

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 # U282B080049

Grants.gov Tracking#: GRANT10058434

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:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

07/31/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

West Valley Arts and Technology Academy

* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(4)

* c. Organizational DUNS:

827585584

d. Address:

* Street1:

56 South 51st Avenue

Street2:

* City:

Phoenix

County:

* State:

AZ: Arizona

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

85339-6300

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Eddi

Middle Name:

* Last Name:

Hoedebeck

Suffix:

Title:

Chief Administrative Officer

Organizational Affiliation:

West Valley Arts and Technology Academy

* Telephone Number:

6024004141

Fax Number:

* Email:

ehoedebeck@riverbendprep.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

C: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 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-GRANTS-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.):

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

Riverbend Preparatory Academy PCSP Grant

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="450,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="450,000.00"/>

* 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:
 West Valley Arts and Technology ...

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

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

Budget Categories	Project Year 1(a)
1. Personnel	\$ 0
2. Fringe Benefits	\$ 0
3. Travel	\$ 2,500
4. Equipment	\$ 0
5. Supplies	\$ 127,500
6. Contractual	\$ 20,000
7. Construction	\$ 0
8. Other	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 150,000
10. Indirect Costs*	\$ 0
11. Training Stipends	\$ 0
12. Total Costs (lines 9-11)	\$ 150,000

(b)(4)

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

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

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

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

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

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

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

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 West Valley Arts and Technology ...

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>Shannon Metcalf</p>	<p>* TITLE</p> <p>Director of Fundraising and Development</p>
<p>* APPLICANT ORGANIZATION</p> <p>West Valley Arts and Technology Academy</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:

Prime SubAwardee

*Name:

*Street 1: Street 2:

*City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="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" value="450,000.00"/>
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: *First Name: Middle Name:

*Last Name: Suffix:

*Street 1: Street 2:

*City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: *First Name: Middle Name:

*Last Name: Suffix:

*Street 1: Street 2:

*City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*Signature:

*Name: Prefix: *First Name: Middle Name:

*Last Name: Suffix:

Title: Telephone No.: Date:

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.doc

Add Attachment

Delete Attachment

View Attachment

West Valley Arts and Technology Academy proposes to maintain compliance with GEPA through the following provisions:

1. All written communication used to provide outreach to new staff and families will be available both English and Spanish to accommodate the large ELL population in the Phoenix, Arizona area.
2. All curriculum and instructional programs will be researched to determine it has been scientifically researched and effective with students of any gender, race, national origin, color, or disability. Materials will be age appropriate and will educate the students according to their academic needs.
3. Professional development will be available to staff and parents in the areas of technology and curriculum.
4. The WVATA school building will be in compliance with the mandates of ADA.
5. Students with disabilities covered under section 504 or IDEA will be provided with reasonable academic accommodations.

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: 90%;" type="text" value="West Valley Arts and Technology Academy"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Shannon"/> Middle Name: <input style="width: 150px;" type="text" value="Deryse"/>
* Last Name: <input style="width: 300px;" type="text" value="Metcalf"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director of Fundraising and Development"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Shannon Metcalf"/>	* 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:
	Eddi		Hoedebeck	

Address:

* Street1:	56 South 51st Avenue
Street2:	
* City:	Phoenix
County:	
* State:	AZ: Arizona
* Zip Code:	85339-6300
* Country:	USA: UNITED STATES

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

6024004141	
------------	--

Email Address:

ehoedebeck@riverbendprep.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-WVATA_Abstract_PCSP_2008.doc

Abstract: The abstract narrative must include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.

West Valley Arts and Technology Academy
56 South 51st Avenue
Phoenix, AZ 85339
Eddi Hoedebeck, Program Director
602-400-4141
ehoedebeck@riverbendprep.org

West Valley Arts and Technology (WVATA) Academy will open as a public charter school in fall 2008 to address the need for parents to have high quality alternatives to traditional public education in the Phoenix, AZ area. The goals of WVATA are in alignment with the invitational priority of the Charter School Program (CSP) to increase the number of high quality charter schools. WVATA is applying for financial assistance for the planning, program design, and implementation of the school.

The school's mission and purpose is to develop life-long learners who are prepared to contribute purposefully to society. Through our innovative curriculum, character education, strong community and parental involvement, we set students up to succeed by giving them the tools, emotional support, and content knowledge necessary to participate as full citizens in our mainstream and increasingly global culture. The school's content-rich curriculum prepares students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative, interdisciplinary study. Extensive access to computer technology as an authentic learning tool will enable students to address unprecedented career challenges and global opportunities facing them in the 21st century. The school prepares students to be informed, responsible world citizens who will proceed through their endeavors with purpose, passion and proficiency.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1241-WVATA_PCSP Grant_2008-11.doc

West Valley Arts and Technology Academy

I. Competitive Priority

Competitive Priority: The priority is Secondary Schools. Projects that support activities and interventions aimed at improving academic achievement of secondary schools students who are at great risk of not meeting challenging state standards and not completing high school.

West Valley Arts and Technology Academy is not in alignment with the Secretary's Competitive Priority because the school will not include a secondary program.

II. Application Requirements

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

Children Served

The West Valley Arts and Technology Academy (WVATA) will open its doors as a K-6 (adding a grade level each year until reaching K-8) charter school for the first time on August 4, 2008. We estimate an enrollment of over 240 students with a free and reduced qualification rate of over 75%. For over 45% of students, English is not the primary language spoken at home and over 65% of students are Hispanic. With a comprehensive marketing plan in hand we hope to increase our enrollment to 400 students by 2011.

WVATA will enroll students from three adjacent school districts: Laveen Elementary SD, Riverside SD, and Roosevelt SD. A need for an alternative to traditional public education became evident as the AYP ratings for the three district were released in 2006 and 2007 (2008 results are not currently available). The Laveen Elementary SD did not make AYP in 2006 and 2007 with 60% of its schools not making AYP. The Riverside SD did not make AYP in 2005, 2006 and 2007 with 50% of its schools not making AYP. The Roosevelt SD did not make AYP in 2005, 2006 and 2007 with 48% of its schools not making AYP. In addition, an estimated 15% of the students at WVATA will qualify for special education. This high percentage suggests parents of special education students do not feel their children are receiving the services they need to succeed.

Comprehensive Program of Instruction

The West Valley Arts and Technology Academy (WVATA) uses a toolkit of research-based educational practices to help all students attain high academic standards. WVATA educates the whole student, combining character education together with a rigorous, "back-to-basics" core curriculum and an innovative, multicultural, multidisciplinary program focusing on arts and technology. The school combines challenging content and engaging instructional strategies tailored to different learning styles in the pursuit of academic excellence. To address the needs of our students, the school day and calendar year are extended to allow increased learning time for greater mastery of curriculum content and increased exposure to engaging innovative programs that develop the whole student. Student progress is tracked through authentic and standardized assessments which include classroom and State evaluations. Academic success is a partnership with our families facilitated through ongoing communication and goal setting.

The morning program is dedicated to mastery of essential skills in reading, writing, mathematics and science. WVATA uses the Open Court Reading program which is a well-defined plan of systematic, explicit instruction for teaching the strategies and skills necessary for reading. Open Court Reading addresses the five essential components of reading identified by scientifically based reading research and supported by the Reading First program. Real Math, is a unique program based on introducing a topic to a student and then allowing the student to build upon that concept as they learn additional ones. Well-established research has shown that this spaced (distributed) approach has produced significantly higher levels of student learning than massed presentations such as those found in programs with a chapter-based approach (Dempster & Farris, 1990). Students also participate in the research based Harcourt 2000 science program which provides a solid foundation of knowledge about life, Earth, physical, and health science while mastering the scientific thought processes critical to problem solving.

In addition, students are required to participate in physical education classes and rotating classes in arts, technology, and Spanish. Through the unique Paragon© Curriculum, explored in the afternoon session, students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through this curriculum, technology is integrated into lessons as an authentic learning tool enabling students to address career challenges and global opportunities.

Instructional Practices

Teachers at WVATA are trained and receive on-going support in implementing the curricula incorporating pedagogical philosophy and instructional methods that optimize student achievement.

Throughout each discipline teachers:

- *Teach to the Multiple Intelligences*—According to Howard Gardner's theory, people learn better in different ways. By incorporating activities emphasizing different intelligences, all students have an opportunity to learn and succeed.
- *Teach basic skills*—Basic skills such as reading, writing, math, etc., are used across the curriculum and reinforced in many different ways. This increases students' skill base and helps them to recognize that basic skills are applicable to a huge range of disciplines and necessary to everyday life.
- *Teach so that students discover knowledge on their own*—Based on Constructivist principles, a philosophy emphasizing students' active participation in learning, problem-solving, and critical thinking activities, students “construct” their own knowledge. They are challenged to draw on prior knowledge and experience and then apply these to new learning situations.
- *Encourage students to relate what they learn to their own lives*—By connecting content to students' lives and experiences, they will be more engaged in the lesson and the learning will become more relevant.

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- *Integrate technology into the curriculum*—Integrating technology creates the bridge many students need to cross the “digital divide” and trains them to use tools they will need throughout their lives.

Methods of assessment

West Valley Arts and Technology Academy administers all state-mandated assessments, including the AIMS examination in accordance with applicable Arizona laws and regulations.

The school also administers the Iowa Test of Basic Skills (ITBS) to all students. The school utilizes this assessment to chart yearly improvement and provide a national benchmark. The school administers the ITBS to all students within 45 days of entry into the school to establish a “base-line measurement” and then again within 45 days of the end of the school year (“end-of-year measurement”).

Other assessments include curriculum-aligned criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies. These provide detailed information about how well a student has performed on each of the educational goals of the curriculum. Additional assessments include authentic assessments using print and videotape portfolios. All assessments are closely aligned to the school and State academic standards, curriculum, and instructional materials.

Plan for monitoring integration of State standards

To enable all students to meet the challenging State standards, WVATA ensures all curriculum and instruction are aligned to the state standards. In order to monitor integration of state standards, teachers are required to post the standards they are teaching on a daily basis. In order to ensure that teachers know and understand the standards the faculty members at WVATA are trained in the standards during pre-service and ongoing training with the program facilitator and CAO. Their training will include the following:

- Understanding how to access and read State standards
- Understanding coding for articulated standards

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- Understanding the importance of State standards
- Understanding the definitions of strands, concepts, and performance objectives
- Understanding how to use performance objectives for assessment
- Understanding how alignments are related to AIMS testing
- Use of online resources regarding state standards
- How to use publishers' alignments in math, language arts, and science
- How to use the Mosaica alignments for social studies
- How to use alignments in lesson planning

Throughout the year, ongoing support is provided in weekly grade group meetings and on professional development days. This support includes but is not limited to in-services offered and conducted by the Arizona Department of Education, workshops conducted by regional Mosaica educational leadership personnel, and on-site support conducted by the Program Facilitator (the Program Facilitator is an on-site school leadership position whose sole responsibility is curriculum, program implementation, and teacher support).

Ongoing monitoring takes place on a daily, weekly, monthly, and quarterly basis. On a daily basis Program Facilitators, administrators, regional leadership personnel, and parents can walk into a classroom and immediately see the standards posted. If a teacher is challenged by the standards, weekly grade group meetings with colleagues and the Program Facilitator will provide support and intervention for the teacher. On a monthly basis teachers turn in future lesson plans to Program Facilitators for review. The Program Facilitator makes certain that the lessons plans include and align with the State standards.

On a quarterly basis, the Program Facilitator along with the Regional Director of Curriculum Implementation, will review the lesson plans to make certain that the state standards are aligned. In addition, the Regional Director of Curriculum Implementation will work directly with the staff to create a year-long curriculum map using the state standards as a guide. Annually, the school leadership will

review the process to make certain that the instructional programs align with state standards. During the second year, pre-service training will be designed to enhance the use and monitoring of state standards.

Strategies to Help At-Risk Students Meet the State Standards

Extended School Day and School Year

The extended school day and year provides another school-wide strategy to help "at-risk" students. Furthermore, not tracking students academically prevents labeling and the lowering of expectations for students at young grade levels. We will offer free after-school and summer tutorials for students whose teachers believe they need the extra help.

