	209.9	206.1	203.9	210.2
<b>Grade 5</b>	214.3	224.8	215.7	219.0	208.2	215.6	214.7	212.1	216.3
<b>Grade 6</b>	224.8	229.4	219.3	223.7	214.0	219.4	219.6	217.3	223.2
<b>Grade 7</b>	229.4	230.9	229.4	232.6	220.5	224.5	224.0	223.2	227.8

<b>Grade 8</b>	228.3	233.0	231.5	238.5	233.4	236.0	228.1	228.5	231.7
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\*The color code alignment shows a common grade-level cohort going through the school over the period of time the cohort has existed in LAE. The representation shows continuous progress for cohort groups

**Table 14**

*Map Historical Data in Reading Achievement*

Reading Growth	2018-2019		2019-2020		2020-2021		2020 National	2021-2022	
	Fall	Spring	Fall	Winter	Fall	Winter	Mean	Fall	Winter
<b>Grade 2</b>	183.1	192.6	176.2	188.1	178.3	185.6	181.2	181.1	188.8
<b>Grade 3</b>	188.7	199.5	193.6	202.3	188.8	197.0	193.9	189.4	194.9
<b>Grade 4</b>	203.6	208.9	199.2	206.6	202.4	205.6	202.5	200.8	206.0
<b>Grade 5</b>	211.9	213.4	211.1	215.3	204.2	210.8	209.1	209.8	211.7
<b>Grade 6</b>	219.6	221.1	216.8	219.6	212.8	217.0	213.8	212.1	215.5
<b>Grade 7</b>	220.8	220.1	222.3	225.7	220.1	221.1	217.1	219.0	221.7
<b>Grade 8</b>	218.5	223.1	223.1	224.1	227.1	227.4	220.52	223.5	224.4

**Table 15**

*2020-2021 Dibels Data*

The percentages in the table below reflect the percentage of students who are at grade level. Dibbles measures the progress from the beginning of the year to the end of the year with the number of students who reach grade-level proficiency in each classroom. The results of the data show outstanding progress in each grade level with an average of 14% increase in KG; 30% in grade 1; and 15% in grade 2. The reading growth in primary education in LAE is exciting to see the number of scholars reading at or above grade level and the consistency of progress among teachers in the school. This is a testimony to the reading program, pedagogy, and professional development at LAE.

<b>Teachers KG</b>	<b>Beginning of the Year</b>	<b>End of the Year</b>
1	95%	100%
2	79%	88%
3	77%	100%
4	89%	96%
5	59%	85%
<b>Teachers Grade 1</b>		
1	61%	92%
2	55%	100%
3	72%	91%
4	52%	75%
5	58%	88%
<b>Teachers Grade 2</b>		

1	67%	64%
2	63%	82%
3	58%	n/a
4	67%	86%

**Table 16**

*Parker Colorado Demographics*

Total Population	63,385
White	87.74%
Asian	4.93%
Hispanic	10.2%
Two or more	3.52%
Black or African American	1.79%
City Growth rate	3.08%
Population Density	2,856 people per square mile
Average Household Income	\$127, 199 (mean) \$110,934 (Median)
Median Home Sale Price	\$658,135

Median age	35 years old
Home Ownership Rate	76.5%
Average Family size	3.3
Average Household Size	2.88
Bachelor or higher Education attainment	53.2%
Primary Language as English	89.94%
Primary Language as Spanish	3.87%
Overall Poverty Rate	3.28%

\*United States Census Bureau Estimates are not comparable to other geographic levels due to methodology differences that may exist between different data sources.

The overall poverty rate in Parker Colorado was 3.28%. LAE had a poverty rate defined as 5.4%. The ELL rate in Parker is 3.87% and the rate at LAE is 2.8%. The percent of minority people living in Parker is 12.26% and the percent of minority students in LAE is 22.1%.

The local area schools' comparable data is reflected in table 17. In the original application, LAE projected to have 8.5% of our student body requiring Special Education and/or English Language Learning support. Our actual population of these two areas is 10.4%.

**Table 17**

*Comparable Demographics*

<b>Demographics</b>	<b>LAE</b>	<b>Iron</b>	<b>FV</b>	<b>NE</b>	<b>PC</b>	<b>LP</b>	<b>P</b>	<b>CIM</b>	<b>SW</b>	<b>Avg</b>
FRL Eligible	5.4	15.8	8.3	6.1	10.8	14.7	18.3	9.1	9.1	10.8
Eng. Learners	2.8	5.8	2	1.9	8.3	6.6	6.4	4.1	3.4	4.6

Minority	22.1	30.7	25	21.4	28.2	22.8	27.6	23.1	19.2	24.5
IEP's	7.6	13.7	15.4	17.9	11.1	18.9	17.2	11	12.7	13.9
GT Students	4.7	5.8	4.8	7.3	3	4.6	6.1	10.7	13.5	6.7

LAE did not participate in any CDE Charter school start-up funds so the school was not rated on the CSSI Rating of Standard 10.

LAE contracts an annual independent audit each year for the School. As of June 30, 2021, the total general fund balance was \$3.6 million, an increase of \$1.3 million in comparison with the prior year. \$249 thousand of this total was restricted for TABOR emergency reserves, resulting in a positive \$3.4 million unassigned fund balance. The general fund balance increase of \$1.3 million during the current year is primarily due to purchased services and capital outlays being less than originally anticipated. Salary and benefit costs were about as anticipated in the original budget. These differences resulted in the ending fund balance being about \$1 million more than originally planned. Revenues for the General Fund totaled \$8.7 million in the fiscal year 2021 compared to \$7.1 million in the fiscal year 2020, an increase of \$1.6 million. The significant increase in revenue was due to an increase in per-pupil revenue. Overall expenditures increased by \$2 million. Instructional and supporting expenditures increased as a result of student enrollment and related staffing primarily impacted by the pension increase in costs, as well as the direct expenses for serving those students. The following budget balances are were recorded in the audit:

- (a) Cash on Hand was equal to \$3,848,922. The school has access to plenty of reserves if a budget shortfall occurs or to finance growth.
- (b) Days Cash on Hands was 192 days (Cash on Hands in the amount of \$3,848,922, divided by the quotient of Operating Expenses for the 2021 fiscal year of \$7,312,301 for the fiscal year ended June 30, divided by 365).
- (c)The school has enough revenue to ensure stable programming. The amount of Cash on Hand required to comply with the covenant contained in the Master Indenture for the current Fiscal year is \$701,180. As shown above, in Table 5 LAE has substantial pupil growth in years 2-4 that increased 51%, 18%, and 18% respectively. This is a significant generation of funds that allows LAE more opportunity and flexibility to make budget decisions to ensure stable programming, and any needed reductions to ensure programming integrity in case of economic weakening of per-pupil funds.
- (d) The amount of deposit in the Repair and Replacement Fund is \$25,674.
- (e) LAE's Debt Service Coverage Ratio for the fiscal year 2021 was 1.83x calculated as follows:

Gross Revenues \$8,669,530 - Operating Expenses \$5,672,604 equals Net Income Available for Debt Service of \$2,996,926. Aggregate Rent was \$1,639,700 and divided into the net income available gives a Coverage Ratio of 1.83.

On October 1, 2019, the Arizona Industrial Development Authority (AZIDA) issued \$33,505,000 of Education Facility Revenue Bonds, Series 2019. Bond proceeds were loaned to the Lemman Academy of Excellence – Douglas County, Colorado (the "Building Corp.") for the purpose of

financing the purchase of school facilities. Interest accrues at a rate of 4.25% to 5.00%. Outstanding principal and interest are due at maturity in June 2054.

The School is obligated under a lease agreement to make monthly lease payments to the Building Corporation for use of the building. The Building Corporation is required to make equal debt service payments to the Trustee, for payment of the Series 2019 Bonds. Annual debt service requirements to maturity for the loan payable is as follows:

**Table 18**

*Long-Term Debt Schedule*

<b>Fiscal Year Ending June 30, 2021</b>	<b>Principal</b>	<b>Interest</b>
2022	-	1,656,538
2023	-	1,656,538
2024	275,000	1,650,694
2025	485,000	1,634,163
2026	505,000	1,612,113
2027-2031	2,880,000	7,689,875
2032-2036	3,645,000	6,901,875
2037-2041	4,655,000	5,869,875
2042-2046	5,940,000	4,551,250
2047-2051	7,575,000	2,870,125
2052-2055	7,545,000	777,375

Total	\$ 33,505,000	\$ 36,870,421
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Audit findings statement by Hoelting and Co. Certified Public Accountants Independent Auditors' stated: "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities and each major fund of Lemna Classical School, as of June 30, 2021, and the respective changes in the financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

The governing board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions in the school. The school has a financial handbook that serves as a guiding document for all aspects of financial well-being ([Financial Policies](#)).

LAE is 100% compliant with all required submissions as noted and submitted in [Charter Tools LAE](#). During the 2022-2022 school year from 8.1.21 to 6.30.22 our school has submitted 61 legal and policy requirements for compliance.

LAE follows Articles 44 and 45, C.R.S., financial policies and procedures, and accounting and reporting requirements. Financial policies reference CRS 44 and 45 through the uploaded Financial handbook and validated in the annual audit.

The annual budget is the financial plan for the operation of the school. It provides the framework for both expenditures and revenue for the year and translates into financial terms the educational programs and priorities of the school. The Board of Directors assigns to the principal overall responsibility for budget preparation, budget presentation and budget administration but portions of this responsibility may be delegated to the Business Manager.

LEGAL REF: C.R.S. 22-44-101 through 22-44-117, C.R.S. 22-44-203, C.R.S. 22-44-204 (3)

### **Budget Planning, Preparation, and Schedule**

1. The Finance Committee will begin annual budget preparation in January of each fiscal year.
2. The Finance Committee will prepare an initial draft budget for review by the board of directors at the board meeting closest to March 1st.
3. The Principal shall present the proposed budget to the finance committee and board of directors in May of each year, with the intent of adoption for submission to the school's authorizer prior to the required statutory date of June 1st.
4. Within 10 days after the submission of the proposed budget to the finance committee and the board of directors, the Principal or the Office Manager will publish a notice stating that the proposed budget is on file at the principal administrative offices of the school; that the proposed budget is available for inspection during reasonable business hours; that any person paying school taxes in the district may file or register an objection thereto at any time prior to its adoption; and that the board of directors will consider adoption of the proposed budget for the ensuing fiscal year on the date, time and place specified in the notice.
5. If necessary, a revised budget will be approved at the January Board meeting after the official student count is known.

