

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B080029

Grants.gov Tracking#: GRANT10058114

Closing Date: JUL 31, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: 07/31/2008		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: Arizona Academy of Leadership, Inc					
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(4)			* c. Organizational DUNS: 782245745		
d. Address:					
* Street1:	6262 S. Sun View Way				
Street2:	<input type="text"/>				
* City:	Tucson				
County:	<input type="text"/>				
* State:	AZ: Arizona				
Province:	<input type="text"/>				
* Country:	USA: UNITED STATES				
* Zip / Postal Code:	85706				
e. Organizational Unit:					
Department Name: U. S. Department of Education			Division Name: Office of Innovation and Impro		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	Ms.	* First Name:	Tonya		
Middle Name:	R				
* Last Name:	Strozier				
Suffix:	<input type="text"/>				
Title:	Executive Director				
Organizational Affiliation: <input type="text"/>					
* Telephone Number:	520-940-3676	Fax Number:	866-612-2196		
* Email:	kelvintonya@msn.com				

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

LEA, Charter School

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-CRANTS-061608-001

* Title:

Charter Schools Program CFDA 84.282B (Planning, Program Design and Implementation

13. Competition Identification Number:

84-282B2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

South Phoenix, AZ

*** 15. Descriptive Title of Applicant's Project:**

Sun Valley Charter School

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

7

* b. Program/Project

4

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2008

* b. End Date:

09/30/2011

18. Estimated Funding (\$):

* a. Federal	432,350.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	432,350.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

 a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

 Yes No

Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Tonya
Middle Name: R
* Last Name: Strozier
Suffix:

* Title: Executive Director

* Telephone Number: 520-940-3676

Fax Number: 866-612-2196

* Email: kelvintonya@msn.com

* Signature of Authorized Representative: Tonya Strozier

* Date Signed: 07/31/2008

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Arizona Academy of Leadership, Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)
1. Personnel	\$ 9,500
2. Fringe Benefits	\$ 2,755
3. Travel	\$ 5,900
4. Equipment	\$ 46,205
5. Supplies	\$ 54,040
6. Contractual	\$ 16,000
7. Construction	\$ 0
8. Other	\$ 4,500
9. Total Direct Costs (lines 1-8)	\$ 138,900
10. Indirect Costs*	\$ 0
11. Training Stipends	\$ 10,000
12. Total Costs (lines 9-11)	\$ 148,900

(b)(4)

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: __/__/__ To: __/__/__ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Arizona Academy of Leadership, Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tonya Strozier</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Arizona Academy of Leadership, Inc</p>	<p>* DATE SUBMITTED</p> <p>07/31/2008</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: Tonya S. Rozier *Street 1: 6262 S. Sun View Way Street 2: *City: Tucson State: AZ: Arizona Zip: 85706 Congressional District, if known: 7		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: *First Name: N/A Middle Name: *Last Name: N/A Suffix: *Street 1: Street 2: *City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: *First Name: N/A Middle Name: *Last Name: N/A Suffix: *Street 1: Street 2: *City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Tonya S. Rozier * Name: Prefix: *First Name: Tonya Middle Name: *Last Name: S. Rozier Suffix: Title: President Telephone No.: 520 940 3676 Date: 07/31/2008		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Optional - You may attach 1 file to this page.

SVCS GEPA statement.doc

Add Attachment

Delete Attachment

View Attachment

Sun Valley Charter School

General Education Provisions Act (GEPA) Statement

The mission of the Sun Valley Charter School (SVCS) is to provide an educational environment in which each child and teacher can reach his/her full potential. SVCS recognizes that each student and teacher, in order to reach their potential, must be able to fully participate in classroom instruction and program activities regardless of their race, color, religion, sex, age, national origin and disability. The district's Board policies on parental involvement, expectations for students and the district's alignment with the Family Educational Rights and Privacy Act Regulations all secure the rights of students including their unimpaired participation in classroom instruction for any reason not related to the student's individual ability. In relation to the proposed CSP grant, student enrollment and participation in school activities are similarly protected. Their right to participate is only limited by their maintaining a district-wide minimum level of academic and behavioral standards. The individual school's adherence to these policies ensures equitable access to and equitable access in its activities for students and for teachers.

The SVCS community is comprised of many groups. To ensure continued access and equitable participation, we will plan ongoing conversations with all stakeholders about the specific barriers they face. Our participants will also provide the solutions to how they think these barriers can be overcome.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Arizona Academy of Leadership, Inc		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Ms.	* First Name: Toriya	Middle Name: R
* Last Name: Strozier	Suffix:	
* Title: Executive Director		
* SIGNATURE: Toriya Strozier	* DATE: 07/31/2008	

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Tonya	R	Strozier	

Address:

* Street1:	6262 S. Sun View Way
Street2:	
* City:	Tucson
County:	
* State:	AZ: Arizona
* Zip Code:	85706
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

520-940-3676	866-612-2196
--------------	--------------

Email Address:

kelvintonya@msn.com

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

--

Add Attachment

Delete Attachment

View Attachment

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-SVCS abstract.doc

Project Abstract

Sun Valley Charter School (SVCS) will be located on the southside of the Phoenix metropolitan area (South Mountain/Laveen). The grant contact is Tanae Morrison, Principal and Project Director, (602) 403-3393, n1divaaz@msn.com. SVCS is applying for a Charter School Program grant to help establish the school. SVCS will serve a low-income, primarily minority student base in an area where over half of the District schools are failing both state and national measures of academic success.

The school's goal is to ensure student success. Specific targets are for SVCS to meet all AYP requirements, monitor student achievement, conduct professional development, conduct leadership development of students and teachers, ensure parental involvement, ensure ongoing teacher communication with parents, conduct student recognition, and ensure community satisfaction with the school.

The expected outcomes include student academic achievement, minimally, at the rates set by the Arizona Department of Education (Annual Measurable Objectives); having teachers submitting quarterly monitoring assessments of student subject mastery; an active, involved Site Council comprised of parents and local community leaders, high parent participation in school activities such as volunteering and Parent Orientation, teachers who communicate regularly with parents, and students being recognized for demonstrating outstanding leadership skills and academic achievement.

SVCS will assess students' academic learning using the standards based curriculum and monitor our five teaching methods to ensure every student is learning – since we know students learn in different ways. We will work with the Arizona State Board for Charter Schools, Arizona Charter School Association and others to disseminate this information. SVCS will meet the purpose of the CSP to increase national understanding of the charter schools model and expand the number of high quality charter schools throughout the nation by establishing a school that uses curriculum and teaching methods proven to help our specific demographics of students and then disseminating that information to other schools throughout the nation.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1240-SVCS CSP narrative final.doc

Sun Valley Charter School

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(i) The quality of the proposed curriculum and instructional practices

Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.

Describe the educational program to be implemented by the proposed charter school

Sun Valley Charter School believes that all children should be motivated, taught, trained, and developed toward their fullest potential academically, and socially. We further believe that all students must be adequately prepared to be *leaders* in the twenty-first century and beyond. We are confident that the students of Sun Valley Charter School will not only act as leaders academically, but they will also model leadership and service for our community.

That is why the school will utilize a basic, learner-centered approach to instruction which includes reading, mathematics, writing, science and social studies. This means that the program of instruction utilizes a variety of instructional methods to ensure that students learn the basics in a way that is best for them. Additional components of the educational program to be implemented include a strong leadership development component that includes community service, collaborative learning and mentoring, service learning, and personal development.

Sun Valley Charter School will be located within the Roosevelt School District (RSD) boundaries in the Phoenix, AZ metropolitan area. At this time there are 21 K-8 schools located within the RSD. Nearly 60%, or 11, of those schools did not make Adequate Yearly Progress and are designated as underperforming according Arizona's accountability system. The Roosevelt School District as a whole has experienced many. Arizona's Superintendent of Public

Instruction, Tom Horne, recently released a report detailing the overwhelming failures of the district. The issues include fiscal mismanagement and issues related to nepotism and favoritism. As a result, Mr. Horne is requesting legislative action to facilitate a district takeover. There are more than 15,000 students within the Roosevelt and the neighboring school district, Laveen. The Laveen School district has been unable to make adequate yearly progress for several years. Due to the failure of schools within the targeted area, there is a great need for a school that will increase student achievement in this area. Sun Valley K-6 Charter School proposes to meet this apparent need.

At least 88% of the students SVCS will serve qualify for the free and reduced lunch program. Similarly the area demographics show that at least 79% of students are Hispanic and 16% Black. Additionally, 31% of the targeted student population are English Language Learners.

The students SVCS will serve need smaller classrooms, more one-on-one attention, a learner centered environment, and a basic approach to give them a solid foundation upon which to build their academic career. Students of Sun Valley Charter School will benefit from small classes for optimal learning. Kindergarten through sixth grade classes will not exceed twenty-five students. At this time, neighborhood schools are experiencing overcrowding as a result of a tremendous increase in housing developments in the area. As a result, the public schools within the targeted area are being inundated with new students and are unable to adequately meet the needs of the students.

Sun Valley Charter School will maintain a focus on Arizona State standards while adding a leadership and service component. Students of Sun Valley Charter School will benefit from this program by learning new and exciting leadership skills while simultaneously building their

sense of self-worth and confidence. SVCS chose a learner centered approach to achieve its academic goals because it knows that today’s students - our future leaders -- must have a strong knowledge base from which to work.

For example, the leadership qualities of oral and written communication, problem analysis, judgment, organization, decisiveness, character will be taught to each student of Sun Valley Charter School. Our kindergarten through third grade students, under the direction of their classroom teacher, will plan and participate in **community service projects** twice each academic year to put leadership into practice. Likewise, students in grades four through six will not only participate in community service projects, but they will take on a greater role in the planning and implementation of the community service projects that will occur. Similarly, the school as a whole, will participate in three National Service days such as “Make a Difference Day” which occurs in October, “Martin Luther King Day” in January, and “Join Hands Day” which normally takes place in May. The matrix to be implemented is as follows: *(italics indicate continued reinforcement of leadership skill)*

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Oral/Written communication	<i>Oral/Written communication</i>					
Character	<i>Character</i>	<i>Character</i>	<i>Character</i>	<i>Character</i>	<i>Character</i>	<i>Character</i>
		Decisiveness	<i>Decisiveness</i>	<i>Decisiveness</i>	<i>Decisiveness</i>	<i>Decisiveness</i>
			Problem Analysis	<i>Problem Analysis</i>	<i>Problem Analysis</i>	<i>Problem Analysis</i>
			Organization	<i>Organization</i>	<i>Organization</i>	<i>Organization</i>
				Judgment	<i>Judgment</i>	<i>Judgment</i>

Furthermore, students in grades three through six will complete **Leadership Development Plans**. The development plans consist of the student and teacher working together to select a leadership skill he or she wishes to improve upon, during that quarter. Students may choose to apply their development plan to the academic or personal setting. After making the skill selection, the student and teacher will work to set a specific goal along with activities, which he or she can complete to help them reach their goal. For example, a student may choose to focus on the leadership skill of organization in a personal setting, such as organizing his/her room at home.