Tutoring Services

The school will leverage our Management Company, Mosaica Education's expertise in serving students who are performing significantly below grade level. The company supports schools in deploying *A+Anywhere* software to provide remedial services to students who are performing below grade level. This software allows for differentiation of individual student's programs to meet the needs of all students, including those who are classified as low performing. The program features standards-based content, provides for individualized instruction based on each individual student's performance, and permits continuous assessment of student progress. The adaptive nature of the software permits instruction customized to each student's particular needs. The ongoing assessment of student progress includes both class reports and individual student reports indicating student progress and current areas of difficulty.

Teachers are able to track their lessons and the standards taught in each of the lessons through the student management system, PowerSchool and PowerGrade. Student profiles for meeting the standards are generated in this program and available to on-site school support as well as to parents. Teachers use the system to help them plan timely and effective lessons. By the end of our first year, a standards-based report card will be implemented at the school.

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A+Anywhere Learning, the Integrated Learning System (ILS) will provide standards-based content, provide for individualized instruction based on each individual student's performance, and permit continuous assessment of student progress. The adaptive nature of the software permits instruction customized to each student's particular needs. The ongoing assessment of student progress includes both class reports and individual student reports indicating student progress and current areas of difficulty.

Application Requirement (ii) Describe how the charter school will be managed.

The West Valley Arts and Technology Academy will be managed through the combined efforts of the Arizona State Charter School Board, the Board of Directors of West Valley Arts and Technology, Inc., the contracted educational management company, Mosaica Education, Inc. and the Chief Administrative Officer.

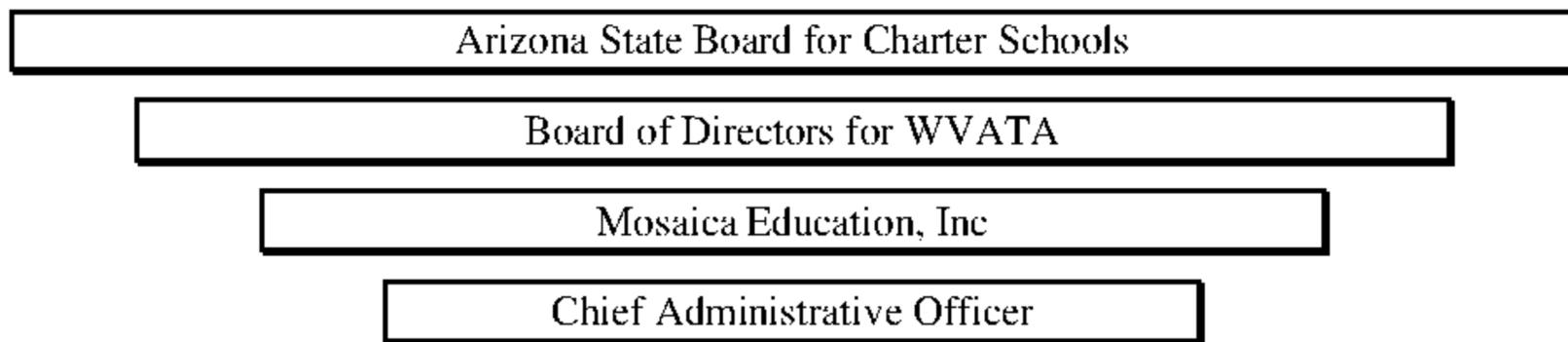
The Arizona Charter School Board is responsible for dictating policy and procedure, providing supervision over charter schools, recommending legislation pertaining to charter schools, and granting charter status to qualified applicants. The Board of Directors of West Valley Arts and Technology Academy, Inc. will serve as the governing board of the school. New board members will be selected in part based upon their knowledge of Arizona charter schools, background in education and finance and desire to invest their time in the future of WVATA. One member has already joined the Board of Directors and additional members will be the parents and community members. The schools CAO, Eddi Hoedebeck, will serve as the Project Director.

Our Educational Management Company, Mosaica Education, will provide management and guidance in the following areas: research-based curriculum and instructional strategies (including the curriculum and instructional strategies of the school's educational program); business management, (including—but not limited to—accounting and finance); personnel management; diversity issues

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(including—but not limited to—outreach, student recruitment, and instruction); at-risk populations and children with disabilities (including—but not limited to—students eligible for special education and related services); and school operations (including—but not limited to—facilities management). Mosaica will be responsible for implementing the charter and carrying out policies adopted by the board. All school staff, including the school’s Chief Administrative Officer, teachers, and support staff, will be employees of Mosaica.

The Chief Administrative Officer will be responsible for the daily operations of the school, hiring and managing staff, communicating with the Board, Mosaica Education and WVATA families, and providing leadership for curriculum and instruction. The organizational chart for WVATA is listed below.



Application Requirement (iii) Describe the objectives of the charter school and the methods by which the charter school will determine progress towards achieving those objectives.

Elementary student learning goals

Goal

1. Students will increase proficiency in mathematics.

Objectives

1.a. The percentage of students who initially test in the bottommost quartile on the mathematics component of the ITBS will be reduced by 25 percent over the first five years of the school’s charter.

1.b. The percentage of students who test in the bottommost

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category on the AIMS mathematics assessment will be reduced by 25 percent over the first five years of the school's charter.

2. Students will increase proficiency in reading.

2.a. The percentage of students who initially test in the bottommost quartile on the reading component of the ITBS will be reduced by 25 percent over the first five years of the school's charter.

2.b. The percentage of students who test in the bottommost category on the AIMS mathematics assessment will be reduced by 25 percent over the first five years of the school's charter.

3. Students will increase proficiency in language arts.

3.a. The percentage of students who initially test in the bottommost quartile on the language component of the ITBS will be reduced by 25 percent over the first five years of the school's charter.

3.b. The percentage of students who test in the bottommost category on the AIMS language assessment will be reduced by 25 percent over the first five years of the school's charter.

4. The school will make Adequate Yearly Progress (AYP), as defined by AZ Learns and the No Child Left Behind Act of 2001.

4.a. By 2012, 100 percent of students will achieve proficiency as measured by state-mandated assessments.

Other

Goal

5. Students will attend school regularly.

Objective

Student attendance will increase by 2-3 percent per year until reaching 95%.

Methods of determining progress towards objectives

West Valley Arts and Technology Academy will administer all state-mandated assessments and the Iowa Test of Basic Skills (ITBS) to all students. See Application Requirement (i) for a more extensive explanation of the assessment process. Scores acquired through the school assessments will be disaggregated based on the requirements outlined in NCLB. The progress of the school towards these objectives will be determined by analyzing data from disaggregated student groups, grade levels and school-wide. Data will be analyzed and disseminated on an annual basis. The school's progress will be reported the WVATA Board of Directors, ASCSB, the State of Arizona, and the WVATA families and community. All curriculum and budget decisions will be determined based on the schools progress towards these objectives.

Application Requirement (iv) Describe the administrative relationship between the charter school and the authorized public chartering agency.

WVATA was authorized by the Arizona State Board for Charter Schools (ASBCS). ASBCS's initial relationship with the school was through the education of potential charter schools, charter development and charter approval. Now that the charter has been awarded, WVATA is responsible for providing documentation as to its academic, financial and general accountability to the ASBCS. The school must demonstrate academic accountability through its curriculum alignment to Arizona's Academic Standards and participation in all state mandated testing. WVATA must provide clear performance objectives to the Board as well as account for any decline in test scores. The school is financially accountable to ASBCS through their submission of detailed business plans, an external audit, documentation of compliance with the uniform system of financial record keeping, and submission of annual financial reports to the Board. The ASCBS also monitors general accountability in the areas of compliance with all state, local and federal laws regarding health, safety and civil rights, as well as all provisions of IDEA and NCLB. While ASBCS helps to hold us accountable for the requirements listed

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above, we are given considerable flexibility in curriculum development, instructional methods used and daily operations.

The Arizona State Board for Charter Schools provides technical support to schools in the areas of school finance, grants management, exceptional student services, legislature, and academic standards and accountability. It provides Listserv information to the schools in the form of legislature amendments and notifications, grant information, and academic accountability data. The ASBCS also fields questions and concerns from the public and conducts lobbying for new legislature.

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

Parents

WVATA has encouraged parent participation at information and enrollment meetings and we gauge parent satisfaction through ongoing dialogues, interim feedback sessions, as well as an annual parent satisfaction survey. Research has demonstrated that parents are essential partners in a student's success in school. Emphasis will be placed on parental involvement in student learning and behavior. School administration, teachers, and other staff will freely call upon parents and/or guardians for assistance with school development and improvement issues, student behavior, and to recruit parent participation in volunteer activities.

Our approach to involving parents in the planning, program design and implementation of our school was borrowed from the O'Hearn Elementary School. We strive to form a partnership with parents by addressing four main goals: *parents are present, parents are participating, parents are partners and parents are empowered.* Encouraging parents to be present in the school starts with making them feel welcome. Parents are helped to feel comfortable by having a welcoming principal. During our first year we have encouraged parents to feel at home at WVATA through informative enrollment meetings, open discussions about the operations of our school and by providing individual attention to specific family

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needs. While we do not currently have the staff or funding to start a Family Outreach Program to offer additional support to our parents, in the future we hope to offer parent workshops, lifetime learning opportunities and connections to community organizations.

Parent participation is strongly encouraged through mandatory volunteer hours. When students are enrolled in WVATA, parents are informed of our policy to dedicated two hours of volunteer time to the school each quarter. Parents have the opportunity to volunteer in their child's classroom; reading to students; as a teacher's helper during their spare time at home; with the PTO; during fundraisers; or as an extra-curricular coach, to name just a few. Bi-monthly open houses are held to showcase student work, hold grade level presentations or performances and create an open dialogue between the school and its families. The families of our students are encouraged to attend and participate in the planning and performance of each open house. We keep families abreast of the latest news and events through our monthly school-wide newsletter and weekly classroom updates.

Parents are our partners in education through our efforts to include families in all areas of academic programming. All parents participate in their child's Personalized Student Achievement Plan (PSAP). Each student at WVATA has an individually crafted PSAP which outlines their goals for each marking period and school year and emphasizes the student's strengths and areas of needed growth. The teacher, parents and student meet quarterly to create, revise and review the goals and action plan of their PSAP. The action plan of the PSAP outlines each individual's role in helping the student to succeed as well as activities they are responsible for completing. WVATA will host evening and weekend sessions to empower parents with a working knowledge of the school's educational program, curriculum, instructional projects, assessment, and other parent-driven concerns. To further equip our parents as partners in educating children we have planned three new programs a Home Reading Program, After-School Program and Family Math Night. Each activity will provide parents with the skills and services needed to foster a family-school connection.

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Parents are empowered to create change in their child's school through their participation in our School Improvement Team, Board of Directors, PTO and their own Parent-Initiated Projects. Through newsletters, open houses and personalized contact with families, parents will be encouraged to hold a position on our school improvement team which analyzes student data, evaluates curriculum and devises the plan for improving student achievement. The PTO will have the primary role of raising funds for additional projects and activities in the school beyond those provided through the general school funds. As the WVATA Board changes members, parents will be encouraged to become board members and/or participate in monthly Board meetings. Finally, parents will be encouraged to initiate their own projects to support a positive school climate and increase student achievement. All projects will require support from the CAO, teacher or Board of Directors and will be carried out by the parents involved.

Community

WVATA will open for the first time in the fall of 2008. Once a site was located for the school, the staff of WVATA began to involve the community in the implementation of the school. Our first business partnership is being developed with Duner's Pizza. This is a local business which is interested in providing incentives for our students to excel academically. Donations and discounts will also be provided for parent involvement activities. We are also working to establish partnerships with two other business Carls' Junior and Burger King to establish similar incentive programs. In the fall we hope to establish a business buddy program with Fry's Grocery. This program provides local businesses the opportunity to provide adult mentors, tutors, and sponsors for students at the school. Personnel directors send employees to the school for lunch and release time to provide direct, one-on-one mentoring and tutoring of students in need as identified by the school. These long term relationships with students will only enhance the exceptional educational opportunities found at WVATA. For shorter term involvement, businesses partner with WVATA to provide mini-drives to collect items needed by school families facing a crisis or holiday needs.

