

**APPENDIX A**  
**APPLICATION**  
**MATERIALS**



Arizona State Board for Charter Schools



- Dashboard
- Alerts
- Bulletin Board
- Charter Holder
- DMS
- Email
- Tasks
- Search
- Reports
- Help
- Other

## Replication Application

### Downloads

[Download all files](#)

**Note:** Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

### 1. Applicant Agreement

#### Application Agreement Information

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the replication application process or revocation after award. I understand that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("Board") within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the replication charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

#### Application Agreement Signature

Tanae Morrison 04/19/2019

### 2. Entity Information

#### Name of Charter Holder Entity Eligible for Replication

Morrison Education Group, Inc.

#### Name of Replication Model School

Sun Valley Academy

#### Name of Proposed Charter School

Sun Valley Academy Avondale

#### Will the replication charter be held by the existing entity?

Yes, the existing entity will hold the replication charter.

#### A: Entity and Corporate Principals

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

##### Name of Entity

Morrison Education Group, Inc.

##### Authorized Representative for Entity

- Tanae Morrison
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree

##### Authorized Representative Mailing Address

2675 West Baseline Road  
Phoenix, AZ 85041

##### County

Maricopa

##### Day Time Phone

6026924914

##### Fax

6022766298

##### Form of Organization

Non Profit Corporation

##### Entity Type

Domestic Corporation

##### Charter Principals Background Information

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

##### Charter Principals

- Tanae Morrison
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree
    - Current Charter Affiliations
- Juniper Chaffin
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree
    - Current Charter Affiliations
- April Beaty
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree
    - Current Charter Affiliations
- Rodney Jenkins
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree
    - Current Charter Affiliations
- Natasha Carr
  - 
  - 
  - 
  - Files:
    - Fingerprint Clearance Card
    - Affidavit
    - Background Information Sheet
    - Resume
    - Verification of Coursework/Degree
    - Current Charter Affiliations

##### Required Exhibits for A:

- [Download File — Arizona Filing](#)
- [Download File — Corporate Bylaws](#)

### 3. Governance Structure

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

##### How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

#### B: Governing Body

- Tanae Morrison (Charter Organization)
- Juniper Dery Chaffin (Community)
- Rachel Johnson (Community)
- Leannette Henagan (Community)

### 4. Education Service Provider

##### Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

#### C.1: Education Service Providers -- Contractual Relationship

##### Statement of Consistency

(No response)

##### What is the name of the ESP?

(No response)

##### Required Exhibits for C.1

No documents were uploaded.

#### C.2: Education Service Providers -- Governance Relationship

##### Statement of Consistency

(No response)

##### What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

##### Required Exhibits for C.2

No documents were uploaded.

### 5. Educational Plan

#### Target Population and Enrollment of New School

##### Statement of Consistency

- By checking this box, I understand and agree that the target population of the new school should be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below as a component of the Replication Application process.

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

##### Grades Requested for Replication Charter Contract

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

##### Enrollment Cap

900

##### Grades Served Year 1

K-3

##### Projected Enrollment Cap Year 1

360

##### Grades Served Year 2

K-4

##### Projected Enrollment Cap Year 2

450

##### Grades Served Year 3

K-5

##### Projected Enrollment Cap Year 3

540

**School Calendar Type**  
Standard

**Instructional Days**  
180

**Target Start Date**  
07/20/2020

**School Characteristics**

- Traditional

**Target Population and Enrollment of New School Narrative** — [Download File](#)

**Program of Instruction**

**Statement of Consistency**

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

**Mission Statement**  
Sun Valley Academy has made a commitment to provide each student with a quality education through high standards and high achievement. We foster a school culture in which teachers, students, and parents are active participants. Our pursuit of academic excellence is enhanced by family partnerships and the development of leadership skills. This dynamic combination motivates students to embrace life-long learning and to become productive members of our community. Sun Valley Academy empowers every student, every day, through high standards and high achievement.