6. If necessary, a supplemental budget will be approved after January 31st but before expenditures in excess of the revised budget are incurred. A supplemental budget may only be adopted if money for a specific purpose becomes available to meet a contingency.

LEGAL REF: C.R.S. 22-44-109, C.R.S 22-44-110(5)

### **Financial Emergencies**

If the Board of Directors determines, during any budget year, that the anticipated revenues and amounts appropriated for expenditure in the budget exceed actual revenues available, the Board of Directors may declare a fiscal emergency. Such declaration shall require the affirmative vote of two-thirds of the members of the Board of Directors. The Board of Directors will determine if the formation of a special committee is appropriate and what actions should be taken.

LEGAL REF: C.R.S. 22-44-115.5

### **Budget Transfers**

When a contingency occurs, the Board of Directors may transfer any unencumbered moneys from the contingency reserve account, which is within the general fund.

LEGAL REF: C.R.S. 22-32-107, C.R.S. 22-44-112, C.R.S. 22-44-102(3), C.R.S. 22-44-113, C.R.S. 22-44-106

### **Financial Reports and Statements**

A summarized total of revenues and expenditures of the school funds (balance sheet and income statement) shall be provided to the Board of Directors once each month in the regularly scheduled Board meeting. Financial statements provided to the Finance Committee and approved by the Board of Directors should include a Balance Sheet, Statement of Revenue and Expenditures vs. Budget, a Statement of Cash Flows, and the monthly check registers for all accounts or similar reports/information.

The Statement of Revenue and Expenditures vs. Budget shall include, at minimum, the following information:

1. Actual expenditures and revenue as of the date of the report from each of the several funds budgeted by the school for the fiscal year.
  - a. Expressed in dollar amounts
  - b. Expressed in percentages of the annual budget
2. Actual expenditures and revenue for each fund for the same period in the preceding fiscal year.
  - a. Expressed in dollar amounts
  - b. Expressed in percentages of the annual budget
3. Expected year-end balances
  - a. Expressed as dollar amounts
  - b. Expressed in percentages of the annual budget

4. Comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.

Financial reports shall be prepared within 15 days from the close of the month and/or prior to the regularly scheduled monthly board meeting.

LEG REF: C.R.S. 22-45-102(1)(b), C.R.S. 22-45-103 (b)

## **Governance**

LAE was not rated on the CSSI standards, as the school did not participate in the funding program. The school demonstrates strong leadership through its procedures to promote the school mission, strategic planning, current knowledge of legislative issues, policy development, commitments to professional development and training, provision of resources, oversight/support of administrator, ability to build effective committees and establishes networked community relationships in multiple ways.

This section is divided into 4 components that address 1) LAE Board structure, make-up, and succession planning; 2) engagement of LCS Board Members – both internally and externally; 3) the process and guiding principles for hiring a school leader, and 4) strategic planning:

### 1. About the LAE Board

The Lemman School Board is a Colorado, 501c3, non-profit organization. The entity was formed on January 29, 2016, and is vested with a fiduciary responsibility to set policy, fiscal and ongoing governance of the Corporation, and empower its Executive Director / Principal with the ability to carry out that responsibility. The Lemman Classical School has five seats on the board of directors, which are assigned A-E. Board members in seats A-C shall be appointed by the board of directors. The members of the board of directors occupying seats D & E shall be appointed by the Parent Voting Group. Board terms are three years, however, any director may resign at any time. (<https://lemanacademy.com/parker/school-board/>)

The Current LCS Board of Directors Includes:

Seat A: Victoria Hostin, President

Seat B: Barry Arrington, Secretary

Seat C: Chris Young,

Seat D: Stacy Thomas, Board Member

Seat E: Paige McLaughlin, Board Member

When the LCS Board of Directors was originally created it was done so with the guiding principles of identifying individuals who met the qualifications listed below. These qualifications still drive the process of filling seats and have directed efforts across the past 5 years whenever a new board member was needed.

- Teaching / Education
- Education / Administration
- Fundraising
- Marketing / Promotion / Public Relations
- Finance / Accounting

- Business Development
- Community Connections
- Legal / Regulatory
- Charter School Experiences

In addition to recruiting board members with experience in one or more of the above disciplines, it is essential that all prospective board members:

- Are able to legally serve on a Colorado Charter School Governing Board
- Have a passion for the mission and core values of the Lemman Academy of Excellence
- Share in a clear vision for the future and growth of the Lemman Academy of Excellence
- Understand the role and responsibility of being on the Governing Board
- Have a clear understanding of the difference between governance and management
- Are willing to financially contribute and/or fundraise
- Are comfortable with advocating for LAE and serving as an Ambassador of the school in the community
- Are focused on results and strategic issues
- Each board member is required to review and sign the [Board Member Conduct & Ethics Policy](#).

The LCS Board understands that in order to have strong, stable, and effective governance, a well-developed and frequently reviewed set of governance documents is essential (bylaws, policies, grievance procedures, conflict of interest disclosure, and human resources policies/procedures).

The Board Bylaws, Board Member Conduct and Ethics Policy, and other relevant policies set in place to govern the school (<https://lemanacademy.com/parker/policies-colorado/>) in the "Policies" tab.

[Bylaws](#)

[Board Conduct and Member Ethics Policy](#)

[Data Privacy Policy](#)

[CORA Policy](#)

[Facility Use Policy](#)

[Financial Transparency](#)

[Disclosure Statement](#)

[Family/School Handbook Policy](#)

[Employee Handbook Policy](#)

[Policy Making Policy](#)

[SAC Policy](#)

In addition to the broad responsibilities outlined in the bylaws and noted above, the key roles and responsibilities of the LAE Governing Board include:

- Promote the vision and mission statements
- Strategically plan for the future of the school
- Review and monitor the Unified Improvement Plan (UIP)
- Adopt appropriate legal documents
- Track legislative issues that affect charter schools
- Communicate school vision, mission, and strategic plan to all stakeholders (State of The School)
- Monitor the effectiveness of the program
- Provide financial oversight
- Secure adequate resources
- Hire, support and evaluate the principal
- Network in the community
- Delegate committees
- Recruit and orient new board members and assess board performance

### Board Member Succession

In advance of identifying and recruiting new members, the LAE Governing Board will conduct a comprehensive assessment of its needs. Looking for any gaps in the board's knowledge, skills, and abilities as a tool for directing the search for a new member is essential to keeping the board strong, balanced, and effective. New qualified board members are identified whose knowledge, skills, and abilities complement those of existing board members to fill gaps left by those who step down. This process is particularly utilized when filling seats A, B, or C, as those seats are appointed by the board and enable the directors to more effectively balance the skills and knowledge that may be required on the LCS Board.

Once any gaps have been identified for seats A, B or C the recruitment process will focus on matching those needs to prospective board member's abilities. Any member of the Governing Board can make a nomination; board vacancies shall be filled by a majority vote. A director elected to fill a vacancy shall serve for the remaining portion of the term. New members on the LAE Governing Board will be provided with a board manual, the LAE, Inc. Bylaws, and will be appointed a mentor on the board to help facilitate orientation.

When filling Seat D or E, the Lemman Classical School Board has established the "Parent Voting Group." Each parent or legal guardian of a child enrolled in the school shall be a member of the Parent Voting Group. Such membership shall terminate automatically at the time such person's child is no longer enrolled in the school. To qualify for election as a Lemman Classical School Board Director for either Seat D or Seat E, a candidate must have served, at any time prior to selection, a full term on the School Accountability Committee or on the LCS Board of Directors. See [Board Election Policy](#).

### 2. Engagement of Board Members

The mission is at the very heart of all our activities and members of the LCS board are active participants in myriad ways within the Parker and Colorado communities. Twice a year the school principal hosts a "State of the School" event in which representatives from all stakeholder groups – The Board, Administration, PTO, SAC, and the House System – all present an update to the school community. On each day that a State of the School is presented, two sessions are offered to ensure that we capture as many people from the community as possible; there is both a morning meeting and an evening meeting. These meetings – as is every meeting hosted by the school leader, Jason Edwards – begins with a recitation of the school mission. The mission is also recited at the beginning of every school tour as a way to ensure prospective parents understand what we stand for, what makes us unique, and accurately express how essential the mission is to LAE leadership.

The diverse skillset and knowledge on the LCS Board have become a way to ensure that the school is well presented both internally and externally. The list below identifies the unique strength each board member brings to the collective whole and provides for a natural way for communication and representation tasks to be allocated among board members.

- Victoria Hostin: Professional experience includes fundraising, communication, writing, community building, charter school development.
- Barry Arrington: Mr. Arrington is a charter school lawyer by profession and was part of a team that founded a charter school in Jefferson County.
- Chris Young: A Colorado Native with deep roots in the business community. Mr. Young is an entrepreneur who built his own communication and technology company.
- Stacy Thomas: Ms. Thomas' professional background is in Human Resources with a degree in Marketing. She has been a keynote speaker to professional organizations and she is also a parent of five children, four of whom attend Lemman Academy.
- Paige McLaughlin: Deeply rooted in the Parker, Community, Ms. McLaughlin is a real estate professional who has served

Board Training and professional development is a regular aspect of LCS Board membership. The following activities have either occurred in the past or are scheduled for the spring/summer of 2022:

- Board Visit Days – scheduled individually
- The Colorado League of Charter Schools' Annual Colorado Schools Conference (As scheduled)
- Governance training by the Alliance of Douglas County Charter Schools (part of Colorado League of Charter Schools) (June 2020)
- Board Retreat (June 2020 and Coming Summer 2022)
- CDE Charter School Board Training Online Modules (Spring / Summer 2022)
- The SAC reports annually to the LCS Board (Annually following school survey results)
- LCA Board President attends the PTO's annual offer election meeting (Annually in the Spring)

The SAC representatives serve the school board ensuring compliance with all State statutes defined responsibilities and holding the board and the school accountable for the performance and well-being of the students of LAE. The bylaws (<https://lemanacademy.com/parker/sac-policy-colorado/>) give specific direction and expectations of the SAC and the same process will be replicated for the new school.

