

Academic Program

Mission and Vision.

Liberty Leadership Academy develops the next generation of young women entrepreneurs through literacy, learning, and life skills. Liberty Leadership Academy "LLA" accomplishes its mission through a highly structured, academically rigorous environment where students master core subjects, develop advanced academic skills, and demonstrate the school's core values of Reflection, Energy & Exploration, Advocacy, and Leadership.

Liberty Leadership Academic holds a high academic bar that prompts students to build skills that move beyond surface-level learning and into deep learning characterized by constructivism and accumulation of 21st-century skills. Much like Clayton County Public Schools, we believe that education is the shared responsibility of the student, the parent/guardian, the school, and the community¹. In alignment with the vision to teach entrepreneurship, there are three components employed that promote academic rigor and success; literacy, learning, and life skills. Each of these mission-critical elements promotes an innovative learning environment that prepares students for college and life. LLA acknowledges the reality that 65% of students entering primary schools in 2017 will have jobs that don't yet exist². This fuels our shift from content-only based teaching to disciplinary and transdisciplinary skills focus. To meet these goals, our educational program couples high quality, standards-based instruction in all core subjects with entrepreneurial exploration, and integrates both into the daily schedule.

LLA also works to provide students with the tools to develop strong citizenship and character. Through intentional character education, thoughtful implementation of our Social Emotional Learning curriculum, and consistent exposure to enrichment opportunities, LLA provides a schooling experience where

¹ https://www.clayton.k12.ga.us/about/vision_mission_statements

² <https://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>

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whole-child development is valued and developed. We emphatically adhere and hold our students to highly rigorous standards to ensure that they are prepared to compete globally and serve as the agents of change needed in the Clayton County community. LLA strives to build a sense of community where all students feel connected and see themselves as an integral part of the community's present and future success.

Georgians expect a more balanced system that emphasizes improved outcomes and expanded opportunities. Georgians are also demanding a more holistic approach to education, centered on the whole child and focusing on student preparation for college, careers, and life. Liberty Leadership Academy holds a high academic bar that prompts students to engage in a holistic learning experience and be fully prepared upon entering college and the workforce. For LLA, the bar is not college; it's the experiences and quality of life attained beyond college. With high academic performance and social intelligence being vital components to college and life success, LLA ensures that students are meeting the Georgia Standards of Excellence (GSE). While LLA provides all students with multiple exposures and opportunities to master GSE grade-level standards, students will be afforded a degree of choice in how they engage the rigorous material to meet their individual needs. This can be achieved by the school's small size and single-gender model, which will assist in creating a culture of community-oriented values that will proliferate through the student body.

We execute our academic program by providing student-centered learning spaces that are devoted to teaching core content in connection with entrepreneurship and real-world application. Students are best served at LLA through our unique model based on four principle tenets and programmatic innovations.

1. Entrepreneurship: With an emphasis on individual student and community development, LLA seeks to expose all students to vital entrepreneurial experiences that will prepare them for college and the career of their choice. In addition to participating in Entrepreneurial Exploration, an entrepreneurship centric course, all students will have one week per quarter of cross-curricular instruction across all subjects. This will allow students additional time during midterms or testing weeks to complete capstone assignments.
2. Trauma-Informed Schooling: LLA addresses trauma and student responses to distressing events by creating a positive and interpersonal school environment. LLA uses Second Step, a socio-emotional learning curriculum, to build skill sets in emotional management, academic success, and situational awareness. Allotting 30 minutes of SEL instruction daily equips scholars with the tools needed to excel beyond the classroom.
3. Student Connectedness: Liberty Leadership Academy prioritizes student engagement and belonging through acknowledging students' social capital. Research informs us that a number of the conditions that lead to authentic membership are under the control of the school, especially those associated with academics. Thus it is the "organization of the school that creates the possibility of belonging"³. In response to the research, LLA affords students autonomous choice in academic offerings, experience with communal responsibility, and opportunities for leadership roles. With a high-level of engagement, investment in their learning, students are given voice to advocate for their preferred style of learning while mastering state common core standards in partnership with teachers. This is prioritized through the single-gender model.

³ Ancess, J. (2003) *Beating the Odds: High Schools as Communities of Commitment*. Teachers College Press, New York.

4. Single Gender Model: LLA for Young Women- Liberty Leadership Academy recognizes that through social conditioning from a very early age, females and males exhibit different needs in the classroom as they matriculate through secondary schooling, especially. There are currently four single-gender females schools and three single-gender male schools in the city of Atlanta, but none currently serve students in Clayton County.

A study conducted in the Journal of Educational Research shows that "From preschool through high school, boys receive more direct attention from teachers than girls in the classroom. In a study of teacher-student dialogue in elementary school, Irvine found that boys initiated more interactions with teachers than girls did, and girls received less feedback from teachers. The boy-dominated culture, in turn, stifles girls' academic risk-taking and inhibits their participation in asking and answering more questions". To respond to the uniqueness of female students, LLA has an increased focus on leadership within the classroom, school, and with community partners. By having an all-female school, the imbalance of male-dominated teacher attention is eliminated. This allows LLA teachers and staff to target their approach to supporting female students in the development of academic ability, agency, and self-confidence. LLA uses academics, social/physical wellness, and community as a space to enhance the presence and sense of belonging for our female students. To achieve these strong academic, social, and developmental outcomes, LLA teachers will receive approximately 160 professional development hours in preparation.

While LLA's attentiveness to the unique needs of female students is critical in the academic spaces, the need for social involvement with male students is not ignored. Through partnership and being co-located with Liberty Leadership Academy for Young Men, there is time for the brother and sister school to

collaborate, students are empowered, equipped with tools that benefit them, and socially prepared to excel academically and socially upon graduation.

Through the infusion of academic, entrepreneurial, and socio-emotional content, LLA staff fosters a deep love for learning that prompts student investment and success. Consequently, our educational program uniquely positions the Young Women of Liberty to access opportunities that fuel them to become significant contributors to economic growth within their community and help reverse intergenerational poverty within their households.

Curriculum Focus and Framework.

LLA uses deeper learning as the instructional approach, which infuses components of experiential, project-based, and personalized learning models. This approach aligns with LLA's prioritization of standards-based mastery, real-world application, and creativity. In this model, students engage with tasks that are interdisciplinary, challenging, open-ended (at times), and focus on the creation of knowledge rather than the reception of it. All selected curriculum supports LLA's Deeper Learning framework and ensures that students acquire the necessary skills to excel in college, career, and life.

Additionally, the selected Math and ELA curriculum are common core aligned and meet rigor and content requirements as determined by the Georgia Standards of Excellence. LLA's curriculum choices also aid in the development of our students' 21st-century skill sets. Within each class, the curriculum emphasizes ways for students to think critically, collaborate with teammates, navigate through academic challenges, and persevere through to plausible solutions. In all content areas, teachers are provided with a scope and sequence which crosswalks Georgia Standards of Excellence with common core-aligned objectives, unit plans with assessments, and daily lesson plans with rigor-aligned independent practice and exit tickets.

English Language Arts

LLA utilizes Engage NY's "Paths to College and Career" curriculum for 6-8th grade ELA. This common-core aligned curriculum is divided into learning modules focused on building students' literacy skills as they develop knowledge about the world. EngageNY's dual purpose of building literacy skills and real-world application supports LLA's Deeper Learning model. Through targeted literacy strategies, inquiry-based questioning, discourse, and collaboration, students explore real-world problems that guide their learning journey. This curriculum earned exemplary reviews from Achieve/EquIP and EdReports.org and is widely used in high-performing districts. While students engage with a grade-level text and the curriculum provides teachers with lesson-by-lesson guidance, it is constructed in a way that allows teachers to adapt to the needs of the students and supply them with the necessary scaffolds, ensuring that ALL students can master the Georgia Standards of Excellence.

Math

At LLA, math courses are all designed to align with the Georgia Standards of Excellence as well as the common core standards for mathematical practice. LLA's math curriculum, Illustrative Math, is a comprehensive curriculum complete with lessons, learning tasks, and high-quality educational resources. Due to its focus, cohesion, and rigor, students are equipped to think critically, problem-solve, construct mathematical arguments, and engage in discourse. Through the use of this curriculum, students don't just memorize math facts but learn math behaviors that enhance their skills and ensure the learning of math concepts. Illustrative Math provides students a healthy balance of both procedural and conceptual math, the skills needed to show mastery of Georgia standards. Students also graduate from providing singular math solutions to offering detailed answers with supporting evidence as required in high-level math classes. Illustrative math is recognized nationally and offers extensive resources such as translated

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materials, family materials, and supplemental materials to ensure that all learners have access and can master the material.

RTI in ELA and Math

Understanding the current academic proficiency of students in the proposed area of Liberty Leadership Academy students, LLA leadership seeks to aggressively close performance gaps that currently exist. Through our Response to Intervention system, which is embedded in both ELA and Math classes, students receive additional time and individualized support to address specific academic gaps. Using the CK12 curriculum, students access interactive tools and adaptive practices that meet their learning needs and challenge them to reach grade-level mastery.

Science/Social Studies

Science and Social Studies courses at Liberty Leadership Academy for Young Women places a heavy emphasis on experiential learning as well as real-world application. Students learn to use real-world tools and examine occurrences that deepen their understanding of the Georgia Standards of Excellence for science and social studies. LLA Science and Social Studies classes also weave in GSE ELA and Math standards to provide students with additional exposures. Through the curriculum CK12, students have access to primary and secondary sources, interactive materials, practice tools, and study tools. CK12 highlights specific careers in the field and, in addition to the hands-on, student-centered, inquiry-based approach, helps students to think as perspectives in the field. The curriculum is not only engaging for students but has a 5-star rating on Education World and is offered as an app to allow students access to classroom materials and resources from home.

Entrepreneurship

Entrepreneurship is a standards-aligned interdisciplinary class that reinforces the skills taught in English, Math, and Science courses in alignment with the Georgia Standards of Excellence. Through hands-on development of their own business and organizations, students will embark on engineering frameworks, scientific studies, and data in alignment with grade-level Georgia standards of excellence. Using the YE curriculum (young entrepreneurs), students have the opportunity to explore business development and design their own businesses and/or organizations. The curriculum, complete with lesson plans, is designed to be interdisciplinary, adaptive, and it is complete with resources and personnel support. As a result of this course, students will have extensive opportunities to practice core 21st-century skills that will be essential to their matriculation through college and life while building a competitive edge and knowledge base.

