



COLORADO CHARTER SCHOOL GRANT PROGRAM

Academy for Advanced & Creative Learning

(Name of Charter School)

\$149,968 amount requested this budget year
approx. 150 students this school year



ACADEMY FOR ADVANCED & CREATIVE LEARNING (AACL)



Colorado Department of Education – Charter School Program

I. Charter School Information

1. Name of School

Academy for Advanced & Creative Learning (AACL)

2. Mailing Address: Street, City, State, Zip

4419 Centennial Blvd., #234, Colorado Springs, CO 80907

3. Contact Person/Administrator

Diane Kricker, Grant Administrator Contact

4. Phone Number

719-260-0407

5. Fax Number

719-434-9696

6. E-mail Address

dianekricker@academyacl.org

II. Authorizer (LEA) Information

7. Authorizer

Colorado Springs School District 11

8. Mailing Address: Street, City, State, Zip

1115 N. El Paso, Colorado Springs, CO 80903

9. Contact Person/Authorized Representative

Chris Dale

10. Phone Number

719-520-2363

11. Fax Number

719-520-2386

12. E-mail Address

daleca@d11.org

13. Authorizer Superintendent/Executive Director

Dr. Nicholas Gledich

14. Authorizer Board President

Tom Strand

III. Required Information

15. Year School Started

2010

16. Year Charter Expires

2014

17. Past Charter School Grant Program Funding

Year 1: 0 Year 2: 0

18. Met Adequate Yearly Progress during the previous school year

Yes No N/A X

19. Percentage of Students Qualifying for Free or Reduced Lunch

anticipated 12-25%

20. Percentage of Students with an Individualized Learning Plan

unknown at this time

21. Oct. 1 Count or Projected Enrollment

2007-08: Total: 0 Grades K-5: 0 , Grades 6-8: 0 , Grades 9-12: 0

2008-09: Total: 0 Grades K-5: 0 , Grades 6-8: 0 , Grades 9-12: 0

2009-10: Total: 0 Grades K-5: 0 , Grades 6-8: 0 , Grades 9-12: 0

22. Federal Program Funds the Charter School Will Be Applying For (check with your school district to understand how these funds may be or are available to your charter school):

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, Part A: Safe & Drug-free Schools and Communities
- Title V, Part A: Innovative Education Programs
- Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)

23. Amount Requested (all 3 years should be completed – either list amount actually awarded or amount budgeted for the current year and/or future years).

Year One (Startup): \$149,968

Year Two (Implementation): \$149,905

Year Three (Implementation): \$149,840

IV. Certifications

Charter school/school district partnerships that accept funding through the Colorado Public Charter School Grant Program agree to the following certifications: *Read and check*

1. The applicant possesses the legal authority to apply for this grant, a resolution or motion has been adopted by the applicant's governing body which, authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Authorized Grant Contact to act in connection with the application and to provide additional information as may be required.

2. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Colorado Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.

3. Recipients will comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.

4. Recipients will comply with all provisions of the Nonregulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.

5. Recipients will ensure that at least one person from the charter school will

subscribe to the CDE Charter Schools E-mail Listserv for the life of the charter.

6. The charter school recipient has provided the school authorizer with "adequate and timely notice" of this grant application.

7. Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.

8. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable law (P.L. 107-110, section 5208).

9. Recipients shall ensure that students enrolled in the charter school will be taught the United States Constitution on September 17th, Constitution Day.

10. Recipients will comply with all provisions of the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), Privacy of Assessment Results, and School Prayer [P.L. 107-110].

11. LEA recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.

12. Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30, 2010 unless an extension is requested by June 1, 2010.

13. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.

14. Recipients will submit a revised budget narrative and budget to the Schools of Choice Unit staff within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice Unit staff.

15. Recipients understand that if any findings of misuse of grant funds are

discovered project funds must be returned to the Colorado Department of Education and that CDE may terminate a grant award upon 30 days notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.

☑ 16. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation; should the charter school close the LEA agrees to notify the Schools of Choice Unit at CDE of the reason for closure and agrees to notify the Schools of Choice Unit regarding the disposition of assets purchased by this grant.

☑ 17. Recipients shall ensure that none of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P.L. 107-110, section 9526).

☑ 18. LEA recipients ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school under the transfer of the student from a charter school to another public school, in accordance with applicable state law (P.L. 107-110, section 5208).

☑ 19. Recipients understand that the state will own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.

☑ 20. Recipients will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the subgrantee.

Note: The No Child Left Behind Act, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)] states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

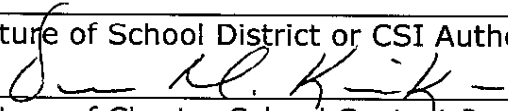
V. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in section IV. above.

Signature of School District Superintendent or Charter School Institute Executive Director

Signature of School District Board of Education President or Charter School Institute Board President

Signature of School District or CSI Authorized Representative



Signature of Charter School Contact Person/Administrator

V. Certification by Charter School Governing Board

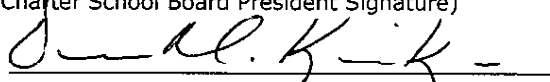
The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements: will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.

Scott Marcy
(Charter School Board President Name Printed)


(Charter School Board President Signature)

Diane Kricker
(Charter School Authorized Representative Name Printed)


(Charter School Authorized Representative Signature)

1. Executive Summary and Project Goals

A. Executive Summary

Educational Program

The Academy for Advanced and Creative Learning (AACL) will offer a rigorous and challenging K-8 program specifically designed for the needs of advanced, creative, gifted, and twice-exceptional learners who require flexible programming with an accelerated pace and increased complexity, and all students seeking the opportunity to grow in a challenging and supportive environment. AACL will use the three-fold Integrated Curriculum Model (ICM) of advanced academic content based on the use of diagnostic, Colorado standards-based pre-assessments to set individual learning goals; differentiated process and product with authentic student research; and universal themes such as systems, patterns, and change to connect ideas throughout school-wide core and encore (specials) disciplines. The school will be the first public school in the area to offer full-day K-3 gifted education programming.

School Community

The school will be located in Colorado Springs School District 11 (D11), in the building that previously was home to Pike Elementary School; however, the targeted geographic region includes learners from school districts around the Pikes Peak area. D11 alone serves approximately 3,000 identified gifted students in K-12. A community survey conducted by AACL indicates that, for this target population, student-need is generally a higher priority than geographic location. Enrollment the first year is targeted at 150-160 students in 5 divisions (K, 1/2, 3/4, 5/6, 7/8); by year three, AACL expects 220-250 full-time plus up to 26 partially-enrolled (homeschooled) students. As of February 18, 2010, 137 students are formally enrolled and an additional 52 have indicated intent to enroll.

Origin

In September 2008, a small private school specializing in gifted education closed. Parents and teachers from the former Renaissance Academy recognized a continued need for this type of program and began strategic planning, community meetings, and survey analysis. Feedback included families, local community members, principals, gifted education specialists, university instructors, and District 11 personnel. A steering committee began the charter application process for the 2010-2011 year to create a tuition-free public school to provide the opportunity to serve a much broader base of students. Additionally, the Steering Committee wanted to serve the national gifted community by reinforcing the idea that giftedness is found in every ethnic and socio-economic level. It also provides for the needs of the rest of the educational community as gifted educational techniques often become adapted over time for the general population.

Key Founders

- *Scott Marcy* is a parent serving as Board President. He uses his expertise as a software engineer for Apple Inc., as a writer of educational software, and as a co-founder of a private preschool to guide the group in various aspects of school startup, with an emphasis on technology.
- *Alan Worster* is a parent serving as Board Treasurer. He lends his expertise with non-profits and parent coordination, as well as his lab safety background, to financial, communication, and science aspects of the school.
- *Nikki Myers, MA*, is a parent and teacher serving on the Steering Committee. With a background in curriculum and instruction, she provides expertise for the gifted and creative education curriculum along with the educational research to support the program.

- *Diane Krickler*, MBA, is a parent serving on the Steering Committee and is the official grant contact. She brings a background as a senior professional in human resources and as an OSHA Compliance Administrator to the AACL community.
- *Elisabeth Kaegi*, MA, is a parent serving on the Steering Committee. She is currently homeschooling, and will bring this expertise as well as her background as a classroom and parent organization volunteer to the school.
- *Tim Wood*, BS, is a parent serving on the Steering Committee. He brings diverse experience including systems engineering and web application development as well as editing poetry collections, writing poetry, and creating visual arts for local shows.
- *C.J. Anderson*, BS, MBA, is a vacation specialist with Carnival Cruise Lines. He has over twenty years of experience working in non-profit private schools as both a direct employee and as a consultant in the areas of strategic planning, public relations, student recruitment, finances, database management, and fundraising.
- *Julie Ott*, MA, is a parent serving as Board Secretary. She has experience with twice-exceptional children, has worked in the non-profit and environmental fields, and currently volunteers with various organizations, including scouting and the League of Women Voters.
- *Doug Larkey*, BA, is a parent and educator. He brings his expertise as an Instructional Technology Specialist in Harrison District Two to assist with professional development targeting integrating technology into the classroom for curricula and assessment.

Vision and Use of Funds

AACL's vision is "We will create an academic home for advanced and creative learning, cultivate personal and standards-based excellence and leadership ability, and serve as a resource center for the gifted community of the Pikes Peak region."

As an open-enrollment K-8 school, AACL will offer *more* students the opportunity to work with teachers trained to use very high-level questioning, content, and instructional methodologies. While critical for the success of gifted children, research supports the idea that typical learners and even those with a learning difficulty in a particular area can demonstrate much higher achievement than might be expected when provided such a learning environment.¹

The school will use CDE Grant funds to purchase books and materials to support the curriculum; technology infrastructure for servers and the telephone system; furniture and equipment to equip classrooms, specials rooms, and other student areas; and professional development to support teachers and administrators in startup activities, lesson plan development, and other essential skills.

