

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 # U282B080031

Grants.gov Tracking#: GRANT10058158

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: <input type="text" value="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: <input type="text" value="Opportunities for Youth dba Superstition Vista's Leadership"/>					
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(4)"/>			* c. Organizational DUNS: <input type="text" value="808065630"/>		
* d. Address:					
* Street1: <input type="text" value="10619 E. Carmel Ave."/>		Street2: <input type="text"/>			
* City: <input type="text" value="Mesa"/>		County: <input type="text"/>			
* State: <input type="text" value="AZ: Arizona"/>		Province: <input type="text"/>			
* Country: <input type="text" value="USA: UNITED STATES"/>		* Zip / Postal Code: <input type="text" value="85208"/>			
* e. Organizational Unit:					
Department Name: <input type="text"/>			Division Name: <input type="text"/>		
* f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: <input type="text"/>		* First Name: <input type="text" value="Jill"/>			
Middle Name: <input type="text"/>		* Last Name: <input type="text" value="Caitens"/>			
Suffix: <input type="text"/>		Title: <input type="text" value="Charter Holder"/>			
Organizational Affiliation: <input type="text" value="Opportunities for Youth Inc."/>					
* Telephone Number: <input type="text" value="602-568-2835"/>		Fax Number: <input type="text" value="480-218-0499"/>			
* Email: <input type="text" value="jgaitens@cox.net"/>					

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9. Type of Applicant 1: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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.):

Arizona, Maricopa County, Cities of :Mesa, Gilbert, Apache Junction

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

Superstition Vista's Leadership Academy Grant Application for Planning and Implementation of a Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="150,000.00"/>
* b. Applicant	<input type="text" value="61,000.00"/>
* c. State	<input type="text" value="756,625.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="46,800.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,014,425.00"/>

* 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

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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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:
 Opportunities for Youth dba Supe...

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)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 13,750	\$ 0	\$ 0	\$ 0	\$ 0	\$ 13,750
2. Fringe Benefits	\$ 1,375	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,375
3. Travel	\$ 10,870	\$ 11,980	\$ 11,400	\$ 0	\$ 0	\$ 34,250
4. Equipment	\$ 61,684	\$ 85,767	\$ 65,570	\$ 0	\$ 0	\$ 213,021
5. Supplies	\$ 4,162	\$ 7,492	\$ 8,325	\$ 0	\$ 0	\$ 19,979
6. Contractual	\$ 36,615	\$ 50,267	\$ 52,899	\$ 0	\$ 0	\$ 139,781
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 5,000	\$ 4,100	\$ 4,100	\$ 0	\$ 0	\$ 13,200
9. Total Direct Costs (lines 1-8)	\$ 133,456	\$ 159,606	\$ 142,294	\$ 0	\$ 0	\$ 435,356
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 4,000	\$ 5,000	\$ 6,000	\$ 0	\$ 0	\$ 15,000
12. Total Costs (lines 9-11)	\$ 137,456	\$ 164,606	\$ 148,294	\$ 0	\$ 0	\$ 450,356

***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:
 Opportunities for Youth dba Supe...

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>Jill Caitens</p>	<p>* TITLE</p> <p>Principal</p>
<p>* APPLICANT ORGANIZATION</p> <p>Opportunities for Youth dba Superstition Vista's Leadership</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: <input type="text" value="Superelection Voters Leadership Academy"/> *Street 1: <input type="text" value="10619 E. Camel Ave"/> Street 2: <input type="text"/> *City: <input type="text" value="Mesa"/> State: <input type="text" value="AZ: Arizona"/> Zip: <input type="text" value="85208"/> Congressional District, if known: <input type="text" value="AZ 006"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <input type="text"/>		
6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> *First Name: <input type="text" value="n/a No Lobbying Activities"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> *Street 1: <input type="text"/> Street 2: <input type="text"/> *City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> *First Name: <input type="text" value="n/a"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> *Street 1: <input type="text"/> Street 2: <input type="text"/> *City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="Bill Gallone"/> * Name: Prefix: <input type="text"/> *First Name: <input type="text" value="Bill"/> Middle Name: <input type="text"/> *Last Name: <input type="text" value="Gallone"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="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.

CEPA 427 statement.doc

Add Attachment

Delete Attachment

View Attachment

GEPA 427 statement

The founders of SVLA believe that attracting a diverse population of students, staff, and parents is crucial for a high quality educational program.

Superstition Vista's Leadership Academy will ensure equitable access to, and participation in its charter school program regardless of gender, race, national origin, color, disability, or age. The local barriers that may prevent students, teachers, and parents from accessing or participation in, the program are English Language Proficiency and disabilities.

Due to the large Latino population in Mesa, Arizona, all marketing materials for the school will be offered in both Spanish and English. In addition, the school will place notifications of open enrollment and lottery dates in both local English and Spanish publications. A Spanish language translator will be available at all open houses and ELL services will be offered to eligible students in accordance with Arizona Department of Education requirements.

The facility for Superstition Vista's Leadership Academy will meet all handicapped accessibility requirements. In addition, assistive technology will be available for students, parents, and teachers who have visual or auditory impairments. SPED services will be provided for all eligible students.

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	
<input style="width: 100%;" type="text" value="Opportunities for Youth dba Superstition Vista's Leadership"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jill"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Gaiters"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Principal"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Jill Gaiters"/>	* DATE: <input style="width: 150px;" type="text" value="07/31/2008"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Jill	Rochelle	Caitens	

Address:

* Street1:	10619 E. Carmel Ave.
Street2:	
* City:	Mesa
County:	
* State:	AZ: Arizona
* Zip Code:	85208
* Country:	USA: UNITED STATES

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

602-568-2835	
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Email Address:

jgaitens@cox.net

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
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-SVLA Abstract.doc

Abstract: Superstition Vista's Leadership Academy
Contact Info: Director: Jill Gaitens, 10619 E. Carmel Ave., Mesa, AZ, 85208
602-568-2835, jgaitens@cox.net

Superstition Vista's Leadership Academy (SVLA) requests a three year Planning, Program Design, and Implementation Charter School Program Grant to establish a 7-9 charter school adding one grade level per year until the 12th using the nationally successful EdVisions Model for small schools for 120 students in year one, to 240 students by year four. SVLA's main goal is to support activities and interventions aimed at improving the academic achievement of middle and secondary school students who are at the greatest risk of not meeting challenging State academic standards and not completing high school in Arizona.

The founders of SVLA will be guided by eight philosophical principles that are the foundation of the objectives of instruction and the mission of the school.

- 1) **Motivation is the key to learning.** Students are capable of much more than is typically asked of them academically and in terms of assuming personal responsibility.
- 2) **Parents are primarily responsible for the education and overall development of their children.** SVLA will be a parent driven school and must collaborate with parents and facilitate substantive parental participation in the schools program.
- 3) **The SVLA mission should extend beyond academics to include holistic youth development using an authentic project based approach.**
- 4) **We learn best by doing and by teaching others what we have learned.**
- 5) **Education should be exciting, adventurous, and fun.** Active learning through exploring projects that are individually interesting is an antidote for much of what ails youth in our society and can serve as a powerful vehicle and context for interdisciplinary teaching and learning.
- 6) **The role of teacher is much greater than disseminator of knowledge** or facilitator of learning. SVLA teachers must accept the additional roles of mentor, coach, counselor, advisor, and role model.
- 7) In addition to helping students meet state academic standards, SVLA **must place special emphasis on developing students' capacity to identify, analyze, and solve real-life problems.**
- 8) **Service to others is a key ingredient** to developing and maintaining a healthy self-esteem.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1244-Superstition Vistas Leadership Academy Narrative.doc

Attachment 2:

Title: Pages: Uploaded File: 1245-SVLA Works Cited.doc

Superstition Vista Leadership Academy

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Superstitions Vista's Leadership Academy Program Narrative

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

Introduction:

The Mission of Superstition Vista's Leadership Academy (SVLA) is to engage students in critical thinking and teamwork that empowers them toward life-long learning and global citizenship as community leaders. The founders believe that the Arizona state standards set a minimum bar for academic achievement benchmarks that all SVLA students must meet and that students must achieve above and beyond state standards to fulfill their post secondary goals in today's global economic environment.

The founders of SVLA also believe that classroom instruction needs to reflect the needs of the real world. Life does not happen in subject matter isolation. To visit a grocery store we need more than basic math; we must understand the math concepts involved in cost vs. size ratios, budgeting, and often the interest rates of credit card to finance our purchase. But we also have to read things that are on the packages and understand them. We need reasoning skills to make good decisions. We have to consider nutrition and health concepts. Do we wish to purchase organic or biodegradable products and why? What can a diabetic parent or a child with a peanut allergy consume? More importantly, what can't they consume and what are all the terms for these ingredients? Even the basic tasks our students must accomplish each day require the integration of concepts from many subjects and the ability to understand how they relate.

Our goal for this program is to give the learners a strong knowledge base, direction, focus, and the opportunity to investigate their passions in an interesting, efficient, in-depth manner. The charter program features basic skills coursework

augmented with teacher guided learning through hands on integrated projects, advisory groupings, and out of classroom field experiences. Each student's needs will be identified through development of an individualized learning plan.

Perspective

Today in the United States there are nearly 9 million students in public middle and Junior High Schools. These youth are especially vulnerable to multiple risks. For example, the process of social alienation that ultimately leads students to drop out of high school often starts during the middle grades. Hence, the transition years between elementary school and high school are critical in setting the trajectories for subsequent life success. Schools serving middle grade students have been called the Bermuda Triangle of education and middle school math and science have been identified as “an intellectual wasteland” (Schmidt, 2000). The transition to middle school has been blamed for increases in behavior problems, teen alienation, and reduced academic performance.

A disconnect occurs when young teens want to become more autonomous, but their teachers become more, rather than less controlling. Although dropping out typically takes place during high school, the process of disengagement and alienation that ultimately leads students to leave school prematurely may start as early as 1st grade but more often starts or is exacerbated during the middle school years (Alexander, Entwisle, and Kabanni, 2001; Ekstrom et al., 1986; Finn, 1989; Finn, 1993; Wehlage and Rutter, 1985). For example, Kaplan, Peck, and Kaplan (1997) documented that low grades in 7th grade predicted devaluing of grades by the 8th grade and that resulting attitudes directly increased the risk of dropping out. Furthermore, they found that, in addition to low

grades, lack of motivation, relationships with deviant peers, and social alienation from school-based peer networks during grades 8 and 9 all independently contributed to the risk of dropping out among students in a large sample from Houston Independent School District.

According to the Ann E. Casey Foundation Kids Count Data Center, Arizona ranks as having the 41st highest drop-out rate in the nation. Broken down by race, nearly half of Hispanic, African-American and Native American students in Arizona who start secondary school never receive a diploma, according to independent reports. Education advocates have been warning that lower-performing groups of students, such as minorities, low-income and disabled students, may choose or be encouraged to drop out as standardized testing pressures increases. Arizona has recently implemented a high stakes graduation test. For the more than 20,000 Arizona teens who dropped out of the class of 2006, Arizona's economy will see \$5.3 billion less in wages over the lifetime of these students.

Lack of funding stretches the resources for Academic Programs in Arizona

Resources are stretched for high quality educational programs nationwide and currently Arizona schools receive the second lowest expenditure per pupil in the United States. As a result, schools have been constructed to house large numbers of students and many cuts have been made.

Table 1: History of Arizona and U.S. Average Expenditure Per Pupil, in Dollars (Unadjusted for Inflation).

	FY 60	FY 70	FY 80	FY 90	FY 00
Arizona	\$404	\$720	\$1,971	\$4,053	\$5,444
National	\$375	\$816	\$2,272	\$4,980	\$7,392
Percent of National	108%	88%	87%	81%	74%
Arizona Rank	19/50	29/50	28/50	38/50	49/50

Source: National Center for Education Statistics (NCES) (2003) Digest of Education Statistics.

In the last fifty years, the average size of high schools has changed from having fewer than 1,000 students to now having over 1,500 students. Research overwhelmingly supports the notion that student in kindergarten through high school are more successful when they attend small schools. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, drug and alcohol use, and school safety. Moreover, smaller, more personalized learning structures seem to provide the setting for other high school reforms, perhaps because change is easier to implement in a smaller setting.

Relationships + Relevance + Rigor + Resources = Environment for Success

The method of instruction at SVLA will be based on the nationally recognized EdVisions Model. The U.S. Department of Education has profiled EdVisions schools for their success in closing the achievement gap and meeting the academic goals required under NCLB in a small non-traditional school setting. On December 7, 2006, the U.S. Department of Education's Office of Innovation and Improvement released a 72-page guide profiling eight charter secondary schools that are making headway in meeting the achievement challenge. The flagship school for EdVisions, Minnesota New Country School, was one of the eight schools highlighted in the report. These schools were chosen

from over 400 charter secondary schools across the country that are meeting achievement goals under NCLB and achieving remarkable success, particularly with traditionally underserved populations.

It is important to note that EdVision Schools is not a management company. Their methods for supporting smaller learning communities include providing technical assistance and professional development through planning and startup, to ensure the school model is implemented successfully during the first three years. Superstition Vista's will be the first Arizona School based on this model.