Advisory

In each advisory, students learn socio-emotional standards that set the foundation for learning. Using the research-based Second-Step curriculum, which has been successfully integrated into a variety of schools across the country, students engage in four units across grade levels that prioritize mindsets, values, thoughts, and decisions, and peer conflict. Through a technology-based platform, Second-Step brings lessons to life. The curriculum is complete with lessons, advisory activities, and program training, ensuring that teachers are fully equipped to implement the resources effectively.

Spanish

Using the Georgia Standards Framework for Spanish, LLA students are equipped with the cultural history and traditions and language understanding to navigate the increasingly diverse 21st-century world. With

the included summative performance-based task, teachers are equipped to assess students' mastery and progression.

The Selection of rigorous-standards based curriculum ensures that teachers have a strong foundation for delivery gap-closing instruction to students. Students will benefit from the increased efficiency afforded to teachers who can allocate their time to internalizing high-quality lessons rather than spending time creating materials. In addition to curricular resources, teachers are also trained in instructional strategies and methods that create strong academic structures to support the engagement and skill development of all LLA students.

Instructional Methods.

To ensure the success of our students, LLA approaches instruction through the Deeper Learning model. The William and Flora Hewlett Foundation—a leader in the national initiative to promote deeper learning in schools—defines deeper learning as “a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job.”⁴ LLA utilizes this instructional model to most adequately prepare students to demonstrate mastery in the classroom and equip them with the 21st Century tools needed to excel in an advancing society. The deeper learning approach is advantageous to students as it allows the application of knowledge to filter through real-world scenarios. “The most effective instruction is rigorous, equitable, and prepares all students for college, a career, and life success through deeper learning experiences. Deeper learning experiences allow students to develop these critical competencies”⁵:

- Content Mastery
- Critical Thinking & Problem Solving

⁴ <http://www.deeper-learning.org>

⁵ <https://deeperlearning4all.org>

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- Collaboration
- Effective Communication
- Self-Directed Learning
- Academic Mindset

At Liberty Leadership Academy, teachers will utilize a variety of instructional methods, acting as a conduit, to facilitate the learning of the standards-based curriculum. One approach at the disposal of instructors is project-based learning. Throughout the school year, students will develop a business plan that is viable for their community and its specific needs. This plan will consist of interdisciplinary and cross-curricular subject matter that is both vital to the business model and meets a community need. The enduring learnings of LLA students are delivered through a student capstone assignment requiring students to access prior knowledge through lived experiences, synthesize and share institutional knowledge, and discover ways to ask and answer their own questions through guided research.

Using this instructional method, students detach from the notion of passive learning and engage in the experiential learning cycle. This allows one to gain a deeper understanding through first, executing, or exploring a theme or hypothesis. The student then must carefully and objectively recount their experiences to gather facts and any associated data. Following reflection, the students collect data to revise their approach and synthesize rationale from the experience. The student then applies this rationale to a section or content area of their capstone assignment and continues to implement the experiential learning cycle. While the capstone assignment is completed individually, students will receive feedback and engage in discussion on their project through purposeful neighbor discussion. Collaborative strategies and discussions allow a student to gain an outside perspective on their work while generating new questions or unearthing solutions after encountering a barrier. Students will be able to accomplish this

task by using allocated time to complete sections of this project during the Entrepreneurial Exploration class time. In this course, the instructor ultimately facilitates the understanding of the “principle question” that students are tasked with answering at the culmination of the class.

Social-Emotional Learning

As a vital component of LLA’s mission, teaching students in holistic ways is at the core of academic programming and culture. By intentionally embedding school culture and climate into academics and real-world experiences, we know that we can create not only a space for all students but parents and community members as well. By creating a thriving culture, we are able to decrease expulsions and suspensions and increase student attendance, which directly impacts student achievement. Each day, students engage in their core content classes through the lens of socio-emotional learning through identifying goals connected to the objective, decision-making skills, and growth mindset. Through the “Second Step” curriculum, students explore and are familiarized with these core themes at the start of the day in advisory for 30 minutes before transitioning to core academic classes. Students are graded both on academic and socio-emotional competencies that are measurable and reported to parents and supporters quarterly. Within core classes, students are prompted to access prior knowledge, connect with the day’s content, identify their preferred method of processing, and make a commitment to self-regulating through completion of the task. Liberty recognizes the need for extracurricular activities as a critical response to symptoms of trauma such as anger, sadness, poor self-regulation, and emotional outbursts. Studies have linked components of extracurricular activities to cognitive behavior and somatic therapies. At Liberty, our holistic approach of academic, social-emotional, and extracurricular supports work together to help mitigate the daily effects of student traumas and set all students up for success. All these instructional methods and strategies position students to increase their academic achievement enabling high performance on The GA milestones. Success in the classroom and workplace is a function of many

attributes that change with the situation. Still, the ability to synthesize complex relationships and identify potential solutions to problems or innovation is a core competency. At LLA, this core competency lives within each facet of the schools. In the classroom, this is continuously present, and outside of the school, students are introduced to the connection between content and the real world. Once students understand how the concepts that are learning are applied to real life, they are more equipped for learning and engaged in the process.

Teacher to Student Ratio.

Determining appropriate cohort size is instrumental in creating the culture of academics at Liberty Leadership Academy. However, it is also vital that each classroom has adequate space and resources so that learning may occur. Maintaining a manageable student to teacher ratio in classes is essential to the overall culture of a school environment. It should never exceed the student maximum determined by the state of Georgia. With strategy and care, a budget allowing a student to teacher ratio of 1 teacher to every 27 students is achieved.

Ensuring that a student's performance and personal needs are met is a crucial factor for high-quality instruction. In smaller classrooms, group settings, a teacher can better facilitate learning and gap closing instruction. In Liberty Leadership Academy's model, there will be 100 students per grade, and each classroom will never exceed a total of 27 students per class, which is below the maximum individual class size for the state of Georgia. With this classroom size and setting, instructors can aggressively monitor students' responses to independent or group assignments to ensure that the class is on track for mastery or clear up common misconceptions. Teachers are afforded additional face-to-face time with each student instead of simply engaging the whole class. LLA rejects the notion that the majority of students in a class have the same academic needs and ensures individual student performance is monitored through

aggressive monitoring. We know for the population of students we are serving, they will need to engage more often to remedy grade level deficits.

Addressing student deficits in a large classroom setting can be quite difficult. Fortunately, this will not pose an issue to the daily instruction at LLA. LLA's multi-tiered intervention system allows each student to get the individualized support they need. During Response to Intervention, each instructor will work closely with a smaller group of 6 students to introduce novel concepts prior to the independent practice they will master independently or in a small group (3-4 students) setting. While small group instruction takes place, two smaller groups of 6 students will work on a separate task related to building content fluency in that subject. This model allows individual students to receive varying levels of intervention to augment the rate of understanding.

Gifted and Talented Students.

At Liberty Leadership Academy, all students will take the NWEA-MAP assessment, testing in both math and reading, within the first two weeks of school. This assessment will be used as a benchmarking method for all students; however, students scoring within or above the 90th percentile are eligible to be referred for gifted and talented placement. Additionally, if a student received gifted and talented services at another school within the state of Georgia, LLA will honor the student's criteria for continuation. Following the assessment, parents are notified of their student's performance in both content areas. A parent or teacher can refer students who achieve a score at or above the 90th percentile for the gifted and talented program. Prior to additional observations or testing, the parent(s) or guardian of the student will receive a written notice stating their student is eligible to receive gifted services. This statement will provide the parent with the services the student is currently qualified for and any additional steps to follow the referral.

Our methods for identifying and meeting the needs of intellectually gifted students include the child-find study process beginning with the universal screeners and then following up with observations and questionnaires to be completed by general education teachers. Our research-based instructional programs include adaptive rigor to provide additional challenges for gifted students. Likewise, instructional strategies such as action-based learning/project-based learning will be implemented to provide gifted students with a more individualized approach to learning with added rigor. Special Education Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable.

Continued Participation.

Annually, students who receive gifted services will have their progress reviewed to determine if satisfactory progress in the gifted course has been made. If at this time the student has entered into a probationary period and the student has not made adequate progress by the end of this period, the gifted and talented services of this student will be discontinued.

Integrating All Aspects of the Academic Program.

We seek not only to prepare our students to be successful in college or an educational setting but also to close the economic and achievement gap ever-present in the metropolitan area. To meet these goals, our educational program focuses on intense instruction in literacy to prepare students academically and empower students through entrepreneurial exploration that is integrated into the daily schedule and curriculum. We also work to provide students with the tools to develop strong citizenship and character through our character education program and implementation of a Social Emotional Learning curriculum that all students will experience along with expansive enrichment opportunities. We emphatically adhere to and hold our students to highly rigorous standards to ensure that they are prepared to compete globally and serve as the agents of change needed in the community. LLA strives to build a sense of community

where all students feel a part of a shared mission larger than himself or herself and make an investment that is self-sustaining.

At LLA, we recognize that an integral component to a quality education is the engagement of high-quality staff members who are prepared and have the tools to serve students properly. Teachers will participate in three weeks of professional development prior to the start of school to establish a strong adult culture, identify academic goals, and review the planned course of action to meet these goals. During the second week of professional development, teachers are introduced to the deeper learning instructional method that serves as the foundation of learning at LLA. Teachers will also be directed and coached to incorporate all deeper learning competencies in daily instruction. Successful implementation of the academic program at LLA, through carefully crafted instructional methods and cultural practices, ensures student achievement despite the many obstacles our students may face.

State and Federally Mandated Services

To provide a safe and supportive learning environment for all students, we prioritize several physical and academic structures to ensure student connectedness and comfortability. In accordance with the Americans with Disabilities Act and Section 504, Liberty Leadership Academy provides the necessary requirements set forth by the students' Individualized Education Plan (IEP) essential services. Each student at LLA is entitled to a Free and appropriate education and will not be discriminated against or otherwise disqualified from any school or school-related programs or events. It is the responsibility of LLA staff to ensure that services are provided, and any necessary accommodations are made.

Evaluate and identify students with disabilities. The methods for identifying students with special needs while avoiding misidentification include implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team (SST). Additionally, our student support team, while some team members are stationary, some members are continually changing based on the type of referral. Likewise, in the event that parents request an evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data.