B. Project Goals

Project 1. Differentiated Curriculum

Goal 1. 75% of all AACL students will show at least one year's growth or more in one year's time in mathematics, reading, and writing in the first two years of operation as measured by nationally norm-referenced, criterion-referenced, and curriculum-based assessments including NWEA:MAP (Northwest Evaluation Association's Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), CSAP (Colorado Student Assessment Program), and CBM (Curriculum-Based Measurement).

Goal 2. In year one, prior to opening for the 2010-2011 school year, provide 11 classrooms with materials for differentiated curriculum and materials for language arts, math, science, Spanish, art, music, physical education, and AACL LifeSkills™ in sufficient quantities to support expected first year enrollment of 150-160 students across K-8 grade levels. Math

curriculum includes Everyday Math and Project M3. The language arts curriculum includes materials from the Junior Great Books, Michael Clay Thompson, and College of William and Mary. The science curriculum includes the College of William and Mary materials. The AACL LifeSkills™ Curriculum addresses 21st century skills including interpersonal communication, cooperation, conflict management, decision-making, problem solving, and teamwork. Purchase additional materials in years two and three to support enrollment growth to 250 students.

These goals will help the school meet CSAP and AYP target of 100% proficiency in reading and mathematics by 2014.

Project 2. Technology

Goal 1. In year one, prior to the 2010-2011 school year, purchase and install server and network infrastructure, as outlined in the technology plan, to support individual student data tracking over time, NWEA:MAP, personal learning plans, teacher reporting, and D11 data interface.

Goal 2. In year one, prior to opening for the 2010-2011 school year, purchase and install a mobile computer lab to accommodate a classroom of 25 students to access MAP testing and curriculum related resources. In year two, purchase an additional mobile computer lab for 25 students plus purchase 32 desktop computers (four per regular classroom) for student use. In year three, purchase 12 more desktop computers for three additional regular classrooms, and two additional mobile computer labs, each for 25 students.

Goal 3. In year one, prior to opening for the 2010-2011 school year, purchase 12 laptops for 11 teachers plus the Special Education teacher, one laptop for the Academy Director, and two desktops, one each for the Administrative Assistant and Business Manager. At the end of year two, purchase an additional four laptops for four additional teachers. At the end of year three, purchase three laptops for three additional teachers.

Goal 4. In year one, prior to opening for the 2010-2011 school year, install a VoIP (Voice over IP) telephone system and phones for 14 classrooms, administrative office, and teachers' lounge for cost-effective and timely communication internally and externally. Install eight additional phones in year two.

Project 3. Facilities/Furnishings

Goal 1. In year one, prior to opening for the 2010-2011 school year, procure facilities and furnishings necessary for efficient school operations of eight classrooms and three specials rooms, including non-traditional seating for kinesthetic learners. In year two, AACL will furnish four additional classrooms. In year three, AACL will furnish three additional classrooms.

Project 4. Professional Development

Goal 1. During year one, all teachers will attend training in AACL curriculum, MAP and school specific assessments and reports, and the CDE Standards Based Instruction and Assessment offering. Repeat this required training for all new teachers in years two and three.

Goal 2. In year one, prior to opening for the 2010-2011 school year, purchase materials for a professional teacher library of resources for classroom management and gifted learners including applicable subscriptions. Continue subscriptions in years two and three.

Goal 3. In year one, prior to opening for the 2010-2011 school year, use a "train the trainer" model to provide training and materials for academic testing. Sustain this model for training in years two and three.

Goal 4. In year one, prior to opening for the 2010-2011 school year, provide professional development for all teachers and staff in the effective use of installed technology (computers,

data system, phone system) for student related administrative and instructional tasks. Repeat the training in years two and three for new teachers and staff.

2. Project Budget Narrative

As a new school, AACL will utilize the CDE Charter Grant Program funds to support four main projects to provide materials, equipment and training for its differentiated curriculum, technology plan, facilities and furnishings, and professional development plan.

Project one will focus on the provision of differentiated curriculum to support the needs of a gifted, creative, and twice-exceptional student population. AACL will use the research-based Integrated Curriculum Model with best practices tailored to its population. This budget will ensure that teachers have research-based, differentiated materials from which to enable every student to have at *least* one year's growth each year, to enable all students to meet proficient CSAP levels, and to have students receiving advanced scores in their areas of giftedness.

Project 1- Differentiated Curriculum	Year One	Year Two	Year Three
Reading and writing materials to support differentiated curriculum for 160 students in grades K-8, including materials from William & Mary, MC Thompson, SRA Imagine It!, Navigator Teaching Units, The Writing Workshop, Jacobs Ladder, and classroom dictionaries.	\$11,097	\$4,316	\$15,546
Core math curriculum for 160 students from Everyday Math, including student materials, classroom resource kits, manipulatives, and calculators. Materials support grades K-8 plus advanced math including geometry, advanced algebra, statistics, trigonometry, and pre-calculus.	\$17,146	\$1,575	\$7,750
Supplemental math curriculum and materials for 160 students grades K-8.	\$3,300	\$2,109	\$4,418
Junior Great Books curriculum and materials	\$3,286	\$2,543	-
Leveled readers	-	\$15,813	-
History/social sciences curriculum and materials (books, maps, globes, etc.)	\$943	\$310	\$7,336
Science curriculum and materials (books, microscopes, photo libraries, lab drawers, dissection kits)	\$1,925	\$710	\$9,595
Encores (art, music, Spanish, PE) materials (includes Rosetta Stone software in year 2, music hand bells and chimes in year 3)	\$1,911	\$6,471	\$20,122
Special Education test kits and materials	\$2,989	\$1,830	
LifeSkills™ support curriculum and materials (Bully Free materials)	\$314	-	\$213
Classroom accessories and supplies (tape dispensers, staplers, filing, storage drawers, timers, etc.)	\$1,676	\$1,246	\$1,893
General differentiated curriculum support (includes general purpose software, games, and multi-age differentiated curriculum kits)	-	\$11,319	\$5,044
Total	\$44,587	\$48,242	\$71,917

The College of William and Mary (W&M) has designed numerous research-based curricular materials through its Center for Gifted Education, and AACL has built several of these materials into its design. AACL will build upon Colorado state standards with Everyday Math, and enrich it with additional research-based supplements. AACL's reading and writing curriculum uses

Colorado standards as a core foundation with language arts supplements, Junior Great Books, and leveled reading materials. Science and Social Studies/History cross-curricular units will use the investigative design of W&M supplemental material. Materials for Art, Spanish, Music, and Physical Education (PE) have also been requested to provide students with challenging, hands-on material within cross-curricular units. Minimal PE materials have been requested because AACL has already received donations of PE items. Funds for start-up kits for assessing needs in special education and giftedness have been requested so that teachers can pinpoint the wide variety of learning needs that AACL students will have.

AACL’s second project will focus on the use of technology to support advanced learning and data-driven instruction. Students will use technology continually and naturally as a tool to enrich, extend, research, and differentiate content, process, and product. AACL will use these grant funds to provide students and faculty with technologies that promote creativity, critical thinking, research, networking, and staff efficiency. Online resources will enable students to share their work with other students around the world, find additional challenge in areas of exceptional giftedness, and enable teachers to create connection to peers who are using similar models to AACL. Staff development for technology will focus on enabling staff to communicate with parents, students, and colleagues; manage data-driven instructional plans; and participate in online staff development courses.

Project 2- Technology	Year One	Year Two	Year Three
Goal 1: Server and network infrastructure for tracking individual student data over time.	\$20,197	\$11,500	-
Goal 2: Mobile computer labs and four desktops per classroom (see Section 1 and Technology Plan).	\$27,835	\$54,846	\$55,924
Goal 3: Laptops for 19 teachers (12 in Y1, 4 in Y2, 3 in Y3), laptop for Academy Director, desktops for Admin Assistant and Business Manager.	\$13,683	\$3,236	\$2,427
Goal 4: VoIP telephone system and phones for 11 classrooms, administrative offices, teachers’ lounge, and other frequently-used rooms.	\$5,035	\$1,800	-
Total	\$66,750	\$71,386	\$58,351

The funds requested in project three are for furnishings that have been designed to create a welcoming school culture and efficient school management so that AACL can maximize its parent volunteer base and welcome professionals from around the region. AACL has already had substantial donations received for a variety of work tables, desks, easels, and even stage risers, and has therefore targeted remaining materials that will be needed to meet its vision and strategic plan.

Project 3- Facilities/Furnishings	Year One	Year Two	Year Three
Facilities and furnishings for regular and specials classrooms (trash cans, sorters, organizers, chairs, task lights, and non-traditional seating for kinesthetic learners).	\$17,079	-	\$1,120
Maintenance/custodial equipment and supplies (mops, brooms, vacuums, housekeeping cart, washer/dryer, ladders).	\$2,871	\$7,689	\$2,301
Fixtures and furniture for main office (fire-resistant filing cabinet, cash safe, recovery couch) and teachers’ lounge (refrigerator), cafeteria (tables).	\$3,074	-	\$4,490
Total	\$23,024	\$7,689	\$7,911

Project four targets the professional development needed for successful implementation of AACL’s differentiated Integrated Curriculum Model (ICM). Professional development will help staff understand how to organize content with ICM, how to manage each student’s Personal Learning Plan efficiently and effectively (including collaboration with colleagues), and how to recognize and support specific learning needs in students. Professional development will be organized around each staff member’s Professional Growth Plan to maximize strengths and share them with colleagues and then address weaknesses. The training includes delivery in a mixture of formats including instruction by the Academy Director (AD), local experts in specific areas (such as dyslexia and students on the Autism spectrum), and training videos designed to give teachers specific information on differentiated classrooms and relevant challenges they will face.