Board President Victoria Hostin serves on the board of directors for the Alliance of Douglas County Charter Schools and Board Secretary Barry Arrington is a founding board member of the Charter Advocacy Coalition, which is an invaluable source of legislative issues facing charter schools as well as education broadly. Ms. Hostin regularly attends meetings of the CAC and all board members are signed up to receive Mr. Arrington's blog that provides unparalleled insight into charter school legal and legislative issues. In an effort to share the knowledge from the myriad charter advocacy groups that exist in Colorado, the board has hosted representatives from The Alliance of Douglas County Charter Schools at the school for parent education meetings. Additionally, Alliance materials and legislative news are frequently posted on the school's Facebook page and presented at State of The School meetings.

### 3. Hiring School Leadership:

The governing board consistently supports the mission/vision of the school by securing strong relationships within the school and with outside agencies. At the foundation of Lemman Academy of

Excellence, our board intentionally plans and thrives on the alignment of our mission and vision in the hiring and relational development to those supportive of this teaching and learning methodology. The leadership always shares our mission, vision, core values, and philosophy when advertising for open teacher and staff positions in order to attract like-minded candidates whose values fit the values of our school.

During the interviews, we share our values, mission, and purpose along with our vision for the future of Lemman Academy of Excellence with potential candidates and seek to hear their thinking and belief alignment to our culture.

The governing board has a clear plan for hiring, retaining, supporting, and evaluating the school administrator. The Board monitors the performance of the principal annually with performance indicators aligned to expectations defined in the Strategic Plan.

The board has directed the principal to ensure processes of takeover in case of an emergency, leave of absence or resignation that the site principal ensure weekly modeling, meetings and independent review of assistant principals be conducted to ensure successful succession planning is continuous and ongoing in preparing for leadership turnover.

The Principal reports to the Board of Directors. The Board of Directors has the responsibility to hire the Principal; additionally, the Board of Directors has the authority to fire the Principal. The Principal works very closely with the Vice Principal. Together they collaborate on all aspects of administration and management of instructional staff. All instructional staff - teachers, assistant teachers, specials teachers, and special education staff - report to the Vice-Principal. The Director of Instruction reports to the Principal and manages both administrative and instructional aspects of the school, though duties are more task-oriented in nature. The Business Director is responsible for the office staff, aftercare program food service program, and janitorial staff; these positions are direct reports to the Business Director. The Health Services (Nurse and Assistant Nurse) report to the Principal.

Upon approval of the charter application and within one year of the school opening, the Board of Directors will begin a comprehensive local and national search for a qualified Principal to lead the new school. The Board will post the open position for the Principal on its own website as well educational based sites such as the Colorado League of Charter Schools, National Alliance for Public Charter schools, Teaching CO.org, and Douglas County School District. Additionally, the board will use traditional job-search sites such as the AASA, Monster.com.

The ideal qualifications that LAE seeks in a school leader include:

- A Master's degree in Educational Leadership, Education, Education Administration or MBA
- At least three years of successful teaching experience
- Proven leadership ability promoting collaborative decision making
- Strong verbal, written, and interpersonal communication skills to positively impact community, parents, scholars, administrators, faculty, and staff
- Strong commitment to supporting and safeguarding the principles of excellence in education
- Working knowledge of learning theory, instructional methodology, curriculum development, teacher observation/evaluation
- Working knowledge and understanding of school finances and operational budget
- Ability to manage conflict resolution with an attitude of humility and service
- Working knowledge and understanding of Classical curricula and learning
- Working knowledge and understanding of Charlotte Mason educational philosophy and methodology
- Working knowledge and understanding of Colorado Academic Standards and Common Core Standards

- Working knowledge and understanding of computers and computer software applications such as word processing, spreadsheets and other applications tailored to specific departmental needs

LAE and its Board of Directors will utilize the comprehensive educator evaluation process, and the model system developed by the CDE when evaluating the principal and staff. The central purpose of evaluations is to improve job performance, inform the principal of success, and identify opportunities for growth, improvement, and professional development. The Board of Directors will be responsible for evaluating the Principal on an annual basis. Some of the performance metrics used to evaluate the Principal include:

- Achievement of Goals
- Adherence to vision and mission
- Finances and operations
- Leadership Actions
- School safety
- Student achievement outcomes
- Teacher effectiveness

#### 4. Strategic Planning

The governing board spends a good portion of its time providing guidance in program assessment and renewal processes. The first priority of processes to create oversee and hold the principal and executive director accountable is the strategic plan. The Lemman Academy of Excellence Strategic Planning has been carried out collaboratively with input from representative stakeholders through the [Unified Improvement Plan \(UIP\)](#) process. Contributors to this Strategic Plan through the UIP process include teachers (who served on the Data and UIP Committee), grade level team shepherds, the School Accountability Committee (SAC), Interventionists and Instructional Coaches, the LCS Board, both vice principals, and the principal.

The following Strategic Plan is in place and consistent with board priorities in academic and operational performance and expectations:

#### **Strategic Plan Goals**

At least 80% of students will re-enroll each school year.

At least 80% of well-performing teachers will renew their teaching agreement each school year.

The school will operate within a small financial margin each school year with the goal of setting at least \$1,000,000 (one million dollars) in reserves within the first 5 (five) years.

- a. Staff salaries will remain competitive with the school's comparable market.

The school will remain 100% compliant with the authorizer's reporting timeline (DCSD's charter.tools).

- a. The school will be found legally above reproach in all matters pursuant to state and federal education laws

At least 70% of scholars will perform at or above grade level in math as measured by MAP and CMAS (3-8 grade).

a. At least 70% of scholars will perform at or above grade level in literacy as measured by DIBELS (K-2 grade) and CMAS (3-8 grade).

Leman Academy of Excellence’s Strategic Planning (Performance Management Plan) has been carried out collaboratively with input from representative stakeholders through the [Unified Improvement Plan \(UIP\)](#) process.

**Strategic Plan Goals**

At least 80% of students will re-enroll each school year.

At least 80% of well-performing teachers will renew their teaching agreement each school year.

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The school will reach 100% compliance with the authorizer’s reporting timeline (DCSD’s charter.tools).

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At least 70% of scholars will perform at or above grade level in math as measured by MAP and CMAS (3-8 grade).

a. At least 70% of scholars will perform at or above grade level in literacy as measured by DIBELS (K-2 grade) and CMAS (3-8 grade).

The board has directed the principal to ensure processes of takeover in case of an emergency, leave of absence, or resignation that the site principal ensures weekly modeling, meetings, and independent review of assistant principals be conducted to ensure successful succession planning is continuous and ongoing in preparing for leadership turnover. The school’s leadership pipeline model is strong. Master teachers whose performance is exemplary have opportunities to become Mentor Teachers and each grade level team has a team shepherd (leader). Further, the school has appointed 8 teachers to additionally serve as Instructional Coaches, trained in guiding teachers to reflect on and refine their craft. Each of these leaders has opportunities to help plan and deliver strategic professional development sessions throughout each school year. Due to the strength of this leadership pipeline, internal promotions into administration are competitive with professionals who already embrace the school’s mission, philosophy of instruction, and culture.

**Attachments**

**Section 1: Conditions for Replication Readiness**

1.1	<a href="#">Conditions for Replication Readiness Narrative in Word</a>	Determan, Katie, 3/15/22 3:28 PM	DOCX / 72.435 KB
1.2	<a href="#">2019 Performance Data set</a>	Determan, Katie, 3/14/22 5:24 PM	PDF / 299.281 KB

1.3	<a href="#">2019 Performance Snapshot</a>	Determan, Katie, 3/14/22 5:23 PM	PDF / 209.565 KB
1.4	<a href="#">Virtues and Values Lesson Guide</a>	Determan, Katie, 3/14/22 5:19 PM	DOCX / 40.897 KB
1.5	<a href="#">Dibels Data 19-20</a>	Determan, Katie, 3/14/22 5:17 PM	XLSX / 13.567 KB
1.6	<a href="#">Attendance and Truancy Rates</a>	Determan, Katie, 3/14/22 5:15 PM	XLSX / 222.734 KB
1.7	<a href="#">Safe Schools Staff Survey</a>	Determan, Katie, 3/14/22 5:14 PM	PDF / 1.682 MB
1.8	<a href="#">Safe Schools Parent Survey</a>	Determan, Katie, 3/14/22 5:13 PM	PDF / 1.679 MB
1.9	<a href="#">Safe School Middle School Survey</a>	Determan, Katie, 3/14/22 5:13 PM	PDF / 1.804 MB
1.10	<a href="#">Safe School Elementary Survey</a>	Determan, Katie, 3/14/22 5:12 PM	PDF / 1.743 MB
1.11	<a href="#">2019 Growth Model</a>	Determan, Katie, 3/14/22 5:12 PM	PDF / 62.773 KB
1.12	<a href="#">2019-2020 UIP Plan</a>	Determan, Katie, 3/14/22 5:07 PM	PDF / 142.623 KB
1.13	<a href="#">MAP Data</a>	Determan, Katie, 3/14/22 5:04 PM	PDF / 52.726 KB
1.14	<a href="#">MAP Data</a>	Determan, Katie, 3/14/22 5:04 PM	PDF / 27.067 KB
1.15	<a href="#">MAP Data</a>	Determan, Katie, 3/14/22 5:04 PM	PDF / 16.103 KB
1.16	<a href="#">Strategic Plan 2022</a>	Determan, Katie, 3/11/22 3:07 PM	DOCX / 160.614 KB
1.17	<a href="#">Financial Handbook</a>	Determan, Katie, 3/11/22 2:00 PM	PDF / 346.783 KB
1.18	<a href="#">Letter of Intent to Replicate</a>	Edwards, Jason, 2/28/22 6:52 PM	PDF / 70.501 KB

# Replication Plan

## 1.Evidence of Support

Defining a school replication desire to validate evidence of support is a primary function of what has happened in the past that is justified evidence for support of a second site. The steering committee has identified several areas of evidence that we feel create a robust body of evidence for justification.

The number of students' names on the intent to enroll list for a second Lemman Academy campus as of March 15, 2022, is 951. On February 23rd, 2022 our community learned of the interest by the board of a second Lemman Academy opening in DCSD in the fall of 2024. Within the first 24 hours of sending out the form for parents/guardians to fill out the intent to enroll in a potential second campus, 543 scholars' names were added to the list by their parents. This number grew to 736 intents to enroll after only 6 days.

School tours have always been in place and are held, on average, every other week. We have now capped our participants for a tour of 120 people. Every tour we have offered has had max attendance capacity.