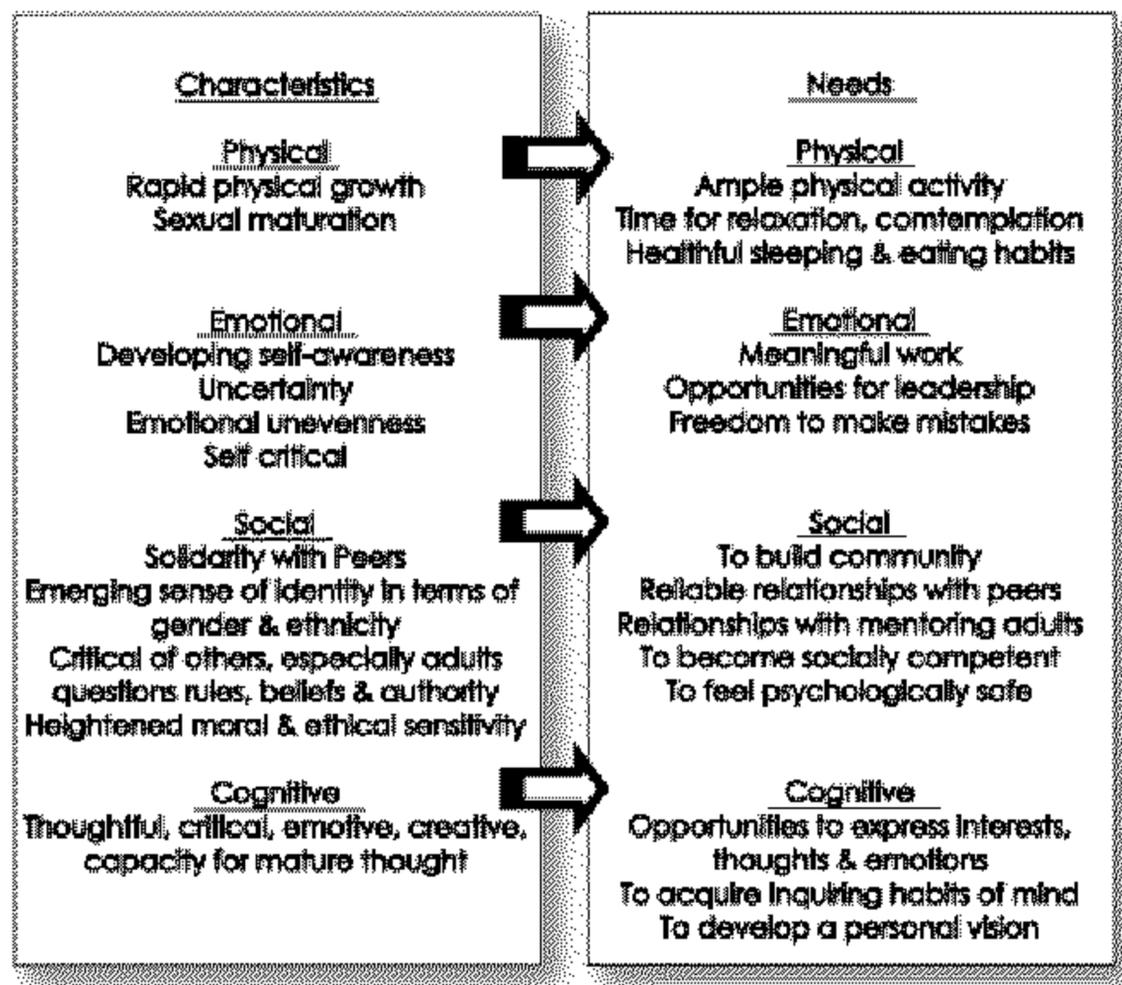
History of Success

EdVisions Schools is part of a growing network of schools that are revolutionizing ideas about teaching and learning. Early progress in these schools is creating a new optimism and confidence in school performance. EdVisions Schools stress relevant learning, building significant adult to student relationships, and learning through doing that is rigorous and demanding. EdVisions Schools is a Gates Foundation intermediary whose focus is creating and sustaining small, innovative schools. Two of their design essentials are *project-based learning* and *advisory grouping*. Project-based learning emphasizes individual and collaborative projects as the foundation for learning and includes a reduction in the whole-class instruction typically found in traditional junior high and secondary schools (Newell, 2003). Advisory grouping provides a stable sense of support for adolescents by matching them with an adult mentor and a group of peers over an extended period of time (Newell, 2003).

Authentic Learning

Superstitions Vistas Leadership Academy will emphasize authentic learning strategies involving the construction of knowledge (accumulating information), disciplined inquiry (typically resulting in synthesis and evaluation evidenced through written expression and/or problem-solving capacity), and meaningful application (value beyond academic credit). To facilitate student mastery and retention of state academic standards, SVLA will rely primarily on academic approaches that engage students in active learning. The emphasis will be on proficiencies that students demonstrate on standards based assessments (unit assessments including projects) rather than on what material teachers have “covered”. Multi-grade level advisories will meet daily led by teacher mentors trained through EdVisions to coach students in sharing knowledge and achieving goals.

The founders of SVLA understand the characteristics of their target population and have designed instructional strategies to address their needs:



The SVLA instructional strategies will include the following:

- 1) **Emphasis on reading, writing, and mathematics**: SVLA will seek to significantly enhance students' abilities in the reading, writing, and mathematics through a variety of methodologies. As students enter the program, basic skills will be assessed and strategies tailored to meet individual needs. The Academy's mastery with project-based connecting activities and other instructional activities will emphasize reading, writing, and mathematics across the curriculum. Reading instruction should not end at the elementary level. All teachers will be required to participate in ongoing professional development in literacy and to provide substantive instruction in reading and writing. The writers' workshop approach will be used extensively. The Academy will use the Stanford University-developed MMAP (Middle School Math through Applications Program) and the Pathways Mathematics program (or comparable program) and the Core Plus Math Program for 9-12. Technology-rich and project-based, MMAP emphasizes proportional reasoning and algebra/functions, and includes statistics, probability, measurement, and geometry. An individualized math program, most likely utilizing Accelerated Math as a management tool, will complement MMAP. *Core-Plus Mathematics* is a four-year curriculum that replaces the traditional Algebra-Geometry-Advanced Algebra/Trigonometry-Precalculus sequence. Each course features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. The first three courses in the series provide a

common core of broadly useful mathematics for all students. They were developed to prepare students for success in college, in careers, and in daily life in contemporary society. Course 4 continues the preparation of students for college mathematics. It formalizes and extends important mathematical ideas drawn from all four strands, with a focus on the mathematics needed to be successful in college mathematics and statistics courses. All staff will receive professional development in mathematics instruction, including training specific to programs selected for use.

- 2) **Cognitive, brain-based instructional strategies:** teachers will facilitate enhanced student learning through the application of research-based practice, with emphasis on meeting state standards through project-based, hands-on, experiential learning; interdisciplinary studies and thematic studies; service learning; peer tutoring; cooperative learning; and by tapping into students' multiple intelligences. To the extent possible, learning is placed in a meaningful and relevant context for students. Professional Development will be provided by EdVisions.
- 3) **Differentiated Instruction:** We will strive to effectively reach students of varying readiness, interests, skills, and experiences. Teachers will engage students through different learning modalities, varied activities, and a multitude of instructional approaches.
- 4) **Service Learning:** A team-based, problem-solving approach to service learning will be utilized to integrate service-oriented activities with core academics. Students will have the opportunity to learn and develop skills while making a positive impact in their community.

- 5) **Advisory Grouping**: The ability to work effectively with others, sharing strengths and solving problems and individual and group challenges as a team are essential skills students need to master prior to entering the workforce.
- 6) **Technology Integration**: All students will be required to develop proficiency in the use of Microsoft Word, Excel, PowerPoint, and Access, as well as Internet research and emerging technologies. The school will provide a laptop equipped with the required curriculum of instruction rather than outdated text. Doing any less limits student learning and handicaps students by limiting access to what is now considered a basic tool of instruction.
- 7) **Outdoor Education/Physical Fitness**: SVLA will include a robust outdoor education component that will be integrated with the core academic program. Outings provide enhanced opportunities for hands-on, experiential learning as well as a valuable context within which to develop teamwork and leadership skills.

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

Superstition Vista's Leadership Academy will be authorized by the Arizona State Board for Charter Schools (ASBCS) during the 2008-2009 school year for a 2009-2010 opening. The application process has been rigorous and the charter application was submitted June 23, 2008 after the organization participated in a successful round table review with many of the application reviewers. The charter was found to be administratively complete in July 2008 after several minor revisions. It has moved on to the peer review process which will be complete by the time this grant application is reviewed. Jill Gaitens, one of the founders of this charter, has previously been a peer

reviewer for the Arizona Board of Charter Schools. The round table reviewers found no significant findings and the charter is expected to be approved in January 2009.

The charter school will operate independently of the ASBCS with the authorizer providing regulatory guidance. The relationship between the charter school and authorizer is established in AZ statute and through policy. The authorization to operate a charter school between Superstition Vista's Leadership Academy and ASBCS is contractual. The contract will be for fifteen (15) years. The contract ensures the schools provides the curriculum as presented in their charter application and makes measurable progress toward their approved goals and objectives.

Charter School decisions regarding personnel, budget, expenditures, and daily operation are made at the school level. The sponsoring boards have very little to do with daily charter school operations. Each charter school develops its own policies related to discipline, personnel, attendance, etc.

Arizona charter schools are responsible for attracting students to their school and reporting accurate enrollment and attendance data. Schools receive monthly payments from the State based on their submitted student data. Annual independent financial audits are required with Audit Reports submitted to the authorizer. Any funding, revenue or expense irregularities must be corrected. ASBCS has the authority to withhold up to 10% of monthly payments for schools that are out of compliance with any of the reporting requirements.

As part of their oversight responsibilities, ASBCS acts as the public's first contact for complaints and reporting of infractions. ASBCS has the responsibility to investigate

reports of possible illegal activities or non-compliance with federal and state requirements and take action against the charter school if necessary.

Over the last twelve years, ASBCS has demonstrated its commitment to ensure quality charter schools. As long as a charter school complies with all federal and state laws and rules and meets its contractual requirements, the authorizer's role is one of administrative oversight. The charter school is free to operate independently, with few restrictions on their chosen educational program.

Arizona is known nationally as a leader in the charter school arena. There are several reasons for Arizona's recognition as being "charter friendly." Researchers recently collected data from over 900 individuals in 23 states and the District of Columbia. In this study, they ranked states based on how well existing state policy environments were supporting effective charter schools and authorizers. The two areas states were ranked in were Policy Enforcement and Authorizer Practices. Of the 24 states that were studied, Arizona ranked first in Policy Enforcement, third overall and ninth in Authorizer Practices. Arizona received these ranks in large part because of the support for charter schools from key players and decision-makers such as legislators, policy makers and the public.

(iii) The extent of community support for the application.

The southeast valley of the Phoenix Metro area is one of the fastest growing communities in the nation. Mesa, where the official address of the school will be, is the 38th largest city in the United States and still growing rapidly (even in this economy) with several large new housing developments. For example, several weeks ago a new

development, Mountain Bridge, sold over 100 homes on opening day and has a waiting list of nearly double that amount.

Just east of the school location and literally bordering the potential site, is a vast track state trust land called Superstition Vista's. This area totals over 275 acres and is larger than the city of Mesa. This land has recently been purchased for development by several real estate investors and construction of a large master planned community is expected to begin next fall. A Morrison Study conducted by Arizona State University estimates that by 2060, almost 1 million people could live in Superstition Vistas. The students attending SVLA will work on many projects involving this new community including sustainability, transportation, environmental issues, education, and employment growth. SVLA is named for this new community. As the Superstition Vista's Community Grows, the entire east Valley of the metro Phoenix Area will change. The SVLA site sits on the four corners (literally) of Mesa, Gilbert, Apache Junction, and Superstition Vista's.

The campus is also located near a variety of business sites, educational opportunities, and jobs in aviation, technology, agriculture and research and is adjacent to Williams Gateway Airport, Arizona State University Polytechnic, and the former General Motors Proving ground. The site is within the boundaries of the Gilbert Public School system on the border of East Mesa slightly west of Apache Junction. This is a relatively new community that has seen tremendous growth during the past two decades. The area has grown from about just over 29,000 residents in 1990 to over 186,000 in 2006, representing a 541.4 percent increase in just sixteen years, according to the U.S. Census Bureau and the Maricopa Association of Governments. About 60 percent of the population is in the prime school age range of 3 to 18 years old.

Due to the rapid and continuing growth in the area, the noted pupil to teacher ratio is over 30% higher in the three surrounding district schools than the state average with some classrooms as high as 30 students at the elementary level. This becomes even more pronounced at the high school level with some classes approaching 40 students.

Parents Seeking Smaller Learner Communities

The founders of SVLA developed the charter program at the request of parents and community members. Mrs. Gaitens, one of the founders, is currently a Principal at Leading Edge Academy (K-6). The charter holders of this program do not wish to expand to serve 7-12 students but have been supportive of parent demand for these grade levels locally by supporting Mrs. Gaitens throughout the charter process.

Parents have been participating in steering committees since January 2008 with the understanding that enrollment at SVLA is not guaranteed for their children until after the lottery process. Parents from Noah Webster (K-6) and Cambridge Academy (K-6) have also attended several of these monthly steering committees. In addition, the founders of Cambridge Academy and Leading Edge have offered their extensive experience and established partnerships in notifying all community members of this opportunity. Beginning November 2008, public notices inviting parents to steering committee meetings will be placed in local public newspapers, Spanish language publications, and at local faith based institutions, especially those with strong ties to minority populations to ensure all community members will have an equal opportunity to enroll their children prior to the lottery for enrollment.

With the input of parents, the school was designed as a middle and secondary option for the students transitioning from three high quality K-6 charter schools in the area and

for families in the community seeking a smaller school setting with a rigorous, relevant curriculum and opportunities for service learning for their students. The 7-9 grade level configurations that the school will open with, reflects the needs of the community and covers the grades served locally by district public schools in middle and junior high schools within a five mile radius of the school site. After the first year of operation, the school will grow one grade level per year until the 12th grade.

Local Schools have Failed to Make AYP

As mentioned earlier, SVLA will be located in the Gilbert Public School District, however, students from the Mesa Unified and Apache Junction Districts will also be targeted since these districts are active within a five mile radius of the campus. Parents from Gilbert, Apache Junction, and Mesa have expressed interest in transporting students to the school and several of these parents have participated in the Steering Committee guiding the development of the SVLA charter. As new families move into the Superstition Vista's area, they will also be targeted for enrollment.

All of the families that have expressed interest in the school have been disappointed by overcrowding at local district schools but they were shocked when the founders of SVLA shared Arizona Department of Education school report cards that show that ALL of the local Junior High and High Schools had failed to make AYP for the 2007 school year (results for 2008 are embargoed by the Arizona Department of Education at this time). These schools include:

- Thunder Mountain Middle School; Apache Junction (6-8)
- Desert Ridge Junior High, Gilbert Public Schools (7-8)
- George Smith Junior High, Mesa Public Schools (7-9)
- Apache Junction High School; Apache Junction School District (9-12)

- Mountain Shadows Education Center; Apache Junction School District (6-8)
- Desert Ridge High School; Gilbert Public Schools (9-12)
- Skyline High School; Mesa Public Schools (10-12)
- Mountain View High School; Mesa Public Schools (10-12)

It is interesting to note that these schools represent three separate school districts. In addition, the only K-8 charter in Apache Junction failed to make AYP and was listed as underperforming by AZ Learns during the 2007 school year. Together, all of these schools serve nearly 7,500 students within a five mile radius of SVLA.

