Charter Contract
Between
Arizona State Board for Charter Schools
And
New Education in the Workplace, Inc.

1. **Parties:** The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes ("A.R.S."). Title 15, Chapter 1, Article 8, to execute a Charter Contract authorizing the establishment of charter schools that will provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils.

   A. This Charter Contract is entered into between, New Education in the Workplace, Inc. ("Charter Operator") and the Arizona State Board for Charter Schools for the purpose of establishing a charter school to be known as School for Integrated Academics and Technologies.

   B. The person authorized to sign and act on behalf of the Arizona State Board for Charter Schools is the President or Executive Director of the Arizona State Board for Charter Schools.

   C. The person authorized to sign on behalf of the Charter Operator is, Michael R. Hazelton, Applicant ("Charter Representative").

   D. The Charter Representative affirms as a condition of this Charter Contract, that he/she is the above-described representative of the Charter Operator and has authority to sign this Charter Contract on behalf of the Charter Operator.

   E. Attached hereto as Attachment **A,** and incorporated herein by reference, is a copy of a resolution of the board of directors of a corporate entity, or a written agreement by the members or managers of a limited liability company or signed affidavit authorizing the individual listed above to sign documents, including this Charter Contract, or a written agreement of the individual persons listed in paragraph 1 A, on behalf of the Charter Operator. ***Please initial*** MRH.

   F. The Charter Representative affirms that on behalf of the Charter Operator, as a condition of this Charter Contract, that the Non-Profit Corporation was duly authorized according to the laws of the State of Arizona. Attached as Attachment **A** and incorporated herein by reference is proof of the Charter Operator's legal formation, if the Charter Operator is not a natural person or persons. ***Please initial*** MRH.

   G. The Charter Representative further affirms that the Charter Operator is, and will remain, in good standing with the applicable regulatory body (e.g., for an Arizona Corporation, the Arizona Corporation Commission).

   H. Attached is Attachment **B/C** a true and correct copy of the Application of the Charter Operator that was relied upon by the Arizona State Board for Charter Schools in granting this Charter Contract. ***Please initial*** MRH.

2. **Purpose:** The Charter Operator shall provide educational services according to the educational standards established by law, the Charter Contract and the Application shall measure pupil progress toward the pupil outcomes adopted by the Arizona State Board of Education; and shall participate in the assessment tests and the nationally standardized norm-referenced achievement tests designated by the Arizona State Board of Education and any other assessments required by the Arizona State Board for Charter Schools.

3. **Operation of the School:**

A. Neither party to this Charter Contract is the employee or agent of the other party.

B. Any change in the ownership of the Charter Operator, or change in the name of the Charter Operator, change in the Charter Representative, or change in membership of the board of directors of a corporate entity or the member (s) or manager(s) of a limited liability company or manager of the Charter Operator, require an amendment to the Charter Contract be approved following the process outlined in Paragraph 9.

C. No right or interest in this Charter Contract shall be assigned by anyone on behalf of the Charter Operator without any prior written approval of the Arizona State Board for Charter Schools and delegation of any contractual duty of the Charter Operator shall not be made without any prior written approval of the Arizona State Board for Charter Schools.

D. The Charter Operator must have a governing body pursuant to A.R.S. §15-183 (e) (8).

E. The Charter Operator shall begin providing educational instruction within six months of the parties' execution of this Charter Contract or within eighteen months of March 19, 2001 the date on which the Arizona State Board for Charter Schools approved the charter, whichever date occurs later.

4. **Applicable Law:** This Charter Contract shall be interpreted pursuant to the laws of the State of Arizona.

5. **Sites:**

A. The School shall provide it's educational services at the following location(s):

School for Integrated Academics and Technologies
518 S. 3rd Street
Phoenix, AZ 85004
Phone: (602) 254-5921
Fax: (602) 340-1965

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

6. **Term of Charter Contract pursuant to law (currently A.R.S. § 15-183 I)**

A. An approved plan to establish a charter school is effective for fifteen (15) years from the first day of operation of the charter school. For purposes of this Charter Contract the first day of operation of the School shall be deemed to be the date the Charter Contract has been signed by both parties.

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

8. **Charter Contract Interpretation:**

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

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

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

9. **Amendments Requiring Board Approval:**

A. Pursuant to laws (currently A.R.S. §15-183 (G),) any amendment to the Charter Contract will be effective only if approved in writing by the Charter Operator and the governing body at a public meeting. If the Charter Operator is a corporation, an amendment must be accompanied by a resolution of the governing body. If the Charter Operator is a limited liability company, an amendment must be accompanied by a written agreement of the majority of the members or managers. It must also be approved by the Arizona State Board for Charter Schools.

B. All amendments must be submitted pursuant to any procedures or rules formulated by the Arizona State Board for Charter Schools.

C. Any Amendment to the Charter Contract not specifically listed in Paragraph Nine (9) or Ten (10) of the Charter Contract shall require the Arizona State Board for Charter Schools approval as listed herein.

Provisions requiring prior approval through the amendment process include:

- Change in legal status of the Charter Operator, change in the corporate name of the Charter Operator, change in the ownership of the Charter Operator
- Changes to School description/mission

•Changes in grade levels served
•Changes in the School calendar involving the number of instructional days
•Changes in curriculum or instruction
•Changes in the method(s) used to measure pupil progress or changes in % of mastery
•USFRCS exception
•Procurement exception

10. **Amendments Requiring Notification of Changes:**

A. Changes to the Charter Contract listed below do not require an amendment be made pursuant to Paragraph 9 and shall be accomplished through written notification. Amendments which can be accomplished through written notification become effective only when the notification is approved by the Charter Operator, Governing Body at a public meeting, and signed by both the President or the President's Designee of the Arizona State Board for Charter Schools and the Charter Representative.

B. The Charter Operator shall not implement action described by a notification of change until representatives of both parties sign the notification. The President of the Arizona State Board for Charter Schools or the President's Designee may require in his or her sole discretion that a notification be submitted to the Arizona State Board for Charter Schools for approval pursuant to paragraph 9.

Provisions requiring prior approval through the Notification process include:

- Name, address & phone and fax number of Charter School and/or contact person
- Changes in the names of additional persons authorized to act as a Charter Representative
- Changes in members of the governing body of the corporate entity, members or managers of a Limited Liability Company or manager of the Charter Operator
- Changes in School location (changes of site and/or adding sites)
- Change in enrollment—necessary for school finance

11. **Insurance:**

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

B. Verification: If requested, the Charter Operator shall provide the Arizona State Board for Charter Schools with copies of any or all of its insurance policies and/or endorsements.

12. **Management and Administration:** Except as provided for by law (currently A.R.S. § 15, Chapter 1, Article 8) and this Charter Contract, the School and the Charter Operator are exempt from all Arizona statutes and rules relating to schools, governing boards and school districts to the extent permitted by law.

13. **The Charter Operator and the School:** Shall abide by all applicable rules, regulations, statutes and ordinances, regarding health, safety, civil rights and insurance and any others which are determined by a court of competent jurisdiction to apply. Nothing in this provision shall be used to subject the Charter Operator or the School to any laws, rules, regulations or ordinances that they are not already subject to.

14. **Indemnification and Acknowledgements:** The Charter Operator shall defend, indemnify, and hold harmless the State of Arizona, the Arizona State Board for Charter Schools, its officers, directors, agents and employees from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description,

including but not limited to attorneys' fees and/or litigation expenses which may be brought or made against or incurred by the State or the Arizona State Board for Charter Schools on account of any action of the Charter Operator, its employees, agents or assigns. The provisions or limits of insurance required under this contract shall not limit the liability of the Charter Operator.

A. The parties acknowledge that neither the Arizona State Board for Charter Schools, nor the State of Arizona, nor its agencies, boards, commissions or division are liable for the debts or financial obligations of a charter school or persons or entities who operate charter schools.

B. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority during duly constituted regular and special meetings.

15. **Performance Indicators and Evaluation:** Applicable statutes (A.R.S. § 15-183 (E) (4) require that the Charter Operator shall distribute as to each school site, the following:

A. An annual report card, in a format developed by the Arizona Department of Education.

B. Outcome measures as directed by the Arizona State Board for Charter Schools.

16. **Financial Requirements:** Applicable statutes (currently A.R.S. §15-183 (E) (6). No USFRCS or Procurement requirement. Must meet GAAP or GAAS principles, these procedures must be on file upon signing the contract.

17. **Technical Assistance Teams, Audits and Records:** The Charter Operator shall allow representatives from the Arizona State Board for Charter Schools, Arizona Department of Education and/or Arizona Auditor General to visit each school site at any reasonable time. The Charter Operator shall allow the representatives to conduct financial, program or compliance audits pursuant law (currently to A.R.S. § 15-183 (E) (6)).

A. At any time upon request by a designee of the Arizona State Board for Charter Schools, the Arizona Department of Education and/or the Arizona Auditor General, the Charter Operator shall hold open for inspection all records, all documents and files relating to any activity or program provided by the Charter Operator relating to the School or by the School.

18. **Length of School Year:** The Charter Operator shall provide instruction for no less than the number of days required by statute or as stated in the Application, whichever is greater.

19. **Non-Renewal and Termination of the Charter Contract:**
The Arizona State Board for Charter Schools may revoke and/or not renew the Charter Contract pursuant to the provisions established by law and rules, for the Charter Operator's failure to begin providing educational instruction within the timeframe outlined in paragraph 3(E); or for any violation of the Charter Contract, State, Federal or local laws, ordinances or rules or regulations; or violation of GAAP or GAAS; or for conditions which threaten the health, safety, or welfare of the students or staff of the School or of the general public.

20. **Employees and Contractors:** This Charter Contract is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Operator or the School is an officer, employee, or agent of the Arizona State Board for Charter Schools or the State of Arizona.

21. **Non-Discrimination:** The Charter Operator shall comply with State Executive Order No. 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state laws, rules and regulations, including the American with Disabilities Act and the Individuals with Disabilities Education Act. The Charter Operator shall take affirmative action to ensure that applicants for employment, employees and persons to whom it provides services are not discriminated against due to race, creed, color, religion, sex, national origin or disability.

22. **Affidavit, Disclosure and Permission:** The Charter Contract fully incorporates Attachment **B/C** the Affidavit, Disclosure, and Permission Granted Form. ***Please initial*** MRH

23. **Fingerprints:** The Charter Operator is responsible for fingerprinting and maintaining up-to-date fingerprints of any and all Governing Body members. These must be maintained throughout the duration of this contract.

24. **Notices:** Any notice required, or permitted, under the Charter Contract shall be in writing and shall be effective immediately upon personal delivery, or three (3) days after mailing when sent by certified mail, to the following:

Charter Operator:

Michael R. Hazelton, Applicant
New Education in the Workplace, Inc.
2000 North Santa Fe
Vista, CA 92084

Arizona State Board for Charter Schools:

Cassandra A. Larsen, Executive Director
Arizona State Board for Charter Schools
4105 N. 20th Street, Suite 280
Phoenix, AZ 85016

The Arizona State Board for Charter Schools may make changes in the address of its contact person upon notice thereof to the Charter Operator

Executed this 25th day of April 2001.

By Michael R Hazelton
Michael R. Hazelton, Applicant

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Executed this 25th day of April 2001.

By _____
Cassandra A. Larsen, Executive Director of The Arizona State Board for Charter Schools.

Attachments

A

(Article of Incorporation)

AZ. CORP. COMMISSION
DELIVERED

MAY 1 0 2001

FILED BY Jeri Little
TERM
DATE 5/10/2001

APPLICATION FOR AUTHORITY
TO CONDUCT AFFAIRS
IN ARIZONA

F-0988719-4

DO NOT PUBLISH THIS SECTION

1. If you are the holder or assignee of a tradename or trademark, attach Declaration of Tradename Holder form. If your name is not available for use in Arizona, you must adopt a fictitious name and provide a resolution adopting the name, which must be certified by the corporation's Secretary.

The name of the corporation is: New Education for the Workplace, Inc.

A(n) California Nonprofit Corporation.
(State, Province or Country)

X We are a foreign corporation applying for authority to conduct affairs in the state of Arizona.

___ We are a foreign corporation currently authorized to conduct affairs in Arizona and must now file this Application for New Authority pursuant to A.R.S. § 10-31504 because we have changed the following in our domicile jurisdiction:

- ☐ Our actual corporate name (or the name under which we originally obtained authority in Arizona).
- ☐ The period of our duration.
- ☐ The state, province or country of our incorporation.

1. The exact name of the foreign corporation is:
New Education for the Workplace, Inc.

If the exact name of the foreign corporation is not available for use in this state, then the fictitious name adopted for use by the corporation in Arizona is:
_____(FN).

3. You must provide the total duration in years for which your corporation was formed to endure. If perpetual succession, so indicate in this section. Do not leave blank, or state not applicable.

2. The name of the state, province or country in which the foreign corporation is incorporated is:
California

3. The foreign corporation was incorporated on the 8th day of January, 2001 and the period of its duration is: perpetual.

4. The street address of the principal office of the foreign corporation in the state, province or country of its incorporation is:
New Education for the Workplace, Inc.
135 East Broadway
Vista, CA 92084

5. The statutory agent address cannot be a P.O. Box. It must be a physical address in Arizona. Include City, State and Zip code

5. The name and street address of the statutory agent for the foreign corporation in Arizona is:
Lee Davis
4221 East Vista Drive
Phoenix, AZ 85032

5.a. The street address of the known place of business of the foreign corporation in Arizona IF DIFFERENT from the street address of the statutory agent is:
518 South Third Avenue
Phoenix, AZ 85004

5.b. Indicate to which address the Annual Report should be mailed.

5.b. The Annual Report and general correspondence should be mailed to the address specified above in section 4 X or 5a_____.

DO NOT PUBLISH THIS SECTION
6. If the purpose of your corporation has any limitations with regard to this section, so indicate. If none state no limitations, or leave blank.

6. The purpose of the corporation is to engage in any and all lawful affairs in which corporations may engage in the state, province or country under whose law the foreign corporation is incorporated, with the following limitations if any: None

7. The names and usual business addresses of the current directors and officers of the foreign corporation are: (Attach additional sheets if necessary.)

Name: Michael R. Hazelton, President [title]
Address: 135 East Broadway
City, State, Zip: Vista, CA 92084

Name: Eileen Holmes, Secretary [title]
Address: 135 East Broadway
City, State, Zip: Vista, CA 92084

Name: Ed Brown, Treasurer [title]
Address: 135 East Broadway
City, State, Zip: Vista, CA 92084

8. The Application must indicate if the corporation does or does not have members.

8. (Check One) The corporation ____ does x does not have members.

9. The character of business the foreign corporation initially intends to conduct in Arizona is:
Operating a charter school

DATED this 4th day of May, 2001

New Education for the Workplace, Inc.
[Name of Corporation]

The Application must be accompanied by the following: A Certificate of Disclosure, executed by a duly authorized officer within 30 days of delivery to the Commission.

Executed by X Michael R. Hazelton
Duly Authorized Officer or Director

X Michael R. Hazelton X President
[print name] [title]

A certified copy of your articles of incorporation, all amendments and mergers (AZ Const. Art. XIV, §8) and a certificate of existence or document of similar import duly authenticated (within 60 days) by the official having custody of corporate records in the state, province or country under whose laws the corporation is incorporated.

PHONE X 760 726 6367 [optional] FAX X 760-726 6424 [optional]

DO NOT PUBLISH THIS SECTION

The agent may consent to the appointment by either executing the consent, attaching a cover letter, or if paying by check, executing the check.

ACCEPTANCE OF APPOINTMENT BY STATUTORY AGENT

The undersigned hereby acknowledges and accepts the appointment as statutory agent of this corporation effective this 9th day of May, 2001

See attached

Signature

[Print Name]

CF: 0061
Rev.03/2001

State of Arizona

New Education for the Workplace, Inc.
(Company Name)

I, Lee Davis, having been designated to act as Statutory Agent, hereby consent to act in that capacity until removed or resignation is submitted in accordance with the Arizona revised Statutes.

Date May 9th, 2001

Lee Davis, Registered Agent

State of California

SECRETARY OF STATE

CERTIFICATE OF STATUS
DOMESTIC CORPORATION

I, BILL JONES, Secretary of State of the State of California, hereby certify:

That on the **8th day of January, 2001, NEW EDUCATION FOR THE WORKPLACE, INC.** became incorporated under the laws of the State of California by filing its Articles of Incorporation in this office; and

That no record exists in this office of a certificate of dissolution of said corporation nor of a court order declaring dissolution thereof, nor of a merger or consolidation which terminated its existence; and

That said corporation's corporate powers, rights and privileges are not suspended on the records of this office; and

That according to the records of this office, the said corporation is authorized to exercise all its corporate powers, rights and privileges and is in good legal standing in the State of California; and

That no information is available in this office on the financial condition, business activity or practices of this corporation.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of April 25, 2001.

BILL JONES
Secretary of State

ch

State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR 25 2001

Bill Jones

Secretary of State

THE GREAT SEAL OF THE STATE OF CALIFORNIA EUREKA

2280313

FILED
In the Office of the Secretary of State
of the State of California
JAN 0 8 2001
BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
NEW EDUCATION FOR THE WORKPLACE, INC.

I

The name of this corporation is New Education For The Workplace, Inc.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this corporation are:

(1) To advance the vocational and technical education and training of young men and women;

(2) To manage, operate, guide, direct, and promote charter schools; and,

(3) To undertake and perform any and all activities as may be proper in connection with this corporation's general and specific purposes.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Gregory V. Moser, Esq.
Foley & Lardner
402 West Broadway, 23rd Floor
San Diego, California, 92110.

IV

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not

BCS00014

participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

A. The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member hereof or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, its assets remaining after paying or adequately providing for the payment of the corporation's debts and obligations shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable and/or educational purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

VI

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or by a corporation contributions to which are deductible under section 170(c)(2) of said Code.

VII

The provisions of these Articles of Incorporation may be amended only with the prior written approval of Guajome Park Academy, Inc.

Dated: January 8, 2001

Gregory V. Moser, Incorporator

OFFICE OF THE SECRETARY OF STATE

ARIZONA CORPORATION COMMISSION
CORPORATIONS DIVISION

Phoenix Address: 1300 West Washington
Phoenix, Arizona 85007-2929

Tucson Address: 400 West Congress
Tucson, Arizona 85701-1347

NONPROFIT
CERTIFICATE OF DISCLOSURE
A.R.S. Section 10-3202.D.

New Education for the Workplace, Inc.
EXACT CORPORATE NAME

A. Has any person serving either by election or appointment as officer, director, trustee, or incorporator in the corporation:

1. Been convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the seven-year period immediately preceding the execution of this Certificate?
2. Been convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses, or restraint of trade or monopoly in any state or federal jurisdiction within the seven-year period immediately preceding the execution of this Certificate?
3. Been or are subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the seven-year period immediately preceding the execution of this Certificate wherein such injunction, judgment, decree or permanent order:
   (a) Involved the violation of fraud or registration provisions of the securities laws of that jurisdiction?; or
   (b) Involved the violation of the consumer fraud laws of that jurisdiction?; or
   (c) Involved the violation of the antitrust or restraint of trade laws of that jurisdiction?