Many of the academic points stated in the tables found in section one showed positive results in the school over the past four years. But the comparable academic results stated in the Conditions to Replicate show that the State assessment through the CMAS assessment tool truly defines the significant validation of the evidence needed for a replication approval. LAE exceeded the average of the area schools in the 2019 school year in both ELA and Math in both All Students and Minority Students. The 2019 Math achievement shows a resoundingly positive impact on student learning as compared to the nine area schools. LAE outperformed all nine schools in both All Students and Minority Students. This is an amazing achievement given the high quality of education that is exhibited in DCSD and the proud historical results that have been witnessed since the beginning of State Standards testing in Colorado.

The academic growth in LAE in the subpopulations of All Students and Minority Student in ELA as compared to the neighborhood schools was also higher than the mean of the cohort. An impressive result in the Minority students in academic growth in 2019 shows over 11 percentage points higher than the cohort's mean. In mathematics, the All Students out-performed every other school in the cohort and was over 18 percentage points higher than the average. The math scores in the Minority Student population were higher at LAE than eight of the nine cohort sites and over 14 percent higher than the cohort average. These are strong academic results for a school that was finishing its second year of implementation and point to the replication validation when using the same processes and educational plan used in the inaugural school.

The financial evidence as shown in the financial plan, audit, and budget sheet boasts high levels of financial integrity with reserves, cash flow, bond debt, operational and legal prudence, and ability to fund the start-up and sustain a second site while ensuring the continuation of financial well-being in the first site.

The parent data is also evidence of stability and satisfaction in LAE which implies future confidence if the methods, staffing, and practices are replicated it can create strong predictability of the second school. The parent retention rate was 94% and in a choice school that is a strong number. The range of scoring results aligned to school climate relationships, teacher satisfaction, and discipline ranged from 3.25-3.67 on a scale that ranges 1-4.

## Attachments

### Section 1: Evidence of Support

– No Attachments –

## 2. Financial Plan

Because the replication of the LAE charter schools results in the creation of a new school, the existing school and the new school will keep separate financial accounting systems. In other words, while the two schools may choose to share services or otherwise utilize their economies of scale, each school will track the specific use of its funding and the schools will not commingle funding.

The financial budget is attached for the committee to review. The requested two budgets are set for a minimum of 85% enrollment capacity and 100% capacity. Enrollment range from 85% to 100% over the five-year period of time is submitted in general section C, Enrollment Projections. The example of oversight financial policies exemplified in the handbook that is then defined in greater detail within the financial handbook are:

The Principal and Business Manager, in conjunction with the Board of Directors, shall be responsible for the installation and supervision of proper internal control systems to include, but not limited to:

- Receipt and deposit of monies
- Payment of salaries and wages as adopted by the Board of Directors
- Timely payment of bills
- Accurate posting of transactions and reconciliation of accounts
- Responsible administration of employee benefits
- Procurement of assets
- Proper spending of accounting of grant and other restricted funding sources
- Timely generation of monthly financial statements and reports for the finance committee's review and board approval

In order to assure the School's financial integrity, the Board of Directors shall set aside operational and capital reserves, as well as TABOR reserves, equal to 3% of expenditures, for the school as contingency reserves to be included in each general fund budget to avoid borrowing money to conduct operations.

The school will operate in a manner that ensures its long-term financial strength:

- The school's revenues will exceed its expenditures each year unless given specific approval, by resolution, from the Board of Directors.
- Cash will be managed in a way that ensures maximum liquidity.
- Restricted contributions will be used only for the reason designated by the donor.
- Restricted fund balances will not be used for operations.
- Payroll and other debt obligations will be paid in a timely manner.
- Any administrative request for an increase in expenditures or policies which will result in a budgetary expenditure increase greater than \$10,000 or 10% on a single budgetary line item requires board approval before being enacted. Under \$10,000 may be approved by the Principal as long as the total budget for the fiscal year is still within the total expenditures approved in the budget by the board of directors.

The school accounting procedures and policies are presented in the handbook with such requirements as:

1. CDE Chart of Accounts will be maintained by the school in its financial reporting and accounting procedures.
2. Accounting records will be maintained using fund accounting and the modified accrual basis of recording revenue and expenditures.
3. Financial records will be kept for six (6) years.
4. Fixed assets will be acquired and disposed of only upon proper authorization and will be adequately safeguarded and insured to 90% of replacement value. Assets worth more than \$5,000 will be properly recorded and capitalized. Fixed assets will be properly accounted for and depreciated under generally accepted accounting principles (GAAP).
5. The school shall maintain a system for an annual inventory of items with a value of \$5,000 or greater and all technology equipment, with the exception of equipment permanently fixed in a building such as heaters or lockers.
  - a. The Principal and the Office Manager shall develop procedures for conducting annual inventories of school property.
  - b. Responsibility for the inventory process for computerized equipment shall lie with the Office Manager and the Technology Service Provider.
  - c. Property records for items purchased with federal sources must include a description of the property, serial number or other ID number, source of funding, titleholder, acquisition date, and cost.

Please refer to the uploaded financial handbook for a review of policy expectations in governance oversight.

## Attachments

### Section 2: Financial Plan

2.1	<a href="#">2021 Annual Audit Report Cover letter</a>	Determan, Katie, 3/14/22 5:30 PM	PDF / 188.322 KB
2.2	<a href="#">Financial Statements June 2021 with Independent Auditor Report</a>	Determan, Katie, 3/14/22 5:29 PM	PDF / 928.976 KB
2.3	<a href="#">Financial Handbook</a>	Determan, Katie, 3/11/22 2:03 PM	PDF / 346.783 KB
2.4	<a href="#">FY 23-24 Budget Application 85%</a>	Determan, Katie, 3/11/22 12:20 AM	XLSX / 164.346 KB
2.5	<a href="#">FY 23-24 Budget Application</a>	Determan, Katie, 3/11/22 12:19 AM	XLSX / 164.093 KB

## 3.Educational Plan

The following vision and mission statements, core values, cultivation of character attributes and beliefs are foundational to Lemman Academy of Excellence, establishing a positive school culture and demonstrating an interconnectedness of enhanced academic outcomes and a school climate where scholars feel safe, supported, academically challenged, enthusiastic about learning and socially capable. Accordingly, our core values, shared beliefs, and learning expectations will guide our school's policies, procedures, decisions, programs, and resource allocations as well as drive a teacher's instruction, assessment practices, and curriculum in every classroom.

### Vision

Classical Education puts young minds to work and will lead young people to understand themselves and the world around them. Lemman Academy is a classical school that equips students with the proven tools of learning that are structured around the trivium.

## **Mission**

Lemman Academy of Excellence offers a rigorous, Classical education based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

## **Core Values**

1. Academic Excellence: We have adopted a rigorous, Classical approach to education. We believe that the holistic approach personified by the Classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.

2. Partnership with Families: We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional, and ethical development of their children. Parental support is essential to the success of educating young people with a Classical approach to education. Teachers, administration, and parents must work together to make sure that scholars' learning takes place in both the school and the home.

3. Children & Learning: We believe that children are born persons and are unique and worthy of our utmost attention, love, and respect. The child's mind is not a blank slate or a bucket to be filled. It is a living thing and needs the knowledge to grow. We believe that the normal child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich, and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas allowing scholars to think in an independent and critical fashion.

## **Cultivation of Character Attributes**

We believe that education is not just about training the mind with knowledge but also training the heart. A child is not born either good or bad; children from all walks of life and backgrounds make choices for good or evil. A scholar's relationship with fellow scholars, parents, and teachers should be one of thoughtfulness, respect, and accountability. Key virtues that are fostered include caring, good citizenship, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

1. Caring- Caring is being interested, concerned, or empathetic about someone or something. Caring people express gratitude, kindness, compassion, and forgiveness. Caring people will help others in need.

2. Citizenship - Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote, and are responsible, caring participants in school and local, state, and global

communities.

3. Perseverance - Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride, and a positive attitude in completing tasks.

4. Respect - Respect is recognizing other people's feelings, opinions, or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults and disagreements. Respectful people show high regard for authority, other people, self, and country.

5. Responsibility - Responsibility is taking control of your actions and your obligations. It also means taking ownership for something that is your fault, holding yourself accountable for decisions and actions rather than pointing the finger at someone else. It means having a sense of duty to fulfill tasks with reliability, dependability, and commitment. It includes self-discipline and work ethic; when you are responsible, you always do your best. Responsible people will think before they act and consider the consequences.

6. Trustworthiness - Trustworthiness is being reliable, keeping promises, and following through on your word. Trustworthy people are honest and have the courage to do the right thing. Monthly Schedule of student learning cycles:

<b>Month</b>	<b>Virtue &amp; Value</b>
August	Intro to Virtues & Values: Excellence and Respect
September	Silence (Contemplative Decorum) & Order
October	Resolution & Perseverance (Grit)
November	Humility & Cleanliness
December	Honor & Citizenship
January	Truth, Beauty, & Goodness
February	Justice & Service
March	Moderation & Generosity

April	Integrity & Loyalty
May	Courage & Trust

A classical education meets this challenge by taking history as its organizing outline - beginning with the ancients and progressing forward to the moderns in history, science, literature, art, and music. Therefore, subject areas of our Classical educational program are linked to history studies and taught around the time period under study in history. A Classical educational program with a Charlotte Mason influence has a strong curricular focus on the academic foundation of grammar, history, and mathematics. Curriculum maps will be centered upon a limited number of essential learning outcomes for each content area, approximately 20 per area of content for the year, in order to create a guaranteed and viable curriculum.

The teacher is instrumental in bringing forth the curriculum maps, which are foundational to support scholar learning, by use of scope and sequence documents that connect to the essential learning outcomes through instructional planning that guides instruction and assessment. As scholars delve into the concepts and ideas being covered, the teacher will use pacing guides for the classroom to make instructional decisions that take into consideration differentiated instruction for the essential learning outcomes that may include enrichment and/or intervention activities dependent upon scholars' ability levels, prior knowledge, previous learning experiences, and learning style.

**A. English Language Arts**

Kindergarten and first-grade scholars build a firm foundation in phonemic awareness and will use Journeys, Houghton Mifflin Harcourt, and informational texts.

Explicit instruction of foundational skills ensures mastery of basic reading and decoding skills. For grades 2-8 we will be using living books and whole books in addition to informational texts, appropriate to the grade level that are rich selections of literature. These selections are used for reading skill development, comprehension, vocabulary development, and to instill the love of learning in scholars as they are exposed to the best of literature. We believe in order for our scholars to become the best writers and fluent readers, they need to be exposed to the best from our Western heritage and timeless classics.