Many of the Interested Families have Experience with Successful Charters

One of the points of pride for this area is the number of high performing and excellent K-6 charters. Over 1,500 east valley students attend Cambridge Academy K-6, East Mesa; Noah Webster K-6, Gilbert; and Leading Edge K-6, East Mesa. All of these charters are within a three mile radius of SVLA.

Currently, no charter program has been developed in the area to serve specifically Junior High and High School students leaving parents with few options when their children transition from these high quality charters to the 7th grade although several charter schools offer K-8 programs for at risk students in the north east area of Mesa and have waiting list for enrollment.

SVLA will serve as a Junior High transition program for K-6 charter students allowing 7th through 9th grade students to form a school community in a charter designed specifically to meet their academic and social needs that includes the foundation of familiar relationships. In addition, SVLA will draw on a large population of parents seeking a smaller, more personal learning environment in the south east valley since

district Junior and High Schools locally serve populations ranging from 1,000 to 3,000 students while the largest high school, in the Gilbert District serves over 3,300 students.

At the elementary level, district sites average 1,200 students, thus many parents have flocked to smaller charters. These parents are now demanding similar options for Junior and High School.

Community Outreach

During the planning and program design of the charter many community partnerships were developed to increase opportunities for the students attending the school. By reaching out to the community, SVLA founders ensured students could experience a wider range of coursework than they could possibly offer in their small learning community as the school grows to capacity.

We have been very impressed with the level of support we have received from local not for profits, community colleges, and the business community.

Mesa Community College, Red Mountain: When the founders began planning the charter program, administrators at from the MCC assisted with the design of the graduation requirements and service learning requirements. In addition, MCC offers opportunities for Dual Enrollment for SVLA students. Students may take courses at the local college and earn both secondary credit toward graduation and community college credit.

Rio Salado Community College – RSCC is a popular option for members of the community seeking a teaching credential. At the request of RSCC, SVLA has been approved as a teacher internship site. These interns will also participate in EdVisions training when possible. The presence of interns on the campus increases the level of

involvement the faculty of RSCC and brings a diverse selection of experienced educators seeking a new career and young recent college graduates to the SVLA campus.

Desert Haven Community Church- This faith based organization became one of the original community partners for SVLA when they agreed to share their site and land toward their church mission of educating the community. This partnership allows both the charter and the church to reduce costs while increasing services and opportunities for students. They have opened their doors for parent steering committees, attended city of Mesa zoning meetings, and they have written letters of support during the charter authorization process. In addition, all board meetings have and will continue to take place in their community room.

Feeder Schools- The learning communities at Cambridge Academy, Noah Webster, and Leading Edge Academy have been very supporting during the planning and development of this charter. They have opened their doors for parent information sessions, referred qualified vendors, offered advice on establishing a charter, and mentored the founders of SVLA. By working together with all of the feeder schools, SVLA has built a stronger academic program that will meet the needs of many of the students attending these schools.

Pure Fitness – The weather in Arizona does not always permit outside activities due to the heat, and exercise equipment can be very expensive. The founders of SVLA believe that the mind is a terrible thing to waste but so is the other 90% of a student's body. They are committed to no child being left on their behind. A local fitness center is projected but it will be several years before it is open to the public. SVLA is lucky enough to have an outdoor basketball court and room for limited equipment. The educators developing

the physical education program found that many students were interested in physical activities similar to personal training. The founders of SVLA reached out to a fitness program located a short drive away (biking distance in cooler months) and were offered discounted group enrollment. This arrangement will save school resources and allow the school to develop a relationship with a local business that has been very supportive of our efforts while meeting the diverse physical education needs of our students.

State and National Parks- The location for SVLA is ideal for partnerships with several state and national parks including the Tonto National Forest, Usary Mountain Recreational Area, and The Lost Dutchman State Park (including the Superstition Mountain Range). During the design of the curriculum for SVLA, the staff of these local resources assisted the founders in integrating state standards with outdoor resources. SVLA students have been invited to participate in service learning opportunities at these parks and will use these local treasures as the foundation of many projects.

EdVisions- In a more global community view, EdVisions has been a strong community partner bringing a proven program of instruction to Arizona and fostering the SVLA charter. They have offered extensive research, assisted with the lessons turned in for charter authorization, worked with SVLA on facilities design, and will continue to work with the founders on implementation and expansion planning.

DMB- Mesa Proving Grounds (virtually next door to SVLA) was part of the 5,000-acre General Motors Desert Proving Grounds when it was purchased by DMB Mesa Proving Grounds LLC, an affiliate of Arizona's DMB Associates, Inc. (DMB), in late 2006. Located adjacent to Phoenix-Mesa Gateway Airport and ASU Polytechnic campus, the 3,200-acre Mesa Proving Grounds is the largest remaining parcel of contiguous

Superstition Vista's land within the Mesa planning area and is of tremendous importance to the future of Mesa and the entire region. The founders of SVLA have met with and have continued to communicate with DMB representatives regarding opportunities for SVLA student to be mentored by the professionals at new development as it grows with positive and encouraging response.

We have reached out to the community during the planning and development of the charter and will continue to do so as development transitions to implementation and beyond. We have been amazed by the support and motivation in the community to open SVLA. An open lottery for enrollment will take place in March 2009.

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

Many factors contribute to student academic achievement including each student's academic level upon enrollment, student attendance, participation in the testing process, the level of parent participation, the quality of the instructional staff, the quality of the instructional program, and motivational issues that often manifest in the middle grades. It is important to note in this section that SVLA will participate in the Education Integrated Data to Enhance Arizona Learning System (IDEAL) as part of the monitoring of their Strategic Plan using the Arizona School Improvement Plan (ASIP) as a guide for continual data driven needs assessment, internal reflection and evaluation, and school improvement. This plan includes both internal (program based assessments) objectives and external (standardized test assessments and NCLB motivated) objectives.

Assumptions: 1. SVLA will manage its budget and resources to meet these objectives. 2. Parents and students will be satisfied with the educational program as demonstrated by their continual participation.

	Student Achievement Objectives	Steps to Reach Goal	Benchmarks	Evaluation Plan
1	<p><i>Objective 1 and 2 are related and thus grouped together-If Obj. 1 is achieved, Obj. 2 will result.</i></p> <p>By the end of the second school year, 80 percent of the students will meet or exceed Arizona Academic Standards demonstrated by performance on the AIMS DPA or the Terra Nova.</p>	<p>a. Early intervention/remediation: All students will be assessed and develop Personal Learning Plans with their mentor teachers. During this process the mentor teachers will identify students currently performing below grade level in math or literacy by September 15, 2009 and develop individualized goals, strategies, and contracts for each of these students with input from other core teachers and parents.</p> <p>b. Maintain student attendance rates and increase attendance based on year one baselines.</p>	<p>a. Early Intervention timelines will be established and monitored:</p> <ol style="list-style-type: none"> 1) Personal Learning Plans in place by Sept. 15; 2) Students are identified for early intervention/remediation; 3) Database will monitor each aspect of the plan; 4) Student performance on assessments will be evaluated; 5) PLP adherence will be tracked monthly; 6) Progress monitored quarterly. <p>b. To maintain attendance rates of at least 95% using SAIS data as a measurement.</p>	<p>Baseline scores for the school will be established during the first two years of operation with a goal of 80% of the student population (tracked by ethnicity and socio economic status) meeting/exceeding on all sections of the AIMS DPA/Terra Nova by the end of year 2. Baseline data will determine school improvement planning goals using the ASIP on the IDEAL system continually perform needs assessments, develop improvement goals, and to monitor progress on these goals and additional goals that may be developed based on:</p> <ul style="list-style-type: none"> • Standardized test results • SAIS demographic records based on student enrollment • Internal and External issues that may impact student performance • The quality of the instructional staff.
2	<p>Each school year SVLA will meet or exceed NCLB requirements for Adequate Yearly Progress (AYP).</p>	<p>c. Work to ensure all students will test each year on the AIMS DPA and Terra Nova</p> <p>d. SVLA will hire only highly qualified staff members who are willing to participate in extensive professional development to</p>	<p>c. At least 95% of all students will test each year on the AIMS DPA or Terra Nova (SVLA will attempt to test 100% of all enrolled students however; in a school of this size 95% is attainable).</p> <p>d. Instructional staff will meet or exceed the NCLB requirements</p>	

		support student achievement.	for highly qualified staff members. Professional development will be provided by EdVisions with all staff required to participate. In addition staff will be evaluated based on their motivation to improve their qualifications and their ability to support student learning objectives.	
3	By the end of the first school year, 90 percent of students who enrolled before October 1 will read independently 25-30 books per year.	<p>1. To encourage reading across the curriculum SVLA will increase the amount that students read in the context of teacher-directed core academic studies and project-based learning.</p> <p>2. To encourage reading for enjoyment SVLA will seek to significantly alter the imbalance that currently exists between time watching television/computer gaming/on-line activities and time reading including on line reading for research purposes, with the objective being, eventually, to have a majority of our students reading equal to or more than they watch television or participate in gaming/on-line activities.</p> <p>* On line research will be logged separately with citations. It is anticipated that effort</p>	<p>1) Student reading logs, including the context for the reading, will be maintained and evaluated</p> <p>2) Project reports will include summary of readings, and these will be quantified and tracked over time.</p> <p>3. Students will be asked to maintain television, computer (with the context noted) and reading logs for the time they are away from school.</p>	<p>Reading scores, evaluated on the basis of individual growth, will improve beyond what would be expected:</p> <ul style="list-style-type: none"> • AIMS (a higher percentage of 7th, 8th, 9th and 10th graders performing at the “meets or exceeds” levels than did so when the group tested in the previous year) * if passed AIMS is not required after the 10th grade. • Terra Nova Results as compared to surrounding districts and charters <p><i>* This goal correlates with an action research project that will be conducted over the first three years of the SVLA. The goal is not meant to be burdensome on students and much of the reading will be incorporated into the context of the educational program. The results are</i></p>

		will result in a healthy amount of discussion and research involving citing online resources correctly as technology and web content continues to evolve.		<i>intended to be motivational for both students and parents while making both more aware of each students time spent reading, watching TV, Gaming, and engaging in on line activities.</i>
4	By the end of the second school year, 80 percent of continuously enrolled students will receive a meets or exceeds standards average on projects related to mathematics, science, social studies, language arts, and/or technology	<p>a. SVLA will work to extend the students learning beyond the school community into the real world through training teachers to guide students in identifying and selecting problems that reflect local, national, and international concerns.</p> <p>b. To demonstrate the potential of project-based learning within the framework of a standards-based student portfolio system to enhance student achievement relative to those standards, each student will have and maintain a standards-based student portfolio that will record work and performance relative to all Arizona standards.</p> <p>c. High levels of parental participation will be encouraged.</p>	<p>a. Professional Development provided on a timely bases.</p> <p>b. Student Portfolio audits will be conducted each Friday by mentor teachers to log progress in Personal Learning Plans for each individual student.</p> <p>b. Expectations and performance on individual student projects will be highlighted in portfolios and parent communication</p> <p>c. 100% of all students will have at least one parent present during orientation sessions.</p> <p>c. At least 90% participation in monthly parent/student personal progress interviews (PPIs).</p> <p>c. At least 90% participation in parent conferences.</p>	<p>a. Students Portfolio audit logs will be reviews weekly by school administrators.</p> <p>b. Completed advisory agendas from presentations will be placed in student files and, interviews will be monitored by administrators who may participate if appropriate.</p> <p>c. Parent Conference Logs and sign in sheets will be retained. Teachers will also log all parent contact including email and phone conversations to assist administrator in addressing parent concerns.</p> <p>Each project will be accompanied by an explanation of the standards covered.</p>

Use of Grant Funds:

To meet these four ambitious goals, planning personnel, professional development, curriculum, technology, marketing, infrastructure items, and planning

expenses detailed in the narrative budget must be met in order to devote ADM (Average Daily Membership) funds to staffing, facilities, and operating expenses.

One crucial expense that should be detailed is Professional Development by EdVisions to assist teachers in meeting student individual academic needs, school objectives, and each of the five elements of the comprehensive assessment plan required by EdVisions.

EdVisions will provide a complete program of professional development, coaching and technical assistance for the first three years of operation if this grant is approved. After that time, SVLA administrators and instructional staff will be prepared to mentor new teachers in house with ongoing support from the EdVisions School Network. Each Friday will be on the half day schedule to accommodate the level of professional development required for the academic program. Teachers will receive three hours of professional development per week with reflective time spent communicating with their mentor. The training program offered reflects the EdVisions research-based model – highly personalized and relevant – delivered by experienced practitioners. Modest transportation costs for training are also included in the narrative budget.

How these funds will be used in conjunction with other grant funds

It is expected that SVLA will be identified as a Title I school during their first year of operation. Title I funding will be used to strengthen remediation programs at SVLA. Title II funding will be used to support additional professional development efforts. Title V will be used to provide a resource library for instructional staff over a period of time. IDEA funds will be used to supplement the services received by special needs students. All other state and federal grant funding will be used to supplement the

educational program and to offset operational funding (e-rate) when allowed by the program office. This grant will provide planning and implementation funding.

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

The strategy for assessing achieving achievement of school objectives was included in the previous section in the chart showing benchmarks and evaluations, however this plan can be further detailed:

Methods of Assessment:

Superstition Vista's Leadership Academy's instructional program is designed to facilitate numerous learning strategies while giving teachers, mentors, and administrators the data needed to guide school improvement efforts and to ensure the needs of each individual student are met. **Thus, the methods of student assessment will be varied in order to best align with instructional approaches and individual learning activities in a given area.** However, the emphasis will be on authentic assessment.

