

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120030

Grants.gov Tracking#: GRANT11151610

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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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 e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1242-Nonprofit Status Letter for Annex.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/05/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="936000729"/>	* c. Organizational DUNS: <input type="text" value="1593560210000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="5412623280"/>	Fax Number: <input type="text" value="5412623578"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: 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-041312-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Annex Charter School's Application for CSP Grants to Non-SEA Applicants

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="229,947.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="571,939.00"/>
* d. Local	<input type="text" value="153,100.00"/>
* e. Other	<input type="text" value="325,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,279,986.00"/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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:

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Eric Milburn	* TITLE Superintendent
* APPLICANT ORGANIZATION Annex School District #29	* DATE SUBMITTED 06/05/2012

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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Annex School District #29

* Street 1: 402 Annex Rd Street 2: _____

* City: Ontario State: OR: Oregon Zip: 97914-8010

Congressional District, if known: OR2

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: Eric Milburn

* Name: Prefix Mr. * First Name Eric Middle Name _____

* Last Name Milburn Suffix _____

Title: Superintendent Telephone No.: 5412623280 Date: 06/05/2012

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B120030

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 **1894-0005**. 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA statement.pdf

Add Attachment

Delete Attachment

View Attachment

Barriers to successful achievement exist in any high-need, rural district. Annex Charter School takes proactive steps to eliminate barriers to provide a valuable educational experience for students, families, the community and staff.

Annex Charter School includes and welcomes every child in its educational opportunities, programs, and activities. Enrollment at ACS is based upon an application system. Student enrollment is based upon open positions in the classroom. If the classroom has reached its capacity, a lottery process will be used to determine student enrollment.

Adaptations and accommodations such as differentiated instruction, English language learners (ELL) program, culturally responsive education, and teaching in multiple modalities allow all students acquisition of a proper education. This occurs regardless of the child's sex, race, age, religion, nationality, creed, economic status or special needs.

Annex Charter School ensures equal access to education and supportive services for all families and community members. The district serves a diverse cultural and social population, including those who have traditionally been under-represented based upon race, language, ability or socio-economic status. ACS seeks to remove barriers to family participation by providing transportation, printed materials in multiple languages, and accessibility to all buildings. Additionally, non-English speaking families are offered literacy resources to acquire English skills so they are better prepared to assist their children academically and take full advantage of district resources. Annex Charter School actively engages the community through partnerships with local agencies for further assistance.

Annex Charter School seeks to remove possible barriers to its employees by designing and delivering an array of professional development opportunities.

Accessibility to professional development is enhanced through various modalities, such as job embedded, district wide training, and coaching/mentoring. Annex Charter School utilizes parity and non-discriminatory practices that ensures diversity is prioritized in all hiring processes for employment within the district, as well as in contracts developed outside the system of Annex Charter School. ACS hiring practices are non-discriminatory. This ensures diversity, equity, and parity. Annex Charter School is confident that systemic efforts to remove barriers are successful in enhancing learning and achievement for all.

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="Annex School District #29"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Eric"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Milburn"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Eric Milburn"/>	* DATE: <input style="width: 150px;" type="text" value="06/05/2012"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Mrs. Sharona Olsen

Address:

* Street1: 5275 Buckhorn Rd

Street2:

* City: Ontario

County: Malheur

* State: OR: Oregon

* Zip Code: 97914-8010

* Country: USA: UNITED STATES

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

2087400367 5412623578

Email Address:

loranch@ruralnetwork.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Annex Charter School
402 Annex Road
Ontario, OR 97914

Sharona Olsen, Project Director
5275 Buckhorn Road, Ontario, OR 97914
(208)740-0367 loranch@ruralnetwork.net

Project Abstract

Annex Charter School has five primary goals for the coming year. First, we are wholeheartedly dedicated to improving our students' state test scores. Second, we intend to focus on community outreach, working hard to encourage the involvement of both parents and area residents. Third, we plan to invest both time and energy on staff development. Our reasoning here is that the more strategies our teachers master, the more effective their instruction will be and, consequently, the more successful our students will be. Next, we expect to continue ongoing curriculum refinement and to make additional equipment purchases. And finally, we plan to devote considerable time and energy to preparation for the assessment and evaluation of the success of our charter.

Located near the Snake River in Malheur County, Oregon, Annex opened its doors as a full-fledged charter school in the 2011-2012 school year. However, the school itself has been around since the early part of the last century. It is the only school in the district and prior to converting to a charter school was a traditional public school. Our primary focus as a charter school has been to better serve our diverse student population by creating customized achievement plans for each student. We identify their strengths and weaknesses, then devise strategies to both build on their strengths and remediate their weaknesses. Because Annex is a K-8 school with multi-grade classrooms, we are able to efficiently group students according to their ability levels. Identified weaknesses are addressed with direct instruction, then reinforced with independent practice, hands-on activities, and technology-based assignments. Conversely, students who are working above grade level are given opportunities to face higher-level challenges to maximize their potential.

At the time Annex converted to a charter school, we received the Oregon Public Charter School Incentive Grant. Unfortunately, between the planning and implementation phases of the grant, we learned that we would not receive additional funding for the implementation and continued implementation phases of our plan. The budget we are proposing for this non-SEA charter school grant is \$229,947 for years one and two. In the first year of the grant we plan to spend \$192,157 on staff development, training stipends, equipment, curriculum, advertising, travel, and supplies. Proposed expenditures for year two total an additional \$37,790. The funds would cover supplies, travel, staff development, training stipends, and advertising.

Annex is very fortunate to have strong support from our District #29 Board of Directors, the community, the staff, and Eric Milburn, who serves as both our school district superintendent and our charter school principal. All of us share a common goal: providing the best possible education for our students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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Annex Charter School

Ontario, OR 97914

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- (ii) Describe how the charter school will be managed;
- (iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;
- (iv) Describe the administrative relationship between the charter school and the authorized public chartering agency;
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Competitive Preference Priorities

Competitive Preference Priority 1—Improving Achievement and High School Graduation Rates

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

Annex Charter School (ACS) students attend high school in Weiser, Idaho. ACS monitors and tracks students through attendance, grades, and progress in partnership with WHS and parents. Scholarships, college preparation, and placement testing are all provided by WHS. ACS graduation rate for 2011-2012 was 100%.

Funds would be used for curriculum to help prepare our 8th graders for more advanced high school classes with the use of such online programs as Rosetta Stone, online courses, the Accelerated Reader program, the Digits math program, Easy CBM, and Schoolmaster. Parents will have access to their student's grades and assignments online. ACS has the ability to offer high school leveled classes to accelerate learning. For our kindergarten through eighth grade students, Odesseyware provides opportunities for students to take remedial courses as well.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.

ACS continues to be involved with all special education students that attend WHS. ACS is in communication with the WHS Special Education staff, alongside Malheur Education Service District. All three entities work together to achieve the best education plan for each student. Individualized Education Plan (IEP) and 504 transitional plan meetings are attended by both our Special Education teacher and an

ACS Special Education director. This continues until the student is exited from the program or graduates. With our Local Service Plan contract, we have a behavioral specialist and counselor to address these needs. College requirements, placement tests, and scholarships are provided by WHS. Funds will be used to purchase educational resources such as enrichment curriculum, manipulatives, and computer programs.

(c) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for English learners.

ACS student enrollment is 35% English Language Learners (ELL). Funds would go towards purchasing Rosetta Stone and training for staff. We would also like to address parent education classes and to provide a translator to aid in parent/teacher/student communication. Language support will be provided where necessary to enable participation and clear communication. These funds will help us fulfill our mission statement to provide quality instruction, and to create well-mannered and well-educated citizens.

(d) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

The teachers provide direct instruction in language arts and math, using research-based curriculum to meet the needs of high needs students. They will also develop and implement thematic units in science, health and social studies as well as provide instruction in the arts. Funds will be used to support book fairs, open house, math and literacy night, student council activities, and to create a parent resource library.

(e) Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

ACS is a Provision II school, as outlined in the Child Nutrition Program, due to the high poverty rate. ACS received the Provision II status because of an 87% poverty rate. The teachers provide direct instruction in language arts and math, using research-based curriculum to meet the needs of high poverty students. They will also develop and implement thematic units in science, health and social studies and provide instruction in art and music.

Field trips to such venues as the Boise Art Museum, the Four Rivers Cultural Center in Ontario, Oregon, and the Oregon Trail Interpretive Center in Baker City, Oregon serve to broaden children's horizons.

Additionally, each year Annex holds a Career Day to expose students to a variety of career options and to encourage them to continue their education beyond high school. This year, two of the most popular venues were hosted by Mayor Diana Thomas from Weiser, Idaho, and a Special Forces soldier who served in both Iraq and Afghanistan. Such experiences widen our students' perspectives.

Funds will be used to support book fairs, open house, math and literacy night, student council activities, and to create a parent resource library.