In Grades 2-8, the teacher will strive to have the scholars read, or the teacher read aloud, from rich literature selections that are connected to the History unit of study. Exemplar texts provided throughout each level offer rich, high-quality literature and give scholars the opportunity for close reading and analysis using full-length trade books.

**B. Sitton Spelling:**

Taught at an accelerated level. Kindergarten, for example, will begin with Sitton Spelling. Scholars actively learn spelling skills & concepts for long-term learning and application to many more words.

- Formative assessment will guide instruction and identify words scholars have not yet mastered.
- Accountability of spelling skills through proofreading everyday writing, with a "no excuses"

outlook for misspelling assigned words.

- A set core curriculum with opportunities to adapt instruction through teacher choice and optional extension activities.
- Dictated sentences teach scholars to use spelling words in sentences and not in isolation.

### **C. Shurley English:**

The main reason Shurley English was chosen was its use of chants and jingles in aiding scholars in memorizing. This is in line with our philosophy on the ability of young children to memorize basic facts and fundamental rules and to absorb information and knowledge more easily at a younger age.

- Utilizes all learning styles: visual, auditory, kinesthetic.
- Never teaches isolated concepts.
- Incorporates scholar/teacher interaction.
- Uses repetition to attain mastery.
- Challenges accelerated scholars.
- Promotes higher-order thinking.

Provides the connection between grammar skills, writing, and effective speaking.

### **D. Handwriting**

Handwriting is introduced in kindergarten and developed throughout grades 1-6. Cursive writing is introduced beginning in grade 2. Attentiveness to detail, correct formation, and overall neatness are emphasized at each grade level.

### **E. Saxon Math**

No matter how well scholars initially learn a concept, if they are not able to retain their learning, connect it to other concepts and apply it in problem-solving situations, they have not reached mastery. Saxon Math is designed to support the long-term mastery and applications that will make a difference during testing, future education, and careers. Taught at an accelerated level.

Kindergarten, for example, will begin with Saxon Math.

- Concepts are taught in small, approachable increments.
- Increments are spread throughout the year, building in complexity, so that by the end of the year scholars have reached deep understanding and fluency.
- Practice and assessments include concepts from the most recent lessons as well as from earlier in the school year ensuring scholars retain all concepts and can make connections between them.
- Saxon math's incremental, distributed pedagogy builds upon concepts from the Common Core domain throughout the year, articulating them over time. This allows scholars to gain a

deep understanding and long-term mastery of the Common Core State Standards.

## **F. History/Geography**

It is our contention that history should be the core of the curriculum, especially for grades 4-8. History becomes the unifying " discipline of choice" due to our belief that all aspects of life fit under its broad sweep.

Scholars read a " living" biography or two about a key person in the time period being studied. Whenever possible, primary sources such as diaries, journals, letters or speeches that the person wrote are used. Scholars research in reference books but try to use living biographies as the main books. Scholars enter key people's names and events into a Book of Centuries (a copybook for older students), which is like a timeline in a book. History is taught in sequence in a historical timeline so learning is not fragmented for scholars and therefore makes sense.

- Mapping skills are utilized.
- Scholars memorize geographical and historical data.
- Scholars create Copybooks/Books of Centuries to reflect their unit of study, thus becoming masters of the subject area.
- Scholars recognize how events from the past shape our future.
- The classroom is full of rich resources, biographies, maps, books, and artifacts that reflect the unit of study, and are available for use by our scholars as they create their Copybooks/Books of Centuries.

## **G. Science**

Effective instruction in science will be offered through hands-on experience and observation. Scholars are encouraged to ask questions about how their world works and seek answers, make observations, and discuss findings, to be actively engaged in learning about science, technology, engineering, and math as they learn to view the world through a scientific lens. Scholars will use the Harcourt's Science Fusion series for the 7th and 8th grades.

- The teaching of science will be heavily focused on the Socratic method of giving the scholars foundational information and then asking questions that encourage critical thinking and assessment skills.
- The classroom also reflects the unit of study and the bookshelves are rich resources for the scholars to gather their research and collect their data to write their observations in their Copybooks.
- Younger scholars will have the opportunity to solve problems through inquiry, exploration, and observation.
- Science experiments are hands-on for student discovery and observation through the active process of investigation.
- A systematic approach to the exploration of science is established through hands-on learning experiences offered by the teacher.

## **H. Spanish**

Scholars in Kindergarten through grade 2 will participate through in-class instruction of Spanish. Kindergarten is the perfect time to introduce learning of Spanish, for at this age scholars are able to listen and understand, building a foundation enabling scholars to start speaking a second language. Scholars will learn common phrases, colors, numbers, and greetings. The curriculum is developed in-house.

### **I. Latin**

Scholars will use Latin for Children beginning in grade 3 and continuing through grade 5. Latin for Children trains scholars in grammar, vocabulary, and English derivatives in a lively, interactive way that is perfectly suited to scholars in the grammar stage. The study of Latin continues through grades 6-8, the logic stage, as scholars delve deeper into the structure and meaning of language. Moving from Latin for Children to Latin Alive will be a natural progression for our scholars, and research support will greatly enhance vocabulary, reading, and comprehension skills.

### **J. Recitations**

Each month, beginning in Kindergarten, scholars will have a piece of prose or poetry, a patriotic piece, or other pieces that is connected to the curriculum to memorize and recite in front of the class. Proper poise, posture, speech, volume, and overall public speaking skills are emphasized.

### **K. Technology**

Classrooms will be equipped with computers and technology equivalent to having Smart Boards. Teachers are encouraged to incorporate technology into their lesson plans along with allowing their scholars to interact with them by using the technology.

### **L. Special Areas: Art, Music, Physical Education**

Scholars at Lemman Academy of Excellence will participate in structured art classes, music, and physical education classes. Art will have an emphasis on art appreciation. The principles and fundamentals of art will also be taught. Music will have an emphasis on music appreciation, and elements of music will be taught.

### **Methods of Instruction**

Lemman Academy of Excellence will emphasize a return to our Classical roots that adheres to an ancient view of learning and yet will use traditional teaching methods that promote critical thinking, logical analysis, and a love for learning. Classical education is unique in that it seeks to faithfully restore the most proven form of education ever developed, and the classical view of education holds that human beings are thinking creatures. Humans live by their intelligence, and they want to know things.

Charlotte Mason's educational approach and her influence on Lemman Academy of Excellence is based on Miss Mason's firm belief that a child is a person and we must educate that whole person, not just his/her mind. Understandably, Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. Miss Mason planned each school day so that the more demanding academic subjects were placed in the morning while the afternoon would consist of physical education, creative work in art, music, study, and song, along with any other practical activities

Therefore, our foundational educational program is two-fold: it includes the Classical educational

approach and curriculum that is based on academic rigor along with the belief of Charlotte Mason that children are young people who observe everything around them, picking up a language at an astounding rate, learning new things because they are curious and love the joy of discovery. Both the Classical approach and Miss Mason recognize the importance of Language and Latin for producing great thinking and expression. Finally, what makes the Classical approach so effective is based on the Trivium, that no matter how the scholar learns, he or she goes through three different phases, all of which is spoken about in greater detail in the Educational Philosophy section.

## **A. Teaching Methods**

### **i. Direct Instruction Teaching Model:**

The teacher defines and teaches a concept, models the learning process, guides scholars through its application, and arranges for extended guided practice until mastery is achieved.

### **ii. Structured-Discovery Learning:**

A model that teachers will select when they want scholars actively participating in the learning process and to teach particular academic content knowledge. Teachers may select this model:

1) to increase scholar motivation - the challenge of "making a discovery" 2) to promote higher-level thinking 3) to promote critical thinking skills 4) to enhance retention.

### **iii. Socratic Teaching Method**

In Socratic teaching, the focus is giving scholars questions, not answers. The teacher models an inquiring, probing mind by continually probing into the subject with questions.

### **iv. Charlotte Mason Methods**

Charlotte Mason's methods are looked upon as simple but more importantly very effective. The method implies two things - an objective based on content and a standard and the step-by-step process you take to reach that objective. With that vision in mind, the process of the method becomes natural. Educating the scholar will become effortless because our teachers will be using every circumstance in the child's life as a tool toward attaining that goal. Everything the young person does, whether it's eating, playing, working, learning, etc.. . will be seen as a way to educate the whole child in obtaining that objective in a very natural way. The following are four essential methods of Miss Mason's in our educational program:

a. Copybook: Self-created, it provides greater scholar engagement and helps them retain content learned in class. Used as a tool for making cross-curricular connections (e.g., between science & history and language arts). Used sequentially with the historical timeline).

b. Living Books: Usually written by one person who has a passion for the subject.

c. Narration: When a teacher asks the scholar to tell back in his own words what he/she just saw, heard, or read.

d. Nature Study: Time spent outdoors by scholars to look at various aspects of nature around them and to enter their observations in their nature notebook.

## **B. Formative Assessment Strategies**

The following are formative assessment strategies that our teachers will use throughout the course of the school year that will provide information for the teacher to adjust and improve their own instructional methods as well as monitor the scholars' progress and learning while they are still happening: discussion, observations, rubric, questioning, partner work, scholar/individual whiteboard work, small group, short quizzes, end-of-unit or chapter tests, end-of-term or semester exams, a warm-up to check scholar understanding, closure for summary/reflection of what learned, homework, games, narration, projects, reading assessments, writing samples, nature study notebook, and copybooks.

### **C. Differentiated Instruction**

Differentiated instruction will occur, as teachers strive to meet the needs of all scholars, through preparation as our teachers plan for and create different assignments, lessons, activities, tasks, etc... within the same unit or lesson to match individual scholar needs. The differentiation of instruction may include the content of what they are teaching, the process that goes toward the learning of the content, and the outcome (product) or test to match the scholars' needs.

Additionally, our teachers will consider differentiation of instruction based on the readiness of the scholars, which includes their ability levels and prior knowledge, their interest, which includes their experience with the content, and their learning profile, which looks at the learning style of the scholar.

Teachers will plan for a small group, whole group, and individual time (one-on-one instruction) to work with a particular scholar who may need extra instruction, or to enhance and teach concepts above grade level in order to challenge the exceptional scholars. This allows our teachers and the scholars to build meaningful relationships, where scholars see the classroom as a safe place to succeed and fail, as they know they have the support of the teacher to come alongside them and bring them along academically, socially, and emotionally. Scholars feel a sense of belonging to the school when teachers and scholars are co-laborers and life-long learners.