Project budget items support the use of webinars, conferences by organizations such as National Association for Gifted Children (NAGC), Colorado Association for Gifted and Talented (CAGT), etc., and inservice training as well as support for continuing education so that AACL may work toward having all of its teachers with gifted education endorsements for their licenses. Site visits by District 11, the League of Charter Schools or CDE grant representatives, peer observation and coaching, and the use of family and staff surveys will enable AACL’s AD to continually adjust professional development experiences so that target areas for growth are met. The research-based *Classroom Observation Scales-Revised*² indicates that it takes teachers three years to consistently implement differentiated teaching behaviors; the professional development goals for each year have been strategically developed with this in mind.

Project 4- Professional Development	Year One	Year Two	Year Three
Training for Differentiated Curriculum (ICM trainings, books and guides)	\$5,431	\$3,864	-
Faculty & Staff Orientation (books & DVDs, CPR training, Love & Logic trainer and materials)	\$4,502	\$960	\$4,680
Reference materials (books, back issues of Advanced Development Journal)	\$5,082	-	\$247
Continuing Professional Development (books & DVDs, webinars, 9 CDE training modules for each teacher, NAGC, CAGT, Beyond Giftedness conferences)	-	\$17,768	\$6,734
Data Management (AIMSweb subscription)	\$590	-	-
Total	\$15,606	\$22,592	\$11,661

Summary Budget Table	Year One	Year Two	Year Three
Project 1- Differentiated Curriculum	\$44,587	\$48,242	\$71,917
Project 2- Technology	\$66,750	\$71,386	\$58,351
Project 3- Facilities/Furnishings	\$23,024	\$7,689	\$7,911
Project 4- Professional Development	\$15,606	\$22,592	\$11,661
Total (may vary slightly from budget spreadsheet due to rounding differences)	\$149,967	\$149,909	\$149,840

3. Research-Based Educational Program/Comprehensive Design Aligned to Standards

A. Educational Program

The curriculum is AACL’s specific, intentional plan to create an engaging, supportive, and challenging learning environment that consistently graduates students who meet and surpass Colorado standards by nurturing their individual needs and passions. The following paragraphs both describe AACL’s approach and the curriculum that will meet the needs of a diverse population of advanced, creative, gifted, twice-exceptional, and typical learners seeking the

opportunity to work in a challenging and supportive environment. Each element has been extensively researched and is supported by published work in gifted and general education as well as information collected from high-performing similar models in the Denver/Boulder region that include Peak to Peak and Stargate Charter Schools, Polaris at Ebert, and Challenge School.

Integrated Curriculum Model

AACL will use the three-fold *Integrated Curriculum Model* (ICM) described in Section 1. AACL will use the ICM model to build upon research-based elements; this model is used extensively in the College of William and Mary (W&M) curriculum units. The three key elements of the ICM model are:

- Advanced content is used for all students, at increasing levels of complexity, depth, and acceleration.
- Ideas are connected across the program by universal themes (such as systems, patterns, and change) so that core and encore classes complement and reinforce each other.
- Learning is tailored to each child and documented in a Personal Learning Plan: AACL uses standards-based pre-assessments and ongoing evaluations of each child to tailor and re-tailor materials and teaching to meet each child's needs.

The classroom application as executed by AACL staff will include practices backed by solid research and proven effective strategies. These practices include multi-age classrooms, compacting, individual learning plans, and ability grouping. Research studies by Dr. Karen Rogers³ have shown a significant effect on classrooms where teachers have adapted practices that will be used by AACL.

Mathematics

AACL strives to provide a comprehensive core curriculum from which teachers can build and expand based on the needs of their students and the ICM model. In order to do so AACL has chosen Everyday Mathematics and supplemental units from William and Mary's Project M3. Students will be provided with 90 minutes of math instruction specified to his or her ability level.

Everyday Mathematics will be one of AACL's core resources. This program is one of only a few recommended for this purpose with gifted students as well as typical and struggling learners.⁴ The program's extensive provision of skill checklists and pacing guides in combination with Colorado standards will enable teachers to pinpoint exactly where students can accelerate, where teachers can increase the complexity in a particular unit of study, and where skills need to improve. The use of games to provide practice and deepen understanding of mathematical concepts is another aspect of Everyday Mathematics that is particularly appropriate for the hands-on learners of AACL, and many of the games are easily differentiated for a variety of skill levels.

*William and Mary's Project M3*⁵ will provide supplemental units for teachers to use to create mathematical investigations, such as the award-winning *Unraveling the Mysteries of the Moli Stone* that uses base ten and base three numeration systems to uncover clues. Research from a diverse group that included up to 45% of students with high ability who qualified for free/reduced lunch found large and statistically significant results with effect sizes for each of the 12 M3 teaching units; these effect sizes ranged from 1.55 (one and a half year's growth) to 3.49 (three and half year's growth) in one year.⁶

Science

Scientific Inquiry is the focus of AACL's science curriculum. Best practice instruction will focus on the themes of science as a frame for factual knowledge, the ability to pursue the scientific process with a problem-solving approach, and authentic assessment with the continual

development of curiosity. Students will work in scientific units of study that expand from Colorado model content standards and integrate national standards. These units will be developed using exemplary materials from W&M and high-quality materials from other sources.

Science units will alternate on a *Year A ~ Year B* cycle to accommodate a multi-age, two-year divisional model. Standard expectations will be set at the highest level of the division with individual student goals for continuous progress. Each division will organize content with an inquiry-based focus for each unit. Students will have approximately 40 minutes of science instruction each day. The problem-solving approach to scientific inquiry using the ICM model may include learning science topics, using scientific research, and understanding systems.⁷

Social Studies

Historic Inquiry is the focus of AACL's social studies curriculum. Best practice focus will include using primary sources with authentic documents and research to discover the people of history as living, breathing, and complex individuals. Additionally, the Steering Committee and the expert reviewers who have contributed feedback to the social studies curriculum have emphasized the importance of a solid foundation in the chronology of history. Therefore, the units of study have been organized with each division as a "specialist" for a particular period, and the biographies of important people during that time will be highlighted as well.

Across these general timelines and within various units of historic inquiry, teachers will use the following themes from history to generate thoughtful analysis of events: *globalization, exploration, transportation and technology, culture and conflict, and democracy and citizenship.*

History units will alternate on a *Year A ~ Year B* cycle, just as the science units, to accommodate a multi-age, two-year divisional model. Students will have approximately 40 minutes of historic inquiry each day and will integrate thematic units with all other areas of coursework so that the music, art, sport, inventions, etc. of a historic age will be considered during the same unit. Homeroom teachers will coordinate these units and team-teach with encore (specials) teachers as appropriate. Teachers will use supplementary materials from William and Mary and references from local social studies experts including an instructor from the history department of the University of Colorado at Colorado Springs.

Encore (Specials)

Spanish, Music, Art, and Physical Education will be an important part of utilizing the ICM model in the classroom. AACL's encore teachers will team-teach with classroom teachers on a rotating schedule in the mornings, to be determined among teachers on the basis of each unit of study, in order to integrate their disciplines with core content. This integration may include such topics as the mathematics of sport, written poetry and musical lyrics, visual imagery in writing, geometric patterns in artwork, Spanish and English cognates, and word problems. They will have focused time with students in the afternoon and may choose to team-teach during this opportunity as well, when appropriate for a particular unit of study. Additionally, encore teachers will be encouraged to provide enrichment classes Tuesday through Thursday, and may be given a later start time so that they can stay later to provide such an enrichment class.

B. Supplemental Curriculum

AACL LifeSkills™ Curriculum will address a variety of skills that students must have in order to navigate the world of childhood and grow to use their skills and talents as successful adults. Many of these skills are particularly critical for the unique social/emotional needs of gifted children: an intense need for work to be perfect, a strong sensitivity to injustice, and a thirst for knowledge that can become overwhelming if left unchecked. These skills include interpersonal communication, negotiation and conflict management, empathy, cooperation and

teamwork, self-advocacy, decision-making and problem-solving, summarizing and taking notes, developing study skills, beginning identification of logical fallacies, habits of mind for critical thinking, creative thinking skills, coping and management skills, and several more. AACL teachers will utilize daily class meeting and team-building times to specifically implement AACL curriculum with methods such as role-playing, discussions, concept attainment lessons, analysis of scenarios, high-level questioning, integration of related situations throughout the day, and other techniques to introduce and build these LifeSkills™.

Leadership Curriculum at AACL will develop the leadership capacity of every student while recognizing that some students are also gifted in leadership skills. Staff will use the five principles of effective leaders. These include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.⁸ Students will have opportunities to use those skills frequently to design and implement various projects in the classroom, the AACL community, and the greater Pikes Peak community.

Field Trip/Off-Campus Learning Experiences support AACL's affirmation of the value of hands-on learning. Additionally, field trips and off-campus learning experiences allow students to go outside the school building into the community and connect real-life experiences to classroom work.

Longer Day, Longer Year, including a longer school day from 8:00-3:10 with intentional time for in-depth projects, community building, LifeSkills™ development, and personal reflection on one's own ideas and progress, will benefit students. AACL has added days into its school year in excess of the District 11 calendar in order to provide additional time for community workshop days, additional field trips, and other ways to create hands-on and experiential learning. More time on task in class, from longer school days and a longer school year, is one of the common traits of successful charter schools in Colorado.