(f) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for all students in an inclusive manner that ensures that the specific needs of high-need students participating in the project are addressed.

The school welcomes all students regardless of ability level and is prepared to make appropriate changes to support a student with high needs. We will continue to use valid and reliable methods to identify the interests and strengths of students with high needs in order to fully support their learning and development. ACS will continue building positive relationships with families in support of the ongoing inclusion of students with high needs. Funds would be used for salaries, staff development, curriculum resources, parent education/resources, and counseling.

Competitive Preference Priority 2—Promoting Diversity

ACS's current enrollment is 49 students. Sixty-five percent of students are Caucasian, non-Hispanic. Students of Hispanic origin make up the other 35% of the student body. ACS is dedicated to the ongoing process of creating a safe and accepting environment for all people. We value and honor differences in ability, age, ethnicity, gender, race, and socio-economic status. ACS is committed to preparing its students to be leaders in a global society and to sustaining a vibrant, inclusive, and caring multi-cultural community. The goal of raising cultural awareness and understanding is reflected in many areas of school life. For example, classrooms at ACS participate in multi-cultural celebrations.

We will utilize funds to aid in summer reading, student body activities, professional development, a multicultural resource center, and to provide the most current curriculum.

Competitive Preference Priority 3—Improving Productivity

The school staff consists of 10 personnel with 4 highly qualified licensed teachers, 1 administrator, 1 highly qualified para-professional, and 3 non-teaching staff.

Through our Local Service Plan with Malheur Education Service District (ESD) we have a special education teacher/director, a speech and language pathologist, and a behavioral specialist/counselor available. Two staff members have Master's degrees. The licensed teaching staff has an average of 10 years of experience teaching in a school setting. Other staff has an average of 14 years of experience in a school setting.

Competitive Preference Priority 4—Support for Military Families

Military parents currently stationed away from home can access student academics and attendance through the SchoolMaster PASS System. This allows parents away from home to monitor and be a part of their child's academic career. Technology options include Skype for oversea chats, live streaming of graduation, and counseling and blogging/vlogging. Each classroom is equipped with a Smart Board, a document camera that can be used as a web camera, and computers.

Invitational Priority

Serving Students From Persistently Low-Performing Schools.

Annex Charter School was developed due to the need of restructuring a low performing elementary school located in the Annex School District in Ontario, OR. The elementary school was in Title III improvement status for three years prior to converting to a charter school. In 2010-2011, the charter school remained in improvement status for AMAO I and AMAO II necessitating the development of a Title III Four Year Improvement Plan. ELL students were not making the necessary gains in language acquisition. Annex Charter School hired a new administrator in 2011-2012 and restructured the Title III program. Preliminary data for 2011-2012 suggests that Annex

Charter School has made the necessary growth in the Title III program to meet the requirements for AMAO I and AMAO II.

Annex Charter School in 2010-2011 received an overall AYP status of Needs Improvement for Overall Achievement. Student's scores were particularly low in the area of Mathematics. Restructuring has occurred in mathematics instruction at Annex Charter School during the 2011-2012 school year. Overall academic growth for students at Annex Charter School decreased by 14.20% as comparing 2009-2010 with 2010-2011 results.

New math curriculum was purchased for K-8 in 2011-2012. Additional refinement in mathematics occurred to develop curriculum maps and align mathematics curriculum for K-8. Further staff development was scheduled to occur in upcoming years for training staff in best practices for teaching mathematics. However, with a decrease in charter funding that was expected, Annex was unable to pursue the necessary trainings.

Annex Charter School firmly believes that the right infrastructure has been developed for the success of our low performing school. Students have made individual gains in comparison to the prior year's results. However, with additional funding for proper staff development and curriculum development, students will receive better instruction and achieve at higher rates.

Application Requirements (addressed in the Selection Criteria unless addressed below)

(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 academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;

(ii) Describe how the charter school will be managed;

(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency;

(v) Describe how parents and other member of the community will be involved in the planning, program design, and implementation of the charter school;

(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 as described in paragraph (iii) of this section;

Annex Charter School is currently in operation as a charter school without the Federal grant. Operation of the charter school will continue whether the grant is awarded and/or is expired after two years.

(vii) If the charter school desires the Secretary to consider waivers under the authority of the CSP, 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;

Annex Charter School does not request any waivers for any Federal statutory or regulatory provisions. Annex Charter School operates as a public charter school and meets all federal and state requirements.

(viii) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

Annex Charter School anticipates using money from the charter grant to supplement other federal programs. The Title IA program would be supplemented by purchasing additional leveled readers needed for instruction in the reading program for our school wide Title IA program. Annex Charter School anticipates purchasing a school wide language program from Rosetta Stone to supplement the Title III program at the school.

(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;

Annex Charter School advertises the open enrollment times and a school open house in the local newspapers and places flyers in public areas. Annex Charter School has developed an enrollment and admissions policy (Appendix A).

(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA);

Annex Charter School is in compliance with the IDEA. All students are welcome to apply for enrollment. Students are not selected by abilities to enroll at Annex Charter

School. All students are enrolled unless we have reached a cap for the total enrollment of students and then the lottery procedure for student enrollment will be in effect.

(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

Selection Criteria

(i) Quality of the proposed curriculum and instructional practices.

Annex Charter School's instructional focus is to increase student achievement by customizing instruction to meet individual needs. Instruction is based on the student's ability level. Consider, for example, the second grader who struggles with reading but is capable of working at a fourth-grade level in math. In the customized education model, that second grader receives the appropriate fourth-grade level math instruction as well as first-grade level remediation in reading. This approach ensures that underachieving students thoroughly grasp basic concepts before moving on to more challenging work. Additionally, it allows gifted students—regardless of age or grade level—to tackle appropriately challenging curriculum. We believe that by using this customized instruction model, we afford all of our students a greater opportunity to achieve academic success.

We have taken a three-pronged approach to create a comprehensive, research-based educational program. First, we use Differentiated Instruction (Tomlinson, 1999), dividing students into small groups, according to ability levels. Second, since Thematic Instruction has been shown to increase student achievement (Beane, 1997), classroom

teachers design thematic units. As an integral part of each unit, students are assigned cross-curricular projects, incorporating visual, oral, and written components. Finally, because research shows that “student achievement can increase when teachers show the relationship between an increase in effort to an increase in success” (Van Overwalle & De Metsenaere, 1990), we Reinforce Effort, recognizing overall excellence and personal progress in a variety of ways, including verbal praise, various visual representations charting student effort, and occasional awards—keeping in mind that our goal is for students to realize that the harder they work, the more successful, they will be, *not* the more prizes they will receive.

In addition, we are currently investigating two other research-based programs for possible adoption: Direct Instruction out of the University of Oregon and Core Knowledge, based on the work of E.D. Hirsch, Jr.

Annex Charter School places a strong emphasis on the basics—mathematics and language arts—particularly in the primary grades when students are building their educational foundations. Using OAKS results plus Star Reading, Star Math, and other online testing offered by Renaissance Learning as well as fluency tests and teacher-generated assessment tools, students are grouped according to ability levels rather than grade levels or age levels, allowing teachers to more effectively address each student’s academic needs. Our aim is to appropriately challenge every student—from the seventh grader struggling to master fractions to the kindergartener who enters school reading at third grade level.

To this end, teachers evaluate the students regularly, then write Customized Achievement Plans to record assessments taken, scores received, services and

strategies proposed for remediation, and individual goals. (See attached samples as Appendices A and B.)

This past school year, we switched from Saxon Math to the new Pearson enVisionMath Common Core series for grades K-5 and the Pearson Digits for the middle school students. Using the latest classroom technology to help deliver their message, the programs focus on Common Core math standards. With strong emphasis on hands-on learning, problem solving, the application of mental math strategies, and the requirement for students to explain their thought processes both verbally and in writing, the Pearson math programs have proven to be an excellent choice for our mathematics curriculum.

We currently use McGraw-Hill *Science* and the Scott Foresman *Social Studies* series, supplementing those texts with numerous research books, online research opportunities, lectures, experiments, and field trips to such venues as The Discovery Center in Boise, Idaho (a small but comprehensive hands-on science institute), the Oregon Trail Interpretive Center in Baker City, Oregon, the Four Rivers Cultural Center in Ontario, Oregon, the World Center for Birds of Prey outside Boise, Idaho, Owyhee Field Day, a yearly event at Owyhee Reservoir where students are offered a variety of classes about everything from geology to watersheds to native flora and fauna, and Celebration Park, an archaeological site in rural Canyon County, Idaho.

For language arts, we currently enrich the *Treasures* language arts curriculum from Macmillan/McGraw-Hill with novels, non-fiction, and poetry as well as a comprehensive writing curriculum based on Ruth Culham's 6+1 *Traits of Writing*.