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These partnerships display the community support WVATA receives from the area surrounding us. Members of these businesses will continue to serve on our School Improvement Team and other committees which benefit from the guidance of the community. WVATA will continue to establish partnerships with community groups, the local school district and local businesses. These partnerships are crucial to the success of a community-based school in order to enlist area organization and business insights and commitment to providing a world-class education for all children. We will also partner with social service organizations engaged in the empowerment of community members to provide a large, grass roots community information service. The school faculty and staff will be encouraged to participate in community activities.

Application Requirement (vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal Grant has expired, if that agency determines that the charter school has met its objectives.

Should WVATA be funded through this grant, the funds will provide financial assistance to enable the school to purchase curriculum, supplies and materials, and equipment necessary for the operation of the school. After the funding has ended for this period of financial assistance, the school will provide sustainability for the program through revenue from the following: State Funding (equalization assistance), NCLB funds, IDEA, State Prop 101, additional State grants, as well as a secured loan.

A complete operational budget for the first three years has been created and submitted to Arizona State Charter School Board (ASCSB) to ensure proper handling of all finances in order to allow the school to meet its goals and objectives. The ASCSB will provide technical support to WVATA in the areas of school finance and grant management to ensure the school will achieve financial stability. Funds have been allocated from other sources listed above to purchase additional curriculum materials, hire highly qualified staff, and provide additional services to help each child to meet the State academic standards. Through the proper budgeting with the schools goals and objectives at the forefront of all

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decision making, WVATA will be able to meet its goals and objectives in the previously mentioned time line.

Application Requirement (vii) If the school desires the Secretary to consider waivers under the authority of the PCSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

Not Applicable

Application Requirement (viii) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal Programs administered by the Secretary.

Starting a charter school is a costly and requires extensive planning. The Implementation funds will be used to inform the community about the school; recruit and hire highly qualified teachers and administrators; obtain the necessary equipment, educational/curriculum materials and supplies; and acquire the services needed for initial operations.

Years 1-3

Funds have been allocated for *Travel* to ensure the project director can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for airfare, miles driven, rental cars, lodging, and food.

Supplies and materials must be purchased in two main areas, curriculum and general operating office supplies. *West Valley Arts and Technology Academy* will acquire office supplies and materials necessary to support the operation of the school office and daily activities in the classroom. These materials include but are not limited to supplies for the copier and printers, paper, and general office supplies. Communication between home and school will be accomplished through open houses and by providing information to the families about educational opportunities by using flyers, educational materials, and other items to advertise the school. As a new school, the library at *West Valley Arts and Technology Academy* is non-existent. Having access to a variety of books and other print text is strongly linked to strong literacy skills. Therefore, the Board of Directors and Administration has made

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developing a strong library a priority. Funds will be used to purchase a variety of print text to support the existing curriculum, humanities program and to expand the opportunities for students to read and research other subjects. When *West Valley Arts and Technology Academy* was started, we purchased only the essential textbooks. In Year 1 it will be necessary to purchase additional texts to fill out our existing curriculum as well as added enrollment (Years 2-3). The amount allocated to purchasing new curriculum will decrease annually. Testing materials will be purchased to provide ongoing assessment data to enable each child to meet the State standards.

Contractual relationships: To support our goal to educate the community about new educational opportunities we will contract with area media groups to advertise on cable, radio, and in local print media. Software will be purchased to allow the school to have effective student accounting software.

- Funds are needed to ensure the project director and other staff can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for registration costs.
- *Equipment (Years 2 & 3)* to support the schools Arts and Technology program must be obtained through these funds. Because WVATA will have a 1 to 3 ratio of computers to students, the initial purchase of these classroom computers must be covered through start-up funds. While the funds requested will not cover all of the computers needed to improve instruction for all children, they will provide relief for the initial cost. Funding in this area would enable the school to put more funding into other educational areas.

These funds will be used in conjunction with Federal NCLB and IDEA funds to provide a rigorous curriculum for all students. The mission of the school is to help all students to achieve and become life-long learners. Through the use of the funds, students will receive curriculum and instruction which enables them to meet the Arizona State Standards.

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Application Requirement (ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

West Valley Arts and Technology Academy aspires to become an effective community resource and a focus of neighborhood pride. The success and the realization of our vision require the recruitment of a student population representative which reflects the demographics of the surrounding community. Our community outreach efforts will include sending announcements to local community organizations that provide services to youth and families; publicizing in community newspapers and area newsletters; advertising on radio and cable TV; widely distributing informational flyers at locales such as libraries; coffee shops; public announcement boards in apartment complexes; social clubs; houses of worship; and area businesses (*e.g.*, supermarkets, hair salons, laundromats, etc.); mailing letters of introduction to local publicly elected officials, government agencies with area offices, and community cultural and arts organizations and asking them to post an informational flyer; and making announcements at community meetings. To maximize the efficiency of the school's advertising, efforts will be made to dovetail student and teacher recruitment efforts. The total cost of the start-up marketing campaign, including both student and teacher recruitment, is estimated to be \$20,000. The majority of these costs are associated with print advertising.

To attract a sufficient and representative pool of students, the school will initiate an aggressive public information campaign, which will include the strategies mentioned above. These efforts are intended to generate positive word of mouth and ensure that a sufficient number of applications are received, and that a representative mix of students apply to the school. The school will begin accepting applications for admission on or about May 1, 2008, with applications for admission to the West Valley Arts and Technology Academy will be due by July 30th. By attracting an applicant pool through affirmative recruiting, and then relying on a random lottery to determine the final enrollment, the school

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will be able to ensure a student body that reflects the local community, without the use of quotas. In this way, our goal of expanding educational opportunities for children of all backgrounds will be met.

The school's contracted education management organization has extensive experience in providing support for community outreach and marketing efforts, and has an excellent track record in the area of enrollment, including expertise in marketing schools to urban communities. Eddi Hoedebeck, the Chief Administrative Officer of West Valley Arts and Technology Academy, has experience working with charter schools in Phoenix, Arizona and has been the CAO at another charter school that has made AYP every year of its four year history. She has extensive experience in marketing schools to families both in her role at the school and in corporate positions managing the enrollment of multiple schools in a region. Mosaica will closely monitor application and enrollment trends to ensure that the school achieves sufficient enrollment.

Our due to the normal challenges with enrollment during the first year we have become very creative in our marketing strategy. We are attending community events, distributing informational flyers and posting advertisements in local print media. We are currently exploring the use of radio and cable television advertising and have met with several marketing experts to explore new methods of educating the community about our exciting educational opportunities. To further involve ourselves in the community and inform others about our school we are joining the chamber of commerce, attending activities in the Phoenix community and forming partnerships with local businesses.

Application Requirement (x) Describe how a charter school that is considered and LEA under State law will comply with sections 613(a)(5) and 613 (e)(1)(B) of the Individuals with Disabilities Education Act.

Students can be referred to special education by either the Student Support Team (SST) or by the parents. Such referrals will result in a review of all current data regarding that child and the evaluation review team will determine if any further data is needed to determine if the student has a disabling condition that is serviceable under IDEA. This review will take place no later than 10 days after the

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referral. In order for the school to carry out such a plan, the parent will need to consent to the plan in writing in accordance with IDEA. The school will contract for psychological or other services to carry out the evaluation plan. Copies of the evaluation results will be provided to the parents prior to an IEP meeting. An IEP team will convene to determine the status of eligibility for services using Arizona's Administrative Codes for identifying students with disabilities. Timelines for determining eligibility and conducting developing the student's IEP will follow the most current approved version of the Arizona Administrative Code.

Any student eligible for services will undergo a review of current and past data at least every three years. If the team (including the parent) determines appropriate (or if requested by the parent), the school will re-determine eligibility in an IEP team meeting. If the team (including the parents) determines that enough data exists to determine that a student continues to have a disability under Arizona Administrative Code and continues to be eligible, an agreement will be entered into that no evaluations are necessary (for at least three years or until a determination is made that they are needed). If this option is exercised, the parents will be informed of their right to request an evaluation. Reevaluations will also be conducted to determine if a student is no longer eligible for services or for the purposes of exiting a student from special education programs or services in accordance with IDEA and proposed revisions to the Arizona Administrative Code.

Any student identified with a disability that meets eligibility requirements where the team has indicated that the student requires special education programs and or services will receive appropriate programs and services as set forth in the student's Individualized Education Plan (IEP). An IEP will be developed when the IEP team determines that a student is eligible for special education services (as outlined in the aforementioned section). The IEP team will consist at a minimum: an administrative representative (who has authority to commit the resources of the school/district/LEA); the parent; a general education teacher that services the student; a special education teacher, and the student if transition to adult services are to be considered. Current data is reviewed and a statement expressing

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present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A full continuum of programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will be hired to facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate special education classroom, depending on LRE determination from the IEP team. The IEP Team will determine the need for the provision of special education services such as: speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services.

Progress on IEP goals will be provided to parents at least as often as progress is reported to parents of students without disabilities. IEP teams will meet to revise and update IEPs at least annually, but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

Application Requirement (xi) Dissemination Activities

Not Applicable

III. Selection Criteria

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

WVATA curriculum aligns to the Association of Supervision and Curriculum Development (ASCD) National Content Standards, and to the content standards adopted by the state of Arizona. Our Core Curriculum consists of the following scientifically based curriculum: *Open Court* Reading, Phonics, Language Arts, and *Real Math*, and *Harcourt Science*. The afternoon session will follow the Paragon® social studies/humanities curriculum developed by Mosaica Education, Inc. Achievement of WVATA's mission is supported by the school's daily schedule, which consists of a core morning program and the afternoon humanities program. The daily schedule permits uninterrupted instruction in a 120-60-60-90 minute sequence (English/language arts, math, science and humanities/social studies (Paragon)). The school will have a 7 ½ hour extended day and 200 day calendar, providing significant more time-on-task for students to master content and improve skills. WVATA will offer Spanish, beginning in kindergarten and continuing through the elementary and middle school programs. We will also offer the innovative Paragon curriculum, an integrated social studies program that allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

- Philosophy/Instruction:
- WVATA believes students learn best through a *Constructivism* approach to teaching and learning based on the premise that learning is the result of "mental construction." In other words, students learn by fitting new information together with what they already know. Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs. Constructivist teaching is guided by five basic elements: (1) activating prior knowledge, (2) acquiring knowledge,

(3) understanding knowledge, (4) using knowledge, and (5) reflecting on knowledge (Tolman & Hardy, 1995).

- Students also thrive through the implementation of Howard Gardner's *Multiple Intelligences*. Teachers are taught how to enhance all students' learning by supporting Linguistic & Logical-mathematical Intelligence; Musical, Spatial, & Bodily-kinesthetic Intelligence; and Interpersonal & Intrapersonal Intelligence (Gardner, 1983; 1993). The *Multiple Intelligences* theory provides educators with a conceptual framework for organizing and reflecting on the curriculum and pedagogical practices. The flexibility of the program allows teachers the freedom to develop new approaches that might better meet the needs of the range of learners in their classrooms.
- Through *cooperative learning*, students are placed with a partner or in a small group and provided with a clearly defined task that requires the active engagement of each student. Students are actively engaged in hands-on, interactive lessons that inspire creativity and independent thought (Klingner, Vaughn, & Schumm, 1998). Because all children are not always on the same academic levels, *differentiated instruction* builds on core teaching and learning practices for maximum individual growth. Teachers adapt lessons and activities to alter the curriculum to fit each individual; students are given choices how to reach their lesson target; students take part in setting learning goals; and the classroom connects with the experiences and interest of the student in order to help each child to succeed (Tomlinson, 2000).
- Finally, all students deserve a *Personalized Student Achievement Plans* (PSAP) in order to maximize learning. These plans are the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to consistently document and reflect on learning successes or on-going needs.