Our comprehensive plan for serving students with special needs include the following:

- Conduct universal screeners (MAP for 6-8) and identify students falling below the 40th percentile as candidates for RTI services. After students are populated for RTI services:
- 6-8 students are assessed with the Benchmark Assessment System (BAS) with EL Education then tiered
- In addition, students with disabilities also receive instructional support with accommodations and modifications as outlined in their IEPs

Our school will address over-identification by ensuring that we offer high quality, Tier-one instruction with fidelity, and consistently analyze student achievement data and behavioral data. As a result, we provide alignment between our academic programs and behavioral/culture programs and consistently create a conducive learning environment. Also, instructional staff will receive ongoing training through observations and feedback, professional development that includes modeling and execution of research-based teacher moves. These preemptive notions will provide valuable input surrounding our tier-one instruction. Likewise, we will implement our child-find study process/protocol with fidelity for every suspected case. Response to intervention, data team meetings, and intervention planning will be pivotal to ensure that students are not over-identified. Special Education Teachers will employ the same standards of student expectations as general education teachers, with consideration to the skill deficit areas. Special Populations Teachers will be advocates, service providers, and liaisons for students with disabilities.

Develop, review, and revise Individualized Education Programs (IEPs).

For a student with an existing IEP, the Special Education Teacher will meet the parent or guardian to review the goals and services the student receives. The student's current IEP will be honored and executed as written. Changes to an existing IEP will be done by the Special Education Teacher after an official IEP meeting is scheduled with the parent or guardian where the students' progress towards goals is reviewed. To meet the needs of students with IEPs and in accordance with state laws, IEP's will be reviewed annually or at the request of a parent or guardian.

Integrate special education into the general education program. Special Education Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Our Special Education Teachers will implement the high-leverage

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co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including students with disabilities. Understanding the current academic proficiency of students in the proposed area of Liberty Leadership Academy students, LLA leadership seeks to aggressively close performance gaps that currently exist with all students. Through our Response to Intervention System, which is embedded in both ELA and Math classes, both special education and general education students receive additional time and individualized support in an inclusive environment to address specific academic gaps.

Disciplining Students With an IEP. Special education students may be suspended from school only after school Administration has determined that the behavior which precipitated the proposed suspension is not directly related to the student's disability, except in situations where the continued presence of the student poses a hazard to himself or others. For all students with an IEP and 504 plan, LLA will follow IDEA, State, and federal laws including but not limited to holding a manifestation meeting for suspensions that are over ten days cumulatively for a school year.

We will also implement a Response to Intervention- Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for a functional behavior assessment (FBA) and development of a tier-three behavior intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP.

Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social-emotional learning (SEL) curriculum implementation that all students will receive (Second Step). Appropriate family support will also be offered to all students through our service personnel, which includes our Special Education Teachers and Heads of School during the founding phase. To create an inclusive culture, LLA will host monthly events for families and parents; additionally, our Special Education teachers will contact parents regularly via phone, text, and school events. School leadership and instructional staff ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP through GO-IEP, intervention data, and classroom performance. Special Education teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, will be done by the Case Manager/Special Education Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members, to discuss student progress.

Programming Disputes.

LLA handles programming disputes through a formalized process that respects the integrity of the family and staff.

1. Request an Informal Parent-Teacher Conference- If parents have a concern that they feel is not being adequately addressed, LLA understands that meeting face to face is an excellent way to work on a solution. We want to work collaboratively and effectively for the greater good of all students. Face-to-face meetings eliminate the risk of miscommunication, which is more likely to happen over email or phone voice calls. In some cases, parents may not be able to meet face to

face, and LLA staff will make accommodations for those parents. If parents are still dissatisfied with the situation or feel that their concerns are still not being addressed, then the next step is to request a formal IEP meeting.

2. Request a Formal IEP Meeting- A parent may contact school administration or special education designee to schedule a Formal IEP Meeting. Parents and school administration will have an agenda that outlines student academic performance data collected during benchmark assessments and classwork. An outline of the student's IEP objectives and goals will guide the discussion of the meeting.
3. Request a Formal Mediation- If the Formal IEP Meeting is unsuccessful in resolving the dispute, the parent has a right to request a formalized process through Clayton County Public Schools and DA State Department of Education, Exceptional Children Division. The Individuals with Disabilities Education Act (IDEA) 2004 required all states to provide three dispute resolution processes to solve disputes and conflicts. The three options include:
 - 3.1. Undergo Mediation: In this process, the parent and the district have to agree to attempt mediation or it will not be scheduled. Professionally trained mediators, either contractors or state employees, will meet with both parties, district, and parent, and hear their sides of the story. We will then try to find a happy medium that satisfies the concerns of both parties. When they accept, the action is binding.
 - 3.2. File a Formal Complaint: This is the most common dispute resolution option. Dispute resolution specialists in the state Department of Education will help the parent (or another concerned citizen) complete the process.

- 3.3. Request an Impartial Due Process Hearing: An impartial due process hearing is designed to resolve differences between parents and schools regarding the identification, evaluation, placement or provision of a Free Appropriate Public Education (FAPE) to a child with a disability.

Confidentiality of Special Education Records.

LLA understands the significance of making sure special education students' records are confidential. LLA will uphold the federal statute of The Family Education Rights and Privacy Act (FERPA) to ensure that student records are protected. The purposes of FERPA are twofold: to ensure that parents have access to their children's educational records and to protect the privacy rights of parents and children by limiting access to these records without parental consent. The family education rights and Privacy Act gives guidance surrounding:

- Access to educational records
- Parental right to inspect and review records
- Amendment of records
- Destruction of records

The FERPA applies to all agencies and institutions that receive federal funds, including elementary and secondary schools, colleges, and universities. The statute is in the United States Code at 20 U. S. C. 1232g and 1232h. The regulations are in the Code of Federal Regulations at 34 C.F.R Part 99.

LLA teachers and staff will receive training on FERPA guidelines and best practices to protect students' educational records. In addition to students' cumulative file folders, IEPs will be stored in a secure location with a locking mechanism. Teachers and staff members, who handle IEPs, ensure hard copies of a student's file are never left unattended or outside of its designated location.

Special Education Qualified Staffing and Services.

The need for special education staff is planned based on the projected enrollment of the school, as well as the individual needs of the students. LLA estimates a minimum of 10% of our projected student population to be students with special needs. In addition, our overall staffing plan is to keep the student-teacher ratio low, while also providing high quality, rigorous instructional support and direct instruction to students based on their individual skill deficit areas as outlined in their IEPs; or accommodations/service plan according to his/her 504. As our school population increases, service providers such as a school nurse and behavior specialist/analyst will be recruited, screened, and hired as LLA staff. Our speech-language pathologist and occupational/physical therapist will be contracted through a third-party service provider. Our audiology services will be fulfilled by contracting with a third-party vendor on an as-needed basis or with the student's servicing audiologist as outlined in medical documentation or his/her IEP. Our behavior analyst/specialist will be hired as a contracted service on an as-needed basis for a set number of hours per week, based on the service needs of the caseload. Support strategies will include tier two and three math and reading intervention embedded within math and literacy grade-level instruction (per literacy rotations and math instructional block).

Secure technical assistance and training.

Georgia Online IEP (GO-IEP) is an IEP application that LLA will use for special education services. It offers an easy-to-use interface and internal checks that help teachers avoid the most common compliance issues. It is currently available to all LEAs who opt to participate by local choice. Through GO-IEP, districts can write federally compliant IEPs, store district IEP information, report data accurately, and transfer records to other GO-IEP districts with ease.

GADOE offers GO-IEP webinars and training. A variety of online tutorials have been created for the convenience of teachers and staff to train. Along with the online offerings, LLA will participate in state-mandated training that are face-to-face. LLA will follow all Clayton County PD schedules for SPED and also provide SPED professional development according to the school's PD schedule. Staff PD will be offered every Friday. LLA will utilize the Georgia Department of Education Division of SPED services and Support for training and Professional Development. LLA will also utilize the expertise of its SPED teacher to guide staff in SPED training.

Data-Driven Instruction for Special Education.

Various means of data will be utilized to drive instruction and evaluate academic progress for Special Education students. Universal screeners will be administered in the fall semester, along with secondary and tertiary screeners to determine students needing intervention. After the universal screener is conducted, students will be assessed with the benchmark assessment system for comprehension/fall benchmark, both of which will determine the instructional level for skill areas. This data will be cross-referenced along with WIDA Access scores for ELs to help make informed decisions about services. Likewise, the universal screeners will provide necessary data for the initial indicator or characteristic of gifted students. Students scoring above the 90th percentile range on the MAP assessment will initially be considered for gifted education. In addition to universal screeners and tertiary assessments, ongoing throughout the school year, goal trackers will be created for special education case managers/teachers, interventionists, and ESL teachers to update with exit ticket tracking information, interim assessments (benchmark), as well as attendance and discipline data. The goal tracker will be utilized for teacher accountability and to also inform service providers of how current services and instruction are impacting the achievement gap between skill deficits and standard mastery. General education and special education teachers will collaborate weekly, as well as during professional

development/in-service/data days. The data will also be utilized to make program changes, which may be centralized or specific to this one school campus. Data will be analyzed and used to inform instructional shifts, cultural norms, and to inform instructional leaders of school needs.

At LLA, we recognize that an integral component to a quality education is the engagement of high-quality staff members who are prepared and have the tools to serve students properly. Teachers will participate in three weeks of professional development prior to the start of school to establish a strong adult culture, identify academic goals, and review the planned course of action to meet these goals. During the second week of professional development, teachers are introduced to the deeper learning instructional method that serves as the foundation of learning at LLA. Teachers will also be directed and coached to incorporate all deeper learning competencies in daily instruction. Successful implementation of the academic program at LLA, through carefully crafted instructional methods and cultural practices, ensures student achievement despite the many obstacles our students may face.

Educating English Learners.

Identifying our English learners will begin during open enrollment on the application. We will include a home language survey, which gives us a starting point for identifying possible ELs. We will also inquire about further information during entrance interviews with students and families. In addition, we will be reviewing incoming WIDA Access scores from students that may come from other schools in or out of state to help determine language proficiency. The plans for monitoring and evaluating the progress and success of EL students, including those that may be exiting from EL services, will be data analysis, and ongoing collaboration between our EL and general education teachers. Analyzing student work samples, comparing skill mastery to standard mastery, reviewing intervention data, if applicable, as well as universal screeners and interim assessments will be vital in evaluating our ESL program and the progress

of our EL students. Conducting classroom observations during ESL service times and providing valuable and actionable feedback to the ESL teacher regarding instructional strategies, techniques, curriculum-use, etc. will also be a means to evaluate the progress and success of EL students. Analyzing the rigor of the instructional delivery to ELs will be vital in determining the impact on student success.