Comprehensive, standards-based student profiles will provide the essential infrastructure for tracking, assessing, and coaching student learning. (Objective 1,2,4) Within this framework, teachers emphasize authentic assessments, with standards-based rubrics used to inform students and their parents and motivate them to work to address deficiencies and strive to achieve higher standards. Students' project planning activities, conducted in collaboration with teachers, will include an identification of standards that will be addressed through the course of the project and a review of the rubrics attached to those standards (which will be modified when appropriate). A computerized database tracking each student's personal learning plan will be used to maintain the current status of each student's learning profile.

Primary emphasis will be given to performance-based assessments that require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include service projects, responsibilities associated with leadership positions, science experiments, dramatic and oral presentations, video productions, research, etc.

In addition to authentic assessment strategies, more traditional approaches will also be used, including teacher-developed tests when appropriate. Furthermore, initial standardized assessments in reading and math will be conducted with follow-up tests to be taken at the end of each year (the specific instruments to be used for these assessments have yet to be determined). Finally, students will participate in all required state-mandated assessments in accordance with applicable Arizona Laws and Regulations. These assessments include AIMS-DPA for 7th and 8th grade students and the TerraNova for grade 9 (Objectives 1,2).

Both standardized and authentic assessment strategies will be used to monitor, adjust, evaluate, and modify instructional strategies. Targeted interventions will be based on initial assessments and performance based assessments. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data.

Students who are struggling in a particular area or who are not on pace to achieve the “Meets or Exceeds” performance levels identified on the Terra Nova/AIMS DPA assessment and Response to Intervention assessment will be given ongoing support in the form of tutoring and instructional modification.

Mastery Level/Promotion Requirements: SVLA is committed to a standards based curriculum supplemented by a project-based academic program (objective 3,4). The Academy will utilize the NWEA AIMS-aligned Measures of Academic Progress (MAP) and the NWEA Combined Science tests to assess each student’s performance in mathematics, reading and writing at the beginning of each year. Appropriate individualized learning/growth goals will be set for each individual student to establish “one year’s growth” criteria (based on RIT scale). At a minimum, students will be expected to achieve the MAP/AIMS “approaches” benchmarks by the end of eighth grade and tenth grade (per AZ requirements). However, to be in good academic standing, students must achieve Meets or Exceeds levels for mathematics, reading, and writing on AIMS and meet grade level expectations on the ninth grade Terra Nova. Furthermore, students’ learning profiles must show that they are on pace to master 80% of all content standards (including social studies and science). Periodic reviews of the standards-based student learning profiles along with MAP assessments will provide a clear assessment of

student progress relative to these expectations to plan remediation and to determine promotion or retention.

Class Size:

SVLA plans to open fall 2009 with a total of 120 students in grades 7 through 9 to be served by six full-time teachers, complemented by limited part-time assistance. By year three it is anticipated that the enrollment will expand to 180, and the instructional staff will increase to 9 fte., maintaining a 20 to 1 student/teacher ratio. This teaching team will be complemented by a significant infusion of parent and community volunteers. Each teacher will be assigned 20 students to mentor in Advisory Groups throughout their academic experience at SVLA and the learning community will remain small and focused on the needs of individual students to facilitate the personal learning plans and project based approach to individual research.

Plan to monitor the integration of State Academic Standards: (Obj. 1-4)

The school administrator will monitor the comprehensive, standards-based student profiles that teachers/mentors will continually update to provide the essential infrastructure for tracking, assessing, and coaching student learning. Within this framework, teachers emphasize authentic assessments with, with standards-based mastery rubrics used to inform students and their parents and motivate them to work to address deficiencies and strive to achieve higher standards. Students' project planning activities, conducted in collaboration with teachers and mentors, will include an identification of standards that will be addressed through the course of the project and a review of the rubrics attached to those standards (which will be modified when appropriate). A computerized database tracking each student's personal learning plan will be used to maintain the current status of each student's learning profile.

Both standardized and authentic assessment strategies will be used to monitor, adjust, evaluate, and modify instructional strategies. Targeted interventions will be based on initial assessments and performance based assessments. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data.

A description of how teachers will monitor and document progress toward student proficiency of the State Academic Standards.

EdVisions, as an organization, expects all participating schools and their instructors to adhere to a comprehensive plan for evaluating and assessing student growth (obj. 1-4) . This process will be used to monitor individual proficiency on the Arizona State Articulated Standards. Although the evaluation of the school community is not limited to the assessment of student growth, it is the most important aspect of consideration for a successful school. The most important determination as to whether or not students' achieve is their development as a self-directed life-long learner. If a person

is self-directed and knows they have resources both from within themselves and from without, they will become a successful and productive person. Knowledge as to whether or not this has taken place in students is the most important knowledge teachers and administrators can have in regard to decisions on program, personnel, and other resource allocation.

Therefore, adherence to the following plan will assure school instructional staff, governing board and other stakeholders including the Arizona Board for Charter School, will monitor and improve efforts to ensure that SVLA has indeed made an important transformation in the lives of the young people who have matriculated in the school community. The EdVisions Evaluation Plan consists of five elements. Although this appears to be a large number of assessments, and is well beyond expectations of Arizona's Department of Education requirements and NCLB requirements. SVLA founders believe all of the items form a holistic and value-added look at student transformation toward becoming a productive learner. Each of the five elements will be used to determine if instructional adjustments need to be made on an ongoing basis.

1. Recording and reporting Core Demographic Data:
 - a. SVLA has agreed to keep track of common core data pertaining to student demographics. Almost all of this data is necessary to report to ADE agencies, except for a small number of items. This data is important in order to evaluate incoming students' needs and to report the precondition of learners.
2. Recording and reporting standardized test data on Reading and Math scores.
 - a. The Northwest Evaluation Association's Measure of Academic Progress and RIT scores in a value-added manner will be administered. Then raw scores from AIMS and Terra Nova will be recorded and monitored.
 - b. These scores will be kept on each student in a common data-base with other data, using the Hope Study Identification Number and the SAIS number as a placeholders so that we can compare developments of each student with other EdVisions Schools and Arizona District and Charter Programs.

3. Recording and reporting the development of Process Skills using a rubric developed by EdVisions practitioners.
 - a. Skills such as Project Management, Responsibility, Collaboration, Presentation, and Use of Technology will be subjectively measured, quantified and kept in the data-base on a year-to-year basis.
4. Recording and reporting development of Higher Order Thinking Skills.
 - a. This would entail assessing such skills as Analysis, Synthesis, Problem-Solving, Creativity, and sophisticated Communication. These scores would be recorded and reviewed in a value-added manner.
 - b. This may be done either via subjective analysis on an EdVisions designed rubric, or using the Collegiate and Work Readiness Assessment.
5. Recording and reporting the development of Dispositional Hope. All students will be expected to take the series of self-perception surveys that diagnose school culture as it relates to relationships, relevance and rigor.
 - a. Autonomy, Belongingness, Goal Orientation, Engagement and Hope Index scores will be recorded per school or advisory (NOT per student) and will be used by staff in creating ongoing school-wide improvement plans.
 - b. EdVisions will utilize individual Hope scores to analyze correlations between development of basic skills (reading and math), development of process skills, and development of higher order thinking skills if each school site will maintain a spreadsheet of student's scores in each category with students identified by their Hope Study Identification Number.

(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.

SVLA will meet its objectives and improve educational results for students during and after the period of federal financial assistance due to the experience of the founders, the modest budget projections of the charter, and the strength of the professional assistance offered by EdVisions during the development, planning, and implementation of the charter.

The founders have extensive experience (see section iv) and have been involved in the start up and implementation of several other charter programs . Both are credentialed educators and parents and one has successfully managed a not for profit charter with several sites. In addition, Ms. Gaitens has graduated from a charter school

leadership program funded through an Arizona State University Federal Charter School Program grant designed to prepare charter leaders and expand charter programs.

The 15 year, renewable charter for SVLA and the three year budget for the public school was submitted for approval to the Arizona Board for Charter Schools without the inclusion of federal assistance for the academic program. The experience of the founders (as detailed in section vi) and the high level of community need (as detailed in section iii) and support for the school are factors in the approval process. This grant program will allow for full program implementation with the support of high quality instructional materials and EdVisions professional development during the crucial first three years of operation. With this foundation, the school will be a sustainable, high quality program for the students in the southeast valley of the metro Phoenix, Arizona area (see attached resumes).

This learning community needs a stable, sustainable, high performing public charter school for grades 7-12. The neighborhood district schools failed to make AYP in the 2007 school year and are challenged by overcrowding and changing boundaries. Although the outlook for long-term sustainability is very good, the charter founders have planned for sustainability with the following measures: modest growth projections, conservative 3-year budget projection, hiring of high-quality, experienced administration and management, use of a shared facility, and community partnerships.

Professional Development to Support the Strategy to Meet Objectives

To ensure that the charter will meet objectives and improve educational results for students during and after the period of Federal financial assistance SVLA has partnered with an experienced, proven mentoring organization. (see section ix).

It may seem daunting at first to contemplate daily assessment and tracking of all of the data require by EdVisions. However, if the staff establishes the procedures and tracking mechanisms as they begin their first school year, and establish the assessment of each student on an ongoing basis, SVLA will fulfill the mission and goal of creating a school community that encourages growth of young people into self-directed, life-long learners and community leaders.

Each teacher will bond with an experience EdVisions Mentor teacher during the summer institute. Mentor teachers will assist with evaluating lesson plans and Advisory Group goals. Each SVLA teacher will be sent on at least one Mentor day during their first year of instruction with several student leaders. Mentor Days are a great way for students and staff from one EdVisions school to experience another school.

Professional Development

EdVisions 3-year Technical Assistance Plan

■ *Planning year through the second year of implementation –*

Summary:

Implementing Superstition Vista's Leadership Academy, where personalized learning empowers self-directed students to contribute significantly and meaningfully to a sustainable community, is a multi-faceted challenge that requires a multi-year technical assistance plan. EdVisions has supported this kind of multi-year development with over 50 schools across America. Practical in design, the following technical assistance plan assures thorough and longitudinal assistance to Superstition Vista's Leadership Academy as it completes its planning phase and initiates its first two years of implementation.

Initial planning and development phase Total: \$30,000

- This comprehensive phase includes 18 days of coaching: Customized coaching (9 days) Immersion experiences for educators @ EdVisions school sites: (4 days); On-site summer training (5 days) and support materials. (\$22,000)

- Professional Development: EdVisions Summer Institute – fee for 6 staff: (\$4,000)
- Use of various school development resources and promotional materials such as design elements, videos, books, publications, and learning resources. (one-time fee) (\$3,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Implementation (year 1) Total: \$36,000

- This comprehensive phase includes 20 days of coaching. Customized coaching (15 days); On-site summer training (5 days) and support materials. (\$24,000)
- Professional development: EdVisions Summer Institute -- 6 staff: (\$4,000)
- Project Foundry and training: project process and standards tracking system; initial license, annual renewal is 2,000. (\$5,000)
- Hope Study: Pre/Post Surveys, Scoring, Analysis and School Improvement Coaching (\$2,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Sustaining (year 2) Total: \$32,000

- This comprehensive phase includes 15 days of consulting: Customized coaching (10 days) On-site summer training (5 days) and support materials. (\$23,000)
- Professional development: EdVisions Summer Institute -- 6 staff: (\$4,000):
- Project Foundry and training: project process and standards tracking system (\$2,000)
- Hope Study (Pre/Post Surveys, Scoring, Analysis and School Improvement Coaching (\$2,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Travel costs: Travel costs will not exceed 20% of the total.

Scope of Work – EdVisions will provide comprehensive coaching assistance to Superstition Vista’s Leadership Academy to support the following:

- Understanding of and overall implementation of the EdVisions Design Essentials – coaching and related pedagogical materials, resources, and training
- Development of personalized, project-based learning community where students and teachers engage in a personalized, academically productive pedagogy
- Advisory development as the basis of organization and relationships for a project-learning environment
- Facilitated immersion visits to selected schools within the EdVisions network
- Developing a Teacher Professional Practice for shared leadership and collaborative practice consistent with the EdVisions Design Essentials

- Engaging various community stakeholders
- Facilitating the sharing of resources, peer mentoring and best practices across the EdVisions national network
- Other professional development as mutually agreed upon by both parties

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

The founders of SVLA developed the charter program at the request of parents and community members disturbed by the lack of choices as 6th grade students transitioned to 7th grade, and the poor quality of local 7-12th grade educational opportunities (see section viii). Parents will be involved in the EdVisions training detailed in the previous section to ensure their continuous input is part of the planning and development process. The Founders believe that the success of each student depends in large measure on the involvement of their parents or guardians.

During the initial planning period a steering committee was established and parents who participated in the committee met regularly during the chartering process. They will continue to meet prior to opening the school. The committee developed parent involvement strategies that include:

- A Parent position on Governing Board
- Parent advisory counsels to help with all aspects of planning development and program implementation
- Requesting parents to assist with classroom help and instructional assistance (SVLA parents suggested this activity to become more involved with the education of their children. The founders understand that many working parents may not be able to help

in class so classroom assistance is not mandatory but all parents are welcome in the classroom.)

- Part of the enrollment agreement for SVLA students requires parents to support for their children by assisting with home projects i.e. homework, discipline, other projects
- Parents are required to be key members of the Special Education Team during the IEP process.

This committee will transition into a parent advisory counsel and as of the beginning of the 2009-2010 year, 40 parents have signed up to participate with the understanding that until the school lottery, their children are not guaranteed enrollment. This level of parent commitment has been encouraging for the founders.

As detailed in section three of this application, during the planning, program design, and implementation of the charter many community partnerships were developed to increase opportunities for the students attending the school. By reaching out to the community, SVLA founders ensured students could experience a wider range of coursework than they could possibly offer in their smaller learning community.

We have been very impressed with the level of support we have received from local not for profits, community colleges, and the business community. We will continue to partner with parents and reach out to the community after implementation the program charter operation. As the school community grows, and parents have witnessed implementation of their ideas and the success of their children, we are confident they will encourage other parents and community members to become involved charter school.

(viii) The quality of the personnel who will carry out the proposed project.

The founders of Superstition Vista's Leadership Academy are Jill Gaitens and Dennis Gaitens. Their resumes are included as attachments of this application. In different roles, they will share the responsibility of the day to day operation of the school although Mrs. Gaitens will hold the official role of Principal and Grant Project Director.