C. Literacy

Teachers will use the programs and literacy curriculum mentioned below, plus research-based techniques to teach students to read, write, listen, and speak at advanced levels. They will commit 90 minutes every day to focusing on each of the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the reading-writing connection. Also included in the literacy block will be time for teachers to focus on grammar and sentence analysis, Greek and Latin root words, the elements of poetry, spelling, research techniques and essay structure, and the writing process with a variety of genres. Teachers will incorporate strategies for English Language Learners (ELL) as needed during this time with a Sheltered Instruction model guided by AACL's ELL facilitator. Students will have opportunities to share completed work with the entire school during all school assemblies and to submit pieces to children's publishing companies and magazines.

Four Blocks Model⁹ includes *Guided Reading*, *Self-Selected Reading*, *Working with Words*, and *Writing*. The first two will provide opportunities for thorough reading practice. *Working with Words* uses a word wall and phonics activities to help students develop phonemic awareness and spelling skills. Hands-on manipulative kits for phonemic awareness and phonics for Kindergarten will be added to enhance learning. Contained within the *Writing* section is *Writer's Workshop* which will provide students hands-on ways to become avid, skilled readers and the opportunity for students to do the work of "real" authors.

Michael Clay Thompson¹⁰ curriculum will be used for specific grammar, vocabulary, poetry, and research elements.

*William and Mary*¹¹ units designed on the ICM model will be included for critical thinking, comprehension techniques, vocabulary webs, and dictionary use.

*Junior Great Books*¹² will be provided as excellent texts to use as the basis of group discussions.

*Step Up to Writing*¹³ will be used as a model for staff to develop visual-spatial techniques of color-coding for sentence and paragraph development.

Best practice focus will use interdisciplinary units, complex questions and issues, time to do the work of real authors, connections to classical literature, and opportunities for students to seek publication for their work. Best practice focus in reading will include classic children's stories, high quality trade books, a variety of genres, and opportunities for self-selection to address each of the five areas of reading. Students need more opportunities in school to learn to analyze the information around them and communicate those thoughts effectively with others. AACL curriculum will provide students with the opportunity to build a considerably advanced vocabulary, to comprehend a variety of genres that include a large amounts of non-fiction as they research topics of study, to listen carefully to texts above their own reading level during group discussions, and to develop personal and public speaking skills.

D. Support for Standards and Use of Data

The ICM uses a diagnostic-prescriptive approach to frame learning experiences and supply advanced content. This approach means that teachers continually use pre-assessments to identify student skill, set learning goals, and adapt curriculum accordingly. This creates an ongoing system where teachers can specifically identify each student's strengths, weaknesses, and learning styles so that each student can meet and exceed Colorado content standards. Identifying and addressing gaps in grade level knowledge will lead to successful demonstration of that knowledge on CSAP and any other assessment. Each teacher will have a checklist built from the basic Colorado standards of required content and skills for each subject area at each grade level. Staff will develop these checklists further to include national standards, expectations of formal assessments, and core content that AACL teachers expect students to know and be able to do at each level before advancing to the next level. Teacher-developed pre-assessments will align with these checklists and will utilize a variety of formats that include paper and pencil tests, small group assessments, oral evaluations, running records, and other anecdotal evidence.

In the process, AACL will meet and exceed Colorado, District 11, and national content standards as demonstrated by above average performance on CSAP and other national standardized tests.¹⁴ Teachers will be able to document this by identifying where each student's current level of skill is according to these compiled standards and providing opportunities to both enrich (by going into deeper levels of thinking in an area), and accelerate (move more quickly than typical) through material as each student responds to instructional experiences and demonstrates readiness on his or her personal learning plan.

Programs that will be used for keeping track of achievement data are Zangle and AIMSweb. Zangle is a web-based application that allows teachers to enter classroom news, attendance data, gradebook data, and student class marks directly to the Zangle database over the Internet or District intranet. It provides parents secured internet access to this information so that they may always be aware of their child's progress.¹⁵ AIMSweb Pro Complete includes web-based data management, charting, and reporting for: Tier 1 Benchmarking, Tier 2 Strategic Monitoring, Tier 3 Progress Monitoring, and Response to Intervention (RtI). The Academy Director will oversee the data disaggregation and data-driven processes, with the Business Manager facilitating reports to the district and the individual teachers using data to modify instruction.¹⁶

4. Accountability/Accreditation

A. Accountability

The AACL Governing Board will create a School Accountability Committee (SAC) that will be tasked with monitoring and evaluating AACL's program effectiveness, student achievement, parent satisfaction, and school safety. The SAC will meet monthly and report at least quarterly to the Board and make recommendations to the Board on goals for school improvement; identify where the school may benefit from a formal needs assessment process; and discuss at least quarterly the implementation and progress of the school safety plan.

The Academy Director (AD) will provide monthly updates to the Board at regularly scheduled Board meetings and submit a professional growth plan to the Board by the end of the first semester. The Board will schedule an informal evaluation of the AD during the first semester to set and adjust goals for the year, and conduct a formal evaluation during second semester.

To help with the orientation and ongoing training of the AACL Governing Board, there will be a standing committee known as the Board Development Committee. This committee, which will be composed of one Board Director, one administrator, and at least three other persons appointed by the Board, will oversee the assessment of each Board Director and provide board training to ensure optimum performance of the Board, among other duties.¹⁷

Committee Members

AACL's SAC will consist of staff, parents and community members including, the AD; one teacher; three parents; one adult community member who is neither a parent nor AACL staff, and not more than two AACL Governing Board members. The SAC will meet monthly to discuss and make decisions regarding the following:

SAC: Implementation of Program

To measure the effectiveness of the school's program, the SAC will monitor progress of the school's accreditation and strategic plan goals using data from a multitude of sources. The SAC will use these data for determining whether decisions affecting the program are advancing or impeding student achievement; and report at least quarterly to the AACL Board, and annually to District 11 on the educational performance of the school and provide data for the appraisal of such performance.

SAC: Student Parent Satisfaction

By creating a welcoming atmosphere for families and by scheduling five teacher-family conferences per school year, AACL's emphasis on effective family-school partnerships will result in a better student retention rate. It is anticipated that parent satisfaction surveys will be affected by the expectations of families who have had to search extensively for suitable programs; by the high expectations of parents of gifted children who are often intense, passionate learners themselves; and by the degree to which parents decide that the program 'on paper' has met their expectations in real life. The AACL program will seek to establish positive and effective family partnerships so that family voices are heard and that problems and workable solutions are continually addressed in a positive flow of information and teamwork.

Financial Accountability

AACL will maintain a balanced budget. The Board will monitor financial reports each month, and AACL will have an independent audit conducted every year. The Academy's policies and procedures will conform to best practices in accounting so that these audits will find no major problems or exceptions with the school's finances, budgeting, or accounting practices.

Monthly financial statements including comparisons to projected budgets will be reviewed by the AACL Board and AD and shared with appropriate District 11 staff as requested.

Gathering and Reporting Academic and Behavioral Data to Facilitate Improvement

AACL will align with the Response to Intervention (RtI) framework by using a *Family and Student Support Team* (FASST) to monitor any students in need of specific interventions for academic or behavioral support. FASST support will implement RtI through the collection of a body of evidence for student need, cultivation of research-based techniques for a particular learning or behavioral difficulty, or attendance issues.

Staff will tailor teaching to individual pupils by maintaining copies of formal and informal assessments at the classroom level with a working portfolio in addition to formal assessment files in AACL's data management system. Following the RtI process, teachers will refer students to the FASST for corrective action when universal tiers of instruction are not enabling a student to make satisfactory progress. All students will have personal learning plans based on pre- and on-going assessments of their level of mastery on the Colorado content standards. AACL will use highly specialized rubrics to guide instruction so that skills are comprehensively addressed, with levels of monitoring so that at conferences staff can tell a family, for instance, that their student is at "a 2.3 level for math instruction, and 3.5 level for reading instruction" based on scope and sequence charts for typical grade level work (according to Colorado and national content standards). Specific and detailed reports will be provided to families, faculty and any appropriate administration once a year and more often in most cases to show progress towards primary goals for individual students and the school collectively.

Use of Disaggregated Data to Determine the Necessity of Corrective Action

At the beginning of the first school year, AACL will administer curriculum-based placement assessments in addition to NWEA MAP (Northwest Educational Associations, Measures of Academic Progress) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments to identify students in need of an Individual Learning Plan (ILP). Collaborative work with FASST will result in effective implementation of ILPs for students needing intervention, and will result in an increased proficiency in reading as assessed by CSAP results, MAP results, and analysis of other internal assessment tests of reading in grades 1–3 (Rosenlund, S. et al, 2007).

Corrective Action

FASST is an integral part of the student achievement process at AACL and it will address and respond to students in need of intervention. This includes RtI implementation, organizing remedial skill groups (including below grade-level reading) during math and literacy blocks, identifying additional remediation that can be implemented across the curriculum and with encore teachers, supporting ILP development, and addressing Academic Probation and behavioral concerns.

In the context of the mission of the AACL program, FASST will support teachers as they work to cultivate personal excellence and address the needs of the whole child. To fulfill that mission, FASST staff will be trained to supply information on research-based interventions to other teachers as needed and to conduct follow-up procedures to monitor the efficacy of those interventions.

B. Accreditation

AACL anticipates setting baseline data in its first year in order to set its achievement growth and status goals, and any goals to address achievement gaps for minority/income status

variances. AACL has accreditation goals for postsecondary readiness, compliance for finance and school safety, and the measurement of its education improvement plan as noted below.