In addition to universal screeners and tertiary assessments throughout the school year, general education and ESL teachers will track student performance by collecting exit ticket data daily, interim assessments (benchmark), as well as attendance and discipline data. This data collected will be utilized for teacher accountability and to also inform service providers of how current services and instruction are impacting the achievement gap between skill deficits and standard mastery. General education and special education teachers will collaborate weekly, as well as during professional development/in-service/data days. The data will also be utilized to make program changes, which may be centralized to an individual class or programmatically. Data will be analyzed and used to inform instructional shifts, cultural norms, and to inform the academic accountability team of school needs

Strategies for Remediation.

It is the goal of Liberty Leadership Academy that all students make adequate academic progress each year and acquire the skills necessary to succeed in high school, college, and in the career of their choice. To realize this goal, students who are at risk of academic failure and struggle to make progress toward grade promotion must be identified and provided additional assistance. The Head of School is responsible for ensuring that students at risk of academic failure are identified promptly, and the school team develops a plan to implement academic support.

Identification Of And Assistance To Students At Risk.

The Head of School shall organize available resources to implement a system of support that uses

data-driven problem-solving and research-based instructional practices for all students. The HoS will establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions. Using information about the student's response to instruction and/or interventions including grades, observations, diagnostic and formative assessments, state assessments, reading level, and other factors that impact student performance, school personnel will identify students at risk of academic failure. Parents will receive weekly progress reports noting each student's academic and socio-emotional progress. Each quarter, in addition to report cards, families will also receive course failure notices detailing any rationale and strategies for success. If a student receives a notice of course failure, he/she is deemed eligible for remediation and to receive additional support. School administrators and teachers will address the needs of students identified as at risk of academic failure through the support available and/or other processes established by the school. The parents or guardians of such students will be included, through oral or written communication or other means, in the implementation and review of academic interventions for their children.

Tier 1 High-Quality Classroom Instruction, Screening, and Group Interventions - At Liberty Leadership Academy, Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. It is vital that the following three points be considered before progressing to Tier 2 Interventions:

- All developmental domains, including behavioral and social development, must be considered.
 - When presented with concern for a student's progress, academic or behavior, it is vital to consult the student's guardian.
- Universal screenings to target groups in need of specific instructional support and differentiated instruction
 - This includes fluid, flexible grouping, multiple means of learning, and demonstration of learning should be provided to the student.

- Adequate time should be given for the Tier 1 instructional program to be implemented before determining that Tier 2 support is needed.

Tier 2 Targeted and Individualized Interventions- Tier 2 interventions are an additional layer of support for students not sufficiently successful or adequately challenged with Tier 1 interventions alone. Tier 2 interventions are “standard intervention protocols” that proactively provide students with resources to ensure academic success. The process for identifying and providing the necessary support for Tier 2 Interventions are as follows:

- The universal screening process is utilized to identify struggling students or students not performing at the expected level and requiring additional support on concepts, content areas, and/or specific skills on assessments in reading, math, and/or behavior.
- The Tier 2 Intervention teacher and Tier 1 classroom teacher(s) meet to discuss necessary strategies, tools, and a plan for implementation and progress monitoring.
 - This can include additional curricular tools, slight modifications to student-facing materials, and more individualized instruction.
- Strategies are implemented, and data is collected through student work samples, observation, and conferencing.
- After the appropriate amount of time, the data team will assess student progress and determine if continued support through Tier 2 is required or if additional Tier 3 support is needed.

Tier 3 Highly Intensive and Frequent Interventions- Tier 3 interventions are the most intensive interventions a student will receive. The goal is the remediation of existing academic problems.

- At this level, students receive individualized support where the teacher may work with the student one on one.

- Intensive small group instruction with 3-5 students with interventions that target the students' skill deficits.
- Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Assessment Methods

Assessment Methods and Schedule.

Evaluation established from standards-aligned student achievement data is far more valuable for evaluation rather than relying solely on theoretical research and anecdotes. With this in mind, LLA uses data to drive and improve instruction daily with its founding team and students. Leadership Liberty Academy will administer the following assessments to measure the academic progress of individual students and outcomes:

Mandatory State Assessments.

The Georgia Milestones Assessment, a comprehensive assessment that measures if a student has learned and can apply GA state standards in core content subjects. Through this assessment, LLA leaders will gather conclusive data that details a student's end of year mastery on Georgia standards. LLA sets an aggressive goal to exceed the state average by 5%. With this in mind, LLA uses a variety of assessments and instructional methods to ensure this goal is met through the use of backward planning from baseline data.

Baseline Data.

This baseline data is collected by the implementation of; formative progress monitoring assessments such as the NWEA MAP assessment, a nationally normed assessment designed by the Northwest Evaluation Association, which measures an individual student's progress in core subjects compared to students across the US; interim standards-based assessments internally created from instructional material developed and administered three times during the year in 12-week cycles. Using MAP initially as a baseline, LLA staff will address the academic needs of students as early as Week 1 of school. Iterative cycles of MAP will

help teachers and staff reflect on instructional practices and make necessary adjustments. With a goal of a half year's growth, LLA ensures gap closing outcomes that bring students to grade-level proficiency.

Continued Monitoring.

Student growth will be benchmarked using the value-added assessments (GA Milestones & NWEA MAP) and compared to their peers that comprise additional cohorts. Increasing the quantity of data collected for quality analysis, LLA will also benchmark student growth in relation to its brother school's portfolio of students. Combining the process-based (portfolio processes) and assessment-based (value-added assessments) student growth measures will allow instructional leaders at LLA to make decisions that result from quantifiable results and maintain feedback on individual teacher instructional choices.

Using Data to inform instruction.

Unit tests given in 4-to-6-week cycles and quizzes administered bi-weekly allow teachers to aggressively monitor student progression toward mastery of Georgia standards. Through this consistency and frequently data analysis and student work evaluation, teachers can immediately respond to the needs of students. Interim standards-based assessments will be internally created from instructional material developed and administered three times during the year in 12-week cycles.

Daily student performance is closely monitored through independent practice and exit tickets to track proficiency of the day's objective. Each formative and summative assessment triggers a feedback/corrective cycle of timely teacher-led interventions. All instructional practices at LLA are delivered with a sense of urgency and purpose to close the achievement gap evidenced ⁶in CCRPI

⁶ <https://www.gadoe.org/CCRPI/Pages/default.aspx>

performance that shows a 10 percentage point disparity (58%-48%) between the county's black and white middle school students in Math and a 6 point gap in Reading (53%-47%).

Statewide Assessment Administration.

Liberty Leadership Academy ensures that all students participate in state-mandated testing and will foster an environment that invests students, families in the academic performance goals of the school. Prior to each assessment window, parents will be made aware of assessment cycles and the gravitas of student outcomes. This testing cycle and all test administration dates are outlined in LLA's Assessment Calendar, which can be found in the exhibits section. Notification of each assessment will be made public through LLA's social media presence and through written notice of the school's weekly newsletter distributed in print. These notices will inform parents that all students are required to participate in state-mandated assessments and will receive accommodations as identified in the student's IEP.

Although the broad flexibility rule will provide LLA with additional liberties, we acknowledge that the option of inclusion into the Single Statewide Accountability System cannot be waived. LLA will uphold both Georgia law OCGA §20-2-282 and state rules and ensure all students test and parents receive timely notification. School leaders such as the Operations Manager or designee will attend all state-mandated assessment training to ensure all assessments are administered with fidelity to provide reliable and statistically valid data. In year one of operation, the Operations Manager School leaders will train all teachers on test administration and proctor protocol. The Operations Manager will also ensure the Special Education and ESL instructors are trained to provide accommodations to qualifying students as not to give an advantage but to execute student IEPs with fidelity. After state assessments, just as all other assessments at LLA, parents will be made aware of their student's performance. LLA will consider the

results of state assessments when determining promotion but will also review the student's cumulative SEL and academic growth.

During the state-mandated testing window, all secure testing materials will be stored in a locked location with limited access to school personnel. Test administrators will facilitate state-mandated tests in the classroom and ensure the testing environment is conducive and productive. All students will be issued testing materials by the test administrator and are expected to participate. For assessments requiring online administration, students will be issued an approved testing device. The test administrator will instruct all students to access the testing website through the lockdown browser and provide all students with the secure testing credentials to access the exam. Students will be given the appropriate time to complete each section or subpart of administered exams.

While standardized tests are valuable measures of student achievement and standards mastery, it is essential to employ a variety of predictive and prescriptive measures that progressively measure a student's academic performance to maximize necessary support and strategies that will augment student success.

Academic Goals and Objectives

Clayton County is working aggressively to achieve its vision of “being a district of high performance preparing all students to live and compete successfully in a global society requires commitment and dedication to the well- being of our children from every person in our community”⁷. LLA strives to be a partner in Clayton County realizing this vision. The Academic Goals and Objectives outlined in the table below demonstrate LLA’s desire to aggressively improve students' achievement through our academic program and empower the future entrepreneurs of Clayton County.

	Assessment	Year 1 Base-line	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: LLA will achieve a CCRPI Content Mastery Score of at least 70 by year 2.	CCRPI Calculation	65	70	72	75	77
Measure 1: LLA students will perform 5% above the state in ELA Proficiency and of content mastery	Georgia Milestones	65%	73%	75%	77%	80%
Measure 2: LLA students will perform 5% above the state in Math and Proficiency and of content mastery	Georgia Milestones	65%	75%	77%	80%	85%
Measure 3 : Percentage of students scoring at least a 75% (Level 3-4) daily on exit tickets.	Exit Ticket Data	70%	75%	80%	85%	90%
Measure 4: Percentage of students scoring at least a 75% (Level 3-4) on the Unit Assessment.	Unit Assessment	65%	70%	77%	80%	85%
Academic Goal #2: LLA will have a Progress score of 85 by year 2	CCRPI Calculation	75	85	88	90	95
Measure 1: LLA students will have	NWEA	60%	70%	80%	85%	90%

⁷ <https://www.clayton.k12.ga.us/common/pages/UserFile.aspx?fileId=12777378>

an annual growth rate where 90% students per cohort will grow 1.5 years in ELA	MAP Growth					
Measure 2: LLA students will have an annual growth rate where 90% students will grow 1.5 years in Math	NWEA MAP Growth	60%	70%	80%	85%	90%
Measure 3: 90% of EL students will grow at least one band each year.	WIDA ACCESS	60%	70%	80%	85%	90%
Academic Goal #3: LLA will have a Closing Gaps Score of 80 by Year 2.	CCRPI Calculation	75	80	82	84	85
Measure 1: LLA students with disabilities subgroup will have sufficient growth to make some progress with CCRPI improvement target in ELA and Math	Georgia Milestones	18%	26%	34%	42%	50%
Measure 2: LLA EL subgroup will have sufficient growth to make some progress with CCRPI improvement target in ELA and Math	WIDA ACCESS	40%	46%	50%	56%	60%
Measure 3: LLA Economically disadvantaged subgroup will have sufficient growth to make some progress with CCRPI improvement target in ELA and Math	Georgia Milestones	40%	46%	50%	56%	60%

School Governance

Current Board Composition.