Upon exiting, Sun Valley Charter School students will have completed a **Leadership Portfolio** culminating their leadership development. The Leadership Portfolio will document the student's leadership experiences gained through service projects and instruction. The Leadership Portfolio will consist of the following components: 1) report cards, 2) work samples, 3) Leadership Development plans, 4) photographs of service projects, 5) Reflections, 6) future goals and plans; and 7) a self-evaluation of their leadership skills.

According to Kate McPherson, author of the study, *Enriching the Curriculum Through Service Learning*, service learning is, "...associated with greater student engagement with schools, better attitudes towards schools, better attendance, fewer disciplinary actions, and fewer behavior problems" (McPherson, 1997). According to the National School to Work Learning and Information Center, service learning programs benefit both the students and those they help in numerous ways. The Center states, "Service-learning further highlights to [youth] their importance to society and teaches that they can have an impact on others and on their communities. Showing young people they make a difference in the lives of others increases their self-esteem and sense of personal responsibility" (Center, 2005). The leadership development

activities will include the Character Counts! curriculum which focuses on the six pillars of character -- trustworthiness, respect, responsibility, fairness, caring and citizenship. Schools that teach Character Counts! have seen great improvements in students' sense of citizenship, responsibility and civic pride.

Though our focus will be on developing leaders through service, we will by no means ignore our commitment to Arizona state standards. Our future leaders must have a strong knowledge base to work from. Our school developed scope and sequence for all subjects, which will be implemented by highly qualified committed educators, will ensure continuity in instruction and that all students will be prepared to meet NCLB, AZELLA, and AZLEARNNS requirements.

Include how the program will enable all students to meet challenging State student academic achievement standards

SVCS plans to develop a scope and sequence and pacing calendar for the subjects of Reading, Writing, Science, Social Studies, and Math that will be implemented by highly-qualified, committed educators in order to ensure continuity in instruction and that all students are prepared to meet Arizona's state academic standards. The school's master schedule allocates 120 minutes daily for Reading and Writing; 90 minutes per day for Mathematics; and 30 minutes per day is given for student intervention activities. To implement its master schedule SVCS has chosen to have a school day which exceeds the state requirements. School hours will be from 8 a.m. to 3 p.m. with additional before and after-school opportunities that help to enable all students to meet challenging Arizona academic standards.

Another area in which SVCS will help enable student achievement is through establishing a standard mastery level of 80-100% on assessments. Students achieving marks in the 70-79 range, will be provided with additional support to reach the desired mastery level. If a student receives a score lower than a 70, it indicates re-teaching is needed. The teacher will then provide intervention. Student progress will be measured upon a grading scale used with permission from Dr, Patricia Bassett of Omega Academy Inc., a current charter school holder. In order to be promoted, students will maintain at least 80% or higher in all academic subject areas for each quarter.

The grade levels or ages of students to be served

Sun Valley Charter (SVCS) will serve students in grades K-6. As news travels of the school's strong academic foundation and leadership program, we expect to experience growth. Thus, after completing year one with 175 students (Grades K-6), we will grow to 225 (K-6) in year two, and 275 by year three. In years 2 and 3 the number of classrooms will increase each year. Our philosophy is that we will begin with a strong base and add classes each subsequent year.

The curriculum to be used.

SVCS's curriculum selection reflects a belief that not all children learn the same. Thus, the school's curriculum must provide diverse students multiple opportunities to learn the basics and provide teachers a "tool kit" to meet the student's needs. SVCS has carefully selected materials which employ methodologies that support a learner-centered approach and instructional strategies and simultaneously meet the needs of diverse learning styles. The specific curriculum SVCS plans to use include:

Mathematics: *Marilyn Burns Classroom Math Libraries and teacher resources* - The libraries use children's literature and nonfiction to grab the attention of students and keep them engaged. In addition, the stories springboard into math activities where students think, reason, and use their math skills to solve problem. Marilyn Burns Classroom Math Libraries build essential and basic math concepts and skills while providing teachers the instructional support necessary to effectively teach math. SVCS will use the Marilyn Burns literature and activities for its students who need to stay engaged for optimal learning. In addition this curriculum works in conjunction with all of the selected methods of instruction.

Everyday Math – McGraw-Hill Wright Group 2007 for all grades – A research-based curriculum developed by the University of Chicago School Mathematics Project. Its instructional design was purposely set to build on student interest and maximize student learning through such principles as setting high expectations for all students, providing multiple methods and strategies for problem solving, collaborative learning in partner and small-group activities, and concepts and skills developed over time and in a wide variety of contexts. Everyday Math is a perfect match with the school's instructional methods. Furthermore, knowing that many students have different learning styles and needs (i.e. English Language Learners), Everyday Math provides SVCS teachers and students with multiple strategies in which to differentiate instruction.

Reading: Success For All (SFA) by Success for All Foundation (complete program),
The Success for All (SFA) reading program received the highest scores out of 22 other comprehensive school reform models for its research quality and outcomes. This review was conducted by the Comprehensive School Reform Quality Center. At the end of a three year

study where SFA was implemented in schools throughout the United States, SFA schools were achieving significantly higher on all three reading measures used (Borman, Slavin, Cheung, Chamberlin, Madden & Chambers, 2005 and 2006). Success for All increases student's reading performance and reduces special education placements and retentions (Borman & Hewes, 2003). SFA also has two adaptations for English Language Learners (ELLs). In six studies both versions have been found to be significantly more effective in helping children read than traditional approaches used with ELL's (Slavin & Madden, 1999; Cheung & Slavin, 2005). SFA has also been found to increase attendance (Slavin & Madden, 2001). Furthermore, SFA has embedded multimedia into its program to enhance the effectiveness of the program. This was done with a particular focus on the needs of English Language Learners who need visual models for vocabulary and sound blending. In that study, four schools primarily serving Hispanic students were compared with four matched schools with similar demographics and achievement histories. The experimental schools used Success for All with embedded multimedia, while the control schools used traditional basal approaches. After a one-year implementation, students in the Success for All/Embedded Multimedia treatment scored significantly higher than those in the matched control group. The researched findings of SFA support their use in SVCS's target population and for their student achievement.

Reading: Houghton-Mifflin Reading Series (2008) all grades A study in 1997, by the National Institute of Child Health and Human Development (NICHD) demonstrated that students who utilized this program consistently performed better in critical beginning reading skills. The program includes Big Books, read alouds, and multimedia to keep students engaged in learning. To account for the diverse levels of students, fiction and nonfiction leveled readers are included within the program. Similarly, the program includes manipulatives, vocabulary cards, baseline

assessments, home/community communications, small group strategies, and instructional strategies for English Language Learners. Therefore, this series will align with the SVCS instructional program to produce and maintain student achievement.

Reading: *Spelling Sourcebook by Rebecca Sitton for all grades* - A research-based spelling curriculum has proven to utilize best practices for spelling instruction which allows students to construct their own knowledge and understanding and transfer their acquired spelling skills into everyday writing (Wood, 2006).

Science: *FOSS kits from Delta Education* – The FOSS kits allow students to learn through inquiry-based, hands on learning. The research in which the FOSS kits are based, show that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. FOSS modules begin with hands-on investigations, then move students toward abstract ideas related to those investigations using simulations, models and readings. Through the use of FOSS kits, other subjects such as Reading and Writing can be incorporated. Meanwhile, the FOSS kit instructional pedagogies, which align with SVCS’s instructional methods and learner-centered approach, are used to make science more productive for students. The shared instructional pedagogies are: hands on active learning, multi-sensory methods, and student-to-student learning.

Writing: *Write Up a Storm by Storm Educational Enterprises, Inc. 2007* – Write Up a Storm uses strategies and plans to weave multiple standards, strands and indiscriminate skills together in order to maximize instructional time. The lesson plans within the program spiral horizontally throughout the school year. Students are expected to apply previously learned concepts and be able to control interactions with new concepts. To maximize instructional time, the program

offers strategies and plans to weave multiple standards, strands and indiscriminate skills together. SVCS students will benefit from the use of this program because it addresses the basics of conventions, grammar, sentence fluency, organization, topic development, and the use of explicit vocabulary. Similarly, SVCS's instructional methods can be easily integrated.

Four Square Writing by Teaching and Learning Company

The Four Square method can be used with all forms of writing and will fit any reading or language program. SVCS will use the flexibility of this program to provide an alternative writing method to its students. Because children have different learning styles, SVCS will provide students and teachers with choice to meet the needs of students.

Additional core subjects and their selected texts include Pearson Learning Group for Social Studies; Character Counts!, Learn and Serve, and Second Step by Committee for Children for the community service and leadership component; and On Our Way to English by Rigby for ELL students. Selected reading intervention materials includes Passports by Voyager Learning and Read About.

All of SVCS's curricula will provide training in core academic and other educational areas. The basic, learner centered program will provide solid instruction in all subjects and utilize comprehensive assessment to ensure students are learning. The program also will appropriately support the Arizona State standards for mathematics, language arts, and other subjects. The comprehensive scope and sequence of the Learner-centered program provides instruction that prepares students to take and pass the required AIMS DPA test. In addition, the curriculum will address all of the Arizona Department of Education's (ADE) standards for each grade level and will enable students to meet these challenging academic achievement standards.

The instructional practices to be used.

SVCS teachers will utilize five methods of instruction to ensure all students are learning and understanding the curriculum. They are:

1. Direct instruction: Teacher utilizes explicit standards-based instruction, anticipatory set, modeling, guided practices, independent practices and closure during instruction. Student engagement strategies will be implemented throughout each lesson.
2. Small group instruction: Teacher brings small group of student together to work closely with students.
3. Hands-on activities: used to engage students in learning; may be seen at learning centers and during community service projects.
4. Cooperative/Collaborative learning: Students work with partner or small group to assist in learning process.
5. Observation: Aids instruction as students investigate and gather information through their senses.