Colorado Accreditation Report Indicators	AACL's Implementation	
CSAP Goals	Benchmark: 2 years Reading, Writing, Math (each): 75% All Students–Proficient; 80% Gifted Students–Advanced	Goal: 4 years Reading, Writing, Math (each): 90% All Students–Proficient; 90% Gifted Students–Advanced
NWEA/MAP Goals	One year's growth Benchmark: 2 years, 75%	Goal: 4 years, 90%
Closing Achievement Gap	Using the Colorado Growth Model, AACL will track progress and use researched-based approach to at-risk students	
Longitudinal Growth	Colorado Growth model will be implemented; NWEA/MAP scores will also track longitudinal growth	
Data regarding Achievement in Other Curriculum Areas	Internal Assessments, including portfolios, for Art, Spanish, Music and Physical Education	
Compliance with School Accountability Report	Reporting information will be prepared as needed for District 11 and shared with the community upon publication according to mandates	
Compliance with Educational Accreditation	AACL will comply with all of the latest Accreditation indicators.	
Compliance with the Safe Schools Act	AACL will require all visitors to sign into the office, and staff to maintain consistent and comprehensive safety procedures, and will implement Bully Free curriculum.	
Compliance with Colorado Basic Literacy Act	AACL will use NWEA/MAP, DIBELS, CSAP scores, internal assessments, the Qualitative Reading Inventory (QRI) and other assessments. Any student requiring an ILP will be supported with individual interventions and monitored on a continual basis for improvement. 90% of students on Literacy Plans will show at least one year's growth in one year's time in reading and in writing, and 75% of those students will show at least one and a half year's growth in one year's time, as evidenced by DIBELS, MAP, CSAP, and/or QRI-II testing results.	
Annual Assessment Review will include CDE written report	Reporting information will be prepared as needed for District 11 and shared with the community upon publication according to mandates	
Compliance with Budgeting, Accounting	Budget will be balanced; annual audit will show no serious problems and areas of recommendation will receive immediate attention.	

C. Longitudinal Assessment

AACL will evaluate student assessment data over time and will use the Response to Intervention (RtI) Model, as described above, in planning appropriate instruction for students not making adequate progress as measured by ongoing benchmark assessments. The role of AACL staff in collaborating to create further SMART goals over time is essential to the mission of AACL as it targets excellence for its students and as it supports, cultivates, and demonstrates the skills and viewpoints of a highly qualified staff.

AACL recognizes that the first year of performance will set baselines and student achievement goals will be adjusted accordingly, particularly as curriculum may also need to be adjusted for a student population consistent with an open enrollment, open welcome policy.

We note that C.R.S 22-7-604.3 has been repealed as of May 21, 2009, but that AACL's use of FAAST as described above will provide for the necessary interventions for students who fail to score proficient or advanced on the CSAP.

5. Parent/Community Involvement and Board Governance

A. Parent/Community Involvement

AACL's development is a grassroots effort that began with the work of 9 founders, all parents or teachers. The founders have contributed more than 3,000 volunteer hours researching and writing the charter application, developing budgets, creating and maintaining the school's website, hosting community informational meetings, and similar development and marketing activities. In the months since D11 approved the charter, the number of founding families contributing time has more than doubled. Two of the original founders serve as Directors on the AACL Board; many others serve on subcommittees and at least one is seeking a staff position.

AACL will invite local and regional experts in various professions to be workshop leaders during Friday Workshop days. Staff will invite various community members to be classroom volunteers and identify ways to get students out into the community through service learning projects (designed to meet curricular goals) as well as field trips.

Parents are encouraged to share their skills, insights, and abilities, and will be organized and given opportunities where they can best use those skills by the school's parent organization, Parents of Academy for Advanced and Creative Learning (PAACL). Therefore, *parents are expected to perform at least 15 hours per year of service to AACL*, as stated in the Family Handbook and parent contract. AACL recognizes that it can't formally compel parents to honor this commitment, but we will work to make it an integral part of the school's culture.

B. Charter School Governing Board

The AACL Steering Committee has sought to create a diverse, stable Board of Directors to provide capable and wise leadership of the Academy—a Board that remains true to the vision and mission of the Academy.

Board Composition

AACL will maintain a Board Development Committee (BDC) to ensure the general health and effectiveness of the Board, as described above in Section 4. The BDC selects a slate of parent candidates to present to PAACL for election. PAACL-elected Board members may be re-elected for any number of terms. The BDC also selects a slate of community-at-large candidates to present to the Board for election. Board-elected members may serve at most two consecutive terms and may not be re-elected until one year off the Board. Additionally, the BDC will organize both the orientation for new Directors and the ongoing education for the entire Board.

The Board will be composed of nine Directors serving staggered three-year terms. The Board will be comprised of parents of students enrolled at the school as well as members of the community at large, with parents comprising 1/3 (rounded down) of the total Board. When selecting the initial Board members, the founders charted the strengths of the available candidates and selected them based on a wide range of experiences, from project management to technology to public relations. The current Board will be the Governing Board when the school opens, and is currently acting as such by holding regular Board meetings and conducting Board business. The bylaws provide for an exception to the parent/community member ratio for the first year. At the first meeting after March 31, 2010, each board seat will be designated as either a parent or community member and will be assigned a staggered term ending in 2011, 2012, or 2013. The Academy Director (AD) will serve as an advisory, non-voting member of the Board, and is charged with faithfully representing the viewpoints of staff to the Board. AACL will

continually seek Directors with experience in careers such as education, community outreach, business, human resources, development, technology, real estate, military, government, law, and finance. No employee of AACL or any immediate family members of an AACL employee may serve on the Board.

Board Training

The Board will have annual orientation and board-specific training that includes a review of key documents and strategic planning for the next school year. The BDC will conduct a needs assessment of the Board and use it to provide appropriate training to Board members, making use of board trainings given by the League of Charter Schools, CDE, the Center for Nonprofit Excellence (CNE), and any other organization that provides quality education and training for charter school board members. The two founders serving on the initial Board attended the Charter School Boot Camp training and have completed the "Standards of Excellence" training offered by CNE, as well as the online Board Training Modules currently available at <http://www.boardtrainingmodules.org/>. All Directors are required to complete these online training modules during their first three months of service.

Governance and Communication

The AACL Board will engage in policy-governance, i.e., the Board will establish the policies and general direction of the school but will leave implementation of those policies and day-to-day operation of the school to the AD and the rest of the administration. The policies of the Board will be made publicly available on the school's website and in a policy manual kept in the main office. The regulations adapted from Board policy will also be made available on the website, in the policy manual, and in overview form in Family and Staff Handbooks. New policy and regulations adopted after the publication of these handbooks will be communicated to staff by the AD along the established lines of authority, and communicated to families via e-mail and printed materials to be sent home to parents. AACL will have clear lines of authority among (i) the Board (who set policy), (ii) administrators (who implement policy and oversee staff), and (iii) staff (faculty and non-faculty).

Grievance Process

AACL's administration and Board expect that conflicts will be addressed and proactively dealt with following the fewest number of steps possible in AACL's grievance process¹⁸. Board members will refer any member of the AACL community who may approach them with a grievance to this process, which includes notification of persons involved, resolution facilitation, written grievance review by the AD and Board, and possible official hearing at a Board meeting.

Autonomy

AACL has requested an extensive but selective list of waivers from District 11 policy to ensure its ongoing autonomy and to be able to offer its unique program. AACL has also asked for 25 waivers from state law. AACL has requested waivers in the areas of Governance and Operations, School Administration, Fiscal Management, Personnel/Employment, Instruction/Curriculum, and Student Expectations.

Although not explicitly excluded from serving on the Board, AACL has no requirement or intention to recruit employees of District 11 (AACL's authorizer) to serve on its Board.

6. Low Income and At-Risk Students

AACL is committed to offering this program to a diverse student body and seeks to establish effective family partnerships with *all* of its families, including families who qualify for free/reduced lunch and families with circumstances that may place them at-risk for educational

difficulties. Additionally, AACL is committed to the needs of traditionally under-represented groups of students in gifted programs, and will continue to reach out to diverse sections in the community in order to create awareness for its program among various community sectors.

A. Expected Population

As of April 10, 2009, 48.1% of all D11 students qualified for Free and Reduced Lunch (FRL). AACL expects to be located at the Pike Elementary School site located in the west central area of D11; 76.2% of neighborhood students qualified for FRL. Research from other charter schools shows that charter schools generally have lower FRL percentages than their surrounding neighborhoods. Our own survey data, collected from pre-enrolled families before any site was identified, suggests approximately 12% of our pre-enrolled families expect to qualify for FRL. While we are actively encouraging neighborhood participation in AACL, we ultimately project that our first-year FRL percentage will be approximately 12%-25%, and thus we do not anticipate qualifying for Title 1 Services. AACL's comprehensive enrollment packages, to be sent after our April 2010 lottery, will include questions regarding a family's anticipated FRL status for the 2010-2011 school year to provide planning numbers until official forms are required at the start of the school year. AACL's planned hot lunch program should encourage those needing services to complete the FRL forms.

B. Outreach Activities and Support Strategies

Outreach Activities

AACL is actively pursuing a diverse population using a variety of channels and outlets: churches in minority neighborhoods, support services for low-income families, AACL flyers and enrollment forms in Spanish, pediatricians/networks, child psychologists/networks, learning support specialists/dyslexic specialists, ESL/Native American parent presentation, newspaper ads, newspaper articles, community meetings, and ELL adult teachers. The community meetings were held throughout 2009 and early 2010; they were publicized in newsletters, the AACL website, flyers distributed to area businesses and gathering places, and on the radio. One contact to highlight is a presentation to Parents Challenge, www.parentschallenge.org, an organization that exists to empower low-income parents with educational choices. Additionally, work is in progress to update the AACL website to make the site easier for Spanish speakers to use, along with Spanish translations of our flyers and enrollment forms.

Support Strategies

Because AACL's target gifted population is highly diverse, attention to the individual needs of every student is a major tenant of the program. The individual attention and full alignment to the Response to Intervention model allows this program to serve students from a wide variety of backgrounds and educational achievement history.

