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# ARKANSAS DEPARTMENT OF EDUCATION

## 2013 Application Open-Enrollment Public Charter School

**Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.**  
Applications will not be accepted after this time.



**Name of Proposed Charter School:**

Exalt Academy of Southwest Little Rock

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Exalt Academy of Southwest Little Rock

Grade Level(s) for the School: K-3 up to 8 Student Enrollment Cap: 540

Name of Sponsoring Entity: Exalt Education, Inc

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Freddie Scott

Address: 1818 N. Taylor St., #353 City: Little Rock

ZIP: 72207 Daytime Phone Number: ( 501 ) 683-0085 FAX: ( 501 ) 683-2948

Email: fscott87@gmail.com

**Charter Site**

Address: 6111 W. 83rd Street City: Little Rock

ZIP: 72209 Date of Proposed Opening: August 13, 2014

**Chief Operating Officer**

of Proposed Charter (if known): Benjamin J. Lindquist Title: Chief Operating Officer

Address: 1818 N. Taylor Street, #353 City: Little Rock

ZIP: 72207 Daytime Phone Number: ( 501 ) 683-0085

The proposed charter will be located in the Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Stewart Position: Exalt Education Director State of Residence: AR

Name: Bonnie Johnson Position: Exalt Education Director State of Residence: AR

Name: Dennis Schwitters Position: Exalt Education Director State of Residence: CO

Name: Helen Stout Position: Exalt Education Director State of Residence: AR

Name: Lee Nunery Position: Exalt Education Director State of Residence: PA

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

25,727 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Little Rock School District Pulaski County Special Sch

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\_\_\_\_\_

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

### **Applicant Response:**

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

### **Applicant Response:**

Most students who enroll in EASW will come from low-income homes where they have had limited exposure to the English language, less structured time with adults, more challenges meeting their basic needs, and less access to learning resources like books and computers. Consequently, they will enter grades K-2 at a significant academic, developmental and behavioral deficit to their more affluent peers.

To put these students on a path to college, EASW will extend the school day and year so that students receive over 35% more learning time. In every classroom, two co-teachers will instruct students in small student-to-teacher ratios, which will maximize the benefits of healthy adult relationships. By delivering research-based programs, EASW will use intensive teaching techniques to equip students with a comprehensive literacy foundation and prepare them for rigorous college-preparatory high schools.

Frequently, low-income students struggle with a low self-image because they do not experience affirmation and recognition from an early age, suffer physical and emotional abuse, and are quickly labeled as having behavioral challenges. To counteract these influences, students at EASW will learn strong character values in a positive, affirming climate. Instead of shaming students for bad behaviors, teachers will teach, model, reteach and recognize positive behaviors. The atmosphere will be orderly and celebratory with an emphasis on making responsible choices that yield positive rewards.

Every aspect of EASW's programs will be designed to meet the needs of children who grow up in poverty. These features will enable them to experience academic accomplishment, close the achievement gap with their more affluent peers, and earn the opportunity to enroll in competitive colleges.

### C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

#### **Applicant Response:**

A public hearing was held on Thursday, August 29, 2013, to explore the need and gauge support for the development of a new public charter school in Southwest Little Rock from 6:00 p.m. to 7:30 p.m. in Morrison Hall at Trinity Episcopal Cathedral. During the weeks leading up to the hearing, those community members who could not be present had the opportunity to sign petitions, submit letters of support, and give their input on the community, family and student needs.

There were seventeen adults and children who attended the meeting. Letters of support were also obtained from 45 members of the community expressing their support for the establishment of the Exalt Academy of Southwest Little Rock.

At the start of the hearing, light refreshments were provided. An informal meet-and-greet was followed by an opening statement by Ben Lindquist, CEO of Exalt Education, Inc. (Exalt). Mr. Lindquist introduced Freddie Scott, Director of Regional Development for Exalt. The agenda included a needs assessment, overview of Exalt and summary of the plan for opening the Exalt Academy of Southwest Little Rock.

After the presentation, there were thirty minutes of open question-and-answer and discussion between representatives of Exalt and interested parents and community leaders. Darryle Hinton, who had led a private school in Southwest Little Rock for 10 years, spoke knowledgeably about institutional partners, potential facilities, and the community need. Several interested parents asked about how the Academy would meet the needs of English language learners, what partnerships would be established with members of the community, and what key elements would enable the Academy to be successful.

After a summary and period of time to address all questions those present were given an opportunity to showcase their support via, signature support forms, letters of support, emails of support, etc. A cross section of talent served as the composition of the attendees including educators, parents and business.

Sign-in sheets indicate that seventeen adults attended the hearing, including parents, community members and educators. Letters of support were obtained from 105 members of the community expressing their support for the establishment of the Exalt Academy of Southwest Little Rock.

Overall, each of the adult attendees expressed satisfaction with the public hearing. They each indicated by continued dialogue after the meeting's adjournment that they understood the need to address the plight of families living in poverty in Southwest Little Rock. They each were supportive of the Exalt model and approach to address the achievement gap and willingness to partner with key stakeholders. Most expressed a willingness to become advocates for the charter application and work with the planning team to extend community and family involvement.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
  - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

**Applicant Response:**

The Exalt Academy of Southwest Little Rock's governance will be established with the membership, policies and practices used by all schools managed by Exalt Education. Like the other schools that Exalt manages, the Exalt Academy of Southwest Little Rock (EASW) will have a strong, independent board that governs in accordance with all applicable state and federal laws. A slate of candidates for the school board will be presented to the national board of directors of Exalt Education (credentials listed below) for consideration and approval.

The board of EASW will implement the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. Under this model, the board will develop Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, regular monitoring reports and other means, the board will review how management is doing and work with the Head-of-School to proactively make course corrections.

The board of directors of EASW will be a self-governed, self-perpetuating board that exists for the purpose of governing the school. The Board will not have any family-related, compensated, or legally conflicting relationships with Exalt Education or any of its members. The board will be professionally distinguished and well-rounded, including professional expertise in non-profit leadership, finance and accounting, law, business management, communications and education. At least two members of the board will be directly connected to the Southwest Little Rock region so that the board is responsive to local stakeholders in the community surrounding the school.

**Role of administrators, faculty, parents, students and community members in leadership & decision-making of school.**

The administration of the Exalt Academy of South West Little Rock will not serve on the board of directors, but will manage the school in accordance with state and federal laws and in alignment with the board's policies. The administration will partner closely with teachers to serve as the academic leadership team of the school. The teaching faculty will be the primary agent in serving students and families. The Academy's staffing plan is described in a later section.

Distinguished professionals from the community will be engaged on the board of directors of the Exalt Academy of South West Little Rock. Public notice will be posted and announcements will be disseminated in advance of each monthly meeting of the board of directors. Through this notice, members of the parent body and the community at large will have the opportunity to speak during a Public Comment Period, which will be part of the standard agenda.

### **Initial Selection**

To activate the board of the Exalt Academy of South West Little Rock (EASW), the national board of directors of Exalt Education will approve the selection of the first 3-5 members of the board of directors. The national board of Exalt includes the following members:

- **Chairman:** Dennis Schwitters joined the board of Exalt Education in 2011 after having served as the Chairman of the Audit Committee of Farm Credit Services of America Bank for 7 years. Over his 45-year career, Schwitters has served in several CEO and executive-level positions with agricultural trade associations, farm equipment manufacturers and retail networks.
- **Treasurer:** Helen Stout is Chief Operating and Financial Officer of the Arkansas Community Foundation. She is a member of Arkansas Society of CPAs and has more than 20 years' experience as a CFO of governmental and nonprofit organizations. She has served as CFO of ARCF for over 8 years.
- **Vice Chairman:** Charles Stewart is a Board Member of Heifer International and Chairman of the Board of Trustees of Little Rock Preparatory Academy. He is a Co-Founder of the Arkansas Black Hall of Fame and a former Executive Vice President of Regions Financial Corporation.
- **Secretary:** Bonnie Johnson is a Partner at Williams & Anderson, a prominent Little Rock law firm where she specializes in non-profit corporations, employment law and practice. Before joining the Arkansas Bar, Ms. Johnson worked for Arkansas nonprofit organizations for twenty-five years. Most recently, she served as executive director of Nonprofit Resources, Inc., an organization dedicated to developing the capacity and infrastructure of Arkansas's nonprofit sector. Ms. Johnson began her career in education.
- **Director:** Dr. Leroy Nunnery III was the Interim Chief Executive Officer of Philadelphia Public Schools before starting his own practice to provide strategy and management consulting to urban districts, charter schools and charter management organizations. After spending the first part of his career in banking, Dr. Nunnery has had a distinguished education career that spans over two decades and includes leading and advising districts and schools on how to serve students in under-resourced areas. Dr. Nunnery holds a Doctorate in Higher Education Management from the University of Pennsylvania and an M.B.A. from the University of Washington, St. Louis.

The national board will ensure that the governing board of EASW is properly convened, trained and equipped to be effective in governing the school under its charter with the Arkansas State Board of Education.

### **Selection & Composition**

Once the school board has met for the first time, it will elect officers and add members in a self-governing, self-perpetuating manner. The board of directors of the Exalt Academy of Southwest Little Rock will be composed of at least 5 members and no more than 9 members. The executive committee of the board will include a chair, vice chair, treasurer and secretary. The executive committee will recruit and nominate all board members based upon a board-approved composition matrix. A sample of the criteria that will be part of the matrix are included below:

#### **BOARD OF DIRECTORS COMPOSITION MATRIX**

##### **Professional Expertise or Committee Fit**

- Philanthropic Involvement
- Accounting
- Legal

- Fundraising Experience
- Education / Charter Schools
- Recruitment/ Community Organization
- Marketing
- Real Estate
- Grant Writing
- Event Planning
- Banking
- Public Relations
- Entrepreneurialism
- Other

**Age**

- 25-44
- 45-59
- 60-70
- Over 70

**Gender**

- Male
- Female

**Place of Residence**

- Southwest Little Rock
- City of Little Rock
- Little Rock Metropolitan Statistical Area
- State of Arkansas
- Other

**Ethnicity**

- African American
- Hispanic/Latino

- Caucasian
- Asian/Pacific Islander
- Native American
- Other

The following is a sample policy that the board of directors of EASW will use to guide its selection and orientation of new board members.

### **Board Succession**

The school board members will serve in staggered 3-year terms. The officers of the board will be nominated and elected by the board acting together as a collective. The vice chair will be groomed to assume the chairmanship from the acting chair every 3 years. The board holds annual retreats and planning sessions so that it can manage its succession in a deliberate, premeditated manner that ensures its vitality and effectiveness.

### **Board Responsibilities**

The school board will act as the public fiduciary agent with the Arkansas State Board of Education. It will be responsible for making sure that the Exalt Academy of Southwest Little Rock meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board will oversee the finances, management and operations of the Academy through a service agreement with Exalt Education, which will employ the principal members of the management team of the school.

### **Final Decision-making Authority**

As the fiduciary agent, the Academy's board of directors will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director. The board will oversee these and other areas through the service agreement with Exalt Education.

The board will hold regular monthly meetings that will comply with Open Meetings Law and all other applicable laws. During these meetings, members of the management team will provide the board with reports on all major aspects of the school, including but not limited to:

### **Board Reporting Priorities**

#### **Finance/Operations**

- Budget formation & position
- Cash flow management
- Audit
- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

#### **Stakeholder Engagement / Representation**

- Parent demand & engagement

- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community involvement

#### Performance Management

- Setting of Ends Statements policies
- Approval of annual performance goals
- Formative assessment
- Summative assessment
- Reporting against performance goals
- College preparation & matriculation

#### Managerial Practice

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

#### Teaching-and-Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

Self Governance: The board will set and monitor policies to ensure that it is engaging in effective governance. The board will be responsible for ensuring that it remains a strong public fiduciary agent of the Academy, including such governance functions as: board recruitment and succession; board member orientation, training and development; policy formation and oversight; organizational strategic planning; and community and parent engagement.

#### Governance Process

The Exalt Academy of Southwest Little Rock will establish a governance structure that is similar to the model in place at the Little Rock Preparatory Academy. The following is a summary of the most distinctive features of this governance structure:

1. Adherence to State and Federal Law: The management of the Academy must be proactive and judicious in engaging the board on all regulatory matters. The board is briefed on routine and periodic regulatory

processes throughout the year, including accreditation, APSCN cycle reporting, state-mandated personnel training, teacher licensure, fiscal year-end closeout, ACSIP preparation and approval, and special education monitoring. The board's executive committee directly represents the Academy at state board hearings, legislative audit committee meetings, and other public reporting events.

2. Adherence to Carver Policy Governance Model: All boards that are members of the Exalt Education network adopt John Carver's Policy Governance model. In order to adopt this model, they are provided with copies of the book, "*Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*," when they join the board of directors. John Carver is an internationally known governance expert and consultant who has worked with the boards of hundreds of non-profit organizations and for-profit corporations in the U.S. and Canada for over 25 years. His book provides a step-by-step, explicit guide on how to implement the Policy Governance model properly so that there is a very clearly defined, productive relationship between boards and the executive leaders who they retain.
3. Autonomy from Management All boards that are members of the Exalt Education network adopt a broad conflict-of-interest policy to guide their activities and that of the management teams that they oversee. A practicing attorney will serve on the Exalt Academy of Southwest Little Rock's board of directors, and will take responsibility for ensuring that proper precautions are taken to guard against the problems associated with conflicts-of-interest. There will be no family, contractual, compensated or other conflicting relationships between the board of the Academy and the executive leader that it oversees.
2. Strong Leadership: One of the closely held beliefs of the Academy's founding leadership is that operating exemplary public schools in underserved communities requires the involvement of a cadre of talented, diverse leaders. The fate of a public school should not hinge on just one or two leaders with wide-ranging authority, but rather, should be supported by the many contributions of a well-rounded leadership team working in close concert and with mutual accountability. As a result, the Exalt Academy's management team will not seek to limit the school board's talent and expertise, but will try to expand the pool so that the board is providing the school's administration with the best possible guidance, wisdom and problem-solving capacity.
3. Distinguished Expertise & Balanced Composition: Public charter schools function as small school districts, entrepreneurial businesses, and educational service centers - all combined into one operating entity. Consequently, they must have a board of directors that enable the administrative team to navigate dozens of priorities - any one of which could be detrimental to the institution if not handled appropriately and with the benefit of the right domain knowledge. To meet this challenge, the board of directors of the Exalt Academy of Southwest Little Rock will be carefully composed so that it draws on distinguished professionals with expertise in a range of different professions.
4. Transparency: Public charter schools receive taxpayer dollars and operate in the public domain. They are subject to dozens of different state and federal laws that are designed to encourage and promote transparency, from the Open Meetings Act and the Freedom of Information Act to the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and the U.S. Elementary & Secondary Education Act. To be successful in this climate, the Exalt Academy of Southwest Little Rock must take steps to embrace transparency, which translates into an organization-wide ethic of proactive, timely, explicit, open communication.
5. Disciplined Application of Mission: Dr. Angela Webster-Smith, the secretary of Little Rock Preparatory Academy's board of trustees, once pointed out that LRPA's board is effective because it isn't about asserting power; it is about fulfilling the organization's mission. Likewise, the Exalt Academy of Southwest Little Rock will avoid allowing competing agendas to set people at odds with one another when it could diminish the discipline of advancing the school's mission. By setting clear communication

norms, adhering to the Carver Policy Governance model, and using its mission and vision as a touchstone, the board and administration will work together to enable the Academy to achieve its goals.

6. The Space between Good News and Emergency: A board should never be surprised by an announcement if it has been properly informed in advance. Too often, leaders get into the habit of reporting good news and disclosing emergencies - they do not seek the board's counsel when there is still time to shape the outcome. In Exalt-managed schools, leaders are expected to engage the board as a "circle of critical friends" - advisors who must be engaged in decision-making early and often so that they aren't the last ones to find out about an institutional failure or a good fortune.

These features, which will serve as guiding tenets and important lessons learned, will become part of the fabric of how the board of the Exalt Academy of Southwest Little Rock engages with the members of the school's management team.

### **School Leadership Accountability to Parents**

The School's leadership team, including the board of directors and management, will be responsive to parents through a variety of channels. These channels are delineated below and elaborated upon more fully in response to Question 19 below:

- **Start-of-Year Home Visits:** Each year, teachers visit the homes of families as part of their preparations for opening the school. During these visits, a covenant is signed that clarifies the obligations that parents, students and teachers have in the educational process.
- **Ongoing Teacher Communication:** Teachers will regularly communicate with families through electronic postings, telephone calls, an electronic report card system and other means.
- **Academic Updates:** Families will receive comprehensive updates on their children's learning at regular intervals during the year via report cards, student-led conferences and other means.
- **Parent-School Support Group:** A parent-school support organization will be organized to support the Academy. Officers will have the opportunity to speak at monthly board meetings.
- **Scheduled Appointments:** Key members of the Academy's management team will meet with parents frequently on an appointment-basis, including the Principal and Dean of Students.
- **School Communications:** EASW's administration will issue a monthly newsletter to all families.
- **Board Meetings:** A communication will go out to all families every month to invite them to observe and speak at regularly scheduled board meetings.
- **Community-based Partnerships:** EASW will engage in outreach and partnering efforts with churches, civic leaders, community and fund development organizations, and other school advocates to reach desired school and community-revitalization objectives.
- **Satisfaction Surveys:** EASW will administer surveys at least once annually to gauge parent satisfaction

levels and gather input on desired preferences and programmatic priorities.

- **Vote with Their Feet:** As with all public charter schools, parents sent a powerful message when they choose a school for their child. Because high rates of student retention are essential to fulfilling its mission, EASW's management will work very hard to keep parent relations strong once they have chosen to enroll their children in the Academy.

Through these and other channels, families will have frequent opportunities to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management. These channels are more fully delineated in Section 19: Family Involvement.

3. Give the mission statement for the proposed charter school.

**Applicant Response:**

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

**Applicant Response:**

Exalt Education is applying to open a new public charter school that would serve high-poverty households in the Southwest Little Rock Region. This section provides an overview of the community needs that the Exalt Academy of Southwest Little Rock (EASW) would serve and the innovative elements that would distinguish the Academy from other surrounding schools.

Geographically, the Southwest Little Rock region is bounded by the Fourche River to the North, the Mabelvale Cutoff Road to the South, Arch Street to the East, and Highway 5 to the West (also called Route 5). The primary zip code that falls within this region is 72209. Exalt has identified a suitable educational facility at 6111 West 83<sup>rd</sup> Street, Little Rock, Arkansas 72209. The facility is located along Geyer Springs Road approximately half a mile south of Interstate 30. The site is situated very centrally within the Southwest Region less than 3 blocks from Cloverdale Aerospace Charter School.