School is in session from 8:30 to 3:30, Monday through Friday. Middle school students may participate in organized sports through an agreement with the nearby Weiser School District. Typically, students will devote 1½-2½ hours daily to language arts, depending on grade level and need. This includes 30 minutes of independent reading during Reading Workshop. Another 1-1½ hours will be spent on instruction, guided practice, and independent practice in mathematics. The rest of the school day is dedicated to the study of science, health, social science, computer skills, the arts, and P.E.

We made the decision to switch to Common Core standards before they were required. Last summer (2011), the teachers devoted considerable time and effort to mapping curriculum and making adjustments as necessary to be certain our curriculum aligns with the Oregon content standards as well as the new Common Core standards. That investment of time and energy as well as our decision to customize instruction within relatively small multi-grade classrooms was intended to maximize the likelihood that our students would master the Oregon content standards, improving their levels of competence on the OAKS tests this year. Even though we realize that some students may take longer than others to achieve that mastery, helping *all* students succeed is our priority. We plan to use this year's OAKS test results to pinpoint weaknesses in the existing curriculum so that we can focus remedial instruction in those areas next year.

This past year Annex Charter School consisted of three, self-contained multi-grade classrooms, K-2, 3-5, and 6-8. Each classroom had a teacher, plus part-time assistance with math and language arts from our educational aide. We also had a fourth teacher in charge of Title I Reading and Math as well as small-group ELL

instruction. The school maintained a computer lab as well, providing classes in computer skills. In addition, each classroom had its own bank of computers, enabling students to do research, type reports, and participate in online programs such as Accelerated Reader, Accelerated Math, Math Facts in a Flash, and Read Naturally. The middle school students used computer lab assets to build their typing speed and accuracy, but they also applied their skills to create digital presentations and digital portfolios. They even participated in virtual dissections, performed video uploading and editing, and mastered the use of remote access (via iPads) to display projects on the SmartBoard.

Students at Annex Charter School visited the school library weekly. In addition, they had monthly access to the Ontario Community Library, eighteen miles away, via their Bookmobile.

Physical Education was provided at least twice weekly. Plus, staff members addressed such varied counseling issues as character education, conflict resolution, and career education.

We strongly encouraged parental and community involvement on field trips and during organized activities like Career Day, awards assemblies, and the end-of-school Field Day. We also welcomed—and benefited from the assistance of—classroom volunteers.

This coming school year, in order to improve our efforts to differentiate instruction, all students in grades K-5 will receive language arts instruction from 8:30-10:00 and mathematics instruction from 10:15-11:30. In addition, an extra teacher will be employed. Thus, each teacher, K-5, will have only two grade levels in the morning.

Ensuring all reading and math classes are scheduled for the same time will facilitate individualized instruction, making it much easier for students to shift levels, particularly if the target level is not part of their own classroom.

Other areas of the curriculum—social science, science, music, etc.—will be addressed in much the same way that they were this school year.

Annex Charter School is a small rural school where educators, parents, and community members work together to meet students' needs and maximize their achievements. Converting to a charter school with a customized education focus this past school year proved to be a huge challenge for the staff, but it definitely paid off for our students.

Here's one example. Although English was not the native language for any of this year's third graders, 75% of them passed or exceeded state standards on the 2011-2012 OAKS reading test. Next year, our goal is to do even better. Annex students may live in a rural area on scattered farms and ranches, but we believe they deserve the same educational opportunities afforded children in the more affluent suburban sections of our country.

(ii) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Annex Charter School is a Provision II school under the requirements of the Child Nutrition Program. All students receive free breakfast and lunch daily. Eighty-six percent are living at or near the poverty level. For 65% of the population, English is the primary spoken language. Thirty-five percent of the population qualified as ELL. Those

students qualifying as Special Education students with IEPs comprised 18% of the student population.

All students who qualify as ELL are grouped according to language skill level. Leveled groups are then pulled from the classroom for 30 minutes daily. During this pullout time, a highly qualified ELL teacher delivers direct instruction, specifically focused on improving students' language skills.

Another highly qualified instructor contracted through the ESD tests students referred for special education. He presents the results of the various assessments to the parents, the teachers with direct knowledge of the student, and the school's administrator. Together, under the leadership of this trained ESD professional, the team comes up with an individualized education plan for students in need of additional help. The plans specify the type and amount of individualized instruction the student will receive. This assistance is provided in a variety of ways, dependent on the individual student's needs. Most students are pulled from the classroom for a short period of time to work one-on-one with an instructional aide or the instructor from the ESD, though others may work in small groups or receive assistance in the regular classroom. Our goal is to employ whatever resources will best assist the individual student.

The flexible grouping in place within the school is beneficial to both ELL students and those with special needs since there's no stigma attached to shifting from room to room or group to group during math and language arts instruction. In addition, the small group instruction ensures that no one slips between the cracks. Every student receives focused attention from instructors, and every student, regardless of ability level, is expected to put forth optimum effort and produce their very best work.

This past year, the 3-5 classroom participated in an introductory Spanish program. This provided an opportunity for all students to be exposed to a second language, but it also proved a huge boon to the native Spanish-speakers. Not only did it give them a chance to shine academically, it also provided an opportunity for their instructor to build on their English vocabulary by pointing out similarities between the many Latin-based related words found in both Spanish and English.

(iii) The quality of the strategy for assessing achievement of the charter school's objectives.

Achievement of the charter school's objectives will be assessed by formative and summative assessment. Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

The summative assessments that Annex Charter School uses includes the Oregon Assessment of Knowledge and Skills (OAKS) or state assessment and EasyCBM. Using the OAKS test, student data is reviewed for each student yearly to determine the progress the student has made.

Students are tested periodically for progress monitoring using EasyCBM in subject areas of reading and mathematics. The assessments on the system are what is known as CBMs, standardized measures that sample from a year's worth of

curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. The math assessments available on EasyCBM are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics. In each grade, K-8, you'll find a total of 30 progress monitoring measures: 10 aligned to each of the 3 main Focal Point standards for each grade level. The reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report.

Individualized student plans are developed based on the student's performance on the OAKS test and EasyCBM to tailor their educational needs based upon their individual assessment scores.

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Teachers will be evaluated for sound instructional practice. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.

Criteria and goal setting with students engages them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it.

Establishing and defining quality work together, asking students to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy.

As teachers gather information/data about student learning, several categories may be included. In order to better understand student learning, teachers need to consider information about the products (paper or otherwise) students create and tests they take, observational notes, and reflections on the communication that occurs between teacher and student or among students.

When a comprehensive assessment program at the classroom level balances formative and summative student learning/achievement information, a clear picture emerges of where a student is relative to learning targets and standards. Students should be able to articulate this shared information about their own learning. When this happens, student-led conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

The Annex Charter School Committee each month will discuss the progress of the students and analyze data from the formative and summative assessments. The committee will use the data to determine whether the school is making progress towards meeting the objectives of the charter. A yearly review will be completed in June of 2013 and 2014 as a summation report for meeting the charter objectives. All charter committee members, teaching staff, and administration will be responsible for analyzing the data and setting goals for the school and students for the next school year.

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

Annex School District #29 is located in eastern Malheur County on the Oregon-Idaho border approximately 18 miles north of Ontario, Oregon. Annex is not an incorporated city. It is a small rural community in which the economy is dependent upon cattle ranching and row crop farming. There are only three local businesses in Annex. Annex Charter School truly is the heart of the community. The community wholeheartedly supports efforts to improve our beloved school.

Parents, staff, and community members have already been involved with the planning and conversion from a traditional public school to a public charter school for the last couple of years. They have provided opinions on the design and goals of the school, have attended meetings, and have served on the charter committee board. We will continue this same governing structure with all of these shareholders' support. Annex School District Board has been very supportive in this whole process from planning to the present.

The public has been and will continue to be informed about Annex Charter School by our website, newspaper advertisements, flyers, and word-of-mouth. We believe that these outlets will reach the broadest possible audience. Any Oregon-residing student has been and will be given an equal opportunity to attend Annex Charter School. This is shown by the in-district and out-of-district students that are attending Annex Charter School this year. For the 2011-2012 school year, ACS had 10 out-of-district students.

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

Since early in the planning process, Annex School District #29 and Annex Charter School has encouraged parental involvement through public meetings, school events, newsletters sent home weekly, and the school website. Parents and community members are encouraged to call or come by the school to ask questions or express concerns.

Currently Annex Charter School holds several annual events that anyone can be involved with including open houses, career days, school grounds clean-up days, book fairs, family movie nights, math and literacy nights, and the end-of-the year community picnic. Annex Charter School has also invited parents and grandparents with specialized skills and unique professions to speak in the classrooms. All parents are invited to participate in the charter committee for input on governance of the charter school.

(vi) Quality of project personnel.