SVCS has chosen these five methods of instruction for the demographic of students it will serve to help them meet challenging state academic standards. All of these methods are proven to help students learn. For example, direct instruction has been found to produce “dramatic positive results in young children across the country...this method can have dramatic impact on poor children in urban cities” (Schug, 2001). Others have found that small group instruction, even among at-risk kindergartners, was found to “significantly raise at-risk students’ knowledge of letters and sounds, phonemic awareness, and initial decoding skills” (Reed-Schuster, 2002). The use of hands-on activity in education has been supported by the National Academy of Science. In the area of science, for example, the Academy states, that, “Hands-on

activities are the best way to bring students into the realization that science is life and the two cannot be separated” (Academy, 2006).

Students attending Sun Valley Charter School will benefit from a variety of instructional methods. Not all children learn in the same manner, therefore our teachers will provide different modes of instruction. As a foundation, all modes of instruction will be age/grade-appropriate. Our research through the Roosevelt, Phoenix Union, and Laveen School Districts shows that the target population will benefit from a variety of instructional methods. Currently, students attending public school, in the selected area, are learning in overcrowded classrooms with little one-to-one time. Sun Valley Charter School will meet this need by maintaining smaller class sizes. Furthermore, students will benefit by having multiple avenues to receive instruction. It is our belief that offering a variety of modes of instruction will address various learning styles and needs. As students work cooperatively and collaboratively, they will facilitate each other’s learning and engage in leadership elements of organization, and elements of character, fairness, caring, and responsibility. Providing diverse means of instructions will also allow the classroom teacher to choose from a wealth of strategies to foster student achievement. In addition, the outlined methods of instruction are conducive to learning leadership skills as well. Meaning, as students are instructed in aspects of leadership both their practice and instruction will be best served. For instance, collaborative/cooperative learning will be utilized as students perform community service projects.

To support the variety of instructional methods of Sun Valley Charter School, we will use different methods of assessment. In terms of assessment, SVCS will employ several methods.

These will include:

1. Pre and post assessments
2. Benchmark assessments for beginning, middle, and end of year such as Galileo/ATI.
3. Student portfolios
4. Informal assessments (i.e. individual/group projects experiments, oral presentations, journals, pencil and paper tests, AIMS Web)
5. Rubrics
6. Informal Reading Inventories (IRI)
7. Textbook assessments
8. DIBELS
9. State assessments (AIMS, TerraNova, AZELLA)

SVCS teachers will administer pre and post assessments to measure student knowledge before and after instruction. For example, throughout the school year, pre and post assessments will be used for measuring Writing and Leadership instruction. Writing pre and post assessments will be scored based on the “6 Traits of Writing” rubric and according to a specific genre. In addition, grade level benchmarks such as Galileo/ATI will be given at the beginning, middle, and end of each school year to measure student growth. Galileo online is an assessment tool where SVCS can develop, administer, and use customized standards-based tests, by performance objectives, as part of an effective achievement plan. Through Galileo teachers and parents have rapid access to assessment information. Galileo gives SVCS the ability to track progress within and across grades, determine growth trajectories, and adjust learning opportunities appropriately. As a result of probes administered by teachers, AIMS Web will afford parents, students, and teachers to track student progress on a monthly basis.

Teachers and students will collaborate by collecting samples of the students’ work, which will reflect the student’s progress. The use of portfolios is a simple method that allows both

students and parents to see achievement and effort. Moreover, the use of portfolios gives students an opportunity to implement learned organizational skills. Upon exiting, Sun Valley Charter School, students will complete a Leadership Portfolio culminating their leadership development. The Portfolios will include such items as tests, creative writing assignments, AIMS test scores, photos from the students' involvement in community service activities, and grades. The Portfolio will focus on academic achievement and leadership skill development.

Informal assessments such as pencil and paper exams, AIMS Web, and textbook exams will be used for measuring student academic gains from various leadership units and academic concepts taught. To measure growth of ELL students, the school will administer the Arizona English Language Learner Assessment (AZELLA). This augmented assessment instrument will ensure ELL proficiency in state standards.

The use of rubrics, as a form of assessment, will allow the student to know the teachers expectations for mastery upfront. In addition, the use of rubrics will allow the students to see how they have performed on a certain product and it will show them where improvement is needed.

Finally, Informal Reading Inventories, DIBELS, and state assessments will serve as an additional tool to give students, parents and teachers an indication of their students reading level. Classroom teachers will regularly assess students reading levels with progress monitoring throughout the academic year and use this information to provide early intervention for students struggling with reading.

Students who do not reach the outlined, expected mastery level will be provided with opportunities for remediation by the classroom teacher within the instructional day.

Opportunities for remediation will be provided within the classroom as well as before or after school. Assessments such as DIBELS, pre/post assessments, Informal Reading Inventories (IRI's), research-based assessments, will be used to determine if students require intervention. Data from AIMS/Terra Nova/AZELLA will also be used to determine if students require intervention. Research-based interventions will be used by teachers along with progress monitoring (AIMS Web).

(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school

Include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts the charter school from significant State or local rules that inhibit the flexible operation and management of public schools. The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with its State's charter school law.

Include a description State's law ...

As stated in Arizona Revised Statute (A.R.S.) §15-182, the Arizona State Board for Charter Schools (ASBCS) is one of three entities in Arizona authorized to approve charter applications and enter into contractual agreements with charter schools. ASBCS exercises general supervision and has oversight and administrative responsibility for the charter schools it sponsors. ASBCS is responsible for several activities, including recommending legislation pertaining to charter schools to the legislature, determining the policy of the Board and the work undertaken by it, delegating to the superintendent of public instruction the execution of Board policies, and preparing a budget for expenditures necessary for the proper maintenance of the Board and the accomplishment of its purpose (Arizona Legislature, 2005).

SVCS is sponsored by the ASBCS and is required to fulfill all budgetary, Board governance, audit, reporting and other obligations per its signed contract. SVCS is subject to various reporting requirements, financial requirements, and local, state and federal laws regarding non-discrimination, health and safety. Each year, the school will be responsible to provide nearly 150 major and minor reports to various agencies and committees. Reports required by the Arizona Department of Education (ADE) and the ASBCS include limited English language proficiency issues, special education services, student retention and graduation studies, and daily records of enrollment and attendance (at 40- and 100-day intervals). SVCS also is required to purchase, install and utilize ADE's Student Accountability Information System (SAIS) to report on student attendance; obtain per-pupil, formula and competitive grant funds; and for other reporting purposes.

The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with its State's charter school law

SVCS has the autonomy over its own budget, expenditures, daily operations and personnel. An example of SVCS exercising its autonomy can be seen in the selection of curriculum. The school has the freedom to implement curriculum that its teachers and staff think will best suit the needs of participating students. Furthermore, SVCS can use its budget to purchase equipment and consulting services that again meet the school's needs. Day to day operations will reflect the culture that parents, students, community members, faculty and staff have worked hard to develop.

Many districts, such as the one located in the targeted area, are hampered by their history, political ties, and entrenched behavior. Sun Valley Charter School has the opportunity to have a

lithe governance structure and an innovative curriculum that is responsive to student achievement. The school's structure allows for quick, immediate changes when a program or practice is proven ineffective. The same is true for the school itself. Because of its autonomy, SVCS is afforded a wonderful chance to build a community within a community. Having the flexibility of establishing small class sizes and plenty of individual attention allows students, parents, and the larger community a chance to grow together and get to one another. Developing a smaller sense of community is already underway as described later.

Yet, SVCS is subject to various reporting requirements, financial requirements, and local, state and federal laws regarding non-discrimination, health and safety as do other public schools. Each year, SVCS is responsible to provide nearly 150 major and minor reports to various agencies and committees. Reports required by the Arizona Department of Education (ADE) and the Arizona State Charter School Board include limited English language proficiency issues, special education services, student retention and graduation studies, and daily records of enrollment and attendance (at 40- and 100-day intervals). The director and administrative staff will collect the data for these reports.

How the authorized public chartering agency will provide for continued operation once the Federal grant has expired & if the charter school desires the Secretary to consider any waivers under the authority of the CSP

SVCS's authorized public chartering agency (ASBCS) will provide for continued operation of the charter school once the Federal grant has expired, if it determines that all objectives were met, by continuing to require the level of accountability SVCS agreed to in its contract and by assessing that data provided by the school to ensure it is financially stable, is meeting all ASBCS and ADE requirements for teaching to State Standards, and is meeting all the

SVCS

requirements to maintain its charter school status. SVCS has given ASBCS a copy of this grant application and will ensure (if funded) that all the progress reports are sent to ASBCS and the U.S. Department of Education. It also will answer all of ASBCS questions about the program and will provide all budgetary information required by ASBCS for the program.

Another option for continued operations is through grant funds. Recently, the Walton Foundation sought out A.A.L. (the parent company for SVCS) to be the potential recipient of a grant to aide in the development of this new charter school. This partnership includes substantial resources that go beyond finances to business planning, marketing, and charter application support. The school founders anticipate additional, future grants from local corporations, such as Intel, to also supports its programs.

SVCS does not desire the Secretary to consider waivers under the authority of the CSP for any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school.

(iii) The extent of community support for the application

Describe how parents and other members of the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school.

The targeted location for SVCS is Phoenix, Arizona. Market research, using data from the area's high school district, revealed that there are over 15,000 potential students, currently in grades kindergarten through sixth grade within a ten mile radius of the proposed site. The targeted population lies with the Phoenix Union area which encompasses several school districts of which more than 90% of students qualify for free and reduced lunch.

In developing the idea of the school and crafting the state's charter application, SVCS founders have already identified community members who are interested and supportive of its development. For instance, Namrita Agwani has a Masters Degree in Statistics and works for a local school district as a Para Professional. She has already volunteered to provide clerical support for the startup of SVCS. Through personal contacts, a friend who works for the local office of Intel has expressed a strong desire to form partnership with SVCS to assist with projects that provide additional academic support for students. Nancy Lee, a parent in the targeted area has already expressed a strong desire to see SVCS come to fruition as an educational option for her two children. Kim Gates is a parent who also lives and works in the targeted area. She heard about the school and has offered her support for SVCS and would like SVCS to be an educational option for her children.