**Program of Instruction Narrative** — [Download File](#)

## 6. Operational and Business Plan

**Operational Plan Narrative** — [Download File](#)

**Required Exhibits**

- [Download File](#) — Board Meeting Minutes
- [Download File](#) — Staffing Chart
- [Download File](#) — Enrollment Matrix

**Facility Acquisition for New School**

Has a confirmed facility been acquired for the new school?  
No (Complete Section D.2)

**D.1: Confirmed Facility**

**Address of Confirmed Facility**

**Required Exhibits for D.1:**  
No documents were uploaded.

**D.2: Planned Facility**

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.  
Avondale and I-10

**Planned Facility Narrative** — [Download File](#)

**Business Plan**

Does the financial performance of the Charter Holder meet the Board's financial performance expectations?  
Yes (Skip Section E)

**E. Business Plan for Expansion**

**Required Exhibits for E:**  
No documents were uploaded.

## 7. Additional Information

**Additional Information**  
Do not complete this section unless specifically directed to do so in the application being completed.

## Program of Instruction Narrative

1. Sun Valley Academy's philosophical approach to improving pupil achievement is aligned to the Professional Learning Community (PLC) model or theory of learning; and is the core tenant for daily systems of practice. Our curriculum, instruction, and assessment guidelines are rooted in the *Big Ideas of a PLC*, as advocated by DuFour: 1- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning. 2- We are committed to working together to achieve our collective purpose. 3- We cultivate a collaborative culture through the development of high-performing teams. 4- We assess our effectiveness on the basis of results rather than intentions; seeking relevant data and information to pronounce continuous improvement. Additionally, the curriculum, instruction, and assessment systems of practice are monitored closely with the four PLC guiding questions in mind: 1- What is it we expect them to learn? 2- How will we know when they have learned it? 3- How will we respond when they do not learn? 4- How will we respond when they already know it?

Since implementing this philosophy SVA has seen a strong academic growth and educator satisfaction. SVA has continued to demonstrate academic gains with has received the full 50% possible growth points in the school letter grade formula for the last two years. This philosophy will be in place at the proposed new school and is sure to yield strong results.

2. The SVA instructional staff utilizes *Beyond Textbooks (BT)* as an instructional pacing guide and resource for research-based materials. *Beyond Textbooks(BT)* is a comprehensive program aligned with Arizona State Standards in all content areas; and allows instructional staff to present content as prescribed by the state in an efficient and coherent manner. In addition to the resources in *BT*, the instructional staff uses the following resources and methodologies in response to curricular and student's needs: Spalding, DIBELS, IXL, Accelerated Reader, daily writing prompts, reading and math journals, guided reading, Daily Math Skills, and Scholastic News. Each classroom practitioner follows the Danielson Model for lesson design and execution to target and reach all students.

In conjunction with the Danielson Model for lesson design, classroom practitioners use student achievement data to drive varied instructional techniques such as: direct instruction, cooperative learning strategies, small group instruction, hands on activities; and reteach/enrich sessions. Additional opportunities for remediation of standards are provided to students through before/after school tutoring, intercession workshops, AzMERIT Boot Camp, and summer school.

3. Data shows that SVA's program of instruction has met the needs of the students served. SVA has shown an understanding of how to use data, strong school culture and a caring environment to meet the needs of its learners. Given that the replication school as very

similar student demographics, SVA will be able to replicate the program of instruction successfully. With strong systems of practice for curriculum, instruction, and assessment the proposed target population at the replication school will be fully equipped to meet and exceed proficiency goals.

4. SVA utilizes a variety of assessments to determine students' level of proficiency, academic gaps as well as strengths in learning. Criteria for proficiency of core content is leveled by the same performance indicators as the state: Highly Proficient, Proficient, Partially Proficient, and Minimally Proficient. All students' data is considered prior to promotion to the next grade. Assessment intervals occur at different times throughout year, and based on the following assessment types:
  - a) **Galileo:** Pre-test: within the first week of school; and Benchmark Assessments at the end of each quarter.
  - b) **DIBELS:** Beginning, Middle, and End of the year Benchmark Assessments; and ongoing classroom progress monitoring.
  - c) **AzELLA:** Beginning and mid-year as prescribed by the Arizona Department of Education.
  - d) **AzMERIT** and **AIMS Science:** In the spring, as prescribed by the Arizona Department of Education.
  - e) **District Formative Assessments:** At the end of an instructional cycle as outlined in *BT* (5, 10, 15, or 20-day standard); and a Data-Tracker is used to track student performance on the DFAs.
5. N/A

## Operational Plan Narrative

1. Sun Valley Academy's strategic growth plan calls for a total of three high quality K-8 schools within the next five years. The details include a site opening in the July 2020 and a third in July 2022. SVA will serve 900 students at each new campus. SVA has been prudent in its expansion goals to ensure a deep rooted educational philosophy, strong academic outcomes, and positive school culture and climate before seeking multiple school sites.
2. Over the last 10 years SVA has demonstrated the capacity to deliver a high quality academic program along with high operational standards. SVA desired strategic growth instead of growth just for the sake of growth. This entailed honing the academic and operational performance to a consistently high level before moving towards expansion and replication. The SVA educators learned that it was essential to define and deliver on its operational goals while serving a high needs student base. By taking a operational standpoint that called for evidence and evaluation SVA has been able to demonstrate consistent operational strength as evidence by years of consistently meeting operational standards set forth by the Arizona State Board for Charter Schools.