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- Educational Model
- WVATA seeks to equip children with the skills needed for successful learning maximized through a broad and varied curriculum with an emphasis on humanities, arts and technology. We aim to fuel children's curiosity and thirst for learning by teaching children how to learn; how to become self-motivated thinkers; and how to find things out and turn interests into knowledge. The WVATA Educational Model is accredited by the Center for International and Transregional Accreditation (through our management company), one of the most respected accrediting agencies in the world. Curriculum chosen for WVATA was done so for its research-based success and track record in aiding in student achievement. This model has been used with similar populations in Mosaica schools across the country. Using the WVATA Education Model, we will use the following innovative strategies to improve student learning:
 - 120 minutes of Reading/Language Arts using explicit phonics instruction in conjunction with content-rich classic and multi-cultural literature. (Open Court Reading).
 - Sixty minutes of Math (SRA Real Math), sixty minutes of Science (Harcourt Brace).
 - Full day kindergarten for all students.
 - Instructional grouping (re-assessed every ten weeks) for all students in language arts and mathematics.
 - 1 to 3 ratio of computers to students.
 - A ninety minute integrated humanities program in the afternoon that includes social science, literature, philosophy, history, geography, and character development, incorporating hands-on projects that reinforce instruction.
 - A daily focus in one of the following: drama, music, visual arts, that integrates what is being learned in the humanities.

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- An additional hour of instructional time per day and an extended school year.
- The development and consistent monitoring of Personalized Student Achievement Plans for every student.
- A unique subject delivery sequence and curriculum;
- A diverse set of measures that provide a holistic assessment of student progress and permit specific diagnoses of effective instructional practices or areas that require restructuring;
- Implementation of a Small Learning Communities model whereby students are divided into groups of 75 students from varying grade levels. These communities provide students with leadership from 4 teachers and the opportunity for multi-age learning situations;
- A school-wide, cross-curricular literacy initiative;
- Professional development that encourages both school-wide staff commitment to mission and curriculum in addition to personal development goals;
- Parent involvement framework that brings parents to the school: Paragon Performance Nights; Monthly Training opportunities (Parents as Tutors/Teachers); Participation in school governance through the Board of Directors or Committees; Participation in extra-curricular leadership; Parents-as-Experts (parents recruited to conduct seminars for students on careers and skills);
- Integrative arts in Core disciplines, the Paragon curriculum and explicit arts instruction in visual, music and the performing arts three times per week. All teachers undergo integrative arts training;
- High expectations for all students and staff with a commitment to meeting growth goals;
- A cohesive community where students can attend the same school from grades K-8;
- Foreign language taught to all grade levels beginning in Kindergarten.
- Research Based Curriculum

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- Scientific research is at the heart of all curricula used in WVATA. Prior to the selection of our curriculum we reviewed the latest research from national experts on instruction in the core subject areas. Scientifically based research is incorporated into all professional development activities, instructional methods, and interventions for at-risk students. All curricula has been researched and proven successful at raising academic achievement in students from a variety of backgrounds and geographic regions.
- Reading
- The reading program, *Open Court Reading*, was selected because it supports the recommendations put forth by the National Reading Panel and is backed by 40 years of research. The Report of the National Reading Panel (National Institute of Child Health and Human Development, NIH, DHHS, 2000) summarized several decades of scientific research that clearly showed effective reading instruction addresses five critical areas: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Open Court Reading addresses each of the five essential components of reading during a comprehensive scope and sequence (Oregon Reading First Center, 2004).

The WVATA reading program through *Open Court Reading* is grounded in scientifically based reading research and supports the five essential components of reading (Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency). The scope and sequence of basic reading involves mastery of essential skills. The skill areas gain in difficulty and spiral through the primary grades K-2. WVATA teaches content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn.

Leveled text from the classroom library features the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, the school uses a research-based spelling program that introduces them to spelling patterns and to high-frequency, high-utility words they use most often in

their reading and writing. The spelling program further develops phonetic awareness and features an innovative CD-ROM extension to engage students further in spelling and proofreading practice.

The Socratic method featured in the Paragon Plus literature program, as well as in the multicultural reading selections is a compatible fit with the content-rich Paragon Curriculum, based on the history of ideas in world culture. Both Paragon Plus in the morning session and the Paragon Curriculum in the afternoon employ an integrated interpretive reading and discussion program that encompasses all disciplines across the curriculum. Interpretive activities enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the curriculum, students practice a diversity of reading and thinking skills: recalling and organizing details from a story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. The activities involve reading the selection twice - once for general meaning, and the second time to make notes while thinking about a central question. Next the group discusses answers to a central question to which there are many possible interpretations. Finally, each student writes an essay around a related question to the theme of discussion. Paragon Plus literary selections emanate from the historical period featured in the afternoon Paragon Curriculum.

WVATA uses a highly effective phonics program for K-2 students and phonetically controlled classroom level literature to promote reading fluency and increase phonemic awareness. Phonemes are the smallest components of sound in language. As students learn their letter formations, they simultaneously acquire the phonemic rules that govern the spelling and the pronunciation of the English language. WVATA is a strong proponent of teaching students the correct spelling at the initial encounter; this maximizes instructional time efficiency and eliminates the frustration of having to relearn rules after "inventive" spelling patterns have taken root.

Spanish instruction at all levels further enables students' understanding of parts of speech and other linguistic principles. Moreover, because Spanish is a phonetic language, instruction in Spanish reinforces training in Language Arts phonetic awareness.

Writing

Students write for a variety of purposes and projects, including daily assignments such as journal writing and short-term, multi-draft assignments such as letters and project proposals. Other long-term writing assignments (typically 4 weeks) are based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature.

Expository research assignments usually focus on a body of knowledge in a distinct subject matter domain, *e.g.* literature, social studies, science, mathematics, etc. Student works range from "The Hero's Journey in the Odyssey," to "A Letter to Joan of Arc," to a news article with the headline "FREE TEA IN THE SEA: The British are NOT Amused," and "A Biography of Martin Luther King, Jr." Narrative material is organized around models of literary genres such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

Mathematics

- *Real Math* is a research-based program with an experienced author team. The program was developed one year at a time and revised based on field test results to ensure each feature helps students learn to do and enjoy mathematics. Concepts are developed in meaningful contexts to engage and motivate students, and connect the "why" with the "how." *Real Math* supports the recommendations created by the National Research Counsel (2001) by addressing the five strands of

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mathematical proficiency: 1) understanding, 2) computing fluently, 3) applying concepts, 4) reasoning logically, and 5) engaging with mathematics.

Real Math is a unique program based on introducing a topic to a student and then allowing the student to build upon that concept as they learn additional ones. Well-established research has shown that this spaced (distributed) approach has produced significantly higher levels of student learning than massed presentations such as those found in programs with a chapter-based approach (Dempster & Farris, 1990). The school will teach mathematics as a discrete, uninterrupted subject in the morning session. In the interest of curricular continuity and quality assurance, the school will adopt a school-wide program incorporating a well-designed manipulative element. Through a comprehensive curriculum alignment program, WVATA will ensure that the math program meets or exceeds the State content standards and performance indicators.

In addition to daily mathematics instruction in the morning session, the rich and varied applications of math will be integrated into the Paragon Curriculum in the afternoon session for additional practice and application. Through Science (“Tools, Technology, and Innovations”) units under each of the ten Human Era units and in measuring, counting and “marketplace” activities, the Paragon Curriculum reinforces math skills cultivated in the traditional morning session. Moreover, by studying the lives of great thinkers in the history of ideas, students encounter the intellectual contributions of prominent mathematicians and apply their theories to concrete mathematical activities.

- Science
- *Harcourt Science* is a research-based program aligned to the National Science Education Standards and is organized on the premise that all children can investigate, learn, and experience success in science. The program engages students in scientific inquiry, develops their understanding of key concepts in the life, earth, and physical sciences and presents science in an interesting, clearly organized format. In each lesson, students have the opportunity to *investigate* the natural world, *learn*

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about interesting, relevant, and exciting ideas and *link* science to mathematics, writing, technology, and other areas of the school curriculum.

The research based *Harcourt Science* at WVATA engages students in scientific inquiry by tapping into their sense of wonder about the world around them. Students ask questions about the world and then plan how they will find the answers. These plans focus on investigations that take the form of activities, research, reading, or interviews with experts. Students then reflect on what they have learned through their investigations and share the outcomes of their discoveries. As with Real Math, the science lessons and discoveries presented in *Harcourt Science* are interdisciplinary and demonstrate the applicability of the sciences to our everyday lives. This particular Science curriculum therefore, is extremely compatible with the entirety of our Core and Paragon curricula.

- Social Studies & Humanities
- For Social Studies and Humanities, WVATA uses the internationally-acclaimed *Paragon*® Curriculum that utilizes literature, philosophy, drama, music, art, history, geography, technology and character development to teach the “great ideas” of the world’s cultures. Paragon employs multimedia resources to engage students in the hands-on study of world history and to generate connections across the curriculum. The *Paragon* Curriculum is aligned to the Arizona State Standards as well as national standards as outlined by the National Standards for Arts Education; *Content Knowledge, A Compendium of Standards and Benchmarks for K-12 Education*; and in the National Assessment for Education Process.

The Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in an arbitrary sequence, Paragon’s fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and

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leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

For older students, studying history across continents depicts the manner in which many ideas develop simultaneously in independent cultures, unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates, and wars in isolation, students recall the sequential circumstances surrounding these events and more readily synthesize both factual information and conceptual relevance.

- Foreign Language
- In providing instruction in Spanish, WVATA will treat foreign language as an integral part of the core curriculum. Foreign language instruction will provide all class lessons in Spanish to simulate an environment of immersion, and will start in kindergarten and build towards proficiency with each successive grade level. Research has shown that the Brain Plasticity Theory (Baker, 1993; Chugani, 1996; Nash, 1997) and the Native Language Magnet Theory (Kuhl, 1994) commonly share the theme that the younger the individual is when he/she is exposed to a new language, the greater the probability of acquiring native pronunciation as well as proficiency in that language.
- The Arts
- Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center. To truly integrate the arts into the curriculum, WVATA will train all teachers in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance will be interrelated to the core curriculum to help draw marginal students into the center of learning.

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Alignment to the State Standards & NCLB

WVATA has chosen curriculum which aligns with the Arizona State standards to enable all children to meet the rigorous state standards and NCLB requirements. To allow all students the opportunity to meet the challenging State standards, WVATA ensures all curriculum and instruction are aligned to the state standards. In order to monitor integration of state standards, teachers will be required to post the standards they are teaching on a daily basis. In order to ensure that teachers know and understand the standards the faculty members at WVATA were trained in the standards during their pre-service training prior to the opening of the school. Their training included the following:

- Understanding how to access and read state standards
- Understanding coding for articulated standards
- Understanding the importance of state standards
- Understanding the definitions of strands, concepts, and performance objectives
- Understanding how to use performance objectives for assessment
- Understanding how alignments are related to AIMS testing
- Use of online resources regarding state standards
- How to use publishers' alignments in math, language arts, and science
- How to use the Mosaica alignments for social studies
- How to use alignments in lesson planning

Throughout the year, ongoing support is provided in weekly grade group meetings and on professional development days. This support includes but is not limited to in-services offered and conducted by the

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Arizona Department of Education, workshops conducted by regional Mosaica educational leadership personnel, and on-site support conducted by the Program Facilitator (the Program Facilitator is an on-site school leadership position whose sole responsibility is curriculum, program implementation, and teacher support). Further explanation of this process has been included under Application Requirement (i).

WVATA will remain in compliance with NCLB by providing more options for parents to educate their children by creating a new Charter School, investing Highly Qualified Teachers, and providing an environment in which every child can learn and succeed. The curriculum of WVATA supports this goal and the school's mission by providing a variety of ways for students to learn and succeed. Regular assessments provide accountability to parents, the Board, the State Charter Board and the State of Arizona. Funds provided through NCLB will help to enable all children to achieve.