Other community partners include Leanette Henagan, a Clinical Coordinator for Magellan Health, the local RHBA. This partnership would help establish a parent resource center that will help address an array of socio economic issues that the targeted population may face. Last, Faith Tabernacle Church, led by Pastors Lonnie and Evonne DuFour, is a local community church that has expressed a strong interest in the upcoming school as an education option for the children in their church community.

An aggressive approach will also be used to successfully recruit prospective parents and students. During the months from May to August, 2009 a strategic advertising campaign sponsored by the corporate members, will take place. A billboard from Clear Channel in the vicinity will be utilized for 30 days to reach those that live or work in the area. Moreover, free forms of advertisement will be used such as public service announcements, information tables at surrounding apartments, door to door visits to community organizations and centers, local

businesses, and daycares, and attending neighborhood association meetings. We will also develop a power point slide show, in house, to market the school for presentations to community organizations.

One of the key methods in which the community will be informed about SVCS is through a two-week summer school. Each summer, school staff will advertise and open a summer school in July, which will serve a twofold purpose. First, it will give the students and the parents the opportunity to learn about the curriculum that will be used, the school's objectives and methodology, etc. Second, it will give SVCS an opportunity to assess the students who will attend the school in the fall so teachers and staff can create a baseline evaluation that will be used to determine if the school is achieving its goals and really helping students to learn.

Advertisement for this summer program will be disseminated throughout the surrounding community via flyers to various elementary schools. To reach a variety of families, SVCS will also advertise through the three local periodicals, the South Mountain District News, the South Mountain Villager, and the Laveen Community Council's quarterly newsletter.

The other methods SVCS will employ to advertise the school, will include direct mailing to families in the neighborhood, advertising at bus stops and on billboards, distributing flyers and brochures, using an outdoor banner, and creating a web site. A website will be created for the school. The flyers and brochures will be placed on community bulletin boards at a number of locations, including libraries, local colleges, offices, post office, and grocery stores. To overcome a language barrier, SVCS will advertise in both English and Spanish and work with a volunteer translator to answer any questions parents may have.

Last, SVCS will have two “Open House-Education Celebrations”. On these nights, enrolled and potential students and their families come for a night of learning fun and games as well as math magic! Parents will be informed about the parental involvement opportunities; preview the curriculum and meet the principal; food will be provided by Compassionate Heart Ministries. The goal is to lay a foundation for parental involvement from their very beginning as well as recruit students.

To ensure that all students will be given an equal opportunity to attend the charter school, the enrollment policy of SVCS is as follows: Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability. Sun Valley Charter School is a public school, so no tuition is charged to the student. Extra curricular activities and electives which students choose to participate in but are not required in the normal educational program offered by Sun Valley Charter School will be offered free of charge. SVCS will admit all eligible students who submit a timely application. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level or building, applicants will be selected for the available slots through an equitable selection process such as a lottery. After the application deadline, pupils for any remaining slots or on a waiting list will be accepted in a lottery type system. SVCS will give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

SVCS also adheres to the following non-discrimination policy: SVCS does not discriminate against any individuals and offers programs without regard to race, color, national origin, sex, or handicap. Admission to and participation in any program is not denied for lack of

SVCS

English skills. All students, regardless of race, color, disability or other factor will have equal access to attending SVCS.

(iv) The ambitiousness of the objectives for the charter school

Describe the objectives for the charter school and how these grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, in meeting these objectives.

Describe the objectives for the charter school

The goal of SVCS is to increase the number of students who meet or exceed Arizona academic standards, particularly in mathematics, reading, and writing. The benchmarks and timeline for each objective and its related outcomes are presented in the charts that begin on page 27. The following are SVCS objectives.

Objective 1.

Teacher Preparation Objectives: SVCS will construct a professional learning community of faculty and staff who will work collegially and also use their acquired knowledge to increase student achievement.

Performance Measure 1-1. At the start and end of each academic year, 100% of the teachers within the SVCS professional learning community will complete an assessment of their professional development needs.

Data Source: surveys collected at start and end of the year.

Performance Measure 1-2. SVCS Kindergarten through sixth grade teachers will receive a minimum of 40 hours of training, per academic year, in 1) selected assessment instruments; 2) the core reading, mathematics, and writing curriculum; 3) general pedagogical professional development provided by West Ed and other qualified entities; and 4) through experienced teachers in content or pedagogy mentoring other, novice teachers on a regular basis.

Data Source: list of professional development courses offered, contact logs maintained by both the mentor and mentee, workshop surveys.

Performance Measure 1-3: Thirty (30) days after receiving each training and professional development related to assessment, core curriculum, and general pedagogy 100% of SVCS teachers will continuously implement, into their classroom, the skills and knowledge gained.

Data Source: Teacher observations.

Objective 2.

Parental/Community Involvement Objectives: SVCS will encourage and facilitate parental involvement to reinforce and increase student achievement.

Performance Measure 2-1: During the planning phase, SVCS will involve a minimum of 40% of its parents to work collaboratively to develop the school vision, mission, and value statements, written in both English and Spanish. These documents reflect a strong focus on student achievement.

Data Source: Published documents, parent sign-in sheet.

Performance Measure 2 -2: After establishment in the planning phase, a minimum of 4 Site Council meetings will be held each year to involve parents and community members in

SVCS

reviewing curriculum, providing input on school policies and procedures, and assist with marketing and recruitment.

Data Source: Site Council meeting minutes.

Performance Measure 2-3: Each year SVCS faculty and staff will facilitate more than 180 hours of parental involvement opportunities.

Data Source: Event flyers, monthly parent meeting agendas, school volunteer logs, list of parent and community events, # of homework response sheets distributed, sign in/out sheets.

Objective 3.

Student Assessment/Monitoring Objective: Measure and monitor student achievement to ensure that all SVCS students demonstrate continual academic achievement while meeting or exceeding state academic standards.

Performance Measure 3-1: A minimum of 8 times per year SVCS teachers and staff will review and disaggregate student data to create instructional action plans based on the reviewed data.

Data Source: Data workshop agenda; completed action plans.

Performance Measure 3-2: SVCS teachers will be observed 6 times per year using technology as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information.

Data Source: Teacher use as measured by observations.

Performance Measure 3-3: 100% of SVCS students will be recognized formally and/or informally for their academic and personal success.

Data Source: List of student recognition events (classroom and school wide).

How these grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, in meeting these objectives.

Grant funds will be used to establish the school in the Phoenix metropolitan area; acquire necessary equipment and supplies; purchase curriculum and other learning and assessment tools; to provide technical assistance to school staff; enable the school to produce and print manuals, forms and other documents; conduct professional development activities; allow staff to attend state and national charter conferences; purchase classroom libraries as well as a school library; advertise the school within the community; purchase software and licenses; contract services for translation and other items required to begin offering classes. If awarded, CSP funds will also be used for the project director and a staff member to attend the CSP project director's meetings.

An example of funds use is the following teacher-centered activity during the planning phase. SVCS faculty and staff will work collegially to review the selected curriculum for alignment with state standards while identifying concepts needing supplemental resources for teachers and students. Teachers will create a curriculum map for the year along with a matrix of suggested activities which connects SVCS's pedagogical approach, instructional strategies, assessment methods, curriculum, and state standards. This involves teacher time (stipends), printing costs, and materials.

The grant funds will be used in conjunction with operational funds received by the state and federal government on a "per pupil" basis for teacher salaries and other operational

expenses. In addition, the CSP grants funds will be matched “in-kind” by the school’s operational funds for items such as rent and utilities once the school is fully operational. The CSP grant funds will supplement, but not supplant, other federal and state funding. Please see the Budget Justification for detailed information on how the grant funds will be used for this program. Other federal funds such as Title I and Title II will be applied for through the State Department of Education. These funds will also be used to supplement SVCS’s challenging educational program for its students and the funds will be used to ensure that teachers remain highly qualified.

(v) The quality of the strategy for assessing achievement of those objectives

SVCS will conduct formative and summative evaluation to ensure the program progresses as planned and to ensure all project objectives are achieved. The project evaluation matrix on the next page details the strategy for assessing achievement of the project objectives. It includes a timeline, list of responsible parties, the type of data collected and the type of data analysis. The use and reporting column provides details on the formative and summative evaluations.

Other ways in which SVCS will determine its progress towards meeting its primary goal of student achievement includes compiling baseline data on each student and tracking their growth over time. Additional items collected for further research on student achievement includes the number of community service activities students have conducted, the number of parents who have been involved in community service and other activities at the school.

SVCS will complete and present all internal formative reports and year-end reports to the executive staff, the Governing Board, and the Site Council to ensure all programs and objectives are on track and openly discussed.

SVCS Evaluation Assessment Strategy

<p>Project Objective 1: Teacher Preparation: SVCS will construct a professional learning community of faculty and staff who will work collegially and also use their acquired knowledge to increase student achievement.</p>							
Strategies	Data Source	Collection Method	Responsible for collection	Data Analysis	Time frame for Analysis	Responsible for Analysis	Use & Reporting
<p>Teachers complete assessment of professional development needs.</p> <p>Teachers receive a minimum of 40 hours of training, per academic year,</p> <p>Teachers implement, the skills and knowledge gained.</p>	<p>Surveys collected at start and end of the year.</p> <p>List of professional development courses offered.</p> <p>Teacher observations.</p>	<p>Surveys collected at start and end of year;</p> <p>List of courses catalogue at year end</p> <p>Teacher observations year-round</p> <p>Student standardized test results</p>	<p>School Principal;</p> <p>Lead teacher or curriculum lead</p>	<p>Quantitative tabulation of PD required</p> <p>Quantitative list of courses taken and attendance counts;</p> <p>Qualitative report of teacher implementation</p> <p>Quantitative count of students meeting or exceeding state standards</p>	<p>Year-end compilation of data, course catalogue.</p> <p>teacher observation records, and student achievement results;</p>	<p>Principal and school staff</p>	<p><i>Formative</i> reports used for training improvements or alternate training sessions; annual <i>summative</i> report to show learning progress, teacher skill gains.</p>

SVCS Evaluation Assessment Strategy

Project Objective #2 Parental/Community Involvement: SVCS will encourage and facilitate parental involvement to reinforce and increase student achievement.							
Strategies	Data Source	Collection Method	Responsible for collection	Data Analysis	Time frame for Analysis	Responsible for Analysis	Use & Reporting
<p>Involve a minimum of 40% of parents to work collaboratively</p> <p>Hold a minimum of 4 Site Council meetings each year</p> <p>Faculty and staff will facilitate more than 180 hours of parental involvement opportunities.</p>	<p>Published documents, parent sign-in sheet.</p> <p>Site Council meeting minutes.</p> <p>Event flyers, meeting agendas, school volunteer logs, list of parent and community events, # of homework response sheets distributed, sign in/out sheets.</p>	<p>Ongoing collection of school/Site Council publications</p> <p>Site Council meeting minutes</p> <p>Ongoing list of SVCS meetings</p>	School Principal	Quantitative analysis of number/locations of published statements and events	Year-end analysis of data.	Principal and school staff	Annual <i>summative</i> report to show parent and community involvement levels.