Yes____ No X

B. IF YES, the following information MUST be attached:

1. Full name and prior name(s) used.
2. Full birth name.
3. Present home address.
4. Prior addresses (for immediate preceding 7-year period).
5. Date and location of birth.
6. Social Security number.
7. The nature and description of each conviction or judicial action, date and location, the court and public agency involved and file or cause number of case.

C. Has any person serving either by election or appointment as an officer, director, trustee or incorporator of the corporation, served in any such capacity or held such interest in any corporation which has been placed in bankruptcy or receivership or had its charter revoked, or administratively dissolved by any jurisdiction?

Yes____ No X

IF YOUR ANSWER TO THE ABOVE QUESTION IS "YES", YOU MUST ATTACH THE FOLLOWING INFORMATION FOR EACH CORPORATION:

1. Name and address of the corporation.
2. Full name, including alias and address of each person involved.
3. State(s) in which the corporation:
   (a) Was incorporated.
   (b) Has transacted business.
4. Dates of corporate operation.
5. A description of the bankruptcy, receivership or charter revocation, including the date, court or agency and the file or cause number of the case.

D. The fiscal year end adopted by the corporation is June 30.

Under penalties of law, the undersigned incorporators/officers declare that we have examined this Certificate, including any attachments, and to the best of our knowledge and belief it is true, correct and complete, and hereby declare as indicated above. THE SIGNATURE(S) MUST BE DATED WITHIN THIRTY (30) DAYS OF THE DELIVERY DATE.

BY X Michael R Gaffet DATE X 5-4-01
TITLE X President

BY _____ DATE _____
TITLE _____

BY _____ DATE _____
TITLE _____

BY _____ DATE _____
TITLE _____

DOMESTIC CORPORATIONS: ALL INCORPORATORS MUST SIGN THE INITIAL CERTIFICATE OF DISCLOSURE. (If more than four Incorporators, please attach remaining signatures on a separate sheet of paper.)

If within sixty days, any person becomes an officer, director, or trustee and the person was not included in this disclosure, the corporation must file an AMENDED certificate signed by all incorporators, or if officers have been elected, by a duly authorized officer.

FOREIGN CORPORATIONS: MUST BE SIGNED BY AT LEAST ONE DULY AUTHORIZED OFFICER OF THE CORPORATION.

CF: 0001 - Non-Profit
Rev: 9/00

Attention Corporate Officers

If you have the responsibility of collecting, accounting for, and paying over payroll taxes withheld from the wages and salaries of corporate employees, read on.

A principal benefit of incorporation is limiting an owner's liability to the amount of his/her capital investment. This limited liability may not apply in all circumstances.

Section 6672 of the Internal Revenue Code States that the liability for taxes withheld from the wages and salaries of corporate employees may be assessed against the corporate officer(s) or employee(s) found to be responsible for their collection and payment. The personal liability of the responsible officer or employee is not limited to the amount of capital investment.

There are other civil and criminal penalties in the law regarding filing, paying, depositing of employment taxes.

If you would like more information regarding this or any other federal tax issue, contact your local Internal Revenue Service office or call toll-free,

1-800-829-1040.

NEWSPAPERS ACCEPTABLE FOR PUBLISHING CORPORATE & LIMITED LIABILITY COMPANY FILINGS*

***Qualifying newspapers must comply with A.R.S. §§ 10-140.34 & 39-201. A and B**
January 3, 2001

APACHE (1)

NAVAJO TIMES
520-871-5400

THE ROUND VALLEY PAPER
520-333-2033

OBSERVER
ST JOHNS, AZ 85936
520-337-4814

OBSERVER
SPRINGERVILLE, AZ 85938
520-333-5401

COCHISE (2)

WHITE MOUNTAIN INDEPENDENT
(COCHISE EDITION)
SHOW LOW, AZ 85901
520-537-5721

SAN PEDRO VALLEY NEWS-SUN
520-586-3382

ARIZONA RANGE NEWS
WILLCOX, AZ 85644
520-384-3571

THE SCOUT (HUACHUCHA) STAR
SIERRA VISTA, AZ 85603
520-458-3348

The Scout
1. The Paper
2. The Scout
3. The Desert Airwave
4. The Bisbee Spirit
5. Tele Viewing

(All the above are affiliated with the Scout)

THE DAILY DISPATCH
DOUGLAS, AZ 85607
520-364-3424

THE BISBEE OBSERVER
BISBEE, AZ 85603
520-432-7254

FIVE STAR PUBLISHING
MOUNTAIN VIEW NEWS
SIERRA VISTA, AZ 85636
520-458-3340

BREWERY GULCH GAZETTE
BISBEE, AZ 85603
520-432-2244

SIERRA VISTA DAILY HERALD
BISBEE DAILY REVIEW
SIERRA VISTA, AZ 85635
520-458-9440

THE SUNSITER
PEARCE, AZ 85625
520-826-3122

TOMBSTONE TUMBLEWEED
520-457-3008

COCONINO (3)

SEDONA RED ROCK NEWS
520-282-7795

THE ARIZONA DAILY SUN
FLAGSTAFF, AZ 86002
520-774-4545

NAVAJO HOPI OBSERVER
FLAGSTAFF, AZ
520-526-3881

LAKE POWELL CHRONICLE
520-645-8888

WILLAIMS-GRAND CANYON NEWS
520-635-4426

SOUTHERN UTAH NEWS
KANAB, UTAH 84741
435-644-2900

GILA (4)

THE PAYSON ROUNDUP &
520-474-5251

ARIZONA SILVER BELT
GLOBE, AZ 85501
520-425-7121

THE MOCCASIN
SAN CARLOS, AZ 85550
520-425-2287

GRAHAM (5)

EASTERN ARIZONA COURIER
SAFFORD, AZ 85546
520-425-2287

ARIZONA (TUCSON) DAILY STAR
520-573-4224

WILD WEST NEWS
SOLOMON, AZ. 85551
520-428-0098

GREENLEE (6)

THE COPPER ERA
CLIFTON, AZ 85533
520-865-4237

EASTERN ARIZONA COURIER
SAFFORD, AZ 85546
520-428-2560

MARICOPA (7)

ARIZONA BUSINESS GAZETTE
PHOENIX, AZ 85001
602-444-7317

ARIZONA CAPITOL TIMES
PHOENIX, AZ 85007
602-258-7026

PEORIA TIMES
GLENDALE, AZ 85301
623-842-6000

FOOTHILLS SENTINEL
CAVE CREEK, AZ 85331
480-488-3436

JEWISH NEWS
602-870-9470

GLENDALE STAR
623-842-6000

WICKENBURG SUN
520-684-5454

WEST VALLEY BUSINESS
LITCHFIELD PARK, AZ 85340
623-535-8439

DAILY NEWS SUN
SUN CITY, AZ 85351
623-977-8351

TRIBUNE
MESA, AZ 85210
480-898-6826

GILA BEND SUN
520-683-2393
623-386-7495(Phoenix)

RECORD REPORTER
PHOENIX, AZ 85004
602-417-9900

BUCKEYE VALLEY NEWS
BUCKEYE, AZ 85326
623-386-4426

MARICOPA (7) CONT

FOUNTAIN HILLS TIMES
FOUNTAIN HILLS, AZ 85268
480-837-1925

WEST VALLEY VIEW
LITCHFIELD PARK, AZ 85340
623-535-8439

THE ASIAN AMERICAN TIMES
PHOENIX, AZ 85013
602-266-9308

MOHAVE (8)

NAVAJO HOPI OBSERVER
FLAGSTAFF, AZ 86403
520-526-3881

KINGMAN DAILY MINER
520-753-6397

TODAY'S NEWS-HERALD
Lake Havasu City, As 86403
520-453-4237

BULLHEAD CITY BEE
520-763-9339

THE STANDARD
KINGMAN, AZ 86401
520-753-1143

SPECTRUM ADVERTISE
ST GEORGE, UT
520-526-3881

MOHAVE VALLEY DAILY NEWS
BULLHEAD CITY, AZ 86439
520-763-2505
1-800-571-3835

NAVAJO (9)

PINE GRAPHICS PRINTING
INDEPENDENT
OVERGAARD, AZ 85933
520-535-4242

HOLBROOK TRIBUNE
520-524-6203

WINSLOW MAIL
520-289-2467

WHITE MOUNTAIN
SHOW LOW, AZ 85902
520-537-5721

PIMA (10)

GREEN VALLEY NEWS AND SUN
GREEN VALLEY, AZ 85614
520-625-5511

THE DAILY TERRITORIAL
TUCSON, AZ 85706
520-294-1200

ARIZONA DAILY STAR
TUCSON, AZ 85725
520-573-4224

TUCSON CITIZEN
520-573-4292

AJO COPPER NEWS
520-387-7688

PINAL (11)

COOLIDGE EXAMINER
CASA GRANDE, AZ 85230-5002
520-723-5441

CASA GRANDE DISPATCH
520-836-7461

COPPER BASIN NEWS
KEARNY, AZ 85237
520-363-5554

ELOY ENTERPRISE
520-466-7333

FLORENCE REMINDER &
BLADE-TRIBUNE
520-8685897

SUPERIOR SUN
520-689-2436

SAN MANUEL MINER
520-385-2266

SANTA CRUZ (12)

NOGALES INTERNATIONAL
NOGALES, AZ 85621
520-281-9706

NOGALES DAILY HERALD
520-287-3622

THE WEEKLY ARIZONIAN
SONOITA, AZ 85637
520-455-4776

YAVAPAI (13)

NAVAJO HOPI OBSERVER
FLAGSTAFF, AZ
520-526-3881

VERDE INDEPENDENT BUGLE
COTTONWOOD, AZ 86326
520-634-2241

THE DAILY COURIER
PRESCOTT, AZ 86301
520-445-3333

SEDONA RED ROCK NEWS
520-282-7795

THE JOURNAL
CAMP VERDE, AZ 86322
520-567-3341

YUMA (14)

YUMA DAILY SUN
520-783-3333

LA PAZ (15)

PARKER PIONEER
520-669-2275

THE GEM NEWSPAPER
QUARTZITE, AZ 85359-4747
520-927-5402

THE SUN TIMES
PARKER, AZ 85344
520-669-6464

2280313

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JAN 0 9 2001

Bill Jones

Secretary of State

Sec State Form CE-107 (rev. 9/98)

2280313

ENDORSED - FILED
In the Office of the Secretary of State
of the State of California

JAN 0 8 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
NEW EDUCATION FOR THE WORKPLACE, INC.

I

The name of this corporation is New Education For The Workplace, Inc.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this corporation are:

(1) To advance the vocational and technical education and training of young men and women;

(2) To manage, operate, guide, direct, and promote charter schools; and,

(3) To undertake and perform any and all activities as may be proper in connection with this corporation's general and specific purposes.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Gregory V. Moser, Esq.
Foley & Lardner
402 West Broadway, 23rd Floor
San Diego, California, 92110.

IV

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not

participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

A. The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member hereof or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, its assets remaining after paying or adequately providing for the payment of the corporation's debts and obligations shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable and/or educational purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

VI

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or by a corporation contributions to which are deductible under section 170(c)(2) of said Code.

VII

The provisions of these Articles of Incorporation may be amended only with the prior written approval of Guajome Park Academy, Inc.

Dated: January 8, 2001

Gregory V. Moser, Incorporator

Attachments B/C

(Application w/all attachments)

School for Integrated Academics & Technologies

SIATech

TITLE PAGE 2001-2002

Name of Proposed Charter School School for Integrated Academics and Technologies

School Address (if known) 518 S. Third Street, Phoenix, AZ 85004

Name of Person/Group Applying for the Charter New Education in the Workplace, Inc.

Contact Person (applicant) Michael R. Hazelton

Mailing Address ~~115 Main Street~~ 2000 North Santa Fe MRH 4/25/01

City Vista State CA Zip 92084 County San Diego

Daytime Tel: (760) 726-6367 Fax: (760) 726-6424

E-mail: hazeltonm@gpa-inc.com

☑ New School ☐ Converted School

Converted From _____

Have you ever applied for a charter before? If so, please check one:

☐ Arizona State Board for Charter Schools
☐ State Board of Education
☐ Local School District (district name) _____

Under what name _____

The charter school applicant acknowledges that he/she/it has read all Arizona statutes regarding charter schools and that, if approved, he/she/it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that if approved to operate a charter school, he/she/it must execute a charter contract with the Arizona State Board for Charter Schools within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools and must begin providing educational services within six months of execution of the contract or within eighteen months of approval of the charter, whichever date occurs later. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Michael R. Hazelton
Name of Applicant/Authorized Agent (please print)

Michael R Hazelton
Signature of Applicant/Authorized Agent

Your application is incomplete unless you provide 1 unbound original and 12 bound copies to the Arizona State Board for Charter Schools, 4105 North 20th Street, Suite 280 Phoenix, Arizona 85016.

CHARTER SCHOOL TITLE PAGE 2

Mission Statement: (use only this space)

The mission of Schools for Integrated Academics and Technologies (SIATech) is to educate all members to be responsible, thinking, communicating and contributing citizens of our nation who live and work in a global society. SIATech will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site and will perform service to the greater community.

	Grades Served (Please circle)	Total Number Served (At all campuses and in all grades combined)	Sites (Number Operating)
Year 1	K 1 2 3 4 5 6 7 8 9 10 11 12	300	1
Year 2	K 1 2 3 4 5 6 7 8 9 10 11 12	450	2
Year 3	K 1 2 3 4 5 6 7 8 9 10 11 12	600	3

School Calendar

2/20/01 CAL

- [x] Standard
- [x] Year Round
- [x] Alternative (please describe in 5 words or less)

Instructional Days 237

Start Date ~~July 16, 2001~~ August 20, 2001 MMA CAL 11/25/01

Form of Organization

- [x] Non-Profit Corporation
- [ ] For-Profit Corporation
- [ ] S-Corporation
- [ ] Partnership
- [ ] Sole Proprietorship
- [ ] Tribal Entity
- [ ] Other

Governing Body

Member Type	Number	Governing Body Member Names
Parents	2	Dan Tilton, Ed Brown
Teachers		
School Staff	1	Eileen Holmes
Corporate	3	Mike.Hazelton, Steve Halfaker, Linda Dawson
Other		

Facilities

Location	Facility Type	Own or Lease	Code Readiness
518 S. Third Street Street Address Phoenix, AZ 85004 City, State & Zip Code	[ ] Strip Mall [x] Free Standing [ ] Modular	[ ] Own [x] Lease	[x] Meets all Required codes [ ] Requires Some Modification [ ] Needs Extensive Modification
Location Street Address City, State & Zip Code	[ ] Strip Mall [ ] Free Standing [ ] Modular	[ ] Own [ ] Lease	[ ] Meets all Required codes [ ] Requires Some Modification [ ] Needs Extensive Modification

Rec'd 2/8/01 MB

Arizona State Board for Charter School Admission Procedures

Admission is not limited based upon ethnicity, national origin, gender, and income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending School for Integrated Academics and Technologies Charter School.
School Name

School for Integrated Academics and Technologies Charter School will admit all eligible pupils who submit timely application. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all application for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.
School Name

These admission procedures have been approved by the Arizona State Board for Charter Schools. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Michael R. Hazelton 2/3/01

Charter School Applicant Date

NEW EDUCATION FOR THE WORKPLACE, INCORPORATED

Comprehensive Program of Instruction

New Education for the Workplace (Newcorp) is an educational and public benefit, nonprofit corporation, formed for the specific purpose of managing, operating, guiding, directing, and promoting the Schools for Integrated Academics and Technologies (SIATech). The base location of the corporation is within the County of San Diego, California. The corporation supports the development of charter schools nationally and internationally that promote Schools for Integrated Academics and Technologies. Public education will be provided for pupils in grades nine through twelve.

PURPOSE: To be a learning organization that unleashes learning for disenfranchised learners through the vehicle of integrated technologies and vocational training.

COMMITMENT: To continuously and sensibly develop, apply, and refine the best of what is known about how students learn and apply that to vocational training through integrated technologies.

PROGRAM OVERVIEW: SIATech is a dropout recovery program that aims to support students, ages 16 to 22, who has been disenfranchised or has dropped out of comprehensive public schools. SIATech is a highly structured school environment that operates in partnership with Arizona Job Corps, a federal program managed by the Department of Labor. SIATech intends to work collaboratively with the community and the local job corps in developing resources that target those students who have or are in jeopardy of dropping out of school. SIATech shall be nonsectarian in its programs, admission policies, employment practices and all other operations; it shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

CURRICULAR PHILOSOPHY: The mission of the Schools for Integrated Academics and Technologies' curriculum and program is to educate all students to be responsible, thinking, communicating, and contributing citizens of our nation who live and work in a global society producing results that are second to none. In order to fulfill our mission, we believe the best way to achieve such learning is:

- Through active participation in thoughtfully organized learning experiences that meet actual academic; personal and community needs and tie to practical workplace tools;
- Within projects and themes that are coordinated in collaboration with the school and work community, and which pose significant questions and present challenging problems;
- With academic curricula that are interrelated and embedded in contemporary software and the accompanying technologies;
- Where learners use, transfer, and build upon newly acquired skills and knowledge in new situations that connect in multiple ways to their school and job training environment and the world at large;
- Where all learners are challenged and feel safe enough to take the risks essential for learning.

SIATech embodies the Arizona State Standards in mathematics, science, language arts, physical education and health, with a special emphasis on literacy and numeracy. Our belief is that all students can and will learn if provided learning experiences that are integrated with state-of-the art software and technology. Students learn the full range of language arts skills as they simultaneously learn all the components of Microsoft Office Suite 2000—MS Word, Excel, Front Page and MS Publisher. When learning comprehensive math skills from arithmetic to trigonometry, students are engaged in AutoCAD 2000.

Skills are not taught in isolation, but are always integrated with high-end software package. In addition to the integration of software with curriculum, the program is thematic in that most of the assignments scaffold toward a larger, more comprehensive project. Projects represent the larger outcomes that are place as exhibitions in the student's long-term portfolio.

Portfolio Assessment: Portfolios are divided into two divisions of learning, major and minor emphasis. The major emphasis portfolios represents a log of essential learning's and state standards and/or cross –references thereof for math, science, social science and language. Literacy and numeracy and their integrated technologies are at the core of these portfolios. The minor emphasis portfolios represent a log of essential learning's and/or cross-references thereof for cultural awareness, health and well-being, practical skills/knowledge, ethics, judgment and social responsibility, self-knowledge, community involvement and service, post graduation, arts and technology.

Student Achievement: In order to graduate, students must complete all major and minor emphasis portfolios at an 80 percent minimum pass level. In addition to taking the state AIMS test, students must pass integrated math and language assessments at the 80 percent level. Students must further demonstrate competency in completing at the 80 percent level of achievement in at least three integrated Senior Projects, using rubric requirements.

Transcript/Permanent Record All pupils will be assured of a transcript of their performance, which will be acceptable and appropriate for admission to higher educational institutions, post-secondary training, and/or transfer to another secondary school.