Liberty Leadership Academy has identified five high-capacity and well-rounded individuals to serve as founding board members and transition to governing board. Once LLA transitions to a governing board, the board seeks additional members for a composition of 7-11 board of directors with diverse skill sets and networks to be leveraged on behalf of the school. The governance committee will work closely with the head of school and other board members to conduct ongoing recruitment for board candidates as the school gradually matures and as the need for additional skills arises. Understanding the cruciality of a highly effective board, LLA leaders have chosen five directors with leadership and skills that will allow for exemplary governance practices. Those directors are as follows:

Paul Larkin (Board Chair): An organized Environmental Health & Safety Officer who monitors and ensures compliance with OSHA standards, oversees organizational health & safety policies and creates programs and guidelines while analyzing current systems. Paul is also a 2019 initiate of Leadership Atlanta, a program designed to propel established leaders to the next level in their service to the community. The program provides a deep dive into some of the most challenging issues facing our society and allows members to gain insight into what they can do to make Greater Atlanta a better community for everyone. Paul is also a member of Emerging 100, a program designed for members of the Atlanta Chapter to assist 100 Black Men Atlanta, as appropriate, with its programmatic initiatives that support the development of social, emotional, and educational needs of youth who need positive role models in the communities in which they live.

Attania Jean-Funny (Vice- Chair)- A proud Clayton County educator with an extensive track record of community engagement. After graduating from high school with honors, she received a

bachelor's and a master's degree in biology education from Florida A&M University. She also earned an Educational Leadership degree from Baruch College. This allowed her to have a rewarding career in the education field for over twenty years. Seeing her students go on to have productive lives is her greatest joy as an educator. During the 2018-19 school year, she represented North Clayton High School as Teacher of the Year. This was one of the proudest moments in her career. Attania knows first hand that obtaining a quality education can change the trajectory of your life. Attania continues her community engagement by serving on the Clayton County Board of Appeals. She was an executive board member of the Clayton County Education Association and serves as an advocate for teachers' and students' concerns and community outreach partnerships.

Ameshia Blanton (Facilities Chairmen)- is a native of Atlanta. Born in Atlanta and raised in the City of Decatur. Ameshia, graduated from Dillard University (New Orleans) with a Bachelor of Arts in English and a minor in Political Science and Spanish. Ameshia studied abroad at the Universidad de Costa Rica, San Jose. Ameshia gained her certification in Project Management where she currently serves as the lead project manager for the Communications Division of the Georgia Tech Research Institute. Ameshia is also a licensed realtor where she specializes in both Commercial/Residential. With the desire to give back and serve the children of her community, Ameshia serves as the Facilities Board Member for LLA.

Ore Tomori (Treasurer)- Chief Financial Officer at SolAmerica Energy, a leading provider of turnkey solar energy and storage solutions, based in Atlanta, Georgia. Prior to this role, Ore served in other executive management roles: Vice President & Corporate Controller at REEF Parking, a leader in branded parking services as well as Corporate Controller at Airserv Corporation, a provider of aviation industry solutions. Ore has ten years of Public Accounting experience in the Atlanta office of the Deloitte & Touche Audit Practice where she held multiple roles including Senior Manager. Ore's experience

includes Treasury and Cash Management, managing banking and lending relationships, working with external auditors, systems implementation, process improvement, tax and financial reporting & compliance, budgeting, transactional and technical accounting, and maintaining effective internal controls. Ore holds a Bachelor of Business Administration degree in Accounting as well as a Masters of Professional Accountancy degree with a Financial Accounting & Reporting Specialization, both from Georgia State University. Ore is a Certified Public Accountant (CPA) in Georgia.

Sherryl Fisher (Secretary)- Sherryl has over 30 years of experience in the nonprofit sector specializing in Prospect Research and Strategic Management. She currently is Senior Director, Institutional Fundraising at Morehouse School of Medicine within the Office of Institutional Advancement. Sherryl is a graduate of Pratt Institute with a Master's in Library Science, and Pace University with a BA in Social Sciences. Sherryl has a great interest in youth initiatives involving mentorship. She is the Founder and Executive Director of Teen Life Choices, a non-profit organization geared towards career exploration.

Parental and Community Involvement.

LLA prioritizes parental and community involvement within the board structure through the "Community" subcommittee for both parents and community members. The goal of this subcommittee is to be the foundation and leaders of the school's PTO program. This PTO program will empower parents, teachers, and community members to work together and align resources that are consistent with the vision and direction of the school. Staying consistent with ensuring we hear parents voices, the subcommittee will also hear parents grievances as the third tier intervention before it gets to the board.

Currently, LLA's board is nearly identical to its target community. All five members are African American and live within 10 miles of the proposed school and its community. As LLA onboards

additional and future board members, there is an objective to sustain a similar representation of the student demographics and community through defined goals of having 20% of the board having worked/lived within or near Clayton County and 60% of the board sharing the background of students.

Board Identification and Selection.

Understanding the grave responsibility of the board members and their impact on the health of the organization, Liberty Leadership Academy leaders used an extensive and comprehensive process to connect high impact leaders in Atlanta with various areas of expertise to the vision of LLA. Board members, who were chosen with a rubric through evaluation in five critical areas; mission and vision alignment, expertise in the field area, demonstration of knowledge of the role of a board member, demonstration to time commitment, and connection to the community. A mission-aligned, diverse board is critical to success. With that, LLA is thoughtful in ensuring the right people are on the bus. To create a well-rounded board, LLA sought the following areas of expertise:

- 1) An academic leader- instructional and curriculum decisions.
- 2) Banking/Finance-oversee financial decisions/advice back office team
- 3) Legal expertise-direct HR decisions/guide policies
- 4) Real Estate-support building acquisition
- 5) Community activism/leadership-forge local partnerships and keep community empowerment at the center of school decisions

Starting with resumes, leaders determined several potential members through expertise areas and experience. Following the narrowing of those candidates, LLA leaders spoke to potential members about the connection to their experience and role as LLA board members, the vision of LLA and its impact, and

their links to the community. Each board member had various interviews to determine if they were a good fit for the organization. After a formal interview and before invitations were extended, candidates were evaluated collectively with group dynamics in mind. Through this process, LLA was able to establish a board with an array of knowledge and skills that are passionate about experiential education and opportunities for students. Collectively the board demonstrates the ability to supervise and implement all ratified policies while school leaders manage the organization.

The board will utilize the above process when recruiting board members to ensure the board maintains diversity and mission alignment. Through this rigorous process and with votes from current directors, new board members will be selected. According to the charter bylaws, each board member will serve a term limit based on their board position. The board chair and vice-chair will serve for three years, secretary and treasurer for two years, and other board members will serve one-year terms to ensure a sustainable and effective onboarding structure.

Removal From Office.

Directors on the governing body of LLA may willingly resign from office at any time of their choosing by providing a written letter of resignation to the board chair and secretary. The resignation shall become effective on the date inscribed in the written notice. If a date is not included in the written notice, the notice becomes effective upon receipt by the board chair or secretary. A member of the governing board may be removed from office for just cause by a two-thirds vote of voting directors.

Sub-Committee Structure and Function.

The sub-committee structure will be used by the governing board to pinpoint specific areas of focus. A board resolution shall appoint committees of the board, except the Governance Committee. Committees

may be composed of Directors or community members, or both. The board may prescribe the need and/or the composition of such committees. The governing board will have several subcommittees including but not limited to governance, finance, academic achievement, student performance, fundraising, marketing, parent & community engagement, and facilities. Additionally, having subcommittees provides the advantage of creating a pipeline of high-quality candidates to the governing board. Prospective board members in need of additional experience will be asked to join a sub-committee prior to serving as a director.

Through the use of the sub-committee structure, there will be more robust conversations in critical areas of oversight, such as finance. Members with finance expertise will bring additional insight into the tasks associated with this skill, making the critical decisions that prompt student achievement and success. Annually, the board can choose to add, revise, or resolve sub-committees. Processes such as these, along with internal controls, will keep the board abreast of how finances are distributed and certify financial stability for the school. Monthly, the finance committee will report out to the board, and annually, the board will approve a budget for the school and complete an audit of all fiscal uses. Through consistent evaluation of the financial health of the school, the board will make certain financial stability.

Conflict of Interest.

LLA board members hold a duty of care, loyalty, and obedience. In compliance with federal, state, and local laws, LLA has created a conflict of interest policy that defines any transaction that convolutes a person associated with the school and another organization. A conflict of interest form will be distributed to directors, officers, employees, volunteers, and board members of Liberty Leadership Academy who express the appearance of a conflict of interest. If there is found to be a conflict of interest, the associated person(s) will not attend or participate in matters regarding the transaction.

Board Functions.

LLA will maintain a single board governance structure for its schools after the organization transitions from its founding stage. This structure provides several benefits. With one governing board, LLA is poised to recruit quality candidates with skill sets that will benefit the organization in its multiple stages of development. As the charter market grows and creates greater competition for the small number of board candidates increases over the coming years, LLA will have greater leverage to recruit high-capacity Directors through the networking efforts of the founding board. School site advocacy will be afforded through the school council to provide more localized representation to the board.

1. Academic and School Operations - Liberty Leadership Academy is ultimately responsible for delivering a high- quality education to the students it serves in Clayton County. The board oversees the process of implementing academic and operational structures that serve the effectiveness of the school through creating and implementing policy, analysis of monthly data, and evaluation of programs. The board tasks the school leaders with providing data reports including but not limited to Title Programs, Student Records, Special Education, English Language Learners, and Academics to ensure the school serves its mission and public responsibility to the local, state, and the federal government.
2. Personnel - The governing board provides direct oversight to the Head of School and the CFO. The board evaluates the school leader using the Georgia Department of Education Leader Key Effectiveness System four times throughout the school year. Directors with experience in education ensure the school leader is making progress towards key areas of responsibility. In addition to working with the finance committee, the CFO will present financial updates to the board at monthly meetings or as needed. The contracts for both the Head of School and CFO will

be reviewed annually by the board of directors. Under the authority of the board, a head of school can be terminated with just cause through a board vote.