(1) 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; and

Annex Charter School goes to great lengths to recruit highly qualified personnel. We are an Equal Opportunity Employer so we seek out a diverse population to serve our students. Our district actively seeks bilingual personnel due to the high percentage of ELL students that our district serves. Candidates are chosen based upon their qualifications and fit within our school setting and philosophies.

(2) The qualifications, including relevant training and experience of key project personnel.

Our current staff has experience ranging from a first year teacher to a veteran teacher of 20+ years. The teachers are highly qualified at all grade levels from K-8 which our school serves. Two of our teachers are English for Speakers of Other Languages endorsed and another is trained in English Learner Development (ELD) in order to better serve the English Language Learners who constitute a large percentage of our students. All staff is trained in Sheltered Instruction Observation Protocol (SIOP) lesson planning and implementation strategies for sheltered instruction.

In 2011, all staff was trained to use technology in the classroom. Staff received training in SMART technology to take advantage of using the SmartBoards which have been installed in all classrooms. The curriculum is technology-driven in our mathematics programs, EnVisions (K-5) and Digits (6-8). The technology is also used in other areas from science to language arts.

All staff are trained in assessment and progress monitoring programs available through Renaissance Learning and EasyCBM for student assessment and progress monitoring in mathematics and reading.

Curriculum development for Annex Charter School began with an inservice from a local curriculum specialist, Darbie Correia-Dennison. Ms. Correia-Dennison worked with the Annex Charter staff during the 2011-2012 school year as they mapped out all curriculum from K-8 in mathematics, language arts, science and social sciences. As a result, Annex Charter School is in full implementation of the Common Core Standards prior to our state's requirement.

Annex Charter School's current administrator has also worked extensively in curriculum development from school, district, region, and statewide initiatives. His largest project included developing statewide science curriculum in conjunction with efforts by ARTEC and McREL.

Annex Charter School is governed by a Charter Committee consisting of 12 committee members. (See attachment as Appendix C.) A variety of membership from parents, students, teaching staff, classified staff, community members at large, and administration make up the 12-member committee. Four members of the committee serve as voting members. The voting members are represented by a teacher, a parent, and two community members. The variety of membership provides diversity and guarantees vested interest, as well as represents the views and interests of the community for the educational achievement of the students.

Annex Charter School advertises openings on the Charter Committee. The names of the interested parties are voted upon or appointed by the Annex School District Board of Trustees. The term for each voting member is three years. The terms of the voting positions end in a rotation that is staggered to ensure that all four positions do not expire in the same year. The committee members conduct open meetings at least once a month or more often as needed and report to the Annex School District Board of Trustees at their monthly Board meetings.

The responsibilities of the Annex Charter School Committee are to represent the interests of the public, evaluate program effectiveness as it relates to the school's goals, check on the progress of the school's goal achievement, share ideas and concerns

about potential changes, monitor student achievement, set the charter school policies, keep meeting minutes, and approve the charter school budget.

Annex School District #29 contracts their fiscal services to Malheur Education Service District Region 14. Malheur Education Service District Region 14 is responsible for managing the district's financial matters. This includes preparing the budget; conducting financial analysis and preparing financial reports; developing and implementing an effective system of accounting; managing payroll, accounts payable and accounts receivable; and maintaining effective internal controls. Annex School District is 1 of the 4 districts that Malheur ESD contracts for all fiscal services. The Annex School District superintendent is also the principal for Annex Charter School. The administrator serves as the budget officer for the district/charter school. The Malheur ESD Business Manager and Deputy Clerk serve as the business manager and deputy clerk for Annex School District.

Annex Charter school has been in operation for a full school year. The Oregon Department of Education completed a site visit of the district in October of 2011 and reviewed the school in the following areas:

1. School session
2. Classroom visits
3. Evidence of marked items purchased with the grant
4. Evidence of your marketing and admission process
5. Evidence of charter school board meetings (e.g. minutes)
6. Process for receiving funds, paying bills and any contracts you might have.

The report of the site visit included compliance of the six areas the Department of Education reviewed.

(vii) Quality of the management plan.

Annex Charter School's administrator also serves as the Annex School District's Superintendent. This structure of administration provides a stringent model of management of the charter school. The administrator is well versed in the requirements of school management, fiscal responsibilities, state requirements, federal requirements, and all necessary reporting. The administrator also serves as the budget officer of the district and is responsible for maintaining the budget for the charter school and district, which is one and the same.

Many of the project tasks have been completed by Annex Charter School in the first year of a planning grant received by the state of Oregon for Charter School startup. Annex Charter School was moving from the planning phase to the implementation phase when we received notice that Charter startup funding would not be available for the next phase. Annex Charter School has met all requirements necessary and followed all state guidelines to receive the additional funding; however, the Oregon Department of Education no longer had funding available to fulfill their commitments to new charter schools.

Annex Charter School is in full operation and meeting the requirements of our charter even though we received a small portion of the funding granted to our school. We have sound administrative procedures, an effective governing board, and sound fiscal management.

All purchases for the charter school must be approved by the charter committee prior to items being ordered. Approvals for purchases are determined by the voting members of the Charter Committee in order to determine the necessity of the item and to determine if the items purchased are acceptable by the requirements of the grant and that the items are in line with the Charter's objectives. A requisition form must be completed and signed by the Charter Committee Chairman prior to ordering and acquiring items under the federal charter grant. All items received by Annex Charter School with Federal money are inventoried and labeled according to the grant for which the items have been acquired. The following is a table for completion of tasks.

Goal	Timeline	Party Responsible	Budget
Increase State Testing Scores	Ongoing Process. Assessed after each school year	Administration, Teaching Staff, and Charter Committee	Dependent upon entire grant funding.
Community Outreach	Ongoing process. Flyers placed and mailers sent April of 2013 and 2014. Open House in May of 2013 and 2014.	Charter Committee	\$5,200 for advertisements, flyers, etc.
Staff Development	Monthly staff developments and annual training in the summer of 2013	Administrator	\$13,000 for training stipends

	and 2014.		
Curriculum Refinement and Equipment Purchase	Purchasing of equipment and supplies will begin in October of 2012 following the award of the charter grant	Charter Committee	\$143,500.00 for equipment, supplies, and curriculum refinement
Assessment and Evaluation of the Charter	Monthly and Annual review	Charter Committee	N/A

(viii) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency

Annex Charter school currently has an existing charter with the Annex School District #29. Annex Charter School is the only school within the Annex School District boundaries. Annex Charter School is a converted elementary that gained charter status in 2010-2011. During 2011-2012, Annex Charter School did not receive the funding to move from the planning to implementation phase as expected. The Oregon Department of Education did not have the funding to fulfill commitments to charter schools that were in between phases. Under the original proposal for Annex Charter School, it was agreed upon that the term of the charter school is 5 years for the initial charter. The term for the first renewal will be for 5 years as well. Then subsequent renewals will be at least 5 years but no more than 10 years.

The Annex School district board of trustees and administration is in full support of Annex Charter School. (We have submitted our approved Charter as Appendix D.) Student performance will be assessed using the EasyCBM program to monitor student performance in reading and mathematics as well as Renaissance Learning's Star Reading and Star Math; and the OAKS standardized test as assessment tools of student performance in areas of reading, writing, math, science, and social sciences. Planning ahead, Annex Charter School students will be participating in the SMARTER Balanced Assessment an innovative assessment system aligned with the Common Core standards beginning in 2014-2015. The aforementioned programs have all been approved by the charter committee and local board of trustees.

The program review of the charter school is completed by the charter committee and school district board of directors. An independent fiscal audit is completed each year in December and submitted to the Oregon State Department.

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

Annex Charter School has a great deal of autonomy since it is the only school within the Annex School District #29's boundaries. The charter committee oversees the daily operations of the charter school in accordance to the State of Oregon's charter school laws. The Annex School District Board of Trustees maintains the operation of the district itself. The responsibilities of the charter committee are to represent the interest of the public, evaluate program effectiveness as it relates to the school's goals, check on the progress of the school's goal achievement, share ideas and concerns

about potential changes, monitor student achievement, set charter policies, keep minutes, and approve the school budget.

The District permits the flexibility of the charter school as allowed under charter laws. The school must still maintain compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22 for standards of elementary schools.

Appendices

Appendix A:

Annex Charter School

Enrollment and Admissions, Process of Application

Voluntary Enrollment: Who is eligible? Student Enrollment at Annex Charter School shall be voluntary. All students who meet the age requirement for a specific classroom provided by Annex Charter School are eligible for enrollment. A student will be deemed admitted to and enrolled at ACS when the student's application has been unconditionally accepted by Annex Charter School, following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied.

Phased Enrollments; Deadlines. Annex Charter School may, at its discretion, elect to conduct a series of open enrollments (but no more than three) for each school year, provided the process conforms to enrollment policies. Each year, ACS will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of ACS.