Charter School Application
Curricular Spreadsheet

Major Emphasis Areas (Core Academics)

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
English – Module 1 1. Develop understanding of foundations of reading and writing. 2. Utilize and apply technology in demonstrating skills and abilities. 3. Meet creative technology competency 4. Demonstrate integration of writing and technology skills into vocational career path activities 5. Work toward completion of five senior projects and the Graduation Portfolio	1. Identify subjects, verbs, and prepositional phrases. 2. Identify and correct fragments 3. Avoid and correct run-on sentences 4. Transform phrases and dependent clauses into complete sentences 5. Identify and create subject-verb and pronoun-antecedent agreements 6. Identify and create verb agreement with indefinite pronouns 7. Write essays and identify key learned skills 8. Writ professional-looking office memos 9. Create a resume and cover letter 10. Complete DDC computer-based tutorials for Open & Edit, Text Alignment & Enhancement, Format & Edit, and Multiple-page Doc, Columns, Tables 11. Create culminating power point presentation that integrates all writing and technology objectives. 12. Begin to collect writings that will be revised and polished further for inclusion in senior projects and Graduation Portfolio.	1. 80% competency on DDC computer-based software section quizzes. 2. Portfolio documentation presenting authentic articles of achievement 3. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects 4. Minimum 4 out of 6 on rubrics scored writings 5. SAT-9 examination 6. AIMS examination
English – Module 2 1. Develop skills for more refined and accurate writing 2. Utilize and apply technology in demonstrating skills and abilities 3. Meet creative technology competency 4. Incorporate skills and abilities into business-related activities 5. Work toward completion of five senior projects and the Graduation Portfolio	1. Complete DDC computer-based tutorials for these units: Envelope & Labels (includes working with graphics), Labels (Excel), and Formatting (Excel) 2. Add tables, columns, borders, shading, clip art, and drop caps to MS Word documents 3. Use sophisticated punctuation correctly: commas. Apostrophes, colons, semicolons, hyphens, and dashes 4. Edit writing for correct punctuation and capitalization 5. Write interview follow-up letter 6. Write essays that demonstrate comma rules, possessives and contractions 7. Identify need for and add apostrophes to possessives and paragraphs.	1. 80% competency on DDC computer-Based software section quizzes 2. Portfolio documentation presenting authentic articles of achievement 3. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects 4. Minimum 4 out of 6 on rubrics scored writings 5. SAT-9 examination 6. AIMS examination

Charter School Application
Curricular Spreadsheet

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
English – Module 2 (cont'd)	8. Identify need for and add appropriate punctuations to sentences and paragraphs 9. Create plan for business that includes information on product/service, target customers, and location 10. Brainstorms and begins to develop ideas for a senior project: Starting Your Own Business 11. Design and create a promotional advertisement for business selected 12. Design and create a business card 13. Continue to collect writings that would be revised further for inclusion in senior projects and Graduation Portfolio	
English – Module 3 1. Develop skills for effective situational writing 2. Utilize and apply technology in demonstrating skills and abilities 3. Meet creative technology competency 4. Demonstrate integration of writing and technology skills into career-related activities. 5. Work toward completion of five senior projects and the Graduation Portfolio.	1. Complete DDC computer-based tutorials for these units: Functions & Formulas and Creating a PowerPoint presentation 2. Create payroll, products, and services spreadsheets in Excel for business of choice 3. Create and edit a PowerPoint presentation 4. Write original sentences using commonly confused words 5. Rewrite sentences replacing passive with active verbs 6. Write original sentences with active verbs and finish sentences avoiding shifts of person 7. Create direct, clear, and forceful sentences 8. Write a story using a variety of narrative and descriptive techniques 9. Outline, research and write a persuasive essay 10. Develop and compose a creative writing piece 11. Continue to collect writings that would be revised further for inclusion in senior projects and Graduation Portfolio	1. 80% competency on DDC computer-based software section quizzes 2. Portfolio documentation presenting authentic articles of achievement 3. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects 4. Minimum 4 out of 6 on rubrics scored writings 5. SAT-9 examination 6. AIMS examination 7. 80% competency on English exit exam
Math – Module 1 1. Develop knowledge and skills in math concepts and applications including but not limited to: Factors, divisibility, prime/composite numbers, fractions, decimals, points, lines, planes, angle measure, ruler measure, AutoCAD 2000 (basic tools, draw lines, erase, zoom, grid, snap, copy, move, polygons and orthographic views), integers, variables, one-step equations, exponents, coordinate	1. Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers 2. Understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising it to fractional power 3. Identify and give examples of undefined terms, axioms, theorems, and inductive and deductive reasoning 4. Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems	1. Multiple assessments utilizing unit check-points (quizzes), module exam, classroom assignments and projects 2. Accurate application of math concepts and measurements to AutoCAD 2000 projects 3. Informal assessment of student's product by instructor and identification of key areas of weakness

Charter School Application

Curricular Spreadsheet

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
Math – Module 1 (cont'd) plane, polygons, prisms, surface area and volume, and isometric drawings. 2. Utilize and apply technology in demonstrating skills and abilities 3. Demonstrate integration of math and technology skills into vocational career path activities 4. Work toward completion of five senior projects and the Graduation Portfolio	5. Solve multi-step problems, including word problems 6. Compute volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres	4. Portfolio documentation presenting authentic articles of achievement 5. SAT-9 examination 6. AIMS examination
Math – Module 2 1. Develop knowledge and skills in math concepts and applications including but not limited to: Integers, two-step equations, combining like terms, distributive property, solving equations with variables on both sides, complementary, supplementary and vertical angles, properties of parallel lines, AutoCAD 2000 (Osnaps, layers, circles, arcs and ellipses, rotate, fillet, chamfer and construction lines, polar coordinates, basic terms, central angles and arc measure, circumference and area, and areas and area, and areas and volumes 2. Utilize and apply technology in demonstrating skills and abilities 3. Demonstrate integration of math and technology skills into vocational career path activities 4. Work toward completion of five senior projects and the Graduation Portfolio	1. Simplify expressions before solving linear equations and inequalities in one variable 2. Solve multi-step problems, including word problems, involving linear equations and linear inequalities on one variable and provide justification for each step 3. Add, subtract, multiply, and divide monomials and polynomials and solve multi-step problems, including word problems, using these techniques 4. Use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements 5. Prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles 6. Know, derive, and solve problems involving the perimeter, circumference, area, and volume, lateral area, and surface area of common geometric figures 7. Compute volumes and surface areas	1. Multiple assessments utilizing unit check-points (quizzes), module exam, classroom assignments and projects 2. Accurate application of math concepts and measurements to AutoCAD 2000 projects 3. Informal assessment of student's product by instructor and identification of key areas of weakness 4. Portfolio documentation presenting authentic articles of achievement 5. SAT-9 examination 6. AIMS examination
Math – Module 3 1. Develop knowledge and skills in math concepts and applications including but not limited to: linear equations in two variables, solving systems of linear equations, solving quadratic equations, basic terms, parts of triangles, square roots, right triangles, isosceles triangles, area of triangles, properties of a parallelogram, area and volume, distance formula and midpoint of a segment, line slope, slopes of a parallel	1. Graph a linear equation and compute the x and y intercepts 2. Verify that a point lies on a line, given an equation of the line 3. Understand the concept of parallel lines and perpendicular lines and how those slopes are related 4. Solve a system of two linear equations in two variables algebraically and interpret the answer graphically 5. Determine the domain of independent variables and the range of dependent variables	1. Multiple assessments utilizing unit check-points (quizzes), module exam, classroom assignments and projects 2. Accurate application of math concepts and measurements to AutoCAD 2000 projects 3. Informal assessment of student's product by instructor and identification of key areas of weakness

Charter School Application

Curricular Spreadsheet

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
Math – Module 3 (cont'd) And perpendicular lines, graphing lines, ratios and proportions, similar triangles, tangent ratio, sine and cosine rations, angles of elevation and depression, AutoCAD 200 (absolute coordinates) 2. Utilize and apply technology in demonstrating skills and abilities 3. Demonstrate integration of math and technology skills into vocational career path activities 4. Work toward completion of five senior projects and the Graduation Portfolio	6. Use the quadratic formula to find the roots of second-degree polynomials and solve quadratic equations 7. Apply quadratic equations to physical problems 8. Compute areas 9. Use the Pythagorean theorem to determine distance and find missing sides of right triangles 10. Use trigonometric functions defined by the angles of a right triangle and know and use elementary relationships between them 11. Design a business floor plan using AutoCAD 2000 and 3-D Studio Mac, applying mathematical concepts learned	4. Portfolio documentation presenting authentic articles of achievement 5. SAT-9 examination 6. AIMS examination 7. 80% competency on math exit exam
Science 1. Apply scientific concepts from physics, chemistry, earth science and biology, to a variety of situations including the work world 2. Evaluate scientific date and draw conclusions 3. Comprehend vocabulary specific to physics, chemistry, earth science, and biology 4. Analyze scientific data and effectively employ problem-solving skills 5. Utilize technology in demonstrating skills and abilities	1. Solve problems that involve speed and Newton's laws of motion 2. Inspect engine pressure and diagnose problems 3. Apply knowledge of electrical voltage and current 4. Apply knowledge of parallel and series circuits, and light waves 5. Identify most common forms of radioactive decay 6. Identify parts of an atom and their functions 7. Apply knowledge of chemical reactions 8. Demonstrate ability to create solutions and manipulate speed of mixing process 9. Apply knowledge of solar energy 10. Conduct research on solar system 11. Explain greenhouse effect and its application to Mars and Venus 12. Apply knowledge about importance of water to society in California 13. Use knowledge of heredity to apply to own life 14. Analyze an ecosystem and predict long and short-term effects of changes in it 15. Measure own hear-rate and analyze the effects of a variety of activities on the heart	1. Receiving a minimum of 2 rating on Training Achievement Records (TAR) in auto mechanics, culinary arts, landscape, and home builder's institute 2. Multiple assessment using quizzes, lab write-ups, and essays 3. Construction of models for such concepts as atoms, solar system, cells, and food webs 4. Passing GED Test for science with minimum score of 40 5. Completion of a project that consists of reading, answering concrete and analytical questions from reading materials 6. Conducting research of a topic, involving an experiment, and making a presentation to the class 7. Maintaining a minimum 3 rating on a sixty-day performance evaluation record

Charter School Application

Curricular Spreadsheet

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
Social Studies 1. Review U.S. History form 1492 to the present with special emphasis on the Revolutionary War, western expansion, industrial revolution, the twenties, World War II, Cold War, and the sixties 2. Introduce the political process and different systems of government 3. Analyze relationship of geography to migration, population growth, world's resources, and standards of living 4. Study different economic systems and apply to personal economics 5. Review the different branches within behavioral science and psychology 6. Incorporate skills and abilities into workplace-related activities	1. Teach and help to facilitate critical thinking and analysis skills 2. Analyze materials, infer meanings, draw conclusions 3. Understand main and supporting ideas 4. Read charts, graphs, and political cartoons 5. Study concept of E.D. Hirsch's "Cultural Literacy" and analyze its implications for today's life 6. Develop employability skills such as critical thinking team building, decision making, and consensus building	1. Performance on practice tests administered each Monday 2. Performance on worksheets and quizzes 3. Participation in games, class discussions, and group activities 4. Interaction with students individually to access understanding 5. Receiving a passing score on the state GED test 6. Completion of all assignments
Senior Projects and Graduation Portfolio 1. Compile a series of self-generated products to demonstrate competencies in a variety of areas 2. Prepare an impressive career portfolio to be shared with potential employers	1. Design a house applying mathematical skills and using AutoCAD 2000 2. Design a newsletter applying various forms of writing and using digital cameras, scanners, and Microsoft Office 3. Create a business plan that includes selecting a product line, target clients, and budget projections, using Excel, MS Word, and PowerPoint 4. Create and develop a play with characters and dialogue, using PowerPoint, 3-D Studio MAX, CorelDraw, and clip art 5. Create a career portfolio that includes an updated resume, cover letter, personal history, reflections, and career goals	1. Completed portfolio in hardcopy 2. Completed digital CD of career portfolio 3. Presentation of portfolio
Minor Emphasis Areas (Non-Core)		
Minor Emphasis Portfolios 1. Develop a series of portfolios that reflect students accomplishments in a variety of academic and nonacademic areas, helping to prepare them for success in their future careers; Portfolio titles are: cultural awareness, health and well-being, practical skills & knowledge, ethics, judgment	1. Selected product samples address such questions as: a. Why do you want a diploma? b. How could you expect your diploma to contribute to your career goals? c. What are your financial needs/resources for college/career? d. What is your action plan for the future?	1. Portfolio completion 2. Presentation of portfolio

Charter School Application

Curricular Spreadsheet

GENERAL GOALS	SPECIFIC OBJECTIVES AND OUTCOMES	MEASUREMENT CRITERIA
Minor Emphasis Portfolios (cont'd) and social responsibility, self-knowledge, Community involvement and service, Graduation/post-graduation, and arts & Technology 2. Select product samples for each of the minor emphasis portfolios every year, to demonstrate achievement in the following: a. **cultural awareness** – understand and appreciate diversity and its crucial role in a healthy society and work environment b. **health and well-being** – understand and experience the role of good physical and mental health in improving the quality of life c. **practical skills & knowledge** – learn to apply practical skills and knowledge in areas such as technology, finance, or networking, to own life d. **ethics, judgment and social responsibility** – demonstrate the capacity to identify, examine and reason about personal or social issues that involve moral consequences and dilemmas e. **self-knowledge** – understand more about one's self f. **community involvement and service** – demonstrate the ability to take individual responsibility to learn new skills and to improve or help society g. **graduation/post-graduation** – connect work at school with plans for graduation and life after graduation h. **arts and technology** – develop and practice artistic and technological creative forms of expression.	e. What are your computer skills? f. How do you manage personal financial matters? g. Can you demonstrate how to contact community systems and /or government agencies to get or report information, solve a problem, or arrange for service? h. Can you demonstrate your understanding of the political process? i. How would you search and apply for employment? j. Are you able to step into the shoes of others and connect opinions to real events and circumstances? k. Are you able to define, address, and evaluate a moral dilemma? l. Can you relate moral and ethical issues in literature, history, science, and other subjects to personal and community events? m. What is your life purpose? n. What makes you important? o. How has a piece of work helped you develop as a person or understand something about yourself in a better way? 2. Product samples will draw from the following activities: Reflective writing, computer literacy, internet research, career planning, employability plan, workplace training, fine arts, graphic design, creative 3-D, performing arts/music, multimedia production, diversity training, workplace readiness skills, leadership development, civic responsibility skills, community service, independent living skills, transportation skills, internships, intramurals activities, CPR training, First Aid training, personal wellness, vocational ed. training, vocational skills projects, vocational completion, safety awareness training, public speaking, progress evaluation, integrated business skills, integrated animation, integrated newsletter, and career portfolio.	

SCHOOLS OF APPLIED AND INTEGRATED TECHNOLOGIES

Curriculum Guide

Subject: ***Math- Module 3***

Course Description: *Develop number sense and perform the four basic mathematical operations with whole numbers, decimals, fractions, and common percents. Recognize the relationships between computation, measurements, basic statistics, problem solving and other experiences in the real world. Relate everyday language to mathematical language and symbols and develop number theory h real-world and mathematical situations*

General Goals: *Upon completion of this course students will demonstrate their skills and knowledge in the following areas:*

1. *Develop knowledge and skills in math concepts and applications including but not limited to: linear equations in two variables, solving systems of linear equations, solving quadratic equations, basic terms, parts of triangles, square roots, right triangles, isosceles triangles, area of triangles, properties of a parallelogram, area and volume, distance formula and midpoint of a segment, line slope, slopes of a parallel And perpendicular lines, graphing line, ratios and proportions, similar triangles, tangent ratio, sine and cosine rations, angles of elevation and depression, AutoCAD 200 (absolute coordinates)*
2. *Utilize and apply technology in demonstrating skills and abilities*
3. *Demonstrate integration of math and technology skills into vocational career path activities*
4. *Work toward completion of five senior projects and the Graduation Portfolio*

Content Standards:

1. *Graph a linear equation and compute the x and y intercepts*
2. *Verify that a point lies on a line, given an equation of the line*
3. *Understand the concept of parallel lines and perpendicular lines and how those slopes are related*
4. *Solve a system of two linear equations in two variables algebraically and interpret the answer graphically*
5. *Determine the domain of independent variables and the range of dependent variables*
6. *Use the quadratic formula to find the roots of second-degree polynomials and solve quadratic equations*
7. *Apply quadratic equations to physical problems*
8. *Compute areas*
9. *Use the Pythagorean theorem to determine distance and find missing sides of right triangles*
10. *Use trigonometric functions defined by the angles of a right triangle and know and use elementary relationships between them*
11. *Design a business floor plan using AutoCAD 2000 and 3-D Studio Mac, applying mathematical concepts learned.*

Performance Standards:

1. *Multiple assessments utilizing unit Check-points (quizzes), module exam, classroom assignments and projects*
2. *Accurate application of math concepts and measurements to AutoCAD 2000 projects*
3. *Informal assessment of student's product by instructor and identification of key areas of weakness*

4. *Portfolio documentation presenting authentic articles of achievement*
5. *SAT-9 examination*
6. *AIMS examination*
7. *80% competency on math exit exam*

Curriculum Integration: *School for Integrated and Applied Technologies is a project base curriculum designed school, which integrates curriculum into a project. Our project base curriculum integrates; language arts, mathematics, social science, history, science, creative arts, technology, career paths and health and wellness.*

Program Standardized Grading Scale:

100%- 90 %	*A*
89%- 80%	*B*
79%- 70%	*C*
69%- 60%	*D*
Below 59%	*F*

Instructional Materials:

CompAS Curriculum
AutoCAD 2000
Homework and activities
Projects
Quizzes

Schools for Integrated and Applied Technologies

Curriculum Guide

Subject: General Science

Course Description: *Serves as a requisite course for a High School diploma, GED preparation and a general introduction to Physical and Earth sciences. Emphasis relates to interaction of man and the natural environment. This course is designed to remediate and reinforce concepts taught across the Canyon State Academy curriculum.*

General Goals: *Upon completion of this course students will demonstrate their skills and knowledge in the following areas:*

1. *Apply scientific concepts from physics, chemistry, earth science and biology, to a variety of situations including the work world*
2. *Evaluate scientific date and draw conclusions*
3. *Comprehend vocabulary specific to physics, chemistry; earth science, and biology*
4. *Analyze scientific data and effectively employ problem-solving skills*
5. *Utilize technology in demonstrating skills and abilities*

Content Standards:

1. *Solve problems that involve speed and Newton's laws of motion*
2. *Inspect engine pressure and diagnose problems*
3. *Apply knowledge of electrical voltage and current*
4. *Apply knowledge of parallel and series circuits, and light waves*
5. *Identify most common forms of radioactive decay*
6. *Identify parts of an atom and their functions*
7. *Apply knowledge of chemical reactions*
8. *Demonstrate ability to create solutions and manipulate speed of mixing process*
9. *Apply knowledge of solar energy*
10. *Conduct research on solar system*
11. *Explain greenhouse effect and its application to Mars and Venus*
12. *Apply knowledge about importance of water to society in California*
13. *Use knowledge of heredity to apply to own life*
14. *Analyze an ecosystem and predict long and short-term effects of changes in it*
15. *Measure own hear-rate and analyze the effects of a variety of activities on the heart*

Performance Standards:

1. *Receiving a minimum of 2 rating on Training Achievement Records (TAR) in auto mechanics, culinary arts, landscape, and home builder's institute*
2. *Multiple assessment using quizzes, lab write-ups, and essays*
3. *Construction of models for such concepts as atoms, solar system, cells, and food webs*
4. *Passing GED Test for science with minimum score of 40*
5. *Completion of a project that consists of reading, answering concrete and analytical questions from reading materials*
6. *Conducting research of a topic, involving an experiment, and making a presentation to the class*
7. *Maintaining a minimum 3 rating on a sixty-day performance evaluation record*

Assessment

1. *Quizzes and tests*
2. *Classroom notes and participation*

3. *Daily assignments and worksheets*
4. *Activities and student projects*
5. *Lab exercises*
6. *Writing assignments*
7. *Presentations*
8. *Projects*
9. *Portfolio*

Curriculum Integration: *School for Integrated and Applied Technologies is a project base curriculum designed school, which integrates curriculum into various projects. Our project base curriculum integrates; language arts, mathematics, social science, history, science, creative arts, technology, career paths and health and wellness.*

Program Standardized Grading Scale:

100%- 90 %	*A*
89%- 80%	*B*
79%- 70%	*C*
69%- 60%	*D*
Below 59%	*F*

Instructional Materials Listing:

1. *Handouts and worksheets*
2. *Triple beam balances*
3. *Standard and Metric Rulers*
4. *Laboratory Glassware and Equipment*
5. *Rock and mineral samples*
6. *Video Microscope*
7. *Computer and Laser Disc presentations*
8. *Computer software*
9. *Periodic Table*
10. *Demonstration videos and laser disc*
11. *Voltmeter*
12. *Thermometers*
13. *Magnets*

Schools for Integrated and Applied Technologies

Curriculum Guide

Subject: Accelerated Reading

Course Description: *This course is a required elective that will be part of every student's extracurricular requirements. All students will have access and be assigned library time to participate in Accelerated Reading. Accelerated Reading allows students to read literature of their choice from the library/media center and demonstrate comprehension on the Accelerated Reader tests and reports assigned by the teacher.*

General Goals: *Students will read literature at a progressively higher level and demonstrate comprehension at a higher level of thinking at each stage.*

Content Standards: *Students will be assigned and/or select various reading books that are catalogued in the Accelerated Reading software inventory for the purpose of enhancing reading comprehension.*

Performance Standards:

1. *Students will increase their reading comprehension as reordered in comprehension testing.*
2. *Students will be able to discuss and describe in both written and oral formats their readings and selected assignments.*
3. *Students will become familiar with reading for pleasure and reading for learning.*

Assessment

1. *Computerized comprehension tests*
2. *Written assignments*
3. *Oral reports*
4. *Group activities*
5. *Points earned based on literature read*
6. *Presentations*
7. *Projects*
8. *Portfolio*

Curriculum Integration: *School for Integrated and Applied Technologies is a project base curriculum designed school, which integrates curriculum into various projects. Our project base curriculum integrates; language arts, mathematics, social science, history, science, creative arts, technology, career paths and health and wellness.*

Program Standardized Grading Scale:

100%- 90 %	*A*
89%- 80%	*B*
79%- 70%	*C*
69%- 60%	*D*
Below 59%	*F*

Instructional Materials Listing:

1. *Accelerated Reading library books*
2. *Barnell-Loft Reading Comprehension Kit*
3. *SkillsTutor Software*
4. *Ellis Software to meet English Language Learners' needs*
2. *Magazines and other media used to introduce students to reading and literature*
3. *Videos, software and other materials used in delivering the Accelerated Heading curriculum*

Schools for Integrated and Applied Technologies

Curriculum Guide

Subject: ***A+ Certification***

Course Description: *This course, offered to 11th and 12th graders, provides an industry level curriculum of instruction and trains students in the area of A+ certification that is recognized by the Computer Technology Industry Association.*

General Goals: *Upon completion of this course students will demonstrate their skills and knowledge in the following areas:*

1. *Fundamentals of computer hardware and software operating systems including DOS and Windows*
2. *Computer diagnostics and troubleshooting*
3. *Computer repair*
4. *Customer support*

Content Standards:

1. *Diagnosing and Troubleshooting*
2. *Motherboards, processors and memory*
3. *Installation, configuration and upgrading*
4. *Safety and preventative maintenance*
5. *Customer satisfaction and basic networking*
6. *Portable systems and printers Windows and DOS*
1. *Function and structure*
2. *Memory and management*
3. *Diagnosing and troubleshooting*
4. *Operation and file management*
5. *Installation, co figuration and upgrading*
6. *Windows NT Networking*

Performance Standards: *Students will be able to demonstrate knowledge and perform the skills necessary to complete and pass the Computer Technology Industry Association A+ Certification Exam*

Assessment:

1. *Presentations*
2. *Projects*
3. *Portfolio*
4. *Unit Tests*
5. *Computer Technology Industry Association Certification Exam*
6. *Daily assignments*
7. *Student projects*
8. *Class projects*
9. *Final project*
10. *Homework*

Curriculum Integration: *School for Integrated and Applied Technologies is a project base curriculum designed school, which integrates curriculum into various projects. SIAT project base curriculum integrates; language arts, mathematics, social science, history, science, creative arts, technology, career paths and health and wellness*

Program Standardized Grading Scale:

100%- 90%	A
89%- 80%	B
79%- 70%	C
69%- 60%	D
Below 59%	F

Instructional Materials Listing:

Students will work, learn and study in a computer lab on a wide variety of computer equipment using industry recognized training equipment. Upon the successful completion of the certification exam, students will build their own computer and exit the program with their own computer.

Schools for Integrated Academics and Technologies
Special Education Policies

Assurance: Schools for Integrated and Applied Technologies is committed to providing quality educational and vocational programs to all students. Special education support may be necessary for some students with disabilities to be successful in the school setting. Students found eligible for special education are provided with all necessary supports and services, and are placed in the least restrictive environment in accordance with State and Federal law.

Schools for Integrated Academics and Technologies are a student dropout recovery program that aims to support students, ages 16 to 22. The following is a brief overview of Special Education procedures and practices specific to the Schools for Integrated and Applied Technologies.

Child identification, student referral and evaluation: In accordance with State and Federal law, an educational agency must actively seek out and identify children 0-21 who may be eligible for special education services. The Schools for Integrated Academics and Technologies program is a highly structured program that provides a wide range of curriculum options and low teacher student ratios. Due to the highly individualized nature of the program, many students are successfully exited from Special Education at Schools for Integrated Academics and Technologies, as their needs can be met in the regular education program. As students who enroll in Schools for Integrated Academics and Technologies often evidence low academic scores for a variety of reasons, every effort will be made to modify the regular education program before a referral is made for special education services.

Schools for Integrated Academics and Technologies utilizes the following special education referral procedures:

1. **Referral: the student's parent/guardian, teacher, case manager, court system or any knowledgeable person may initiate a referral.** Referral must be made in writing. If a verbal referral is made, staff shall offer assistance to the individual in making the request in writing.
2. **Assessment Plan:** Within 15 calendar days of the referral, an assessment plan shall be developed identifying all areas to be assessed and the specific instruments to be used. A copy will be given to the parent/guardian or the person who is responsible for the educational rights of the student.
3. **Consent:** Consent must be obtained prior to any assessment. Only a parent or an individual who has been assigned the educational rights of the student is authorized to give consent for assessment, placement or implementation of the individualized Educational Program (IEP).
4. **IEP Team Meeting:** Within 50 calendar days of receipt of the signed assessment plan, an IEP team meeting will be held to review the results of the assessment, and develop an Individualized Educational Program and Individualized Transition Plan if appropriate for an eligible student.
5. **Consent for Placement:** Written consent must be obtained prior to placement and implementation of the Individualized Education and/or Individualized Transition Plan.
6. **Placement:** The recommended program placement and services specified in the IEP should begin as soon as possible from the date of written approval. Should the IEP team determine that the student's special education needs exceed the supports and services available within the school program, school administration will work with the placing agency to locate a more appropriate educational setting.
7. **Annual Review:** Each special education students educational program must be reviewed at least annually, and more often if requested by the parent/guardian or other member of the IEP team.
8. **Re-Evaluation: At** least every three years, a special education student shall have a complete re-evaluation to determine present levels of performance, educational needs and whether the child continues to have a disability.

A complete copy of the notice of parent rights shall be attached to the assessment plan. The parent rights document includes a written explanation of all the procedural safeguards under the Individuals with Disabilities Education Act.

Individualized Education Program Team: The IEP Team reviews the assessment results, determines eligibility, develops the content of the IEP and makes program recommendations. The IEP team will also determine how the student's disability affects his or her involvement and progress in the general curriculum.

The Schools for Integrated Academics and Technologies IEP team shall include:

- a representative, designated by the administrator, who may be an administrator or other specialist who is knowledgeable of program options appropriate for the student
- A special education teacher and the student's regular education teacher
- the student if appropriate
- One or both of the student's parents/guardians, a representative selected by the parent, or the individual who has been assigned the educational rights of the student (hereafter referred to as parent).
- when transition services are under consideration, persons or agencies appropriate to the development of the Individualized Transition Plan.

In addition, the team may include persons who have conducted assessments or are knowledgeable regarding the assessments and the needs of the student.

Students With an IEP Enrolling in Schools for Integrated Academics and Technologies: Every effort is made to determine the Special Education status of all enrolling students, and to identify students who have been determined to be eligible for Special Education in order to provide appropriate supports and services specified in the IEP.

1. All incoming student records are reviewed as soon as possible for evidence of special education referrals or placement.

2. Upon entering Schools for Integrated Academics and Technologies, students will complete a brief registration form that includes questions regarding previous special education testing and placement.

3. If it is determined that the student has a history of special education, or there is evidence of a previous referral or assessment, a written request for all confidential special education files will be made to the District of Residence. Efforts will be made to establish the student's current special education status and obtain a copy of the IEP as soon as possible. Verbal confirmation of special education placement and special education services must be documented, and shall include the name, position and phone number of the person giving the information.

4. When it has been verified that a student has a current IEP an Interim Administrative Placement form will be completed.

If a review of records or new information indicates that the student had been found eligible and placed in special education in the past, the Resource Specialist will treat the student as an Interim Administrative Placement. Current assessment will be conducted, and the IEP team will meet to review eligibility and program needs within 30 days. These students may not have a current IEP, may have been improperly removed from a special education program in another district or state, or may have incomplete special education records.

Procedural Strategies and Treatment of Student Records: An educational agency has an obligation to protect the confidentiality of personally identifiable information that is gathered on students in special education. The Schools for Integrated Academics and Technologies procedures for confidentiality are as follows:

- all special education student records will be maintained in a locked file in the office of the Resource Specialist. A "pupil record access" sheet will be placed on the outside of the locked

cabinet in plain sight. A notice will be placed in the cumulative file of a student receiving special education services, to advise that a confidential file exists.

- A Log of Access and Request for Student Records will be maintained in each student's special education file.

Access to student special education records will only be granted under the following conditions:

1. The person is an employee or contract service provider of Schools for Integrated and Applied Technologies, and he or she has a need to access the confidential information in order to provide services.
2. The person has a legal right to the student's confidential information.
3. The person is an agent of state or federal government who requires access to the student's confidential records for the purpose of reviewing student progress or placement.

Other than those persons identified above, all others must show written consent from the student's parent/guardian (individual with educational rights) to release confidential information kept by Schools for Integrated and Applied Technologies.

Due Process Hearings: While Schools for Integrated Academics and Technologies shall provide and support alternatives to Due Process Hearings, including internal grievance and appeal, negotiations, and/or mediation, it will in no way negate the parent's right and the school's right to initiate a Due Process Hearing as stated in federal and state statutes, laws, and regulations. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated and Applied Technologies shall be responsible for developing; implementing and documenting complete Due Process procedures.

Least Restrictive Environment (LRE): Schools for Integrated Academics and Technologies supports the right of each student to be provided a Free and Appropriate Public Education, which includes Arizona Charter Schools. Schools for Integrated Academics and Technologies seek to mainstream students with special needs to the maximum extent possible. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated Academics and Technologies shall be responsible for developing; implementing and documenting complete LRE procedures.

Certified Special Education Teacher: Schools for Integrated Academics and Technologies will contract an Arizona secondary credentialed special education teacher to provide: direct teaching services to students, oversee support aids, provide training to Schools for Integrated Academics and Technologies teaching, and casework staff, and coordinate the Schools for Integrated and Applied Technologies Resource Program that provides comprehensive services to students with special needs. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated Academics and Technologies shall be responsible for developing and implementing a Resource Program dedicated toward meeting student needs, student assessment and student achievement reporting.

Related Services Personnel: Schools for Integrated Academics and Technologies will contract with necessary personnel to provide services and meet student needs. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated Academics and Technologies shall be responsible for developing, implementing and documenting complete Related Services Personnel procedures and will inform the Department of Education of all such sub-contractor contractual arrangements and revisions.

Screening Forms: Schools for Integrated Academics and Technologies will utilize Arizona Department of Education approved/recommended Screening Forms. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated Academics and Technologies shall be responsible for developing, implementing and documenting complete Screening Forms procedures and protocols and will inform the Department of Education of Screening Form revisions.

Parent Consent: As stated, Schools for Integrated Academics and Technologies will seek to secure written, informed parental consent for all aspects of a child's evaluation, IEP, and continued service. In cooperation and consultation with the Arizona Department of Education, Schools for Integrated Academics and Technologies shall be responsible for developing, implementing and documenting complete Parental

Consent procedures and protocols and will inform the Department of Education of all such consent revisions.

APPLICANT BACKGROUND INFORMATION

Provide the following information on each applicant and school governing board member. Also, for each individual responding, include a 1-page resume that includes educational background and work experience.

Name of Proposed Charter School _____

Applicant Name Michael R. Hazelton

Applicant's Role in School Board Member, Administrator

- Background in developing academic programs.

I have chaired district mathematics committee and K-12 textbook adoption process. In addition, I have chaired the district K-12 P.E. Scope and Sequence Curriculum. I have coauthored a consumer mathematics textbook and software. I have coordinated at the site level, the International Baccalaureate program, and the California Digital High School Grant.

- Background in financial operation and management of schools.

I have managed site budgets as a principal, for 8 years, district budgets as a district level administrator.

I have been a principal at the elementary and the secondary level and district level administrator in charge of computers, food service, facilities, and student services.

- Background in financial operation and management of small business.

As an owner of a small business, I managed the budget and finances for over 10 year operating two pre-schools with over 35 employees and with an annual operating budget of over $450,000

- Budget management experience. Largest budget ever managed

Largest budget ever managed was food services of $4.5 million annually, showing a profit every year.

- Experience in teaching, grant writing, marketing, personnel, developing budgets, and Community service.

I was a teacher for 12 years, mentor teacher, K-12 mathematics for 4 years, and master teacher for 4 years. I have assisted in marketing Guajome Park Academy for two years, and a computer, math, science magnet program for 6 years. I have assisted in writing the Digital High School Grant, New American High School Recognition and Grant recently. I have volunteered to coach soccer, baseball, softball, and I have served on various committees and currently I am President of the West Point Parents Club of San Diego.

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Solana Beach, CA 92075

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Fax 858-481-6041
E-mail solanagolf@msn.com

Michael R. Hazelton

Education

Harvard University, Principals' Center.	Cambridge, MA	1999
San Diego State University,	M.A. ,	1982
University of California	Credential	1975
Western State University, School of Law		1974
University of California	B. A.	1973

Professional experience

Guajome Park Academy, Vista, CA 1998- Present

Chief Operations Officer

- Attendance, Testing, Student Services, Summer School, Staff Evaluations
- High School Site Administrator
- Grants; Digital High School, IB Grants,
- IB Coordinator
- Assisting the Chief Education Officer

Oceanside Unified School District, Oceanside, CA 1975- 1998

Coordinator of Student Services

- Computers, Food Services, Facilities, Student Services

Coordinator of Alternative Education

Principal, high school continuation

Principal, elementary

Assistant Principal,

Mentor Teacher, K-12 Mathematics

Secondary and elementary teaching experience

Business experience

Owner of Rancho Day Schools, Encinitas, CA, 1982-1991

Distinctions

Member of Board of Directors, Principals' Center, Harvard University

Community activities

President of the West Point Parents Club of San Diego, 2000

President of the Oceanside Unified School District Administrators Association, 1996

President of Lomas Santa Fe Country Club, MGA, 1990

President of Board of Director of Lomas Santa Fe Country Club, 1990

Soccer, baseball, softball coach and manager, 1986-1993

APPLICANT BACKGROUND INFORMATION

Name of Proposed charter School: School for Integrated Academics and Technology

Applicant Name: Stephen B. Halfaker, Ed.D.

Applicant's Role in School: Board of Directors/or Administrator

Background in developing academic programs:

English Teacher and Curriculum Writer at San Diego Unified School District for seven years

Curriculum Representative and Leader for Language Arts and Reading in Lakeside Unified and Poway Unified School Districts both located in San Diego county

Middle School Principal at two different schools, ADA 750, ADA 1800 (nationally distinguished school)

High School Principal, ADA 2, 950 (nationally distinguished school)

- Developed high school reading program
- Developed Alternative Program for At-Risk Learners
- Organized a Senior Project Team to implement an end-of-year Senior Exhibition Program
- Developed an on-line class for high school technology program

Background in financial operation and management of schools:
Current manager of a thirteen million dollar budget that includes managing all facets of the Guajome Park Academy Charter School management team and budget.

Background in financial operation and management of small business:
Guajome Park Academy, Inc., a non-profit public benefit corporation, is associated with a Challenge Ropes Course business and curriculum development project for which I am ultimately responsible.

Budget management experience. Largest budget ever managed:
Responsible for budget development and implementation at Guajome Park Academy.

Responsible for the management of a thirteen million dollar budget at GPA, Inc. ADA 2,950 – California Public Charter School.

Experience in teaching, grant writing, marketing, personnel, developing budgets and community service.
Wrote multiple grants including California Digital High School, Rancho Bernado High School Library Grant (one million dollars +), School Improvement Grants, Title I, Title VII, and various tobacco and controlled substance grants.

Stephen B. Halfaker, Ed.D.