In a previous expansion SVA almost doubled enrollment in one school year. To compensate for this large increase, a comprehensive academic intervention program was put in place to help students who were not meeting proficiency. This included Saturday school, intercession classes, before and after school tutoring and academic camps. The lesson learned was that an incremental growth plan would be more beneficial beginning year one at the proposed school with grades K-3 and adding a grade level each year until reaching capacity. This incremental growth plan is detailed in the projected enrollment plan.

From recent expansion experience, SVA has also identified the need for additional construction time to allow completion of the proposed site. The additional time will lend itself towards a quality school campus and a reliable schedule for occupancy. This will also allow for parents and community members to see strong operational integrity and a smooth beginning for the proposed school. Applying these lessons learned from past expansion will help SVA minimize, if not altogether avoid, such challenges in the future.

3. SVA's plan to support the quality and long-term academic success of the replication school is to plant a nucleus of trained staff who carry with them the high academic standards of the Replication Model School. These staff members will become grade level and team leaders who will help train incoming staff to embrace the values and positive school culture that makes SVA so unique. This will be further reinforced through combined campus interactions, training, dialog, and feedback cycles. One of SVA's greatest strengths is that staff members embrace and protect the school culture and climate, readily identifying items or agendas that do not support our shared educational philosophy and school-wide goals.

Similarly, the operational strength of the replication school will be supported by key administrative team members from the Replication Model School being planted at the replication school. This brings a core of operational knowledge to the replication school. This is will be done without depleting the Replication Model School its foundation and administrative support creating a win-win for both sites.

SVA has met and exceeded its operational and financial goals to the extent that the current bond holder has already stated that they will fully fund the proposed campus. So the financial viability of the replication school is secure.

## Planned Facility Narrative

1. SVA has a strong understanding of the facility needed to serve the students at the replication school. SVA's new facility will be a single story building approximately 60,000 square feet on 7-12 acres with 28 classrooms, a cafeteria, gym, library, computer lab, special area rooms, nurse station, teacher work room, break room, offices, and ample outside play areas.
2. Because the replication school is projected to open in July of 2020, SVA has already begun the process of securing a facility in the proposed replication area. The timeline will include finalizing the facility space and necessary funding processes by August 2019. The facility will be complete by May of 2020, which will allow time to furnish and ready the new site for July of 2020.

## Target Population and Enrollment of New School Narrative

1. Sun Valley Academy (SVA) student enrollment is comprised of 48% male and 52% female learners. The ethnicity is 53% Hispanic/Latino, 30% Black/African American, 13% White/Caucasian, and 3% Asian/Pacific Islander. SVA has 6% in Special Education and 11% in English Language Learner programs. The average median income is \$51,883 within a three mile radius. The number of households where at least one parent holds a Bachelor's degree is 25.8%. The Free and Reduced Lunch rate is 69%.

Seventy-six percent of K-4 students entering in SVA are shown to be at or above proficiency in reading, and 80% of the same grade level grouping are at or above proficiency in math. However, of the grade 5-8 students entering SVA 38% and 25% are at or above proficiency in reading and math respectively. SVA is primarily a neighborhood school with 73% of its students living within a three mile radius, 14% in the three to five mile radius, and 12% greater than a five mile radius. SVA has a projected population growth of 10-15% within the next five years.

2. Through extensive diligence efforts, data shows that the target population of the proposed school should have approximately 52% Hispanic/Latino, 25% Black/African American, 20% White/Caucasian and 3% Asian/Pacific Islander. The average median income is \$50,000 within a three mile radius. The age 5-14 density at the proposed school is estimated between 250-500 persons per square mile with a projected growth change of 10-15% within the next five years. The number of households where at least one parent holds a Bachelor's degree is 25%. The Free and Reduced Lunch rate in the proposed school area is between 60-80%. Within a three mile radius there are six charter schools. Within the same radius there are three A-rated, five B-rated, and four C-rated K-8 schools. Therefore, students entering the proposed school will have similar academic performance to those entering the Replication Model School.