Exalt's leadership selected this region for the following reasons:

1. High Poverty Concentration: The residential population is among the highest poverty in the state of Arkansas. In 2004, the Average Adjusted Gross Income is estimated to have been \$24,292. In 2011, Median Households Income is estimated to have been \$31,871. (Source: [www.city-data.com](http://www.city-data.com)).
2. High Minority Concentration: The residential population is largely African American and Hispanic, which is a population that Exalt-managed schools have a track record of serving effectively.
  - a. In particular, there is a growing concentration of Hispanic residents that are largely Spanish

speaking and require effective educational options.

3. Lack of Quality Educational Options: Below, the analysis demonstrates that traditional public schools have struggled to serve Southwest Little Rock for a long time. This fact comes as no surprise. In their present form, traditional public schools simply do not have the capacity or flexibility to serve low-income children effectively. Exalt Education would like to open a charter school in the region to provide a quality public option to families who would not otherwise have access to one.
4. Geographically Separate Region: The region is geographically separated from Central Little Rock, the region that is currently served by Little Rock Preparatory Academy, the other school that Exalt manages in Arkansas.
  - o A combination of the Fourche River and the Interstate 30 corridor act to separate the Southwest Region from the rest of the city of Little Rock.
5. Serviceable in Cost-Effective Manner: The region is close enough to Exalt Education's headquarters and existing campuses so that it can be well-supported at a manageable time and expense.
6. Parent Demand: Other charter schools in the region, including the Dreamland Academy and Covenant Keepers, have struggled to educate students but have demonstrated that there is significant demand for better public education options.

Within the region, there are currently 9 elementary and middle public schools that serve 4,094 students in grades K-8. Approximately 81 percent of the students attending these schools qualify for the Federal Free & Reduced Lunch Program. Approximately 69 percent of students are African American and 20 percent of students are Hispanic.

### **Low-Performing School Designations**

In order to assess the need for a new open-enrollment public charter school in this region, the leadership team of Exalt Education conducted a market analysis. This market analysis took under consideration the following:

1. Needs Improvement Priority Schools: These 48 schools were identified by the Arkansas Department of Education in 2012 because: (a) they are among the lowest 5% of schools in the state based upon proficiency and lack of progress of the "All Students" group; (b) they are Title I schools with a graduation rate of less than 60%; or (c) they are implementing a school intervention model.
2. Needs Improvement Focus Schools: These 109 schools, including 82 Title I schools, were identified by the Arkansas Department of Education in 2012 as Focus schools. These are schools that have the highest internal achievement gap between various groups of students. Typically, this gap exists between low-income, minority students and their middle- to upper-income peers, who are typically of Caucasian ethnicity. Priority Schools make the list because they are among the bottom 5% of all public schools as measured by the severity of the achievement gap.
3. Tier III Schools Failing to Meet Adequate Yearly Progress (AYP): The Arkansas Department of Education assists public schools that consistently failed to make Adequate Yearly Progress (AYP) under the Federal *No Child Left Behind Act*. Over the past eight years, the Department has secured improvement

grants from the U.S. Department of Education to try to help these lowest performing of public schools. Unfortunately, most of these schools have demonstrated limited progress, even with additional funding.

When we conducted this analysis, it became apparent that there is a high-concentration of persistently low-performing elementary and middle public schools that enroll students from the Southwest Little Rock Region. The following is a list of these schools along with their performance designations:

### **Persistently Low-Performing Schools in Southwest Little Rock**

This list includes 7 elementary and 2 middle schools that serve 4,094 students in grades K-8:

- Baseline Elementary School, located at 3623 Baseline Road, 72209, was designated a Tier III AYP school in 2011 and designated as a Needs Improvement Priority School in 2012.
- Watson Chicot Primary School, located at 11100 Chicot Road, 72209, was designated a Tier III AYP school in 2011.
- Geyer Springs Elementary School, located at 5240 Mabelvale Pike, 72209, was designated a Tier III AYP school in 2011 and a Needs Improvement Priority School in 2012.
- Mabelvale Elementary School, located at 9401 Mabelvale Cut-off, 72103, was designated a Tier III AYP school in 2011.
- Meadowcliff Elementary School, located at 25 Sheraton Drive, 72209, was designated a Tier III AYP school in 2011.
- Watson Intermediate School, located at 7000 Valley Drive, 72209, was designated a Tier III AYP school in 2011.
- Wakefield Elementary School, located at 75 Westminster Drive, 72209, was designated a Tier III AYP school in 2011 and as a Needs Improvement Focus School in 2012.
- Cloverdale Aerospace Charter School, located at 6300 Hinkson Road, 72209, was designated a Tier III AYP school in 2011 and as a Needs Improvement Priority School in 2012.
- Mabelvale Middle School, located at 10811 Mabelvale West Road, 72103, was designated a Tier III AYP school in 2011.

These schools have been persistently low-performing for many years. On the 2010 administration of the state tests, an average of 63% of students in these schools failed to achieve proficient on either the Mathematics, Literacy or Science assessments. Specifically, 48% of students failed to achieve proficient in Math, 50% in Literacy and 91% in Science. These figures translate into over 1,700 students who are not being well served by existing public elementary and middle schools.

These failure rates are among the highest of any community in the state of Arkansas. It is clear that a new influx of energy and expertise is needed to improve public education in Southwest Little Rock.

### **Innovative Features of Proposed Academic Programs**

Exalt Education is an Arkansas non-profit organization that has developed an academic design that is specifically formulated to address the unique needs of low-income students. According to research on early childhood, low-income students typically enter kindergarten already at a significant academic, developmental and social deficit relative to their more affluent peers. In most public schools, these students only fall farther behind as they are promoted from kindergarten through twelfth grade. An intensive, specialized approach is necessary to enable these students to close the achievement gap with their more affluent peers and prepare for competitive colleges

and advanced careers by the time they graduate from 8<sup>th</sup> grade.

Exalt's academic design is based upon eight core principles that have never before been integrated into one cohesive model:

### **1. Serve students from early childhood through secondary education.**

We seek to serve students living in poverty conditions before harmful psychological, academic and behavioral patterns are established. In order to fulfill our mission, we must enroll students from as early an age as possible so that we have maximum runway with which to bring to prepare them for college-preparatory high schools.

In addition, many schools do not use one coherent curriculum across all major subjects and grade levels. As a result, there are gaps in the instruction that students receive when they move from one grade to another or from elementary to middle school. By implementing a single, tightly scaffolded academic design, Exalt ensures that students do not suffer from any gaps in their education.

### **2. More focused learning time using an interdisciplinary schedule.**

We accelerate students' academic development by delivering over 35 percent more learning time each year and using research based curricula and instructional methods. Exalt Academies operate for a 200-day calendar year, which is 4 weeks longer than most surrounding public schools. We offer a school day that is over 25 percent longer than most surrounding schools. Students arrive at 7:00 a.m. and are picked up between 4:30 and 5:00 p.m. The longer day supports deeper, more accelerated student learning.

EASW will implement an interdisciplinary schedule that provides students with the opportunity to learn across subjects in a broader, more holistic way. For example, it would be common for students to integrate math, art, geography and literacy into a project for their Global Studies course. It is also common for students to encounter social studies, science and civics concepts as part of Reading and Language lessons. This kind of interdisciplinary learning increases students' capacity to think critically, solve problems, and synthesize information into knowledge.

### **3. Multi-modal learning environment.**

Individual students learn in different ways and at different rates. For example, students process and retain information in different ways when they listen to a teacher-delivered lecture, read a book, deliver a presentation, or engage in a cooperative group project. That is why it is so important for students to learn in different modalities throughout the school day.

We deliver lessons in a dynamic, interactive manner that appeals to the senses and differentiates instruction to meet the needs of every learner. The key to learning is to actively engage students in the learning process. By having students learn in different modalities, Exalt Academies maximize student engagement throughout the day.

### **4. Embedded Standards & Assessment.**

We align all of the curricula that we use with state and national standards, administer formative assessments frequently throughout the year, and take other steps to ensure that students are learning desired concepts, skills and knowledge.

Exalt Academies measure student learning every 5 to 10 lessons to ensure that students are mastering every subject. We do not place students into courses or push them through from one grade level to the next without the skills they need to be successful.

Exalt Academies assesses students at least eight times over the course of each year to determine how they

are progressing relative to their peers nationally against Arkansas state standards and the Common Core Standards. We use these test results to specially design individualized instruction for every student so that we know that students are learning exactly what they need to learn to be successful.

#### **5. Greater Teacher Ownership & Opportunity.**

We hire teachers from surrounding communities, establish co-teacher arrangements in every classroom, and use a grade-level team approach to give teachers greater ownership and promotional opportunities.

Our school is run by a team of educators who are gifted, hard-working, and accountable for student learning. Currently, for example, the management team of the Little Rock Preparatory Academy has 11 members, each with defined areas of authority and subject expertise. All members of the faculty team are part of an academic department or grade-level team.

At Exalt Academies, we set our teachers up for success. Every summer, we provide them with 2-4 weeks of training so that they are firmly grounded in our instructional methods, academic programs and behavioral system. Each Wednesday throughout the year, we provide teachers with over 2 hours of professional development so that they have the support needed to apply key concepts to instruction.

Exalt Academies have 2 co-teachers in every elementary classroom. This co-teacher model allows for small student-to-teacher ratios and encourages greater teacher collaboration around lesson planning and delivery. It also reduces the time that teachers have to work on-site so that there is less burnout and greater job satisfaction.

#### **6. Enhanced Use of Technology.**

We use leading technology systems to facilitate every aspect of school management, including lesson development, instructional data analysis, formative and summative assessment, parent communication, teacher hiring, and employee onboarding. We use computer-adaptive assessments to develop a learning profile of each student that we can use to develop lessons and provide an individualized education.

#### **7. Focus on Competitive Colleges & Advanced Careers.**

We expose students to colleges and careers from an early age and employ a Director of College and Career Advancement to place students into selective college-preparatory programs at area public high schools.

Exalt Academies prepares students for competitive colleges and advanced careers by delivering a liberal arts education. To us, "liberal arts" means a focus on developing the broad foundation of knowledge, skills and attributes needed to succeed in competitive colleges, advanced careers or other paths that students may choose.

In a high stakes testing environment, many schools with shorter days and academic calendars have narrowed the curriculum to core subjects at the expense of providing students with a complete education. Because of the longer day and year, EASW will be able to deliver the comprehensive liberal arts education that students need.

#### **8. Structured Leadership Development.**



We use a positive behavior system, weekly school-wide assemblies, explicit classroom-management techniques, and experiential learning in the community to help students develop leadership attributes from a young age.

Exalt Academies have developed a curriculum and positive behavior support system to enable our student to grow into productive citizens and leaders. Students have frequent opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

We believe that all students deserve only the best education. The eight elements in our design have been proven effective in preparing students for college at exemplary public schools that serve low-income students all across the country. However, no teaching-and-learning network has ever merged all 8 elements into one innovative school model until now.

5. Describe the educational program to be offered by the charter school.

**Applicant Response:**

The Exalt Academy of Southwest Little Rock (EASW) will utilize an academic design provided by Exalt Education. Exalt is an Arkansas non-profit organization that was started to improve the quality of education for the 31 million children from birth to age 18 living in low-income homes in the United States. Exalt equips dedicated, passionate educators with the knowledge, best practices and instructional tools to serve children whose lives are directly affected by poverty. The programs and practices that EASW would implement have been fully aligned with the Arkansas State Standards and Common Core Standards. The academic design combines curricula from a variety of sources that have been woven together into a daily schedule that provides consistency, order and variation in a manner that is optimal to student learning.

**Research-based Curricula and Academic Programs**

The following is a sampling of the programs that have been integrated into EASW's academic design for grades K-8:

Reading, Language, Writing, English Language Arts, Study Skills

- Reading Mastery
- Language for Learning
- Perfection Learning
- Writer's Workshop
- 6+1 Traits of Writing
- Cornell Notes

Mathematics

- Connecting Math Concepts
- Saxon Mathematics
- Rocket Math
- People's Publishing Common Core Math

Natural World (Science)

- FOSS Science
- Core Knowledge Sequence
- CPS Science

Global Studies (Civics, Social Studies, History, Geography, World Studies)

- Core Knowledge Sequence

Physical Education & Health

- Sparks Physical Education

- Great Body Shop for Health

#### Behavior Management & Character Development

- Positive Behavior Interventions and Supports (PBIS)
- CHAMPS Classroom Management
- Wise Skills Character Development Program

#### Instructional Leadership & Continuous Improvement

- Professional Learning Communities (PLC) model
- Response-to-Intervention (RTI) model

#### Student Information & Assessment

- Illuminate Education
- NWEA Measures of Academic Progress (MAP)

#### Human Resource Systems

- Taleo Cloud Service

### **Daily School Schedule for Primary Grades K-4**

The Exalt Academy of Southwest Little Rock (EASW) will utilize a unique school day and extended-year academic calendar to provide students with a liberal arts educational experience that is optimal for all members of the school community, including students, families, and the teaching faculty. This overview describes the daily schedule and specific delivery methods used during different times of the day to show the unique approach Exalt has to differentiating instruction to meet the needs of every student.

#### **Morning Homeroom/Advisory**

Students arrive for a morning Advisory period between 7:00 and 7:30 am. After arriving, students have breakfast in the cafeteria, make their way to their homeroom, and report to their homeroom teacher, who will see them every morning. During this period, teachers will spend up to 60 minutes assisting students individually with one-on-one, self-paced learning. Teachers hold students accountable by having students confirm that they have completed their assignments from the previous day. Students will not move forward without 100 percent completion of their work. Students who are struggling with coursework may be asked to take diagnostic assessments or repeat lessons to build greater proficiency. Those students who are excelling in class will be provided with enrichment material, such as computer-based, adaptive lessons, advanced coursework, exploratory assignments and research projects. All work during this period is designed around the results obtained from the monthly benchmark tests. Grade level teams design these lessons based on the individual needs of the students. These lessons are individualized and specially designed for every student in the home room.

#### **Assembly**

At 8:30 am, students will gather in a common space at the school for a multi-grade assembly. This happens several times a week. During this assembly, they will receive a message from the leadership team that emphasizes a community goal, marks the birthdays of students and faculty, and celebrates national holidays and global cultural events. School staff will recognize exceptional students who exemplify school values and expected behaviors, and students will be encouraged to recognize each other's accomplishments. The School will

celebrate academic success daily during this assembly. Students or small groups of students who have mastered the curriculum, received a 100% on a test, continually score 90% or better on daily work, or are excelling academically in other ways, will receive public recognition. The assembly will conclude promptly at 9:00 am. Our positive behavior program is reinforced during assembly. The same way Exalt would teach reading or math, we teach behavior. Behavior data is read and examined by a Dean of students daily. Weekly he/she will determine what behaviors need improvement and how to explicitly teach those behaviors to our students. During assembly the leader will kick off the behavior education and teachers will reinforce it throughout the day.

### **Morning Literacy Periods in English Language Arts and Mathematics**

From 9:00 to 11:50 am, students will master basic literacy skills by spending 90 minutes in a reading block and 60 minutes in a math block. During these periods, students will be grouped by performance level and receive instruction in small groups so that individual needs can be met. The teaching faculty will work closely together in a carefully coordinated schedule to divide classes of 30 students into small groups of 8-16 children for direct instruction.

During this period, trained teachers and instructional aides will be fully engaged in the classrooms to allow for small student-to-teacher ratios. These class periods are loud, exciting, and interactive. Students use coral response and active engagement to assure 100 percent participation in every lesson. Traditionally in a typical math or reading class students may respond 3-5 times so teachers can check for understanding. Because of the unique nature of our program, students will have hundreds of responses per class period.

The literacy programs that we use correlate with the National Reading Panel's (NRP) list of essential competencies that characterized a strong reading program. Among those competencies is the study of phonics, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. In addition to the explicate instruction, the reading instruction is well rounded including authentic literature. The math program mirrors the same engaging coral response through a program that ensures mastery of foundational skills prior to moving forward. Unlike traditional basil programs, the math program is organized in long strands where learned skills resurface during instruction weekly. This ensures that, after the student has proven mastery in a weekly test, the skill is still practiced throughout the year in the form of one or two problems a day to assure the skill is not forgotten or lost.

The structure of our literacy programs eliminates the need to teach-to-the-test and solidifies the skills students need to continue to build a firm foundation of skills and knowledge based upon mastery of previously learned skills and knowledge.

### **Morning Recess**

In the middle of the literacy block, from 10:30 to 10:50 am, students will take a break from instruction for a recess. During the recess, they will engage in supervised play on a playground structure with close adult involvement. After getting some exercise, they will return to the literacy block to finish out the final hour of instruction.

### **Mid-day Lunch/Physical Education**

At 11:50 am, students will have lunch and physical education. In grades K-2, lunch will be followed by a physical education period with structured play. In grades 3-5, lunch will be followed by health, nutrition and intramural athletics on outdoor fields or indoor multipurpose space. Lunch may be offered at 11:50 am, 12:30 pm (staggered schedule) to ensure that all students can dine in the school cafeteria. Exalt has chosen the Sparks PE curriculum and the Great Body Shop for health. This program meets all state and national health standards, and focuses on substance abuse prevention, social and emotional health, character education, violence prevention, and critical thinking. This K-8 program uses current research in the fields of neuroscience, educational psychology, and human behavior to create developmentally appropriate lessons that encourage students to think critically about how to lead a healthy lifestyle.

### **Afternoon Humanities, Natural World & Global Studies**

From 1:10 to 4:00 pm, students focus on other subject areas while reinforcing the reading and math skills learned that morning:

- During a Humanities period, they learn the mechanics of good writing and explore literature, including basal series and other literature works selected from Core Knowledge and other sources. Groups that are behind grade level will receive additional small group direct instruction to bring them up to grade level quicker.
- During a Natural World period, they learn the fundamentals of scientific studies from the FOSS Science program, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. This period reinforces basic computational skills. The Natural World mode of learning is student inquiry. Unlike traditional schools that rely heavily of science text books, students learn science by doing science experiments and inquiry based lessons. Exalt hopes to create students who are explorers and creators through this process.
- During a Global Studies period, students learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. The Global Studies mode of learning used is hands on and project based. Students participate in projected based learning units that allow students to discover the answer to an essential question posed at the start of the unit. After the completion of these creative units, students will invite the public into the school for these events. Learning is measured though authentic assessment as well as traditional assessments.