117631 Rancho de la Angel
Ramona, CA 92065

Education

University of Southern California Doctoral Program	
• Ed.D. Degree in Curriculum and Instruction	1994
San Diego State University, San Diego, CA	
• Preliminary and Professional Services Credential	1987-89
• M.A. Degree in Administration and Supervision	1985
California Polytechnic State University, San Luis Obispo, CA	
• Single Subject Teaching Credentials – Life, English and Physical Education	1979
• B.S. Degree	1978
Grossmont College, El Cajon, CA	1974
Patrick Henry High School, San Diego, CA – Diploma	1973

Professional Affiliations

CANEC	1999-Present
California League of High Schools	1996-Present
ASCA	1987-Present
Parent-Teacher-Student Association, Ninth District Tierra del Sol/ Twin Peaks Middle School/Rancho Bernardo High School	1987-Present
Phi Delta Kappa, Member	1984-Present
APSM	1996-98
State Middle School Network	1990-96
Chair for Region "U", State Representative	1991
Lakeside Chamber of Commerce, Member	1990-92
Association of California School Administrators	1987-92
Heartland Membership Chair	1989-90
Heartland Program Chair	1990-91
Heartland President	1991-92
Greater San Diego Math Association	1985-87
California Council of Teachers of English	1979-82

Honors and Involvement

Professional

• Quality Partners in Education Award	2000
• Community Leader of the Year, Campus Life	1998
• Bronco Staff Recognition Award	1997
• Poway Principal of the Year, APSM	1995
• Founders Day Distinguished Service Award, Parent-Teacher Association	1992

California Polytechnic State University

- Dean's List (6 quarters)
- Blue Key Honor society
- Department Head's Advisory Committee
- Student Senator, School of Human Development and Education
- CAHPER Scholarship Award

San Diego State University

- Administrative Council, College of Education

Stephen B. Halfaker, Ed.D.

Professional Experiences

Spring 1999 to Present	*Chief Educational Officer* – Guajome Park Academy (ADA 2,950), Vista Unified School District	
	Responsible for all aspects of education and finance	
	President of Board of Directors	1999-00
	Mentor Principal, San Diego County Office of Education	2000-Present
Fall 1996 to June 1999	*Principal* – Rancho Bernardo High School (ADA 2,950), Poway Unified School District	
	District Negotiation Team	1998-99
	District "F" (Future) Team	1997-98
	Virtual Task Force Learning	1997-98
	Secondary Curriculum Council	1996-98
	Staff Programs/Staff Development – Chairperson	1996-98
Fall 1992 to 1996	*Principal* – Twin Peaks Middle School (ADA 1700), Poway Unified School District	
	District Budget Advisory Committee	1994-96
	Region U Principal Committee	1992-96
	Region U Reading Committee – Chairperson	1993-95
	District Math Committee	1993-95
Fall 1989 to 1992	*Principal* – Tierra del Sol Middle School (ADA 750), Lakeside Union School District	
	District Evaluation Committee	1991-92
	District Staff Development Committee	1990-92
	Chair for Region "U" Middle School Network	1990-92
	Coordinator for District Math Program	1989-92
	District Negotiation Committee	1988-92
	Mentor Teaching Committee	1988-92
	Crisis Prevention/Intervention (CP) Trainer	1988-92
	Program Quality Review Lead	1988-91
Fall 1987 to 1989	*Vice Principal* – Tierra del Sol Middle School (ADA 750), Lakeside Union School District	
	Coordinator for District Physical Education Program	1987-89
	School Discipline	1987-88
	Teacher Evaluation (3 teams)	1987-88
	Co-Lead Planner for PQR	1987-88
	Co-Chair Staff Development	1987-88
	District Negotiation Team	1988-89
September 1986 to 1987	*Site Resource Teacher, Chapter I* – Crawford High School, San Diego Unified School District	
	Critical Thinking committee – K-12 Site Representative	1986-87
	Lead Key Planner for PQR/WASC	1986-87
	Instructional Council – Language, Math, and Reading	1986-87

Professional Experiences *(Continued)*

December 1983 *Resource Teacher Team Leader,* Achievement Goals Program,
to August 1986 Education Center, San Diego Unified School District

Curriculum Sub-Committees 1983-86

- Reading Development – Member
- Strategic Reading – Chairperson
- U.S. History, 8 – Chairperson
- Social Studies/Reading 7 – Member
- Social Studies/Reading 9 – Member

September 1983 — *Teacher, English 9/10* – Point Loma High School, San Diego Unified School District

Spring 1983 — *Teacher on Special Assignment,* Curriculum Writing/Language, Language Arts Department, San Diego Unified School District

September 1980 to June 1983 — *Teacher, English 8/ESL/Physical Education* – Montgomery Junior High School, San Diego Unified School District

September 1979 to June 1980 — *Teacher, English 7/8* – Marston Middle School San Diego Unified School District

For additional leadership experiences, please see San Diego Unified School District Management Profile – April 3, 1987.

References

Mr. Romeo Camozzi, Assistant Superintendent (92-97)
Poway Unified School District
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San Diego, CA 92128
(619) 487-0771

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VITA

LINDA CHRISTINE HARRIS DAWSON

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Work History

1995 - 2000	Poway Unified School District, Poway, California Principal, Abraxas High School
1992 - 1995	Poway Unified School District, Poway, California Assistant Principal, Twin Peaks Middle School
1991 - 1992	Poway Unified School District, Poway, California Acting Assistant Principal, Bernardo Heights Middle School
1989 - 1991	Poway Unified School District, Poway, California Site-Based Coordinator for At-Risk (High Risk Youth) Coordinator for ESL/LEP (English as a Second Language/Limited English Proficient) Teacher of Physical Education Bernardo Heights Middle School
1990	Poway Unified School District, Poway, California Summer School Principal, Bernardo Heights Middle School
1989 - 1990	United States International University, San Diego, California Adjunct Professor of Physical Education
1984 - 1987	Eastern Kentucky University, Richmond, Kentucky Faculty Instructor of Physical Education Assistant Women's Volleyball Coach - Recruitment
1983 - 1984	Eastern Kentucky University Graduate Assistant Coach
1980 - 1983	Cypress-Fairbanks Independent School District, Houston, Texas Cypress Creek High School Physical Education Teacher - Head Volleyball Coach, Golf Coach
1973 - 1980	Bishop Garcia Diego High School, Santa Barbara, California
1977 - 1980	Athletic Director (combined male and female program)
1973 - 1977	Teacher of Physical Education, Physiology, Biology, Government, Volleyball, Basketball, Track Coach

Education

United States International University, San Diego, California	1992	Ed.D. Educational Administration
Eastern Kentucky University Richmond, Kentucky	1983 - 1984	Master of Science
University of California Santa Barbara Santa Barbara, California	1970 - 1972	Bachelor of Arts
California State University, Northridge Northridge, California	1968 - 1970	Transfer
Palisades High School Pacific Palisades, California	1965 - 1968	Graduate

Major	Minor
Physical Education	History and Combined Social Science

Certification and Training

California Administrative Services Professional Clear Credential 1998
California Secondary Teaching Credential (Life)
CBEST
Covey's Seven Habits of Highly Effective People
PUSD/CSEA Negotiating Team 1998-99
Texas State Teaching Credential
American Red Cross CPR
International Volleyball Federation Stage III International Coach
Law Advisory, Special Education Law 1997
Student Assistance Team Training
Facilitator Training for Student Support Groups
Advanced Group Facilitator Training for Support Groups
Situational Leadership Training
Social Styles Workshop
Schools Attuned to Developmental Variation in Early Adolescence
Strategic Thinking

Professional Organizations

American Association of University Women
Association California School Administrators
Association of Poway School Managers
California Continuation Education Association
National Association of Secondary School Principals
Soroptimist International of Poway
Rancho Bernardo Sunrise Rotary
Association for Supervision and Curriculum Development (ASCD)
Phi Delta Kappa
Phi Epsilon Kappa

Workshops/ Classes Conducted

1999 Ed. 6230 Personnel Administration – United States International University
1994 California League of Middle Schools Presenter - San Francisco, California
1992 Students Assistance Team Training - Poway Unified School District
1991 Schools Attuned to Developmental Variation in Early Adolescence
1989-90 Poway Recreation Boy's Summer Volleyball Camp
1987 Kentucky Women's Leadership Conference
1985-87 Emory and Henry College Volleyball Team Clinic
1984 International Volleyball Federation Coaches Course

Publications

Dawson, Linda, and Polvino, Geri, 1982. "Bridging the Gap in Volleyball From Basic Instruction to Game Play," **Journal of Physical Education Recreation and Dance.** October, 1980

Dawson, Linda, 1991. "The Relationship Between Physical Fitness and Attendance in School, Academic and Achievement and Self-Esteem." Doctoral Dissertation. San Diego, California

Coaching Experience

Three years assistant volleyball coach at Eastern Kentucky University
Nine years high school volleyball coach (148-42)
Three years USBBA AA women's volleyball coach
Five years high school basketball coach (109-21)
Two years high school golf coach
One year USVBA AA men's volleyball coach
One year National Elite Volleyball Camp staff
Five years Eastern Kentucky University Volleyball Youth Sports Camp staff
One year high school boy's volleyball coach
Three years middle school boy's and girl's volleyball coach
Three years Poway Youth Volleyball Camp Coach

Competitive Experience

UCSB Women's Volleyball Team 1970-73
Team Captain 1970 - 1973
4th Place AIAW National Championship, Miami, Florida 1973

Cal State Northridge Women's Volleyball Team 1968 -1970

Palisades High School Girl's Volleyball Team 1966 - 1968
Los Angeles City Champions 1967

California Interscholastic Federation Southern Section Championships

Volleyball (AA, AAA)	1975, 1977, 1978, 1979 (All 1st Place)
Basketball (AA)	1977, 1978

Texas State Championships (AAAAA)

Golf	1983 (1st Place in State)

Awards

Association of Poway School Managers Recognition 1997,99 (Secondary Administrator of the Year)
Teacher of the Year Bernardo Heights Middle School 1991
Santa Barbara Athletic Roundtable Hall of Fame 1991
Outstanding Graduate Student in Physical Education 1984, Eastern Kentucky University
Coach of the Year 1976 and 1977, Santa Barbara Athletic Round Table

Interests

Reading, computers, swimming, walking, golf, music, movies, travel, theatre

Travel

USSR (1979) Comparative Physical Education Study Tour, Concordia University, Canada
Denmark
Mexico
Canada
Costa Rica
England/Wales
Holland
France
Scotland

School for Integrated Academics and Technologies

PROJECT REVENUES AND EXPENDITURES-BUDGET

	Start-up Phase	Fiscal Year 2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Enrollment		300	450	600	600	600
Revenues						
State Grants (ADM)		$1,583,944.00	$2,304,975.00	$2,837,249.00	$2,837,249.00	$2,837,249.00
Loan From Nonprofit Corp	$250,000.00					
Title 1		$75,000.00	$112,500.00	$150,000.00	$150,000.00	$150,000.00
Carry Over		$22,000.00	$171,284.00	$336,530.60	$501,693.47	$720,167.42
TOTAL REVENUES	$250,000.00	$1,680,944.00	$2,588,759.00	$3,323,779.60	$3,488,942.47	$3,707,416.42
Expenditures						
Professional Salaries						
Director/Superintendent	$30,000.00	$65,000.00	$66,950.00	$68,958.00	$71,124.00	$73,257.00
Supervisors(Curriculum)		$65,000.00	$66,950.00	$68,958.00	$71,124.00	$73,257.00
Teachers (FT) 15 @		$480,000.00 (22)	$748,000.00 (30)	$1,080,000.00	$1,080,000.00	$1,080,000.00
Teachers (PT)						
Payroll Taxes		$19,520.00	$28,220.80	$38,973.31	$39,111.94	$39,248.45
Benefits		$93,940.00	$135,812.60	$187,559.06	$188,226.19	$188,883.16
TOTAL PROFESSIONAL SALARIES	$30,000.00	$723,460.00	$1,045,933.40	$1,444,448.38	$1,449,586.13	$1,454,645.60
Administrative Staff						
Clerical 1.5 @		$52,500.00	$54,075.00	$55,697.25	$57,368.17	$59,089.21
Custodial		$22,500.00	$23,175.00	$23,870.25	$24,586.36	$25,323.95
Consultants		$20,000.00	$20,600.00	$21,218.00	$21,854.54	$22,510.18
Others						
TOTAL ADMINISTRATIVE STAFF		$95,000.00	$97,850.00	$100,785.50	$103,809.07	$106,923.34
Facility						
Rent	$10,000.00	$225,000.00	$375,000.00	$525,000.00	$551,250.00	$578,812.50
Mortgage						
Renovation/Construction	$20,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Debt Service		$91,300.00	$91,300.00	$91,300.00	$0.00	$0.00
Utilities	$5,000.00	$2,400.00	$2,520.00	$2,646.00	$2,778.30	$2,917.22
TOTAL FACILITIES	$35,000.00	$368,700.00	$518,820.00	$668,946.00	$604,028.30	$631,729.72
Materials/Supplies						
Textbooks	$10,000.00	$37,500.00	$39,375.00	$41,343.75	$43,410.94	$45,581.48
Instructional Equipment	$20,000.00	$20,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00

Office/Classroom Technology	$75,000.00	$20,000.00	$150,000.00	$90,000.00	$90,000.00	$90,000.00
Library	$10,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00
Office Furniture	$5,000.00	$0.00	$12,000.00	$12,000.00	$12,000.00	$12,000.00
Office Equipment	$10,000.00	$0.00	$12,000.00	$12,000.00	$12,000.00	$12,000.00
TOTAL MATERIALS/SUPPLIES	$130,000.00	$97,500.00	$263,375.00	$205,343.75	$207,410.94	$209,581.48
Other Costs						
Contracted Services		$15,000.00	$15,750.00	$16,537.50	$17,364.38	$18,232.59
Business Services		$150,000.00	$225,000.00	$300,000.00	$300,000.00	$300,000.00
Insurance	$5,000.00	$5,000.00	$5,250.00	$5,512.50	$5,788.13	$6,077.53
Marketing/Developing		$5,000.00	$5,250.00	$5,512.50	$5,788.13	$6,077.53
Staff Development/Training	$5,000.00	$50,000.00	$75,000.00	$75,000.00	$75,000.00	$75,000.00
Food Service						
TOTAL OTHER COSTS	$10,000.00	$225,000.00	$326,250.00	$402,562.50	$403,940.63	$405,387.66
Other Start-up Costs						
Curriculum Development	$5,000.00					
Printing and Copying	$10,000.00					
Advertisement	$5,000.00					
Telephone/Fax/Postage	$3,000.00					
Other						
TOTAL OTHER START-UP COSTS	$23,000.00					
TOTAL REVENUES	$250,000.00	$1,680,944.00	$2,588,759.00	$3,323,779.60	$3,488,942.47	$3,707,416.42
TOTAL EXPENDITURES	$228,000.00	$1,509,660.00	$2,252,228.40	$2,822,086.13	$2,768,775.06	$2,808,267.80
BALANCE	$22,000.00	$171,284.00	$336,530.60	$501,693.47	$720,167.42	$899,148.62

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET A

FY 2000-01 BASE SUPPORT LEVEL WEIGHTS (A.R.S. §15-943)

SUPPORT LEVEL WEIGHTS TO BE USED FOR:		K-8		9-12
Student Count 0.001-99.999 (1)				
Support Level Weight (2)		1.399		1.559
Student Count 100.000-499.999 (1)				
Student Count Constant		500.000		500.000
FY 2000-01 Student Count (1)	-		-	300
Difference	=		=	200.000
Weight Adjustment Factor	X	0.0003	X	0.0004
Support Level Weight Increase	=		=	0.08
Support Level Weight Constant	+	1.278	+	1.398
Support Level Weight (2)	=		=	1.478
Student Count 500.000-599.999 (1)				
Student Count Constant		600.000		600.000
FY 2000-01 Student Count (1)	-		-	
Difference	=		=	
Weight Adjustment Factor	X	0.0012	X	0.0013
Support Level Weight Increase	=		=	
Support Level Weight Constant	+	1.158	+	1.268
Support Level Weight (2)	=		=	
Student Count 600.000 or More (1)				
Support Level Weight (2)		1.158		1.268

NOTES:

(1) Student Count must be estimated student counts based on actual registration of students. Actual registration of kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 2000-01 report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day should be used. Schools that elect to provide 200 days of instruction will adjust their FY 2001-02 budget for discrepancies between the FY 2000-01 100th-day and 200th-day student counts. (Total K-UE and/or Total 9-US report is used for K-8 and/or 9-12)

(2) Column 1 to Work Sheet B, line I.A.1
Column 2 to Work Sheet B, line I.A.2

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET B

FY 2000-01 WEIGHTED STUDENT COUNT
(A.R.S. §15-943(2))

	FY 2000-01 Student Count		Support Level Weight (from Work Sheet A)		Weighted Student Count
I. A. K-12 Weighted Student Count (1)					
1. K-8		X		=	
2. 9-12	300.000	X	1.478	=	443.400
3. Total K-12 State Aid Student Count (I.A.1 + I.A.2)	300.000				443.400
B. Student Count Add-Ons (2)					
1. Hearing Impairment		X	3.341	=	
2. K-3 (3)		X	0.060	=	
3. LEP (Limited English Proficient)		X	0.060	=	
4. MD-R, A-R, and SMR-R (4)		X	4.235	=	
5. MD-SC, A-SC, and SMR-SC (5)		X	5.015	=	
6. Multiple Disabilities Severe Sensory Impairment		X	6.025	=	
7. Orthopedic Impairment (Resource)		X	3.868	=	
8. Orthopedic Impairment (Self-Contained)		X	5.641	=	
9. ED, MIMR, SLD, SLI, and OHI (6)	40.000	X	0.003	=	0.120
10. Emotionally Disabled (Private)		X	4.127	=	
11. Moderate Mental Retardation		X	4.244	=	
12. Visual Impairment		X	4.832	=	
13. Total Add-On Count (I.B.1 through I.B.12)	40.000				0.120
II. Total Weighted Student Count (I.A.3 + I.B.13)					443.520

NOTES:

(1) See Note (1), on Work Sheet A.

(2) Before the 100th day in session, schools may use estimated student counts based on actual registration of students to determine the Add-On weighted counts or counts may be left blank. After the 100th day in session for all schools, the student counts to determine the Add-On weighted counts should be obtained from the following ADE reports:

Add-On Category	ADE Report Name
K-3	Recalculated State Aid ADM Counts (ADMS 46-1)
LEP	Limited English Proficient (LEP) Students Served in Programs Under A.R.S. §15-754 (LEPS 10-1)
Children with Disabilities	Student Counts for Use in Budget Preparation (SPED 28)

(3) Laws 1999, 1st Special Session, Ch. 4, §10 increased the K-3 support level weight. Laws 1999, 1st Special Session, Ch. 1, §30 restricts the use of the additional monies and imposes certain reporting requirements. See instructions for more details.