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

WVATA was authorized by the Arizona State Board for Charter Schools (ASBCS). ASBCS's initial relationship with the school was through the education of potential charter schools, charter development and charter approval. Now that the charter has been awarded, WVATA is responsible for providing documentation as to its academic, financial and general accountability to the ASBCS. The school must demonstrate academic accountability through its curriculum alignment to Arizona's Academic Standards and participation in all state mandated testing. WVATA must provide clear performance objectives to the Board as well as account for any decline in test scores. The school is financially accountable to ASBCS through their submission of detailed business plans, an external audit, documentation of compliance with the uniform system of financial record keeping, and submission of annual financial reports to the Board. The ASCBS also monitors general accountability in the areas of compliance with all state, local and federal laws regarding health, safety and civil rights, all provisions of IDEA and NCLB.

The Arizona State Board for Charter Schools provides technical support to schools in the areas of school finance, grants management, exceptional student services, legislature, and academic standards and accountability. It provides Listserv information to the schools in the form of legislature amendments and notifications, grant information, and academic accountability data. The ASBCS also fields questions and concerns from the public and lobbies for new legislature.

The ASBCS provides reasonable flexibility to WVATA in our curriculum selection, daily operations and management. A high degree of autonomy is afforded to the school by the ASBCS especially in the areas of budgeting, expenditures, and management of personnel. In matters of school finance, the authorizer provides assistance in budgeting and expenditures, but does not dictate mandatory expenses or formatting. The State also allows some flexibility to the school by not requiring excessive paperwork which applies to multiple school LEA's.

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

WVATA will open for the first time in August of 2008. Once a site was located for the school, the staff of WVATA began to involve the community in the implementation of the school. Parents and community members have been involved in ongoing planning and enrollment meetings held throughout the area. We over 240 students are enrolled in grades K-6. We are currently over 95% enrolled with the beginning stages of a PTO developing. Numerous parents and community members have expressed an interest in participating on the Board of Directors or volunteering with the School Improvement Team. WVATA will continue to foster these relationships in order to maintain the strong community support for this school.

Our first business partnership is being developed with Duner's Pizza. This is a local business which is interested in providing incentives for our students to excel academically. Donations and discounts will also be provided for parent involvement activities. We are also working to establish

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partnerships with two other business Carls' Junior and Burger King to establish similar incentive programs. In the fall we hope to establish a business buddy program with Fry's Grocery. This program provides local businesses the opportunity to provide adult mentors, tutors, and sponsors for students at the school. Personnel directors send employees to the school for lunch and release time to provide direct, one-on-one mentoring and tutoring of students in need as identified by the school. These long term relationships with students will only enhance the exceptional educational opportunities found at WVATA. For shorter term involvement, businesses partner with WVATA to provide mini-drives to collect items needed by school families facing a crisis or holiday needs.

These partnerships display the community support WVATA receives from the area surrounding us. Members of these businesses will continue to serve on our School Improvement Team and other committees which benefit from the guidance of the community. WVATA will continue to establish partnerships with community groups, the local school district and local businesses. These partnerships are crucial to the success of a community-based school in order to enlist area organization and business insights and commitment to providing a world-class education for all children. We will also partner with social service organizations engaged in the empowerment of community members to provide a large, grass roots community information service. The school faculty and staff will be encouraged to participate in community activities.

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

Elementary student learning goals and objectives

Goal

1. Students will increase proficiency in mathematics.

Specific Objectives

1.a. The percentage of students who initially test in the bottommost quartile on the mathematics component of the ITBS will be reduced by 25 percent over the first five years of the school's charter.

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- 1.b. The percentage of students who test in the bottommost category on the AIMS mathematics assessment will be reduced by 25 percent over the first five years of the school's charter.
2. Students will increase proficiency in reading.
- 2.a. The percentage of students who initially test in the bottommost quartile on the reading component of the ITBS will be reduced by 25 percent over the first five years of the school's charter.
- 2.b. The percentage of students who test in the bottommost category on the AIMS mathematics assessment will be reduced by 25 percent over the first five years of the school's charter.
3. Students will increase proficiency in language arts.
- 3.a. The percentage of students who initially test in the bottommost quartile on the language component of the ITBS will be reduced by 25 percent over the first five years of the school's charter.
- 3.b. The percentage of students who test in the bottommost category on the AIMS language assessment will be reduced by 25 percent over the first five years of the school's charter.
4. The school will make Adequate Yearly Progress (AYP), as defined by AZ Learns and the No Child Left Behind Act of 2001.
- 4.a. By 2012, 100 percent of students will achieve proficiency as measured by state-mandated assessments.

Other goals

Goal

5. Students will attend school regularly.

Specific Objectives

5a. Student attendance will increase by 2-3 percent per year until reaching 95%.

Strategies to realize Goals 1, 2 & 3:

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- WVATA will provide an academically rigorous curriculum
- The school will provide “hands-on” learning opportunities
- The school will use constructivist teaching practices
- The school will use computer technology and adaptive software to customize learning plans
- Older students will act as mentors to younger students in school groups
- Students will have extensive access to computer technology as an authentic learning tool
- School Staff will identify students’ learning styles and create learning activities that are compatible with student needs
- WVATA will use varied assessments to enable students to demonstrate their understanding of concepts and skills
- Each student will have a personalized learning plan

Strategies to realize Goal 4:

- WVATA will offer a high-quality, full-day kindergarten program for early prevention. We believe that giving students the best possible academic start sets the tone for a positive educational career. For students that come to the school not ready for the basic curriculum, the full day allows teaching staff to intervene in positive ways to ensure students are acclimating and reaching grade level as rapidly as possible.
- The school will host learning activities that foster building positive relationships and involvement with parents that model learning to their children
- WVATA will offer before and after-school tutorials.
- There will be more “time on task”, with a longer school day and school year.

Strategies to realize Goal 5:

- There will be opportunities for parents to volunteer and participate in school governance
- We will provide curriculum information and notices in parents' native languages
- Parents will be required to participate in student/teacher conferences. We will provide seminars to parents and teachers on how to facilitate effective parent/teacher conferences.

The school's mission and purpose is to develop life-long learners who are prepared to contribute purposefully to society. Through our innovative curriculum, character education, strong community and parental involvement, we will set students up to succeed by giving them the tools, emotional support, and content knowledge necessary to participate as full citizens in our mainstream and increasingly global culture. These instructional techniques will allow equal access for all students to a challenging curriculum which addresses the needs of all students.

The school's content-rich curriculum will prepare all students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative, interdisciplinary study. Extensive access to computer technology as an authentic learning tool will enable students to address unprecedented career challenges and global opportunities facing them in the 21st century. The school will prepare all students to be informed, responsible world citizens who will proceed through their endeavors with purpose, passion and proficiency.

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

To determine progress towards the objectives mentioned in Selection Criteria (iv), West Valley Arts and Technology Academy will administer all state-mandated assessments, including the AIMS examination in accordance with applicable Arizona laws and regulations. The school also administers the Iowa Test of Basic Skills (ITBS) to all students. The school utilizes this assessment to chart yearly

improvement and provide a national benchmark. The school administers the ITBS to all students within 45 days of entry into the school to establish a “base-line measurement” and then again within 45 days of the end of the school year (“end-of-year measurement”).

Other assessments include curriculum-aligned criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies. These will provide detailed information about how well a student has performed on each of the educational goals of the curriculum. Additional assessments include authentic assessments using print and videotape portfolios. All assessments are closely aligned to the school’s academic standards, curriculum, instructional materials and objectives.

Scores acquired through the school assessments are disaggregated based on the requirements outlined in NCLB. The progress of the school towards these objectives is determined by analyzing data from disaggregated student groups, grade levels and school-wide. Data will be analyzed and disseminated on an annual basis. The school’s progress is reported the WVATA Board of Directors, ASCSB, the State of Arizona, and the WVATA families and community. All curriculum and budget decisions are determined based on the schools progress towards these objectives.

The objectives listed in Selection Criteria (iv) are specific because they address the criteria listed in the NCLB legislation. They are measurable through the scheduled assessments listed above as well as standard school enrollment and attendance data. They are attainable and reasonable according to NCLB and the expertise of individuals who have used our curriculum and instructional methods. Finally, the objectives continue to serve as a focal point for the schools instructional curriculum. These objectives are reviewed annually to determine if changes in curriculum and instruction need to be made in order to enable each child to succeed.

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Selection Criteria (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.

Should WVATA be funded through this grant, the funds will provide financial assistance to enable the school educate the community about the opportunity to attend WVATA; to purchase and develop curriculum; and obtain the supplies, materials, furniture and equipment necessary for the operations of the school. After the funding has ended for this grant, the school will continue to maintain its sustainability through revenue we receive from the following sources: State Funding (equalization assistance), NCLB funds, IDEA, State Prop 101, additional State grants, as well as a secured loan.

A complete operational budget for the first three years has been created and submitted to the Arizona State Charter School Board (ASCSB) to ensure proper handling of all finances in order to allow the school to meet its goals and objectives. Technical assistance is provided by ASCBS in the areas of school finance, grant management, and academic standards and instruction. Funds have been allocated from other sources to purchase additional curriculum materials, hire highly qualified staff, and provide additional services to help each child to meet the State academic standards. Through the proper budgeting with the schools goals and objectives at the forefront of all decision making, WVATA will be able to meet its goals and objectives in the previously mentioned time line and continue to support student academic growth for years after.

The Board of Directors will also work the School Improvement Team to determine the areas of strength and need of all WVATA students. Funding for additional programs will be sought based on the schools desire to align the school's fundraising plan with the needs of the student population. The Board of Directors will be responsible for overseeing all fundraising efforts including the procurement of loans for any capital needs. The board will designate a committee that investigates additional funding options, such as grants, and works with school leadership to plan for fundraising timelines. The Board has identified several local and national foundations for operational or targeted program requests. The Academy will also investigate local supplemental funding options.

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

WVATA has a strong community based Board of Directors. They have been deeply involved in the initial planning of WVATA and are instrumental in recruiting parents and other community members to participate in the implementation of the charter. Open invitations will be made to recruit parents to the school development and governance process throughout the school development and pre-operational phase. Board members are currently working to recruit neighborhood parent liaisons who can answer questions and direct parents to the right resources to learn about WVATA and charter school options in general.

There will be at least two positions reserved for parent representation on the Academy Board of Directors. Openings will be widely posted and parents will receive information about the school's governance opportunities during early enrollment meetings, school informational brochures, and through ongoing newsletters throughout the school's operation.

WVATA has encouraged parent participation at information and enrollment meetings and we gauge parent satisfaction through ongoing dialogues, interim feedback sessions, as well as an annual parent satisfaction survey. Research has demonstrated that parents are essential partners in a student's success in school. Emphasis will be placed on parental involvement in student learning and behavior. School administration, teachers, and other staff will freely call upon parents and/or guardians for assistance with school development and improvement issues, student behavior, and to recruit parent participation in volunteer activities.

Our approach to involving parents in the planning, program design and implementation of our school was borrowed from the O'Hearn Elementary School. We strive to form a partnership with parents by addressing four main goals: *parents are present, parents are participating, parents are partners and parents are empowered.* Encouraging parents to be present in the school starts with making them feel welcome. Parents are helped to feel comfortable by having a welcoming principal. In preparing for our

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first year we have encouraged parents to feel at home at WVATA through informative enrollment meetings, open discussions about the operations of our school and by providing individual attention to specific family needs. While we do not currently have the staff or funding to start a Family Outreach Program to offer additional support to our parents, in the future we hope to offer parent workshops, lifetime learning opportunities and connections to community organizations.

Parent participation is strongly encouraged through mandatory volunteer hours. When students are enrolled in WVATA, parents are informed of our policy to dedicated two hours of volunteer time to the school each quarter. Parents have the opportunity to volunteer in their child's classroom; reading to students; as a teacher's helper during their spare time at home; with the PTO; during fundraisers; or as an extra-curricular coach, to name just a few. Bi-monthly open houses are held to showcase student work, hold grade level presentations or performances and create an open dialogue between the school and its families. The families of our students are encouraged to attend and participate in the planning and performance of each open house. We keep families abreast of the latest news and events through our monthly school-wide newsletter and weekly classroom updates.