Application Process; First Phase of Enrollment Process. Beginning January 1 of each year or a date set thereafter by ACS; prospective students may apply for admission to Annex Charter School for the school year that begins the following August or September. For the first phase of the enrollment process, if the number of applications received by the deadline is less than or equal to the maximum number of students allowed for each classroom, then all the applications for that classroom will be accepted (including applications of non-resident students). To illustrate if the maximum number of students for a classroom is 25, and if 20 applications are

received, then all 20 applicants will be accepted. The remaining five “available spaces” will be filled in the second or third phases.

If the number of applications received for any classroom is greater than the maximum number of students allowed for that classroom, then ACS will conduct an equitable lottery, in a manner determined by Annex Charter School and consistent with state law, to admit the maximum allowed number of students for that classroom and create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a classroom is 25, and if 40 applications are received, then the 25 applicants will be accepted through the lottery process, and a waiting list of 15 can be determined with order of priority on the waiting list also determined by the lottery process.

Second and Third Enrollments. If Annex Charter School receives fewer applications than the maximum number of students allowed for any classroom, then ACS will set a second application deadline. The admission process will be the same as with the first phase, but will apply only with respect to the “available spaces” if any, for each classroom. However, ACS may also accept additional applicants in order to create or expand a waiting list for any classroom. Finally, if after the second enrollment there still remain “available spaces” in any classroom, or Annex Charter School desires to create or expand a waiting list for any grade, ACS will set a third application deadline shortly before the school year begins. The admission process will be the same as with the second phase, again applying only with respect to the “available spaces” for each classroom (or to create or expand a waiting list for any grade). Thereafter, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

Use of Waiting List; Filling Spaces if No Waiting List. If at any time a student who has been enrolled declines to attend Annex Charter School, or if an attending student withdraws or is permanently expelled, ACS may admit the next student on its waiting list for the applicable classroom.

The following provision applies after the final phase of enrollment has been completed and during the school year, if there is no waiting list or if all students on the waiting list have already enrolled or have been extended an offer to enroll and have declined: in the aforementioned situation, if a space becomes available in any classroom, Annex Charter School may enroll the first student who applies.

Preferences after the First Year. As provided in ORS 338.125(1), in the second and following years of operation, ACS may give admissions preference to (1) students who were enrolled at Annex Charter School the previous year, and (2) applicants who have siblings who are presently enrolled in ACS and were enrolled at Annex Charter School the previous year.

Nondiscrimination. As provided in ORS 338.125(3), Annex Charter School may not limit student admission based on ethnicity, national origin, disability, gender, income level, proficiency in the English language, or athletic ability, but may limit admission to students within a given age group or grade level.

Nonresident Students; Limitations. As provided by ORS 338.125(2), if space is available ACS may admit Oregon students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District, so long as state law requires such preference. Nonresident applicants may be accepted to fill any “available spaces” (including spaces on waiting lists). The parties recognize that acceptance of a nonresident applicant at the first or second phase could create uncertainty and unfairness because of the

possibility that the law requires that a resident applicant who is accepted at a later phase must be given priority and thus could “bump” the previously accepted nonresident. Therefore, the parties agree that once a nonresident is accepted, the nonresident will not be “bumped” by a resident who has submitted an application as part of a later phase of enrollment. If state law is deemed to require such “bumping” of a previously accepted nonresident student, this constitutes a waiver of that requirement by the State Board.

Appendix B
Annex Charter School
Customized Student Achievement Plan
2011-2012

Student Name: Anonymous Fourth Grader

Assessments:

1. OAKS Reading

This student passed on his first try with a score of 218.

2. OAKS Math

This student scored 210; he needs a 219 to pass.

3. OAKS Math Sample Test

He answered 70% of the questions correctly. Most of his errors fell under the Measurement and Data category.

4. OAKS Reading Sample Test

He scored 222.9 (Passing is 216.7 and Exceeds is 227.8)

5. Fluency Test

He read 122/122 words with no errors in less than the minute allowed.

Services:

1. Pearson On-line Practice, focusing on Measurement and Data
2. Small-group reteaching of measurement concepts, using activities with manipulatives and real-world problems

Goal:

1. Improve his OAKS Math score by at least 3 points.

2. Improve his reading score by 5 points.

Student Signature

Date

Teacher Signature

Date

Results: By the end of the year, this student had improved his reading test score by 2 points and his math test score by 13 points, passing both of his OAKS assessments with a comfortable margin.

Appendix C:
Annex Charter School
Customized Student Achievement Plan
2011-2012

Student Name: Anonymous Sixth Grader

Assessments:

1. Easy CBM Math & Reading (comprehension and fluency)
2. OAKS Testing (Math & Reading)
3. Informal reading comprehension (oral conferences & written), summative math assessment, running records

Services:

1. Special Education Pull-Out, 30 minutes daily
2. Title 1 Pull-Out, 30 minutes (math) daily, 30 minutes (reading) daily
3. Preferential seating, reduced reading pages, OAKS/Easy CBM reader

Goal:

1. Acquire confidence through developing independent study skills by identifying reliable resources and translating into his own words, take responsibility for assignments (track them independently), and implement test preparation time.
2. Improving fluency across multiple subjects, including basic math facts (multiplication & division) and reading. (Goals: Reading Fluency—105 wpm, Math—4/5 correct responses)

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

Appendix D:

Annex Charter Committee Members

2012-2013

Chair	Janet Sorensen
*Vice Chair	Diana Thomas
*Treasurer and Community Member	Crissy Spencer
*Secretary	Cathy Mulvany
Grant Project Director and Community Member	Sharona Olsen
Administrator	Eric Milburn
*Parent	Elisa Wright
Staff Member	Katie Morgan
Teacher	Jessica Mosley
Teacher	Kristy Simpson
Teacher	Missy Chambers
Student Representative	Angelica Hernandez

Voting Members: *

Appendix E:
Charter Contract

**CHARTER CONTRACT FOR THE
ANNEX CHARTER SCHOOL**

THIS CHARTER CONTRACT FOR THE ANNEX CHARTER SCHOOL this ("Charter") is made and entered into as of its date of execution by and between the Board of the Annex School District #29 ("District") an Oregon common school district, and the Annex Charter School, an Oregon nonprofit benefit corporation.

RECITALS

WHEREAS, the Oregon legislature has enacted **ORS CHAPTER 338** (the "Charter School Act") to set forth, among other things, the conditions under which a public charter school may be sponsored by a common school district; and

WHEREAS, on April 29, 2010 an application was presented to the Annex School District #29 Board of Directors and submitted by the Administrator of Annex School District #29 to determine whether the conversion to a charter school would be feasible and,

WHEREAS, the Annex Charter School and the District have determined it is feasible and an application for a charter school district conversion has been submitted and complies with the purposes and requirements of the Charter School Act; and

WHEREAS, the Board will hold a public hearing on the provisions of the proposal in accordance with **ORS 338.055 (1)** and school district policy and evaluated the criteria set forth in the Charter School Act; and

WHEREAS, by board vote passed, on April 29, 2010 the District Board conditionally granted the application contingent upon the negotiation and execution of a contract acceptable to Annex Charter School and the district; and

WHEREAS, the Charter School Act requires that Annex Charter School and the District enter into this agreement to establish the charter under which the Annex School District will operate as a public charter school; and

WHEREAS, the parties desire that Annex Charter School be authorized to operate as a public charter school in accordance with the terms of this Charter contract and the Charter School Act;

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, releases, and payments herein described, the parties agree as follows:

CHARTER FOR THE ANNEX CHARTER SCHOOL

SECTION 1. Creation of Charter; Nature, Power and Purpose of Annex Charter School.

Name, Purpose. This agreement between Annex School and the District (this "Charter") creates a public charter school under **ORS 338.065** and shall be known as the "**Annex Charter School.**" This Charter acts as the legal authorization for the establishment of the Annex Charter School as a public charter school under the Charter School Act. This Charter shall be legally binding on the District and Annex Charter School and their permitted successors, heirs and assigns.

Powers. In addition to its general corporate powers, Annex Charter School shall have and exercise all of the powers, privileges, immunities and authorities granted to public charter schools by the Charter School Act and the laws of any other State or Federal entity having jurisdiction over the operations of Annex Charter School.

Corporate Status and Governance. Annex Charter School shall at all times maintain itself as an Oregon nonprofit public benefit corporation and shall be governed by its Charter Committee, as provided in its articles and bylaws in compliance with state laws concerning ethics and conflicts of interest of public officers. Annex Charter School shall provide the District with a copy of any amendments to its articles and bylaws.

Public Nature. Annex Charter School shall be subject to the following laws that govern public bodies, as required by the Charter School Act:

Public Meetings. All meetings the Charter Committee shall be open to the public, except as otherwise permitted by law, and shall be subject to the provisions of ORS 192.610 to 192.690.

Public Records. The records of the Charter Committee related to its operation of the charter school shall be subject to the public records provisions of ORS 192.410 to 192.505.