One of the biggest needs of students at-risk for underachievement (typically because of environmental factors that might include low socio-economic status, single-parent families, or family trauma) is a supportive environment. AACL staff will seek to develop positive, meaningful relationships with each student and his or her family. Ideas from *Removing the Mask: Gifted Students in Poverty*¹⁹ and *Diverse Populations of Gifted Students*²⁰ and other sources will be used to identify ways that specific elements of the school climate can intentionally support at-risk students. The supportive environment will extend to families as well, and includes a warm and welcoming atmosphere throughout the school plus a parent lounge area with a computer and Internet access for those that do not have access at home.

AACL recognizes that transportation to and from school is difficult when parents' time or transportation options are limited. AACL may set strategic planning goals to seek additional

sources of funding to provide limited shuttle services, with shuttle routes to include two to four public pick-up/drop-off locations at some distance from the school to reduce the transportation burden on parents and guardians. If AACL is able to secure funding for this system, it will work with D11 and private transportation companies to explore the most fiscally responsible options that meet the needs of the majority of its students, with special emphasis on assisting those families with more limited transportation resources. AACL will encourage its independent parent organization, PAACL, to partially or completely subsidize—as its budget allows—public transportation passes for economically disadvantaged families. Since many students of AACL will be too young to ride public transportation unaccompanied, PAACL will also help defray the cost of a pass for a parent or guardian to accompany their student(s).

7. Business Capacity

AACL recognizes that a sound financial plan and fiscal accountability are two of our top responsibilities to the community. The AACL Board (Board) is especially sensitive to this point, as a number of parents with students who plan to attend AACL have experienced first-hand the results of poor fiscal planning and a lack of accountability at a previous school. The Board, in consultation with the Business Manager (BM) and Academy Director (AD), will develop and approve the annual budget (which will serve as the overall financial plan) as well as ensure that proper financial controls are in place. Board President Scott Marcy's experience with a private preschool start-up and Board Treasurer Alan Worster's non-profit background bring solid experience with budgeting. The entire Board recognizes limits to their expertise, and will bring appropriate consultants into the operation as needed. The Board shall also provide proper financial oversight to ensure the long-term fiscal viability of the school. One of the Board's most important responsibilities will be to provide adequate resources for the Academy to fulfill its mission, which will require careful oversight of the Academy's budget.

A. Business Office Practices and Policies

AACL has developed a number of policies as minimum steps that AACL will take to ensure it operates as a responsible part of the community. One of the most important policies is a commitment to maintain a balanced budget. To achieve this, AACL will adhere to sound policies for accounting and auditing, including strict policies for the handling of routine financial transactions that will be based on Generally Accepted Accounting Practices (GAAP). In addition, AACL's annual reports will be conducted in compliance with Governmental Accounting Standards Board (GASB) Statement 34, which includes the Management's Discussion and Analysis (MD&A) and the capitalization and depreciation requirements. The MD&A will describe the financial statements by presenting an analysis of AACL's financial performance for the year, and its financial position at year-end. As a policy, AACL will also procure an independent audit each year to be conducted by an independent certified public accountant with the results provided to the Board, AD, BM, and District 11 within the time limits required by District 11. In addition, monthly financial statements including comparisons to projected budgets will be reviewed by the Board and Administration and shared with appropriate District 11 staff as requested.

Fiscal Viability of Budget

AACL's annual fiscal operating year shall commence on July 1 and end on June 30 of the subsequent calendar year. AACL has developed a five-year budget projection, which uses conservative estimations and includes a complete year one budget with conservatively estimated monthly cash flow projections. Full Per Pupil Revenue (PPR) for year one is reduced by the 2.3% administration fee. Projected future year PPR increases are modest (FY 2011-2012 is

projected at a 5% *reduction* in PPR over 2010-2011). Because AACL is designed as a magnet for gifted, twice-exceptional, and other students with unique learning styles, a greater number of gifted and talented (GT)-identified and special education (SPED) students are anticipated; therefore, the budget additionally reflects a 25% GT-identified rate and a 10% SPED-identified rate with supplemental income for GT-identified students estimated at \$10 in year one and \$1,200 in year one for SPED-identified students, with 2% estimated increases in subsequent years. The budget additionally includes income at 50% of an FTE (full-time student equivalent) for 8 partially-enrolled “homeschooled” students to attend a minimum of 6 hours and up to a maximum of 9 hours per week. Tuition-based programs (full-day Kindergarten and summer programs) and fee-based programs (before and after school care) are also anticipated to generate revenue so long as the programs are at least budget-neutral.

AACL will maintain the required 3% TABOR (Taxpayer Bill of Rights) reserve with the goal for future years of carrying an unrestricted reserve equaling 3% or more of expenditures. Furthermore, to the extent that any grant funds are earmarked for specific programs, AACL will account for these expenses in specific reserve fund accounts. To allow for autonomy on budgetary issues, AACL has applied for waivers from the District associated with these areas.

Data Management System

As part of a buyback agreement with District 11, which will be part of the school’s four-year charter contract, the District will supply AACL with two computers that will interface to the District’s student data management systems (Alpine and Zangle). The buyback agreement will be provided at a cost of approximately \$2 per FTE. The buyback program is a service program whereby the District will provide the necessary tools and services to enable AACL to interface with the District’s data management system in return for the FTE fee for the provided services. Additional details are in Appendix G: Data Management Plan.

B. Governance and Management Structures

To provide a means of fiscal accountability, the Board will create both a School Accountability Committee (SAC), whose duties will include recommendations to the AD on prioritization of expenditures of AACL monies, including AACL grants; and a Finance Committee to give support in budget setting, financial statement review, and procuring of outside resources (such as an auditing firm), when necessary. To perform the daily responsibilities related to the business aspects of the school, AACL will employ a full-time BM. The BM’s duties will include working closely with the AD to ensure the school runs effectively and efficiently, including being entrusted with the financial records, marketing plans, and management of the front office. The financial responsibilities will include (but will not be limited to) assistance in development and management of annual budgets, preparation of financial statements, management of payroll plans, cash management and approving of all payables, management of AACL financial records, and providing appropriate reports of AACL’s financial condition for use by the Board, AD, D11, and other applicable entities. The BM will report directly to the AD. The AD retains exclusive authority to hire and terminate the BM. The BM will function as AACL’s Chief Financial Officer and will create monthly financial statements, including comparisons to projected budgets, which will be reviewed regularly by the Board and AD. This practice of the BM providing regular reports to both the Board and AD is intended to extend financial oversight among various members of both the Board and the Administration, thereby reducing the possibility of financial misconduct. The Board approves the annual budget and grant applications, and will be in control of AACL’s long-range strategic and

financial planning obligations. One or more Board member signatures are required on all checks over \$1,000. The Board has the ability to terminate an AD who is spending inappropriately.

8. Facilities

A. Description of Facility

AACL and D11 have agreed upon locating AACL in the Pike Elementary School building that was vacated at the end of the 2008-09 school year. This building (built in 1956) has approximately 28,000 square feet in 14 classrooms (including a Kindergarten classroom with its own adjoining bathrooms), library, computer lab, server room, gymnasium/cafeteria/auditorium, kitchen, and administrative offices. It was renovated in the past five years with new exterior doors and windows, new boiler, and a fire alarm system upgrade. Outside, this facility sits on 5.5 acres and has modern playground equipment, basketball courts, and an adjoining city park with a baseball diamond and large grassy area. Parking is adequate (about 40 spaces) for staff and a reasonable number of visitors. (Parking is available in the neighborhood for larger gatherings.)

AACL will have to share this building the first year with an existing District Records Department that occupies about 1/3 of the building. The District has promised to move the Records Department out of the building prior to the start of AACL's second year, at which time AACL will be able to use the entire building. No renovations will be needed to this portion of the building when the District vacates it, other than possibly cleaning and painting.

B. Code and ADA Compliance

Because this building was a functioning elementary school until the end of the 2008-2009 school year, this facility will need no remodeling or renovations prior to AACL occupying the building. District administration has told AACL that the building is ADA-compliant. AACL does not expect to spend any significant amount of money to prepare this building for its use. (Parent volunteers will clean and paint as needed, as well as move the school's current inventory of furniture.) Technology items will need to be installed; those items are covered under the separate Technology Plan in Appendix D.

C. Current and Future Facility Financing

AACL will occupy this building under a "buyback" agreement—which is an agreement to purchase services from the District—that will be part of the school's four-year charter contract. This agreement covers some aspects of grounds and building maintenance, as well as contributing to a District-wide "Major Capital Reinvestment" fund (a form of self-insurance for major building repairs for District facilities, at approximately \$193 per full time student equivalent). Additionally, AACL will purchase general building and grounds maintenance at a fixed cost of approximately \$30,000 the first year, which will be paid for by general operating funds. These expenses represent about 7.5% of AACL's expected revenue for year one.

Long-term, AACL's Board will develop a plan for the school's facility needs beyond the four-year term of the school's initial charter agreement. Options include remaining in the Pike facility, locating in another D11 facility (both of which require D11 approval), as well as establishing a capital construction fund and seeking donations, grants, and possible bond funding to purchase or construct a permanent facility. Although not large enough for the projected full build-out of the school (approximately 350 students), the Pike facility is large enough for AACL to limit its enrollment to the capacity of the building (about 300 students) and remain fully financially viable, and has available land for expansion. AACL did not anticipate growing substantially beyond 300 students during the four-year term of its initial charter contract in any case.

9. Networking and External Support

A. Networking and External Support

AACL grew from the community's need for a school that provides an appropriate education to an underserved segment of the student population—gifted, talented, and twice-exceptional students. When a small private school that served these students closed in September 2008, a group of parents began searching for an alternative that would accommodate a larger student base as a public school. With support from local families, community members, and local academics, the Steering Committee began the charter application process for the 2010-2011 year. The charter application was submitted to Colorado Springs School District 11 on October 1, 2009 and was conditionally approved by the District's Board of Education on December 16, 2009. The specified conditions were met by February 1, 2010.