Mrs. Gaitens has over 16 years experience as a teacher, site director, grant manager, and school principal. She holds a Bachelors Degree in Human Resource Management with a concentration in Training and Development and has been a certified Language Arts and Social Studies teacher since 1992. In addition, in 2005, although she had been serving as a charter school principal for several years, Mrs. Gaitens was selected as a Leadership for Educational Entrepreneurs Fellowship by Arizona State University at the West Campus. She earned a MA-ED in Administration and Supervision with a concentration in Business through the LEE Program. LEE was an 18-month fast-track Master's program funded by the United States Department of Education to support the training of high quality charter leaders. Introduced in 2001, it was the nation's first structured university Master's Program that bridged education and business and is recognized as setting the standard for developing charter school leaders.

Ms. Gaitens action research regarding Drop-Out Prevention Strategies is currently being published as a part of an Action Research text used nationwide for Master- year, ongoing large federal grants awarded to two Arizona Charter Schools serving middle and high school students. Drop out rates at these schools have reduced significantly.

Mrs. Gaitens hold Arizona 7-12 Secondary teaching certification and K-12 Principals Certification. She has been involved in the start up of numerous charter

schools and has served as a grants manager for four east valley charter schools for the last five years. She has extensive experience in charter school fiscal management and is prepared for the oversight responsibilities required to manage an Arizona Charter School.

Dennis Gaitens will serve as the Operations Manager (including web site and technology management). In addition, he will teach several physical education courses. He is a retired Marine Corps Gunnery Sergeant with 20 years of military service and a 7-12th certified teacher.

As the youngest of four siblings raised by a single working mother, he was the only member of his family to graduate high school. He went on to earn a Bachelors Degree in Information Technology and teaching certification in CTE and JROTC. Mr. Gaitens began his teaching career through Troops to Teachers as a disabled Veteran in August 2004. He has since implemented an on-line federally funded program serving at risk secondary students through Physical Education and Student Engagement Activities and is entering his forth year as an JROTC Instructor at the largest Public High School in Arizona.

After earning Marine Corps JROTC certification, Mr. Gaitens became the sole instructor for the Ray Unified District and later transitioned to a larger program in the Gilbert Public School District.

Since its inception in 1916, the JROTC program has been viewed as a strong program that provides youth with much-needed skills in citizenship and leadership. Additionally, numerous studies have shown that students who participate in JROTC programs have better attendance, grades, and graduation rates relative to students who were in general academic programs.

Although SVLA will not offer a formal JROTC Program, Mr. Gaitens will use the skills he learned as a United States Marine and JROTC Instructor to support the SVLA Program of Instruction. He will:

- *Motivate* students to learn.
- *Foster* a disciplined and constructive learning environment.
- *Instill* essential skills like time organization, responsibility, goal setting, and teamwork

A Diverse Staff or a Diverse Population of Students

The Founders of Superstition Vista's Leadership Academy will seek to provide a culturally diverse administrative and faculty base. The majority of recruitment will be done by advertising for positions in general circulation publications that reach a broad and diverse population. Underrepresented groups will be also be sought in local employment fairs organized by Hispanic organizations, organizations supporting disabled populations, and the Department of Economic Security which serves displaced individuals and economically disadvantaged clients.

Partnerships for recruiting personnel through the Troops to Teachers and (Military) Spouses to Teachers Program have been established. Military veterans have a long history of continuing to serve as teachers and historically have represented a more diverse teaching pool than the general population. In addition, many disabled service members have ties to this community. The maturity and leadership offered through transitioning military service personnel and their family members would benefit the SVLA program.

It is the commitment of the charter holders to not discriminate against any person or group based on color, national origin, gender, age or disability and to be fair and open in all employment practices.

Qualifications– Instructional Staff

All classroom teachers and instructional assistants will be highly qualified as outlined in NCLB/AZ LEARNS for the area in which they are teaching. They will also have appropriate SEI (Structured English Immersion) endorsements and fingerprint clearance cards. The description of duties and qualifications for instructional staff identified aligns with SVLA program of instruction.

Qualifications – Administration Staff

SVLA’s Director will be a State of Arizona certified administrator with at least three years of education experience. The Director will ensure that the curriculum that has been adopted is fully instituted. The financial management of the school will be overseen by the Director, the Operations Manager, and the Corporate Board.

School Director

JOB DESCRIPTION

Curriculum Development
 Community Relations
 Confidentiality of Records
 Special Education Coordinator
 Community Relations
 Assists in Hiring
 Oversees Annual Budget

QUALIFICATIONS

Masters Degree or Higher
 Holds Fingerprint Card
 State Certified
 Problem Solver
 Solid Communicator

Operations Manager

JOB DESCRIPTION

Oversees Operations
 Manages Technology
 Confidentiality of Records

QUALIFICATIONS

Bachelors Degree or Higher
 Holds Fingerprint Card
 State Certified

Community Relations
Assists in Hiring

Problem Solver
Solid Communicator

School Secretary

JOB DESCRIPTION

Manages School Office
Manages Attendance Records
Manages School Correspondences
Acts as School Nurse
Assists in Hiring

QUALIFICATIONS

Bachelors Degree or Higher
Holds Fingerprint Card
Problem Solver
Solid Communicator
Proficient in Microsoft

Contracted Special Education Teacher

JOB DESCRIPTION

Student Identification
Review of 45-Day Screenings
Faculty Trainings
Assisting in State Reporting
Compliance Monitoring
Delivers Instruction

QUALIFICATIONS

Bachelors Degree or Higher
Holds Fingerprint Card
State Certified
Has SEI Endorsement
Dedicated

Classroom Teacher

JOB DESCRIPTION

Confidentiality of Records
Curriculum Development
Facilitates Instruction
Supervises Activities
Manages Advisory Group

QUALIFICATIONS

Bachelors Degree or Higher
Holds Fingerprint Card
Highly Qual. in assigned area
Has SEI Endorsement
Dedicated

Classroom Assistant

JOB DESCRIPTION

Supervises Students
Provides one on one Instruction
Works with Small Groups
Other Duties as Assigned

QUALIFICATIONS

Highly Qualified
Associates Degree Preferred
Holds Fingerprint Card
Dedicated

SVLA will take full advantage of the Professional Development offered through EdVisions to ensure that the school will meet all objectives. In Addition, the school will provide site base policy and procedural training to ensure the staff is adequately prepared to manage classroom discipline, follow school procedures, and complete all required classroom duties and assignments prior to the opening of the school. Throughout the school year, at least one Friday training sessions per month will be devoted to

AIMS/Terra Nova Test Preparation and one session per month will be devoted to site based issues such as FERPA, scheduling, parent involvement, NCLB Policies, IDEA and so on.

Training and Development

An additional two sessions per month will be set aside for EdVisions training. EdVisions trainers and coaches are all experienced practitioners that utilize field tested materials that are research-based and reviewed by University partners on an ongoing basis. In addition, EdVisions offers:

- Teacher preparation programs that offer graduate credit, certification and masters degrees
- Coaching for individual teachers and/or schools
- Regional conferences that bring small schools together for professional development
- Customized workshops offered based on need, including such things as:
 - Design and implementation of an Advisory
 - Flexible scheduling
 - Project-based learning, place-based learning and constructivist theory
 - Standards-Based Assessment and Instruction
 - Developing Personal Learning Plans
 - Building rigor into student projects
 - Backwards planning
 - Curriculum Mapping within a PBL context
 - Interdisciplinary learning – teaming to facilitate interdisciplinary projects
 - How to meet standards and achieve course requirements through interdisciplinary projects

Team-Building

- Student Voice, Leadership and Democratic Student Government
- Teacher Leadership and Professional Learning Partnerships
- Life and career renewal
- First-aid certifications, crisis planning and risk-assessment

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

The founders of Superstition Vista's Leadership Academy understand and have addressed the needs of assisting educationally disadvantaged students and other students in achieving state content standards and state student achievement standards throughout this grant and in their approved charter.

Like many parents in this community the founders were disturbed with the quality of the middle and high schools in their neighborhoods as their children began to transition from high quality charter schools to overcrowded poor quality district schools.

Quality of Local Schools

- 31 of the 88 Mesa Public Schools failed to make AYP in 2007. All of the Junior and High Schools in the vicinity of SVLA failed to make AYP. District wide, very few Junior and High Schools made AYP.
- 14 of the 39 schools in the Gilbert Public School system failed to make AYP in the 2007 school year. Nearly 100% of the Junior Highs and High Schools failed to make AYP.
- 4 of the 9 schools in the Apache Junction District failed to make AYP. The only high school and 2 of the 3 middle school programs failed to make AYP.

A New Option for Parents

The founders and parent steering committee researched the reasons local schools were not making AYP in their community and why the drop out rates in this area and statewide in Arizona continues to be one of the highest in the nation (see section 1).

Arizona’s Achievement Gap

The Center on Educational Policy examined Arizona’s AIMS test scores from 2005 to 2007 and concluded that minority students’ scores increased but not enough to pass in any great leaps. In effect the racial achievement gap has actually widened since 2005.

Change in percentage passing AIMS reading from 2005-2007

Ethnicity	Grade 4	Grade 4	Grade 8	Grade 8	Grade 10	Grade 10
	Passing	Gain/Loss	Passing	Gain/Loss	Passing	Gain/Loss
White	80%	-1	79%	0	86%	0
African-American	55%	+1	55%	-2	64%	-2
Latino	52%	+5	48%	0	58%	+2
Native American	47%	+4	41%	-3	52%	0

As a result of extensive research the founders of SVLA reached out and began looking at programs that worked for similar populations in smaller learning environment. SVLA believes that achievement gaps are unacceptable.

In November 2007, the founders and parent steering committee decided to align with the EdVisions Model of instruction due to their history of success in not just motivating students to meet and exceed state content standards and academic achievement benchmarks in seven states nation wide, but also because this program

increases graduations rates, reduces disenfranchisement, and addresses the needs of students in an integrated academic environment that mirrors what students will experience in their post secondary years. Local control was also an issue and the fact that EdVisions is not a management company, but instead a Leadership and Professional Development Organization led SVLA to align with the proven program of instruction.

A Strong History of Success

EdVisions Schools, primarily made up of charter schools in seven states, serve a previously underserved population of students who need to learn in fundamentally different ways. The schools espouse two fundamentally different formats in learning and teaching: learning curriculum standards through self-directed projects, and utilizing full-time multi-age advisories. EdVisions Schools stress relevant learning, building significant adult to student relationships, and learning through doing that is rigorous and demanding.

Graduation rates among historically underperforming groups of people and school districts are rising. Students who previously had no hope of graduating or going to college are now attending colleges and trade schools. Tom Vander Ark, executive director of Education at the Bill & Melinda Gates Foundation, said, “We know we are addressing one of the most difficult and urgent problems facing education, but we are optimistic that these problems are not intractable. Successes across the nation demonstrate that progress is within reach.” EdVisions Schools’ successes include:

Dispositional Growth in Hope

Due to the nature of the learning program, with self-directed project learning and full-time advisories, students in EdVisions Schools exhibit statistically significant growth

in Hope as measured by Snyder's Hope Index. **Students in EdVisions Schools in their first nine months showed a 2.06 point growth on the scale, those in attendance for a full year showed a 2.42 point growth, and those in attendance for two full years showed a 3.14 point growth on the scale.** This is significant because historically the Hope Index is a very static measure of a person's optimism about their ability to become successful. **Traditional school settings show no raises in hope.** High levels of hope are associated with better performance in college, more optimism about life, more physical health, more self-esteem, and greater levels of happiness. Raising hope is an early indicator of a culture of positive relationships and relevance, which are precursors to rigorous study.

Higher levels of engagement

EdVisions Schools exhibit higher levels of both emotional and behavioral levels of engagement. In the same study (there are high correlations between higher engagement and higher hope), statistics show that students in EdVisions Schools show levels of **emotional engagement that are nearly twice as high as in traditional schools (4.70 to 2.70), and slightly higher levels of behavioral engagement (2.85 to 2.60).** Higher engagement leads to more intrinsic motivation, which leads to a culture of rigor.

High college entrance exam scores

EdVisions Schools that have graduated students (14 of the 27) have higher than average ACT and SAT scores. The 2005 graduates in EdVisions Schools averaged **23.2 versus the national average of 20.9 on the ACT,** and those taking the **SAT averaged 1182 on the math and reading portions, while the national average was 1072.** Arizona's SAT

scores dropped for the second year in a row last year last year, mirroring a slight decline in national scores.

High college attendance

Students who graduate from EdVisions Schools are attending two and four-year colleges at a high rate. Although the general student body at an EdVisions School is made up of more children that are minorities (including ELL students), of low socio-economic status, and designated for special education services than traditional schools in their respective states, **71% of graduates are now enrolled in higher education.** Most of the students who come to the fundamentally different schools had difficulty learning in traditional ways; but they were prepared for college and work.

SVLA WILL meet the needs of students

Academic success is the single most important job of a public school. SVLA developers have planned for success and made the progress toward success integral to the program. Student will learn about themselves, their strengths, and options available to assist them. The founders of Superstition Vista's Leadership Academy believe that **all students**, regardless of their challenges or disabilities deserve a high quality education and the opportunity to master academic content standards and state/federal achievement expectations. In Arizona, the students with the most challenges are special needs students and English Language Learners.

Special Needs Students: Comprehensive Program of Instruction – Special Education

Special Education for Qualifying Students

SVLA will provide any and all special education services required to our students that qualify for any services needed. SVLA will welcome students of any race, color,

disability, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to all students at the school. It does not discriminate on the basis of race, color, disability, and national and ethnic origin in administration of its educational policies, admissions policies, and other school-administered programs.

Special Education Program Delivery

Students will be provided services specific to their needs as identified in their Individual Education Plan or any other accommodation plan they may have. SVLA will provide these services in the least restrictive environment using an inclusive model to the greatest extent possible. By having a multi-grade grouping of students, SVLA believes that students are best served along side their peers and within the environment offered in their current classroom. However, if it is deemed beneficial for a student, SVLA will provide an opportunity for the student to work with the appropriate specialist, (i.e. Speech and Physical Therapy) in the least restrictive environment.