Oregon Tort Claims Act. Annex Charter School and its officers, agents and employees shall be entitled to the full protection of the Oregon Tort Claims Act as set forth in ORS 30.260 to 30.300.

Municipal Audit Law. Annex Charter School shall be subject to the provisions of ORS 297.405 to 297.555 and 297.990.

School District Laws. Annex Charter School is subject to the statutes and rules that affect school districts except as provided in the Charter School Act. Annex Charter School is subject to the rules adopted by the Oregon Department of Education.

Limitation. As provided above, or as may be otherwise required by State or Federal Law, Annex Charter School shall be deemed to be a public body and is a

In Witness whereof, the parties have executed this Charter Contract as of the date below.

Board of Directors
Annex School District #29

Annex Charter School Committee

By: *Sharon Olsen*
Annex School Board Member

Dated: 9-17-10

By: *Deanna Thomas*
Annex Charter School Committee
Representative

Dated: 9/17/10

By: *Greg B. Parker*
School Board Chairperson

Dated: 9/17/10

By: *Catherine Mulvaney*
Annex Charter School Committee
Representative

Dated: 9/17/10

By: *Don Balle*
Annex Charter Administration

Dated: 9-17-10

Other Attachment File(s)

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Catherine Mulvany

Profile

- A reliable, responsible, and hardworking professional, dedicated to the belief that all students deserve a quality education
- Versatile and creative with a talent for inspiring students to do their best
- Good communication skills that foster productive working relationships with students, staff, and parents

Education

- Wittenberg University, Springfield, OH, 1967-1969
- Associate of Arts, Treasure Valley Community College, Ontario, OR, June, 1987
- Bachelor of Science, Eastern Oregon State College, LaGrande, OR, June, 1989
- Master of Arts, Seton Hill University, Greensburg, PA, June, 2003

Teaching Experience

1994-Present

Annex Charter School (formerly Annex School)—Ontario, OR Teacher

Grades 7-8, mathematics

Grades 5-6

Grades 3-4

Grades 3-6

Grades 3-5

1989-1994

Pioneer Primary—Weiser, ID Teacher

Grade 2

Summer 1990

Treasure Valley Community College—Ontario, OR Instructor

Developmental Education

Honors

- Dean's List
- Phi Theta Kappa
- Phi Sigma Iota
- Alpha Lambda Delta
- Delta Kappa Gamma
- 1987-1988 TVCC Outstanding Supplemental Instruction Leader
- 1991 Governor's Award—Educational Innovations Inventory
- Pennsylvania Association of Graduate Schools 2003 Distinguished Graduate Student Award

Additional Experience/Achievements

- AFS exchange student to Brazil
- Summer art studies in Italy
- Award-winning writer, author of three novels for Random House, four novels and a novella for Simon and Schuster, and a non-fiction article in *Many Genres, One Craft*

Sharona Olsen



Experience in successful grant writing:

Pending Cove Creek Wetland Project

- A \$212,000 grant project that I co-wrote and will implement for water quality.

2010-present Invasive Species Inventory & Control Project

- An \$89,000 grant project that I co-wrote am implementing for inventorying, monitoring, controlling, and reporting noxious weeds.

2010-2012 Oregon Public Charter School Incentive Grant

- A \$55,000 planning grant that I co-wrote and was project director for Annex Charter School.
- A \$163,000 implementation grant (funding was pulled before our implementation phase could begin).

2010-2012 Payette Ditch Discharge Treatment Project

- A \$120,000 water quality grant that I co-wrote and implemented.

Education:

1999-2001 College of Southern Idaho, Twin Falls, ID
Associates of Applied Science in Veterinary Technology

1998-1999 Treasure Valley Community College, Ontario, OR

1994-1998 Ontario High School, Ontario, OR
Diploma

Interests:

Family, farming and ranching, fishing, school board, high school varsity soccer coach, youth soccer coach, and youth leader.

ERIC MILBURN



Email: eric.milburn@annex.k12.or.us

Education Work Experience

Superintendent/Principal **7/2011-Present**

Annex Charter School – Ontario, OR

- Only District Administrator K-12.
- Federal Programs Director.
- Curriculum Director.
- District Budget Officer

Superintendent/Principal **7/2009-7/2011**

Huntington Schools – Huntington, OR

- Only District Administrator K-12.
- Federal Programs Director.
- Curriculum Director.
- Special Education Director
- Athletic Director
- District Budget Officer

Science Teacher/Administrator **8/2008-8/2009**

Richfield Schools – Richfield, Id

- Taught all secondary level science courses.
- Student Council Advisor.
- Administrative Intern/Assistant Principal.
- Athletic Director.

Science Teacher **8/2005-8/2008**

Gooding High School – Gooding, Id

- Taught Biology, Advanced Biology, and served as the Student Council Advisor.
- Administrative Intern.
- Served on School Improvement Committee.
- Served on High School Advisory Committee.
- Trained in the High Schools that Work Model
- Aligned Science Curriculum K-12.

Science Teacher **8/2000-8/2005**

Kimberly High School - Kimberly, Id

- Idaho State Certification in Biological Science 6-12.
- Taught Biology and Human Anatomy and Physiology, Physical Science and Applied General Science.
- Aligned Science Curriculum K-12
- Science Department Chairman.
- A member of the Districts Curriculum Committee representing the Science Department.
- Served on the High School Steering Committee.

In School Suspension Supervisor and Safety Aide **4/2000-5/2000**

West Middle School – Nampa, Id

- Supervised in-school suspensions and maintained safety of school campus.

Student Teaching**2/2000-4/2000**

West Middle School – Nampa, Id

- Student taught seventh grade Life Science.

Education**Masters of Education- Administration and Supervision****7/2007-2/2009**

University of Phoenix- Online degree

4.0 GPA

B.S. Biology / Secondary Education**1991, 1994-May 2000**

Boise State University Boise, Id

Professional Organizations

- Confederation of School Administrators-Oregon
- Oregon Association of School Administrators
- Oregon Small Schools Association

Recognition/Awards

- Represented Idaho Region 4 on developing Science curriculum for the State of Idaho under the direction of McREL.
- Received the Idaho Science Teachers Association Region 4 Secondary Science Teacher of the Year Award in 2002-2003.
- 2005 Kimberly High School Teacher of the Year.
- Gooding High School Student Council received the Idaho Outstanding Student Council Award each year under my advisement 2005-2008.

Educational References

- Dick Brulotte Vallivue High School Principal (208) 454-9253
- Penny Grotting Malheur Education Service District- Curriculum Director (541) 473-3138
- Terry Herzberg Malheur Education Service District- Special Ed Director (541) 473-3138
- Tim Labrousse Malheur Education Service District- Superintendent (541) 473-3138
- Mike Smith Richfield Schools Principal (208) 487-2790

Melissa Chambers



Elementary School Teacher

- ✓ Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every student.
- ✓ An accommodation and versatile individual with the talent to develop inspiring hands-on lessons that will capture a child's imagination and breed success.
- ✓ Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed.
- ✓ Superior interpersonal and communication skills to foster meaningful relationships with students, staff, and parents.

Areas of Teaching Proficiency Include the Following:

Team Teaching	Creative Lesson Planning
Guided Reading	Technology Integration
Assessment Tools-ex. Running Records	Grant Writing
SIOP Model Lesson Plans	Parent/Teacher/Student
Literature Circles	Communication
Centers	Student Motivation

Education and Qualifications

B.A. Elementary Education-Sierra Nevada College May 2000
B.S. Anthropology, Minor History-University of Idaho, May 1996
State of Idaho Teaching License
Oregon State Teaching License

TEACHING EXPERIENCE

ANNEX CHARTER SCHOOL-ONTARIO, OREGON

(2012-Present)

Teacher (ELL/TITLE I Reading/Math K-8)

- Develop and deliver creative lesson plans that focus on Common Core and ELL Standards.
- Asses performance and growth using a variety of methods including: observation, EasyCBM, Individual Reading Inventories and student portfolios.
- Skilled in TITLE I and TITLE III guidelines and requirements as well as report writing.
- Utilize SMART Board, iPad and iPod to enhance student learning and create unique and meaningful new growth experiences.

JOHN C. FREEMONT ELEMENTARY - CARSON CITY, NEVADA

(2001 - 2005)

Teacher (1st Grade and Pre – K)

- Developed programs and instruction to meet the academic, social, and intellectual needs of students.
- Implemented a positive discipline plan which promoted student responsibility, problem solving skills, and student accountability.

- Applied differentiation in centers for math, reading, science and writing to complement the curriculum and varied learning levels.
- Developed thematic units based on state and district standards.
- Assessed performance through observation, record keeping, student-teacher conferences and student portfolios.
- Used cooperation and joint planning in team teaching and at grade level meetings.