#### **Afternoon Recess**

In the middle of the afternoon block, from 2:50 to 3:10 pm, students take a break from instruction for recess where they will engage in supervised play on a playground structure with close adult involvement.

#### **Afternoon Homeroom/Advisory**

At 4:00 pm, students return to their homeroom classes for individual study. Students will depart between 4:30 or 5:00 pm, so teachers will spend up to 60 minutes providing students with self-paced, individualized study in this final period. During this time, students complete individual assignments given during the day. Struggling students may be asked to take diagnostic assessments and/or go over content from their core courses to build greater proficiency. Excelling students will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects. Through the Advisory periods, families have the option of picking up excelling students for more time at-home (up to one extra hour every day) while teachers will maximize their time working individually with struggling students.

#### **Benefits of a Longer Day**

By offering a longer school day, the School offers students at least 25 percent more instructional time every day than the average public school. This extra time is necessary to ensure that students can learn individually, in small groups and in whole classes; develop a strong foundation of knowledge and skills across all subject areas; and reach their greatest potential as leaders, scholars and citizens.

#### **Extended Academic Calendar**

The Academy would commence each academic year in mid-August and conclude in late June. The academic calendar consists of 200 instructional days, which is four weeks longer than the average 180-day district calendar. The schedule allows plenty of time for seasonal breaks, religious holidays and cultural celebrations including a week-long fall break, 8 days off for the winter break, and a week-long spring break.

By shortening the Summer Break, the School minimizes the academic regression that frequently occurs during a long summer vacation. Families have six weeks in which to take summer vacation with their children and enjoy the break together. With the shortened summer break, families are faced with only six weeks versus the typical ten or eleven week break, during which they must make arrangements for summer care. By taking this approach, the School extends support to those families who cannot afford fees for summer activities, and instead, must determine how to keep their children occupied during the work day.

During the 42-day summer break, the School provides all staff with at least four weeks of vacation time. In July and August, all new faculty members receive 4 weeks of initial orientation and training so that they are adequately prepared for the first day of classes. Returning faculty members host this training and participate in at least one full week of continuing training preceding the start of each year.

Some school days may be shortened to allow for ongoing professional development, quarterly parent meetings, and other important activities. Professional development and teacher led instructional teams are essential in preparing our students to be set up for success.

### **Positive Behavior Support Plan**

EASW would implement a positive behavior support system that helps students grow into productive citizens and leaders. Behaviors are taught explicitly and students are rewarded for following them. All members of the school faculty will be trained in and expected to deliver the behavior support plan. The plan has three levels, the universal school wide level, the classroom level, and the individual student. All three levels work together to help shape our students into the civic leaders they can be. Students have opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
  - The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

**Applicant Response:**

The Exalt Academy of South West Little Rock (EASW) will have three sets of goals related to summative assessment of student achievement and preparation for college, including:

- One measurable set of goals for student achievement relative to the Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP);
- One measurable set of goals for student achievement relative to the NWEA Measures of Academic Progress (MAP);
- One measurable set of goals for student performance relative to the 8<sup>th</sup> grade year, which will be the culminating year at the Academy.

These three sets of goals are delineated below.

**Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP)**

EASW will administer the ACTAAP in all required subjects and grades including reading, reading comprehension, mathematics, mathematics reasoning, science and other subjects that may be required. The Academy will have four goals for student performance on the ACTAAP:

1. Reach "Achieving" or "Exemplary" Designation: EASW will seek to excel against the individualized math and literacy annual measurable objectives (AMO's) for All Students and the TAGG group or meet the established growth AMO's for the same group so that it can be designed as "Achieving" or "Exemplary." To be classified as "Exemplary," EASW must demonstrate high performance, high progress, high TAGG performance or high TAGG progress. Because EASW is opening with 180 students in grades K-2, there will be at least a year and a half to prepare students for the first state testing in the spring of their 3<sup>rd</sup> grade year.
2. Strong Annual Gains with Returning Students: In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced." Gains will be measured across all categories of proficiency so that the Academy is evaluating the growth of students who start at all places in the achievement continuum, from "Below Basic" to "Advanced." As EASW expands from grades K-2 to grades K-8, this gain measure should enable the vast majority of students who stay with the Academy to achieve "Proficient" or "Advanced" before 8<sup>th</sup> grade graduation.

3. Impressive Performance Relative to Surrounding Districts: By the spring of their 5<sup>th</sup> grade year, a higher percentage of students at the EASW will achieve proficient or advanced in all tested subjects than the average among students in surrounding school districts. By surpassing the county average in the 5<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will serve a high concentration of low-income students and the average among all public schools countywide.
  
4. Impressive Performance Relative to Statewide Average: By the spring of their 8<sup>th</sup> grade year, a higher percentage of students at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas. By surpassing the state average in the 8<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the achievement gap between public schools serving a high concentration of low-income students and the average among all public schools statewide.

#### **NWEA Measures of Academic Progress (MAP)**

EASW will administer the NWEA MAP in reading and mathematics in grades K-8. Students will take the MAP in the fall (September-October) and spring (May-June) of each year. A winter testing (January-February) may also be administered as necessary to track and support strong student learning gains.

EASW will have four goals for student achievement on the NWEA MAP:

- Growth Relative to Peers Nationally: In grades K-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year. By achieving this benchmark year after year, EASW will demonstrate that the returning students are making strong gains against their peers nationally.
  
- Growth Relative to Individual Targets: From one spring to the next, over 60% of returning students to EASW will meet their individual growth targets on the NWEA MAP. On average, most schools nationally only enable 50% of students to meet their individual growth targets. By exceeding this threshold by at least 10%, EASW will be sustaining a rigorous achievement benchmark with returning students.
  
- Growth Relative to National Norm: By the spring of their 5<sup>th</sup> grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50<sup>th</sup> percentile. On average, EASW expects that incoming students will perform below the 25<sup>th</sup> percentile. By enabling students to exceed the 50<sup>th</sup> percentile by the end of their 5<sup>th</sup> grade year, EASW will demonstrate that students are moving from well below to well above the norm of their peers nationally.
  
- Goal to Beat the National Bell Curve: By the spring of their 8<sup>th</sup> grade year, a higher percentage of students in the 8<sup>th</sup> grade classes at the EASW will score above the 50<sup>th</sup> percentile than among all schools that are part of the national sampling population. By surpassing the national average in the 8<sup>th</sup> grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that

will serve a high concentration of low-income students and the average among all schools that participate in the NWEA MAP nationwide.

### **Performance of 8<sup>th</sup> Grade Students**

The 8<sup>th</sup> grade year is a very important culminating year because it is the year that EASW will expect students to meet its graduation standards and enroll in college-preparatory programs at area high schools. EASW will have three goals for student performance in the 8<sup>th</sup> grade year:

- **Capstone Course Completion:** One hundred percent (100%) of 8<sup>th</sup> grade students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8<sup>th</sup> grade year, including:
  - a. Completing a thesis research paper and delivering a thesis presentation;
  - b. Completing and exhibiting a multimedia portfolio;
  - c. Completing a job shadowing with a business professional;
  - d. Visiting at least 4 college campuses over the course of the year; and
  - e. Completing over 50 hours of community service and/or experiential learning.
- **College Readiness:** Over 75% of students will achieve a score that is indicative of college readiness and/or preparation to take Advanced Placement (AP) courses on the ACT EXPLORE in the spring of their 8<sup>th</sup> grade year.
- **Entry into College-Preparatory High Schools:** Over 85% of students will be admitted to college-preparatory high school programs in the spring of their 8<sup>th</sup> grade year.

Progress on these summative assessments will be regularly monitored and reported to the Arkansas Department of Education and Arkansas State Board of Education through the dissemination of annual reports.

### **Formative Assessment**

To reach the measurable goals delineated above, EASW will track student learning and school performance frequently using a variety of formative assessments and performance indicators. These formative measures include but are not limited to:

- Formative benchmark testing against the Common Core Standards and Arkansas State Standards every 4-6 weeks;
- Student attendance, tardiness and retention;
- Student behavior rewards and infractions;
- Parent demand and satisfaction levels;
- Student lesson progress and 1<sup>st</sup> time mastery in reading, language and mathematics across grades K-4;
- Quarterly student grading and report card distribution;
- Student development and presentation of portfolios at semi-annual student-led parent-teacher conferences;

- Student completion of 8<sup>th</sup> grade graduation requirements, including a job-shadowing, site visits to at least 4 postsecondary institutions and participation in service learning,

Progress against these formative measures will be tracked continuously and report to EASW's board of directors on a monthly, quarterly, semi-annual and annual basis.

As EASW's authorizer and a statewide body charged with overseeing all public schools in Arkansas, neither the Arkansas Department of Education nor the Arkansas State Board of Education need to be frequently apprised of these indicators. Such communication would needlessly over-burden the public reporting process. However, upon request, EASW would be happy to provide samples of the monitoring reports and analyses that are provided to the school's board of directors. Such documentation will, of course, be a part of the public record and available for request under the Freedom of Information Act.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

**Applicant Response:**

Exalt Education has already engaged in the process of aligning the Common Core Standards with the Arkansas Curriculum Frameworks and the core curricula that anchor the Exalt Academic Design, including:

- Direct Instruction in Reading, Language and Mathematics for grades K-4,
- The Core Knowledge Sequence in Global Studies and Natural World for grades K-4, and
- FOSS Science for Natural World in grades K-8.

A complete K-8 alignment was necessary to support management of the Little Rock Preparatory Academy, a 5<sup>th</sup> year public charter school that Exalt Education has been managing for the past two years. We are not submitting the alignment with this application due to page constraints.

Exalt has also developed several smaller documents to be used as tools and accountability documents for each teacher. The Exalt Curriculum Professionals set the scope and sequence for each subject from kindergarten through 8th grade, ensuring that the corresponding book and lesson number for Exalt's curriculum are aligned with the Common Core State Standards. Exalt's curriculum combines a variety of instructional methods together with innovative, research-based programs that have a well-documented track record of success.

The Arkansas Curriculum Frameworks for Social Studies and Science are aligned to the Core Knowledge and FOSS Science Scope and Sequences for grades K-8. To meet frameworks that are not covered within these sequences, additional areas were added, such as a unit on the Scientific Method or Arkansas History. Using the 200 day school calendar, the amount of time that classes will meet and grade appropriateness, the scope and sequence alignment contains time frames for each set of frameworks to be mastered. The units are arranged in a sequential order to build learning throughout the grade levels where cross-grade collaboration can occur as well as prior knowledge that will be built upon. Furthermore, the Core Knowledge Sequence will be adjusted and modified throughout the school year to ensure the needs of each grade level frameworks are continuing to be met and mastered.

The ELA and Math Common Core Standards are divided into months and laid out in math and English Language Arts Units. Within each month, there will be a group of common core standards to meet, master, and assess using our monthly bench mark electronic system. Teachers will use Writer's Workshop, Direct Instruction Curriculum, Saxon Math and Math Skills to meet the objectives and goals for these standards. Lesson will be adjusted each month based on the results of the benchmarks, ensuring mastery of all standards.

Although the framework is fully aligned, a key element in Exalt's model is to adjust and adapt our lessons based upon the needs of our students and pacing of our lessons. Ensuring mastery of the standards and skills is critical. Our standards-aligned academic framework is not just a document, but a working tool that our teachers can adapt to ensure students' success.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

**Applicant Response:**

EASW will request a waiver from Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services concerning guidance and counseling services. The utilization of an Academic Leadership Team and the use of a contracted service provider alleviate the need for such a guidance program.

B) Health services;

**Applicant Response:**

EASW will use research-based curricula to teach students Physical Education and Health courses. To address the broader needs of low-income families and students, the Academy will take a holistic, community-based approach to the provision of health services.

Teaching health and wellness is critical in our academy. Exalt has chosen the Sparks curriculum for Physical Education and the Great Body Shop for Health. These programs meet all state and national health standards, and focus on substance abuse prevention, social and emotional health, character education, violence prevention, and critical thinking. These programs, which are designed for grades K-8, use current research in the fields of neuroscience, educational psychology, and human behavior to create developmentally appropriate lessons that encourage students to think critically about how to lead a healthy lifestyle.

Exalt provides more Physical Education to our students than a traditional school. We offer 35 minutes of Physical Education four times a week. Exalt has chosen the Sparks PE curriculum to ensure that our students are getting a variety of PE options.

The Academy will initiate relationships with a variety of individual and institutional partners so that students and their families can access a variety of health-related referrals and services, including medical, therapeutic, dental, vision, emergency and extended day care.

A qualified nurse will be brought on-site to train front office staff and engage with those families whose students take prescription medicine. Local vision and dental providers will come on-site to provide students with individualized services; if possible, these providers will be engaged at reduced or no cost to families.

C) Media center;

**Applicant Response:**

EASW is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EASW flexibility in furnishing media services to students. EASW will provide a rich collection of educational materials to its students, but not through a traditional library provision.

EASW plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EASW will engage in relationships with local libraries and the local educational community.

Because of the research and information-transfer capabilities of the Internet, students can obtain the learning resources that they need by using computers in the Academy's technology lab and via mobile computer labs, which will be available to teachers to check out for use in various courses. Technology classes will be offered to

students so that they are learning to use computers as a knowledge-acquisition tool in a structured, well-directed environment. Internet filtering, website-protection and computer-monitoring systems and practices will be put in place so that students cannot engage in problematic or destructive behaviors, such as cyber-bullying or viewing of restricted adult content.

#### D) Special education;

##### **Applicant Response:**

EASW will contract with the Arkansas Special Education Consortium (the "Consortium"), which is directed by Donna Broyles, to establish a special education program that is in full compliance with state and federal laws. Under Exalt's management, the Little Rock Preparatory Academy currently contracts with the Consortium, and has been very happy with the services provided by Mrs. Broyles.

EASW's staffing model calls for the immediate hiring of a Director of Learner Supports to manage the caseload of students with disabilities according to the needs and strategies identified in their individual education plans (IEP's). This position will report to Mrs. Broyles and the Academy's Principal. The Director of Learner Supports will be responsible for making sure that students who disengage from or struggle with classroom learning are provided with the supports they need to succeed, including psychological, counseling, speech, vision, health, and other disability-related needs.

The Director of Learner Supports will work closely with the Principal and Dean of Students, who will engage with students who are struggling academically and behaviorally and make programmatic adjustments to best meet the needs of all learners building-wide. Consistent with Federal IDEA legislation, the Academy believes in providing the least restrictive environment for all children and offers a differentiated instructional program that is designed to meet the learning needs of students in an inclusive manner. This differentiated instruction applies to academic instruction and behavioral instruction. Regardless of the level the student comes in at, we will meet them where they are and build upon it.

Because behavior is an impeding factor that undermines learning in many traditional schools, EASW implements a structured behavior support program to all of our students. Students who need more behavioral support, will be put on an individual behavior plan that is monitored hourly, and tracked daily by our team. The differentiated structure works well for all students, especially those who have a disability.

Under the Consortium's oversight, EASW will retain a contracted provider of specialized services, such as Pediatrics Plus, to provide students with individualized services as needed. The Director of Learner Supports will work full-time on-site at the Academy to make sure that contractors who come to the Academy are provided with the oversight, space, scheduling and other supports that they need to be effective.

The Academy also utilized a structured plan to help support struggling students and possibly identify students who may have disabilities. This plan supports Child Find and consists of a Teacher Assistance Team and a Child Study Team that work together to provide ongoing data to the Director of Learner Supports to help identify students.

#### E) Transportation;

##### **Applicant Response:**

According to U.S. Census data, approximately 75% of residents of zip code 72209 have reported that they drive a car to and from work every day. Another 20% reported carpooling to and from their jobs. Yet another 1% reported taking the bus to and from their job. That means that 96% or more of residents within the Exalt Academy of Southwest Little Rock's (EASW) target community have found the means to get to and from a job. (Source: [www.city-data.com](http://www.city-data.com))

Over 86% of the students that attend Little Rock Preparatory Academy (LRPA) qualify for the Federal Free and Reduced Lunch Program. Of these students, 96% are African American and approximately 4% are Hispanic. LRPA does not offer families door-to-door bussing from their homes, yet this year, over 410 students will be transported to and from LRPA every day.

EASW does not receive sufficient public funding for transportation. Consequently, the Academy will not provide families with home-to-school and school-to-home neighborhood bussing. Even if it could, the Academy's sponsoring agency, Exalt Education, has serious concerns about the efficacy of bussing systems, which frequently expose students to unsafe, unsupervised situations at bus-stops or on busses. In these situations, students are frequently exposed to bullying, drug distribution, cursing, fighting, gang induction, and other dangerous behaviors.

Instead, EASW will take the following approaches:

- Operate for an extended day, from 7:00 am to 5:00 pm, which allows for parents and guardians to leave their students in a structured, academically rich environment for up to 10 hours. Consequently, many families are able to drop off and pick up students at convenient times before or after commuting to full-time jobs.
- Operate for an extended 200-day year, which saves parents and guardians from having to find and pay for alternative options for their children during long summer breaks.
- Engage off-duty policeman to direct parent traffic safely during arrival and dismissal times.
- Provide students that need it with public transportation passes so that they can take busses to and from school.
- Explore the potential to retain a transportation provider to transport students to after-care options at the end of the school day for those families who need help with pick-up timing.

Through these benefits, Exalt's leadership team is confident that its families will be better served than they would in surrounding programs that offer neighborhood bussing.

Last year, Little Rock Preparatory Academy provided all families with a 50% discount on uniforms through an innovative partnership with the Toggery. Through this partnership, LRPA spent over \$17,000 so that families could receive a discount on the purchase of between 9 and 12 pieces of apparel. The uniform sets for male and female students included clothing for all weather conditions, including polo shirts, button-down shirts, vests, fleeces, pants, and as appropriate, skirts or jumpers.

This year, LRPA has two campuses, a primary school that serves 280 students in grades K-4 and a middle school that serves 130 students in grades 5-8. To enable families to drop off and pick up students at either location, LRPA will spend over \$60,000 so that families only have to commute to one location no matter what the grade level of their students. The bus will travel between the two campuses so that students can reach the appropriate site for the school day no matter what their grade level.