Special Education Training

Teachers will receive instruction in Structured English Immersion, differentiated instruction, curriculum mapping, portfolio building, Project Based Learning, test data interpretation, and Special Education Policies and Procedures. Should the need arise; SVLA will contract outside agents.

In addition to the above mentioned training, all staff members, including the Special Education staff will receive training in 45-day screenings, notification requirements, child study teams, and the home language survey. Given the importance of

Special Education, these trainings will not only be done at the beginning of the school year, but will also be continued throughout the school year.

Special Education Staffing and Resources

All Special Education services will be contracted, including, IEP formation and updates, consulting on classroom instruction modifications, Speech, Occupational Therapy, Physical Therapy, and Evaluations/Re-Evaluations as needed. SVLA understands the financial responsibility, has a plan in place, and is prepared to offer students' with disabilities that need placement beyond what the school can offer, with regards to special education services. This three step process for securing such placement is as follows: 1. Identify need(s), 2. Contact and contract with outside agency that can meet the identified need(s), 3. Schedule and provide necessary arrangements for student to receive services needed as required by the Individual Education Plan.

SVLA SPED contractual staff will be certified with the state of Arizona and will hold endorsements in the areas in which they are providing services as required by the Arizona Department of Education and the Federal NCLB Act. The Special Education provider will be responsible for student identification, review of 45-day screenings, faculty trainings, assisting in state reporting, compliance monitoring, and regular student progress reports.

English Language Learners:

Nation-wide, ELL students have composed 10 percent of the total student enrollment for kindergarten through 12th grade. In Arizona—one of five states with the highest concentration of ELL students—the 138,449 ELL students composed

approximately 14 percent of the State's total enrollment in fiscal year 2007. Although ELL students speak more than 400 different languages, Spanish is spoken by 80 percent of all ELL students nationally and 81.2 percent in Arizona. In Arizona, as in the nation as a whole, most of the ELL students are in elementary grades. The percentage of Arizona's ELL students diminishes consistently from kindergarten through 12th grade. ELL students constitute over 15 percent of Arizona kindergartners and less than 2 percent of its 12th graders.

For example, in Mesa, the number of English learners has climbed from 2,913 eight years ago to an estimated 9,109 this year, a rise of 213 percent. At the same time, district school overall enrollment has slipped the last two years. This means the percentage of students who are English learners is growing at an even faster rate than ELL enrollment. In the middle grades, approximately 8% of Mesa students qualify for ELL services. The United States Department of Education requires all states to have English language proficiency standards for students with limited or no English language knowledge, experience, or skills. In response to this federal requirement, the Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education (ADE) has developed English Language Proficiency (ELP) Standards for English language learners attending public and charter schools in Arizona.

These proficiency standards allow the state of Arizona to gauge student progress in English language mastery and to provide classroom teachers with benchmarks to help focus instruction. The standards are designed for teachers to help English Language Learners (ELLs) to become fluent in English as quickly as possible. Mastery of the

Arizona ELP standards helps students to possess a linguistic foundation in English that should allow them to partake more fully in content area instruction such as math, science, and social science.

During the SVLA enrollment process, students will be placed in their generally age appropriate grade. If their parents mark on the home language survey that the child's first language is other than English, regardless of the language spoken by the student, or that the language most often spoken by the student is a language other than English, or that the student's first acquired language is a language other than English, then the student will be administered the Arizona English Language Learner Assessment (AZELLA). The purpose of the AZELLA is to determine the student's English language proficiency. Ms. Gaitens, one of the founders, has been trained to administer and evaluate the AZELLA test results.

All teachers at SVLA will have a Structured English Immersion Endorsement as required in Arizona and be prepared to provide the four required hours of SEI in their classrooms for qualifying students. As detailed previously in this application, only 52% of Latino students in Arizona met proficiency standard in Arizona by the 4th grade. The founders of SVLA believe in setting a higher bar and will strive to support all students, including limited English proficient students in meeting the 80% mastery goals detailed in this application.

Why

The founders of SVLA are both parents and educators with high expectations for their children. As the oldest of their three children transitioned to Jr. High School in

2007, Mr. and Mrs. Gaitens were stunned by the lack of choice options in their area (almost none). They shared their concerns with their learning community and reached out to several other learning communities when it became obvious that no 7th grade transition program had been established or planned for. How did this happen? Why didn't anyone step up and fill in the gap? We don't know; but we are filling in the gap now as best we can. Extensive research and preparation went into the design of the SVLA Charter. This grant is dedicated to Kyle (14), Justin (12), Chase (9) and the rugrats whose parents participate in our first non official steering committee meeting: Joseph , Matt, Ben, Arren, Faith, Ryan, Kyle, Caleb, Ryland, Devin, Shelby, Ian, and Zack. Many other children were involved as the school planning progressed but these were the ones running around when we all established the need....at a block party...where we **finally** met, shared our concerns, and said, "Why hasn't someone.....". We didn't share the same language that night, but we shared the same concerns.

Needless to say the talk went into the night and we all shared similar stories. What makes us different?- Motivation, expertise, and the desire to give our children the best possible education. We established a not for profit organization: Opportunities for Youth, Inc. and that night we began the design this charter school.

Thank you for taking the time to read this grant application ☺

Superstition Vista's Leadership Academy Works Cited

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Cauce, A. M. (1986). Social networks and social competence: Exploring the effects of early adolescent friendships. *American Journal of Community Psychology*, 14, 607-628.

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1237-svla lottery process.doc

Attachment 2:

Title: Pages: Uploaded File: 1238-Dennis resume (2).doc

Attachment 3:

Title: Pages: Uploaded File: 1239-Jill Gaitens resume charter.doc

Attachment 4:

Title: Pages: Uploaded File: 1240-letter of support Desert Haven.doc

Attachment 5:

Title: Pages: Uploaded File: 1241-Leading Edge Letter of Reference.doc

Attachment 6:

Title: Pages: Uploaded File: 1242-SVLA Competitive Priority.doc

Attachment 7:

Title: Pages: Uploaded File: 1243-AZ Corp Com not for profit status.doc

SVLA Lottery Process

Superstition Vista's Leadership Academy will follow the open enrollment policy required by Arizona (A.R.S. 15-184). The school will enroll all eligible new pupils during the open enrollment period beginning, who submit a timely Application for Enrollment, unless the number of applications exceeds the capacity of a program, class, grade level or building. The school will give enrollment preference to pupils returning to the school after a subsequent year and to siblings of pupils already enrolled in the school. If capacity is insufficient to enroll all pupils who submit a timely application during the Open Enrollment Period, the school shall select pupils through an equitable selection process such as a lottery and preference shall also be given to siblings of a pupil selected through an equitable selection process such as a lottery. The school will not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

Approved 07-24-2008

*Per Opportunities for Youth dba Superstition Leadership Academy not
for profit Governing Board*

(b)(6)

SPECIALIZED EDUCATION/TRAINING

- **Arizona Teaching Certification in Industrial Technology and Navy/Marine Corps JROTC**
- **Extensive Professional Development Training in Prevention Services/ Health/Physical Education**
- **Approved Fingerprint Clearance Card**
- **Bachelors of Science in Business/Information Technology**
- **Participated two years in the Troops to Teachers Program**
- **Structured English Emersion Endorsement**

Additional Coursework

- Polar Physical Education Certified
- JROTC Trained
- Basic Electrical Safety
- Laser Systems Safety
- Emergency response to hazardous materials incidents training
- Industrial Hygiene Safety
- Radiation Safety Officer Training
- Navy Respiratory Protection Program Manager
- Engineer Equipment Chief training
- CPR/ First Aid Certified
- OSHA Trained
- Proficient in Microsoft Office/Basic Web Design, Black Board Distance Learning Programs, and various database programs
- Experienced and trained in business system development, computer programming, and database systems development.
- Child Find Trained

PROFESSIONAL EXPERIENCE

Teaching Experience

Coordinated and taught JROTC courses for the Gilbert Public School District and the Ray Unified School District which were considered advanced physical education, leadership, and history; Trained cadets in drill procedures and character education concepts. Planned and coordinated events and award ceremonies with community groups to showcase the achievements of cadets. Taught Health and Physical Education to at risk youth statewide in Arizona through a distance learning program with the support of a federal Carol M. White Physical Education Grant. Provided professional development for educators in health, safety, and wellness programs. Planned and coordinated a wide variety of physical education and health experiences for students outside of a traditional classroom environment.

Counseling/ Training/ Professional Development

Counseled current and former military service members on educational options and opportunities. Conducted both formal and informal training as the Inspector/Instructor Bulk Fuel Chief for 300-plus Marine Reserves in a bulk fuel company to ensure staff were prepared for Operation Iraqi Freedom and company mission duties. Coordinated the logistical support for drill training and annual training events; Tracked the needs of and assigned staff for annual training; Forecast and managed allotment for training; Trained staff for and supervised funeral details; Developed a safety training program for new Marines in Okinawa, Japan; Planned and implemented a supervisors' training program for subordinate units; Trained reserve staff on embarkation and deployment preparation.

Safety/Environmental Protection/Logistics

Ensured that all unit work environments were physically and environmentally safe regardless of the location or level of risk; Performed logistics readiness inspections on subordinate commands to ensure safety compliance with rules and regulations; Conducted thorough reviews and revisions of safety turnover folders, files, and publications libraries; Established and implemented corrective action procedures for safety and environmental hazards and proactively inspected for potential problems; Created a message tracking and filing system to improve the efficiency and timely submission of mishap reports. Interpreted the results of investigations and summarized reports. Notified and assisted immediate family members of service personnel who had been injured or died in line of duty. Ensured survivors received adequate support and information regarding cause of death and survivor benefits.

Volunteer Activities

Active Tiger Cub Scout Leader; Participated in support of a local "stand down" to aid homeless veterans; Assisted in the planning and construction of an annual mud run which raised over \$15,000 for Toys for Tots; Acted as an assistant for the Toys for Tots coordinator; planned and coordinated the attendance of over 260 Marines at hundreds of events and pick ups at toy donation locations; Organized and supervised the service learning activities of JROTC cadets resulting in highly successful food drives and neighborhood revitalization projects.

CAREER HISTORY

<u>Gilbert Public School District</u> <u>Marine Corps JROTC Instructor</u> Gilbert, Arizona	August 2006 to Present
<u>Ray Unified School District</u> <u>Marine Corps JROTC Instructor</u> Keamy, Arizona	October 2005 to July 2006
<u>Primavera Technical Learning Center</u> <u>Physical Education/Health Teacher</u> Chandler, Arizona	September 2004 to September 2005
<u>University of Phoenix</u> <u>Military Enrollment Counselor</u> Phoenix, Arizona	January 2004 to August 2004
<u>United States Marine Corps</u> <u>Gunnery Sergeant</u> Inspector/Instructor, Community Relations Coordinator; Casualty Assistance Control Officer Phoenix, Arizona; Bakersfield, California	July 2000 to January 2004
<u>Staff Sergeant</u> Inspector/ Instructor; Safety and Environmental Manager; Logistics Readiness Inspector Okinawa, Japan; Bakersfield, California	November 1994 to June 2000
<u>Sergeant</u> Inspector/ Instructor; Bulk Fuel Chief; Training NCO; Community Outreach Assistant Coordinator Kaneohe, Hawaii; Phoenix, Arizona	March 1990 to November 1994
<u>Corporal</u> Fuel Section Leader; Truck and Aircraft Refuel Specialist Okinawa, Japan; Kaneohe Hawaii	December 1987 to March 1990
<u>Lance Corporal</u> Training NCO; Petroleum Supply Specialist	March 1984 to December 1987
<u>Private First Class; Private</u>	December 1983 to June 1984

Awards

3 Navy and Marine Corps Commendation Medals; 1 Navy Achievement medal; 2 Navy Unit Commendations; 1 Meritorious Unit Commendation, 4 Letters of Appreciation; 6 Marine Corps Good Conduct Medals; 2 National Defense Service Medals; 7 SEA Service Deployment Ribbons

Jill Gaitens

(b)(6)

(b)(6)

Email: (b)(6)

An educational administrator with expertise, creativity and experience. Interpersonal achievements are evidenced through honesty, integrity, sincerity and commitment. Success built on the ability to clearly evaluate needs and develop relationships with students, parents, educational staff, community members, and business leaders.

Educational History

Oakland University, Rochester, Michigan

Bachelors of Science: HRM 1990, Concentration in Training and Development

University of Phoenix: ESL, Research coursework

Chapman University: ESL coursework

National University: (California) Reading Methodology, Educational Technology

ASU West 2006: LEE Masters Degree in Educational Administration and Supervision

AZ Standard 7-12 Teaching Certification, AZ Principals Certification, 2007

Highly Qualified for Language Arts 7-12, Social Studies 7-9, Current ADE Fingerprint Clearance, SEI Provisional Endorsement

Professional Experience

Program Management

Coordinated and directed two combination distance learning and site based educational programs, established instructional programs, professional development, and parent participation policies/compacts. Developed a reputation as a strong advocate for parent driven schools with significant academic and social expectations for students. Prepared and followed public school budgets, recruited, selected and trained instructional staff, and implementing management company policies and procedures on site. Facilitated NCLB Teams, prepared state approved Technology Plans, Developed Scope and Sequences/site plans for Special Education and Gifted Programs.

Grant Administration

Researched, submitted, and evaluated grant applications for competitive and non-competitive grants at the state and national level. Maintained monthly cash management reports for Arizona and California public schools. Evaluated projects and filed end of the year grant completion reports. Coordinated the implementation of federal and state funded projects to maximize student academic improvement. Successful applications include Physical Education Program Grants, Literacy Grants, Charter School Program Grants, State AIMS/Dropout Prevention Grants, 21st Century Learning Centers, and other grant projects totaling over five million dollars since the 2004 school year.

Career Guidance/Counseling

Provided vocational guidance to public high school students from 21 countries, at risk youth, home-educated students, international college students, college bound youth, and women receiving state benefits. Aided in the formation and composition of both personal and professional goals. Assisted students in planning for and overcoming barriers to training and employment. Developed a career library through coordination of student career path research projects and implemented personal learning plans on Junior and High School campuses.