3. Goals - The board's role as LLA grows is to guide the goals and vision of the organization and ensure compliance with regulations and agreements. The board will maintain the vision that has been established by supporting and evaluating the Head of School and working closely with the CFO to provide any reinforcement needed. Through evaluation of the Head of School, monitoring of the dashboard data, oversight of fiscal operations, fundraising and development, and community engagement and outreach, the board ensures fidelity to the mission. Annually, the Head of School will review the school's progress towards current goals and propose 3-5 goals for the upcoming year that are subject to board approval.
4. Budget - The Board Finance Committee oversees the financial management of LLA through a close working relationship with the CFO reviewing monthly reports, as well as taking an active role in annual budgeting for each individual school. The Finance Committee presents these monthly reports to the board, as well as advocates for the approval of a final budget and any revisions that may arise throughout the year.
 - a. LLA currently plans to utilize a back-office support company, approved by the board, to complete accounting needs such as accounts payable and payroll. The CFO will work closely with this vendor to prepare financial statements along with an ongoing analysis of the school's financial outlook. The finances are reviewed with the board, and the finance committee on a bi-monthly basis and the CFO makes recommendations on decisions regarding finances and operations to the board. In addition, the board commissions an annual audit by an outside, independent auditor for each school and the organization as a

whole. The finance committee works closely with the auditor and fiscal arm of the CFO to ensure a clean annual audit.

5. Policies - The board of directors will adopt written policies that govern the standard operating procedure of financial services and the general code of conduct for all employees at LLA. These policies will be reviewed and amended as needed, yet are subject to approval by the board with a two-thirds majority vote.
6. Legal Compliance - LLA's board of directors ensures that all laws related to the standard operating procedure of school governance are upheld and those related to board meetings and proceedings. In addition to state and school board policies, the board of directors will enforce school policies created by the governing body.
7. Oversight - The governing board provides direct oversight to the Head of School and the CFO. The board will evaluate the school leader using the Georgia Department of Education Leader Key Effectiveness System four times throughout the school year. This structure ensures that the governing board is able to guide the strategic vision of the organization and the school leader is empowered to manage the daily operations and school-based staff members.
8. Fundraising - In addition to establishing a standing committee focused on development, the board will institute a "give or get" annual pledge and begin to organize a formal vision for the board's role in fundraising. As the board grows, there is a focus on recruiting directors with access to wealth and access to local philanthropic support to supplement the relationships and initiatives of

LLA. It is anticipated that the board development committee will work closely with the CFO to initiate philanthropic support and local relationships.

Open Meetings.

LLA agrees to adhere to the provisions of O.C.G.A. §§ 50-14-1 et seq. and 50-18-70 et seq. by making school board meetings free and open to the public. Notice of board meeting times and locations will be made available to the public on the school's website, social media platforms, and in the main office. Should there be any necessary changes they will be posted promptly, at least twenty-four hours in advance. Additionally, the agenda and voting items for each meeting will be made available to the public in writing or posted to the school's website. Students, parents, staff members and community stakeholders will be encouraged to attend all school board meetings. Additionally, LLA will adhere to The Open Records Act by providing public access to meeting minutes or telecommunication conferences should this method prove beneficial to achieve quorum and advance notice is issued to the public. We believe that adherence to these provisions will provide all governing bodies and stakeholders transparency in the areas of financial expenditure and academic performance.

Board Training.

The board will comply with the state mandate of 15 training hours for the newly composed boards that are facilitated by the Georgia Charter School Association and the Georgia Department of Education. As a highly effective board transitioning into governance, the board primarily establishes systems for academic, financial, and operational effectiveness. The board will be trained in key topics of finance, governance, policy, strategic planning, and ethics in the upcoming year. A detailed board training plan is attached in *Exhibit 5*.

Collaborative Alignment.

The goal of the board and Liberty Leadership Academy as an organization is to ensure that students gain access to a high-quality option that provides exceptional educational services to students. Liberty Leadership Academy seeks to work with the local board as a partner, which means complying with the Clayton County School Board, staying abreast of trends and goals of Clayton County Public schools, and sharing any mandated information to the local board of education system. The charter school is held responsible to the local board of education for academic results through the contract, which details goals that LLA must meet to adhere to its charter.

LLA will comply with O.C.G.A20-2-2067.1 and submit an annual report outlining the previous year's progress to the local authorizing board or state board, as appropriate; to parents and guardians of students enrolled in the school, to parents and guardians of students enrolled in school within the local school system; and to the Department of Education no later than October 1 of each year. The report shall contain, but is not limited to:

- 1) An indication of progress toward the goals as included in the charter;
- 2) Academic data for the previous year, including state academic accountability data, such as standardized test scores and adequate yearly progress data;
- 3) Unaudited financial statements for the fiscal year ending on June 30, provided that audited statements will be forwarded to the local board and state board upon completion;
- 4) Updated contact information for the school and the administrator, and for charter systems, each system charter school and its respective administrator;
- 5) Proof of current nonprofit status, if applicable;
- 6) Any other supplemental information that the charter school or charter system chooses to include or that the state board requests that demonstrate that school or system's success; and

- 7) For charter systems, an on-site external evaluation of the system at least once every five years, as determined by the state board.

Liberty Leadership Academy emphatically works to achieve Clayton County's vision to have high performance across the district, preparing ALL students to live and compete successfully in a global society, as a core of the mission and vision for Liberty Leadership Academy for Young Women.

Roles and Responsibilities of Governing Agencies.

LLA's charter school governing board is a critical element in developing this organization. Charter school boards are one of the important places where a new generation of school leadership develops and strengthens its skill base. Our leaders will have an impact on the board and the community they serve and they will have an impact beyond our school in the broader community. The focus on legal responsibility, provide oversight functions, promote the charter school's mission, help to raise funds, Ensure instructional program is effective & properly implemented, Evaluates school performance and administrator's performance. Administrators will manage the day to day work of the school and implement the school's goals and mission and vision.

Organizational Goals, Plans and Waivers

With careful foresight, the school leader and Governing Board identified four actionable organizational goals with high leverage measures that indicate success or suggest changes during the pendency of the charter term. In the Organizational Goals table below, there are measures for all major stakeholders to the school's success.

	Assessment	Year 1 Base- line	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: The governance leadership team adopts and enacts a planning process that results in an adopted school strategic plan designed to improve student achievement and organizational effectiveness.						
Measure 1: The Board Members will fundraise aid in procuring philanthropy or in kind donations	Charitable Contribution Actuals	3,000	5,000	7,000	10,000	10,000
Measure 2: Governing Committees will maintain a minimum of 3-4 members that actively meet independently of the governing body	Frequency of Sub-committee Meetings	1	2	3	4	5
Measure 3: Governing board members will earn above the required board trainings hours	Board Governance Training Tracker	15	15.5	16	16.5	17
Measure 4: Board will achieve all the standards in each domain of the effective Board Governance	Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards	80%	85%	90%	95%	100%
Organizational Goal #2: LLA will retain 92% of its student body population year over year.						

Measure 1: Percent of students and parents that actively participate in academic and social school functions	Attendance of conferences and town hall meetings	86%	88%	90%	92%	92%
Measure 2: Percentage of students who are satisfied or highly satisfied with overall school climate	Student Climate Survey	80%	85%	88%	90%	95%
Measure 3: Percentage of parents who are satisfied or high satisfied with overall school climate	Parent Climate Surveys	80%	85%	88%	90%	95%
Organizational Goal #3: LLA will recruit and retain highly qualified teaching staff.						
Measure 1: Turnover rate for staff members	Terminations/Resignations	<25%	<20%	<16%	<12%	<10%
Measure 2: Percentage of staff who are satisfied or highly satisfied with overall work climate	Staff Climate Survey	80%	85%	88%	90%	95%
Measure 3: Percentage of staff scoring an overall score of 3 or higher on the Teacher Keys Effectiveness System Rubric	Teacher Keys Effectiveness System Rubric	70%	74%	80%	82%	85%
Measure 4: Percentage of staff who are certified in their content area	Teacher Licensure	85%	90%	94%	98%	100%
Organizational Goal #4: LLA will develop a productive school culture and climate.						
Measure 1: Percentage of Daily Average Attendance	Attendance Log	90%	92%	93%	94%	95%
Measure 2: Meeting School Wide Culture Targets each month	School Culture Dashboard	(scoring 3 or >per strand)	(scoring 3 or >per strand)	(scoring 3 or >per strand)	(scoring 3 or >per strand)	(scoring 3 or >per strand)
Measure 3: Suspension Rates	School Culture Dashboard	<5%	<4.5%	<4%	<3.5%	<3%

Organizational Innovations.

With careful foresight, the school leader and Governing Board identified four actionable organizational goals with high leverage measures that indicate success or suggest changes during the pendency of the charter term. In the Organizational Goals table below, there are measures for all major stakeholders to the school's success.

Although LLA petitions as a single-gender institution, LLA will collocate with its brother school. This will provide both schools with several advantages, including but not limited to, sharing facility costs, transportation, and creating a single-gender model school that can accommodate a family of siblings regardless of gender. In addition to sharing a physical location, LLA plans to implement programmatic shifts such as scheduled professional development each Friday following early dismissal of students.

Fiscal Feasibility and Controls

Fiscal Management.

While Liberty Leadership Academy, Inc., is applying to hold both charters for Liberty Leadership Academy for Young Men and Liberty Leadership Academy for Young Women, and thus exercise board governance and fiduciary oversight over both charter schools, each charter school will have total autonomy over its own budget and expenditures. Specifically, each charter school will have its own set of financial records, along with separate bank accounts, financial statements, including profit and loss statements, balance sheets, statements of cash flows. While both schools will use the same accounting platform and will conform to similar back-office processes, the financial activity will be distinct and separate and easily reportable on a specific-school basis. While there may be some sharing of resources, including but not limited to staff or sharing of expenses, neither charter school will receive or assume a disproportionate share of those resources or expenses. Simply put, the revenues, assets, expenses, liabilities, and retained earnings of each charter school will EXCLUSIVELY belong to each charter school, and this will be tracked and overseen with a high level of fidelity.

Part of ensuring this autonomy will start with each charter school operated by LibertyLeadership Academy, eventually having its own Chief Financial Officer (CFO). For now, both schools will use Edtec support as it's CFO in the first year, but they will eventually have their own CFO. While there was some thought to permanently have a shared CFO to streamline back-office operations, ultimately having two separate CFOs doesn't close the door to having a close, collaborative and coordinated relationship between each charter school, but it adds an additional layer of assurance that each charter school's finances will be managed in their respective best interests. Each CFO will be responsible for the specific expenditures of its school, as well as providing oversight over any joint purchases or expenditures.