Similar to the Replication Model School, students attending the proposed school will come primarily from surrounding neighborhoods, with a small population of commuters attending also. There are at least 1000 new homes coming to the proposed area in 2019. The proposed school and Replication Model School are similar in target population, average median income, educational attainment of parents, free and reduced lunch rates, and academic performance. The proposed school may have 7-10% more White/Caucasian students than the Replication Model School. Otherwise the proposed school and the Replication Model School are remarkably similar due to intense demographic research. SVA has worked with a well-respected realty firm in the proposed site selection area. SVA is confident the target area will yield strong results through this replication effort.

3. SVA plans to meet each year's enrollment targets through a strategic marketing plan including a digital campaign with a contracted media/communications company. Media presentations that will be aired on television, radio and used on social media outlets such as Facebook, Instagram, Twitter, and the school website. SVA will deploy a highly qualified recruitment team. SVA will also utilize mailers within a three mile radius, a



referral program, neighborhood recruiting, and participation in local area community events. SVA will establish relationships with neighboring businesses and agencies to promote through those company's established client base with enrollment events hosted on their premises as permitted.

One of the most notable characteristics of Sun Valley that has caused continual enrollment growth is its commitment to relationships and a positive school culture. The enrollment plan includes a strategic school culture and climate component essential to replicating the strong academic and behavior expectations adhered to by students. The administrative and recruitment teams play key roles in this effort.

Sun Valley is a Leader In Me School and an active Lighthouse team will be in place to help incoming parents quickly learn the school leadership culture, support the vision of Sun Valley, and reinforce school expectations at home. These are elements the leadership of Sun Valley feels are essential to meeting enrollment targets. Sun Valley is committed to replicating its school culture by these trainings for students and staff, which will lead to continued enrollment targets being met.

The timeline for the enrollment targets will begin 12 months prior to opening with the media campaign and marketing to include the identified proposed school site and relationship building with local businesses. At nine months prior SVA will begin participating in local area community events and sponsorships to establish relationships with local residents. Signage will be in place at new site. At six months (January 2020) mailers and neighborhood recruiting will occur. SVA will establish a base at a nearby facility to begin enrollment. The proposed school campus will open in July of 2020.

4. Sun Valley Academy accepts scholars from all school districts as well as private schools. Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English Language, or athletic ability. Sun Valley Academy is a public school, so no tuition is charged to the scholar. Additionally, provided the scholar has transportation, there are no geographical limitations.

If, by the application deadline, the number of applications is less than or equal to the designated capacity, the applicants will be offered enrollment. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level or building, applicants will be selected for the available slots through an equitable selection process referred to as a lottery. After the application deadline, pupils for any remaining slots or on a waiting list will be accepted on a first come first serve basis. Sun Valley Academy will give enrollment preference to pupils who are children, grandchildren, or wards of employees, pupils returning to the school, siblings of pupils already enrolled provided all reenrollment paperwork is completed by the announced deadline. Documents in the enrollment packet include enrollment form, Emergency Information and Immunization Record Card, birth certificate or alternative documentation, Arizona Residency Documentation Form, Home Language Survey Form, No Child Left Behind Form, and a parental consent form.

**Morrison Education Group, Inc. DBA Sun Valley Charter School  
Governing Board Meeting  
2675 W. Baseline Rd.  
Phoenix, AZ 85041  
February 19, 2019  
6:00 pm**