In the future, Exalt's leadership hopes to contribute to the development of a hub-and-spoke bussing system, which would provide transportation to and from a network of sites in Central and Southwest Little Rock. However, Exalt will only contribute to such a system if it provides a safe, well-supervised option for all participating students.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

EASW is requesting a waiver from Arkansas Code Ann. § 6-48-101 et seq. concerning alternative education

environments. We are requesting this waiver because Exalt Education's research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EASW to provide all of our students with the ability to learn and thrive within our inclusive educational settings. EASW offers explicit instruction that is specially designed at the level of all our students through performance grouping. When reviewing students' individual education plans (IEP's), we can design our "mainstream" classroom to meet the goals listed on students' IEP's. Additionally, our multi-modal environment will reach different students by delivering instruction in a variety of ways to reach all students regardless of their learning style or preferences.

EASW is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EASW was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary given the use of Exalt Education's research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

## G) English Language Learner (ELL) instruction

### **Applicant Response:**

EASW will administer a six-step ELL program.

#### **1. Identification of Primary Language other than English; Records.**

All students will be issued a Home Language Survey within the first thirty days of school. Record will be tracked, locked, and entered into the student information system.

#### **2. Assessment of ELL Students.**

All students identified through the home language survey will be tested using the ITT or Woodcock-Munoz Language Survey. Students placed in the program will be placed by proficiency level and will be issued the English Language Development Assessment annually.

#### **3. Annual Report.**

The Academy will include all ELL student subgroup information in our annual report and state systems.

#### **4. Instructional Program and Goals for ELL Students.**

EASW will use two types of instruction, small group pull out instruction and Sheltered Instruction.

Type 1- Pull Out: The Academy's instructional program for providing English Language Development (ELD) services is generally known as structured English immersion. The Academy's model of teaching will use explicit skills instruction for most skill-based tasks, to help students acquire basic skills, which is the key to effectively teaching English-language learners. ELL students will be integrated into and instructed in the regular English-conducted classrooms. Therefore, students will not miss instruction in any of their core classes. Small group or individual pull-out instruction will happen daily for all ELL students, but generally pull-out instruction will take place during the advisory periods (either at the beginning or the end of the school day, or both), rather than during core classes.

Because the Academy's model requires that every student achieve mastery on every daily lesson, and because each student is appropriately placed in each program so that daily mastery is possible, teachers know daily which students are not achieving the required level of mastery or are having unusual difficulty in doing so. Such students, and others who have been identified through appropriate testing and surveys, will be given additional help, either in the form of small group instruction or one-on-one assistance.

This additional instruction will be in whichever program the student is having difficulties. For reading, writing, and language, the School will primarily use direct instruction programs. These programs have all the recommend best practices for teaching reading to English Language learners, including, the study of phonics, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Generally, under this program ELL students receive reading instruction twice a day.

Type 2- Sheltered Instruction. As part of the structured English immersion model, teachers use special instructional strategies. The Academy's teachers will also receive training in Sheltered Instruction, Observation Protocol (SIOP).

Training in systematic English language development will be part of the summer training that all teaching staff are involved in. In addition, frequently classroom monitoring and professional development will happen throughout the school year.

Teachers will thus be trained to use special instructional strategies, such as those listed, many of which are integral to the Academy's teaching methods: Checking frequently for comprehension by listening to and observing verbal and nonverbal cues from students; Controlling the vocabulary presented to students so that they are always familiar with words used in their reading and listening; Clearly identifying key concepts and vocabulary needed to teach each lesson, while teaching new terms at the beginning of a lesson, before a student encounters the terms in reading; Using field-tested materials that demonstrate the vocabulary and concepts to be taught; Building lessons on knowledge of the concepts and vocabulary that students have already learned; Using consistent routines that provide non-verbal cues for students so they can predict what to expect in future lessons; Providing "visual clues" for students; And using well-developed questions that students can reasonably answer depending on their linguistic stage.

**5. Reassessment, Reclassification, Exiting, and Monitoring.**

All students in ELL will be tracked and reassessed frequently. Goals and instruction will constantly be shaped to support the student. Once a student has exited the system, through testing, the student will be monitored for two years, assuring the student is performing at grade level or higher.

**6. Equal Access to Other School Programs.**

All ELL students will be provided equal access to all of the Academy's programs. This includes participating in all school curriculum and non-curricular activities.

**H) Gifted and Talented Program.**

**Applicant Response:**

EASW will request a waiver from state regulations related to the provision of programs for gifted and talented learners. Such separate programs are not necessary because of the use of Exalt Education's research-based, best-practices academic design. Through this design, the Exalt Academy will be able to differentiate instruction to meet the needs of all learners. While other learners are receiving additional skill based literacy instruction, talented and gifted students will be participating in an Advanced Literacy and Advance Math block. These courses are designed for students to use higher order critical thinking skills while participating in Socratic discussion, project based learning, and individualized projects. Additionally, the primary instructional programs of the Exalt Academy will serve gifted and talented students because of performance-leveled instruction and the Academic Leadership Team's engagement in adapting programs to meet the needs of all learners.

In order to fully implement its innovative academic design, the EASW is requesting a waiver from Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children - General Prohibitions), and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

**Applicant Response:**

Southwest Little Rock has a stigma for many citizens of Central Arkansas. For decades, the region has been known for high poverty, high crime, and other related blight. The reality is that, in the 72209 zip code, there is justification for this stigma. Consider the following:

- On a crime index where 100 represents the national average, the 72209 zip code was assigned a Total Crime Risk of 210, a Personal Crime Risk of 270, a Murder Risk of 401, a Rape Risk of 202, & a Robbery Risk of 285.
- Between 2000 and 2011, the 72209 zip code experienced an over 8% decline in population from 36,847 residents to 33,800 residents.
- The Average Adjusted Gross Income for a resident was \$24,292 in 2004, 38% less than the average of \$39,270 for an individual in Arkansas.
- In 2011, the median home price was \$91,356 compared with \$146,029 for Arkansas as a whole.
- Over 17% of residents speak Spanish at home and 13% are foreign-born.

As these statistics indicate, there is a heavy concentration of poor families living in the central neighborhoods of Southwest Little Rock. To ensure that we are meeting the need, our team has determined that, for our purposes, the Southwest Little Rock region is bounded by: Fourche River to the North, Mabelvale Cutoff Road to the South, Arch Street to the East, and Highway 5 to the West (also called Route 5). Interstate 30 runs from East to West down the middle of the region, which bisects the area. The primary zip code that falls within this region is 72209. There are surrounding zip codes, including 72206, 72210, 72202 and 72103, that have low-income households, but these areas also have some more affluent neighborhoods.

To serve our target region, we have identified a move-in-ready educational facility at 6111 West 83<sup>rd</sup> Street, Little Rock, Arkansas 72209. The facility is located along Geyer Springs Road approximately half a mile south of Interstate 30. The site is situated very centrally within the Southwest Region less than 3 blocks from Cloverdale Aerospace Charter School. From the desired location, we believe that the EASW's primary enrollment impact would be on the nine elementary and middle schools immediately surrounding it. These schools enroll 4,093 students, and their performance was highlighted in Item 4, the *Educational Needs* section of this application.

Because EASW would open with 180 students in grades K-2, 60 students, or 33% of our first-year enrollment, would be from families whose children just became school-age. Another 120 students, or 67% of the total enrollment, would be from surrounding elementary schools. At most, we would have an estimated first-year impact of 3% of the total enrollment of surrounding schools. We might also draw a few students from the Pulaski County Special School District although we believe that our impact on PCSSD would be minimal.

Over time, EASW's impact on surrounding public schools would grow as its enrollment grows, but that impact would not be realized for over seven years. At the full projected enrollment of 540 students in grades K-8, EASW could be serving as much as 13% of students in the surrounding area. However, because the Academy is likely to serve a disproportionately high-needs population, its activities would improve the performance of traditional public schools in the area, not detract from them.

Over the past two months, we have begun to connect with other community organizations that are seeking to serve Southwest Little Rock. As EASW moves from planning to startup, our founding team expects to connect with all of the following organizations: Affordable Care Center; Community Development Center (CDC); PARK is one of the best know youth centers in the region; Longley Baptist Church; Second Baptist Church, which has facilities at two separate locations, has offered an educational facility for EASW's use; Greater Second Baptist Church's pastor has provided a letter of support for EASW's charter application.

By partnering with these organizations, we hope to bring health, wellness, employment, housing and educational services to students and families.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

**Applicant Response:**

The Exalt Academy of Southwest Little Rock's fiscal year will run from June 30<sup>th</sup> to July 1<sup>st</sup> of each calendar year. Within 3 months of the end of each fiscal year, EASW will produce an annual report that provides a year-end appraisal of its performance. This report will be produced in accordance with the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include a precise, statistically valid examination of EASW's performance against the Measureable Goals described earlier in this application narrative.

An excerpt of the ADE rules are included below for ease-of-reference.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES AND REGULATIONS GOVERNING THE  
STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS**  
Adopted by the State Board of Education B February 1984  
Revised June 10, 2002

**2. RECORDS AND REPORTS**

- a. Each school shall maintain all reports and records necessary for effective planning, operation, and education.
- b. Each school district shall annually submit a report to the Department of Education appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department of Education.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

**Applicant Response:**

Student enrollment in the Exalt Academy of South West Little Rock (EASW) will be voluntary. All students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment. These requirements will be consistent with District policies relating to admission of students into any grade. Other than the age of a student, there will be no criteria for selection of students.

To make the opportunity to attend the Academy known as widely as possible, the Academy plans to contact Head Start centers, childcare centers, preschools and community centers in the South West Little Rock area to seek permission to contact families who have children attending those schools and to conduct informational meetings. Our plan is to conduct meetings periodically to inform parents about the school and to obtain enrollment applications. Local newspaper advertisements may be placed to advertise the school and announce the meeting schedule. We will also send newsletters to a mailing list, as that list is expanded with the addition of people expressing an interest in the school.

The Academy intends to conduct a multi-phase enrollment process. Each year, the Academy will set deadlines by which such applications must be received for each phase of the enrollment process. The Academy will accumulate all applications received on or before the deadline for each phase of enrollment; applicants are not accepted on a "first come, first served" basis except when students are admitted from the waiting list.

We expect that the multi-phase enrollment process would work as follows. The deadline for the first phase might be set in April or May. The Academy will determine how many current students intend to return for the following school year and will accumulate all applications received on or before the deadline for that phase of enrollment. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed for each grade, then all the applications for that grade will be accepted.

If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the Academy will conduct an equitable lottery, in a manner determined by the Academy and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. We will do this lottery three different times, first filling the seats then establishing a fair waitlist, avoiding the first come first serve strategy.

As provided for under Arkansas law, the Academy may give admissions preference to (1) students who were enrolled in the Academy in the prior year, and (2) applicants who have siblings who are presently enrolled in the Academy and who were enrolled in the Academy in the prior year.

The Academy will not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. The Academy may admit students who do not reside in the District but will not conduct door-to-door recruitment outside of its target region.

A random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should EASW's leadership learn that the use of a weighted lottery is required by federal court or administrative order, EASW will furnish a copy of the order.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

**Applicant Response:**

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**Applicant Response:**

**School Staffing Plan**

The Exalt Academy of Southwest Little Rock (EASW) will benefit from a strong, well-rounded leadership team with expertise in all areas of school management. The staffing plan calls for hiring several dedicated site-management positions that work together in a complementary fashion to lead the school, not depending on one all-knowing leader. The site-management team will grow in capacity as EASW expands from a first-year enrollment of 180 students to a full enrollment of 540 students in grades K-8.

Upon receiving approval of its charter application, Exalt will designate a founding group to lead the development of the school in the Southwest Region. That group will include a full-time Founding Principal, Business Manager and Community Outreach Coordinator. The plan is for the founding members to office at the facility in which EASW will open so that they establish an immediate presence in the community.

Site management will be heavily supported by Exalt's central team, which is headquartered within easy commuting distance of the proposed location. Exalt's central team will provide structured support with all major aspects of startup, including but not limited to facilities, governance, regulatory compliance, procurement, contracting for services, hiring, enrollment and neighborhood outreach.

The following is a summary of the duties that the 3 anchor members of EASW's management will hold:

**Founding Principal:** The qualified candidate will have experience as a personnel manager and administrator. Care will be taken to identify a 'servant leader' who can support a team rather than acting as a unilateral decision-maker. A seasoned leader will be retained with the necessary experience to handle teacher, parent, student and community relations. The Principal will be responsible for:

- **Faculty Hiring:** Managing the process of recruiting, hiring, selecting and training 12 teachers to instruct grades K-2. The Principal will work hand-in-glove with members of Exalt, who will attract and pre-quality candidates.
  
- **Team Building:** Developing the faculty into a cohesive, trusting team by: (a) introducing and building strong, healthy communication norms; (b) putting the faculty in a position to implement the behavior management system, and (c) providing the leadership that is necessary for the faculty to function in an open, transparent fashion.
  
- **Network Support:** Exalt's support team will work closely with the Principal to deliver the teacher training that occurs during the 4-6 weeks leading up to the start of the year. Exalt's team will provide extensive support with assessment, reporting and performance management.

The expectation is that the Founding Principal will see EASW through from approval of the charter application to at least the completion of its second full year of operation.

**Founding Business Manager:** The qualified candidate will have experience as a financial and operational manager. Care will be taken to identify a quick learner, diligent project manager, well-organized multi-tasker, and "doer" with the capacity to balance many startup tasks. To be qualified, the right candidate must have accounting

and book-keeping experience. The Business Manager will be responsible for:

- **Financial Management:** Preparing the annual operating budget and cash flow projections, preparing financial statements for board review, and managing accounting and book-keeping.
- **Regulatory Compliance:** Setting up EASW's profile in the state-required computer network, attending the necessary training, utilizing the state's resources, handling cycle reporting, and entering all required information.
- **Ancillary Services:** Working closely with the Exalt team to negotiate contracts and initiate services related to food, cleaning, maintenance, technology, security, traffic control and other areas.
- **Human Resources Administration:** Conducting background checks, establishing health and retirement benefits, setting up payroll, handling tax withholdings, and other HR functions.
- **School Setup Functions:** Members of Exalt's central team will assemble the governing board, secure startup funding, negotiate the lease, make necessary upgrades to the facility, assist with procurement, and support the business manager in handling budget, cash flow and procurement.

The expectation is that the Founding Business Manager will see EASW through from approval of the charter application to at least the completion of its second year of operation.

**Founding Community Outreach Coordinator:** The qualified candidate will bring experience in community organizing, political campaigning and/or non-profit outreach services. Qualifications include professionalism, charisma, excellent speaking and written communication skills, strong relationship-building aptitudes, a proven comfort level engaging with community members, and the willingness to do whatever it takes to start the school. The Community Outreach Coordinator will be employed by Exalt through the management agreement with the school. The Community Outreach Coordinator will be responsible for:

- **Enrollment Campaign:** The Outreach Coordinator will lead the campaign to conduct outreach to families in the target region, create a positive image in the community, build bridges with community institutions, and fully enroll the school.
- **Establishing Community Partnership:** The Coordinator will meet with schools, community centers, youth programs, daycares, preschools, extended day programs, employment agencies, and churches. The Coordinator will create a strong, expansive network of support for the school.
- **Advertising and Communications:** The Coordinator will negotiate advertising with local radio stations and community newspapers, develop a website and Facebook presence, attend community events, and engage in daily outreach.

The expectation is that the Coordinator will see EASW through from approval of the charter application to at least 3 months after opening for the first year of operation.

**Board Directors:** The qualifications of school board directors are described in *Item 2*, which addresses *Governance Structure*.

### **Outline of Full-time Positions for School's 1<sup>st</sup> Year of Operation**

The following is an outline of duties for each of the primary positions on the school's staff during the 1<sup>st</sup> full year of operation:

**Principal (1.0 Administrator):** The position will have overall responsibility for: (a) Academic Program Development and Delivery; (b) Teacher Management; (c) Student Behavior; (d) Parent Communications; and (e) Community Outreach. Employed by Exalt through the management agreement with the school.

**Director of Business Management (1.0 Administrator):** The position will have responsibility for: (a) Budget Development and Execution; (b) Accounting and Financial Management; (c) Payroll and HR Administration; (d) Oversight of Office Manager; and (e) Ancillary Services: bussing, food, technology, copying. \$38,000 per annum

**Office Manager (1.0 Administrator):** The position will have responsibility for: (a) Routine State Computer System Entry; (b) Visitor Reception; (c) Answer Telephones; (d) Hallway and Entrance Monitoring; (e) Daily Attendance and Homework Records; and (f) Record Keeping. \$30,000 per annum

**Dean of Students (1.0 Administrator):** The position will have responsibility for: (a) Behavior Management Support; (b) School-wide Assembly Planning and Management; (c) Student Recognition and Rewards; (d) Parent Relations Regarding Discipline; (e) Student Discipline and Record-Keeping; and (f) Strong Presence with School Community. \$38,000 per annum

**Director of Learner Supports (1.0 Administrator):** The position will have responsibility for: (a) Caseload Setup and Management; (b) Inclusionary Services; (c) Interventions and Pullout Services; and (d) Contracted Services. (e) Management of ELL Program. \$40,000 per annum

### **Teaching Staff**

**Lead Teachers:** (1 per grad level) This position will involve meeting with their grade level teacher teams regularly and serving as a resource in supporting the education of 60 students in each grade. \$34,000-\$38,000 per annum

### **Professional Conduct Requirements**

The following is a list of professional requirements of all school staff as applicable based upon position. These requirements have been set forth so that the staff can work collaboratively to keep the school climate safe, orderly and professional. The requirements will be a condition of the employment arrangement between EASW and all staff members.

1. **Timely Arrival & Departure** every day unless express written permission is given by the Principal as documented in email or other forms.
2. **Active Hallway Monitoring** to supervise student movement during all passing periods.
3. **Timely Instruction** for every minute of every class.
4. **Supervised Restroom Breaks** including monitoring student entry and exit from the restrooms.
5. **Classroom Supervision** at all times when students are present.
6. **Proper Written Notice** with at least 2 weeks' notice of time off.