(4) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SMR-R (Severe Mental Retardation-Resource)

(5) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SMR-SC (Severe Mental Retardation-Self-Contained)

(6) ED (Emotional Disabilities), MIMR (Mild Mental Retardation), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

CHARTER SCHOOL SIATech _____ COUNTY _____ CTD NUMBER _____

WORK SHEET C

FY 2000-01 BASE SUPPORT LEVEL (BSL)
(A.R.S. §15-943(3), A.R.S. §15-901(B)(2) as amended by Laws 2000, Ch. 48, §9)

		Increase (1)			
I.	FY 2000-01 Base Level Amount (1)	$36.02			$ 2,621.62
II.	Increase for 200 Days of Instruction (2)				+ $
III.	Subtotal	$36.02			= $ 2,621.62
IV.	Increase for Composite Score (3)				+ $
V.	Adjusted FY 2000-01 Base Level Amount	$36.02			= $ 2,621.62
VI.	Total Weighted Student Count (from Work Sheet B, line II)	443.520			x 443.520
VII.	FY 2000-01 BSL	$15,976			= $ 1,162,741
VIII.	Decrease for Federal and State Monies Received for M&O Purposes (4)				- $.
IX.	FY 1998-99 Non-Federal Audit Service Actual Expense (5)	$ _____	x 1.00	=	+ $
X.	Adjusted FY 2000-01 BSL (to Work Sheet E, line I)				= $ 1,162,741

NOTES:

(1) A.R.S. §15-901(B)(2) sets a base level amount for FY 2000-01. However, Laws 2000, Ch. 48, §9 provides that charter schools will receive additional monies if actual state general fund revenues exceed forecasted revenues. The Increase column should be used to calculate the amount the BSL (right column) has been increased based on such additional appropriations. (See instructions for details and applicable base level amounts.)

(2) A.R.S. §15-902.02 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter 5% of the base level amount (line I) on line II.

(3) A.R.S. §15-747 allows schools to increase the base level amount by a percentage equal to the composite score calculated by the Arizona Department of Education (ADE). The composite score is based on the results of standardized norm-reference achievement tests and parent quality surveys administered by the Arizona State Board of Education to a random statewide representative sample of pupils/parents. Statute prescribes a composite score of 0.00197, unless a higher score is calculated by ADE. After the test and survey samples are administered, enter the higher of the statutorily prescribed or ADE calculated composite score on the line below and multiply it by the base level amount (line III) to obtain the allowable increase in the base level amount. Enter the result on line IV.

_____ x $2,621.62 = _____

(4) Enter the amount received from federal or state agencies for basic maintenance and operation of the school (except for Title 8, P.L. 103-382). If the charter school was a district school in FY 1999-2000, and the Auditor General and ADE have determined that the charter school is operated for or by the same school district, include the BSL and additional assistance received for FY 2000-01 for pupils who were enrolled in the district school in FY 1999-2000. Do not include federal or state grants that are received for a specific purpose. This adjustment may result in a negative BSL. (A.R.S. §15-185)

(5) A.R.S. §15-914(F) allows schools to increase their BSL if audit costs will be incurred for the budget year. Enter the FY 1998-99 non-federal expenses for audit services on line IX and multiply that amount by the statutorily prescribed growth rate to obtain the allowable increase in BSL for the budget year. Enter the FY 1998-99 federal audit service expenses here.

$ _____

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET D

FY 2000-01 ADDITIONAL ASSISTANCE (A.R.S. §15-185(B)(4))

		K-8		9-12
I. FY 2000-01 Student Count (1)				300.000
II. Additional Assistance per Student Count	x $	1,204.67	x $	1,404.01
III. FY 2000-01 Additional Assistance	= $		= $	421,203
IV. Total FY 2000-01 Additional Assistance [III (K-8) + III (9-12)] (to Work Sheet E, line II)			$	421,203

NOTE:
(1) FY 2000-01 student count from Work Sheet B, col. 1,line 1.A.1 (K-8) and I.A.2 (9-12).

WORK SHEET E

EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-185(B)(4))

I. FY 2000-01 Adjusted Base Support Level (from Work Sheet C, line X)	$	1,162,741	(1)
II. FY 2000-01 Additional Assistance (from Work Sheet D, line IV)	$	421,203	
III. Total FY 2000-01 Equalization Base/Assistance (I + II)	$	1,583,944	(2)

NOTE:
(1) Amount may be negative as a result of the adjustment on Work Sheet C, line VIII.

(2) If amount is less than zero, enter zero.

WORK SHEET F

ADJUSTMENT FOR FY 1999-2000 200th-DAY ADM (A.R.S. §15-902.02)

(To be completed by schools who offered 200 days of instruction during FY 1999-2000, otherwise leave blank)

I. Total Actual FY 1999-2000 Equalization Base/Assistance (1)	$
II. Total Estimated FY 1999-2000 Equalization Base/Assistance (2)	$
III. Adjustment (I - II)	$
IV. Total FY 2000-01 Equalization Base/Assistance (from Work Sheet E, line III)	$
V. Adjusted FY 2000-01 Equalization Base/Assistance (III + IV)	$

NOTES:
(1) From FY 1999-2000 Budget Work Sheet E, line III based on 200th day student count.

(2) From final CHAR-55 report for FY 1999-2000 dated June 2000.

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET A

FY 2000-01 BASE SUPPORT LEVEL WEIGHTS (A.R.S. §15-943)

SUPPORT LEVEL WEIGHTS TO BE USED FOR:		K-8		9-12
Student Count 0.001-99.999 (1)				
Support Level Weight (2)		1.399		1.559
Student Count 100.000-499.999 (1)				
Student Count Constant		500.000		500.000
FY 2000-01 Student Count (1)	-		-	450
Difference	=		=	50.000
Weight Adjustment Factor	X	0.0003	X	0.0004
Support Level Weight Increase	=		=	0.02
Support Level Weight Constant	+	1.278	+	1.398
Support Level Weight (2)	=		=	1.418
Student Count 500.000-599.999 (1)				
Student Count Constant		600.000		600.000
FY 2000-01 Student Count (1)	-		-	
Difference	=		=	
Weight Adjustment Factor	X	0.0012	X	0.0013
Support Level Weight Increase	=		=	
Support Level Weight Constant	+	1.158	+	1.268
Support Level Weight (2)	=		=	
Student Count 600.000 or More (1)				
Support Level Weight (2)		1.158		1.268

NOTES:

(1) Student Count must be estimated student counts based on actual registration of students. Actual registration of kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 2000-01 report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day should be used. Schools that elect to provide 200 days of instruction will adjust their FY 2001-02 budget for discrepancies between the FY 2000-01 100th-day and 200th-day student counts. (Total K-UE and/or Total 9-US report is used for K-8 and/or 9-12)

(2) Column 1 to Work Sheet B, line I.A.1
Column 2 to Work Sheet B, line I.A.2

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET B

FY 2000-01 WEIGHTED STUDENT COUNT

(A.R.S. §15-943(2))

	FY 2000-01 Student Count		Support Level Weight (from Work Sheet A)		Weighted Student Count
I. A. K-12 Weighted Student Count (1)					
1. K-8		X		=	
2. 9-12	450.000	X	1.418	=	638.100
3. Total K-12 State Aid Student Count (I.A.1 + I.A.2)	450.000				638.100
B. Student Count Add-Ons (2)					
1. Hearing Impairment		X	3.341	=	
2. K-3 (3)		X	0.060	=	
3. LEP (Limited English Proficient)		X	0.060	=	
4. MD-R, A-R, and SMR-R (4)		X	4.235	=	
5. MD-SC, A-SC, and SMR-SC (5)		X	5.015	=	
6. Multiple Disabilities Severe Sensory Impairment		X	6.025	=	
7. Orthopedic Impairment (Resource)		X	3.868	=	
8. Orthopedic Impairment (Self-Contained)		X	5.641	=	
9. ED, MIMR, SLD, SLI, and OHI (6)	40.000	X	0.003	=	0.120
10. Emotionally Disabled (Private)		X	4.127	=	
11. Moderate Mental Retardation		X	4.244	=	
12. Visual Impairment		X	4.832	=	
13. Total Add-On Count (I.B.1 through I.B.12)	40.000				0.120
II. Total Weighted Student Count (I.A.3 + I.B.13)					638.220

NOTES:

(1) See Note (1), on Work Sheet A.

(2) Before the 100th day in session, schools may use estimated student counts based on actual registration of students to determine the Add-On weighted counts or counts may be left blank. After the 100th day in session for all schools, the student counts to determine the Add-On weighted counts should be obtained from the following ADE reports:

Add-On Category	ADE Report Name
K-3	Recalculated State Aid ADM Counts (ADMS 46-1)
LEP	Limited English Proficient (LEP) Students Served in Programs Under A.R.S. §15-754 (LEPS 10-1)
Children with Disabilities	Student Counts for Use in Budget Preparation (SPED 28)

(3) Laws 1999, 1st Special Session, Ch. 4, §10 increased the K-3 support level weight. Laws 1999, 1st Special Session, Ch. 1, §30 restricts the use of the additional monies and imposes certain reporting requirements. See instructions for more details.

(4) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SMR-R (Severe Mental Retardation-Resource)

(5) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SMR-SC (Severe Mental Retardation-Self-Contained)

(6) ED (Emotional Disabilities), MIMR (Mild Mental Retardation), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET C

FY 2000-01 BASE SUPPORT LEVEL (BSL)
(A.R.S. §15-943(3), A.R.S. §15-901(B)(2) as amended by Laws 2000, Ch. 48, §9)

		Increase (1)			
I.	FY 2000-01 Base Level Amount (1)	$36.02			$ 2,621.62
II.	Increase for 200 Days of Instruction (2)				+ $
III.	Subtotal	$36.02			= $ 2,621.62
IV.	Increase for Composite Score (3)				+ $
V.	Adjusted FY 2000-01 Base Level Amount	$36.02			= $ 2,621.62
VI.	Total Weighted Student Count (from Work Sheet B, line II)	638.220			x 638.220
VII.	FY 2000-01 BSL	$22,989			= $ 1,673,170
VIII.	Decrease for Federal and State Monies Received for M&O Purposes (4)				- $
IX.	FY 1998-99 Non-Federal Audit Service Actual Expense (5)	$ _____	x 1.00	=	+ $
X.	Adjusted FY 2000-01 BSL (to Work Sheet E, line I)				= $ 1,673,170

NOTES:

(1) A.R.S. §15-901(B)(2) sets a base level amount for FY 2000-01. However, Laws 2000, Ch. 48, §9 provides that charter schools will receive additional monies if actual state general fund revenues exceed forecasted revenues. The Increase column should be used to calculate the amount the BSL (right column) has been increased based on such additional appropriations. (See instructions for details and applicable base level amounts.)

(2) A.R.S. §15-902.02 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter 5% of the base level amount (line I) on line II.

(3) A.R.S. §15-747 allows schools to increase the base level amount by a percentage equal to the composite score calculated by the Arizona Department of Education (ADE). The composite score is based on the results of standardized norm-reference achievement tests and parent quality surveys administered by the Arizona State Board of Education to a random statewide representative sample of pupils/parents. Statute prescribes a composite score of 0.00197, unless a higher score is calculated by ADE. After the test and survey samples are administered, enter the higher of the statutorily prescribed or ADE calculated composite score on the line below and multiply it by the base level amount (line III) to obtain the allowable increase in the base level amount. Enter the result on line IV.

_____ x $2,621.62 = _____

(4) Enter the amount received from federal or state agencies for basic maintenance and operation of the school (except for Title 8, P.L. 103-382). If the charter school was a district school in FY 1999-2000, and the Auditor General and ADE have determined that the charter school is operated for or by the same school district, include the BSL and additional assistance received for FY 2000-01 for pupils who were enrolled in the district school in FY 1999-2000. Do not include federal or state grants that are received for a specific purpose. This adjustment may result in a negative BSL. (A.R.S. §15-185)

(5) A.R.S. §15-914(F) allows schools to increase their BSL if audit costs will be incurred for the budget year. Enter the FY 1998-99 non-federal expenses for audit services on line IX and multiply that amount by the statutorily prescribed growth rate to obtain the allowable increase in BSL for the budget year. Enter the FY 1998-99 federal audit service expenses here.

$ _____

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET D

FY 2000-01 ADDITIONAL ASSISTANCE (A.R.S. §15-185(B)(4))

		K-8		9-12
I. FY 2000-01 Student Count (1)				450.000
II. Additional Assistance per Student Count	x $	1,204.67	x $	1,404.01
III. FY 2000-01 Additional Assistance	= $		= $	631,805
IV. Total FY 2000-01 Additional Assistance [III (K-8) + III (9-12)] (to Work Sheet E, line II)			$	631,805

NOTE:
(1) FY 2000-01 student count from Work Sheet B, col. 1,line 1.A.1 (K-8) and I.A.2 (9-12).

WORK SHEET E

EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-185(B)(4))

I. FY 2000-01 Adjusted Base Support Level (from Work Sheet C, line X)	$	1,673,170	(1)
II. FY 2000-01 Additional Assistance (from Work Sheet D, line IV)	$	631,805	
III. Total FY 2000-01 Equalization Base/Assistance (I + II)	$	2,304,975	(2)

NOTE:
(1) Amount may be negative as a result of the adjustment on Work Sheet C, line VIII.

(2) If amount is less than zero, enter zero.

WORK SHEET F

ADJUSTMENT FOR FY 1999-2000 200th-DAY ADM (A.R.S. §15-902.02)

(To be completed by schools who offered 200 days of instruction during FY 1999-2000, otherwise leave blank)

I. Total Actual FY 1999-2000 Equalization Base/Assistance (1)	$ _____
II. Total Estimated FY 1999-2000 Equalization Base/Assistance (2)	$ _____
III. Adjustment (I - II)	$ _____
IV. Total FY 2000-01 Equalization Base/Assistance (from Work Sheet E, line III)	$ _____
V. Adjusted FY 2000-01 Equalization Base/Assistance (III + IV)	$ _____

NOTES:
(1) From FY 1999-2000 Budget Work Sheet E, line III based on 200th day student count.

(2) From final CHAR-55 report for FY 1999-2000 dated June 2000.

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET A

FY 2000-01 BASE SUPPORT LEVEL WEIGHTS (A.R.S. §15-943)

SUPPORT LEVEL WEIGHTS TO BE USED FOR:		K-8		9-12
Student Count 0.001-99.999 (1)				
Support Level Weight (2)		1.399		1.559
Student Count 100.000-499.999 (1)				
Student Count Constant		500.000		500.000
FY 2000-01 Student Count (1)	-		-	
Difference	=		=	
Weight Adjustment Factor	X	0.0003	X	0.0004
Support Level Weight Increase	=		=	
Support Level Weight Constant	+	1.278	+	1.398
Support Level Weight (2)	=		=	
Student Count 500.000-599.999 (1)				
Student Count Constant		600.000		600.000
FY 2000-01 Student Count (1)	-		-	
Difference	=		=	
Weight Adjustment Factor	X	0.0012	X	0.0013
Support Level Weight Increase	=		=	
Support Level Weight Constant	+	1.158	+	1.268
Support Level Weight (2)	=		=	
Student Count 600.000 or More (1)				
Support Level Weight (2)		1.158		1.268

NOTES:

(1) Student Count must be estimated student counts based on actual registration of students. Actual registration of kindergarten students should be divided by 2 to get estimated student counts for kindergarten. After the 100th day in session, the ADE FY 2000-01 report "Recalculated State Aid ADM Counts - ADMS 46-1" for the 100th day should be used. Schools that elect to provide 200 days of instruction will adjust their FY 2001-02 budget for discrepancies between the FY 2000-01 100th-day and 200th-day student counts. (Total K-UE and/or Total 9-US report is used for K-8 and/or 9-12)

(2) Column 1 to Work Sheet B, line I.A.1
Column 2 to Work Sheet B, line I.A.2

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET B

FY 2000-01 WEIGHTED STUDENT COUNT

(A.R.S. §15-943(2))

	FY 2000-01 Student Count		Support Level Weight (from Work Sheet A)		Weighted Student Count
I. A. K-12 Weighted Student Count (1)		X		=	
1. K-8		X		=	
2. 9-12	600.000	X	1.268	=	760.800
3. Total K-12 State Aid Student Count (I.A.1 + I.A.2)	600.000				760.800
B. Student Count Add-Ons (2)					
1. Hearing Impairment		X	3.341	=	
2. K-3 (3)		X	0.060	=	
3. LEP (Limited English Proficient)		X	0.060	=	
4. MD-R, A-R, and SMR-R (4)		X	4.235	=	
5. MD-SC, A-SC, and SMR-SC (5)		X	5.015	=	
6. Multiple Disabilities Severe Sensory Impairment		X	6.025	=	
7. Orthopedic Impairment (Resource)		X	3.868	=	
8. Orthopedic Impairment (Self-Contained)		X	5.641	=	
9. ED, MIMR, SLD, SLI, and OHI (6)	40.000	X	0.003	=	0.120
10. Emotionally Disabled (Private)		X	4.127	=	
11. Moderate Mental Retardation		X	4.244	=	
12. Visual Impairment		X	4.832	=	
13. Total Add-On Count (I.B.1 through I.B.12)	40.000				0.120
II. Total Weighted Student Count (I.A.3 + I.B.13)					760.920

NOTES:

(1) See Note (1), on Work Sheet A.

(2) Before the 100th day in session, schools may use estimated student counts based on actual registration of students to determine the Add-On weighted counts or counts may be left blank. After the 100th day in session for all schools, the student counts to determine the Add-On weighted counts should be obtained from the following ADE reports:

Add-On Category	ADE Report Name
K-3	Recalculated State Aid ADM Counts (ADMS 46-1)
LEP	Limited English Proficient (LEP) Students Served in Programs Under A.R.S. §15-754 (LEPS 10-1)
Children with Disabilities	Student Counts for Use in Budget Preparation (SPED 28)

(3) Laws 1999, 1st Special Session, Ch. 4, §10 increased the K-3 support level weight. Laws 1999, 1st Special Session, Ch. 1, §30 restricts the use of the additional monies and imposes certain reporting requirements. See instructions for more details.

(4) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SMR-R (Severe Mental Retardation-Resource)

(5) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SMR-SC (Severe Mental Retardation-Self-Contained)

(6) ED (Emotional Disabilities), MIMR (Mild Mental Retardation), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET C

FY 2000-01 BASE SUPPORT LEVEL (BSL)
(A.R.S. §15-943(3), A.R.S. §15-901(B)(2) as amended by Laws 2000, Ch. 48, §9)

		Increase (1)			
I.	FY 2000-01 Base Level Amount (1)	$36.02			$ 2,621.62
II.	Increase for 200 Days of Instruction (2)				+ $
III.	Subtotal	$36.02			= $ 2,621.62
IV.	Increase for Composite Score (3)				+ $
V.	Adjusted FY 2000-01 Base Level Amount	$36.02			= $ 2,621.62
VI.	Total Weighted Student Count (from Work Sheet B, line II)	760.920			x 760.920
VII.	FY 2000-01 BSL	$27,408			= $ 1,994,843
VIII.	Decrease for Federal and State Monies Received for M&O Purposes (4)				- $
IX.	FY 1998-99 Non-Federal Audit Service Actual Expense (5)	$ _____	x 1.00	=	+ $
X.	Adjusted FY 2000-01 BSL (to Work Sheet E, line I)				= $ 1,994,843

NOTES:

(1) A.R.S. §15-901(B)(2) sets a base level amount for FY 2000-01. However, Laws 2000, Ch. 48, §9 provides that charter schools will receive additional monies if actual state general fund revenues exceed forecasted revenues. The Increase column should be used to calculate the amount the BSL (right column) has been increased based on such additional appropriations. (See instructions for details and applicable base level amounts.)