Posted: February 15, 2019

**MEETING MINUTES**

1. Call to order- At 6:12 pm. Motioned by T. Morrison. Seconded by R. Johnson. Unanimously approved. Vote: J. Chaffin-yes, T. Morrison-yes, L. Henagan-yes, R. Johnson-yes.
2. Determine quorum- Present: J. Chaffin, T. Morrison, L. Henagan, R. Johnson. Absent: None. Determined quorum.
3. Adopt agenda-Motioned by T. Morrison. Seconded by L. Henagan. Vote: J. Chaffin-yes, R. Johnson-yes, T. Morrison-yes, L. Henagan-yes. Approved.
4. Minutes and vouchers for approval-Meeting minutes and vouchers for approval. Board reviewed and discussed. Motioned by T. Morrison. Seconded by J. Chaffin. Vote: J. Chaffin-yes, T. Morrison-yes, R. Johnson-yes, L. Henagan-yes. Approved.
5. Formative Data- T. Morrison presented Galileo quarter 3 data for review and discussion. The board also discussed intercession needs including student selection and staff facilitating.
6. Staffing needs 2019-2020-T. Morrison shared the recommended staffing for the 2019-20 school year. Board discussion.
7. Budget 2020-T. Morrison presented a draft of the 2020 budget workbook fore review and editing.
8. Proposed new campus-T. Morrison informed the board that SVA meets ASBCS requirements for replication and requested permission to pursue a second school campus including a replication application, land acquisition, bond financing, and staffing. Board discussion. Motioned by J. Chaffin. Seconded by L. Henagan. Vote: J. Chaffin-yes, R. Johnson-yes, T. Morrison-yes, L. Henagan-yes.
9. Call to the Public- No comments.
10. Adjournment--8:11 pm. Motioned by J. Chaffin. Seconded by T. Morrison. Vote: J. Chaffin-yes, T. Morrison-yes, R. Johnson-yes, L. Henagan-yes. Approved.

**ALL ITEMS ON THE AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS AGENDA**

**Disabled persons in need of special accommodations should contact Dr. Tanae Morrison at (602) 692-4914 at least 24 hours prior to the scheduled meeting time.**

Pursuant to Arizona Revised Statutes ("A.R.S.") § 38-431.02, notice is hereby given to the members of the School Board of Morrison Education Group, Inc. and to the general public that the School Board will hold a meeting, open to the public as specified below. The School Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time.

Pursuant to A.R.S. §§38-431.03.A.1-A.7, the School Board may go into Executive Session, which will not be open to the public, concerning any item on the agenda, for discussion, consideration or consultations: (1) of employment issues related to a public officer, appointee or employee; (2) of records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law; (3) for legal advice with attorneys; (4) with attorneys regarding contract negotiations, pending or contemplated litigation or settlement discussions; (5) regarding negotiations with employee organizations; (6) regarding international, interstate or tribal negotiations; or (7) regarding negotiations for the purchase, sale or lease of real property.



## Arizona State Board for Charter Schools

### Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school

Directions:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.

Proposed School Name:			
Sun Valley Academy Avondale			
Number of Students			
Grade Level	Target - FY 21	Target - FY 22	Target - FY 23
Kindergarten	90	90	90
1 <sup>st</sup> Grade	90	90	90
2 <sup>nd</sup> Grade	90	90	90
3 <sup>rd</sup> Grade	90	90	90
4 <sup>th</sup> Grade		90	90
5 <sup>th</sup> Grade			90
6 <sup>th</sup> Grade			
7 <sup>th</sup> Grade			
8 <sup>th</sup> Grade			
9 <sup>th</sup> Grade			
10 <sup>th</sup> Grade			
11 <sup>th</sup> Grade			
12 <sup>th</sup> Grade			
<b>Total Enrollment</b>	<b>360</b>	<b>450</b>	<b>540</b>



## Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

<b>Proposed School Name: Sun Valley Academy West</b>			
<b>Position</b>	<b>Number of Staff Members</b>		
	<b>Anticipated—FY21</b>	<b>Anticipated—FY22</b>	<b>Anticipated—FY 23</b>
Administration	4.5	5	5
<b>Teachers/Instructional Staff</b>			
Kindergarten	3	3	3
1 <sup>st</sup>	3	3	3
2 <sup>nd</sup>	3	3	3
3 <sup>rd</sup>	3	3	3
4 <sup>th</sup>	0	3	3
5 <sup>th</sup>	0	0	3
6 <sup>th</sup>	0	0	0
7 <sup>th</sup>	0	0	0
8 <sup>th</sup>	0	0	0
9 <sup>th</sup>	0	0	0
10 <sup>th</sup>	0	0	0
11 <sup>th</sup>	0	0	0
12 <sup>th</sup>	0	0	0
Specialty Staff (Music, Art, PE, etc.)	3	3	4
Special Education	0.5	1	1.5
Paraprofessional	1	2	2
<b>Additional Staff</b>			
List title: Instructional Coach	0	1	1
List title: Office Staff	2	2	2
List title: Lunch Staff	4	4	4
List title: ELL Coordinator	1	1	1
<b>Total Number of Staff Members</b>	<b>28</b>	<b>34</b>	<b>38.5</b>