7. Active Hallway and Recess Supervision to prevent unsafe student conduct.
8. Cleanliness of classrooms and building.
9. Structured Physical Education according to a daily lesson plan.
10. Focused, Engaging Teaching with urgency every minute of every class.
11. Weekly Submission of Lesson Plans along expected timeline for every period - reading, math, language, English Language Arts, other.
12. Advance Preparation of all materials for distribution to students well in advance of delivery.
13. Positive Behavior Management that centers on fostering a fun but structured learning climate.
14. Strict Use of Hallway Passes with enforcement of speedy return.
15. No Personal Telecommunication during the school day.
16. Professional Conduct at all times with all staff members.
17. Professional Attire at all times while on school property.
18. Regular Parent Communication with prior administrative approval of all written correspondence.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

**Applicant Response:**

The business affairs of the Exalt Academy of Southwest Little Rock (EASW) will not be handled by one individual, but by a team of individuals who will all be active participants in the financial affairs of the organization. The following is a description of the various parties who will be involved in managing the finances of the organization:

- **Board of Directors:** The board of directors will review a complete set of annual, monthly and year-to-date financial statements at every regular monthly meeting. The financial statements include: (a) annual operating budget; (b) annual cash flow projection; (c) monthly cash flow statement; (d) monthly income statement; (e) month-end balance sheet; (f) updated annual budget-to-actual comparison income statement; (g) updated annual projected-to-actual cash flow statement. These statements will be prepared by a qualified business manager. The board of directors will complete the approved Arkansas State training for board members. A qualified treasurer on the board will meet with the business manager periodically to develop and approve the format and content of the financial statements.
- **Exalt Education Oversight:** The business manager will be trained and overseen directly by the Chief Administrative Officer, Sonja Taylor-Larkowski, and the CEO of Exalt Education, Benjamin J. Lindquist. Both the Chief Administrative Officer and the CEO of Exalt Education have taken the required Arkansas State trainings including completing 12 hours of Tier I trainings in the 2012 calendar year. The financial manual approved by the board of directors will require that a qualified professional on the board - acting as the board treasurer and fiscal procurement officer - approve all required transactions.
- **Training & Technical Support Organizations:** During the first year in the position, the Business Manager of the Exalt Academy will complete the required Arkansas State financial and compliance trainings. Through these trainings and other scheduled appointments, the director will meet and participate in engagements with qualified individuals at the Arkansas Department of Education, the Arkansas Public School Resource Center, Complete Consulting and other qualified organizations.
- **Signing & Approval Authority:** Specific controls will be used and monitored to ensure that all financial transactions are properly approved, recorded and reconciled. Specifically, bank statements will be sent directly to the Treasurer of the board, not the director of business affairs. The director of business affairs will prepare all checks in APSCN, but will not have the authority to sign checks. When checks are signed, supporting documentation will be reviewed to ensure the appropriateness and accuracy of payments.
- **Education Commissioner & State Department Approval:** Financial obligations will be submitted to the Arkansas Department of Education for approval by the Commissioner, including the lease agreement, copier agreement, long-term notes, and any other required obligations.

Through these and other measures, the Exalt Academy will take steps to ensure the effectiveness of its financial management.

**Annual Operating Budget**

The Business Manager will be responsible for working with the board treasurer and a qualified member of the Exalt Education team to prepare the annual operating budget and manage the organization's position against it. An annual operating budget will be prepared for the pre-opening fiscal year and the 1<sup>st</sup> year of operation. This budget will be developed with appropriate oversight and approved by the board of directors no later than May 1<sup>st</sup> of each fiscal year preceding implementation of the budget. The budget will include the establishment of a contingency reserve to serve as a protection against unforeseen financial needs.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

**Applicant Response:**

The first annual audit of the Exalt Academy of Southwest Little Rock will be conducted in a manner that is in accordance with state requirements. An excerpt of state laws pertaining to public audits is included below for ease of reference including an outline of the information that will need to be provided to the Arkansas Department of Education (ADE) and the community.

The audit will be conducted within 9 months of the end of the first fiscal year of operation. If granted permission by the ADE, the Exalt Academy of Southwest Little Rock will use the following audit firm.

Rami Kassissieh, CPA, Partner  
Hudson, Cisne & Co. LLP  
Certified Public Accountants  
11412 Huron Lane, Little Rock, AR 72211  
Main: (501) 221-1000  
Email [rkassissieh@hc-cpa.com](mailto:rkassissieh@hc-cpa.com)

The reason for requesting that Hudson, Cisne be retained is that this firm has audited the Little Rock Preparatory Academy's first three years of operation and has done an excellent job. Hudson, Cisne provides a level of staffing and diligent, individualized service that is beneficial. Hudson, Cisne understands the financial policies and management that is expected by an Exalt-managed school. The agreement with the auditor will stipulate that the audit must be completed and submitted to ADE no later than 9 months following the end of the first fiscal year of operation.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING PUBLICLY FUNDED EDUCATIONAL INSTITUTION  
AUDIT REQUIREMENTS  
January 16, 2012**

**1.00 AUTHORITY**

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-1-101; 6-11-105; 6-11-205; 6-12-112; 6-13-1020; 6-13-1608; 6-17-426; 6-20-1801 through 6-20-1804; 6-20-1806; 6-20-1905; 10-4-413; and Acts 981 and 993 of 2011.

1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Publicly Funded Educational Institution Audit Requirements.

**2.00 PURPOSE**

2.01 The purpose of these Rules is to establish the requirements for the completion, filing, and review of financial audits for all publicly funded educational institutions, including but not limited to, Arkansas school districts, open-enrollment public charter schools, and education service cooperatives (auditees).

**3.00 AUDIT REQUIREMENTS**

3.01 The accounts of all publicly funded educational institutions shall be audited annually by the Arkansas Division of Legislative Audit (Legislative Audit) or a private independent certified public auditor.

3.01.1 A private auditor, other than Legislative Audit, must be selected by the school district board or governing body of the institution.

3.01.2 If a private auditor was used for the prior year audit, or if the auditee did not exist during the prior year, the auditee may request that Legislative Audit conduct its financial audit. The written request shall be submitted to the Arkansas Legislative Auditor at least 90 days prior to end of the fiscal year to be audited.

3.01.3 If the publicly funded educational institution is an open-enrollment public charter school, Legislative Audit shall prepare the required financial audit of the institution's first year of operation unless the State Board of Education approves the use of an entity other than Legislative Audit.

The financial statements shall be presented on a fund basis format, and as a minimum, the general fund and the special revenue fund presented separately and all other funds included in the audit presented in the aggregate.

3.03 The financial statements shall consist of the following

3.03.1 A balance sheet;

3.03.2 A statement of revenue, expenditures, and changes in fund balances;

3.03.3 A comparison of the final adopted budget to the actual expenditures for the general fund and the special revenue funds; and

3.03.4 Notes to the financial statements

3.04 The report shall include as supplemental information a schedule of capital assets, including:

3.04.1 Land;

3.04.2 Buildings; and

3.04.3 Equipment.

3.05 The governing body of a school may require its annual financial audit to be performed and financial statements to be presented in accordance with guidelines prescribed by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office as an alternate basis of presentation to that listed in 3.03 through 3.04 of this Rule.

3.06 The report must include information on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Governmental Auditing Standards.

4.02 Audit reports shall be presented to the School Board or governing body of the auditees in a format as prescribed by professional accounting organizations.

4.03 All annual audits of auditees NOT conducted by Legislative Audit shall be completed and filed with the ADE and Legislative Audit within nine (9) months following the end of each fiscal year.

4.03.1 At the request of the auditee, the ADE may grant an extension of up to ninety (90) days on the deadline specified in section 4.03.

4.03.2 If the auditee is subject to federal circular A-133 audit requirements, any extension must first be obtained from the appropriate federal agency.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

**Applicant Response:**

The facility to be used is the former home of a faith-based school, Vision Christian Academy. It has exceptional amenities and an easy access location. The facility is located near a main artery for an effective traffic flow design for student drop-offs and dismissals. The facility is owned by a church, Second Baptist Church. A copy of the Facilities Utilization Agreement is attached that indicates agreement with Exalt Education and the landlord, Second Baptist Church, of the use of the facility and its equipment both from a dedicated and shared perspective. This includes provisions for school and enrollment growth year by year.

The facility is in compliance with applicable codes. Complete and periodic inspection of the premises will be conducted to ensure total compliance with all codes. Yes, the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

The facility has the following amenities:

- The 12 classrooms are all adequate in size to house Exalt's classes in grades K-2 with two co-teachers in each room. This will comfortably allow for the launch of the school during Year 1 through grades K-2, but also allow for upward mobility as we add a grade per year to address the growth needs of the lower elementary school campus.
- A full size gymnasium to promote physical exercise and its correlation to enhanced student learning and growth. The gym also is used as a dining room for breakfast and lunch for the students. Evening activities can be planned to promote community outreach and foster parental involvement.

- A full-service commercial kitchen for the nutritional and food service needs
- A large library and a small library to address the needs of both the smaller and larger student groups
- A computer lab to meet the technology requirements for on-line testing and computer literacy
- Offices have ample space for administration and privacy
- A glassed-in reception area
- A fenced grass playground that is age-appropriate. Ample space provided also for paved playground area.
- A teacher's lounge to promote and enhance employee morale.
- An installed access control system for security
- Ample parking spaces for staff and visitors
- Student Lockers
- 4 large hallways
- Closet space

It is located in the Southwest section of Little Rock at 6111 West 83rd Street. The facilities offers easy access and can be approached by getting off the Geyer Springs exit of I-30, traveling south for 0.3 miles to W. 83<sup>rd</sup> St. Right on W. 83<sup>rd</sup> Street and school is on left after 0.1 miles.

The owner of the proposed facility is Second Baptist Church. It is the Southwest Little Rock location of the parent church located at 7209 Barrow Road, Little Rock, AR 72204.

The owner does not have a relationship with the following:

- (1) Members of the local board of the Little Rock school district; nor,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located, nor
- (3) Exalt, the eligible entity sponsoring the open-enrollment public charter school, nor
- (4) Employees/directors/administrators of Exalt.

Since the owner is a church organization, that relationship could change at any time. Exalt, however, will be forthcoming of any findings as such.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

**Applicant Response:**

The owner of the proposed facility is Second Baptist Church. It is the Southwest Little Rock location of the parent church located at 7209 Barrow Road, Little Rock, AR 72204. The owner does not have a relationship with the following:

1. Members of the local board of directors of the Little Rock School District;
2. Employees of the public school district where the proposed open-enrollment public charter school will be located, nor
3. Exalt, the eligible entity sponsoring the open-enrollment public charter school;
4. Employees/directors/administrators of Exalt Education.

Since the owner is a church organization, that relationship could change at any time. Exalt, however, will be forthcoming of any findings as such.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

**Applicant Response:**

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
  - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
  - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

**Applicant Response:**

There are no contractual or financial agreements or beneficiaries between any individual identified in Section A and any member of the proposed school.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

**Applicant Response:**

The following points are designed to explicitly clarify all areas of the charter application where there is the potential for conflicts-of-interest:

- The sponsoring agent, Exalt Education, is an Arkansas-based non-profit charter school management organization that plans to enter into a service agreement to manage the Academy. Exalt is a non-profit organization that exists for charitable, tax-exempt purposes. It does not have owners. The board of directors of Exalt has approved and abides by a conflict-of-interest policy, which is consistent with the model policy recommended by the Internal Revenue Service.
- The Little Rock Preparatory Academy (LRPA), a school managed by Exalt Education, is a four-year old Arkansas-based non-profit public charter school. LRPA exists to fulfill its mission. It does not have owners. The board of trustees approved and abides by a conflict-of-interest policy, which is included below.
- The Exalt Academy of Southwest Little Rock (EASW) will be incorporated as an Arkansas-based non-profit public charter school. The Academy exists to fulfill its mission. It does not have owners. Its board of directors will approve a conflict-of-interest policy, which will be modeled after the policies in place at Little Rock Preparatory Academy and Exalt Education.

In direct response to the questions posed in the guidelines of this section, there are no familial, contractual or paid relationships of any kind in the applicant team. Appropriate measures and safeguards will be taken to ensure that such relationships are not allowed because of the importance to maintaining a single-minded focus on accomplishing our collection mission.

The following Trustee Job Description and Conflict Of Interest policy are taken directly from the Little Rock Preparatory Academy, which will serve as a model for EASW. These documents illustrate the language and practice that will be used to guide the development of the EASW

Conflicts-of-interest are present whenever there is the potential for a decision to be made that garners personal compensation or benefit for an individual. Conflicts-of-interest must be managed through proactive disclosure and appropriate measures. A board member, administrator, employee or contractor is actively encouraged to disclose any situation where a conflict-of-interest exists. When the conflict becomes apparent, the individual is recused from the process or decision, which is then handled by other members of the organization who do not have the conflict.

**Trustee Job Description**

The purpose of the Board of Trustees is to uphold the mission of LRPA and oversee the fiduciary and legal direction of the school. The daily administration of the school is the responsibility of the Head of School/CEO. The Board, Administration and Faculty of LRPA are committed to putting the best interest of the students of LRPA at the forefront.

As fiduciary guardians of LRPA, Trustees must approve an annual budget that ensures the organization can meet its financial obligations. Trustees must monitor the overall financial health of the organization by reviewing and understanding financial reports provided by the Treasurer and/or an auditor. The Board must implement plans to keep the organization solvent and insist on professional financial practices.

As legal guardians of LRPA, Trustees are bound legally to abide by the rules, procedures, and laws set forth in the organization's charter, articles of incorporation, by-laws, and other state and federal regulations governing the operations of 501(c)3 organizations.

Neither officers nor individual members of the Board have any authority to act independently of the full Board. When they do, it can seriously damage the organization's ability to carry out its mission, board team spirit and LRPA's image in the community.

Confidentiality is expected in all situations.

### Responsibilities & Expectations

- Establish sound governance policy and challenging but attainable institutional goals for the organization
- Each Trustee is expected to contribute each year to the Annual Fund fulfilling the goal of 100% Board participation
- Support the fund raising efforts by underwriting events, or contacting individuals, corporations and foundations for financial support
- Understand by-laws and all legal contracts
- Create and update a long-range plan for the organization
- Select and support the Board officers
- Provide the CEO with the resources necessary to operate a successful school
- Hire and evaluate the CEO
- Attend monthly board meetings on the fourth Monday of each month
- Participate in school functions as representatives of the board
- Be a community ambassador for LRPA

Trustees should be familiar with and uphold LRPA's mission, school model (as established by Building Excellent Schools) by-laws, current financial statements and the Case for Support.

### CONFLICT OF INTEREST POLICY

**Policy** A Trustee owes certain fiduciary duties, including the duties of loyalty, diligence, and confidentiality to LRPA, which require that a Trustee always act in good faith on behalf of LRPA and not for their own or others' interest.

**Disclosure** A Trustee shall promptly disclose to the Board any personal or outside interest, relationship or responsibility (financial, professional or otherwise) held by the Trustee with respect to any potential or actual transaction, agreement or other matter which is or may be presented to the Board for consideration, even if such interest, relationship or responsibility has otherwise generally been disclosed to LRPA or the Board.

**Recusal** Any Trustee with such an interest, relationship or responsibility which conflicts with the interest of LRPA or its shareholders, shall recuse himself or herself from any reporting, discussions and vote on the issue that gave rise to the conflict and, if necessary, from the Board meeting, or applicable part thereof. Such Trustee may petition to Board Chair for an opportunity to speak to the Board relative to the conflict of interest.

**Resignation** In circumstances where a Trustee has a significant, ongoing and irreconcilable conflict and where such personal or outside interest, relationship or responsibility significantly impedes the Trustee's ability to carry out his or her fiduciary responsibility to LRPA, resignation from the Board or the conflicting interest be required.

**I understand and will fulfill the above Trustee Job Description and abide by the Conflict of Interest Policy.**

Signed, this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_.

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Signature of LRPA Trustee

---

Printed Name of LRPA Trustee

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

Under Exalt Education's management, Little Rock Preparatory Academy (LRPA) currently uses a state-approved food service vendor. *Preferred Meal Systems, Inc.* delivers prepackaged meals to both LRPA campuses, which are prepared and distributed for breakfast and lunch. Preferred Meal Systems is approved to provide meals by the Arkansas Department of Education's Child Nutrition Unit.

LRPA participates fully in the National School Lunch program. As a result, Exalt's leadership would bring significant direct experience and support to the setup of a new school that would participate in the School Lunch Program.

Currently, 86% of the students at LRPA qualify for Federal Free & Reduced Lunch. Applications are completed by all families as part of the standard enrollment registration process. LRPA follows point-of-service requirements to make sure that students are allotted meals in accordance with their free, reduced or paid meal status. Payments are collected from families that do not qualify for free lunch, and these funds are handled directly by LRPA's finance director.

The Exalt Academy of South West Little Rock will establish a food service program consistent with the one in place at LRPA. Personnel of Exalt Education, the non-profit organization that manages LRPA and will manage EASW, will make sure that the Exalt Academy's management team is fully trained on how to set up and manage the food service program in accordance with federal USDA guidelines and state ADE requirements.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

Families will be closely engaged in the Exalt Academy of Southwest Little Rock (EASW) through a variety of channels. These channels are delineated below:

- **Start-of-Year Home Visits:** First, parents will build strong bonds with the teachers of their students, who are the primary liaison with families. Twice each year, the classroom teachers will schedule appointments and conduct visits to the homes of all students. During the start-of-year visit, teachers introduce a Student-Teacher-Parent Covenant, which outlines the primary obligations that all 3 parties make to each other as part of making sure that every student receives an exemplary education.
- **Ongoing Teacher Communication:** Second, teachers will regularly communicate with families through electronic postings, telephone calls, electronic report card system and other means. This year, Exalt is implementing a parent-school communication system through Illuminate, a robust electronic platform that is being put in place at all Exalt-managed schools.
- **Academic Updates:** Third, families will receive comprehensive updates on their children's learning at regular intervals throughout the academic year. Quarterly report cards with grades in every major subject and notes on student behavior will be distributed. Twice each year, parents will come into the school for student-led conferences. During these conferences, students will be expected to demonstrate what they are learning and share samples and exhibitions of their academic work.
- **Parent-School Support Organization:** Fourth, a parent-school support organization will be organized to support the Academy. This organization will be directed by a board of parent officers, including a President, Vice President, Treasurer and Secretary. The board will collect input from the parent collective anecdotally and through surveys. The board will meet with the Academy's management team regularly, two weeks before every monthly meeting of the board of directors. Through this engagement, the parent board will help the Academy clear barriers and provide families with the best possible educational experience.
- **Scheduled Appointments:** Fifth, key members of EASW's management team will meet with parents frequently on an appointment-basis, including the Principal, Dean of Students, Office Manager and Director of Learner Supports. Appointments will be scheduled when parents express concerns or when students are disengaging from instruction for any reason.
- **School Communications:** Sixth, EASW will issue monthly newsletter to all families. In this newsletter, the Academy's principal will offer profiles of teachers, showcase events and speakers, provide a calendar of upcoming activities, and post important information such as dress-up uniform days.
- **A Voice at Board Meetings:** Seventh, an announcement will be posted for all families to let them know about regularly scheduled board meetings. At these board meetings, parents and other interested parties in the community will have the opportunity to make remarks directly to the board of directors on any issue of their choosing. The emphasis will be on solving problems and making the Academy better.
- **Community-based Partnerships:** EASW's leadership will be keenly interested in becoming a core partner with key stakeholders within the South West Little Rock community to work collaboratively to meet the needs of the students at EASW and the increasing needs of the community to curb crime and increase the quality of public education. EASW will engage in partnering efforts with churches, civic leaders, community and fund-development organizations, and other school advocates to reach mutual-defined objectives.
- **Satisfaction Surveys:** EASW will administer surveys at least once annually to gauge parent satisfaction levels and gather input on desired preferences and programmatic priorities.
- **Vote with Their Feet:** As with all public charter schools, parents sent a powerful message when they choose a school for their child. Because high rates of student retention are essential to fulfilling its mission, EASW's management will work very hard to keep parent relations strong once they have chosen to enroll their children in the Academy.