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Each charter school will have its own budgeting process. Specifically, each school's CFO will develop a draft of the budget in January or February prior to the start of the new fiscal year. He or she will work closely with their specific school leadership team to solicit input, and then each charter school will then present their respective draft budgets to the finance committee of Liberty Leadership Academy. These individual budgets will then go through a review, and they will be considered individually at no less than two advertised public meetings of the governing board of Liberty Leadership Academy, Inc. The approved budgets will be individually posted, as well as submitted to its authorizer and any other appropriate agencies.

There is no intention to utilize Clayton County Schools for any aspect of fiscal management or back-office services. However, there is an interest in possibly contracting with Clayton County Schools to receive transportation and food services. For budgeting purposes, each school's budget has included the state and federal categorical funds associated with those two programs and either equally offsetting or larger expenses. There is a recognition that receiving these services from Clayton County Schools may be better financially for both Liberty Leadership Academy, Inc., and Clayton County Schools due to economies of scale, but the budget for each school represents a prudent and conservative financial plan.

The CFO.

Dan Cembrola of EdTec will be the lead correspondent/financial manager for LA. In accordance with Georgia rule 160-4-9-.04, the CFO's credentials far exceed the minimum requirements set forth by the state of Georgia. Dan has 9 years of experience in the field of finance. He has a bachelor's degree from University of Miami in Business Law and Political Science. Mr. Cembrola also possesses an MBA from the University of Edinburgh. His resume can be found in the appendix. LLA requires the CFO to have all

of the same educational and work history as the state of Georgia (Rule 160-4-9.04). The CFO possesses a baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business or finance; and (b) documented experience of ten or more years in the field of business and financial management.

Start-up and Private Funds.

In line with conservative financial planning, Liberty Leadership Academy, Inc., has not included any private funding sources in its budget planning aside from the start-up period, so as to ensure sustainability in the long-term for each school. It is important to Liberty Leadership Academy, Inc., that each school can be implemented on public funding alone. That said, charter schools present a unique opportunity to garner local and private fundraising, grants, and donations, and as such Liberty Leadership Academy, Inc., will leave no opportunity on the table. Each school has budgeted a small amount annually to support fundraising and resource cultivation activities. Specifically, Liberty Leadership Academy, Inc., will host a number of fundraising events throughout each year to support discrete and supplemental aspects of each school. Liberty Leadership Academy, Inc., will also have a semi-annual solicitation for donations, as well the ability for donors to contribute online throughout the year. Liberty Leadership Academy, Inc., also plans to apply for private grants through corporations and Foundations. In all cases, aside from the start-up period, any private funds raised will not be earmarked for spending until the following year. Specifically, they won't be included in the budget until the following year so as to ensure that these funds are not counted on prior to materializing.

Segregation of Duties.

Liberty Leadership Academy, Inc., recognizes the value of segregation of duties as part of a broader set of strong internal controls. At the same time, it also recognizes the limits that come with the scale of each

school, particularly in the first few years of operations. To this end, Liberty Leadership Academy will achieve segregation of duties through a combination of tiered approvals, shared and independent staff, technology, software, and outsourced solutions. For one, each charter school ensures that it has clear financial policies that distinguish who can initiate purchases, who can approve purchases, what thresholds and circumstances require additional approvals, and who can then approve disbursements. For example, the operations manager, after approval of the respective school leader, may initiate a purchase or purchase order. Depending on the size of the transaction, payment of that purchase may then require approval by the CFO and board treasurer. Another way that Liberty Leadership Academy, Inc., will achieve segregation of duties by leveraging a bookkeeping service to perform accounts payable and accounting functions, with a requirement that the bookkeeping service has two different staff members who are involved with disbursements and bank reconciliations. By utilizing a bookkeeping service, in addition to each charter school having an operations manager and having its own CFO, it creates a separation of functions between purchasing (operations manager), approvals (school leader), payments (CFO, board treasurer), and actual disbursement of payments (bookkeeper). Additionally, most bookkeeping services performing accounts payable functions now employ some bill pay services such as Bill.com that allows for there to be a tiered, transparent set of approvals. Each proposed charter school's budget not only earmarks a budget for its own CFO after Year 1, but there are annual set-asides for each school's share of bookkeeping, payroll, retirement, and HR support. Liberty Leadership Academy, Inc, is committing north of \$100K in resources towards financial management functions. In Years 2 and beyond, each charter school, across all fronts, commits north of \$110K each year to ensure its financial management infrastructure can adequately meet its responsibilities. At no point will the CFO for either school ever serve in another staffing capacity at that school, including but not limited to the school's CEO.

Financial Sustainability

Financial Goals. Liberty Leadership Academy, Inc. plans to adopt a set of robust measures to ensure it is financially sustainable and meets a broad set of financial goals.

First, Liberty Leadership Academy, Inc., plans to always adopt a balanced budget each year. This ensures, from the beginning of each fiscal year, each school is charting out a path that isn't starting from a negative position of an imbalanced budget. Second, each school will ensure that it does not miss its enrollment target by more than 5% in a given year without taking corrective action and adopting a new budget that realigns spending to available resources. Enrollment is a significant challenge for charter school budgets often because school leadership fails to respond and revise its spending practices commensurately. By ensuring that a missed enrollment variance of more than 5% triggers a budget revising, Liberty Leadership Academy will mitigate this as a risk. Third, Liberty Leadership Academy, Inc., plans to target having a fund balance of 12% by Year 5. This will ensure that by extension, it can build up an associated cash position and provide a nest egg for future programmatic investments. These three measures together will move Liberty Leadership Academy, Inc., towards having each school build financial resources for future operations and investments.

Liberty Leadership Academy, Inc. also has the goal of engaging in thoughtful financial operating practices that promotes sustainability. That includes measures such as only budgeting secured private sources, so as not to create a gap or potential gap in its budget. That also includes building up at least one month's cash reserve by Year 5 of operations to have some buffer for unforeseen cash flow challenges. Finally, each school will also limit total financial leverage to under 40%, or never have the ratio of total debt to total assets greater than 0.40 to conform with both typical lending and borrowing standards, but

also to ensure it does not overextend itself.

Finally, Liberty Leadership Academy, Inc., recognizes that it has to be a good steward of its resources and to this end, has the goal of exercising effective fiduciary oversight of its finances, including measures to ensure it doesn't submit financial reports late beyond a minimal amount. Additionally, it will make sure it doesn't have recurring findings of the same nature in audits so as to ensure it is identifying and correctly addressing any problems or issues. One last measure is that the finance committee will meet regularly to evaluate the finances, separate from board meetings, no less than five times a year, recognizing that successful charter schools meet regularly to rigorously assess their finances.

Each of these goals positions Liberty Leadership Academy with the financial viability to implement its educational program and ensure all students receive a high-quality education.

	Assessment	Year 1 Base-line	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: LLA will build resources for future operations and investment.						
Measure 1: Adopt a balanced budget each year	Balanced Budget	Balanced Budget	Balanced Budget	Balanced Budget	Balanced Budget	Balanced Budget
Measure 2: Not miss an enrollment target by more than 5% in a given year without revising its budget.		5%	5%	5%	5%	5%
Measure 3: Achieve an ending fund balance that reaches 12% by Year 5		4%	6%	8%	10%	12%
Financial Goal #2: Each school will engage in thoughtful, financial operating practices that promote sustainability.						

Measure 1: Only budget secured private funding sources.	Budget	Only private funding sources from prior year secured	Only private funding sources from prior year secured	Only private funding sources from prior year secured	Only private funding sources from prior year secured	Only private funding sources from prior year secured
Measure 2: Project and achieve positive operating cash flow each month and year end	School Bank Account	15 days cash on hand	20 days cash on hand	25 days cash on hand	30 days cash on hand	35 days cash on hand
Measure 3: Limit Financial	Budget	Total debts to total asset no more than 0.4	Total debts to total asset no more than 0.4	Total debts to total asset no more than 0.4	Total debts to total asset no more than 0.4	Total debts to total asset no more than 0.4
Financial Goal #3: Each school will exercise effective fiduciary oversight over its budget.						
Measure 1: Each school will submit reports timely (no more than 3 reports per year)	Board Reports Tracker	No more than 3 late reports	No more than 3 late reports	No more than 3 late reports	No more than 3 late reports	No more than 3 late reports
Measure 2: No audit will have a finding that is reported in back-to-back fiscal years.	Annual Audit Report	N/A	No back-to-finding	No back-to-finding	No back-to-finding	No back-to-finding
Measure 3: The finance committee will meet regulatory to evaluate finances (no less than 5 times per year)		>5 Meetings	>5 Meetings	>5 Meetings	>5 Meetings	>5 Meetings

Financial Innovations.

One of the financial innovations is the fact that Liberty Leadership Academy, Inc., is applying to open two separate charter schools at the same time, allowing it to have some economies of scale earlier on than is typical of a single new charter school. Most new charter schools try not to open with more than 100 to 125 students because of the 1st year challenges and the need to focus on ensuring a quality academic

program. At the same time, opening a school with less than 200 students is often financially difficult. By proposing two separate, but closely affiliated, charter schools with a starting enrollment of 108 each, Liberty Leadership Academy, Inc., is ensuring it can achieve some economies of scale around critical areas (facilities, transportation, operations, food services) earlier on in the life cycle of each charter school, while still offering small enough scale to allow each school not to be overwhelmed with 1st-year challenges.

Another aspect of this is the commitment to have separate but coordinated financial management systems between each school. By committing resources so that each school has its own CFO eventually, but otherwise operates using the same accounting system, policies and procedures, and several contracted services, Liberty Leadership Academy, Inc., threads the needle of ensuring each school is financially autonomous from each other, but otherwise has a way of capturing economic benefits of sharing/scaling joint costs. Often, charter school operators of more than one school look to consolidate financial functions entirely, which may present some economies of scale initially. However, it is Liberty Leadership Academy's thesis that having a separate but coordinated CFOs in the longer term allows each school to operate more thoughtfully when it comes to its finances and seize more opportunities for other financial efficiency and efficacy.

These two financial innovations are appropriate and possible based on Liberty Leadership Academy, Inc., having an interest in opening two separate, programmatically aligned charter schools with their own gender focus.

School Operations

Attendance Zone and Feeder Schools.

In our efforts to serve the community, LLA seeks to have a district-wide attendance zone. This would allow all eligible female/male students in middle grades (6-8) to attend a high-performing, single-gender institution. While a district-wide attendance zone is advantageous for families seeking a high-quality school, it also provides LLA with ample opportunity to recruit and retain students. Although the attendance zone for LLA is district-wide, we expect the majority of our student body population to reside in or near zip code 30236 - LLA's physical location. We foresee three elementary schools in close proximity that will feed into LLA: Lee Street Elementary, Suder Elementary, and Arnold Elementary. Likewise, we expect our students to matriculate to Jonesboro and Lovejoy High School upon completing the 8th grade.