Classroom Activities

Prepared individual learning agreements for K through 12 students coordinating individual student learning styles, student/parent educational goals, and state standards. Facilitated distance learning coursework for K-12 students using a wide variety of curriculum selected to complement each individual students ILA. Taught ESL speaking and listening skills to multicultural students at the university level. Instructed secondary ESL English, ESL Basic Reading, World History, Basic Education, and GED preparation. Planned and approved field trips, small group classes and tutoring services. Coordinated contracted programs to ensure special education services were delivered and extra curricular activities met specific learning goals and expectations.

Employment History

<u>LEAD Charter Schools</u> Compliance Director/Principal (grant writer since August 2003) Gilbert, Arizona	September 2007- present
<u>Grant Writer/Development Consultant</u> Part-time consulting for multiple charter schools Mesa, Arizona	October 2003 to present
<u>Primavera Technical Learning Center</u> Grant Project Writer/ Director-part time/funding and coordinating multiple projects; on-site and off site Chandler, Arizona	December 2003 to October 2005
<u>Principal</u> Educational Administrative Services Corporation Bakersfield, California	December 1999 to December 2003
<u>Lead Teacher/Site Director</u> Horizon Instructional Systems/IEM Charter Schools (* site merged with EASC in 1999; see above) Bakersfield, California	June 1998 to December 1999
<u>ESL Instructor – two semesters</u> California State University; Extended Programs Bakersfield, California	August 1997 to May 1998
<u>ESL Instructor</u> Camp Kinser, Okinawa, Japan	October 1994 to June 1997
<u>English, Reading, World History Teacher, ESL</u> Glendale Union High School District Phoenix, Arizona	August 1992 to June 1994
<u>Basic Education Instructor</u> Arizona Call-A-Teen Phoenix, Arizona	February 1992 to August 1992



June 9, 2008

Dear Arizona Board for Charter Schools;

We are excited to further negotiations regarding the leasing of our land for Superstition Vistas Leadership Academy on our facility at 3065 S Ellsworth Road in Mesa. We feel that such an opportunity would be mutually beneficial. We believe that our community is in need of a junior-high and high school program, and we would be more than excited to be a part of providing that to those in our neighborhood.

We look forward to continued conversations and finalization of details regarding the possibility of such a venture. We fully support the Public Charter School Program Grant application for this school. We continue to pray about it and ask that you do as well!

Sincerely;

**Scott Kooiman
Pastor
Desert Haven Church**

16 June 2008

To Whom It May Concern;

As Director at Leading Edge Academy, I have had the opportunity to work with Jill Gaitens for over three years. Initially our school contracted her to assist us with our grant writing and management. We quickly realized that her expertise went far beyond the grant management area and we frequently consulted her in several areas of operations and compliance.

After several months of discussions, Jill agreed to join the Leading Edge Administrative team at the beginning of the 2007-2008 school year. She initially worked in our District Office as our Compliance Director. Using her experience and understanding of Charter Schools, she took us to a new level of organization and professionalism. When we had an unexpected mid year Principal opening at our East Mesa campus, we unreservedly asked Jill to complete the year as Interim Principal. During that short time we saw enrollment increase dramatically and staff/parental satisfaction rise. Jill is now the Principal of that campus for this coming school year. (My one and only hesitation with Jill being granted a Charter is that Leading Edge will loose one of our most valued employees)

In addition to her educational expertise, we have known Jill to exemplify the Character qualities that are a foundation of our Charter. She demonstrates an amazing work ethic, is a person of her word, someone we can trust and count on without reservation.

I have been involved over seven years with Arizona Charter Schools, three of which as a Director, and have over 15 years of private school leadership. As such, I believe Jill has all of the necessary qualities, experience, and drive to development one of the most progressive and top quality Charter Schools in the State. I wholeheartedly recommend that you consider and grant her Charter Grant Application.

Sincerely,



Ron G. Body
Director



415 N. Gilbert Road, Suite D-165 | Gilbert, AZ 85234
Ph: 480.545.80 Fax: 480.558.7038 www.leadingedgeacademy.com

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Competitive Priority

Secondary Schools: Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school.

Superstition Vista's Leadership Academy

Superstition Vista's Leadership Academy will serve Junior High and High School students in the far east valley of the metro phoenix area where local schools are overcrowded and the Arizona Department of Education school report cards that show that ALL of the local Junior High and High Schools had failed to make AYP for the 2007 school year. These schools include:

- Thunder Mountain Middle School; Apache Junction (6-8)
- Desert Ridge Junior High, Gilbert Public Schools (7-8)
- George Smith Junior High, Mesa Public Schools (7-9)
- Apache Junction High School; Apache Junction School District (9-12)
- Mountain Shadows Education Center; Apache Junction School District (6-8)
- Desert Ridge High School; Gilbert Public Schools (9-12)
- Skyline High School; Mesa Public Schools (10-12)
- Mountain View High School; Mesa Public Schools (10-12)

It is interesting to note that these schools represent three separate school districts. In addition, the only K-8 charter in Apache Junction failed to make AYP and was listed as underperforming by AZ Learns during the 2007 school year. Together, all of these schools serve nearly 7,500 students within a five mile radius of SVLA.

The SVLA Developers and the parent steering committee researched the reasons local schools were not making AYP in their community and why the drop out rates in this area and statewide in Arizona continues to be one of the highest in the nation (see section 1 of the narrative).

Arizona’s Achievement Gap

The Center on Educational Policy examined Arizona’s AIMS test scores from 2005 to 2007 and concluded that minority students’ scores increased but not enough to pass in any great leaps. In effect the racial achievement gap has actually widened since 2005.

Change in percentage passing AIMS reading from 2005-2007

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	Passing	Gain/Loss	Passing	Gain/Loss	Passing	Gain/Loss
White	80%	-1	79%	0	86%	0
African-American	55%	+1	55%	-2	64%	-2
Latino	52%	+5	48%	0	58%	+2
Native American	47%	+4	41%	-3	52%	0

Gain/Loss from 2001-2004

According to the Ann E. Casey Foundation Kids Count Data Center, Arizona ranks as having the 41st highest drop-out rate in the nation. Broken down by race, nearly half of Hispanic, African-American and Native American students in Arizona who start secondary school never receive a diploma, according to independent reports. Education advocates have been warning that lower-performing groups of students, such as minorities, low-income and disabled students, may choose or be encouraged to drop out

as standardized testing pressures increases. Arizona has recently implemented a high stakes graduation test. For the more than 20,000 Arizona teens who dropped out of the class of 2006, Arizona's economy will see \$5.3 billion less in wages over the lifetime of these students.

After extensive research (in the form of an Action Research Project approved by Arizona State University and later published in a text), the founders of SVLA reached out and began looking at programs that worked for similar populations in smaller learning environments. The SVLA team believes that achievement gaps are unacceptable.

In November 2007, the founders and parent steering committee decided to align with the EdVisions Model of instruction due to their history of success in not just motivating students to meet and exceed state content standards and academic achievement benchmarks in seven states nation wide, but also because this program increases graduations rates, reduces disenfranchisement, and addresses the needs of students in an integrated academic environment that mirrors what students will experience in their post secondary years.

This grant will support the professional development from EdVisions, the technology to support this project based learning environment, and the start up costs associated with opening a high quality charter program designed to reduce drop out rates and raise academic achievement, particularly among minority students.

**AFFIDAVIT OF PUBLICATION
for Corporation Commission**

ARIZONA CAPITOL TIMES

P.O. Box 2260 Phoenix, AZ 85002
Phone: (602) 258-7026 Fax: (602) 258-2504

STATE OF ARIZONA)
County of Maricopa)ss

I, Ginger Lamb as Vice President and Publisher of the Arizona Capitol Times, am authorized as agent to make this affidavit of publication. Under oath, I state that the following is true and correct.

The Arizona Capitol Times is a newspaper which is published weekly, is of general circulation and is in compliance with Arizona Revised Statutes §§ 10-140.34 & 39-201.A & B. The notice will be/has been published 3 consecutive times in the newspaper listed above.

DATES OF PUBLICATION:
04/18/2008, 04/25/2008, 05/02/2008

THE NAME OF THE CORPORATION: OPPORTUNITIES FOR YOUTH, INC.

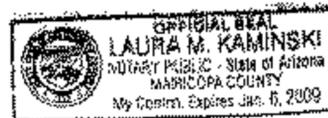
CORPORATE FILE NUMBER: 1289125-8

TYPE OF DOCUMENT: ARTICLES OF INCORPORATION OF A NON-TAX-EXEMPT

AUTHORIZED SIGNATURE: _____

SUBSCRIBED AND SWORN TO BEFORE ME ON THE 18th day of April, 2008

NOTARY SIGNATURE: _____



OPPORTUNITIES FOR YOUTH, INC.

ARTICLES OF INCORPORATION OF A NON-TAX-EXEMPT (Arizona Non-Profit Corporation)

1. Name: The Name of the Corporation is Opportunities for Youth, Inc.
 2. Character of Affairs: The character of affairs of the corporation will be to provide education and support services for Arizona Youth.
 3. Board of Directors: The initial board of directors shall consist of 1 director(s). The name(s) and address(es) of the person(s) who is/are to serve as the director(s) until the first annual meeting of the members, if a member corporation, or Board of Directors, if the corporation has no members, or until he/(she)/(their) successor(s) is/are elected and qualifies in/are; Jill Collins, 10018 E. Camel Ave., Mesa, AZ 85208. The number of persons to serve on the board of directors thereafter shall be fixed by the Bylaws.
 4. Indemnification: The power of indemnification under the Arizona Revised Statutes shall not be denied or limited by the bylaws.
 5. Known Place of Business: In Arizona The street address of the known place of business of the Corporation is: 10018 E. Camel Ave., Mesa, AZ 85208.
 6. Statutory Agent: (In Arizona) The name and address of the statutory agent of the Corporation is: Dennis Giddens, 10018 E. Camel Ave., Mesa, AZ 85208.
 7. Incorporators: The name(s) and address(es) of the incorporator(s) is/are: Jill Collins, 10018 E. Camel Ave., Mesa, AZ 85208. All powers, duties and responsibilities of the incorporators shall cease at the time of delivery of these Articles of Incorporation to the Arizona Corporation Commission.
 8. MEMBERS (Check One) The corporation will will not have members.
- EXECUTED this 18th day of February, 2007 by all of the incorporators. Signed by Jill Collins. PHONE 480-218-0499, 602-568-2828 FAX 480-218-0499. Acceptance of Appointment by Statutory Agent. I, the undersigned hereby acknowledge and accept the appointment as statutory agent of the above-named corporation effective this 18 day of February, 2008. Signed by Dennis Giddens, 418, 425, 572, 2008 editions Arizona Capitol Times

RECEIVED
APR 21 2008
ARIZONA CORP COMMISSION
INCORPORATIONS DIVISION

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-SVLA narrative budget.doc

Superstition Vista's Leadership Academy: Narrative Budget

SVLA Planning: Year 1

Personnel:

School Director: It is crucial, during the three months prior to opening the school that a leadership staff member devotes full time efforts to planning for the opening of SVLA. For three months prior to opening SVLA, the School Director will work full time for the charter refining the desired educational results and of the methods for measuring progress toward achieving those results; finalizing facilities, developing the school board, staffing the school, marketing the availability of the educational program, working closely with EdVisions on preparation for start up, coordinating and attending professional development, completing the student enrollment process, and supervising the school lottery.

1 FTE Director @ \$55,000 per year for 3 months = \$4,583 per month x 3 = \$13,750

Total Personnel Costs: \$13,750

** This salary is 35% under the market rate.*

Benefits

Health and Retirement Benefits will not be offered during the planning period. Required taxes and payroll expenses are anticipated to equal 10% of the salary expenses.

$\$13,750 \times .10 = \$1,375$

Total Benefit Costs: \$1,375

Travel

Charter School Program Grant Meeting in Washington D.C.

Budgeting for this conference is required for this grant program. The per diem will include modest meals and use of the Metro for transportation.

- 2 round trip airline tickets @ \$350 per ticket = \$700
- 1 hotel room in Washington D.C for 2 nights = \$250 per night x 2 = \$500 (at the hotel where the meeting is located; in an effort to reduce costs, this rate will be reduced if billeting at nearby Bolling Air Force Base can be secured. As a military Veteran Mr. Gaitens is eligible for this benefit.)
- Per Diem @ \$65 per day x 2 people for 2 days = \$260

Total: \$1,460

National Charter School Conference

One of the most important professional development opportunities available for new charter operators is the National Charter Conference. The founders of SVLA have attended three previous conferences and each time have left with valuable information and advice that has been immediately useful in increasing opportunities for staff and students.

- 2 round trip airline tickets @ \$350 per ticket = \$700 (June 20-23 in Washington D.C.)
- 1 hotel room in Washington D.C for 4 nights = \$250 per night x 5 = \$1,250(at the hotel where the conference is located; in an effort to reduce costs, this rate will be reduced if billeting at nearby Bolling Air Force Base can be secured. As a military Veteran Mr. Gaitens is eligible for this benefit.
- Per Diem @ \$40 per day x 2 people for 4 days = \$320 (breakfast and lunch is normally provided at the conference thus this per diem covers only dinner and metro fees
- Registration Fees for National Conference = \$570 per person x 2 = \$1,140

Total: \$3,410

EdVisions Training

EdVisions Estimates that the travel and lodging associated with Planning, Developing, and Implementing their educational model will equal approximately 20% of the cost of training.

- Year 1 training travel costs \$30,000 x .20 = \$6,000

Total: \$6,000

Total Costs for Travel: \$10,870

Equipment

SVLA is committed to assuring each student, teacher, and staff member has the essential items needed for success. During the planning year for this charter limited furnishing and equipment will be needed. However, enrollment for the charter will begin in January 2009 and administrators, office, and instructional staff will be involved in training activities and student/parent meetings that will require a fully functioning school office 6 months prior to the first ADM payment from the state during the planning period. These tools will ensure staff can achieve training goals and records can be developed and properly stored prior to implementation.