Through these channels, families will have the opportunity to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

**Applicant Response:**

**Waiver Requests**

**Teacher Licensure Waiver Request**

We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

The Academy requests these waivers because the Exalt educational model, under which it will operate, requires the flexibility to hire teachers and administrators who are best suited to implementing Exalt's unique curriculum and policies to best attain the maximum amount of student achievement and growth. The Academy and Exalt will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Exalt provides extensive training, support, and supervision for its teachers and administrators.

**Uniform Date for Beginning and End of School Year and Length of School Day**

We request a waiver from Ark. Code Ann. § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day) because the Exalt education model requires an extended school year. Exalt's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, Exalt builds many of these enrichment activities into its curriculum, necessitating an extended school year.

**School District Boards of Directors and School Board Elections**

We request a waiver from Ark. Code Ann. § 6-13-601 et seq. (school district boards of directors) and Ark. Code Ann. § 6-14-101 et seq. (school board elections). The Academy's governance structure, like any open-enrollment public charter school, was created and has operated since the grant of the initial charter pursuant to the Arkansas Charter Schools Act of 1999 (Ark. Code Ann. § 6-23-101 et seq.; specifically, Ark. Code Ann. §§ 6-23-302, 303, 306 and 401). The Academy is requesting this waiver from the listed statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure contained in our charter.

**Daily Planning Period**

We request a waiver from Ark. Code Ann. § 6-17-114 (concerning daily planning period) because the Exalt Education model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and teacher support. Exalt places great emphasis on planning and monitoring teacher and student performance and ensures that teachers have the support they need to plan effectively.

**Non-Instructional Duties**

We request a waiver from Ark. Code ann. § 6-17-117 (concerning non-instructional duties) because the Academy

uses the Exalt educational model, which requires the flexibility to assign duties to maximize use of teacher and administrator time.

#### **Certified Personnel Policies and Committees**

We request a waiver from Ark. Code Ann. § 6-17-201 et seq. (concerning certified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices. This waiver request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.) and the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

#### **Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act**

We request a waiver from Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1701 et seq. (Public School Employee Fair Hearing Act), and Ark. Code Ann. § 6-17-2201 et seq. (Classified School Employee Minimum Salary Act) because the Exalt educational model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, Exalt teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

#### **Classified Personnel Policies and Committees**

We request a waiver from Ark. Code Ann. § 6-17-2301 et seq. (concerning classified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices.

#### **Gifted and Talented Children**

We request a waiver from Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under the Exalt education model, each child is taught at his or her own level. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as "gifted and talented", thus excluding others from enriched programs.

#### **Support Services**

We request a waiver from Ark. Code Ann. § 6-18-1001 et seq. and Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services (concerning guidance and counseling services) because the Exalt model includes a full array of support services that have proven effective in supporting students and families. The Academy will be a college preparatory school and, as such, will offer each student comprehensive guidance counseling and related services.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

**Desegregation Analysis**

Exalt Academy of Southwest Little Rock (Exalt Academy) proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain its students from within the boundaries of the Little Rock and Pulaski County Special School Districts.

Exalt Academy is required by Ark. Code Ann. § 6-23-105 to carefully review the potential impact its opening would have upon the efforts of the Little Rock and Pulaski County Special School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Exalt Academy has substantiated that the Little Rock School District (LRSD) has been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. The importance of the attainment of unitary status of LRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Exalt Academy cannot be said to have a negative impact on the LRSD and PCSSD's ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Pursuant to Ark. Code Ann. § 6-23-306, Exalt Academy must be race-neutral and non-discriminatory in its student selection and admission processes. Ark. Code Ann. § 6-23-105 requires that Exalt Academy's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state; Exalt Academy's careful review shows that such negative effect is not present here.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words:

To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

*Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.*

In conclusion, Exalt Academy submits that, upon the basis of its review, neither any existing federal District Court desegregation order affecting the LRSD and the PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

**Applicant Response:**

**Overview of Exalt Education, the Sponsoring Entity**

In 2010, Exalt Education was founded to improve the quality of public education for children from birth to age 18 living in low-income homes. Exalt seeks to equip dedicated, passionate educators with the knowledge, best practices and instructional tools to serve children whose lives are affected by poverty. Exalt is demonstrating that it is possible to deliver a gold standard education to low-income children by operating a high-performing, sustainable network of community-based public schools that attract talented educators from local communities.

The word "Exalt" means to elevate in rank, status or honor. Exalt's leadership seeks to elevate children, families and communities who are not being provided with the opportunity to realize the American Dream. All of Exalt's activities are for the sole purpose of closing the socioeconomic achievement gap and resulting life-opportunity gap between low-income children and their more affluent peers.

Three years ago, Exalt Education did not exist as an operating entity. Today, Exalt is an Arkansas non-profit corporation with a prominent five-member board of directors, a dedicated central support team, and a growing track record of performance. During its short life, Exalt has:

- Secured multi-year financing to anchor its activities;
- Situated its headquarters in Little Rock, Arkansas;
- Started a new public charter school that serves 420 students in grades K-8 in Portland, Oregon;
- Turned around a struggling public charter school that now serves 410 students in grades K-8 at two campuses in Little Rock, Arkansas;
- Established strong site-management teams at each campus in the network; and
- Implemented its research-validated academic design with over 850 students in grades K-8.

Because of Exalt's involvement in this charter application, the Exalt Academy of Southwest Little Rock (EASW) is being developed with the specific intent of becoming a high-performing, sustainable school. EASW will benefit from the support of a team of proven non-profit managers and veteran educators working together to achieve excellence, not just one or two idealistic champions.

**A Unique Track Record and Organizational Mandate**

During its short operating history, Exalt has achieved several milestones:

- Exalt's first 3 campuses operate on between 30% and 60% less per pupil than the national average public school expenditure. Yet, each year, they provide their students with over 35% more learning time than surrounding schools.
- In just 3 years' time, Exalt has successfully engineered a school startup from scratch and staged the turnaround of a struggling second-year school. These feats have been accomplished during the network's startup, when there is the least capacity and fewest resources to overcome challenges.
- In June 2013, one of the Exalt-managed schools, Little Rock Preparatory Academy, enabled over 87 percent of its first class of twenty-four 8<sup>th</sup> grade graduates to enroll in selective college-preparatory high school programs.
- Exalt has established a strong track record of performance. After 3 years of continuous improvement and refinement, it has become clear that Exalt's ethic of performance management, leadership model, academic programs, staffing plan, business management practices, and behavior system are working under conditions that are both variable and challenging.

- Exalt has put the infrastructure in place to have a broader impact on children and youth in more impoverished communities. Over the past two years, Exalt has staffed up its central support team, installed electronic systems that support excellent teaching-and-learning, and adopted a new governance model so that each member school benefits from consistent, high-quality support.

Nearly every aspect of Exalt's operating model - from management structure to academic programs to classroom staffing - has been chosen for use because it is research-validated.

### **Strong Founding Leadership**

To ensure that EASW becomes a strong, sustained school, three members of Exalt's team will be closely involved in executing the charter application should it gain the Arkansas Department of Education's approval. The qualifications of these individuals are listed below.

#### **Benjamin J. Lindquist, Founder and CEO, Exalt Education**

Benjamin J. Lindquist is Chief Executive Officer of Exalt Education. Three years ago, Mr. Lindquist relocated to Little Rock to become Executive Director of the Little Rock Preparatory Academy (LRPA). At that time, LRPA was a struggling second-year charter school serving 65 students in grades 5-6. Today, LRPA is serving 410 students in grades K-8 at two campuses. LRPA serves Central Little Rock, a region situated to the north and east of Southwest Little Rock. In June 2013, over 86% of LRPA's parents reported that they would recommend the school to a friend in a year-end parent satisfaction survey.

From 2005 to 2010, Mr. Lindquist was Vice President of the Charter School Growth Fund (CSGF), a social venture capital firm that he helped to found in the spring of 2005. CSGF provides growth financing and strategic guidance to high-performing public charter school networks. During his tenure, Mr. Lindquist played a key role in managing many aspects of CSGF's startup and investment activities.

From 1997 to 2002, Mr. Lindquist was Co-Executive Director of the Chicago Charter School Foundation (CCSF), an operating foundation that oversaw one of the largest and highest-performing urban charter schooling organizations in the nation. Over a five-year period, CCSF grew from 3 to 6 campuses and from 2,300 to 3,200 students in grades K-12.

Mr. Lindquist is a 1996 graduate of St. John's University and the College of St. Benedict in Minnesota. In May 2009, he completed the evening MBA program at the Leeds School of Business at the University of Colorado - Boulder where he specialized in entrepreneurship.

After EASW has grown into an exemplary school, Mr. Lindquist plans to continue supporting the school's continuous improvement for many years as a member of the Exalt teaching-and-learning network.

#### **Tina Long, Director of Academic Programs, Exalt Education**

Mrs. Long is a passionate educator and advocate for all children. In the spring of 2012, Mrs. Long moved her husband and four children to Arkansas to work directly with Little Rock Preparatory Academy and serve as Director of Academic Programs for Exalt Education. Mrs. Long will be a key academic resource for the management team of the Exalt Academy of Southwest Little Rock.

In 2005, Mrs. Long was hired as a Teacher's Assistant at the David Douglas Arthur Academy, a high-performing public charter school in Portland, Oregon. After being promoted to Teacher, she was responsible for day-to-day instruction, lesson planning and classroom management. During her teaching years, Mrs. Long continually surpassed the goals set by the Oregon Department of Education. In the 2007-2008 year, the Kindergarten class that Mrs. Long taught achieved at exemplary levels. On average, students made a 42.8 percentile gain in Reading and a 36.4 percentile gain in Math on the SAT 10.

In 2007, Mrs. Long was promoted to School Administrator of the Portland Arthur Academy. The Arthur Academy is the largest network and one of the highest performing charter schools in Oregon with over 1,000 children. The

following year, she served as an administrator for two Arthur Academy schools with over 20 staff and approximately 300 students.

In February 2009, Mrs. Long joined the KNOVA Learning Reynolds Public School (KNOVA) as founding Principal. During that year, Mrs. Long focused on getting a charter application approved by the Reynolds School District for a fall 2010 opening. In the 2010-2011 year, Mrs. Long and Mr. Tiede, her co-director, led KNOVA through an amazing startup year. The School enrolled 240 students with 80 students on the wait list. Student growth was tremendous. On average, students achieved over two times the gains of their peers nationally on the NWEA Measures of Academic Progress (MAP). ■

Mrs. Long is a 1999 graduate of Portland State University with a Bachelor's Degree of Science in Psychology. She is certified as a Direct Instruction Trainer. She holds a Master's Degree in Elementary Education from Warner Pacific University. She was the first person in her family to graduate from college.

After EASW has grown into an exemplary school, Mrs. Long plans to continue supporting the school's academic growth as a member of the Exalt network.

Freddie Scott, Director of School Development, Exalt Education

Freddie Scott was born in Grady, Arkansas, and graduated as valedictorian of the class of 1970 at *Southeast High School* in Pine Bluff. Over the past forty years, Mr. Scott has enjoyed a varied career that spans team-building, leadership consulting and communications in charter schools, health, professional sports, technology, education and entrepreneurship.

From 1974 to 1984, Mr. Scott was a wide receiver in the National Football League (NFL) for the Baltimore Colts and the Detroit Lions. He ended his professional football career playing under quarterback Steve Young. In sports, he learned the importance of teamwork, dedication, and persistence. After retiring from football, Freddie taught science in both middle and high school for 3 years in Dade County Public Schools. In 2001, Mr. Scott was enshrined in the National Football Foundation College Football Hall of Fame in South Bend, Indiana.

Over a decade ago, Freddie became very actively involved in the Michigan charter school sector as a parent, non-profit executive and community advocate. Accomplishments include: Serving as Vice Chairman for the Board of Directors of the Michigan Association of Public School Academies (MAPSA); Serving as Vice President and Treasurer of the Board of Directors of the Bradford Academy; and Serving as a Member of the Black Alliance for Educational Options (BAEO).

In 2011, Mr. Scott relocated back to his home state of Arkansas to marry Faye Macintosh Scott. Shortly after remarrying, Mr. Scott joined Exalt Education to contribute to the development of the Little Rock Preparatory Academy and other growth initiatives.

In 1974, Mr. Scott graduated cum laude with a Bachelor of Arts Degree from Amherst College in Amherst, Massachusetts, with a major in Black Studies and minor in Pre-Medicine. He continued his pursuit of medicine by completing one year towards a doctor of medicine degree (MD) before being recruited to play football. In 1995, he graduated from Word of Faith International Christian Center School of Ministry.

After EASW opens its doors, Mr. Scott plans to continue assisting the Academy's management with growth activities for many years as part of the Exalt network.



Department of the Treasury  
Internal Revenue Service  
P.O. BOX 2508  
CINCINNATI OH 45201

EASW - Attachment I

In reply refer to: 9999999999  
Mar. 15, 2012 LTR 3367C S0  
45-2973628 000000 00

00032311

BODC: TE

EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK AR 72207



031440

Employer Identification Number: 45-2973628  
Tax Form: 1023  
Document Locator Number: 17053-065-33704-2  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, [www.irs.gov/eo](http://www.irs.gov/eo). If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

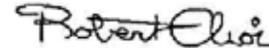
Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of [irs.gov](http://irs.gov). To subscribe, go to [www.irs.gov/eo](http://www.irs.gov/eo) and click on "EO Newsletter."

9999999999  
Mar. 15, 2012 LTR 3367C S0  
45-2973628 000000 00  
00032312

EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK AR 72207

For other general information, tax forms, and publications, visit  
[www.irs.gov](http://www.irs.gov)

Sincerely yours,



Robert Choi, Director  
EO Rulings & Agreement



Department of the Treasury  
Internal Revenue Service  
P.O. Box 2508  
Cincinnati, OH 45201

Notice Date: April 04, 2012  
Notice Number: CP 5104

Employer Identification Number: 45-2973628  
Tax Form: 1023  
Document Locator Number:  
17053-065-33704-2

For assistance, call: 1-877-829-5500



EXALT EDUCATION INC  
1818 N YAYLOR ST STE 353  
LITTLE ROCK, AR 72207

## Status Update

### Information about the Application Process

Our initial screening of your application indicated that your case should be assigned to an Exempt Organizations specialist for technical review. We assign applications to specialists in the order we receive them.

Exempt Organizations specialists are able to approve some applications without further development. If we are able to conclude that no additional information is necessary to resolve your case, you will receive a determination letter stating that you are exempt from Federal income tax. If additional information or changes are necessary, the Exempt Organizations specialist will call or write you.

If we determine that you qualify for exemption upon receipt of the additional information, you will receive a determination letter stating that you are exempt from Federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter telling you why we believe you do not qualify for exemption and will include a complete explanation of your appeal rights.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" indicating that you are exempt from state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

### When We Will Contact You

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the "**Where Is My Exemption Application?**" link on our webpage, [www.irs.gov/eo](http://www.irs.gov/eo) for submission dates of applications currently being assigned. If you are unable to locate this information or need further assistance, please call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

We apologize for any inconvenience this may cause you and appreciate your continuing patience.

For general information, tax forms, and publications, visit [www.irs.gov](http://www.irs.gov)

**Internal Revenue Service**  
P.O. Box 2508  
Cincinnati, OH 45201

**Department of the Treasury**

**Date: November 15, 2012**

Exalt Education Inc  
1818 N Taylor Street  
Little Rock, AR 72207

**Employer Identification Number:**  
45-2973628

**Person to Contact – Group #:**  
Andrea Speck - 7887  
ID# 0281700

**Contact Telephone Numbers:**  
626-312-3616 Phone  
859-669-3783 Fax

**Response Due Date:**  
December 7, 2012

Dear Sir or Madam:

We need more information before we can complete our consideration of your application for exemption. Please provide the information requested on the enclosed Information Request by the response due date shown above. Your response must be signed by an authorized person or an officer whose name is listed on your application. Also, the information you submit should be accompanied by the following declaration:

*Under penalties of perjury, I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete.*

If we approve your application for exemption, we will be required by law to make the application and the information that you submit in response to this letter available for public inspection. Please ensure that your response doesn't include unnecessary personal identifying information, such as bank account numbers or Social Security numbers that could result in identity theft or other adverse consequences if publicly disclosed. If you have any questions about the public inspection of your application or other documents, please call the person whose name and telephone number are shown above.

To facilitate processing of your application, please attach a copy of this letter and the enclosed Application Identification Sheet to your response and all correspondence related to your application. This will enable us to quickly and accurately associate the additional documents with your case file. Also, please note the following important response submission information:

- Submit your entire response in an 8.5 inch X 11 inch paper format.
- Please don't fax and mail your response. Faxing and mailing your response will result in unnecessary delays in processing your application. Each piece of correspondence submitted (whether fax or mail) must be processed, assigned, and reviewed by an EO Determinations specialist.

- Please don't fax your response multiple times. Faxing your response multiple times will delay the processing of your application for the reasons noted above.
- Please don't call to verify receipt of your response without allowing for adequate processing time. It takes a minimum of three workdays to process your faxed or mailed response from the day it is received.

If we don't hear from you by the response due date shown above, we will assume you no longer want us to consider your application for exemption and will close your case. As a result, the Internal Revenue Service will treat you as a taxable entity. If we receive the information after the response due date, we may ask you to send us a new application.