C.C. MENELEY ELEMENTARY – MINDEN, NEVADA

(2000 - 2001)

Teacher (3rd Grade)

- Provided opportunities for student to become more independent learners.
- Integrated various differentiated learning activities.
- Trained and implemented CELL reading model. (California Early Literacy Learning)
- Created an effective discipline plan.
- Worked closely with peers and mentors to gain knowledge and support.

RELATED EXPERIENCE

AMERICORPS VISTA / WASHINGTON COUNTY EXTENSION – WEISER, ID

2005 - 2012

Part-Time Afterschool Program Assistant/Volunteer

- Instruct students from Kindergarten to 9th Grade using 4-H curriculum.
- Participating in training and educational advancement opportunities.
- Recruiting parent and community volunteers.
- Providing and ensured a safe, caring, and enriching environment.
- Maintaining enrollment data and meeting project deadlines.

PRIVATE MUSICAL INSTRUCTOR – WEISER, ID

2005 - PRESENT

Fiddle/Violin Teacher

- Formulating, defining, and implementing objectives for producing desirable learning outcomes.
- Selecting appropriate musical literature for developmental level.
- Diagnosing the needs of each student.
- Coordinating group practices and performances for fiddling group *Squeaky Strings*.
- Maintaining strong interpersonal skills.

WASHINGTON COUNTY EXTENSION AGENT – WEISER, ID

2010 - Present

4-H Leader

- Leading children ages 6 – 12 in 4-H programs and curriculum.
- Working with parents to ensure safe environment.
- Assisting in enrollment maintenance.
- Meeting project deadlines.

PROFESSIONAL ORGANIZATIONS & COMMUNITY INITIATIVES

Wrote and Received Grant from Idaho Women's Charitable Foundation – 2011

Member of Gem State Fiddler's Organization

Member National Old Time Fiddler's Organization

Trained instructor of Junior Master Gardening Curriculum

TECHNICAL INTEGRATION & PROFICIENCIES

EasyCBM Assessment/SMART Board Interactive Whiteboard/IPad and iPod Systems

Microsoft Office / Smart Board / Excel/PowerPoint/ Roxio Movie Creator

CHARTER COMMITTEE MEMBER CONFLICTS OF INTEREST

Aside from initial 3 year start up Committee member will not use his/her official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Committee member or a relative is associated.

Business means any corporation, partnership, proprietorship, enterprise, association franchise, firm, organization, self-employed individual or any legal entity operated for economic gain.

Business with which a Committee member or relative is associated means any business of which a Committee member or relative is a director, officer, owner, employee or agent or any corporation in which a Committee member or relative is a director, officer, owner, employee or agent or any corporation in which a Committee member or relative owns or has owned stock worth \$1,000 or more at any point in the preceding year.

No Committee member or relative will solicit or receive directly or indirectly during any calendar year any gift or gifts with an aggregate value in excess of \$100 from any single source that could reasonably be known to have a legislative, administrative, regulatory, contractual, supervisory or judicial interest in the district.

Relative is defined as a Committee member’s spouse, children of Committee member or of spouse, brothers, sisters and parents of a Committee member or of spouse.

No Committee member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Committee member’s vote, official action or judgment would be thereby influenced.

No Committee member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the charter school. A Committee member will respect individuals’ privacy rights when dealing with confidential information gained through association with the charter school.

Individual Committee members and the Committee as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

Potential Conflict of Interest

Aside from initial three year charter school set up, potential conflict of interest means any action or any decision or recommendation by a Committee member that could result in a benefit or detriment for self or relatives.

(continued)

1-2

A Committee member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue.

Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

Aside from initial 3 year start up actual conflict of interest means any action or decision or recommendation taken that would result in a financial benefit or detriment to self or relatives.

A Committee member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. However, such a vote does not allow the Committee member to participate in any discussion or debate on the issue out of which an actual conflict arises.

END OF POLICY

Legal References:

ORS 162.015 – 162.035
ORS 162.405 – 162.425
ORS 244.010
ORS 244.020
ORS 244.040
ORS 244.120
ORS 244.130
ORS 244.350 – 244.380
ORS 332.055
ORS 659.020

Opinions of the Attorney General, Vol. 38, p. 1995 (1978)

Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services, using the grant money awarded by the Oregon Department of Education. Items commonly used in the school will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The Business Manager is appointed by the District Board to serve as purchasing agent. He/She will be responsible for developing and administering the district's and charter school's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Charter Committee action and/or charter school policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

No purchase with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or project director is authorized to enter into and approve payment on contracts obligating charter funds not to exceed \$5,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Charter Committee shall approve all contracts or service contracts that include the provision of labor performed by district employees for a deliverable service.

The Business Manager will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the Business Manager will direct payment of the just claims against the district. The administrator is responsible for the accuracy of all bills and vouchers.

No Charter Committee member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or avoidance of financial detriment for himself/herself, a relative or for any business with which the Committee member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Committee member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS Chapters 279, 279A, 279B
279C

ORS 294.311
ORS 328.44 - 328.470

ORS 332.075
OAR 125-025-0040

Annex School District #29

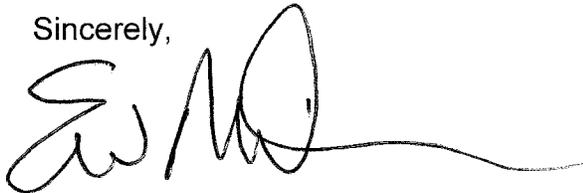
402 Annex Road * Ontario OR 97914 * Ph: (541)262-3280 * Fax: (541) 262-3578

June 5, 2012

Annex School District #29 is in full support of Annex Charter School's application or the Non-SEA Charter School Grant. Annex Charter school is in full operation as a public charter and has a signed charter with the Annex S. The Annex School District consists of the one K-8 school within its district boundaries.

I, the superintendent of Annex School District #29, also serve as the Annex Charter School principal. Annex Charter School has provided a great deal of reform to our District and we are excited to continue providing a better educational choice for our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Milburn', with a long horizontal flourish extending to the right.

Eric Milburn
Superintendent
Annex School District

Annex Charter School Enrollment and Admissions, Process of Application

Voluntary Enrollment: Who is eligible? Student Enrollment at Annex Charter School shall be voluntary. All students who meet the age requirement for a specific classroom provided by Annex Charter School are eligible for enrollment. A student will be deemed admitted to and enrolled at ACS when the student's application has been unconditionally accepted by Annex Charter School, following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied.

Phased Enrollments; Deadlines. Annex Charters School may, in its discretion, elect to conduct a series of open enrollments (but no more than three) for each school year, provided the process conforms to enrollment policies. Each year, ACS will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of ACS.

Application Process; First Phase of Enrollment Process. Beginning January 1 of each year or a date set thereafter by ACS; prospective students may apply for admission to Annex Charter School for the school year that begins the following August or September. For the first phase of the enrollment process, if the number of applications received by the deadline is less than or equal to the maximum number of students allowed for each classroom, then all the applications for that classroom will be accepted (including applications of non-resident students). To illustrate if the maximum number of students for a classroom is 25, and if 20 applications are received, then all 20 applicants will be accepted. The remaining five "available spaces" will be filled in the second or third phases.

If the number of applications received for any classroom is greater than the maximum number of students allowed for that classroom, then ACS will conduct an equitable lottery, in a manner determined by Annex Charter School and consistent with state law, to admit the maximum allowed number of students for that classroom and create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a classroom is 25, and if 40 applications are received, then the 25 applicants will be accepted through the lottery process, and a waiting list of 15 can be determined with order of priority on the waiting list also determined by the lottery process.

Second and Third Enrollments. If Annex Charter School receives fewer applications than the maximum number of students allowed for any classroom, then ACS will set a second application deadline. The admission process will be the same as with the first phase, but will apply only with respect to the "available spaces" if any, for each classroom. However, ACS may also accept additional applicants in order to create or expand a waiting list for any classroom.

Finally, if after the second enrollment there still remain "available spaces" in any classroom, or Annex Charter School desires to create or expand a waiting list for any grade, ACS will set a third application deadline shortly before the school year begins. The admission process will be the same as with the second phase, again applying only with respect to the "available spaces" for each classroom (or to create or expand a waiting list for any grade). Thereafter, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

Annex Charter School Enrollment and Admissions, Process of Application

Use of Waiting List; Filling Spaces if No Waiting List. If at any time a student who has been enrolled declines to attend Annex Charter School, or if an attending student withdraws or is permanently expelled, ACS may admit the next student on its waiting list for the applicable classroom.

The following provision applies after the final phase of enrollment has been completed and during the school year, if there is no waiting list or if all students on the waiting list have already enrolled or have been extended an offer to enroll and have declined: in the foregoing situation, if a space becomes available in any classroom, Annex Charter School may enroll the first student who applies.

Preferences after the First Year. As provided in ORS 338.125(1), in the second and following years of operation, ACS may give admissions preference to (1) students who were enrolled at Annex Charter School the previous year, and (2) applicants who have siblings who are presently enrolled in ACS and were enrolled at Annex Charter School the previous year.