Parents are our partners in education through our efforts to include families in all areas of academic programming. All parents participate in their child's Personalized Student Achievement Plan (PSAP). Each student at WVATA has an individually crafted PSAP which outlines their goals for each marking period and school year and emphasizes the student's strengths and areas of needed growth. The teacher, parents and student meet quarterly to create, revise and review the goals and action plan of their PSAP. The action plan of the PSAP outlines each individual's role in helping the student to succeed as well as activities they are responsible for completing. WVATA will host evening and weekend sessions to empower parents with a working knowledge of the school's educational program, curriculum, instructional projects, assessment, and other parent-driven concerns. To further equip our parents as partners in educating children we have planned three new programs a Home Reading Program, After-

West Valley Arts and Technology Academy

School Program and Family Math Night. Each activity will provide parents with the skills and services needed to foster a family-school connection.

Parents are empowered to create change in their child's school through their participation in our School Improvement Team, Board of Directors, PTO and their own Parent-Initiated Projects. Through newsletters, open houses and personalized contact with families, parents will be encouraged to hold a position on our school improvement team which analyzes student data, evaluates curriculum and devises the plan for improving student achievement. The PTO will have the primary role of raising funds for additional projects and activities in the school beyond those provided through the general school funds. As the WVATA Board changes members, parents will be encouraged to become board members and/or participate in monthly Board meetings. Finally, parents will be encouraged to initiate their own projects to support a positive school climate and increase student achievement. All projects will require support from the CAO, teacher or Board of Directors and will be carried out by the parents involved.

The Parent Handbook and school website will outline the opportunities for all lines of communication. WVATA is committed to establishing a communications network that promotes efficient and effective communication. Teachers will specifically identify their preferred modes of communication and board member direct communication lines will be made public to all parents and community members. All school faculty will be required to participate in e-mail and web-based grade systems to encourage an open dialogue about student progress.

To further involve parents in the implementation of the school, WVATA will provide:

- Parent Orientation sessions, literature and continuing workshops will provide examples of how parent involvement leads to increased academic achievement.

West Valley Arts and Technology Academy

- Opportunities for volunteer work and school governance participation will be well publicized at all school functions, orientations, and workshops. All parents/guardians will be contacted by school leadership with a personal invitation to participate.
- Parents will be an integral component to the education opportunities at the school. West Valley Arts and Technology Academy will seek parents to undergo training along with teachers for specific community-based activities.
- WVATA will provide curriculum information and notices in parents' native languages
- Parents will be required to participate in student/teacher conferences. The Academy will provide seminars to parents and teachers on how to facilitate effective parent/teacher conferences.
- WVATA will offer workshops on helping children study at home and on test preparation.

Selection Criteria (viii) The qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Eddi Hoedebeck, the Chief Administrative Officer of West Valley Arts and Technology Academy, has experience working with charter schools in Phoenix, Arizona as the CAO of another charter school that has made AYP every year of its four year history. Ms. Hoedebeck has over 29 years of experience in education as a teacher, administrator and professional developer. She has extensive experience in marketing schools to families both in her role at the school and in corporate positions managing the enrollment of multiple schools in a region. Ms. Hoedebeck has tremendous experience increasing the academic achievement of at-risk students including those from traditionally underprivileged groups. As a project director, she will continue to use the skills that have made her so successful in the past in order to help WVATA thrive. For further information on her qualifications please see her resume in the attachment section.

West Valley Arts and Technology Academy

Mosaica Education and the WVATA Board recognizes the need to provide students with a learning environment which is composed of staff members who are highly qualified and represent a diverse community. To provide this type of environment, the board of WVATA and Mosaica Education employs a national recruiter to hire highly qualified, diverse teachers and staff. As WVATA continues to expand its enrollment, the CAO will continue to search both locally and nationally for faculty members who will best address the academic needs of the students. Mosaica Education and WVATA are equal opportunity employers.

Selection Criteria (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.

West Valley Arts and Technology Academy believes all children are entitled to the opportunity to have an educational experience in the same setting they would attend if they did not have a disability. The inclusion of children with disabilities in the regular classroom is a benefit to all children. Support services and accommodations are provided by the special education teacher to meet the objectives in the student's Individualized Education Program (IEP). Teachers will receive additional professional development on how to address the educational needs put forth in the student's IEP. We will continue to make certain all children can learn together in the same classroom with the services and supports necessary to be successful.

West Valley Arts and Technology Academy utilizes the Arizona standards for certification and evaluation of special education personnel and implements IEP's developed in conjunction with special education staff from the State. West Valley Arts and Technology Academy will honor the 30 days it takes to review an incoming student's IEP and will use the Special Education Process and forms adopted by the State of Arizona which includes, but is not limited to, the eight-step process provided for full compliance with Free and Appropriate Public Education (FAPE) and related services.

West Valley Arts and Technology Academy

West Valley Arts and Technology Academy has designed a plan to ensure equitable access to all academic programs. West Valley Arts and Technology Academy will identify those students with Limited English Proficiency by means of a diagnostic screening of new entrants and provide a program of bilingual education or English as a Second Language for eligible students. A plan will be developed to meet the educational needs of each student and proficiency will be measured by a language assessment instrument in order to determine further participation by a student. The plan will include assessment of each student's performance in content areas to measure the student's academic progress. West Valley Arts and Technology Academy will ensure students have access to appropriate instructional and support services which are available to all other students enrolled. The parent/legal guardian of a student identified as limited English proficient will be informed in his/her native language, if necessary, of the student's placement in an instructional program.

Students served through the Title I program will receive an additional amount of academic support within the classrooms. Title I teachers and paraprofessionals will be assigned to all of the lower elementary classrooms to provide additional tutoring, accommodations, and coaching for at-risk students. Through small group instruction, the classroom teachers will provide re-teaching, additional practice, and differentiated instruction. Parents will receive regular information on their child's progress and participate in Personalized Student Achievement Plan development and evaluation on a quarterly basis.

Additional Strategies

Extended School Day and School Year

The extended school day and year provides another school-wide strategy to help "at-risk" students. Furthermore, not tracking students academically prevents labeling and the lowering of expectations for students at young grade levels. We will offer free after-school and summer tutorials for students whose teachers believe they need the extra help.

Tutoring Services

The school will leverage our Management Company, Mosaica Education's expertise in serving students who are performing significantly below grade level. The company supports schools in deploying *A+Anywhere* software to provide remedial services to students who are performing below grade level. This software allows for differentiation of individual student's programs to meet the needs of all students, including those who are classified as low performing. The program features standards-based content, provides for individualized instruction based on each individual student's performance, and permits continuous assessment of student progress. The adaptive nature of the software permits instruction customized to each student's particular needs. The ongoing assessment of student progress includes both class reports and individual student reports indicating student progress and current areas of difficulty.

Teachers are able to track their lessons and the standards taught in each of the lessons through the student management system, PowerSchool and PowerGrade. Student profiles for meeting the standards are generated in this program and available to on-site school support as well as to parents. Teachers use the system to help them plan timely and effective lessons. By the end of our first year, a standards-based report card will be implemented at the school.

A+Anywhere Learning, the Integrated Learning System (ILS) will provide standards-based content, provide for individualized instruction based on each individual student's performance, and permit continuous assessment of student progress. The adaptive nature of the software permits instruction customized to each student's particular needs. The ongoing assessment of student progress includes both class reports and individual student reports indicating student progress and current areas of difficulty.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1237-Resume - Eddi Hoedebeck_v2.doc

Attachment 2:

Title: Pages: Uploaded File: 1238-WVATA_Signed Charter_2008.pdf

Attachment 3:

Title: Pages: Uploaded File: 1239-Lottery procedures.doc

Attachment 4:

Title: Pages: Uploaded File: 1240-WV table contents_2008.doc

**Eddi Hoedebeck
2424 W. Carter Road
Phoenix, Arizona 85041**

QUALIFICATION SUMMARY

- **Extensive knowledge in educational administration at the school and district level.**
- **Comprehensive experience of professional development for novice teachers.**
- **Experience in program development for effective implementation at the school and district level.**
- **Skilled at communicating new materials to teachers and administrators.**
- **Outstanding organizational skill.**

EMPLOYMENT OVERVIEW

CAO/Principal (K-5). Instructional leader of Ahwatukee Foothills Prep charter school located in Phoenix, Arizona. Responsible for implementing the Mosaica model and supporting teachers in their efforts to create an effective classroom, implement the curriculum, and, thereby, help all students to meet or exceed state standards. 2006/2008

Director of Professional Development Mentoring and Support Services. Design, development and implement district wide high quality professional development through the Instructional Coaching Program, monitor and maintain four partnership grants with universities for teacher participation, facilitate and support a first and second year mentoring program for new teachers, oversee the three-tiered licensure dossier program and serve as liaison on several district committees for quality improvement. 2004/2006.

Middle School Principal (6th-7th). Supervised 70 employees. Served as instructional leader for a middle school located in Gallup, New Mexico. Facilitated scheduling, developed a middle school model team design, served on the student intervention team, Individual Educational Plan teams for students with special needs, designed monthly newsletters,

collaborated with teachers on curriculum mapping strategies, and worked with feeder schools on transition plans for sixth grade students. Served on several district committees for the development of safety plans, enhancing instructional strategies for diverse students and aligning best practices for curriculum design. July 1998-August 2004.

Eddi Hoedebeck

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Elementary Principal (K-6) in a rural setting. Served as instructional leader for a school located on the Navajo Reservation. Supervised 55 employees, trained staff on curriculum alignment, collaborated with teachers on the development of a reading block schedule, improved playground safety and community involvement. Visited seven Chapter Houses to bridge good communication between school and community, and participated in the monthly Crownpoint Rug Auction held at the school. July 1996-July 1998.

Elementary and middle school teacher. Served on several committees to enhance personal growth and well as support the development of a Comprehensive school health plan, facilitated the development of portfolios for teacher evaluations, collaborated on curriculum development/alignment and successfully acquired several grants to enrich academic programs for students. Served on several district committees as liaison between district and school. August 1979 to May 1996.

EDUCATION

PhD in Curriculum and Instruction (to be completed by December 2007) New Mexico State University, January 2003 to present.

M.A. Education Administration. Western New Mexico State University. May 1993

B.A. Elementary Education. Arizona State University. August 1979.

PRESENTATION HIGHLIGHTS

Effective Communication in the Classroom. 1992

Teacher Portfolio Design and Implementation. 1998

School Safety Plan Design. 1994

International Reading Conference. 1995

Fred Jones for Classroom Implementation. 2001-2003

First Daze of School for New Teachers. 2004-2006

Classroom Walk-Throughs for Principals. 2004-2005

**New Mexico Teacher Quality Conference—Mentoring Teachers
2005.**

**National Staff Development Council Conference—Implementation of
Professional Development in a large school district. 2005**

PAST AND PRESENT PROFESSIONAL AFFILIATIONS

National Education Association. 1990-1993

New Mexico Teachers of Mathematics. 1990-1994

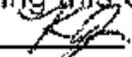
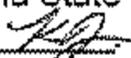
Communities in Schools. 1994-1995

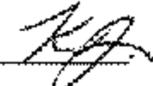
International Reading Association. 1995-2000

**New Mexico Association for Elementary/Secondary Principals.
1997-2003**

National Staff Development Council. 2003-present

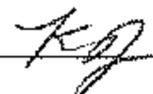
Charter Contract
Between
Arizona State Board for Charter Schools
And
West Valley Arts and Technology Academy, Inc.