### **Assessment Plan**

Leman Academy of Excellence will implement a comprehensive assessment plan that includes formative, summative, and benchmark assessments to assess each scholar's understanding and mastery of skills, identify gaps in scholar learning, as well as measure scholars' progress towards mastery of the Colorado Academic Standards and Common Core Standards.

The curriculum at Lemman Academy of Excellence has been carefully chosen to reflect our mission and philosophy. The academic staff will develop and align the curriculum maps, with their sequence of essential learning outcomes, assessments, resources, purchased instructional materials, to Colorado Academic Standards and Common Core Standards, as these standards serve as the foundation to the subject areas taught and provide the framework to the academic requirements and end of year outcomes for the instructors.

We have deliberately chosen curricular programs, resources, and materials with our philosophy and the state and common core standards in mind to ensure high scholarly achievement, be rigorous in nature, and encourage scholars to reach their full academic potential. Teachers will submit weekly lesson plans and lesson plans will be determined from the grade level curriculum maps that are aligned to Colorado Academic Standards and Common Core Standards.

The summative assessments will be created prior to instruction so as to identify both the content and process of learning that represent the identified essential learning outcomes that scholars must learn through the course of the school year. Scholars must score 80% or above to

demonstrate mastery on all formative and summative assessments.

As part of an eight-day Orientation and In-service training program for our teachers in July, the administration of Lemman Academy of Excellence will include discussion and training related to academic standards, academic excellence, classroom environment, curriculum maps, curriculum aligned to standards, planning, and preparation, lesson implementation with outcomes aligned to standards, best teaching practices, scholar assessment data, various types of assessments, data collection, review and analysis of data to use in instructional decision-making, differentiated instruction, instructional material/resources for differentiated instruction, setting goals in relation to scholar learning and the standards, establishing objectives related to standards, developing action plans, and implementing the plan.

Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards.

Types of Assessment to be used at Lemman Academy of Excellence:

**Formative Assessment:** Is a two-fold assessment: at the individual scholar level because it measures how a particular scholar is progressing in the instructional program and identifies where support may be needed; at the classroom level with on-going assessments, reviews, and observations used by our teachers to improve their instructional methods in the classroom throughout the school year. Formative assessments happen daily, are linked to the learning experience, assess understanding and mastery of a skill, and provide data to modify instruction.

**Summative Assessment:** A form of assessment that may be teacher-created or provided through purchased curriculum, summative data assessments produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices.

- Summative assessment data are collected through end-of-unit or chapter tests
- Summative assessment is used by the teacher as an accountability measure and will be included in the grading process, and they will occur after instruction has taken place every 2-4 weeks, depending on the content area of study.
- They are to be aligned to content area state standards in order to measure scholar learning relative to state standards at a particular point in time
- Standardized Tests
- One assessment identified in the original application was Galileo. This online assessment is not part of the portfolio of assessments planned for the new site.

**Benchmark Assessment:** Teachers will 1) measure the achievement of school learning standards / Colorado Academic Standards / Common Core Standards of scholars and 2) provide information that can be used to guide instruction in a cyclical fashion.

**DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills):** For Kindergarten-Grade 6, Lemman Academy of Excellence will utilize DIBELS Next, an early childhood assessment tool for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Our teachers will collaborate not only with one another but also with the home to monitor

and communicate a scholar's progress. Scholars will be evaluated quarterly and reports will be given to the home to communicate the progress of their child. However, our faculty and staff are readily available to conference with parents whenever a concern arises.

State Accountability Tests: CMAS will be given to scholars in 3rd grade through 8th grade.:

Not only is it critical to hire excellent, quality instructors for the classroom, but it's just as vital that the administration purpose a comprehensive and well-planned professional development program that will offer meaningful, productive professional development opportunities. To that end, the program will:

Support the goals of teaching to and implementing the Colorado Academic Standards and Common Core Standards for the teachers in the classroom

Provide professional growth and learning for the faculty of Lemman Academy

Look at Classical education, teacher effectiveness, best teaching practices

Scholar performance related to assessment, analysis, and subsequent actions

### **Professional Improvement Plan**

Ensure that our school fulfills its mission with our families and community

Allow for professional collaboration

Provide community building for faculty and staff

Since our classical approach to education may be unfamiliar to effective teachers, we are prepared to offer extensive professional development. This professional development will help teachers understand the classical model, the foundational elements, and the practical application as it applies to the discipline. A teacher who can successfully implement our classical model will be able to empower scholars to be motivated in learning and success in achieving.

The existing LAE team will devote time and training before school begins and throughout the school year to enrich the new school staff and teachers through professional development to ensure a smooth transition of the Classical Education expectations. Our professional development will center on integrating the Colorado Common Core Standards with our classical approach to teaching meaningful lessons. Teachers will need support to utilize effectively our curricular resource, Saxon Math. Because some standards are not covered by Saxon, professional development time will be given for teachers to research and develop a resource binder based on products created by LAE math teachers.

Teachers and leaders from LAE will receive a stipend for classes and training of staff as our two schools progress toward a Professional Development system approach versus isolated delivery. The experiences of the past four years with LAE will allow a robust integration of information and enhancements to the required foundational expectations of the Classical Education Curriculum and resources.

Beginning in the second school year, professional development time will be given to analyze state assessment data each fall. Teachers will create lists that identify scholars by their proficiency level and determine the next instructional steps that each group of scholars will need to progress and

achieve. Teachers will set goals based on their data, plan lessons and analyze their data to ensure that scholars are meeting or exceeding their goals. Since administrative visibility and timely teacher feedback is valued at Lemman Academy of Excellence, we will be able to plan professional developments based on school-wide needs that are observed.

Professional development will be changed to meet teacher needs and ensure scholar achievement.

Specific Actions for PD include:

- Teachers and administrators participating in an eight-day Orientation and In-service training program in July regarding our philosophy, mission, core values, beliefs, and educational approach including implementation of Colorado Academic Standards and the Common Core Standards.
- Faculty and Staff In-service training prior to the start of the school year will be in late July
- Workshops and teacher training will be scheduled on the school calendar for every Wednesday and accounted for with an early release time for all of our scholars
- Formal Evaluations for every teacher
- Weekly Informal Observations to provide regular feedback regarding observed instruction, best teaching practices, effective methods of instruction related to standards

The ongoing process for PLC teams and action teams used in LAE within data teamwork includes:

1. Academic Root Cause Analysis
  1. Data-informed differentiation of math and ELA instruction
2. Academic Action Plan
  1. Teachers will receive focused In-service Training to analyze the data
  2. Teachers will be provided with time dedicated for guided Data Dives
  3. Teachers will provide students with small group intervention to reteach or re-mediate math and ELA skills each week of the school year before and after normal school hours of operations.
  4. Teachers will provide students with small group intervention to reteach or re-mediate math skills each week of the school year before and after normal school hours of operations.

**Professional Development Plan Year 1**

Action Steps	Timeline
I. Eight-day Orientation and in-service training program. Train teachers in our classical approach to education, data-driven instruction/decision making,	

philosophy, a mission to establish our school vision and incorporate these classical fundamentals and CO standards for learning into their daily lesson plans and projects	July 2024
2. Teachers will attend professional development sessions throughout the year focused on CO Common Core Math Standards, differentiation, and classical education.	Monthly-Beginning August 2024
3. Teachers will be trained on the implementation of Saxon Math	July 2024
4. At the beginning of each year, teachers will analyze their MAP, benchmark, and unit and State (year 2) assessment data.	September 2024

## Attachments

### Section 3: Educational Plan

– No Attachments –

## 4.Target Population

LAE takes great interest and pride in supporting all students in the opportunity to enroll and learn in the Classical learning methodology. The opportunity to serve a diverse group of students with unique needs and interests is the reason we use the prescribed pedagogical practices in our program. As reported in our academic testing results our minority populations make up 22.1% of our student body and we outperformed the area school average and most of our geographically close schools in both the ELA and math growth and achievement CMAS results as shown in table 12. This is a proud data point for LAE and we believe the alignment to our methodology and results are creating this level of success. The LAE marketing team will promote these results to entice future minority and diverse populations of students to attend LAE's schools.

In accordance with the Colorado Department of Education, scholars who have been identified as English language learners will take the WIDA-ACCESS Placement Test, which is the screener to assist in the identification of scholars for English Language Development (ELD) programming. Lemman Academy integrates the ELL scholars into the general education classroom at the appropriate grade level. Scholars who have been placed into an English Language Learner (ELL) education program will take the ACCESS for ELLs test, which is an annual test that measures a scholar's proficiency in academic English.

The following are effective instructional practices used with our target population that can be incorporated into our rigorous, Classical educational program to enhance learning for the students in the classroom.

**Scaffolding:** The teacher provides meaningful support and guidance needed for the learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his native culture. The teacher rephrases with words the scholar understands and uses pictures to further adapt the questioning techniques.

**Shelter:** The teacher introduces new content by using visual aids, music, etc. The ELL scholar will be observed to note which topics come easily and which ones will require more support.

**Total Physical Response (TPR):** As much as possible, the teacher links language learning to enable the ELL scholar to make a physical response. This technique ties into various learning styles and is fun for the scholar.

**Reciprocal Teaching:** To help the ELL scholar complete a task, the teacher presents an interactive lesson, assesses the scholar's response for comprehension, and then restructures the lesson to correct the scholar's response. This strategy is beneficial since it demonstrates how to learn. The ELL scholar's self-esteem is enhanced by control over the learning situation.

**Critical Thinking Questions:** The teacher encourages the ELL scholar to ask and answer questions that start with the words "why" and "how."

**Hands-on Experiences:** The ELL scholar is given opportunities to complete activities that he can demonstrate and describe orally.

**Teaching Techniques:** The teacher needs to simplify instructions, connect the instruction to the ELL's native culture, and use graphic organizers to allow access to information. Some examples are controlled language, labeling, vocabulary word banks, flashcards, and discussions. LAE recognizes that learning does not take place in isolation: meaning that the school and home must partner together in the learning of their scholars.

### **Exceptional Scholar Identification and Intervention**

Leman Academy of Excellence has rigorous and engaging curricula in place that is taught through the Classical approach of educating young minds: that the content is appropriate to the child and following the developmental stages of the Trivium. We understand that all scholars learn in unique ways, having unique strengths and weaknesses that impact their acquisition, rate, and retention of learning. Understanding this we have implemented interventions that support the learning of all scholars.