(2) A.R.S. §15-902.02 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter 5% of the base level amount (line I) on line II.

(3) A.R.S. §15-747 allows schools to increase the base level amount by a percentage equal to the composite score calculated by the Arizona Department of Education (ADE). The composite score is based on the results of standardized norm-reference achievement tests and parent quality surveys administered by the Arizona State Board of Education to a random statewide representative sample of pupils/parents. Statute prescribes a composite score of 0.00197, unless a higher score is calculated by ADE. After the test and survey samples are administered, enter the higher of the statutorily prescribed or ADE calculated composite score on the line below and multiply it by the base level amount (line III) to obtain the allowable increase in the base level amount. Enter the result on line IV.

_____ x $2,621.62 = _____

(4) Enter the amount received from federal or state agencies for basic maintenance and operation of the school (except for Title 8, P.L. 103-382). If the charter school was a district school in FY 1999-2000, and the Auditor General and ADE have determined that the charter school is operated for or by the same school district, include the BSL and additional assistance received for FY 2000-01 for pupils who were enrolled in the district school in FY 1999-2000. Do not include federal or state grants that are received for a specific purpose. This adjustment may result in a negative BSL. (A.R.S. §15-185)

(5) A.R.S. §15-914(F) allows schools to increase their BSL if audit costs will be incurred for the budget year. Enter the FY 1998-99 non-federal expenses for audit services on line IX and multiply that amount by the statutorily prescribed growth rate to obtain the allowable increase in BSL for the budget year. Enter the FY 1998-99 federal audit service expenses here.

$ _____

BCS00068

CHARTER SCHOOL SIATech COUNTY _____ CTD NUMBER _____

WORK SHEET D

FY 2000-01 ADDITIONAL ASSISTANCE (A.R.S. §15-185(B)(4))

		K-8		9-12
I. FY 2000-01 Student Count (1)				600.000
II. Additional Assistance per Student Count	x $	1,204.67	x $	1,404.01
III. FY 2000-01 Additional Assistance	= $		= $	842,406
IV. Total FY 2000-01 Additional Assistance [III (K-8) + III (9-12)] (to Work Sheet E, line II)			$	842,406

NOTE:
(1) FY 2000-01 student count from Work Sheet B, col. 1,line 1.A.1 (K-8) and I.A.2 (9-12).

WORK SHEET E

EQUALIZATION BASE AND ASSISTANCE (A.R.S. §15-185(B)(4))

I. FY 2000-01 Adjusted Base Support Level (from Work Sheet C, line X)	$	1,994,843	(1)
II. FY 2000-01 Additional Assistance (from Work Sheet D, line IV)	$	842,406	
III. Total FY 2000-01 Equalization Base/Assistance (I + II)	$	2,837,249	(2)

NOTE:
(1) Amount may be negative as a result of the adjustment on Work Sheet C, line VIII.

(2) If amount is less than zero, enter zero.

WORK SHEET F

ADJUSTMENT FOR FY 1999-2000 200th-DAY ADM (A.R.S. §15-902.02)

(To be completed by schools who offered 200 days of instruction during FY 1999-2000, otherwise leave blank)

I. Total Actual FY 1999-2000 Equalization Base/Assistance (1)	$ _____
II. Total Estimated FY 1999-2000 Equalization Base/Assistance (2)	$ _____
III. Adjustment (I - II)	$ _____
IV. Total FY 2000-01 Equalization Base/Assistance (from Work Sheet E, line III)	$ _____
V. Adjusted FY 2000-01 Equalization Base/Assistance (III + IV)	$ _____

NOTES:
(1) From FY 1999-2000 Budget Work Sheet E, line III based on 200th day student count.

(2) From final CHAR-55 report for FY 1999-2000 dated June 2000.

Guajome Park Academy, Inc., Vista, California
A Member of the California New American High School Network

Guajome Park Academy (GPA) is a very unique public charter school sponsored by Vista Unified School District. The school is actually an educational cluster consisting of…

- The Plaza Learning Center: mainstream high school at the Vista Village Learning Plaza in Vista, currently serving 260 students in grades 9-12 in a day program 8 a.m.-3 p.m.;
- The Expeditionary Learning Center: alternative high school serving 200 students in grades 9-12 also located at the Vista Village Learning Plaza but meeting from 3 p.m.-9:00 p.m.; a small center also operates at the Antique Gas & Steam Engine Museum near the middle school.
- Somos Hermanas Unidas, a non-profit organization designed to serve at-risk students in the Colton, California area, with hours from 8:00 am to 9:00 pm.
- Job Corps Center Educational Programs: GPA operates Job Corps Center high school diploma in San Diego, San Bernardino, Sacramento, San Jose, Los Angels, and Long Beach, serving a total of 2100 high risk students.
- The GPA Middle School: mainstream middle school in Vista at the permanent site for the GPA complex to be completed next year; temporary facilities house 400 students in grades 6-8.

GPA was built on a solid foundation of research into how and why people learn. The school's mission—By connecting knowledge, thinking and experiences in an environment where all the world is a classroom, we are the school of choice for students who are committed to being responsible, thinking, communicating, and contributing citizens—is a carried out on a daily basis through a program that capitalizes on the sound educational strategies. The Guajome Park Academy approach is most like a "regular" high school but incorporating the following:

High expectations held in common for all students: All students study the same curriculum and take the same classes at GPA. Curriculum Varies from site to site. Curriculum for Plaza students for grades 9 and 10 follows the International Baccalaureate Middle Years Program, using high-bar world standards in English, a second language, science, mathematics, humanities, arts, technology, and physical education. Students in grades 11 and 12 choose from either the IB Diploma Program or the ACT Passport Program for their graduation standards. Curriculum for Job Corp Site students is aligned to California State Standards.

Interdisciplinary, project-based learning: The great majority of learning at GPA is experiential and student driven. Standards-based skills and knowledge are mastered by students through hands-on, interdisciplinary projects that require organization, metacognition, and the ability to work with others.

Authentic assessment: Students are promoted to the Senior Academy (grade 11) and graduated from GPA on the sole basis of their demonstration of mastery in the standards-based competencies. Mastery level is assessed through a portfolio presentation that includes physical or electronic evidence of the student's quality work and the presentation/defense of that learning.

Parental involvement: Parents are highly involved with their GPA students, signing an initial contract to provide 30 hours of support service/year and serve on the assessment team for their child(ren)'s portfolio presentation. Parents are significantly involved in policy-making at GPA; half of both the governing Board and the House Councils membership are parents elected by the parents.

Community involvement: Students use the community as their classroom, frequently being involved in projects that focus on current community issues. Community members make up the other half of the governing Board and participate in the annual Stakeholders' meeting.

Cycle of data-based continuous improvement: GPA collects and analyzes a wide variety of student and school performance data, including data on all items mentioned above and the normal standardized tests, graduation rates, etc. We also hold an annual stakeholders' meeting to present the hard data and look at possible responses—a type of school/community focus meetings. Stakeholders' feedback and questionnaire responses are passed to the Cornerstones groups, eight teams that study the data and develop recommendations based on the data trends; the recommendations then go to the Board for incorporation in the annual strategic plan.

New Education for the Workplace, Inc., operates Schools for Integrated Academics and Technologies, a nonprofit corporation, which is a subsidiary of GPA. Our main focus will be on providing a quality GPA high school diploma program to high-risk students at both Job Corps sites and non Job Corps sites in Arizona.

Job Corps is the nation's largest residential and nonresidential education and training program for disadvantaged youth. It is a time-tested program, touching the lives of 100,000 young people every year. It offers a comprehensive array of training, education and supportive services. GPA of California has provided a successful high school diploma program for students at various Job Corps sites for three years. Schools for Integrated Academics and Technologies will provide the same type of high school diploma to students in Arizona.

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WRITER'S DIRECT LINE
619-685-6426

E-MAIL ADDRESS
gmoser@foleylaw.com

CLIENT/MATTER NUMBER
190591-0139

December 1, 2000

To Whom It May Concern:

Re: Guajome Park Academy, Inc.

We have represented the Guajome Park Academy charter school since its initial approval and incorporation in 1994. During this period, we have watched this charter school grow successfully from a single campus to many. Its relationship with the Vista Unified School District, the chartering entity, has been and remains sound. This is evidenced by the district's willingness to make a district-controlled school site available for the charter's use, and its willingness to allow the charter to use the district's own eligibility to secure California school bond funds to construct a new school on this site. The district continues to provide fiscal services for the charter, but is not responsible for its budgeting.

Based on our experience, the charter has been, and is today financially sound, and its prospects for continued success are bright. Current management has improved financial management and administrative controls to a high standard.

We currently represent a large number of charter schools throughout California. We believe that Guajome Park Academy, Inc. is as financially sound as any charter school we work with.

If you would like more information about our experience with this charter, we would be happy to discuss it.

Sincerely,

Gregory V. Moser

017.151821.1

FOLEY & LARDNER

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Sincerely,

Gregory V. Moser

017.151821.1

Phoenix Job Corps Center

518 S. Third Street
Phoenix, Arizona 85004

phone: 602.254.5921
fax: 602.340.1965

www.phxjcc.org

August 15, 2000

To Whom it may concern:

As the former Center Director from Sacramento Job Corps, I had the rewarding opportunity to work closely with Guajome Park Academy. The Academy's performance has been excellent. As the new Center Director at the Phoenix Job Corps, I quickly encouraged the Academy to develop a location here. We have approximately 300 trainees who could benefit from the Academy; we also have ample space to facilitate their classrooms.

We are most eager to have Guajome Park Academy join us. If you have any questions, please do not hesitate to call me at 602-322-2871.

Sincerely,

Larry Deisler
Center Director

Phoenix Job Corps Center

518 S. Third Street
Phoenix, Arizona 85004

phone: 602.254.5921
fax: 602.340.1965

www.phxjcc.org

January 8, 2001

To Whom it may concern:

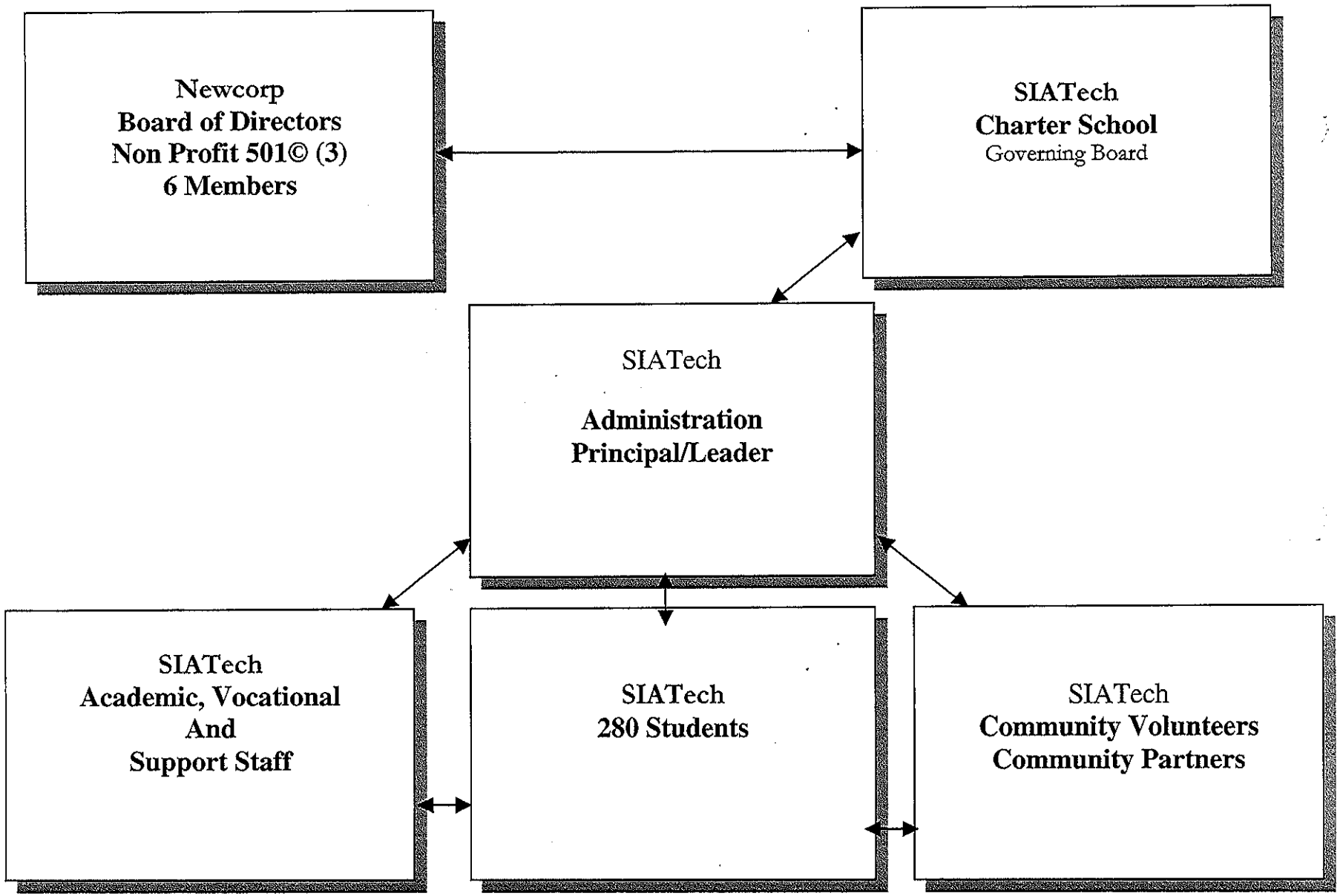
As the former Center Director of the Sacramento Job Corps, I had the rewarding privilege of working with the Guajome Park Academy Charter School. The program was located on Center and served sixty youth per day. I was, and remain impressed with their curriculum, professionalism and desire to serve their clients.

As the current Director of the Phoenix Job Corps, I strongly support Guajome Park Academy. If you have questions, please feel free to contact me at 602-322-3871.

Sincerely,

Larry Deisler
Center Director

School for Integrated Academics and Technologies (SIATech)
Corporate Organizational Chart



Newcorp Business Plan for School for Integrated Academics and Technologies

Table of Contents

I. Executive Summary
II. Marketing Plan
III. Management Plan
IV. Financial Plan
V. Strategic Plan

EXECUTIVE SUMMARY

Developing an Educated Citizenry for the 21st Century

The mission of SIATech is to educate all members to be responsible, thinking, communicating and contributing citizens of our nation who live and work in a global society. SIATech will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site and will perform service to the greater community.

The Marketing document represents our promises to our students and the outside world. The Management document represents our even-more-ambitious promises to ourselves. The Financial document provides a bridge between these aggressive goals and dreams, and the year-to-year, day-to-day, steps necessary to achieve them. Our final document is our Strategic document, which will provide models to help us turn this charter from paper into people. This is intended as a living document, not a rigid prescription, but a starting point for action and revision, which should be updated every year to reflect both new realities and expanded insights.

This business plan is divided into sections: Marketing Plan, Management Plan, Financial Plan and Strategic Plan. Inevitable financial pressures have driven much of our planning. Working backwards from A.D.M. funding levels and other revenues, one is forced to the realization that there is a "critical mass" enrollment to ensure that this kind of a program can be run self-sufficiently. For expository purposes, however, it is more understandable to begin, as we have here, with enrollment, with financial results and projections following as logical conclusions toward the end of the document. The remainder of this document describes:

- Our plans for enrollment;
- The facilities required to support that enrollment;
- The level and types of staffing required;
- The nature and content of our curriculum;
- How we will assess individual students and overall academic achievement;
- The integral role of community;
- Our approach to technology integration;
- The manner in which we govern ourselves; and
- Financial projections showing that our plan is fiscally responsible.

A final section refers the reader to related documents, such Vision and Mission statements, as well as our goals. To offset the challenges of initially limited A.D.M., will be managed through our close working relationship with federally funded programs. By working closing with our other government and business partnerships, we will have a waiting enrollment of several hundred students and probably 80 percent our first year facilities and improvement will be in place upon approval of the charter. Working closely with State of Arizona, Department of Education personnel, taking into account revenue formula, and other assumptions such as typical teacher salaries and other routine costs, we conclude that self-sufficiency (without dependency on grants for mere survival) will require that the school reach a critical mass enrollment of approximately 300 students in the high school program. This plan shows student enrollment reaching 450 pupils during the 2002-2003 school year, leveling off at around 600 in 2003. It shows revenues and expenses in the neighborhood of 2 to 3 million dollars per year by the year 2003.

This plan also shows strategies, milestones and a three-year timeline for implementation. The plan is based on modern research on human learning, including multiple intelligences theory, team-teaching, multi-age classrooms, and multi-disciplinary, project-based construction of knowledge. Above all, this document describes the shared mission of an educator-community of lifelong learners who believe that our society and world have changed, therefore our students need a more connected curriculum and state of the art tools in order to achieve and complete in our future world.

MARKETING PLAN

Target Market

SIATech will focus on educating young men and women at the high school level who may be endanger of not graduating while attending a traditional, comprehensive high school. Our product line is to educate these young students, to prepare them for the 21st century and to equip them with tools. These tools include:

- A knowledge base essential for lifelong learning,
- Wisdom to use knowledge well,
- Demonstrated abilities in key areas, responsibility, thinking, and contributing citizens,
- Task experience and performance standards that have value to students, parents, sponsors, employers, colleges, our community, and the world.

SIATech services include curriculum, instruction, community partnerships, and support for all students in:

- Humanities, English, fine arts, history and the social sciences,
- Mathematics, sciences and technologies,
- Health and wellness,
- Graduation/Post Graduation planning,
- Self-knowledge; ethics and social responsibility; community service/apprentice and internship,
- Guidance/faculty mentorship
- School and State based performance standards and assessment.

The primary SIATech customers are students, parents and sponsors. Important secondary customers are the business, colleges/universities and community agencies, which ultimately employ or work with our graduates.

There is little competition for students who are at risk of not graduating, due to the lateness of identification, and inflexible nature of a traditional high school setting and to the seemly impossible task of making up credits in a short period of time. SIATECH is designed to enhance student motivation, to provide the best curriculum and technology available in an educational setting that incorporates best practices, including brain-based research, integrated academics and a restructured educational organization.

Location Analysis

SIATECH plans for four locations throughout the state. Two of the locations will be on federal property with the remaining two located in Phoenix and in Tucson. The following is a timeline;

Location	Projected Opening Date	Remarks
Phoenix	2001	Administrative offices and classrooms
Phoenix	2001	Classrooms on federal property
Tucson	2002	Administrative offices and classrooms
Tucson	2002	Classrooms on federal property

Should other organizations express interest in our program, we would explore other educational settings.

Price Determination

Law prescribes revenues received by the State of Arizona, however we will apply for any grants and recognition programs that would benefit our students. On the other hand, the cost of operations per student is something we can control in a restricted educational setting. Through analysis and evaluation all programs can run more efficiently, thus allowing us to purchase State-of –the –Art technology equipment and software licenses.