SVCS Evaluation Assessment Strategy

Project Objective #3 Student Assessment/Monitoring: Measure and monitor student achievement to ensure that all SVCS students demonstrate continual academic achievement while meeting or exceeding state academic standards.						
Strategies	Data Source	Collection Method	Responsible for collection	Data Analysis	Time frame for Analysis	Responsible for Analysis
Teachers and staff will review and disaggregate student data a minimum of 8 times per year	Data workshop agenda; completed action plans.	Workshop logs collected quarterly.	School Principal; and classroom teachers.	Quantitative report of meeting attendance	Year-end compilation of data.	Principal, teachers.
Teachers will be observed 6 times per year using technology as a teacher resource tool	Teacher observations. List of student recognition events (classroom and school wide).	Instructional action plans collected at year-end. Teacher observations year-round		Qualitative review of instructional action plans and teacher observation results		
100% of SVCS students will be recognized		On-going collection of student recognition (year-round)		Count of student recognition events		
						Formative reports used for ongoing improvements; annual and end-of-project summative reports to show impact on student engagement and on teacher instructional strategies.

(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance

If awarded, the SVCS Project Director will apply the evaluation matrix listed on page 27 to monitor its ability to meet the project objectives. Both during and after this grant, SVCS is highly likely to meet these objectives and improve educational results for students for a number of other reasons. The school founders have served as teachers, counselors and mentors to youth for more than 20 years combined. They have vast experience implementing community service projects, conducting leadership activities for youth, serving as classroom and school managers, selecting and creating curriculum, training faculty and staff, providing and supervising remediation activities, observing and assessing students and teachers in the classroom, developing professional training programs for teachers, and obtaining grant funds. They will ensure SVCS uses five proven methods of instruction that are cited earlier. They have sought out the counsel and mentorship of Dr. Patricia Bassett from Omega Academy, who has six successful charter schools in Arizona and who has served for a number of years on the Board of the Arizona Charter School Association. Dr. Bassett has already provided SVCS with guidance and materials such as a grading scale and a number of suggested assessments such as DIBELS and the Galileo assessment tool by ATI.

SVCS's authorized public chartering agency (ASBCS) will provide for continued operation of the charter school once the Federal grant has expired, if it determines that all objectives were met, by continuing to require the level of accountability SVCS agreed to in its contract and by assessing that data provided by the school to ensure it is financially stable, is meeting all ASBCS and ADE requirements for teaching to State Standards, and is meeting all the requirements to maintain its charter school status. SVCS has given ASBCS a copy of this grant

application and will ensure (if funded) that all the progress reports are sent to ASBCS and the U.S. Department of Education. It also will answer all of ABSCS questions about the program and will provide all budgetary information required by ABSCS for the program.

(vii) The extent to which the proposed project encourages parental involvement

Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

During the planning phase, parents and community members will review the planned curriculum, provide input to assist with marketing and recruitment, participate in a community needs assessment, as well as participate in developing the school's mission, vision, and parent/student handbook. Community members such as clergy, local business owners, and neighborhood associations will join with SVCS to take review the needs of the students and community and to craft a response.

During the implementation phase parents and community members will have an opportunity to serve as Board members and Site Council members, and serve alongside students and staff during community service projects. As members of the Site Council parents will be invited to assist in developing a School Improvement Plan each year. Copies of the School Improvement Plan will be made available to all parents in both English and Spanish. The School Improvement Plan is necessary for North Central Accreditation.

In addition, each family will be required to complete a School-Parent compact to ensure that SVCS faculty and staff are working together as a team for the academic success of each student. The compact will communicate what is expected of all stakeholders. All SVCS parents will be encouraged to volunteer in their child's classroom.

SVCS aims for 100% participation in the Parent Orientation session prior to the beginning of each school year. Similarly, because many parents work during the day, SVCS will hold many of its meetings in the evenings. Staff will continually keep parents informed of school activities and apprised of their child's academic advancement. Teachers will maintain ongoing communication with parents through quarterly progress reports, learning portfolios, weekly newsletters, email and/or personal contact. Parents will be able review curriculum and content delivery online as well as via curriculum maps at the school itself. Parents will be involved in their children's learning outcomes and expectations, academic progress, and disciplinary problems. They will also be enlisted to provide classroom assistance, participate in monthly Parent Meetings, assist with community services activities, serve as role models and mentors during community service and other activities, and assist in a variety of other ways. SVCS will rely heavily on parental assistance, partnership, and advice in order to help its students remain in school through graduation and prepare for college and/or vocational training.

SVCS recognizes the important role parents make in their students' academic achievement. The book Helping Hispanic Students Reach High Academic Standards (developed by the U.S. Department of Education), for example, provides excellent information about the link between parental involvement and student success among Hispanics. Families and communities are powerful resources in improving Hispanic students' learning; in fact, what the family did to develop language, motivate children, and monitor homework was considered **more important** to student success than family income or education (U.S Department, 2000). The report states, "Hispanic students achieve more when families and communities work with the school to bridge cultural and language differences." Thus, nurturing and sustaining strong partnerships between schools and Hispanic families and community members are vital for

educators desiring to impact these students positively and successfully. SVCS recognizes that being in an area with 83% Hispanic students means that there will be a significant number of parents unable to speak English. In order for all parents to significantly participate in the school's governance and their children's educational development, SVCS will make provisions for translators and bilingual assistance.

For all students, SVCS will strive to connect parental involvement to student learning. The curriculum chosen by SVCS includes many at home activities in which parents can be involved. Parents and children will be required to read together at night for a minimum of twenty minutes. In addition, SVCS will conduct Math and Science nights where families come to the school to engage in fun math and science activities relative to what the students are currently learning. Lastly, SVCS teachers will provide parents with an outline of what is being taught for the quarter. The purpose of giving parents this information is to equip them with what they should expect their student to know.

SVCS staff and founders feel honored to have received such tremendous community support even before the school doors open. They are convinced that members of the community believe in the school and its programs and believe that SVCS will make a difference for local students.

In addition to having extensive parental involvement, SVCS will involve local community and business leaders in a number of ways. These community and local businesses will be enlisted to bring their expertise, advice, and assistance into the classroom. SVCS places great value on the community support it has and will continue to receive in order to make the charter program successful.

To keep parents involved and informed, during the middle of each quarter progress reports will be sent home. Parent conferences will be conducted at the end of each quarter to inform parents of their parents of their student's progress. Teachers will also be required to give this information to the principal. With this type of information available, the Instructional leader and teachers will be equipped to use the data to drive instruction and provide early intervention. Similarly, this data can be readily available to keep parents up to date of their student's progress.

(viii) The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

The school principal and the grant's Project Director has already been identified. Tanae Morrison is the intended school leader for Sun Valley Charter School. Ms. Morrison brings with her over 12 years in the education arena. She holds a Bachelor's degree in Agricultural Science, a Masters degree in Educational Psychology-School Guidance and Counseling, and a second Masters degree in Educational Leadership. She is currently completing a third Masters degree in Special Education. Additionally, she has completed the Administrator's Certification program through NAU. Ms. Morrison currently works in administration at an accelerated traditional elementary school in Chandler, AZ. As a licensed Counselor, as well as certified Teacher, she brings a wealth of knowledge to the SVCS team. She has been the Case Manager for the special education staff at her school for the past 5 years. With that she has keen insight on strategies for help learners of varying abilities. She also serves at the site coordinator for AIMS/Terra Nova testing for the past 4 years. Ms. Morrison uses a multifaceted approach that incorporates high

expectation, empowerment, and accountability to inspire students and staff to excel in their respective roles. The Principal will be responsible for the overall operation of the school. To provide for smooth day-to-day operations, the principal will meet weekly with faculty and staff.

Specific SVCS job responsibilities include the following: Completing all reporting as required by ADE in a timely manner; Directly responsible for the administration, supervision and evaluation of all areas related to the management of the school; Organizes, coordinates, supervises, evaluates, and interprets the total instructional and curricular program; Develop and supervise the instructional program consistent with the needs of the students and the mandates of the state; Visit classrooms to maintain an ongoing knowledge of classroom procedures for teaching and learning; Administers the approved school budget by seeing that expenditures are within the approved budgetary allotment; Oversee accounting and contracted services; Responsible for grants management; Ensure that the attendance reporting and record keeping functions are performed within procedures required by ADE and state statutes; Prepare a calendar of school program and activities; Develop handbooks for students and teachers; Establish effective procedures for controlling pupil behavior during school hours and at all school activities; Responsible for overseeing state testing (AIMS, TerraNova, and AZELLA); Oversee school personnel and staff training and development.

Ms. Morrison's efforts will be assisted by Tonya Strozier, the Executive Director of the parent company, Arizona Academy of Leadership. Ms. Strozier has recent experience in opening and operating a charter school with very similar demographics. She is also the Project Director of a CSP grant. Ms. Strozier received a Masters of Education degree with honors in Educational Leadership from Northern Arizona University in 2003. She received a Bachelor of Science degree in Family and Consumer Resources from the University of Arizona in 1995. She

received a second M.Ed. in Early Childhood Education from Northern Arizona University (NAU) in December 2007. She completed coursework and an internship for Principal Certification in May 2005 at NAU, coursework for reading Specialist Endorsement in July 2004 at NAU, and her teacher certification courses from Prescott College in 2002. She holds an Arizona Principal Certification, an Arizona Standard Elementary Teaching Certificate (K-8), a Reading Specialist Endorsement certificate (K-12) and an Early Childhood Education Certificate (K-3).