Demographics.

Liberty Leadership Academy will physically be located in the 30236 zip code of Clayton County, yet has the propensity to serve students from any zip code within Clayton county as a result of our district-wide attendance zone. In the 30236 area, African American students are the majority, with 94% attending public schools. In this zip code, 88% of students are eligible for free or reduced lunch, and 50% of households make less than \$50,000 USD a year, while the average American household income in 2018 was \$62,000 USD. When viewing the population of the entire county, it is observed that African Americans make up the majority of the population at 84%. The median household income in 2018 of Clayton County residents is just above \$46,000. Understanding the elements of race and socioeconomic status, LLA is poised and prepared to educate its target population while acknowledging the humanity of each student.

Enrollment and Registration Procedures.

Liberty Leadership Academy adheres to the open enrollment requirements established under Georgia law.

All age-eligible applicants residing in the school's attendance zone (Clayton County) have an equal chance of being admitted to the school pursuant to OCGA § 20-2-2083(e)(1), subject to LLA's capacity.

To be admitted to LLA, an application must be completed for each child wishing to enroll and submit an application during the Open Enrollment Period. Application forms in paper or online form will be collected and qualifications will be verified. If the number of applicants exceeds the number of spaces available in the particular grade level, admission shall be determined by a random public drawing in accordance with OCGA § 20-2-2066.

Enrollment Priorities.

<i>Check any applicable enrollment priorities</i>	O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities	Ranking
✓	A sibling of a student enrolled in the charter school.	1
	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the	N/A
✓	A sibling of a student enrolled in another local school designated in the charter contract (Liberty Leadership Academy for Young Men).	2
✓	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	3
	Students matriculating from a local school designated in the charter contract (school name:).	N/A

	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.	N/A
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Weighted Lottery.

LLA will not employ a weighted lottery as the recruitment strategy targets educationally disadvantaged students.

<i>Check any applicable categories</i>	O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories	
N/A	Economically disadvantaged students	N/A
N/A	Students with disabilities	N/A
N/A	Migrant students	N/A
N/A	Limited English proficient students	N/A
N/A	Neglected or delinquent students	N/A
N/A	Homeless students	N/A

Student Recruitment.

Liberty Leadership Academy aims to attract all students across Clayton County, producing reliable recruiting results for both schools. The marketing and promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it.

The school will implement a community awareness plan that will reach the surrounding cities/towns and homeowner associations, and the County residents. Recruitment efforts will be aimed, but not limited, to families whose children attend overcrowded schools, who live in areas in which there are few educational choices, or who would otherwise find it appealing to enroll their children in a school extending from sixth through eighth grade. Recruitment efforts will not be limited to the area surrounding the school. On the contrary, the school aims to attract students from throughout the county in order to achieve a mix that is a representation of the district.

Maintaining Student Enrollment.

LLA understands that with a maximized opportunity to reach families today, it is utterly important to develop a strong school presence for families and the broader community as a method to maintain and increase student enrollment continuously. Effectively utilizing data is essential in delivering tailored and targeted educational approaches and is also imperative in developing a robust and effective enrollment management system. LLA will utilize three key strategies to incorporate data that will assist with maintaining/increasing enrollment.

- LLA develops a comprehensive enrollment strategy using several metrics to aggregate data
 - Tracking enrollment trends for the school over the past years to evaluate which student subgroups are actively enrolling at higher numbers and what subgroups need more intensive or directed marketing strategies
 - Tracking retention trends over the past years to assess which student subgroups who are actively enrolling at higher numbers what subgroups need more intensive or directed marketing strategies.
 - Identifying and partnering with potential "feeder" sources/schools.

- LLA develops a marketing strategy plan
 - Developing a cohesive and appealing brand that makes LLA's institution easily recognizable and appealing to a broader audience.
 - Emphasizing advantages: LLA includes detailed information about the high standards for education, tailored learning spaces, and inclusive environment.
 - Presenting the value: LLA utilizes testimonials from current or former students and their families in an excellent way to showcase the real effects of the school in print and media-rich materials accessible to the community.
- LLA develops a strong social media presence
 - Setting a target number of posts on high leverage social media sites like Instagram, Facebook, and Twitter to broaden audience awareness of the band and innovative approaches.
 - Availability of media technology at school enrichment events to showcase LLA student experience.
 - LLA budgets for advertising and social media outreach annually.

Positive Behavior Intervention System (PBIS).

The guidelines for behavioral expectations of students at Liberty Leadership Academy for Young Women are explicitly communicated and clearly outlined in the "Student Code of Conduct " section of LLA's student handbook. LLA works proactively to implement a positive behavior intervention system and uses restorative practices to mitigate any disruptions to the learning environment. Students are expected to uphold the moral and ethics code described in the handbook during school hours as well as during any

school-related activities.

Student Discipline.

While LLA is poised to administer appropriate disciplinary actions, we believe the implementation of Second Step, a reliable SEL curriculum, will assist in mitigating the need for disciplinary action. For students struggling to meet behavioral expectations, there is a multi-tiered intervention system that will be utilized by the school. The safety and security of each student is most important and prioritized, and there is also a relentless effort to protect academic progress by maximizing in seat time within the classroom.

Grievances.

The LLA Board of Directors has developed a grievance policy for families, staff, and community members that requires the aggrieved to first pursue a resolution with the teacher(s) or staff member(s) involved. Should the aggrieved party be dissatisfied with the solution, they are permitted to bring their grievances to the School Site Advisory Council. The Head of school attends to all written appeals in the form of a letter or email. For those grievances not resolved within five business days by the Head of School, they are then heard by the Board of Directors whose resolution (within ten business days) serves as the final step in the process.

Employment Procedures.

An effective school system requires employees of integrity, high ideals and expectations, and sensitivity to others in the school environment. Employees are responsible for understanding LLA's ethical standards and applying them to daily activities. Details for any staffing and employment procedures are explained in detail in the staff handbook, which all staff members acknowledge and agree by signing annually. Liberty Leadership Academy utilizes a robust onboarding process to ensure that all staff members are knowledgeable of the expectations, legal requirements, and policies of the school. Additionally, staff

members are trained on employment procedures each year. A detailed description of LLA Employment Procedures is found in Exhibit 14.

School Insurance.

LLA prioritizes the safety and security of all it's students and staff. To ensure prompt response to any incident that may occur at the school's physical address, school-sanctioned events such as a field trip, or while in transit to a school-sanctioned event, LLA has solidified business liability, building, property insurance, and worker's compensation. The term for this insurance is for one year and will be renewed annually. Both business liability and worker's compensation have a maximum limit of 1,000,000. The details of the insurance policy can be found in Exhibit 15.

Transportation.

LLA prioritizes the safety and security of all it's students and staff. To ensure prompt response to any incident that may occur at the school's physical address, school-sanctioned events such as a field trip, or while in transit to a school-sanctioned event, LLA has solidified business liability, building, property insurance, and worker's compensation. The term for this insurance is for one year and will be renewed annually. Both business liability and worker's compensation have a maximum limit of 1,000,000. The details of the insurance policy can be found in Exhibit 15.

Each proposed school does plan to offer transportation to its students that are within a reasonable attendance zone for the school, specifically offering transportation services for students who:

- Lives within 2 through 7 miles away from the school
- Would otherwise be walking in unsafe conditions less than 2 miles away
- Has an IEP, regardless of distance

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- Otherwise can demonstrate a valid transportation hardship and lives more than 7 miles away from the school.

The two schools being proposed by Liberty Leadership Academy, Inc., are to be co-located, which presents an opportunity to pool resources and contract for a shared transportation service. To this end, each school has individually budgeted \$27,000 and \$54,000 in the 1st and 2nd year of operations, respectively, and then \$83,000 each year thereafter. Liberty Leadership Academy, Inc., assumes that only about 2/3rd of its student population will actually require transportation based on observed domicile proximity of students for other operating charter schools. Liberty Leadership Academy, Inc., will pursue a contract with a private transportation vendor or with Clayton County School District if both parties' interests and financial considerations align. Liberty Leadership Academy, Inc., may also explore opportunities to broaden transportation collaboration with other existing or new local charter schools to ensure financial viability. LLA understands that all parents may not have access to cars with that in mind because of the location of the school, LLA parents and students can access public transportation provided by Marta.

Facilities.

Liberty Leadership Academy proposes to co-locate its single-gender, middle-age school at Creekside Plaza 242 Stockbridge Rd, in Jonesboro, GA situated on a 3 acre lot. The plaza consists of 3-single story flex buildings and houses only a few tenants. The plaza provides LLA with over 40,000 square feet of space which will be more than enough for both schools to thrive. The asking rate to lease this facility is \$6.50/sf base rent plus a pro-rata share of other expenses to include things such as property taxes, utilities, insurance, and maintenance. Average rents in Jonesboro submarket is more than 30% below the metro benchmark; therefore, inventory turnover as a percentage of the market is typically lower than the metro average.

The proposed school facility, which encompasses the entire Building 100, will require complete renovations based on specifications required by the Department of Education, as it is primarily an open space with the outer structure and plumbing intact. The estimated time-frame to completely renovate the space in preparation for the 2024 school term will take approximately 6-9 months for buildout.

LLA has commenced negotiations to lease subject property and have delivered in writing a Request for Proposal to the landlord's primary leasing representative, but is still pending receipt of the non-binding Memorandum of Understanding. Although an MOU has not yet been received, some verbal agreements have been communicated between both the Landlord and LLA. We anticipate having an MOU in hand no later than mid-May and can forward upon receipt.

LLA does not have a current lease in place for the proposed facility as final terms are subject to the approval of the proposed Charter school. Final negotiations and attorney review of the final lease draft will generally take between 2-3 months after the Charter is approved, at which time it will be forwarded to the appropriate department for review.

Similarly, the Certificate of Occupancy will not be received until completion of buildout, which is estimated between 6-9 months from lease signature, given no delays with the building permits. We expect to have the Certificate of Occupancy no later than May 15, 2024, and will forward it to the appropriate department at that time.

LLA does not have an emergency safety plan at the current time, as it will be dependent upon the architectural design of the space per the requirements imposed by the Department of Education. Upon

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approval of the Charter, LLA will contract with the appropriate vendor and will submit an emergency safety plan to the Georgia Emergency Management Agency no later than May 15, 2024.