Marketing Approach

Information about our program will need to reach other education institutions, families, and community. Flyers and brochures will be designed and distributed, a web site will be developed and visitations will be made to various high schools, districts and communities organizations.

MANAGEMENT PLAN

... To be at the cutting edge of educational reform, and to lead our schools and our community into the 21st century.

Responsibilities of the Governance Council

The Governance Council has the legal fiduciary responsibility for the well being of SIATech. It functions both by its own activity and by delegation to members of the charter community. It is a collaboration whose members share goals, responsibilities and leadership. The Governance Council holds ultimate responsibility for the outcomes of the school.

The Governance Council is specifically responsible for:

- Setting and monitoring the general and personnel policies of SIATech
- Approval and monitoring of SIATech's budget
- Hiring and contract negotiations for the school's staff

The term of office is normally two years, with staggered rotations for continuity. New members are selected near the beginning of the academic year, representing various constituencies as set forth in the charter. Decision-making is normally by consensus, with provisions for super-majority voting in the event of an impasse. The Council will take on various responsibilities in Standing Teams.

Standing Teams

Communications Team is responsible for facilitating communications at all levels: between students and staff, between parents and community volunteers, between staff and parents, and between the school and the external community (including the media).

Curriculum Team is responsible for defining the curriculum, comparing it to state frameworks and other guidelines, and identifying opportunities to enrich the content or format of instruction. It develops new materials in support of thematic, project-based, multi-disciplinary approach to learning. It is led by the Director, and draws on a variety of community resources, especially for such topics as art, and music.

Enrollment Team is responsible for recommending enrollment policies and procedures to the Governance Council. It handles questions from the community and prospective families regarding enrollment.

Finance Team is responsible for preparing budgets and supporting financial operations consistent with budgets. Liaison with grant writing teams. Led by the Director, this team may include parent volunteers with accounting and financial backgrounds. It compares forecasts to actuals, and presents recommendations regarding revenues and expenditures to the Governance Council. An auditor is hired periodically to perform an informal and formal, internal audit of the school's record-keeping.

Grant Team is responsible for investigating and then soliciting sources to fund specific financial needs. Prepares proposals with assistance from other teams as appropriate. Provides "boilerplate" materials and support for other teams preparing specific proposals, such as for technology R&D.

Parent Resource Team facilitates, coordinates and tracks parent volunteer hours. Identifies volunteer training needs, provides training opportunities, coordinates classroom representatives and coordinates Curriculum Interest Groups for the following curriculum areas: language arts, social studies, science, math, art, music, physical education, and music. In conjunction with the Resource Choreographer and Assessment Team, it reports the status of parent volunteer efforts at the SCCLC.

Staffing Team is responsible for managing policies and procedures relating to hiring and personnel issues. Ensures equitable recruiting and interviewing practices, screening and reference checks, compliance with applicable laws regulations, and encourages diversity. It helps to identify appropriate hiring teams to fill specific openings. In addition, it plans for comprehensive inservice and training of staff.

Technology Team coordinates meetings and volunteer work sessions involving technology, network infrastructure, and technical support. It makes recommendations regarding equipment and software purchases and installation, and communicates the need for specific volunteer activities relating to technology. It offers recommendations regarding curriculum integration, Internet connectivity, and appropriate use policies.

Responsibilities of Director

While the Governance Council sets strategic direction, the director is responsible for daily operations. The Director's duties resemble those of a traditional school Principal, but operating in a unique environment of community involvement and volunteer resources. These duties include leadership in curriculum design and pedagogical approach, as well as operational duties such as preparation of the annual budget for review by the Governance Council. The Director serves as the "Team Captain" for the school's staff of educators and administrative personnel.

FINANCIAL PLAN

SIATech uses its public funding to purse central budget priorities in a cost-effective way:

- Establish and maintain a 20-1 student teacher ratio,
- Engage students in extensive fieldwork,
- Develop and share community resources.

SIATech will achieve these financial results because it is a school of choice it can eliminate programs that do not promote or align with the instructional aims of its core business. As a Charter School, it is able to do many things for itself that are provided to other schools through more expensive central office operations. It can decide at the site level what is really important.

As an emerging high school program, SIATech is positioned to be a lighthouse school in redelivering a quality program at a bargain price. Its operational costs per student are competitive and will become more so with student growth. The Arizona Charter's market position also places it well for attracting specialized funding in science, math and technology.

Income Projections Based Enrollment, State Funding, First Three Years

Category	Year One	Year Two	Year Three
Enrollment Projection	300	450	600
Average Daily Attendance	95%	96%	97%
Projected ADM	300	450	600
Amount of Equalization	$5279	$5122	$4728
Projected Revenue	$1,680,944	$2,588,759	$3,323,779
Projected Carry Over	$171,284	$336,530	$501,693

Staffing Costs Detail

Items	Factors	Assumptions Notes
Classroom Teachers	15	Assuming 20 teachers/student
Clerical staff	2	one secretary, one student records clerk
Average Teacher Salary	32,000	
Health Insurance	2,400	Assuming $200/month average cost
Dental Insurance	360	Assuming $ 30/month average cost
Vision Insurance	-	Assumed in health insurance
State Retirement	8.25 %	of teacher and director salaries
Other Retirement	3.00%	of non-teacher salaries
FICA	6.45%	of non-teacher salaries
Medicare	1.45%	of all salaries
Workers Comp	1.25%	of all salaries
Unemployment Insurance	.5%	of all salaries
Substitute Days	10	days per teacher/year
Substitute Cost/Day	$100	

Developing basic facilities will be SIATech's greatest financial challenge. State and local resources for school buildings have not the met the need to house new students.

Interim Facilities will be the first order of business. Start up money will be used to lease 20 per cent of projected classroom space and administrative office space. The other 80 per cent of classroom space will be provided in a partnership with other community resources. Capital requirements for permanent facilities will initiate in a consortium for securing private and foundation funding through the development of a diversified funding base. Consortiums like the Jacobs Family Foundation and the Walter Foundation specializing in assisting non-profit, entrepreneurial efforts for both facilities and operations.

Strategic Plan

Our Vision
SIATech's vision is to prepare all of our students, in a safe and educationally rich environment, to flourish as responsible, ethical and productive citizens in an ever-changing world.

Mission
The mission of SIATech is to educate all members to be responsible, thinking, communicating and contributing citizens of our nation who live and work in a global society. SIATech will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site and will perform service to the greater community.

Goals
All students will meet or exceed State of Arizona standards.
All students will respect the uniqueness of individuals and their differences.
All students will use technology to expand their knowledge and influence beyond the classroom.
All students will share responsibility for directing and assessing their progress in curricular programs.

Strategies Used to Meet Goals

Standards
We will develop and implement standards, which are aligned to Arizona's Instrument to measure standards, supported by effective instructional strategies and resources and measured by comprehensive assessments.

Diversity
We will create educational programs which foster sensitivity to diversity and to the changing needs of our community.

Student Support
We will provide programs to assist all students in the State of Arizona Standards. In addition, we will provide state of the art technology and training for all our students.

Infrastructure
We will actively pursue and obtain the resources necessary to hire and develop our staff, support our educational programs and design, build and maintain safe facilities.

Staff Development
We will create and implement a comprehensive staff development program for all employees, which include needs assessment and program evaluation.

Communication
We will create and implement a comprehensive plan that engages students, parents, employees and other stakeholders in timely two-way communications.

Community Involvement
We will actively engage the community in providing opportunities for our students both in and out of the classroom.

MILESTONES AND TIMELINES, THREE YEAR PLAN

2000-2001

- Investigate legal qestion : can a Calif. Charter School own and operate a charter school in Arizona ?
- Submit Charter Appication by June 30th.
- Implement goverance structure ; develop and adopt Strategic Plan and Business Plan
- Develop comprehensive perfomance stadards/assessment master plan
- Initiate strategic alliances essential to product development ; area teacher education programs, charter school associations, business partnerships
- Secure funding to support interim facilities development
- Investigate interim facilities options and select best for school
- Form strategic alliances essential to facilities development : Federal Programs, parks, museums.
- Seek approval to operate a charter school for the 2001-21 school year.
- Begin recruitment of an administrator and office personnel.
- Write Charter, policy and procedures.
- Submit all paperwork need to conduct business in Arizona
- Secure use of facilities on Federal property and secure right to conduct « Open Enrollment on Federal property

2001-2002

- Open offices and lease classroom space by November
- Complete all tenant improvments by January
- Hire Administrator and office personnel by January
- Install data line to communicate with State Department of Education via telecommunications by March
- Register students and submit registrations to State of Arizona to build budget by May 29
- Establish governance structure by May
- Begin hiring staff by May
- Attract and maintain a successful and diverse student body of 280 students.
- Begin ordering equipment, texts, books, supplies, computers, software licenses by July
- Start traing staff on technology and curriculum by August
- Start school by September

2002-2003

- Bring Tucson program on line
- Increase base enrollment from 280 to 380 or more
- Complete Accreditation process
- Evaluate curriculum alignment to the State Standards.
- Contiue to explore new technology and promising educational practices.
- Develop a student recognition program
- Promote partnership involvement
- Apply for national recognition programs
- Apply for grants that would enhance the school
- Develop nad implement a student community service program
- Develop a student code
- Develop student exit portfolios
- Develop j »School to Career » program
- Develop a staff development training program for new staff

School for Integrated Academics and Technologies

Governing Board Responsibilities

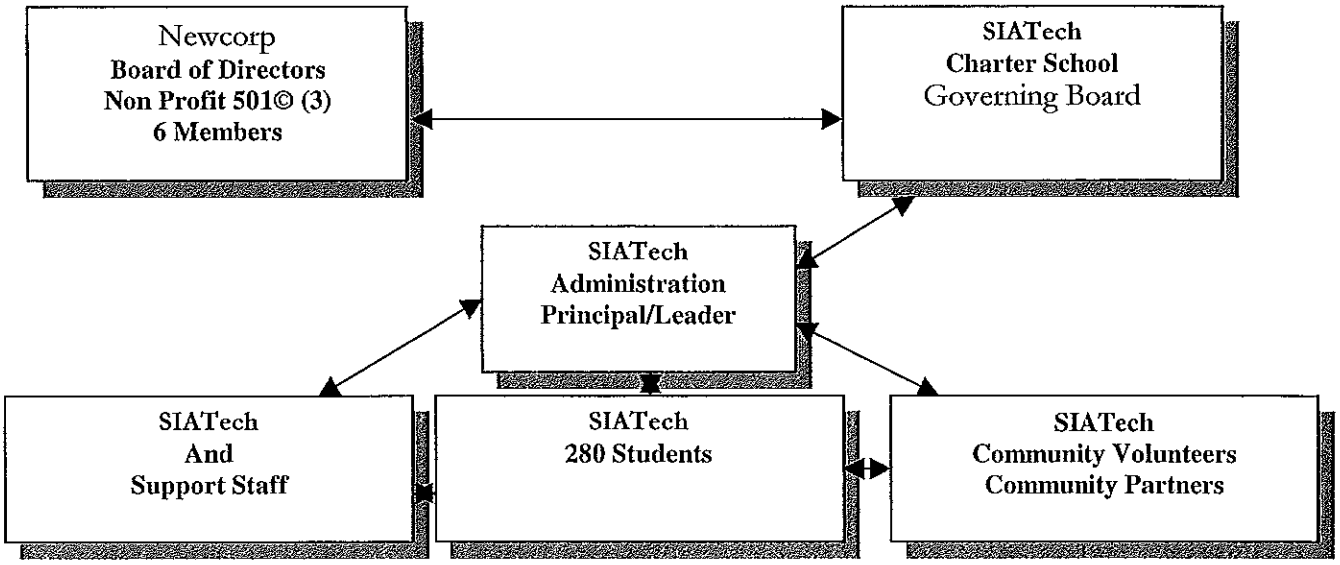
Statement of Assurances: The governing board of SIATech will conduct school business and other meetings as shall be held from time to time in full compliance with the Open Meeting Laws, which are I enforce, at the time of such meetings. Except where allowed for executive sessions wherein confidential information and decisions must be discussed regarding students, personnel, legal actions, and strategic business planning or other allowed purposes. It is the policy of SIATech Academy to include on its Governing Board such members as may be constructive, and who bring certain desired skills, knowledge, or abilities to program operations.

SIATech Governing Board Composition: The Governing Board shall be made up of six (6) members to include members of Newcorp, Inc. Board of Directors. The Lead Educational Officer of Newcorp will reside as the chair, and will ensure that all meetings are held in compliance with applicable open meetings laws such as: registration of open meeting posting locations with the secretary of state or other responsible authority, adequate notice of meetings, timely posting of meeting agendas and minutes and accurate recording of governing board procedures. A simple majority of governing board shall be a quorum.

Governing Board Functions and Duties:

1. Educational program Planning: The board shall establish Program Quarterly Review (PQR) procedures and Key Performance Indicators for the purpose of ensuring effective program operations. Education program reports will emphasize implementation of instructional methodologies, student assessment and achievement and overall program progress. Reporting areas shall include core academics, vocational education, and special education and student transition data.
2. Personnel Policies: The board may draft policies and procedures that support the mission of SIATech. The board shall review, revise and/or rescind policies on a regular basis. School administration shall implement board-adopted policies. It is the policy of SIATech to implement fair personnel practices in the operations of the school program.
3. School Operations: The governing board shall receive monthly reports on school finance, business, facilities and personnel practices. The board shall make decisions on program operations based on information provided; financial oversight, budget approval and projections and administrative guidance.
4. Grievance Resolution: The board shall hear and make final decision on grievances provided grievance procedures outlined in the grievance policies have been followed; all decisions made by the board concerning grievances are final.

SIATech Organizational Flow Chart:



Technology Plan

Technology is a key support for learning, not merely an end in itself.

The mission of the Schools for Integrated Academics and Technologies (SIATech) is to provide a quality, world-class education that ensures success for every student through excellence in teaching and learning. Technology is a key component in supporting the curriculum, communication and community, not merely an end in itself. Our goal is to build a curriculum and a school that exploits technology to the furthest extent, to open the doors for each child's exploration and development. This plan leads the way to building a learning community: a place where every teacher becomes a learner and every learner becomes a teacher.

Assurances

SIATech shall provide by August 2001, the necessary electronic capabilities to interface with the Arizona Department of Education Student Accountability Information System (SAIS). SIATech shall provide Internet access capabilities and service. SIATECH shall provide updated and reliable network services to its staff, students and clients.

Technology, Computer and Telecommunications Goals

SIATech's vision requires a significant commitment to telecommunications, computer applications and to capital equipment requirements. The school will pursue the following design features both with its interim and permanent facilities plans:

- Fiber optics: access to Internet, Worldwide Web, Class Net Software in each classroom,
- A ratio of one computer application station to every one student.
- Both centralized labs and dispersed technology hardware; notebook and laptop access for fieldwork, mobility and flexibility,
- Interconnectivity among all its satellite facilities,
- Construction of permanent facilities so that features of various buildings, the infrastructure, and environment serve as interactive textbooks in various curriculum,
- Partnerships with high tech companies will ensure state-of-the-art capital equipment exemplars at the school site and off-site real work intern placements.

Learners, Parents, Community and Staff Goals

In the future SIATech's technology will better facilitate the following tasks for these groups:

- Publishing school information and newsletters;
- Sharing family information;
- Preparing and submitting school assignments online;
- Development of Personalized Learning Plans and creation of enduring electronic portfolios; and alternative assessment
- Providing staff in-services on attendance, multimedia, CompAS curriculum, Accelerated and STAR reading, writing and math and MS software

SIATech draws on the resources of and shares its technology experience with the following entities:

- Corporate & Foundation Sponsors
- Arizona Association of Charter Schools and other Charter School Groups
- State of Arizona

- Technology Organizations & Associations

Some of the ways in which The Arizona Charter School technology will enrich these partners in the future include: collaborative learning projects with other schools; online mentoring; school-to-work programs; and professional development for our teaching staff.

Technology Plan Strategies

- Purchase computers, printers, DSL lines and appropriate software for office staff,
- Purchase computers, printers, scanners, TI lines, curriculum software and intranet for student use,
- Purchase laptops for teachers,
- Network all machines including printers, scanner,
- Establish a backup and software installation plan, and schedule and implementing them,
- Implement an Acceptable Use Policy so that it is readable and understandable by all members of the community,
- Help educators define an enforceable policy about malicious or playful computer use,
- Offer training for families on the use of e-mail and the Internet, and other technologies,
- Help staff maintain an inventory of installed and available equipment, (including special-use and portable equipment), and prioritize needs for new equipment,
- Implement policy about family loaner machines; implementing loan program accordingly,
- Advise staff, and teams about appropriate technology needs and uses,
- Develop long range plan for technology,
- Communicate to the community about status, needs, and accomplishments.

Computer Architecture for the School
SIATech views itself as an R&D site for technologies that will offer benefit for teaching and learning. Our school computers are networked in all classrooms using Class Net solutions and the office with a Local Area Network using MS. T1 lines will be dedicated to classroom use and the office will use a DSL Line for linking to the Arizona State Department of Education.

Security
Computer security at SIATech will consist of password-based login and an alarm system for physical security. With remodeling, it will be possible to improve the physical security of the servers and other equipment. Additionally, as our network connection stabilizes in the new configuration at SIATECH, a firewall will be established to prevent unauthorized access to sensitive records.

Personnel and Staff Development
Each staff member will have a Laptop computer and a Personalized Learning Plan, which includes some technology aspects (such as mastering new software or integrating a particular tool into a curriculum unit). We support the continuation of this form of staff development. In recruiting new staff, technology skills (or willingness to acquire them) are one factor among many, which are considered in evaluating candidates. A part-time technology support person will be hired to handle Server configuration, network operations, routine maintenance and equipment repair.

As the school population increases, a full-time Technology Coordinator will be hired to develop and implement short term and long-term goals that will support the administration and maintenance of the computer network, and all other technological disciplines used by SIATech. Duties would include:

- Maintain, Upgrade and Repair Hardware Inventory
- Maintain and Administer The Arizona Charter School Network
- Perform Preventive Maintenance on all Equipment
- Catalog and Upgrade The Arizona Charter School Software Library and Licenses

- Help Update the Technology Plan
- Consult on Technology Budgeting
- Support the Curriculum, Learners, and Educators
- Serve as Liaison between Technology Team and Staff
- Coach the Learner Tech Support Team
- Assist the Community in Accomplishing School-related Tasks

SIATech attempts to serve as a learning center for adults as well as children in the community. Volunteers with expertise often hold family Technology Events in particular areas. As a result, volunteers working in the classroom or on various teams are continually upgrading their skills. New families joining the community are made aware of the strong commitment to technologies such as email prior to enrolling their child.

Future Trends

We will continue to evaluate and incorporate new trends in technology, as they are appropriate to the curriculum and other learning tasks. Some emerging technologies of interest at this writing are:

- Wireless connectivity;
- MS Certification;
- CISCO Certification;
- Technology Internships;