As one of our core values states, "We believe children are unique and worthy of our utmost attention, love, and respect. The child's mind is not a blank slate or a bucket to be filled. It is a living thing and needs the knowledge to grow. We believe that the typical child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich, and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion."

### **Types of Intervention**

#### *Differentiation of Instruction/Data-Driven Instruction*

Analysis of data from classroom and curriculum assessments, ATI, DIBELS, and CMAS will guide teachers in planning specific, differentiated instruction for individuals or groups based on need.

### *Scholar Hours*

Each classroom teacher has scheduled Scholar hours into their before or after school workday in order to support scholars that are struggling with a specific skill or content area.

Support in Scholar Hours could include any of the following: executive functioning skills, homework organization, study strategies, note-taking skills, completing long-term projects, specific skill instruction, etc. This intervention is available on a short or long-term basis.

### *Parent Partnering Hours and Parent/Teacher Conferences*

Each classroom teacher has scheduled Parent Partnering hours into their before or after school workday in order to partner with, support, and inform parents on the growth or lack thereof of their scholars regarding specific skills or content areas.

Another of our core values states, "We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional, and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home." In alignment with our core values, each teacher will offer Parent Partnering hours every week that parents may sign up for or be recommended by the teacher to participate in. In these sessions, parents and teachers will discuss their scholars' progress and develop a plan on how to intervene, as necessary.

### *Scholar Study Team Referral*

When Scholar hours, differentiated instruction, and Parent Partnering are rendering inadequate results of growth, a scholar may be referred to a Scholar Study Team. This team will review and analyze data and determine the next best step of intervention: increased Scholar hours, provide more targeted instruction through differentiated instruction in the classroom, provide targeted instruction through the reading interventionist or complete an evaluation for the purposes of consideration of qualifying for Exceptional Student Services (Individualized Educational Plan), a 504 Plan or an English Language Learner's Plan.

When scholars are not adequately making growth we need to determine their potential as best as is possible and put support in place (through an IEP, 504 or ELLP) to facilitate the attainment of their potential. This responds to our last core value, "We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning."

### *Professional Development*

All teachers were provided professional development on the various curricula used for instruction: Saxon Math, Shurley English Grammar, Sitton Spelling, Habits of the Heart and Mind and the Classical Model.

The preceding Core Value states, "...every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence." It is the responsibility of Lemman Academy of Excellence administration to provide appropriate and exceptional professional development in regards to their rigorous and classical education.

## **Tiers of Intervention**

### *Tier 1*

- ELA and Math Curriculum aligned to CMAS Standards
- Data-Driven Instruction using formative data
- Data Review System – ATI meetings
- Professional Development – Shurley English, Sitton Spelling, Saxon Math, Classical Model
- Parent Partnering Hours – offered to all scholars' parents, optional
- Scholar Hours – (tutoring) offered to all scholars, optional
- Differentiated Instruction
- Meet with Grade Level Team to determine standard classroom interventions such as, but not limited to: preferential seating, repeating directions, rephrasing vocabulary, organizational support

### *Tier 2*

- All interventions from the previous tier should be in place for 3 - 4 weeks and continue to be available with documentation
- Scheduling Parent Partnering Hours
- Scheduling Scholar Hours (mandatory) - Targeted differentiated instruction
- Progress monitoring of interventions. Data recorded on Intervention Documentation Form.
- Targeted Instruction provided by the Reading Interventionist
- Meet with Grade Level Team to discuss intervention results

### *Transition from Tier 2 to Tier 3*

- Inadequate growth while receiving Parent Partnering and Scholar Hours
- Scholar Study Team Referral – consideration of further intervention and/or evaluation for IEP, 504 Plan and/or ILLP
- Targeted Instruction provided by the Reading Interventionist

### *Tier 3*

- Scholar Study Team consisting of general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services teacher, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results
- Interventions from previous tiers continue to be available
- Continue Progress Monitoring for a minimum of 6 weeks

### *Tier 4*

- Scholar Study Team (2nd meeting) consisting of general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services teacher, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results
- If the scholar demonstrates adequate growth teacher will continue to progress monitor students and provide interventions

- If a scholar demonstrates inadequate growth or results from intervention, Multidisciplinary Education Team (MET1) along with parents and any related service providers will meet and determine whether an evaluation is necessary.
- After obtaining parental consent for evaluation, MET team will meet to determine eligibility for Exceptional Scholar Services as dictated by IDEA which could lead to the development of an individualized Education Plan (EP), a 504 Plan and/or an Individualized Language Learner Plan (ILLP).
- Scholars that qualify for Exceptional Scholar Services will receive specialized instruction ~~provided~~ utilizing an inclusion model, except when pull-out services are determined to be the least restrictive environment and meets the individual needs of a scholar. IEPs are reviewed on an as-needed basis, minimally on an annual basis.
- Specialized Instruction provided in small group setting, as needed
- Individualized educational goals are frequently monitored to guide instruction
- Progress monitoring is conducted on a regular basis and results are communicated with parents
- Accommodations are closely monitored for effectiveness and appropriateness
- Scholars that qualify for 504 Accommodation Plans will receive accommodations provided in the general education classroom by the general education teacher. 504 plans are reviewed on an annual basis.
- Scholars that do not qualify for Exceptional Scholar Services, a 504 Accommodation Plan, or Individualized Language Learner plan will continue with current Tier 2 and 3 interventions.

### Scholar Study Team (SST) Process

When teachers identify a scholar who struggles academically or behaviorally (or both), they:

1. Sign up for the next Scholar Study Team (SST) meeting (offered every other week).
2. At the first SST meeting for a scholar, the Scholar Study Team will
  - a. Listen to the area(s) of concern(s)
  - b. The team agrees on a goal
  - c. The team agrees on an intervention that will address that goal
  - d. The team confirms how the teacher will progress-monitor the scholar's Response to Intervention (RtI)
3. At the second and subsequent follow-up SST meetings, the team will:
  - a. Hear the report about how the scholar has responded to the intervention
  - b. Evaluate progress made toward the goal
  - c. Confirm next steps

Note: For a scholar who has extreme behavioral needs, the Social Worker will oversee and follow up with teachers with an individualized Behavioral Plan.

### Referral for Scholar Study Team (SST) Process

ACTIVITY	PERSON RESPONSIBLE	TIMELINE
1. A referral is made with a Scholar Study Team Referral		

Form which can be obtained from the assigned Admin staff. Once complete, return to Assigned staff.

- Scholar Study Team meeting is scheduled by assigned staff. Those invited can be: parent, referring person, reading teacher, classroom teacher, principal or admin designee. May also include related service providers, nurse, or other staff as appropriate.

Classroom teacher, parent, school admin, or other professional

Whenever concerns are noted

Assigned Staff

Notice given to parents within ten days of receiving SST referral

2. Scholar Study Team meeting is held. All available information is discussed and recommendations are made.

Student Study Team, chaired by Assigned Staff

ASAP

School Psychologist

At SST meeting

At SST meeting

Assigned Staff

Within 5 school days

Assigned Staff

Within 5 school days

School Psychologist

Within 5 school days

Assigned Staff

Within 4-6 weeks of SST1

3. If parent does not attend the Scholar Study Team meeting, the recommendations of the SST are sent to the parent.

- If an evaluation is **not** recommended, a copy of the recommendations of the SST team and Procedural Safeguards are sent to the parent.

- If an evaluation is recommended, parent will be contacted to arrange a MET 1 meeting and a copy of the recommendations of the SST team along with Procedural Safeguards are sent to the parent.

<p>4. After 4-6 weeks, scholars that are being progress monitored will be scheduled for a follow-up Scholar Study Team 2 meeting. Follow additional procedures noted in Step 2 above.</p>	<p>Multidisciplinary Evaluation Team</p>	<p>meeting Within 10 day of SST meeting where recommendation for evaluation was made.</p>
<p>5. During Multidisciplinary Evaluation Team (MET1) meeting, where consent for evaluation is requested and/or obtained from parents, all forms will be returned to ESS office and placed in scholar's district file. Evaluation team will be notified of 60 day timeline and all evaluations will be completed including all required components as outlined in federal and state statutes. MET2 meeting date is determined at MET 1 meeting.</p>	<p>Multidisciplinary Evaluation Team</p>	<p>Within 60 calendar days of receiving date of consent form with parental signature</p>
<p>6. Multidisciplinary Evaluation Team (MET2) meeting is held. Evaluations are discussed with team members including parent(s). Eligibility determination is discussed along with the need for special education services. If scholar qualifies, and is in need of specifically designed instruction, an Individualized Education Program (IEP) will be developed at this meeting or within 30 calendar days. All completed reports, protocols, forms, notices, MET/IEP, etc. will be returned to ESS office and placed in scholar's district file.</p>	<p>Multidisciplinary Evaluation Team</p>	<p>Within 5 school days</p>
<p>7. Copies of all finalized paperwork is mailed to the parent(s).</p>		

**RtI/MTSS Pyramid Lemman Academy**

Tier 1: 80%

Tier 2: 10-15%

Tier 3: 5-9%

Tier 4 Special Instruction (GT,SLD)

- General Classroom Instruction-9 weeks: Classroom teacher/IA
- Universal Screeners/Assessments: DRA2, DIBELS, NWEA MAPS (2-8), Kindergarten Readiness, State mandatory assessments, Saxon, Journeys

- Universal Core Instruction: Raz-Kids, Reading A-Z, Shurley English, Saxon, Journeys, Classical Literature, Reading Eggs, Study Island, I-Learn, Plato, Slitton Spelling
- Small-Group Interventions: classroom teacher, scholar hours, tutors, volunteers 30 min. 3x's a week for 9 weeks
- 1:8 grouping with specific interventions & weekly progress monitoring Decision Point at the end of 9 weeks: 1) Continue another 9 weeks, 2) Move back to Tier 1, 3) Assess and move to Tier 3 Interventions: Read Naturally, Reading A-Z, Khan Academy, Peer tutoring, Small group multisensory instruction Assessments: DIBELS, NWEA MAPS, DRA2, Saxon, Journeys, ORF
- Pull-out/Push-in interventions: 50 min. 3x's weekly for 9 weeks
- 1:6 grouping of specific interventions, progress monitoring 2x's weekly Decision point: Referral to Spec. Education Interventions: Multi-sensory (Wilson/Take Flight), I- Ready, Assessments: Woodcock, GORT, CTOPP, TOWRE, DRA2, NWEA MAPS
- Specifically Designed Learning according to IEP, greater frequency of PM, Monitor student response to intervention

**Gifted and Talented Identification Process**

When a scholar is referred to the GT program, a DCSD-approved process must take place and be complete within 30 days of the referral. Below are the responsibilities of each party.