1. **Parties:** The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes ("A.R.S."). Title 15, Chapter 1, Article 8, to execute a Charter Contract for the purpose authorizing the establishment of charter schools that will provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils.
- A. This Charter Contract is entered into between West Valley Arts and Technology Academy, Inc. ("Charter Operator") and the Arizona State Board for Charter Schools for the purpose of establishing a charter school to operate at the site(s) listed in paragraph 5.A of this Charter Contract.
- B. The person authorized to sign and act on behalf of the Arizona State Board for Charter Schools is the President or Executive Director of the Arizona State Board for Charter Schools as the President's Designee.
- C. The person authorized to sign on behalf of the Charter Operator is Kristen Jordison ("Charter Representative").
- D. The Charter Representative affirms as a condition of this Charter Contract, that he/she is the above-described representative of the Charter Operator and has authority to sign this Charter Contract on behalf of the Charter Operator.
- E. Attachment A, incorporated herein by reference, is a copy of a resolution or board minutes of the board of directors of a corporate entity or a public body, or a written agreement by the members or managers of a limited liability company or partnership authorizing the Charter Representative to sign documents, including this Charter Contract, on behalf of the Charter Operator. *Please initial* .
- F. The Charter Representative affirms on behalf of the Charter Operator, as a condition of this Charter Contract, that the Charter Operator is duly authorized according to the laws of the State of Arizona. Attachment B, incorporated herein by reference is proof of the Charter Operator's legal formation, if the Charter Operator is not a private person or public body. *Please initial* .
- G. The Charter Representative further affirms that the Charter Operator is, and will remain, in good standing with the applicable regulatory body (e.g., for an Arizona Corporation, the Arizona Corporation Commission).
- H. Attachment C, incorporated herein by reference is a true and correct copy of the Application of the Charter Operator relied upon by the Arizona State Board for Charter Schools in granting this Charter Contract. *Please initial* .

Please initial 

2. **Purpose:** The Charter Operator shall provide educational services according to the educational standards established by law, and the Charter Contract.
3. **Operation of the School:**
- A. Neither party to this Charter Contract is the employee or agent of the other party.
 - B. Any change in the ownership of the Charter Operator, change in the name of the Charter Operator, change in the Charter Representative, or change in membership of the board of directors of a corporate entity or the member (s) or manager(s) of a limited liability company, requires an amendment to the Charter Contract be approved following the process stated in Paragraph 9.
 - C. No right or interest in this Charter Contract shall be assigned by anyone on behalf of the Charter Operator without prior written approval of the Arizona State Board for Charter Schools. Delegation of any contractual duty of the Charter Operator shall not be made without prior written approval of the Arizona State Board for Charter Schools.
 - D. The Charter Operator shall have a charter school governing body pursuant to A.R.S. §15-183 (E) (8). The charter school governing body shall comply with Arizona's Open Meeting Law (A.R.S. §38-431 to 431.09)
 - E. The Charter Operator shall be nonsectarian in its charter school programs, admission policies and employment practices and all other operations (A.R.S. 15-183(E) (2)).
 - F. The Charter Operator shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district (A.R.S §15-183(E) (7)).
 - G. The Charter Operator shall begin providing educational instruction within twelve months of the parties' execution of this Charter Contract or within twenty four months of October 9, 2007, the date on which the Arizona State Board for Charter Schools approved the charter, whichever date occurs later.
4. **Applicable Law:** The material and services provided by this Charter Operator under this Charter Contract shall comply with all applicable federal, state, and local laws and shall conform, in all respects, with the educational standards contained in its application and Charter Contract. This Charter Contract shall be interpreted pursuant to the laws of the State of Arizona.
5. **Sites:**
- A. The Charter Operator shall provide educational services, including the delivery of instruction, at the following location(s):

River Bend Prep
5625 S. 51st Ave
Laveen, AZ 85339

Please initial 

The Charter Operator shall maintain either ownership, a lease, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all appropriate state and local health and safety standards and other applicable laws, regulations and rules. *Please initial* *KQ*

6. **Term of Charter Contract (A.R.S. § 15-183 (I)):** An approved plan to establish a charter school is effective for fifteen (15) years from the first day of operation of the charter school. For purposes of this Charter Contract the first day of operation of the charter school shall be deemed to be the date the Charter Contract has been signed by both parties.

7. **Non-Availability of Funds:** Every payment obligation of the State of Arizona, under this Charter Contract, is conditioned upon the availability of funds appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Charter Contract, the Arizona State Board for Charter Schools may terminate this Charter Contract at the end of the period for which funds are available. No liability shall accrue to the Arizona State Board for Charter Schools, nor the State of Arizona, nor any of its subdivisions, departments or divisions in the event this provision is exercised, and neither the Arizona State Board for Charter Schools nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

8. **Charter Contract Interpretation:**

A. **Merger:** The Charter Operator and the Arizona State Board for Charter Schools intend this Charter Contract, including all of the attachments, to represent a final and complete expression of their agreement; except that the parties recognize that amendments to the Charter Contract may be approved from time to time hereafter. No course of prior dealings between the parties shall supplement or explain any terms used in this document.

B. **Waiver:** Either party's failure to insist on strict performance of any term or condition of the Charter Contract shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

C. **Severability:** The provisions of this Charter Contract are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Charter Contract.

D. **Assignment:** Neither party may assign or transfer this charter contract unless authorized by law. No delegation of any duty of the Charter Operator shall be made without prior written permission of the Arizona State Board for Charter Schools.

9. **Amendments Requiring Approval:**

A. Any amendment to the Charter Contract will be effective only if approved in writing by the charter school and the Arizona State Board for Charter Schools. The Charter Operator shall not take action or implement the changes requested in the amendment until approval of the Arizona State Board for Charter Schools (A.R.S. § 15-183 (G)).

Please initial *KQ*

- B. All amendments shall be submitted pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- C. Any Amendment to the Charter Contract not specifically listed in Paragraph Nine (9) or Ten (10) of the Charter Contract shall require the Arizona State Board for Charter School's approval as prescribed herein.

Changes requiring prior approval through the Amendment process include:

- Change in legal status of the Charter Operator, change in the corporate name of the Charter
- Operator, change in the ownership of the Charter Operator
- Changes to charter school description/mission
- Changes in grade levels served
- Changes in the charter school calendar involving the number of instructional days
- Changes in curriculum or instruction
- Changes in the method(s) used to measure pupil progress or changes in % of mastery
- USFRCS exception
- Procurement exception

10. Amendments Requiring Notification of Changes:

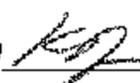
- A. Changes to the Charter Contract listed below do not require an amendment be made pursuant to Paragraph 9 and shall be accomplished through written notification. Amendments which can be accomplished through written notification become effective only when the notification is approved by the Charter Operator or the charter school governing body, as applicable, and signed by both the President or the Executive Director of the Arizona State Board for Charter Schools as the President's Designee and the Charter Representative.
- B. The Charter Operator shall not take action or implement the changes requested in the Notification until representatives of both parties sign the notification. The President of the Arizona State Board for Charter Schools or the Executive Director as the President's Designee may require in his or her sole discretion that a notification be submitted to the Arizona State Board for Charter Schools for approval pursuant to paragraph 9.

Changes requiring prior approval through the Notification process include:

- Changes in name, mailing and physical address, phone and fax number of the Charter School and/or contact person (e.g., changes of site and/or adding sites);
- Changes in the name(s) of person(s) authorized to act as a Charter Representative;
- Changes in members of the board of directors of the corporate entity, or members or managers of a Limited Liability Company;
- Change in enrollment capacity—necessary for school finance
- Changes in grade levels served at the school site

11. Insurance: The Charter Operator shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

- A. Waiver of Rights: The Charter Operator and its insurers providing the required coverage's shall waive all rights of recovery against the State of Arizona and the Arizona State Board for Charter Schools and the Department of Education, their agents, officials, assignees and employees.

Please Initial 

- B. Verification: If requested, the Charter Operator shall provide the Arizona State Board for Charter Schools with copies of any or all of its insurance policies and/or endorsements.
12. **Management and Administration:** Except as provided in A.R.S. § Title 15, Chapter 1, Article 8 and this Charter Contract, the Charter School is exempt from all Arizona statutes and rules relating to schools, governing boards and school districts (A.R.S. §15-183(E)(5)).
13. **The Charter Operator and the School:** Shall abide by all requirements of this Charter Contract, as well as state, federal, and local laws applicable to the operation of a charter school.
- A. The Charter Operator shall comply with federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance (A.R.S. § 15-181 (E)(1)). Please initial KJ
14. **Indemnification and Acknowledgements:** The Charter Operator shall defend, indemnify, and hold harmless the Arizona State Board for Charter Schools, the State of Arizona, its officers, directors, agents and employees from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including but not limited to attorneys' fees and/or litigation expenses which may be brought or made against or incurred by the Arizona State Board for Charter Schools or the State of Arizona on account of any action of the Charter Operator, its employees, agents or assigns. The provisions or limits of insurance required under this contract shall not limit the liability of the Charter Operator.
- A. The parties acknowledge that neither the Arizona State Board for Charter Schools, nor the State of Arizona, nor its agencies, boards, commissions or divisions are liable for the debts or financial obligations of a charter school or persons or entities who operate charter schools.
- B. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority.
15. **Performance Indicators and Evaluation:** The Charter Operator shall
- A. Provide a comprehensive program of instruction that aligns with the state standards prescribed by the Arizona State Board of Education for at least a kindergarten program or any grade between grades one and twelve, except that a school may offer this curriculum with an emphasis on a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts or foreign language.
- B. Complete and distribute as to each charter school site an annual report card, as prescribed in Title 15, Chapter 7, Article 3 in a format developed by the Arizona Department of Education.
- C. Design a method to measure pupil progress, toward pupil outcomes adopted by the Arizona State Board of Education pursuant to A.R.S. §15-741.01 including participation in the Arizona Instrument to Measure Standards test and the nationally standardized norm-referenced achievement test as designated by the Arizona State Board of Education and any other assessment required by the Arizona State Board for Charter Schools.
- D. Develop outcome measures as directed by the Arizona State Board for Charter Schools. Please initial KJ.

16. **Financial Requirements:** The charter school shall comply with the same financial and electronic data submission requirements as a school district, including the Uniform System of Financial Records (USFRCS) as prescribed in A.R.S. Title 15, chapter 2, article 4, procurement rules as prescribed in A.R.S. § 15-213 and audit requirements unless specifically excepted by the Arizona State Board for Charter Schools (A.R.S. §15-183(E) (6)). If the charter school has received an exception to the USFRCS and/or Procurement rules, the charter school shall, at a minimum, follow Generally Accepted Accounting Principles (GAAP). In addition, the charter school shall contract for at least an annual financial statement audit that meets the following conditions:
- It is conducted by an independent certified public accountant; and
 - It is conducted in accordance with generally accepted governmental auditing standards; and
 - It complies with polices adopted by the Arizona State Board for Charter Schools. *Please initial* *KJ* .
17. **Technical Assistance Teams, Audits and Records:** The Charter Operator shall allow representatives from the Arizona State Board for Charter Schools, Arizona Department of Education and/or Arizona Auditor General to visit each school site at any reasonable time. The Charter Operator shall allow the representatives to conduct financial, program or compliance audits (A.R.S. § 15-183 (E) (6)).
- A. At any time upon request by a designee of the Arizona State Board for Charter Schools, the Arizona Department of Education and/or the Arizona Auditor General, the Charter Operator shall hold open for inspection all records, all documents and files relating to any activity or program provided by the Charter Operator relating to the charter school or by the charter school.
18. **Length of School Year:** The Charter Operator shall provide instruction for no less than the number of days required by statute or as stated in the Application, whichever is greater and meet the minimum hours of instruction (A.R.S. §15-901(A)(2)(b)(i) and (A)(2)(c)). The Charter Operator must provide instruction as stated in this paragraph within the State of Arizona's fiscal year that begins July 1st and ends June 30th. *Please initial* *KJ* .
19. **Non-Renewal and Termination of the Charter Contract:** The Arizona State Board for Charter Schools may revoke and/or not renew the Charter Contract, for the Charter Operator's failure to begin providing educational instruction within the timeframe outlined in paragraph 3(G); or for any violation of the Charter Contract, state, federal or local laws, ordinances or rules or regulations; or for conditions which threaten the health, safety, or welfare of the students or staff of the School or of the general public.
20. **Employees and Contractors:** This Charter Contract is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Operator or the School is an officer, employee, or agent of the Arizona State Board for Charter Schools or the State of Arizona.
21. **Non-Discrimination:** The Charter Operator shall comply with State Executive Order No. 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state laws, rules and regulations, including the American with Disabilities Act and the Individuals with Disabilities Education Act. The Charter Operator shall take affirmative action to ensure that applicants for employment, employees and persons to whom it provides services are not discriminated against due to race, creed, color, religion, sex, national origin or disability.