Seven teachers will be hired for the school's first year. The following is a list of their required qualifications. Committed and able to demonstrate effectiveness in instruction according to Arizona State Standards; Meet all requirements of the No Child Left Behind Act as a highly qualified teacher at the time of hire (i.e. state certified or passing score on the AEP A Elementary Subject Knowledge); Possess a Class 1 Fingerprint Clearance Card; possess at least 15 Structured English Immersion (SEI) hours. *Essential Functions* – Provide instruction that demonstrates alignment between instruction, assessment, and student activities; Monitor student proficiency of performance objectives; Exercise effective classroom management; Create lesson plans according to Arizona State Standards; Provide in-class intervention; Implement progress monitoring for students performing below grade level; Use methods of instruction and assessment as outlined by Sun Valley Charter School; Supervise student activities; Participate in creating school scope and sequence; Other duties as prescribed by the principal and governing board.

Additional staff for the first year will include an Administrative Assistant, a Student Support clerk, and a Special Education Teacher.

Governance

The Tucson corporation, Arizona Academy of Leadership, Inc. (AAL) proposes to operate a kindergarten through sixth grade charter school, named Sun Valley Charter School (SVCS), which will be located in Phoenix, Arizona. Sun Valley Charter School will open in July 2009 and, at full capacity in year one, the school will reach 175 students.

AAL, a non-profit 501(c)3 corporation, was created June 17, 2005 to function as a conduit of well educated children and leaders. In August, 2007, AAL founded a charter school in Tucson, Arizona with one campus (Arizona Academy of Leadership). The school successfully created an intimate learning environment where students grew both academically and socially. In the area of leadership, the AAL students served the community in ways such as walk-a-thons, community clean-ups, and bake sales for the Ronald McDonald House. Based on the high number of parent requests, AAL-Tucson has now expanded to eighth grade and will operate four campuses in Tucson.

The Board of Directors of Arizona Academy of Leadership, Inc., as the sponsoring agent, is committed to being a strong supporter of Sun Valley Charter School. The Corporation will work diligently to secure financial support through grant funding and fundraising events.

The corporate principals of Arizona Academy of Leadership, Inc. are Tonya R. Strozier, Tanae M. Morrison, Ronnie Burton, Randiesia Fletcher, and Crystal Brooks. Each member brings a wealth of experience and knowledge in elementary/secondary education, business operation, and financial management. Two additional members from the Phoenix area will be added to the Board this next year. The corporate board will be solely responsible for the financial activities of the corporation. They also appoint members of the governing board.

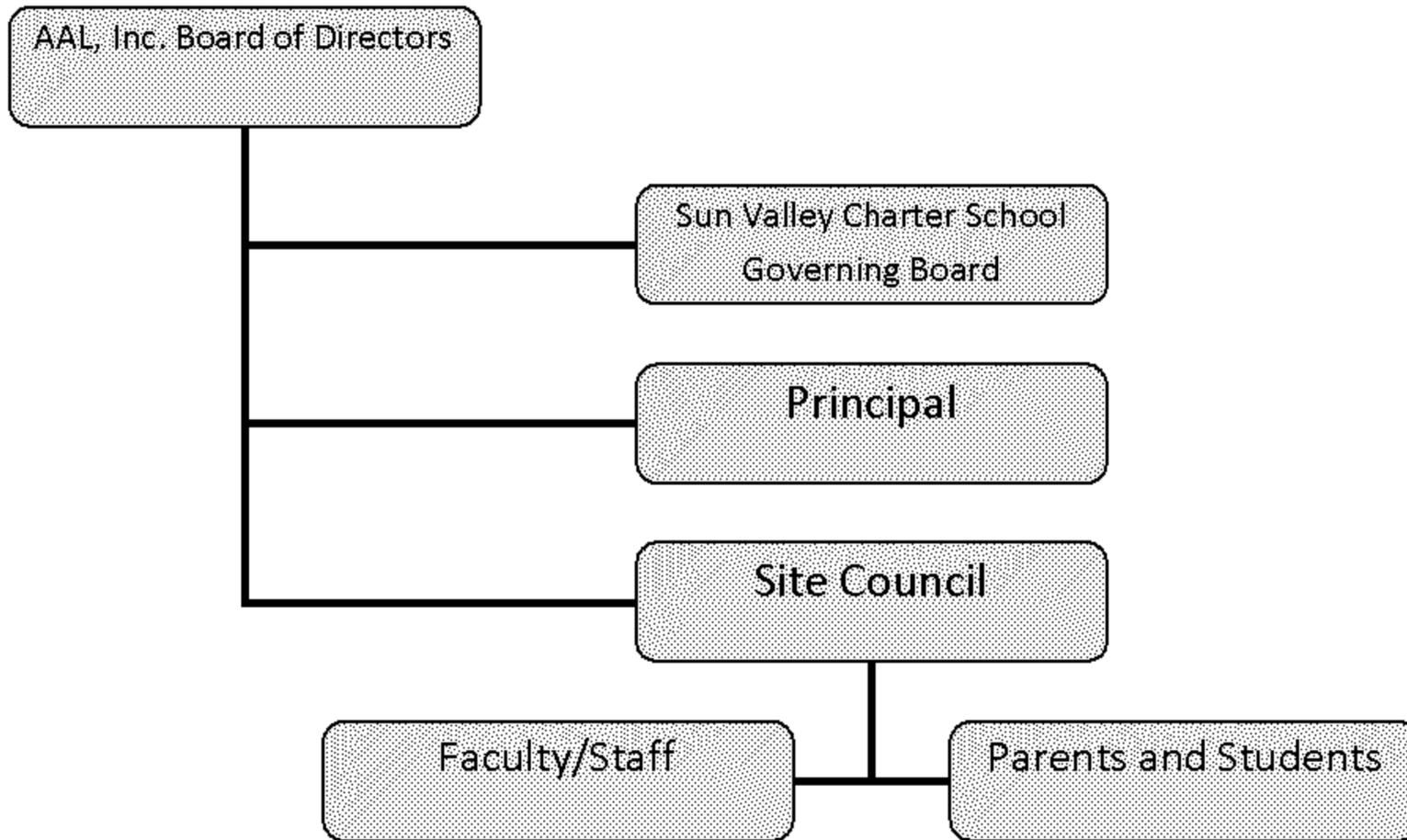
The *Governing Board*, once chartered, will be comprised of Tanae Morrison, corporate principal and school principal of SVCS, one community member (TBA), two parents (TBA), and a staff member (TBA). The Board of Directors will appoint members of the governing board for a one (1) year term. The membership will be drawn from, but not limited to, the parents' association, the post-secondary education community, and the business community. The Board of Directors will appoint members within thirty (30) days to fill vacancies created by resignations. Parents elected to the board who have a student that graduates before their term is expired, will be allowed to complete their term. It will be the responsibility of the school governing board to:

1. Establish and approve all educational and operational policies.
2. Approve all major contracts.
3. Approve the school's annual budgets.
4. Oversee the school's fiscal affairs.
5. Approve expulsions.
6. Approve the school's personnel policies.
7. Delegate the day-to day operations and hiring and terminating of employees to the Principals.

Relationship and Differentiation between Corporate Principals and Governing Board:

The corporate principals and governing board are distinct and separate in that the governing board has the responsibility of policy making and overseeing the day to day operations of the school, while the corporate principals are responsible for the financial operations of the business itself. The chart below provides a visual of the SVCS governance structure.

Other governing types include to local Site Council that simply works with the school principal to develop and implement parent and community-based initiatives that assist the school and its students.



Communication of Stakeholders:

The Board of Directors of Arizona Academy of Leadership, Inc. will meet quarterly and as needed to address any issues regarding Sun Valley Charter School. Information from these meetings will be communicated to the governing board via meeting minutes, memos, etc... The governing board will then disseminate that information to the school council through weekly meetings and memos. The staff will inform the parents and students through a weekly newsletter.

To provide for smooth day-to-day operations, the principal will meet weekly with faculty and staff. During this time any upcoming and current events will be addressed. Similarly, the

principal will converse with the business services weekly, and as needed to address financial issues that may arise.

At Sun Valley Charter School our goal is to ensure that the individuals who are affected by the outcome of decisions made at our school would be allowed to share in the decision making process. Therefore, we have developed a site council that will be comprised of the principal as chairman, parents of students, teachers, and community members.

Open lines of communication will be established for all stakeholders, the principal along with faculty and staff will communicate the proper protocol for resolving any school related issues by referring to the parent handbook. If issues should arise that are related to the classroom, teachers will always be given an opportunity to resolve the issue first. If the parent is not satisfied, they may request to meet with both the teacher and the principal for additional dialogue. Issues in which the safety of faculty is compromised, the principal will immediately address staff and/or students concerning that issue.

Recruitment and hiring

Staff recruitment will take place through various forms of free advertisement. SVCS will advertise on free websites such as ADE and Craig's List. In addition, we will attend Teacher fairs sponsored by the University of Arizona and Arizona State University. Recruitment will focus on recruiting, teachers and instructional aides. We will further recruit through word of mouth within the educational community of which we are connected. Once viable candidates are obtained resumes will be reviewed and interviews conducted for hiring. Once chartered, governing board members will interview all candidates for the first year of operation.

Thereafter, the principal and teachers will conduct interviews. Once hired, all new employees will be trained on the school's mission, policies and procedures. The instructional

staff will receive more extensive training in SVCS's instructional methods, assessments, and Special Education procedures during their training period before school begins. Required documents such as fingerprint clearance cards, I-9's, and tax forms will be collected from all employees and the appropriate contracted service providers.

To attract and retain teachers, Arizona Academy of Leadership, Inc. will provide compensation which is comparable to the surrounding school districts for those, either highly qualified or certified and depending upon experience.

Because SVCS will serve such a diverse student base, staff will encourage applications from individuals from groups that have traditionally been under-represented. Hispanics, African-Americans, people with physical challenges, and others will be encouraged to apply as instructors, faculty, and administrators. The school's Employee Handbook will state that the school will, "provide equal employment opportunities to qualified persons without regard to race, color, sex, religion, national origin, disability, age, veteran status or any other protected category. Continued success depends heavily on the full and effective utilization of qualified persons. SVCS strives to hire, develop, and retain the most qualified people based on each individual's job-related qualification, capabilities, and potential."

In addition, SVCS will comply fully with the Title VII of the Civil Rights Act of 1964 that prohibits employment discrimination based on race, color, religion, sex, or national origin.