GT Coordinator Responsibilities	Teacher Responsibilities	Parental Responsibilities
<p>Collect a Body of Evidence:</p> <ul style="list-style-type: none"> <li>-CogAT scores</li> <li>-MAPS scores</li> <li>- SIGS scores</li> <li>- Assessments and assignments from the classroom in math, reading, and writing.</li> </ul>	<p>Collect a body of evidence in:</p> <ul style="list-style-type: none"> <li>-math</li> <li>-reading</li> <li>-writing</li> </ul> <p><b>**A body of evidence should include assessments in each area and assignments that show giftedness/advanced learning**</b></p> <p>A copy of the report card is also helpful.</p>	<p>Fill out the Student Survey</p>
<p>Meet with GT referral team to determine if the scholar is gifted or not.</p>	<p>Fill out the Scales for Identifying Gifted Students (SIGS).</p>	

Send home a letter of determination.	If the scholar is gifted: collaborate through google forms to write their ALP- academic and affective goals.	
If the scholar is gifted: write an advanced learning plan (ALP) and add to group times.	Add this scholar to your list for progress monitoring notes.	
	Differentiate for this scholar as needed with high level extensions.	

Leman Academy of Excellence contracts all special education services through the Douglas County School District. DCSD provides oversight and support of our targeted population and the collaboration of the two teams ensures best practices and monitoring processes are exemplary and compliant.

## Attachments

### Section 4: Target Population

– No Attachments –

## 5.Human Resources

To ensure parents are clear on how the two schools are aligned, each site operates as a single entity both working under one board. The principal of each school will oversee all certified and classified staff in the building. All recommendations for hiring, terminating and resignations are brought to the board for review and final approval. Each school will have its own budget, school-based processes related to posting and planning for interviews, master schedule, position assignments. Parents will be able to apply for either or both schools and serve on both waiting lists. One of the concerns in charter schools is the leader of the school may be required to assume all of the responsibilities of operations including financials, benefits human resource paper processing, and facility oversight. These three areas have been addressed at LAE through an Educational Management System to ensure our leaders of the school can focus their attention on student learning, community engagement, and school culture. The impact of moving out of school leadership serving as transactional leaders and providing transformational opportunities in time and cognitive use serves our school and desired future replication school very well.

A common salary schedule for all positions with pay ranges will be used to ensure fairness of hiring compensation aligned to education, experience, skill sets, and need of a position. All raises, benefits, and Cost of Living (COL) adjustments are determined annually by the board during the development of the budget and each site will comply with pay ranges defined by the board and validated with documentation of performance, transcripts, and experience history.

### *Shared Services of Personnel*

An important process the Board and leadership team at LAE have taken into account in the replication school is to identify hiring procedures that ensure the balance of personnel are serving the best interest of both schools.

The LAE distribution of staff and hiring plan is to independently support mutually exclusive postings and interviewing processes for each position at both locations. Approval of any hire will be the responsibility of the Board.

Any requests for transfers or forced transfers to the new school will have to ensure a balance in personnel transfer decisions. A transfer request will need to be made with a set timeline in the Spring (February-March), before the opening of the inaugural year of the new school.

The request will be reviewed by the principal of the original school (LAE) at the designated time after the transfer deadline has passed. The principal will ensure the transfer requests do not include more than one teacher at each grade level. If there is more than one teacher at a grade level or department in middle school the principal will make the decision of permission to which teacher may be approved for transfer. Any requests that impact a grade level with more than one teacher being transferred must be approved by the Board and are considered an exception to the transfer process. It remains at the discretion of the principal to approve or deny any transfer for any staff member. However, a staff member who seeks a transfer is the sole candidate seeking a transfer at that grade level, may appeal the non-transfer decision by the principal to the board for review and rationale.

The board and leadership recognize a transfer of knowledge, mentoring, culture, and processing has a big value in expediting the replication process of learning for the staff and community of a new school. Therefore, the board and leadership see this as a positive opportunity to embrace a transfer of some knowledge and operational processing to the new school in the certified and support staff.

The team recognizes some staff may have the opportunity to be promoted to new roles in a new school and want to embrace this opportunity to grow based upon performance in LAE.

The leadership team at the school level will be represented by a site principal for each school who will oversee all staffing in their respective sites. The two principals will report to the LAE Board for final approval of staffing recommendations.

### *Shared services of EMO*

The application for the original school, LAE, did not have an Education Management Operator, but an operator was added after the application was formed during the start-up process. Lemman Classical Education new school will operate under the existing EMO and will represent the functions they have represented in the new school as the do LAE. The EMO will oversee the following functions of the school management:

- Developing and monitoring programs and otherwise assisting Lemman Academy in complying with state and federal requirements necessary to keep Lemman Academy's Charter in place as well as to maintain its status as an Internal Revenue Code Section 501(c)(3) tax-exempt organization.
- Monitoring state budget and reporting requirements in order to assist Lemman Academy's compliance with such requirements.
- Providing marketing, public relations, and advertising plans for Board consideration.
- Assisting in the development of personnel policies and procedures for Board consideration.

- Assisting Lemman Academy in obtaining equipment and supplies and/or the use of equipment and supplies within a Board-approved budget.
- Assisting Lemman Academy in the acquisition of fixed assets.
- Assisting Lemman Academy in understanding state and federal special education laws, and suggesting policies and procedures that will assist Lemman Academy in complying with state and federal special education laws.
- Assisting Lemman Academy in preparing for audits conducted by Colorado or federal education agencies.
- Assisting Lemman Academy in aligning its curricula standards with applicable Colorado state academic standards.
- Assisting in creating annual financial budgets.
- Monitoring Lemman Academy’s operations with such Board approved budgets and reporting the results of such monitoring to the Board.
- Preparing financial statements on an annual and as-needed basis.
- Auditing Lemman Academy’s internal records and assisting with audit preparation.
- Preparing reporting requirements required to adhere to lease obligations and requirements.
- Assisting Lemman Academy in procuring one or more leases or subleases.
- Providing other administrative services, as requested and approved by the Board of Lemman Academy.

*Shared Services of Schools*

Shared Staff for mentoring and support-LAE will serve as a sister mentor to the new school. The teacher welcoming events, teacher orientation, breakout training sessions aligned to the Classical Educational processes, and content resource and pedagogy training will be blended with current coaches, teachers, and leaders from LAE to support, encourage and honor the new school members. The culture focuses on family and friends as a common theme that believes strongly in relationships and that will be modeled by the LAE staff in supporting the new school staff members.

Quarterly department and grade level meetings

Quarterly Professional Development on Inservice Days

Human Resources

Guest (Substitute) Teacher Services

Instructional Coaching

Curriculum Maps, Resources for Thematic Units, and Lesson Plans

Alignment of Curriculum Objectives to State Standards

Economies of Scale for Field Trips, Battle Reenactments, Band and Orchestra Events

**Table 19**

*Support Staffing Chart Comparable*

<b>Position</b>			<b>APP</b>						
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	APP YR1	REP YR1	YR 2	REP YR 2	APP YR 3	REP YR 3	APP YR 4	REP YR 4	APP YR 5	REP YR5
Principal	1	1	1	1	1	1	1	1	1	1
Vice-Principal	1	1	1	2	1	2	2	2	2	2
Director of Instruction	1	0	1	0	2	0	2	0	2	0
Director of Special Ed.	0	0	1	0	1	0	2	0	2	0
Business Director	1	0	1	0	1	0	1	0	1	0
Registrar	1	1	1	1	1	1	1	1	1	1
After Care Director	1	0	1	0	1	0	1	0	1	0
Food Services Director	0	1	1	1	2	1	2	1	2	1
Office Assistant	1	1	2	2	3	2	3	2	4	2
School Nurse	1	1	1	1	1	1	1	1	1	1
School Nurse Assistant	0	0	1	1	1	1	1	2	1	2
Custodian	1	1	1	1	1	2	1	2	1	2
After Care Staff	3	0	5	0	5	0	7	0	8	0
Lunch Staff	1	3	2	3	3	3	4	3	4	3

Counselor	0	1	0	1	0	1	0	2	0	2
Floater	0	0	2	0	2	0	3	0	4	0
<b>Total Support Staff</b>	<b>13</b>	<b>11</b>	<b>22</b>	<b>14</b>	<b>26</b>	<b>15</b>	<b>32</b>	<b>17</b>	<b>35</b>	<b>17</b>

Note: App-Application Year and Rep-Replication Year

**Table 20**

*Instructional Staffing Chart Comparable*

<b>Position</b>	<b>APP YR1</b>	<b>REP YR1</b>	<b>APP YR 2</b>	<b>REP TR 2</b>	<b>APP YR 3</b>	<b>REP YR 3</b>	<b>APP YR 4</b>	<b>REP YR 4</b>	<b>APP YR 5</b>	<b>REP YR 5</b>
Kindergarten	4	5	5	5	5	5	5	5	5	5
First Grade	3	5	5	5	5	5	5	5	5	5
Second Grade	3	4	3	5	5	5	5	5	5	5
Third Grade	2	3	3	4	4	5	5	5	5	5
Fourth Grade	2	2	2	3	3	4	5	5	5	5
Fifth Grade	1	2	2	2	2	3	4	4	5	5
Sixth Grade	1	0	2	2	3	2	4	3	5	4
Seventh Grade	0	0	1	0	2	2	4	2	5	3
Eighth Grade	0	0	0	0	1	0	2	2	4	2

Intervention	0	2	2	2	2	3	3	4	4	4
Teaching Assistant	2	5	5	5	8	5	9	5	10	5
Special Education	0	1	2	2	3	2	3	3	5	3
Music	1	1	1	1	2	2	2	2	2	2
Art	1	1	1	1	2	2	2	2	2	2
Latin	1	0	1	0	2	1	2	1	2	1
Spanish	1	1	1	1	1	1	1	1	2	1
Physical Education	1	1	1	1	2	2	2	2	2	2
Paraprofessional-SpEd	0	1	1	1	2	2	3	2	3	2
<b>Total Instructional Staff</b>	<b>23</b>	<b>34</b>	<b>38</b>	<b>40</b>	<b>54</b>	<b>51</b>	<b>66</b>	<b>58</b>	<b>76</b>	<b>61</b>

## Attachments

### Section 5: Human Resources

– No Attachments –