Please initial *KJ*

22. **Fingerprints:** The Charter Operator shall comply with the requirements of ARS §15-183(C) (4).

The Charter Operator shall fingerprint check its charter school governing body members pursuant to A.R.S. § 15-512. These fingerprint checks must be maintained throughout the duration of this Charter Contract. *Please initial* KJ.

23. **Notices:** Any notice required, or permitted, under the Charter Contract shall be in writing and shall be effective immediately upon personal delivery, upon receipt of electronic mail, or three (3) days after mailing to the following:

Charter Operator:

Kristen Jordison
West Valley Arts and Technology
Academy, Inc.
5625 S, 51st Ave
Laveen, AZ 85339

Arizona State Board for Charter Schools:

DeAnna Rowe, Executive Director
Arizona State Board for Charter Schools
1700 West Washington Street, Suite 164
Phoenix, AZ 85007

The Arizona State Board for Charter Schools may make changes in the name and address of its contact person by posting the change(s) on its website.

24. **Training:** Subsequent to the signing of this Charter Contract and prior to the Charter Operator's provision of educational instruction under this Charter Contract, the Charter Representative shall attend the full-day Special Education Training for Newly Chartered Schools sponsored by the Arizona Department of Education, Exceptional Student Services. *Please initial* KJ

Executed this 29 day of July, 2008.

By Kristen Jordison
Kristen Jordison, Charter Representative West Valley Arts and Technology Academy, Inc.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Executed this 29 day of July, 2008.

By DeAnna Rowe
DeAnna Rowe, Executive Director of the Arizona State Board for Charter Schools.

Please initial KJ

APPENDIX A: Charter School Lottery Policy/Report

Admissions Policy

West Valley Arts and Technology Academy is open to Arizona students entering the grades served by the school (K-6 in the first year), with the only limit being the number of available seats. The school will fully comply with Arizona law and district policy regarding admission policies and procedures, as well as all other applicable state and federal provisions. In particular, as a public charter school, the school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by a school district. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning church-state issues. In accordance with the charter school law, West Valley Arts and Technology Academy will not charge tuition.

WVATA will actively publicize open enrollment to all community sectors. If necessary, WVATA will host its enrollment lottery no later than March 31 with subsequent annual lotteries held on the first Monday of April in each year.

Lotteries

If the number of applications exceeds the number of seats available in a grade, WVATA will accept students by a random selection process, or lottery. Preference will also be given to returning students and to siblings of students already enrolled in the school. The school will maintain a waiting list of the remaining applicants. WVATA will notify applicant families within one week of the lottery of student placements.

The following applies to WVATA's process:

- ✓ An annual lottery is held;
- ✓ WVATA's lottery policies and processes will be clearly written and distributed to reflect state laws regarding random selection and no preference;
- ✓ WVATA's admission lotteries will be witnessed and occur in a public setting; and
- ✓ A neutral party will conduct the lottery on behalf of the school

The lottery will be well publicized, open to all, and will be easily understood and followed by all observers. To minimize the risk of bias, WVATA will exclude individuals who are employed by the school, individuals whose relatives are school employees, and those individuals who are seeking admission for their children, from the task of drawing names. Rather, an impartial individual, such as a certified public accountant or a retired judge, will be asked to draw the names. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. Any applicant who is not admitted to the school during the lottery will be placed on the school's waitlist.

Students whose applications are received after the deadline will be placed on the school's waitlist in the order that their applications are received, following the initial

establishment of the waitlist by the lottery. In each successive school year, students who were enrolled in the school the previous year will keep their spaces in the school until they graduate or leave the school. Admissions preference will be given to siblings of pupils enrolled in the school.

Waiting Lists

After all available spaces are filled *waiting lists* will be maintained for each grade. WVATA will maintain complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined the next person on the list will be contacted.

Once the parent has accepted the position for their child:

- ✓ The appropriate *Request for Transfer* form will be immediately sent to the school of origin.
- ✓ Qualifying parents will complete the application for free or reduced lunches.
- ✓ Parents that need before and/or after school will be informed about the availability of space in the OASIS Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.
- ✓ The parent is given a copy of WVATA's *Code of Civility* and asked to return their signed verification and agreement before the student enters the school.
- ✓ Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as all other office procedures (i.e. Visiting the school, drop off and pick up sites, classroom protocol, etc.).

Enrollment/Lottery Process:

1. West Valley Arts and Technology Academy determines enrollment period and makes public announcement of enrollment deadlines (i.e. Written announcement is posted in local papers, community fliers, bulletins, websites, etc.).
2. West Valley Arts and Technology Academy receives completed applications for enrollment by a posted deadline.
3. If the school is under-subscribed at the end of the enrollment period, the school may choose to continue rolling admissions throughout the school year until capacity is reached.

Example: The capacity for the student population is 250 and only 200 applications are received. The school can admit 50 additional youngsters throughout the school year. Once capacity is reached, however, additional applicants are placed on a waiting list in order of applications received and by grade level.

4. If West Valley Arts and Technology Academy is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.
5. The **lottery** is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. The public lottery occurs soon after the closure of the enrollment period often at a publicly announced parent teacher meeting, school board of trustees meeting, or a community meeting.
6. The **waiting list** ranks applications that were submitted during the enrollment period. These applicants should be identified by number and by grade. As spaces become available at the school, they are offered to the applicants in the order of placement on the waiting list.

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Attachments:

Resume of Project Director

Budget Narrative

GEPA Statement

Lottery Policy

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-WVATA Budget narrative_2008-2011.doc

Budget Narrative

Year 1 (2008-09)

Travel

- ***Professional Development Travel (2,500):*** Funds are needed to ensure the project director can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for airfare, miles driven, rental cars, lodging, and food.

Supplies

- ***Office Supplies (7,000):*** *West Valley Arts and Technology Academy* must acquire office supplies and materials necessary to support the operation of the school office and daily activities in the classroom. These materials include but are not limited to supplies for the copier and printers, paper, and general office supplies.
- ***Parent Communication (\$2,500):*** Communication between home and school will be accomplished through open houses and by providing information to the families about educational opportunities by using flyers, educational materials, and other items to advertise the school.
- ***Print Text (\$23,000):*** As a new school, the library at *West Valley Arts and Technology Academy* is non-existent. Having access to a variety of books and other print text is strongly linked to strong literacy skills. Therefore, the Board of Directors and Administration has made developing a strong library a priority. Funds will be used to purchase a variety of print text to support the existing curriculum, humanities program and to expand the opportunities for students to read and research other subjects. PTO fundraising opportunities will also be used to further support the library.

- ***Textbooks (\$90,000):*** When *West Valley Arts and Technology Academy* was started, we purchased only the essential textbooks. It is now necessary to purchase additional texts to fill out our existing curriculum as well as added enrollment.
- ***Testing Materials (\$5,000):*** Testing materials will be purchased to provide ongoing assessment data to enable each child to meet the State standards.

Contractual

- ***Community Outreach (\$15,000):*** To support our goal to educate the community about new educational opportunities we will contract with area media groups to advertise on cable, radio, and in local print media.
- ***Technology (\$4,000):*** Software will be purchased to allow the school to have effective student accounting software.
- ***Professional Development (1,000):*** Funds are needed to ensure the project director and other staff can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for registration costs.

Total Year 1: \$150,000

Year 2 (2009-10)

Travel

- ***Professional Development Travel (2,500):*** Funds are needed to ensure the project director can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for airfare, miles driven, rental cars, lodging, and food.

Equipment

- ***Technology (\$64,500):*** With the addition of new grade levels and added enrollment, we will need to purchase additional technology to support our 3:1 ratio of students to computers and computers for educators. Printers, LCD projectors and support materials will be purchased to enable the integration of technology into the school's daily curriculum.

Supplies

- ***Office Supplies (5,000):*** *West Valley Arts and Technology Academy* must acquire office supplies and materials necessary to support the operation of the school office and daily activities in the classroom. These materials include but are not limited to supplies for the copier and printers, paper, and general office supplies.
- ***Parent Communication (\$2,500):*** Communication between home and school will be accomplished through open houses and by providing information to the families about educational opportunities by using flyers, educational materials, and other items to advertise the school.
- ***Print Text (\$8,000):*** As a new school, the library at *West Valley Arts and Technology Academy* is non-existent. Having access to a variety of books and other print text is strongly linked to strong literacy skills. Therefore, the Board of Directors and Administration has made developing a strong library a priority. Funds will be used to purchase a variety of print text to support the existing curriculum, humanities program and to expand the opportunities for students to read and research other subjects. PTO fundraising opportunities will also be used to further support the library.

- ***Textbooks (\$50,000):*** When *West Valley Arts and Technology Academy* was started, we purchased only the essential textbooks. It is now necessary to purchase additional texts to fill out our existing curriculum as well as added enrollment.
- ***Testing Materials (\$2,500):*** Testing materials will be purchased to provide ongoing assessment data to enable each child to meet the State standards.

Contractual

- ***Community Outreach (\$10,000):*** To support our goal to educate the community about new educational opportunities we will contract with area media groups to advertise on cable, radio, and in local print media.
- ***Technology (\$4,000):*** Additional software will be purchased to allow the school to have an ILS program and student accounting software.
- ***Professional Development (1,000):*** Funds are needed to ensure the project director and other staff can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for registration costs.

Total Year 2: \$150,000

Year 3 (2010-11)

Travel

- ***Professional Development Travel (2,500):*** Funds are needed to ensure the project director can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for airfare, miles driven, rental cars, lodging, and food.

Equipment

- ***Technology (\$64,500):*** With the addition of new grade levels and added enrollment, we will need to purchase additional technology to support our 3:1 ratio of students to computers and computers for educators. Printers, LCD projectors and support materials will be purchased to enable the integration of technology into the school's daily curriculum.

Supplies

- ***Office Supplies (5,000):*** *West Valley Arts and Technology Academy* must acquire office supplies and materials necessary to support the operation of the school office and daily activities in the classroom. These materials include but are not limited to supplies for the copier and printers, paper, and general office supplies.
- ***Parent Communication (\$2,500):*** Communication between home and school will be accomplished through open houses and by providing information to the families about educational opportunities by using flyers, educational materials, and other items to advertise the school.
- ***Print Text (\$33,000):*** As a new school, the library at *West Valley Arts and Technology Academy* is non-existent. Having access to a variety of books and other print text is strongly linked to strong literacy skills. Therefore, the Board of Directors and Administration has made developing a strong library a priority. Funds will be used to purchase a variety of print text to support the existing curriculum, humanities program

and to expand the opportunities for students to read and research other subjects. PTO fundraising opportunities will also be used to further support the library.

- ***Textbooks (\$25,000):*** When *West Valley Arts and Technology Academy* was started, we purchased only the essential textbooks. It is now necessary to purchase additional texts to fill out our existing curriculum as well as added enrollment.
- ***Testing Materials (\$2,500):*** Testing materials will be purchased to provide ongoing assessment data to enable each child to meet the State standards.

Contractual

- ***Community Outreach (\$10,000):*** To support our goal to educate the community about new educational opportunities we will contract with area media groups to advertise on cable, radio, and in local print media.
- ***Technology (\$4,000):*** Additional software will be purchased to allow the school to have an ILS program and student accounting software.
- ***Professional Development (1,000):*** Funds are needed to ensure the project director and other staff can attend meetings for the PCSP grant and local charter school programs. The funds requested include provisions for registration costs.

Total Year 3: \$150,000