Teacher Training

In order to ensure student achievement careful monitoring must be implemented. At Sun Valley Charter School we will articulate to contract teachers the methods of instruction offered. Sun Valley Charter School will take its highly qualified teachers through a rigorous training

process to disseminate vital information. This training will be sponsored by the corporate members of Arizona Academy of Leadership, Inc. Joyce A. Morrison, who holds a doctoral degree from the University of Phoenix, will provide specialized training in Leadership at no charge prior to the beginning of the school year. Each method of instruction, as well as methods of assessment, will be discussed in detail as outlined in a manual each teacher will receive.

Listed below are a few of the scheduled workshops all teachers will attend:

- Acceptable Lesson Plans
- Madeline Hunter's Direct Instruction Model (Essential Elements of Instruction)
- Balanced Literacy Approach
- Collaborative/Cooperative Learning
- The relationship between the Writing Process and the 6 Traits of writing
- 4-Square model of writing
- Student Monitoring forms
- School Assessment practices (DIBELS, Benchmarks, AIMS Web etc.)
- Classroom Management (Harry Wong)

(ix) The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards

Students who do not reach the outlined mastery level will be provided with opportunities for remediation by the teacher within the instructional day during daily intervention time which is part of the school's master schedule. Similarly, SVCS plans to provide additional opportunities for intervention before school after school, and during intercessions. As highly qualified teacher assistants work with students, highly qualified teachers will provide tutoring before and/or after school. Specifically, teachers will work one-on-one or with small groups utilizing research-based interventions such as Voyager and Read About during the daily thirty minute intervention time. Additionally, as a learner-centered school, progress monitoring utilizing assessments such

as DIBELS, pre/post assessments, AZELLA, IRIs, and other research-based assessments (i.e. Galileo online) will be used to determine if students require additional intervention. Data from the AIMS/Terra Nova tests also will be used to determine if students require intervention and remediation.

Since many of the targeted students are expected to be English Language Learner (ELL) students, it is critical to ensure their proficiency in English. Because of the growing number of ELL students in the targeted community, SVCS is prepared to meet their needs. Staff would first begin with identifying those students who may qualify as ELL students by reviewing a home language survey. SVCS plans to utilize a Structured English Immersion program for identified ELL students.

The Sheltered Instruction Observation Protocol (SIOP) will be used as the school's sheltered immersion model. The SIOP model includes a variety of components in the classroom such as writing clearly defined language concepts, explicit links to the students' backgrounds and experiences, emphasis on key vocabulary, and using speech which is appropriate for the students' level of proficiency: all activities that enable students to meet challenging state standards.

In order to comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act; Arizona Academy of Leadership will provide special education services to all qualifying students in order to ensure that every student with a disability receives a free and appropriate public education. Students will be afforded an equal educational opportunity regardless of disability. Similarly, students with disabilities will be educated in the least restrictive environment. SVCS will be in full compliance with IDEA regulations and serves all students, regardless of disability, equally [IDEA §613(a)(5)]. The school has the ability to

adapt to multi-cultural learning styles and the needs of gifted students. All of the school's remedial and extra-curricular activities comply with federal and state safety standards, and any and all new activities will do so as well.

There are also other types of students that SVCS is prepared to serve. For example, gifted students have unique, individual educational needs which must be met within the context of educating the whole child through an array of services and options. As such, SVCS will seek to meet the social and emotional needs of students identified as gifted in the school. Those students who are identified as gifted will be provided with learning opportunities which include: discovery, enrichment, higher level thinking skills, and collaboration with other gifted students to serve their cognitive and affective needs.

In addition to those strategies, SVCS will purchase intervention curriculum aligned with its instructional strategies to help all students make academic progress including those with special needs, ELL, or any student struggling to attain or exceed proficiency in AZ state standards. All teachers will be required to complete a certain number of Structured English Immersion hours so they have the skills, ability and tools to teach ELL students. They will obtain this training through WestEd. SVCS will purchase and use supplementary ELL materials, such as *On Our Way to English*, to help students improve their English reading and writing skills so they can be successful in all their classes. In addition, Tanae Morrison, the school's Principal, will conduct on-site teacher training in methods to assist special needs and ELL students. She has years of experience in teacher training and has materials in differentiated instruction, ELL strategies, assisting special needs students, and other areas. SVCS also will apply for all IDEA formula funds through the ADE to obtain funding for curriculum, teacher and

paraprofessional training, and other items to ensure teachers have all the latest information and tools on teaching to special needs students.

As stated earlier, SVCS's student demographics will be quite diverse, proving that any child is welcome at the school. In addition, SVCS will be fully compliant with the Individuals with Disabilities Education Act (IDEA) and will have provisions in its policies and procedures that any equipment or other items needed by students who are physically challenged will be purchased to ensure they are accommodated and able to learn and participate in all school activities.

Sun Valley Charter School will provide special education services to all qualifying students in order to provide every eligible student with disabilities is provided with free and appropriate public education. Students will be afforded an equal education opportunity regardless of a disability. Similarly, student with disabilities will be educated in the least restrictive environment.

At Sun Valley Charter School, you will find an inclusion model as well as having a Special Education teacher available to operate a resource room. As an alternative for students who are unable to remain in the general classroom, we will provide a separate room. We choose to implement the inclusion model so that we may to the maximum extent appropriate, educate each child in the school and classroom he or she would otherwise attend. Our targeted population will benefits from this model in that, it demonstrates Sun Valley Charter School's commitment to value all children equally. *Ultimately, qualifying students will be exposed to a model that is appropriate and best for their needs.*

Sun Valley Charter School will utilize contracted personnel and its special education teacher as a resource for providing a portion of the required training.

1. The staff will receive training during a two-week training before the beginning of the school year that will address differentiated instruction, strategies for creating a supportive and safe classroom atmosphere, in-class intervention strategies students, school selected intervention program, procedural safeguards, how to complete the 45-day screening, the evaluation process, Family Educational Rights & Privacy (FERPA) and the school's philosophy of special education.
2. To carry out our plan for inclusion, teacher will receive on-going training in special education through free trainings offered by the Arizona Department of Education.
3. Sun Valley Charter School will seek to employ a certified special education teacher and to have one of its teachers become certified in special education.
4. Teachers will receive quarterly trainings provided by a speech therapist to assist with in-class intervention.

We anticipate that 10-13% of our students (20 students) will need Special Education services. Since our grade range is kindergarten through sixth grade we can expect that large portion of those identified students will need Speech/Language services. From our research using Cost Study Report provided by the Departments of Education, a market study and ADE personnel we find that the costs to provide services is astronomical. Thus, we will allocate all funds needed to ensure that every student is best served. To offset the cost associated with providing services we will seek additional IDEA funding, and Medicaid reimbursement.

A certified School Psychologist will be sought to carry out the evaluation process. A qualified speech pathologist, occupational therapist, and physical therapist will be contracted to carry out the services outlined in the qualifying student's IEP.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1237-SVCS resumes.doc

Attachment 2:

Title: Pages: Uploaded File: 1238-Arizona Academy of Leadership, Inc[1]._PDF.pdf

Attachment 3:

Title: Pages: Uploaded File: 1239-SVCS EnrollmentPolicy.doc

Tanae M. Morrison, M.Ed.

(b)(6)

Objective: To provide strong leadership in a charter school setting which results in academic achievement.

Professional Experiences:

2003-Present **Counselor/Case Manager**
Chandler Unified School District, Chandler, Arizona.

- Worked as an Administrator at an accelerated elementary school. Manage Special Education team, responsible for all students discipline issues, Coordinator for AIMS/Terra Nova, 504 Coordinator, District Crisis Team member, provided counseling and intervention for students.

2003-2002 **Counselor**
Tucson Unified School District, Tucson, Arizona.

- Worked for the African American Studies Department as 6th grad Counselor at a Junior High School. Delivered a Comprehensive Competency Based Guidance (CCBG) program. Duties included, student intervention, student scheduling, master calendar planning, liaison between school, parents and community, Child Intervention team member.

2002-2000 **Counselor Intern**
Tucson Unified School District, Tucson, Arizona.

- Worked under the supervision of a licensed Counselor to develop proficiency in delivering a Comprehensive Competency Based Guidance (CCBG) program.

Education

2003-present **Northern Arizona University**

- Seeking Masters in Special Education

2002-2003 **Northern Arizona University**

- Completed Administrative certificate Program

2002-2003 **Northern Arizona University**

- Received Masters in Educational Leadership

2000-2002 **University of Arizona**

- Received Masters in Educational Psychology-School Guidance and Counseling

1990-1996 **University of Arizona**

- Received Bachelors in Agriculture-Family and Consumer Science

Certifications

- School Counseling K-12
- Secondary Teaching

(b)(6)

(b)(6)

kelvintonya@msn.com

Tonya R. Strozier

Objective

To utilize my specialized training and professional experiences to passionately and lovingly educate the whole child.

Professional Experience

2007-Present Arizona Academy of Leadership, Inc. Tucson, AZ

Founder/Principal

- Successfully wrote an approved K-6 charter application
- Charter Representative
- Business Manager
- Grant writer (including 2007 U.S. Department of Education Charter Start Up Grant)
- Instructional Leader
- Developed partnerships with University of Arizona Blue Chip Leadership Program and Pima Community College Family Literacy Program

2004 - 2007 Sunnyside Unified School District Tucson, AZ

Teacher/Administrative Intern/New Teacher Mentor

In addition to instructional duties:

- Developed and implemented mentoring program for 17 new teachers

2003 - 2004 Downtown Arts Academy Tucson, AZ

Middle School Lang. Arts Teacher/Asst. Principal/Reading Specialist

In addition to instructional duties:

- Provided In-service trainings to faculty and staff
- Provided diagnostics and implemented remediation for all students struggling in Reading
- Conducted observations and mentored middle school teachers

2002 - 2003 La Paloma Academy Tucson, AZ

Third Grade Teacher/Curriculum Specialist/Test Coordinator

In addition to instructional duties:

- Selected, purchased, and implemented curriculum
- Coordinated site standardized tests
- Served as Interim Administrator
- Mentored teachers
- Grant co-writer for CSP Grant

Education

- May, 2009 Northern Arizona University Tucson, AZ
- Anticipated completion of second M. Ed. (Early Childhood Education)
- May, 2005 Northern Arizona University Tucson, AZ
- Completed coursework and internship for Principal Certification
- July, 2004 Northern Arizona University Tucson, AZ
- Completed coursework for Reading Specialist Endorsement
- May, 2003 Northern Arizona University Tucson, AZ
- M.Ed. in Educational Leadership; Graduated with honors
- July, 2002 Prescott College Tucson, AZ
- Completed teacher certification courses
- Dec., 1995 University of Arizona Tucson, AZ
- B.S. Family and Consumer Resources

Certification

Arizona Principal Certification

Arizona Standard Elementary Teaching Certificate (K-8)

- Reading Specialist Endorsement (K-12)
- Early Childhood Education (K-3)

Arizona State Board for Charter Schools

1700 W. Washington Street, Room 164
Phoenix, AZ 85007



Phone: (602) 364-3080
Fax: (602) 364-3089

July 29, 2008

U.S. Department of Education
Attention: CFDA #84.282B and 84.282C
Application Control Center - Room 3633
400 Maryland Avenue, SW
Washington, DC 20202-4725

Re: CFDA No. 84.282 – Arizona Academy of Leadership, Inc.