When looking for external support to assist in the development of AACL's proposed charter school, the Steering Committee reached out to various Denver and Boulder area schools—including Peak to Peak Charter School, Challenge School, Westgate Community School, Stargate Charter School, Rocky Mountain School for the Gifted, Polaris at Ebert, and Macintosh Academy—to identify leading elements in their programs. The committee also received help and support from over two dozen individuals active in the larger charter school community.²¹ In addition, committee members attended various training seminars and luncheons sponsored by Colorado Department of Education (CDE), Charter School Institute (CSI), and the Colorado League of Charter Schools, including Charter School Boot Camp, Charter School Board Training, Charter School Finance Seminar, and Charter School Business Manager Network Meetings; as well as the Pikes Peak Regional Charter School Luncheon, Pikes Peak Leader Luncheon, and Standards of Excellence training sponsored by the Center for Nonprofit Excellence.

The AACL Board is currently completing the online Charter School Governing Board Training Modules, and members of the Board are scheduled to attend a 2010 Charter School Board Training seminar sponsored by the CDE. To encourage ongoing networking opportunities, the Board, AD and BM (or a combination thereof) will consider attending various networking events throughout the year, including but not limited to Pikes Peak Leader Luncheons, Business Manager Network meetings, D11 Charter School Principals meetings, and networking through membership in the Colorado Association for Gifted and Talented (CAGT) as well as the National Association for Gifted Children (NAGC). In addition, professional development at AACL (as outlined in Section 10) will be designed to cultivate the skills and leadership capacity of our professional staff and faculty by intentionally identifying and addressing the specific needs of both individuals and the staff as a whole.

B. Funds for Conferences and Networking Opportunities

As part of the Startup Grant funds for networking opportunities, AACL is requesting funds for annual conference fees to both CAGT and NAGC, which will provide resources as well as networking opportunities to the AACL Board, administrators and staff. In addition, AACL plans to host an annual gifted conference as part of its strategic development in year two of the school's operation. Hosting this event would allow AACL to showcase the school to the community and provide further networking opportunities in the Pikes Peak area.

10. Professional Development

A. Professional Development Plan Description

AACL's vision is to *create, cultivate, and serve* and includes cultivating the skills and leadership capacity of our professional staff. AACL's professional development (PD) plan

(Appendix F) will meet AACL's mission to *investigate, reflect, explore, and lead*, and its goal to produce graduates able to apply an extensive knowledge base with critical, logical, and creative thinking skills. Nikki Myers, an AACL Founder with an MA in Education and the driving force behind the curriculum development, created this PD plan, which was approved by the Board.

This plan is written with the recognition that staff at startup charter schools face a tremendous amount of challenge during the school year; they need sufficient training to get started in the right direction. Furthermore, the plan needs to be flexible as staff respond to training and PD opportunities so that they are continually receiving the appropriate amount of support, encouragement, and training at a pace that enables them to be increasingly more effective rather than overwhelmed. The Academy Director (AD) will adjust the plan as needed in subsequent years to reflect staff growth and development and to accommodate new staff members. Additionally, data from student testing and family and staff surveys will be used to measure the effectiveness of PD activities and identify the areas of growth needed.

Because the school model is focused on differentiation, staff growth plans will also be differentiated to maximize individual strengths and share them with the rest of the staff, and designed to expand each employee's level of skill in that position and his/her leadership capacity within the building and in the region as appropriate. This professional development plan supports AACL's mission by identifying and addressing the specific needs of staff as individuals and as a group. Through workshops, mentoring, site visits from CDE and D11, online training, discussion groups, external training and conferences, and individual professional growth plans, all AACL faculty, staff, and board members will develop the skills necessary to provide a highly challenging, rigorous, and supportive K-8 program specializing in gifted educational techniques.

AACL is designed to be highly collaborative; staff will consistently share skills and knowledge from PD training with each other and will seek opportunities to invite area teachers to join AACL PD opportunities and share best practices. In particular, staff will routinely visit each other's classrooms and use peer-coaching, team-teaching, and team-planning techniques in order to make the most of AACL's in-house expertise. Since AACL's curriculum design focuses on the use of highly differentiated gifted educational techniques, the *Classroom Observation Scale-Revised* and *The Student Observation Scale*²² will be used periodically to target specific areas for growth and development of the teaching staff. Evidence from gifted educational researcher Joyce VanTassel-Baska's work indicates that "teachers' instructional improvement takes two years to manifest its effectiveness and to shape belief in student learning benefits."²³ Therefore, professional growth plans for faculty will set expectations for continual growth with this in mind. The specific goals for professional development are working knowledge of gifted pedagogy, personal growth as an educator and life-long learner, job retention with continued certification, and additional skills for advancement.

Each year the faculty will engage in PD activities that are intentionally designed on the CDE development framework that identifies the standards for *process, content, and context*. Because AACL's design for students is highly differentiated, we believe that staff development should also follow this *process*. The first step will be to establish a common basis of knowledge with an introductory curriculum and staff orientation week. Development beyond this introductory core will be written into differentiated staff development plans that allow faculty and staff to collaboratively pursue and share individual specialties. Staff development *content* will focus on the needs of a highly diverse gifted population with particular emphasis on gaining depth of understanding in various academic disciplines plus a variety of methods for effective content delivery with a visual-spatial and hands-on emphasis. The entire curricular design is founded on

best practices in general and gifted education. Teachers will become fluent in identifying and implementing these practices through the attainment of their professional development goals. The *context* for PD opportunities at AACL is an environment that celebrates the accomplishments of its faculty and staff with resources that provide time for collaboration, awareness of the latest research, and planning that translates quality research into positive results for students. From the first day of orientation, strategic planning for team building activities will include awareness of group dynamics and the processes of forming, norming, trust-building, and problem-solving that establish a cohesive group.

Board training and development are covered in Section 5.

B. Use of Funds

AACL will use CDE grant funds to provide training for AACL's differentiated curriculum, faculty and staff orientation, reference materials, and continuing professional education on relevant topics. Further details are in Project 4 in Section 1 and Appendix F: Professional Development Plan.

C. Professional Development for Technology

Professional development for technology will focus initially on effective curricula, assessment, and daily operations and will evolve so that teachers are developing their ability to use advanced technologies that maximize student learning. Through subscriptions to various gifted education journals and agencies, teachers will access research and network with other colleagues across the country who are finding creative solutions that meet gifted, advanced, and twice-exceptional learning needs. All AACL faculty and staff will be expected to use technology routinely to meet the school's mission, and training will be provided by software and media specialists with vendors providing additional training.

D. Highly Qualified Teachers

AACL will hire highly qualified teachers with strong content backgrounds and the willingness to continually learn and improve their skills. Particularly AACL will seek licensed teachers with gifted education endorsements who demonstrate the quality indicators listed by CDE's Gifted Education division,²⁴ although the requirement for teacher licensure has been waived. Teaching candidates will be asked to demonstrate a sample lesson during the hiring process as consistently as it can be arranged and to demonstrate competency in their teaching areas. Once hired, teachers will be required to pass a thorough background check and demonstrate initial teaching skill and continual growth over the course of their professional development plans.

11. Continued Operation

A. Continued Operation of the School

As indicated in the AACL Budget (Appendix C), the school's main source of funding is Per Pupil Revenue (PPR). The CDE Startup Grant money, along with a one-time anonymous gift, will be used for many one-time purchases needed for startup. Before the initial grant funds expire, AACL will be able to begin setting aside a portion of PPR to build funds to replace the initial purchases of texts, computers, and equipment as they become damaged or obsolete, maintaining the school's vision and mission. AACL has worked extensively with District 11 to ensure the budget follows best practices, with additional money in reserve, anticipating additional state budget cuts and reduction in PPR.

B. Additional Funds

AACL presently has access to one-time gifts of funds, supplies, and equipment. An anonymous donor has pledged \$30,000 available in July 2010 and an additional \$5,000 in both August and September 2010. Two additional donors purchased and stored supplies and equipment from a private school that went out of business; they have donated this to the school. AACL also has obtained a substantial amount of classroom furniture and physical education equipment from D11 surplus from last year's school closures.

AACL's budget also contains two income lines to build unrestricted reserves. AACL anticipates approximately \$30,000 per year of additional funds above the cost of full day Kindergarten and approximately \$20,000 per year of additional funds above the cost of before- and after-school care.

AACL coordinates grant applications with the D11 Grant Office. Although AACL does not anticipate qualifying for any Title Funds in its first year of operation, D11 will assist AACL in obtaining funds, if applicable, in future years. D11 will also allocate funding based on identified Gifted and Talented and Special Education students served.

AACL has a very active parent group gaining expertise in grant writing. The group will advise the Board of potential grant opportunities, and the Board will direct the group which ones to pursue. The Morgridge and Walton grants are currently on the short list.

C. Student Demand

As of February 18, 2010, AACL has 137 signed enrollment applications and an additional 52 Intent to Enroll Forms, for a potential total of 189 students for 150-160 first year seats. The school is still receiving applications in anticipation of the lottery cutoff date of midnight on March 31, 2010. Due to the lack of full-time gifted services in the area for K-3 students, we are already seeing large demand in Division II (grades 1/2) and Division III (grades 3/4). As AACL continues toward its goal to become a resource for gifted learning, as local district budget cuts continue to impact gifted services, and as prospective families have a physical facility to visit, we are confident that demand for the school will grow toward the planned Year 2 projection of 180-200 and Year 3 projection of 220-250, on to maximum enrollment of 296 students with 3 classrooms at each Division (except Division I, with 2 classrooms) in Year 4.