In addition, if you don't respond to the information request by the due date, we will conclude that you have not taken all reasonable steps to complete your application for exemption. Under Internal Revenue Code section 7428(b)(2), you must show that you have taken all the reasonable steps to obtain your exemption letter under IRS procedures in a timely manner and exhausted your administrative remedies before you can pursue a declaratory judgment. Accordingly, if you fail to timely provide the information we need to enable us to act on your application, you may lose your rights to a declaratory judgment under Code section 7428.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

*Andrea Speck*

Exempt Organizations Specialist

Enclosure: Information Request  
Application Identification Sheet

## Additional Information Requested:

1. If the organization has a website, provide the address. - *None*
2. Explain how the relationships and contracts for service with KNOVA Learning Reynolds Public Charter School and Little Rock Preparatory Academy came about.
3. Provide the financials for the June 30, 2012 year end. - *Justin*
4. The legal service contract provided is for KNOVA Learning Project. Please explain.
5. Will the organization continue providing services to KNOVA Learning Reynolds Public Charter School and Little Rock Preparatory?
6. Will the organization expand its services to unrelated charter schools beside the two currently served? Describe how the program and services will be publicized.
7. It is indicated the organization will expand services to 7 schools. Does that mean the organization would run and operate 5 of its own controlled schools?
8. What is the anticipated amount of income to be received from the fees charged KNOVA..charter school and Little Rock Preparatory?
9. Will the organization enter into contracts and charge fees to the schools it controls (as a sole member)?
  - a. Will the same fee rate of 15% be charged? If not, indicate the fee rates.
  - b. Will the contract provisions for type of services be the same?
10. Provide a copy any grants the organization has received (contract provisions). *> Sylvia*
11. Regarding the revolving school loans:
  - a. Is the lending program publicized? How and where?
  - b. Is an application required?
  - c. What factors are considered to award a loan?
  - d. How are the loan provisions determined?
12. Provide any Board meeting minutes for 2012. - *Sylvia*
13. Provide the required schedule to line 15, page 9, Form 1023. The list should include payee, amount, purpose of distribution and date made.
14. Provide a breakdown of lines 17 and 18 (page 9, Form 1023) by position, individual name (if applicable) and the amount. *Justin*
15. What is the nature of the professional fees paid (line 22, page 9, Form 1023)? Provide a breakdown by type and amount. *Justin*

16. How is the bonus pool determined and calculated? Which positions are eligible? *> Plew*
17. Explain what constitutes the "branding, marketing and signage" for the communications expense.

PLEASE DIRECT ALL CORRESPONDENCE REGARDING YOUR CASE TO:

US Mail:

Internal Revenue Service  
Exempt Organizations  
P. O. Box 12192  
Covington, KY 41012-0192

Street Address for Delivery Service:

Internal Revenue Service  
Exempt Organizations  
201 Rivercenter Blvd  
ATTN: Extracting Stop 312  
Covington, KY 41011

Box for IRS use only

Additional Payment

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## Application Identification Sheet



TEDS Case Number: EO-2012066-000255  
Employer Identification Number: 45-2973628  
Opening Document Locator Number: 17053-065-33704-2  
Form: 1023  
Organization Name: EXALT EDUCATION INC

Please include a copy of this Application Identification Sheet with any additional correspondence or documents you may submit related to your application. This Application Identification Sheet will enable us to associate the additional correspondence or documents with your application case file quickly and accurately, to facilitate processing of your application.

Please do NOT send a copy of this Application Identification Sheet with a new application. To do so would delay processing of the new application.

Please send any additional correspondence or documents related to your application, along with a copy of this Application Identification Sheet, to:

Internal Revenue Service  
P.O. Box 12192  
Covington, KY 41012-0192



\*EO-2012066-000255\*

**Internal Revenue Service**  
P.O. Box 2508  
Cincinnati, OH 45201

**Department of the Treasury**

**Date: December 27, 2012**

Exalt Education Inc  
1818 N Taylor Street  
Little Rock, AZ 72207

**Employer Identification Number:**  
45-2973628

**Person to Contact – Group #:**  
Andrea Speck - 7887  
ID# 0281700

**Contact Telephone Numbers:**  
626-312-3616, ext 5526 Phone  
859-669-3783 Fax

**Response Due Date:**  
January 14, 2013

Dear Sir or Madam:

Thank you for the information recently submitted regarding your application for exemption. Unfortunately, we need more information before we can complete our consideration of your application.

Please provide the information requested on the enclosed Information Request by the response due date shown above. Your response must be signed by an authorized person or an officer whose name is listed on the application. Also, the information you submit should be accompanied by the following declaration:

*Under penalties of perjury, I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete.*

If we approve your application for exemption, we will be required by law to make the application and the information that you submit in response to this letter available for public inspection. Please ensure that your response doesn't include unnecessary personal identifying information, such as bank account numbers or Social Security numbers that could result in identity theft or other adverse consequences if publicly disclosed. If you have any questions about the public inspection of your application or other documents, please call the person whose name and telephone number are shown above.

To facilitate processing of your application, please attach a copy of this letter and the enclosed Application Identification Sheet to your response and all correspondence related to your application. This will enable us to quickly and accurately associate the additional documents with your case file. Also, please note the following important response submission information:

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In addition, if you don't respond to the information request by the due date, we will conclude that you have not taken all reasonable steps to complete your application for exemption. Under Internal Revenue Code section 7428(b)(2), you must show that you have taken all the reasonable steps to obtain your exemption letter under IRS procedures in a timely manner and exhausted your administrative remedies before you can pursue a declaratory judgment. Accordingly, if you fail to timely provide the information we need to enable us to act on your application, you may lose your rights to a declaratory judgment under Code section 7428.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

*Andrea Speck*

Exempt Organizations Specialist

Enclosures: Information Request  
Application Identification Sheet

## Additional Information Requested:

1. It has been indicated the organization will create and manage charter schools of its own (5). What is the anticipated time frame for opening those schools?
2. It is indicated you formerly contracted with the Academy of North Minneapolis (2010-11) to provide management services.
  - a. Provide a copy of the contract executed.
  - b. Why did you cease providing services?
3. What exact services are provided KNOVA Learning Reynolds Charter School?
4. The original application submission reflects the following:

Loan agreement

Collegiate Choices (LRPA)	up to \$250,000	9/29/11
KNOVA Learning Reynolds	up to \$300,000	9/14/11

Loans Receivable

Little Rock Region	\$110,000
Oregon Region	200,000

Grants

\$100,000	Oregon region
40,000	Arkansas region
50,000	Minnesota region

- a. While the loan agreements reflect amounts borrowed can be made up to a certain amount, it is presumed that loans of less were made-the "loans receivable amounts". Is that correct?
- b. Document the grant awards (i.e. contracts).
- c. So only half of KNOVA's loan was forgiven (\$100,000 of the \$200,000)?
- d. Is LRPA the dba for Collegiate Choices?
- e. Is the \$40,000 amount to LRPA a grant or a loan? It appears to be reflected as a grant in the 1023 submission, but your last correspondence indicates a loan. Also, is the amount in addition to the \$110,000 loan originally reflected?
- f. Provide the actual promissory notes for all loans taken out.
- g. Document the forgiveness of any loans (i.e. document).

**\*\*\*\*\* Important Response Submission Information \*\*\*\*\***

- Submit your response in an 8.5" X 11" paper format. Also, do not bind or staple your response.
- Please do not fax and mail your response. Faxing and mailing your response will result in unnecessary delays in processing your application. Each piece of correspondence submitted (whether fax or mail) must be processed, assigned, and reviewed by an EO Determinations specialist.
- Please do not fax your response multiple times. Faxing your response multiple times will delay the processing of your application for the reasons noted above.
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**PLEASE DIRECT ALL CORRESPONDENCE REGARDING YOUR CASE TO:****US Mail:**

Internal Revenue Service  
Exempt Organizations  
P. O. Box 12192  
Covington, KY 41012-0192

**Street Address for Delivery Service:**

Internal Revenue Service  
Exempt Organizations  
201 Rivercenter Blvd  
ATTN: Extracting Stop 312  
Covington, KY 41011

Box for IRS use only

Additional Payment

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## Application Identification Sheet



TEDS Case Number: EO-2012066-000255  
Employer Identification Number: 45-2973628  
Opening Document Locator Number: 17053-065-33704-2  
Form: 1023  
Organization Name: EXALT EDUCATION INC

Please include a copy of this Application Identification Sheet with any additional correspondence or documents you may submit related to your application. This Application Identification Sheet will enable us to associate the additional correspondence or documents with your application case file quickly and accurately, to facilitate processing of your application.

Please do NOT send a copy of this Application Identification Sheet with a new application. To do so would delay processing of the new application.

Please send any additional correspondence or documents related to your application, along with a copy of this Application Identification Sheet, to:

Internal Revenue Service  
P.O. Box 12192  
Covington, KY 41012-0192



\*EO-2012066-000255\*

# Arkansas Democrat Gazette

Arkansas' *Largest* Newspaper

## AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am the sales consultant

Of the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and

That from my own personal knowledge and reference to the files of said publication, that advertisement of:

Exalt Education was inserted in the regular editions on  
08-09-13, 08-15-13, 08-21-13.

Subscribed and sworn to before me this

26th day of August 2013

Notary Public Bennie J. Fuller

My Commission Expires: 3-21-2021

OFFICIAL SEAL - # 12381364  
BENNIE J. FULLER  
NOTARY PUBLIC - ARKANSAS  
PULASKI COUNTY  
MY COMMISSION EXPIRES: 3-21-2021

Arkansas Democrat  Gazette

121 East Capitol Avenue • Little Rock, AR 72201

Drive, as well as an April 26 robbery of the Subway Sandwiches & Salads restaurant at 1100 Arkansas 165 in North Little Rock, the May 23 robbery of the Subway at 1111 S.

Today's radar speed checks

Little Rock and North Little Rock police, and the Pulaski County sheriff's office will use radar to detect speeding at these locations. Police and sheriff's deputies may conduct radar checks at other locations as well. Little Rock: Poyssah Dam and Hickman Drive. North Little Rock: Colonel Maynard Road. Pulaski County: Springme Road.

FRIDAY & SATURDAY Gifts 20% off Gourmet & Casseroles Last two days of 60% off All Summer Items catering to YOU 8121 Cantrell Rd. 614-9020

NOTICE OF PUBLIC HEARING:

Exalt Education, a non-profit Arkansas-based organization, proposes to operate an open-enrollment public charter school for the Southwest Little Rock Community Freddie Scott, an Arkansas native who played professional football for 11 years and was inducted into the National College Football Hall of Fame, will host a Town Hall Meeting regarding the proposed school on:

Thursday, August 29, 2013 at 6:00 pm

Trinity Episcopal Cathedral, Morrison Hall 310 West 17th Street, Little Rock, AR 72206

The Exalt Academy of Southwest Little Rock mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond. Refreshments will be served.



Quest Middle School of West Little Rock is designed to produce highly motivated and capable learners who intend to excel in high school and college. We combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction to create an environment of learning that stimulates intellectual curiosity and rewards achievement.

Responsive Education Solutions (ResponsiveEd.com) plans to submit an application to the Arkansas Department of Education to operate an open-enrollment public charter school to be known as Quest Middle School of West Little Rock. A public hearing and information session is being held to allow those in the community to learn more about the proposed school. Responsive Education Solutions and the proposed public school are in no way affiliated with Pleasant Valley Church of Christ, but are grateful for the church's generosity in hosting the community meeting.

and economic development projects, and manage stakeholder relationships.

and economic development at the Arkansas State University System.

Watershed gets \$1.1 million in grants

RYAN MOGENSEN ARKANSAS DEMOCRAT-GAZETTE The Illinois River Watershed Partnership has announced that the organization has been awarded more than \$1.1 million in grant funding for two outreach programs in Northwest Arkansas. Della Haak, the partnership's executive director, said the largest share of the money, about \$556,000, will be federal funds distributed by the Environmental Protection Agency and administered by the Arkansas Natural Resources

ten transports pollutants into natural waterways. The second project will be to begin implementing those same concepts along the Razorback Greenway, the paved trail system that runs from Bella Vista to Fayetteville. Ramick said said members of the partnership were working with outside developers to produce QR code placards — digitized images that can be scanned with smartphones to provide additional information — for placement along the trail system.

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What's great about you... or if you're shy, you'd rather go to the gallery how do you feel?... 215 South Madison, Jacksonville, AR. This will be a special auction to all of our current members... 800-458-3400

ABSOLUTE AND IMPARTIAL REAL ESTATE AUCTION... 800-458-3400

Set, August 17 to 18 AM... 215 South Madison, Jacksonville, AR... 800-458-3400

significant vaccine an increase in employee retirement benefits that would raise the employee contribution from 3.5 percent to 4.5 percent and the city contribution from 7 percent to 9 percent. The board will also take up whether to close a portion of East Ninth Street and give the resulting roadway and rights of way to the Bill and Hillary Clinton National Airport/Adams Field to help with a planned expansion of Dassault Falcon jet. It will also vote on sole-source economic development contracts for the Little Rock Regional Chamber of Commerce and Metro Little Rock Alliance, as well as a dozen other pending ordinances.

Ed Barham, spokesman for the Arkansas Department of Health, said state officials are investigating three additional cases of the food-borne stomach illness. Those cases have been confirmed as cyclosporiasis by doctors, but further investigation is needed before handing the cases off to the CDC, Barham said. The first case of cyclosporiasis was reported to the Health Department in

St. Augustine SOD 800-458-4756

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LeafGuard Get it. And forget it. Call 501-664-3400 or 1-800-LEAFGUARD today for a FREE estimate and in-home demonstration. www.leafguard.com and www.leafguardandmore.com

He departed... Barbara Woodard Howard... 800-458-3400

## SW LR Public Meeting Notice

---

From: **Sylvia Wynn** (sylvia.wynn@exaltdeducation.org)

Sent: Fri 8/23/13 4:08 PM

To: dexter.suggs@lrzd.org (dexter.suggs@lrzd.org)

Bcc: Freddie Scott (fscott87@gmail.com); Ben Lindquist (benjlindquist@aol.com)

1 attachment

SW LR Public Meeting Notice.pdf (256.3 KB)

Dr. Suggs,

Attached is the notice of the Public Hearing for a proposed Charter School in Southwest Little Rock by Exalt Education.

All are welcome to join us and learn more about the proposed school.

Thank you.

Sylvia Wynn

Executive Assistant

Exalt Education



August 23, 2013

Dr. Dexter Suggs  
810 W. Markham St.  
Little Rock, AR 72201

Dear Dr. Suggs,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Charter Authorizing Panel to open a public charter school in the Southwest area of Little Rock.

The hearing will take place on Thursday, August 29, 2012 at 6:00 pm in Morrison Hall of Trinity Episcopal Church located at 310 W. 17<sup>th</sup> Street, Little Rock, AR 72206. All are welcome to join us and learn more about the proposed school.

Best Regards,

A handwritten signature in black ink, appearing to read "B. Lindquist".

Benjamin J. Lindquist  
Founder & CEO

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

## SW LR Public Hearing Meeting Notice

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From: **Sylvia Wynn** (sylvia.wynn@exaltdeducation.org)  
Sent: Thu 8/29/13 1:01 PM  
To: jguess@pcssd.org (jguess@pcssd.org)  
Cc: fdickey@pcssd.org (fdickey@pcssd.org)  
Bcc: Freddie Scott (fscott87@gmail.com); Ben Lindquist (benjlindquist@aol.com)  
1 attachment  
SW LR Public Meeting Notice.PDF (843.9 KB)

Dr. Guess,

Attached is the notice of the Public Hearing for a proposed Charter School in Southwest Little Rock by Exalt Education.

All are welcome to join us and learn more about the proposed school.

Thank you.

Sylvia Wynn  
Executive Assistant  
Exalt Education

August 29, 2013

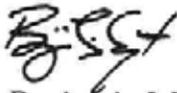
Dr. Jerry Guess  
District 925 East Dixon Road  
Little Rock, AR 72206

Dear Dr. Guess,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Charter Authorizing Panel to open a public charter school in the Southwest area of Little Rock.

The hearing will take place on Thursday, August 29, 2013 at 6:00 pm in Morrison Hall of Trinity Episcopal Church located at 310 W. 17<sup>th</sup> Street, Little Rock, AR 72206. All are welcome to join us and learn more about the proposed school.

Best Regards,



Benjamin J. Lindquist  
Founder & CEO



**Exalt Academy of Southwest Little Rock**

Morrison Hall Trinity Episcopal Cathedral Company: Exalt Education Inc.	Date: August 29, 2013 Time: 6:00 pm
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**Town Hall Meeting**

Printed Name	Signature	Address/Zip	Email
1. Nadiyah Yusuf	<i>Nadiyah Yusuf</i>	20 Waters Edge L.R 72204	nadiyahyusuf@stcglobal.net
2. Sonja Larkowetz	<i>Sonja Larkowetz</i>	7 McKinley Cr., LR 72207	Sjktaylor@gmail.com
3. Lorraine Maxwell	<i>Lorraine Maxwell</i>	11 Adkins Ct, Cel 72212	lorraine@sanlori.com
4. Ashley Phillips	<i>Ashley Phillips</i>	109 sandhill lane <sup>72001</sup> Jackson	ashley.marie.0404@hotmail.com
5. <del>Faye McIntosh</del>	<del><i>Faye McIntosh</i></del>		<del>FM 0730@Comcast.net</del>
6. <del>Wahay White</del>	<del><i>Wahay White</i></del>	818 N. Toulin Apt. 3, LR 72005	NJW1117E1@UAFLE.EDU
7. <del>Wynn Beasley</del>	<del><i>Wynn Beasley</i></del>	10 <del>Hamaker</del> <del>Dylan</del> <del>Way</del>	<del>lebuda@mcgafnet</del>
8. Darryle K. Hinted	<i>Darryle K. Hinted</i>	19 Woodridge Dr. LR AR 72204	dkhintonsr@hotmail.com
9. Tina Townsend	<i>Tina Townsend</i>	10 Pinetale Cir, Mabelvale, AR <sup>72103</sup>	tintownsend12@gmail.com
10. Eladio Galindo	<i>Eladio Galindo</i>	4309 Baseline Rd #10	el10713@kve.com
11. Nadia Johnson	<i>Nadia Johnson</i>	21 Fairmont Dr LR AR 72204	njohnson2@ctyf.org
12. Barry J. Williams	<i>Barry J. Williams</i>	1424 Louisiana St. LR AR 72202	bjwesth@Dyahan.com
1. Dane Satterfield	<i>Dane Satterfield</i>	1425 Hathaway / 72034	
2. Tina Long	<i>Tina Long</i>	10 Evergreen Kd 72023	tlong@gmail.com
3. Vicki Ags	<i>Vicki Ags</i>	2020 Chestnut Drive 72202	
4. Charnelle Williams	<i>Charnelle Williams</i>		
5. Andrew Wynn	<i>Andrew Wynn</i>	70 Fairmont Dr 72204	



**Greater Second Baptist Church**  
5615 Geyer Springs Road  
Little Rock, AR 72209  
Phone: 501.569.9988 Fax: 501.570.0000  
[www.greatersecond.org](http://www.greatersecond.org)

David Featherstone, Pastor

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*August 30, 2013*

*To Whom It May Concern:*

I am a resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open enrollment public charter school in Southwest Little Rock.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2013-2014 school year.