To Whom It May Concern:

This letter is confirmation that **Arizona Academy of Leadership, Inc.** is an entity
 sponsored by the Arizona State Board for Charter Schools.
 that has an application for sponsorship by the Arizona State Board for Charter
Schools currently in process.

A copy of the grant application for **Arizona Academy of Leadership, Inc.** was received
by this office as of the date of this letter and will be placed in their public file.

Sincerely,

A handwritten signature in cursive script that reads "Andrea Esparza".

Andrea Esparza
Constituent Services Specialist
Arizona State Board for Charter Schools

"To foster accountability in charter schools, which will improve student achievement through market choice."

Sun Valley Charter School
Lottery & Enrollment Policy

Sun Valley Charter School will enroll all eligible students who submit an enrollment application. There are no entrance tests or requirements.

If more students apply for admission to the charter school than can be admitted, Sun Valley will select pupils through a lottery system -- a random selection process by which applicants are admitted to the charter school. However, siblings of previously enrolled students do receive a preference in the lottery.

In the lottery, applications are selected in ranked order for entrance into the school. When there are more applicants than openings in a given age group, the additional names are maintained on Wait Lists. Once all registrations are completed, if any vacancies remain, students will be enrolled from the "Waiting List" in the order in which their name appears on that list.

Sun Valley does not limit admission to students based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-SVCS CSP budgetnarrfinal.doc

Budget Narrative

Year One - Planning

Personnel:

Project Director/School principal to develop scope and sequence, create manuals, conduct student recruitment and registration, and general school set up for three months \$ 9,500

Fringe Benefits

Employee benefits @ 29% of salary social security, medicare, health insurance, and unemployment insurance. \$ 2,755

Travel:

Travel and conference fees for 3 staff to attend Arizona Charter School Association (ACSA) conference (3 x \$500): \$ 1,500
 Travel, meals, and lodging for 2 staff to attend CSP project directors' meeting (\$1,200 x 2): \$ 2,400
 Travel for staff to attend state and local conference trainings \$ 2,000
Subtotal: \$ 5,900

Equipment:

75 Desks @ \$55 each \$ 4,125
 100 chairs x \$15 \$ 1,500
 4 large bulletin boards (4 x \$15) \$ 60
 4 large white boards (4 x \$70) \$ 280
 2 Elmos overhead machines \$ 350
 8 Tables for small group instruction (x \$70) \$ 560
 6 bookshelves (6 x \$80) \$ 480
 6 storage cabinets (6 x \$200) \$ 1,200
 2 Listening centers (2 x \$200) \$ 400
 4 maps \$ 100
 25 laptop computers (25 x \$600) \$15,000
 Mobile computer lab stand & projector \$ 2,000
 10 printers/scanners (10 x \$200) \$ 2,000
 Copy machine \$ 4,000
 Laminator \$ 1,000
 SMART board \$ 2,000
 2 televisions with carts \$ 1,200
 4 digital cameras (4 x \$200) \$ 800
 Fax machine \$ 50
 2 DVD/VCR players \$ 100
 2 Multimedia projectors \$ 2,000
 Telephones \$ 1,000
 Library books and resources (dictionaries, thesauri, globes, books, etc.) \$ 6,000
Subtotal: \$46,205

SVCS

Year 1, cont'd

Supplies:

Math, science, writing, and other curriculum	\$45,000
DIBELS, AZELLA and other assessments	\$ 3,000
Software: Intervention, SPED tracking software, SAIS, etc.	\$ 4,000
Miscellaneous office supplies	<u>\$ 2,040</u>
<i>Subtotal</i>	<i>\$54,040</i>

Contractual:

Curriculum consultants for targeted teacher trainings	\$ 2,000
Technical consultant to assist with Galileo implementation (includes additional training each year as new components are implemented)	\$ 4,000
Contracted professional development activities at West Ed.	\$ 2,000
ADE Student Accountability Information System (SAIS) Consultant	\$ 1,000
Consultant to ensure AAL is prepared to implement its special education programs	\$ 500
Bilingual consultants to assist with translation of school Materials (i.e. parent-teacher handbook, special education policy, curriculum maps, standards, vision, etc.)	\$ 1,500
Technology consultant for technology integration into the instruction process	<u>\$ 5,000</u>
<i>Subtotal</i>	<i>\$16,000</i>

Other:

Printing/reproduction	\$ 1,500
Advertising and marketing for student enrollment at summer school and regular school	<u>\$ 3,000</u>
<i>Subtotal</i>	<i>\$ 4,500</i>

Total Direct Costs: \$138,900

Teacher Stipends:

5 teacher stipends for summer and intercession work to assist with curriculum maps, planning, and review	\$ 10,000
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Total Costs: \$148,900

Budget Narrative

Year Two - Implementation

Travel:

Travel/fees for 3 staff to attend ACSA conference (3 x \$500):	\$ 1,500
Travel, meals, lodging and conference fees for 2 staff to attend National Charter School Conference (2 x \$1,200):	\$ 2,400
Travel for staff to attend state and local conference trainings	\$ 1,500
Travel, meals, and lodging for 2 staff to attend CSP project directors' meeting (\$1,200 x 2):	<u>\$ 2,400</u>
<i>Subtotal:</i>	<i>\$ 7,800</i>

Equipment:

40 Desks x \$55	\$ 2,200
100 chairs x \$15	\$ 1,500
2 large bulletin boards (2 x \$15)	\$ 30
2 large white boards (2 x \$70)	\$ 140
1 Elmos overhead machine	\$ 175
2 cubbies for students to store items (on wheels)	\$ 2,000
4 bookshelves (4 x \$80)	\$ 320
3 storage cabinets (3 x \$200)	\$ 600
4 maps (4 x \$25)	\$ 100
25 desktop computers (25 x \$500)	\$12,500
5 printers (5 x \$200)	\$ 1,000
SMART board	\$ 2,000
1 television with cart	\$ 600
4 digital cameras (4 x \$200)	\$ 800
Fax machine	\$ 50
2 DVD/VCR players	\$ 100
2 Multimedia projectors	\$ 2,000
Wiring for intranet and internet	\$ 5,000
3 teaching carts	\$ 1,000
Partitions	\$ 4,000
School PA system	\$ 3,000
Library books and resources (dictionaries, thesauri, globes, books, etc.)	<u>\$ 9,000</u>
<i>Subtotal:</i>	<i>\$48,115</i>

Supplies:

Math, science, writing, and other curriculum	\$55,000
DIBELS, AZELLA and other assessments	\$ 3,085
Miscellaneous office supplies	<u>\$ 5,000</u>
<i>Subtotal</i>	<i>\$63,085</i>

SVCS

Year 2, cont'd

Contractual:

Curriculum consultants for targeted teacher trainings	\$ 3,000
Technical consultant to assist with Galileo implementation (includes additional training each year as new components are implemented)	\$ 4,000
Contracted professional development activities at West Ed.	\$ 5,000
Bilingual consultants to assist with translation of school Materials (i.e. parent-teacher handbook, special education policy, curriculum maps, standards, vision, etc.)	<u>\$ 1,500</u>
<i>Subtotal</i>	<i>\$13,500</i>

Other:

Printing/reproduction	\$ 3,000
Advertising and marketing for student enrollment at summer school and regular school	<u>\$ 2,500</u>
<i>Subtotal</i>	<i>5,500</i>

Total Direct Costs: \$138,000

Teacher Stipends:

6 teacher stipends for summer and intercession work to assist with curriculum maps, planning, and review	\$ 12,000
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Total Costs: \$150,000

Budget Narrative

Year Three - Implementation

Travel:

Travel/fees for 5 staff to attend ACSA conference (5 x \$500):	\$ 2,500
Travel, meals, lodging and conference fees for 5 staff to attend National Charter School Conference (5 x \$1,200):	\$ 6,000
Travel, meals, and lodging for 2 staff to attend CSP project directors' meeting (\$1,200 x 2):	<u>\$ 2,400</u>
<i>Subtotal:</i>	<i>\$10,900</i>

Equipment:

50 Desks (50 x \$55)	\$ 2,750
20 computers (20 x \$1000)	\$20,000
Mobile computer lab	\$ 4,000
Partitions	\$ 4,000
2 storage cabinets (2 x \$200)	\$ 400
SMART board	\$ 2,000
2 Multimedia projectors	\$ 2,000
Library books and resources (dictionaries, thesauri, globes, books, etc.)	<u>\$ 6,000</u>
<i>Subtotal:</i>	<i>\$41,150</i>

Supplies:

Math, science, writing, and other curriculum	\$47,000
DIBELS, AZELLA and other assessments	\$ 3,000
Miscellaneous office supplies	<u>\$ 5,000</u>
<i>Subtotal</i>	<i>\$55,000</i>

Contractual:

Curriculum consultants for targeted teacher trainings	\$ 2,000
Technical consultant to assist with Galileo implementation (includes additional training each year as new components are implemented)	\$ 4,000
Contracted professional development activities at West Ed.	\$ 2,000
Bilingual consultants to assist with translation of school Materials (i.e. parent-teacher handbook, special education policy, curriculum maps, standards, vision, etc.)	<u>\$ 1,500</u>
<i>Subtotal</i>	<i>\$ 9,500</i>

Other:

Printing/reproduction	\$ 3,000
Advertising and marketing for student enrollment at summer school and regular school	<u>\$ 3,000</u>
<i>Subtotal</i>	<i>\$ 6,000</i>

SVCS

Year 3, cont'd

Total Direct Costs: \$122,550

Teacher Stipends:

6 teacher stipends for summer and intercession work to assist
with curriculum maps, planning, and review \$ 12,000

Total Costs: \$134,550