- 2 large vertical fireproof file cabinets @ \$1,500 per unit x 2 = \$3,000 for student and teacher records. Recently, a charter in Arizona suffered from extensive fire damage. SVLA does not want to place their students and staff in the situation where hard records are damaged. Of course a system will be in place to back up all student information systems but these cabinets are an essential tool to protect hard records.
- School furnishing including bookshelves, storage units, and tables, and teacher desks will be \$20,000 * work areas set up for advisories
- Teacher and student chairs will be \$3,000
- 2 media carts @ \$150 per cart = \$300
- 2 Digital Cameras @ \$300 per unit = \$600 * essential tools for learning to facilitate project based learning
- 2 Video Cameras @ \$900 per unit = \$1,800 * essential tools for learning to facilitate project based learning
- The startup costs for SVLA copier is \$1,920.00 (lease to own with yearly maintenance included until yr 4. At that time the school will own the copier and pay an annual maintenance cost if unless they choose to trade up). All enrollment information starting January 2009 will be printed in house.

The cost for computer equipment will cover administrator and staff laptops with the appropriate software for business and training applications:

- 10 laptops @ \$700 per unit = \$7,000

- Multi functioning laser printer, fax, copier = \$1,000 (a high quality one that will be durable)

Smart Board Systems:

To maximize the capabilities of the learning environment, 8 Smart Board Systems will be installed shortly before the opening of the school. This SMART Board will play a large part in the professional development of teachers and administrators.

The **SMART Board** is an interactive whiteboard that improves way instructors meet, train, present and teach. It combines the look and feel of a regular whiteboard with the power of a computer so you can save and print notes, collaborate on electronic documents, share information and run multimedia materials. It allows you to access and display information from the Internet, run live video from a camera, deliver CD-ROM presentations and control software - all from a single location by simply touching the Board. Or just pick up a pen and write over an application to illustrate your point. Eight learning areas of the school will be equipped with this technology to facilitate project presentations, assist advisory groups with planning tools, provide resources to instructors for group presentations, and ensure students have all the technology resources available to meet there educational needs.

- Eight 77' Diagonal Smart Boards @ \$1,399 per unit = \$11,192
- Eight Epson Multi Media Projectors @ \$609 per unit = \$4,872
- Materials for installation @ \$500 per unit = \$4,000 (wall plates, cables, projector installation and mounting kit)

To facilitate wireless access for staff during training and to back up open all records that will be generated during the planning period and far beyond, and to the school website to inform community members, the a Cisco Server will be purchased : \$3,000

Total for Equipment: \$61,684

- **While this amount may seem impressive; having the necessary equipment for training and the orientation/enrollment period is crucial to ensure staff and students are prepared for implementation. This Equipment also sets the foundation of a sustainable educational program. Teachers will need to do and understand how to integrate this technology into projects to teach projects. They will need to have the tools to do so. This equipment will also be demonstrated and explained during the enrollment process. School begins in Arizona the first week of August.**

Supplies

Galileo Software:

Galileo K-12 Online Educational Management System (EMS) reporting tools will help each teacher quickly and effectively evaluate each student's accomplishments and use the information on student learning to modify instruction to assure student achievement. Teachers will immediately know for certain if their lesson was effective or not and when students are not meeting the standards, Galileo reports are helpful in determining how to re-teach knowing if it a whole class issue or a small group of students. The use of the Galileo technology will provide numerous benefits to the SVLA staff by enabling teachers to easily create and administer either by paper or online standards aligned tests at each grade level. Galileo will also help the school administrator inspect what is expected and be a stronger instructional leader.

Galileo is organized around learning standards, so benchmark and formative tests, grade book information, assignments, lesson plans and curriculum maps are all linked electronically to specific performance objectives.

Year 1: The costs for SVLA Galileo implementation and materials equal \$4,162.00.

These costs reflect accessing the Galileo Program during the planning period to integrate the program into the learning environment and to train the staff.

Total Supply Costs: \$4,162

Other

Marketing

Newspaper notifications of school opening and lottery dates: \$2,000

Brochures for Parents and Community Members 2000 @ \$.30 per piece = \$600

Website Design and Hosting = \$2,000

2 Large Banners for the front and side of the school building: \$200 per x 2 = \$400

Total Marketing Cost = \$5,000

Total Other Costs: \$5,000

Contractual

Schoolmaster:

All Arizona district and charter schools are required to select SAIS (Student Accountability and Information System) that is compatible with the Arizona Department of Education reporting System. SVLA has selected to contract with Schoolmaster.

Schoolmaster Student Information Systems will be used to assure efficiency and accuracy in management of all school records as well as facilitate timely communication with the state mandates for required information. Schoolmaster is a fully integrated SIF certified system for managing and reporting student information used by over 16,000 educators across the country. With a user-friendly graphical interface, native programs (.NET, Windows, MacOSX), seamless cross-platform compatibility, and true multitasking, Schoolmaster was chosen by SVLA after careful scrutiny of many programs and support systems.

During year 1 the startup costs for SVLA Schoolmaster implementation is \$4,975.00.

*State up-loads using this software are required 2 months prior to program implementation. Training using this software will take place 4 months prior to implementation.

Professional Development

SVLA Galileo training is \$1,000.00.

School Master Training: included in the cost of software purchase.

Smart Board Training: Basic workshop is included in the cost of the Smart Boards. The Beyond the Basics Training will be: \$640. This training will include working with Ink Aware Applications, Microsoft Word, Excel and Power Point plus Advanced SMART Board Tools including SynchroEyes and SMART Ideas.

EdVisions 3-year Technical Assistance Plan

■ *Planning year through the second year of implementation –*

Summary:

Implementing Superstition Vista's Leadership Academy, where personalized learning empowers self-directed students to contribute significantly and meaningfully to a sustainable community, is a multi-faceted challenge that requires a multi-year technical assistance plan.

EdVisions has supported this kind of multi-year development with over 50 schools across America. Practical in design, the following technical assistance plan assures thorough and longitudinal assistance to Superstition Vista's Leadership Academy as it completes its planning phase and initiates its first two years of implementation.

Initial planning and development phase Total: \$30,000

- This comprehensive phase includes 18 days of coaching: Customized coaching (9 days) Immersion experiences for educators @ EdVisions school sites: (4 days); On-site summer training (5 days) and support materials. (\$22,000)
- Professional Development: EdVisions Summer Institute – fee for 6 staff: (\$4,000)
- Use of various school development resources and promotional materials such as design elements, videos, books, publications, and learning resources. (one-time fee) (\$3,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Total Contractual Costs: \$36,615

Training Stipends

Prior to implementation of the charter in July 2009, all teachers will Professional Development (as detailed above).

8 staff members x \$500 training stipend = \$4,000

Total training Stipend Costs \$4,000

Total Grant Funded Costs for Year 1: \$137,456

SVLA Implementation – Grant Year 2

Travel

Charter School Program Grant Meeting in Washington D.C.

Budgeting for this conference is required for this grant program. The per diem will include modest meals and use of the Metro for transportation.

2 round trip airline tickets @ \$350 per ticket = \$700

1 hotel room in Washington D.C for 2 nights = \$250 per night x 2 = \$500 (at the hotel where the meeting is located; in an effort to reduce costs, this rate will be reduced if billeting at nearby Bolling Air Force Base can be secured)

Per Diem @ \$70 per day x 2 people for 2 days = \$280

Grant Meeting Travel Cost = \$1,480

National Charter School Conference

2 round trip airline tickets @ \$350 per ticket = \$700 (location to be announced)

1 hotel room in for 4 nights = \$250 per night x 4 = \$1000 (at the hotel where the conference is located)

Per Diem @ \$50 per day x 2 people for 4 days = \$400 (some meals are normally provided however transportation costs may increase)

Registration Fees for National Conference = \$600 per person x 2 = \$1,200

Conference Travel Costs: \$3,300

EdVisions Training

EdVisions Estimates that the travel and lodging associated with Planning, Developing, and Implementing their educational model will equal approximately 20% of the cost of training.

Travel Costs will equal or less than \$36,000 x .20 = \$7,200

Year 2 Travel Budget: \$11,980

Equipment

SVLA's academic program will be standards based, project based and technology driven. Each student attending the school will be equipped with a laptop computer to facilitate access to the curriculum and to manage their projects. With today's technology, this system is more cost effective than purchasing texts that are basically outdated by the date of their delivery to the campus for upper grades. For example, the majority of today's schools have hard bound curriculum that doesn't reflect accurate country names and borders, still identify Pluto as a planet, and shortly, will not even contain information on the next president of the United States. We live in a constantly changing world and laptops are now a basic tool of instruction. While this investment seems high, it is actually a cost savings when considering that the average cost of a full set of new middle and high school text per student is over \$400 per pupil, with most text costing \$50- \$80 per unit, not including the supplementary materials and technology tools needed for students to complete assignments and meet standards. The Founders of SVLA believe that replacing and updated technology on an ongoing basis is a much better investment than purchasing traditional text.

120 student laptops (per Dell) @ \$500 per unit = \$60,000 including three year maintenance and replacement service for each unit.

Additional SVLA personal work stations = \$20,000

Additional SVLA student chairs = \$3,847

Costs for SVLA's copier = \$1,920.00.

Year 2 Equipment costs: \$85,767

Supplies

During year 2 the startup costs for SVLA's Galileo implementation and materials is \$7,492

Year 2 Supply costs: \$7,492

Contractual

During year 2 the startup costs for SVLA's Schoolmaster implementation is \$13,267.

Professional Development

During year 2 the startup costs for SVLA Galileo training is \$1,000.00.

Implementation (year 1) Total: \$36,000

- This comprehensive phase includes 20 days of coaching. Customized coaching (15 days); On-site summer training (5 days) and support materials. (\$24,000)
- Professional development: EdVisions Summer Institute -- 6 staff: (\$4,000)
- Project Foundry and training: project process and standards tracking system; initial license, annual renewal is 2,000. (\$5,000)
- Hope Study: Pre/Post Surveys, Scoring, Analysis and School Improvement Coaching (\$2,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Year 2 Contractual Costs: \$50,267

Other

Marketing

Newspaper notifications of school opening and lottery dates: \$1,500

Brochures for Parents and Community Members 2000 @ \$.30 per piece = \$600

Website Updating and Hosting = \$2,000

Total Marketing Cost = \$4,100

Year 2 Other Costs: \$4,100

Training Stipends

Over the Summer in July 2010, all teachers will Professional Development (as detailed above). * Schools starts in early August in Arizona.

10 staff members x \$500 training stipend = \$6,000

Total training Stipend Costs \$5,000

Total Costs for Year 2: \$164,606

*** Note: curriculum costs (including site licenses) are not included in this grant since this cost will be an operational expense. This grant is meant to provide a foundation for a sustainable program.**

Implementation – Grant Year 3

Travel

Charter School Program Grant Meeting in Washington D.C.

Budgeting for this conference is required for this grant program. The per diem will include modest meals and use of the Metro for transportation.

2 round trip airline tickets @ \$400 per ticket = \$800

1 hotel room in Washington D.C for 2 nights = \$250 per night x 2 = \$500 (at the hotel where the meeting is located; in an effort to reduce costs, this rate will be reduced if billeting at nearby Bolling Air Force Base can be secured)

Per Diem @ \$75 per day x 2 people for 2 days = \$300

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Grant Meeting Costs: \$1,600

National Charter School Conference

2 round trip airline tickets @ \$400 per ticket = \$800 (location to be announced)

1 hotel room for 4 nights = \$250 per night x 4 = \$1000 (at the hotel where the conference is located)

Per Diem @ \$50 per day x 2 people for 4 days = \$400 (breakfast and lunch is normally provided at the conference)

Registration Fees for National Conference = \$600 per person x 2 = \$1,200

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Conference Costs: \$3,400

EdVisions Training

EdVisions Estimates that the travel and lodging associated with Planning, Developing, and Implementing their educational model will equal approximately 20% of the cost of training.

EdVisions Travel Costs will equal or less than \$32,000 x .20 = \$6,400

Total Year 3 Travel Costs: \$11,400

Equipment

Furniture

50 Student work stations and chairs @ \$115 per station = \$5,750

Technology

Laptops:

50 Student laptops (for student growth) @ \$500 per Unit = \$25,000 including three year maintenance and replacement service for each unit.

Copier:

During year 3 the startup costs for SVLA's copier is \$1,920.00.

Media Supplies:

2 Video Cameras @ \$800 per unit = \$1,600

20 Digital Camera's to document projects @ \$200 per unit = \$4,000

2 Carts @ \$150 per unit = \$300

Science Equipment

To adequately stock the Junior and High school science lab for projects, Delta Science and EdVisions were consulted. Assuming that no more than 30 students will be using the labs at any time, they have recommended equipment and offered a per student cost for classroom supplies including 30 Microscopes, glass and plastic ware, beakers, 30 electronic scales, 30 burners, 35 pairs of safety goggles, and assorted non consumable equipment necessary for junior and high school science.

Cost (per Delta Science):

Junior High: \$400 per student in class x 30 students = \$12,000

High School: \$500 per student in class x 30 students = \$15,000

Total Year 3 Equipment Costs: \$65,570

Supplies

During year 3 the startup costs for SVLA Galileo implementation and materials are \$8,325

Year 3 supply total: \$8,325

Contractual

During year 3 the startup costs for SVLA Schoolmaster implementation is \$19,899.

During year 2 the startup costs for SVLA Galileo training is \$1,000.00.

EdVisions Training

Sustaining (year 2) Total: \$32,000

- This comprehensive phase includes 15 days of consulting: Customized coaching (10 days) On-site summer training (5 days) and support materials. (\$23,000)
- Professional development: EdVisions Summer Institute -- 6 staff: (\$4,000):
- Project Foundry and training: project process and standards tracking system (\$2,000)
- Hope Study (Pre/Post Surveys, Scoring, Analysis and School Improvement Coaching (\$2,000)
- Annual EdVisions Schools affiliation; includes rights to name usage, invitations to events, etc. (\$1,000)

Year 3 Contractual Costs: \$52,899

Marketing

Newspaper notifications of school opening and lottery dates: \$1,500

Brochures for Parents and Community Members 2000 @ \$.30 per piece = \$600

Website Updating and Hosting = \$2,000

Total Marketing Cost = \$4,100

Year 3 Other Costs: \$4,100

Training Stipends

All teachers will Professional Development (as detailed above) in July 2011

12 staff members x \$500 training stipend = \$6,000

Total training Stipend Costs \$6,000

Total Costs for Year 3: \$148,294