Nondiscrimination. As provided in ORS 338.125(3), Annex Charter School may not limit student admission based on ethnicity, national origin, disability, gender, income level, proficiency in the English language, or athletic ability, but may limit admission to students within a given age group or grade level.

Nonresident Students; Limitations. As provided by ORS 338.125(2), if space is available ACS may admit Oregon students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District, so long as state law requires such preference. Nonresident applicants may be accepted to fill any “available spaces” (including spaces on waiting lists). The parties recognize that acceptance of a nonresident applicant at the first or second phase could create uncertainty and unfairness because of the possibility that the law requires that a resident applicant who is accepted at a later phase must be given priority and thus could “bump” the previously accepted nonresident. Therefore, the parties agree that once a nonresident is accepted, the nonresident will not be “bumped” by a resident who has submitted an application as part of a later phase of enrollment. If state law is deemed to require such “bumping” of a previously accepted nonresident student, this constitutes a waiver of that requirement by the State Board.

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Eric Milburn
NAME OF AUTHORIZED OFFICIAL

Superintendent
TITLE

[Signature]
SIGNATURE OF AUTHORIZED OFFICIAL

June 4, 2012
DATE

Annex Charter School
APPLICANT ORGANIZATION

June 4, 2012
DATE SUBMITTED

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Annex Charter School Budget Narrative

Annex Charter School hopes to be awarded \$229,947 for years one and two of the Charter Schools Program Grants to Non-State Educational Agency project. We are proposing to use \$192,157 for year one and \$37,790 for year two.

In year one of the grant project we plan on using \$192,157 of grant funds. No grant funds will be used in the budget categories of personnel, fringe benefits, or construction. In the budget category of travel, funds will be used for the purpose of travelling to Washington, D.C. by the superintendant and the project manager. Travel funds will total \$2,050. Ninety-six thousand, two hundred dollars is budgeted in the equipment budget category. Equipment purchases will include microscopes, classroom furniture, a SmartBoard, an informational reader board for the school's exterior, iPads, laptops, and computers. Grant funds used for supplies will be used specifically on textbooks, library books, leveled readers, classroom supplies, open houses, book fairs, and literacy nights. The budget category supplies totals \$44,550. In the budget category contractual we have budgeted \$18,335. The contractual category includes the following deliverables: Site licenses for Rosetta Stone, EduKinect, and Renaissance Learning for language curriculum, remedial supplementation, and student achievement testing; advertising by means of local newspapers; printing pamphlets, posters, brochures, and flyers; bringing training and information to the staff of Annex Charter School during staff development days; and technology services that are contracted through the Malheur Education District. Funds have also been budgeted for workshops and conferences for Annex Charter School staff and administration to attend. These items are included in the budget category titled other for \$9,600. Fourteen thousand, nine hundred twenty-two dollars is budgeted for indirect costs associated with the cost

of administering the grant by our fiscal manager. Lastly, training stipends will be offered to the teachers on completion of curriculum refinement, developing evaluations, and goal setting procedures for the customized achievement plans for a total of \$6,500 in the training stipend category.

In project year two of the grant we plan on using the \$37,790 of grant funds on site licenses, advertising, workshops, conferences, training stipends, supplies, technology services, travel, and indirect costs. No grant funds will be used in the budget categories of personnel, fringe benefits, equipment, or construction. In the category of travel, \$2,050 will be used on travel to Washington, D.C. by the administrator and the project manager. The grant funds under the supply category will be used for open houses, classroom supplies, book fairs, and literacy nights. The total for the supply category is \$2,915. Site licenses for EduKinect and Renaissance Learning; printing for advertising; local advertising in two newspapers; training for staff development days; and contracted technology services are included in the contractual budget category. The contractual budget is \$14,300. Nine thousand, six hundred dollars is budgeted in the budget category titled other. This category is for attendance at workshops and conferences by administration and staff. In project year two, the total indirect costs will be \$2,425. Finally, for the budget category of training stipends, \$6,500 is budgeted as it was in project year one.

The following table is a breakdown for the costs of the budgeted items:

Item	Cost	Quantity	Total
Microscopes	\$200	10	\$2,000
Projectors/SmartBoards (installed)	\$2,200	1	\$2,200

Tables	\$250	5	\$1,250
Student Desks	\$100	40	\$4,000
Laptop Lab (30 and Cart)	\$25,000	1	\$25,000
Textbooks			
<ul style="list-style-type: none"> • Reading (K-2) • Reading (3-5) • Reading (6-8) • Writing (K-2) • Writing (3-5) • Writing (6-8) • Health (3-5) • Health (6-8) • Science (3-5) • Science (6-8) • Social Studies (3-5) • Social Studies (6-8) • Science (K-2) 	<ul style="list-style-type: none"> \$500/grd + TE \$100/book + TE \$100/book + TE \$500/grd + TE \$100/book + TE \$500/grd + TE 	<ul style="list-style-type: none"> 15 21 21 15 21 15 	<ul style="list-style-type: none"> \$2,250 \$3,000 \$3,000 \$2,250 \$3,000 \$2,250
Library Books	\$2000	Overall total	\$2000
Leveled Readers	\$3,200	Overall total	\$3,200
Site Licenses			
<ul style="list-style-type: none"> • Rosetta Stone 	\$3,500	1	\$3,500

<ul style="list-style-type: none"> • EduKinect 	\$1,000	2 years	\$2,000
<ul style="list-style-type: none"> • Renaissance Learning 	\$2,200	2 years	\$4,400
Reader Board	\$30,000	1	\$30,000
Printing 1 st year			
<ul style="list-style-type: none"> • Designing 	\$55/hour	4 hours	\$220
<ul style="list-style-type: none"> • Pamphlets (blk & wht on colored paper) 	.24 ea.	100	\$24
<ul style="list-style-type: none"> • Posters (glossy paper lots of color) 11X17 	\$2.25 ea	50	\$113
<ul style="list-style-type: none"> • Brochures (glossy paper, pics, lots of color) 	\$1.00 ea	100	\$100
<ul style="list-style-type: none"> • Flyers (wht paper with color pics) 8.5X11 	.39 ea	200	\$78
Printing 2 nd year			
<ul style="list-style-type: none"> • Pamphlets 	.24 ea	100	\$24
<ul style="list-style-type: none"> • Posters 	\$2.25 ea	50	\$113
<ul style="list-style-type: none"> • Brochures 	\$1.00	100	\$100
<ul style="list-style-type: none"> • Flyers 	.39 ea	200	\$78
Argus Observer			
<ul style="list-style-type: none"> • Year 1 	\$1,300		\$1,300
<ul style="list-style-type: none"> • Year 2 	\$1,300		\$1,300
Weiser Signal Newspaper Ads			
<ul style="list-style-type: none"> • Year 1 	\$1,300		\$1,300
<ul style="list-style-type: none"> • Year 2 	\$1,300		\$1,300
Workshops			
<ul style="list-style-type: none"> • Year 1 	\$150 x 2 days	7 people	\$2,100

• Year 2	\$150 x 2 days	7 people	\$2,100
Conferences			
• Year 1	\$1,500	5	\$7,500
• Year 2	\$1,500	5	\$7,500
Staff Development Days			
• Year 1	\$2,500		\$2,500
• Year 2	\$2,500		\$2,500
Curriculum refinement (teachers time)	\$1000 x 2 years	4	\$8,000
Develop evaluations & goal setting procedures (teachers time)	\$500 for 2 years	5	\$5,000
Open House	\$300	2	\$600
Classroom supplies	\$2,000	2	\$4,000
Technology Services (Malheur ESD contract)	\$6,000	2	\$12,000
Library Furniture	\$70	5	\$350
Computers	\$880	30	\$26,400
Book Fair/Literacy Nights	\$300	2	\$600
iPads	\$500	10	\$5000
Travel- DC Trip	\$2,050	2 years	\$4,100
		Total =	\$212,600

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Annex School District #29
Applicant's DUNS Name:	1593560210000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Annex School District #29

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	2,050.00	2,050.00				4,100.00
4. Equipment	96,200.00	0.00				96,200.00
5. Supplies	44,550.00	2,915.00				47,465.00
6. Contractual	18,335.00	14,300.00				32,635.00
7. Construction	0.00	0.00				0.00
8. Other	9,600.00	9,600.00				19,200.00
9. Total Direct Costs (lines 1-8)	170,735.00	28,865.00				199,600.00
10. Indirect Costs*	14,922.00	2,425.00				17,347.00
11. Training Stipends	6,500.00	6,500.00				13,000.00
12. Total Costs (lines 9-11)	192,157.00	37,790.00				229,947.00

***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):

The Indirect Cost Rate is %.

(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(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization

Annex School District #29

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**



SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524