I also understand and support their effort to become a true partner in the City of Little Rock and advocate collaboration between the key stakeholders including businesses, the Little Rock School District, community churches, the City of Little Rock, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Southwest Little Rock for the upcoming 2014-2015 school year.

Thank you in advance.

Sincerely,

David Featherstone  
Pastor

**"A GOING CHURCH FOR A COMING LORD"**  
*"Making The Main Thing The Main Thing"*

**Petition Letters from Zip Codes of Support for Exalt Academy of Southwest Little Rock**

72016 (1)

72022 (1)

72113 (2)

72114 (5)

72116 (2)

72117 (2)

72118 (1)

72201 (1)

72202 (8)

72204 (29)

72205 (4)

72206 (23)

72209 (16)

72210 (2)

72211 (6)

72214 (1)

72216 (2)

## **Community Organizations Supporting Exalt Academy of Southwest Little Rock**

### **Affordable Care Center**

(501) 565-5009

4716 Baseline Rd, Little Rock, AR 72209

Cross Streets: Between Doyle Springs Rd and S Heights Rd Neighborhoods: Ward 2

### **CDC Community Development Center**

(501) 663-1232

1200 Warren Dr, Little Rock, AR 72209

Cross Streets: Near the intersection of Warren Dr and Fairfield Dr Neighborhoods: Ward 7

### **PARK Incorporated**

(501) 562-5223

[www.positivekids.org](http://www.positivekids.org)

6915 Geyer Springs Rd, Little Rock, AR 72209

Cross Streets: Between Sears Dr and Big Oak Ln Neighborhoods: Ward 2

### **Longley Baptist Church**

9900 Geyer Springs Rd,

Little Rock, AR 72209

(501) 565-2092

[www.longleybaptistchurch.org](http://www.longleybaptistchurch.org)

Pastor Townsend

### **Second Baptist Church**

6111 W. 83<sup>rd</sup> Street

Little Rock, AR 72209

501.568.3247

[www.the2nd.com](http://www.the2nd.com)

Pastor Kevin Kelly

### **Greater Second Baptist Church**

5615 Geyer Springs Road

Little Rock, AR 72209

501.569.9988

[www.greatersecond.org](http://www.greatersecond.org)

Pastor David Featherstone

# Exalt Academy of SWLR School Calendar 2014-2015

## DRAFT

### Preparations for 2014-15 Year

Summer - Staff Development  
TBA

**Yellow** First Day of School  
August 13, 2014

**Red** Oct. 24: 1st Quarter Ends  
Jan. 23: 2nd Quarter Ends  
Apr. 16: 3rd Quarter Ends  
June 27: 4th Quarter Ends

**Blue** Early Dismissal at 1:00 pm  
Every Wed. Staff Development  
Oct. 17 - Faculty Workshop  
Jan. 5 - Faculty Workshop

**Green** Exalt Open House  
6:15 pm - 8:15 pm

**Orange** No School/All Campus  
Sept. 1 - Labor Day  
Nov. 24-28 - Thanksgiving Break  
Dec. 22-Jan. 4 - Winter Break  
Jan. 19 - MLK, Jr. Holiday  
Feb. 14 - Faculty Workshop  
Mar. 16-20 - Spring Break  
Apr. 17 - Faculty Workshop  
May 25 - Memorial Day

**Yellow** Last Day of School  
June 26, 2015 (HALF DAY)

### Total Instructional Days

200 Instructional Days  
(9-Hour Days on M, T, Th, and F)  
(5.5-Hour Days on Wednesday)

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

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

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

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

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

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

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

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

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

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

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

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

### Exalt Academies Sample Schedule for Primary Grades K-5

The chart below illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled “Multi-modal Learning Times” illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

<b>Exalt Academies: Sample Schedule for Primary Grades K-5</b>				
<b>-- Track 1 --</b>				
<b>Daily Schedule</b>	<b>Blocks</b>	<b>Subject Focus</b>	<b>Teachers</b>	<b>Minutes</b>
7:30-8:30	Advisory	Individual Study	1	60
8:30-9:00	Assembly		1	30
9:00-10:30	Period 1	Literacy	2	90
10:30-10:50		Morning Recess	1	20
10:50-11:50	Period 2	Math	2	60
11:50-12:30	Period 3	Phy Ed / Health	1	40
12:30-1:00	Lunch	Supervised		30
1:00-1:50	Period 4	Humanities	2	50
1:50-2:50	Period 5	Natural World	2	60
2:50-3:10		Afternoon Recess	1	20
3:10-4:00	Period 6	Global Studies	1	50
4:00-4:30	Advisory	Individual Study	1	30
<b>Total Instructional Minutes</b>				<b>510</b>
<b>Total Instructional Hours</b>				<b>8.5</b>
<b>Multi-Modal Learning Times</b>			<b>Minutes</b>	<b>% of Day</b>
Individual, Self-Paced Learning			90	18%
Small Group Guided Instruction			150	29%
Whole Class Instruction			160	31%
Large Group Learning / Structured Play			110	22%
<b>Total</b>			<b>510</b>	<b>100%</b>

**Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2014-2015 No. FTEs</b>	<b>Salary 2014-2015</b>	<b>2015-2016 No. FTEs</b>	<b>Salary 2015-2016</b>
1	Principal	1		1	
2	Community Outreach Coordinator	1		1	
3	Dean of Students	1	\$38,000.00	1	\$39,140.00
4	Office Manager	1	\$30,000.00	1	\$30,900.00
5	Business Manager	1	\$38,000.00	1	\$39,140.00
6					
7	<b>Subtotal:</b>		\$106,000.00		\$109,180.00
8	Fringe Benefits (rate used 35%)		\$37,100.00		\$38,213.00
9	<b>Total Administration:</b>		\$143,100.00		\$147,393.00

<b>Regular Classroom Instruction:</b>		<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
10	Teachers	12	\$34,000.00	14	\$35,020.00
11	Aides			1	\$28,000.00
12	<b>Subtotal:</b>		\$408,000.00		\$518,280.00
13	Teacher Fringe Benefits (rate used 35%)		\$142,800.00		\$171,598.00
14	Aide Fringe Benefits (rate used 35%)		\$0.00		\$9,800.00
15	<b>Total Regular Classroom Instruction:</b>		\$550,800.00		\$699,678.00

<b>Special Education:</b>		<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
16	Teachers	1	\$40,000.00	1	\$41,200.00
17	Aides				
18	<b>Subtotal:</b>		\$40,000.00		\$41,200.00
19	Teacher Fringe Benefits (rate used 35%)		\$14,000.00		\$14,420.00
20	Aide Fringe Benefits (rate used 0%)		\$0.00		\$0.00
21	<b>Total Special Education:</b>		\$54,000.00		\$55,620.00

<b>Gifted and Talented Program:</b>		<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	<b>Total Gifted and Talented Program:</b>				

**Alternative Education Program/  
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers _____	_____	_____	_____	_____
29 Aides _____	_____	_____	_____	_____
30 <b>Subtotal:</b>	_____	_____	_____	_____
31 Teacher Fringe Benefits (rate used _____)	_____	_____	_____	_____
32 Aide Fringe Benefits (rate used _____)	_____	_____	_____	_____
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>	_____	_____	_____	_____

**English Language Learner Program:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
34 List Positions _____	_____	_____
35 _____	_____	_____
36 _____	_____	_____
37 _____	_____	_____
38 _____	_____	_____
39 <b>Subtotal:</b>	_____	_____
40 Fringe Benefits (rate used _____)	_____	_____
41 <b>Total English Language Learner Program:</b>	_____	_____

**Guidance Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
42 List Positions _____	_____	_____
43 _____	_____	_____
44 _____	_____	_____
45 _____	_____	_____
46 _____	_____	_____
47 <b>Subtotal:</b>	_____	_____
48 Fringe Benefits (rate used _____)	_____	_____
49 <b>Total Guidance Services:</b>	_____	_____

**Health Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
50 List Positions _____	_____	_____
51 _____	_____	_____
52 _____	_____	_____
53 _____	_____	_____
54 _____	_____	_____
55 <b>Subtotal:</b>	_____	_____
56 Fringe Benefits (rate used _____)	_____	_____
57 <b>Total Health Services:</b>	_____	_____

**Media Services:**

List Positions

2014-2015  
No. FTEs

2015-2016  
No. FTEs

58  
59  
60  
61  
62  
63  
64  
65

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Subtotal:**

Fringe Benefits (rate used \_\_\_\_\_)

**Total Media Services:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fiscal Services:**

List Positions

2014-2015  
No. FTEs

2015-2016  
No. FTEs

66  
67  
68  
69  
70  
71  
72  
73

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Subtotal:**

Fringe Benefits (rate used \_\_\_\_\_)

**Total Fiscal Services:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Maintenance and Operation:**

List Positions

2014-2015  
No. FTEs

2015-2016  
No. FTEs

74  
75  
76  
77  
78  
79  
80  
81

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Subtotal:**

Fringe Benefits (rate used \_\_\_\_\_)

**Total Maintenance and Operation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Pupil Transportation:**

List Positions

2014-2015  
No. FTEs

2015-2016  
No. FTEs

82  
83  
84  
85  
86  
87  
88  
89

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Subtotal:**

Fringe Benefits (rate used \_\_\_\_\_)

**Total Pupil Transportation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Food Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions _____		
91 _____		
92 _____		
93 _____		
94 _____		
95 <b>Subtotal:</b>		
96 Fringe Benefits (rate used _____)		
97 <b>Total Food Services:</b>		

**Data Processing:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions _____		
99 _____		
100 _____		
101 _____		
102 _____		
103 <b>Subtotal:</b>		
104 Fringe Benefits (rate used _____)		
105 <b>Total Data Processing:</b>		

**Substitute Personnel:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes _____	75	90
107 Number of Classified Substitutes _____		
108 <b>Subtotal:</b>	\$5,625.00	\$6,750.00
109 Certified Fringe Benefits (rate used _____)	\$0.00	\$0.00
110 Classified Fringe Benefits (rate used _____)		
111 <b>Total Substitute Personnel:</b>	\$5,625.00	\$6,750.00

112 <b>TOTAL EXPENDITURES FOR SALARIES:</b>	<b>\$753,525.00</b>	<b>\$909,441.00</b>
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>State Public Charter School Aid:</b>			
<b>2014-2015</b>			
1	No. of Students <u>180</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$1,173,780.00</u>	
2	No. of Students <u>180</u> x <u>\$44.00</u> Professional Development	<u>\$7,920.00</u>	
3	No. of Students <u>180</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$185,940.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
<b>2015-2016</b>			
6	No. of Students <u>240</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,565,040.00</u>
7	No. of Students <u>240</u> x <u>\$44.00</u> Professional Development		<u>\$10,560.00</u>
8	No. of Students <u>240</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$247,920.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$1,367,640.00</u></u>	<u><u>\$1,823,520.00</u></u>
<b>Other Sources of Revenues:</b>			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts	<u>\$250,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)	<u>\$50,000.00</u>	
15	Other ( <i>Specifically Describe</i> )		
16	Child Nutrition Reimbursement/Lunch Sales	<u>\$185,616.00</u>	<u>\$247,488.00</u>
17	<b>Total Other Sources of Revenues:</b>	<u><u>\$485,616.00</u></u>	<u><u>\$247,488.00</u></u>
18	<b>TOTAL REVENUES:</b>	<u><u>\$1,853,256.00</u></u>	<u><u>\$2,071,008.00</u></u>

**EXPENDITURES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>Administration:</b>			
18	Salaries and Benefits	<u>\$143,100.00</u>	<u>\$147,393.00</u>
19	Purchased Services - List Vendors Below		
20	V - AD 1 <u>Exalt Education</u>	<u>\$205,146.00</u>	<u>\$273,528.00</u>
21	V - AD 2 _____		
22	V - AD 3 _____		
23	V - AD 4 _____		
24	V - AD 5 _____		
25	Supplies and Materials	<u>\$6,000.00</u>	<u>\$6,000.00</u>
26	Equipment	<u>\$5,000.00</u>	<u>\$2,000.00</u>
27	Other (List Below)		
28	Furniture	<u>\$3,500.00</u>	<u>\$1,000.00</u>
29			
30			
31	<b>Total Administration:</b>	<u><u>\$362,746.00</u></u>	<u><u>\$429,921.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$550,800.00</u>	<u>\$699,678.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	<u>\$5,000.00</u>	<u>\$5,000.00</u>
34	V - CI 2 _____		
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$12,000.00</u>	<u>\$12,000.00</u>
39	Equipment	<u>\$30,000.00</u>	<u>\$5,000.00</u>
	Other (List Below)		
40	Teacher Laptops	<u>\$8,000.00</u>	<u>\$2,000.00</u>
41	Textbooks	<u>\$115,000.00</u>	<u>\$75,000.00</u>
42	Furniture	<u>\$24,000.00</u>	<u>\$6,000.00</u>
43	Printing & Copying	<u>\$30,000.00</u>	<u>\$30,000.00</u>
44	Field Trips	<u>\$5,000.00</u>	<u>\$5,000.00</u>
45	<b>Total Regular Classroom Instruction:</b>	<u><b>\$779,800.00</b></u>	<u><b>\$839,678.00</b></u>

<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$54,000.00</u>	<u>\$55,620.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 Various Outsourced Services	<u>\$69,000.00</u>	<u>\$75,000.00</u>
48	V - SE 2 _____		
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
53	Equipment	<u>\$1,000.00</u>	<u>\$1,000.00</u>
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	<b>Total Special Education:</b>	<u><b>\$127,000.00</b></u>	<u><b>\$134,620.00</b></u>

<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1 _____		
62	V - GT2 _____		
63	V - GT3 _____		
64	V - GT4 _____		
65	V - GT5 _____		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	_____		
69	_____		
70	_____		
71	_____		
72	_____		
73	<b>Total Gifted and Talented Program:</b>		



<b>Health Services:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>		
<b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Various Print and Media Sources	\$6,000.00	\$6,000.00
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$1,000.00	\$1,000.00
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>	\$7,000.00	\$7,000.00
<b>Fiscal Services:</b>			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1	\$12,000.00	\$14,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials	\$1,000.00	\$1,200.00
151	Equipment	\$1,000.00	\$1,000.00
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	\$14,000.00	\$16,200.00

<b>Maintenance and Operation:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 _____	\$7,000.00	\$8,000.00
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	\$9,000.00	\$10,000.00
165	Equipment	_____	_____
	Other (List Below)		
166	Janitorial _____	\$14,000.00	\$15,000.00
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	<b>Total Maintenance and Operation:</b>	<b>\$30,000.00</b>	<b>\$33,000.00</b>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
	Other (List Below)		
180	_____	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	<b>Total Pupil Transportation:</b>	_____	_____

<b>Food Services:</b>			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 Preferred Meals _____	\$190,800.00	\$254,400.00
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
	Other (List Below)		
194	_____	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	<b>Total Food Services:</b>	<b>\$190,800.00</b>	<b>\$254,400.00</b>

<b>Data Processing:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1	\$16,800.00	\$17,500.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	<b>Total Data Processing:</b>	<b>\$16,800.00</b>	<b>\$17,500.00</b>
<b>Substitute Personnel:</b>			
214	Salaries and Benefits	\$5,625.00	\$6,750.00
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<b>\$5,625.00</b>	<b>\$6,750.00</b>
<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year	\$60,000.00	\$60,000.00
	Facility Upgrades - List Upgrades Below		
222	outfitting facility for school use	\$200,000.00	
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$5,000.00	\$5,000.00
230	Content Insurance for One Full Year	\$5,000.00	\$5,000.00
231	<b>Total Facilities:</b>	<b>\$270,000.00</b>	<b>\$70,000.00</b>

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	<b>Debt Expenditures:</b>		
	List Debts Below		
232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	<b>Total Debts:</b>	_____	_____
	<b>Other Expenditures:</b>		
	List Other Expenditures Below		
235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,803,771.00</u>	<u>\$1,809,069.00</u>
242	Net Revenue over Expenditures:	<u>\$49,485.00</u>	<u>\$261,939.00</u>

*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Second Baptist Church / John Barrow

Lessee(Tenant): Exalt Education Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Presently, the facility is being used to accommodate a Pre-School Program.

Address of Premises: 6111 W. 83rd Street  
Little Rock, AR 72209

Square Footage: approx. 4173.5 sq ft (6 rooms)

Terms of Lease: Year to Year Lease

Rental Amount: \$2.50 Sq ft.

Contingency: The terms of this agreement are contingent upon  
Exalt Education Inc.  
*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20 14

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Exalt Education Inc.

By: [Signature] Date 8/29/2013

Lessor: Second Baptist Church / 1709 John Barrow Rd.

By: Wilbert L. Johnson Date 8/29/2013

**2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Dennis Schwitters (Board Chairman)

9/2/2013

Signature of President of the Sponsoring Entity Board of Director

Date

Dennis Schwitters

Printed Name

*The*  
WALTON FAMILY  
FOUNDATION

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| P.O. Box 2030 | Bentonville | AR 72712-2030

September 3, 2013

Dr. Tom Kimbrell  
Commissioner  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

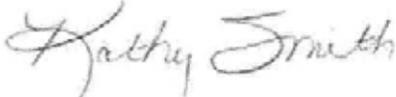
Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

In that the foundation has already made investments in build-out for the Exalt school network, led by Ben Lindquist, based on the plans, academic design and target population, I feel confident that should the proposed school in Little Rock be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith  
Senior Program Officer  
Arkansas Education

September 3, 2013

Dr. Tom Kimbrell  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

Dear Dr. Kimbrell:

I am writing to confirm that, should the proposed school in Southwest Little Rock be authorized by the State Board of Education, Exalt Education, Inc. intends to support the newly authorized open-enrollment public charter school with a grant of \$50,000.00 to help with start up expenses.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Sonja Taylor-Larkowski  
Chief Administrative Officer