12. Contractual Autonomy

A. School Founding and Legal Status

AACL was founded by individuals—mostly parents—who recognized that a need in the community was not being met. The Steering Committee for AACL is a diverse group of parents and educators with expertise in a wide variety of areas that include gifted education, school experience, human resources, accounting, staff development, software engineering, marketing, strategic planning and board development. Members are: *Scott Marcy*, a parent and Board President, is a software engineer for Apple Inc. and co-founder of a private preschool; *Alan Worster*, a parent serving as Board Treasurer, has expertise with non-profits and parent coordination, as well as a lab safety background; *Nikki Myers*, a parent and teacher serving as a Steering Committee Member, has a background in curriculum and instruction and provides expertise for the gifted and creative education curriculum and the educational research to support the program; *Diane Kricker*, a parent serving on the Steering Committee, is the official grant contact and has background as a senior professional in human resources and as an OSHA Compliance Administrator; *Elisabeth Kaegi*, a parent serving on the Steering Committee, is currently homeschooling her children; *Tim Wood*, a parent serving on the Steering Committee, has diverse experience including systems engineering and web application as well as editing and

writing poetry collections and creating visual arts; *C.J. Anderson*, a vacation specialist with Carnival Cruise Lines, has over twenty years of experience working in non-profit private schools as both a direct employee and as a consultant; *Julie Ott*, a parent serving as Board Secretary, has experience with twice-exceptional children and has worked in the non-profit and environmental fields; *Doug Larkey*, a parent and educator, has expertise as an Instructional Technology Specialist in Harrison District 2.

AACL is a Colorado non-profit corporation in good standing. It was incorporated on October 26, 2008, and its Articles of Incorporation have been filed with the Secretary of State since that date. AACL is in the process of applying to the IRS to obtain tax-exempt 501(c)(3) status.

B. Maximum Flexibility

AACL will operate autonomously from its authorizer, District 11, per the terms of the Charter Contract, which incorporates the AACL Charter Application. Per the current draft of AACL's charter contract, paragraph 5.4: "The School shall be fiscally responsible for the School's operations, and will have authority independently to exercise the following powers (together with such powers as provided for elsewhere in this Contract): contracting for goods and services; preparation of budgets; selection, supervision, evaluations, and determination of compensation for personnel, promotion, and termination of personnel; leasing facilities for school purposes, accepting and expending gifts, donations, or grants of any kind...; and adoption of policies and bylaws consistent with the terms of this Contract. Any borrowing above five percent (5%) of the School's budget will be subject to prior District Board approval."

AACL's Board and Administration are solely responsible for the financial operation of the school and setting the budget of the school. Per the charter contract, AACL will provide a copy of the budget and appropriate financial reports to D11 for their review.

C. Waivers

AACL has requested 25 waivers from state law (including the 13 "automatic" waivers), as well as waivers from about 200 D11 policies (more than any other D11 charter school to date). As AACL's charter contract has not yet been finalized and executed, we do not know which, if any, waivers may be denied by D11, although we have not received any questions or concerns regarding these waiver requests and D11's Board and Administration have been extremely cooperative with AACL. AACL's founders scrutinized each D11 policy to determine if it was compatible with AACL's vision and mission and requested substantive waivers for any that were deemed incompatible. About 90 such policies were identified, in areas primarily regarding Personnel & Employment (mostly to establish AACL as an at-will employer and to let AACL set its own pay and benefits packages), and curriculum areas (so that AACL can offer its unique program without interference from D11 policy). The full 77 page District Waiver Request document is available upon request.

D. Third-Party Services

AACL's draft charter contract prohibits the school from contracting with any third party for the "core management or administration of the school"—i.e., to turn the school over to an Educational/Charter Management Organization (EMO/CMO)—without prior written consent from D11. The contract does provide specific wording to allow for AACL to contract for needed support services, such as Special Education services or payroll/accounting services. The AACL Board has no intentions or desire to turn over operation of the school to an EMO/CMO.

While AACL is allowed to use D11's procurement department, AACL has specifically requested a waiver from D11 policy that might be interpreted as requiring the school to use them. However, AACL will purchase the following services from D11: basic security; Alpine data

management system; Zangle; Special Education Out-of-District placement insurance; pupil accounting/data; Intra-District Mail Delivery; health screening; and Attendance, Discipline, Expulsion & Crime services. Estimated cost of these services is \$141 per pupil.

13. Technical Assistance Needs

AACL will be requesting these trainings and assessments: Technical Assistance Needs Assessment, Standards Based Instruction and Assessment, Curriculum Alignment, Data Driven Decision-Making (3D), Governing Board Training Basics, and Administrator Development & Partnership.

A. Charter School Support Initiative (CSSI) and Resource Manual

AACL will be requesting a site visit in the third year of operation. Grant funds have not been requested for this.

B. Charter School Business Manager Network and Finance Seminar

AACL plans to have the Business Manager and representation from both the Board and Finance Committee attend the SOC Unit Finance Seminar in the fall. The Business Manager and Board Members will plan to attend the bi-monthly Business Manager Network meetings.

C. Governing Board Training

Board Members Scott Marcy and Alan Worster have already completed the modules currently available at www.boardtrainingmodules.org. All Board Members are required to take these trainings in the first three months of their term on the Board. The Board Members will use this training to help further their strengths in promulgating the vision and mission of the school and in assuring the highest standard of financial management, which is a key concern of many founding families.

D. CDE/SOC Record Keeping

AACL will hire its first Academy Director in March, 2010. The names and e-mails of persons involved with the school that are on the CDE/SOC charter school e-mail distribution list are Nikki Myers, nikkimyrs@academyacl.org and all the current Board Members, board@academyacl.org. The current list of Board Members (including position, phone number, and e-mail address) is in the table below:

Scott Marcy	President	(719) 434-6680	scottmarcy@academyacl.org
Alan Worster	Treasurer	(719) 330-8294	alanworster@academyacl.org
Kevin Binkley	VP	(719) 594-6093	kevinbinkley@academyacl.org
Julie Ott	Secretary	(719) 637-3498	julieott@academyacl.org
Gayle Staton	Member	(719) 473-3366	gaylestaton@academyacl.org
Andy Unwin	Member	(719) 313-2406	andyunwin@academyacl.org

14. Disclosure Information

AACL has a contract for legal services with Eric Hall, et al, of Rothgerber, Johnson and Lyons, LLP. AACL has also signed an advertising agreement with Comcast Spotlight. The Academy has no other agreements, contracts, or relationships in place. That includes agreements and contractual relationships with individuals, groups, or companies, such as Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), technology providers, professional development providers, curriculum companies, or educational service providers.

Appendix A: Lottery Policy

For AACL's first lottery, AACL will require all pre-enrollment forms to be returned by midnight on March 31, 2010 (either online, by mail, by fax, or in person). The lottery will be held in early April 2010. Families will be notified that month of their enrollment status, and will have until May 9, 2010 to return their enrollment packet as confirmation of their enrollment. They will be contacted within three to five days of notification to see if they are planning to complete the enrollment packet and confirm enrollment. Beginning May 10, 2010 or as soon as possible upon confirmation of an opening, families beginning at the top of the waiting list will be notified of any available slots.

After the first year, the date of the annual lottery will be held in accordance with the new *Get Smart Schools* initiative that coordinates common lottery dates for participating charter schools. For the 2010-2011 school year, these dates were between January 29, 2010, when all pre-enrollment forms are due from each family, and February 12, 2010, by which time all families will be notified of their enrollment status based upon lottery results. Families are expected to return their enrollment packets by March 12, 2010 or their students will be placed at the bottom of the waiting list. The new dates for the 2011-2012 school year will be set by *Get Smart Schools* once participating charter schools have provided feedback on the efficacy of this window. AACL may continue to fill any openings past this lottery date in order of the wait list.

Founding Families are those seeking to enroll children in AACL with at least one parent or custodial guardian who has been active in the chartering process of the school, and AACL teachers who seek to enroll their children in the school. *Active* is defined and measured as either participating in the writing of the charter application and/or working to advance the school (by attending meetings, handing out flyers, manning booths at public events, etc.) and in the process providing at least 100 hours of service prior to March 31, 2010 as documented by the AACL Founding Board. Up to 20% of enrollment may be reserved for the children of full-time teachers and one child of a founding family, with siblings automatically enrolled and not counted toward the 20%.

The community will receive adequate notices about the enrollment process and lottery dates through a comprehensive marketing strategy that also includes ways for families without Internet access to enroll. Publicity strategies include English and Spanish literature distributed at public places, churches, supermarkets, children's centers, libraries, and community centers in the area; advertisements in local publications; the AACL website; networking with officials in local school districts; personal networking; and networking through various community organizations in the region.

Returning families will automatically be pre-enrolled for each school year, but will be asked to notify the school office by AACL's enrollment packet/confirmation deadline if they choose not to return.

After the children of Founding Families and the children of hired, full-time teachers have been listed in the appropriate divisions, the lottery will be used to prioritize the entire waiting list, with the first slots filled with the first names drawn. Once the lottery has given the order of the waiting list, families will be contacted in that order if an opening becomes available. Families who request a slot on the waiting list after the lottery date will be added to the bottom of the list.

Families whose names are chosen during the lottery process (and Founding Families/teachers with children to enroll) will have one month from the last day of the notification window to return their enrollment packets to confirm their enrollment. However, they will be contacted within three to five days of notification by phone, email, and/or postal mail, whichever is most

efficient, to find out if they do intend to complete the application packet and accept their enrollment. If they have decided not to return, the next family on the waiting list will be contacted. If they are not yet sure, they will be contacted again in the next three to five additional days to determine if they plan to confirm their enrollment with the enrollment packet. If the enrollment packet is not returned by the one-month deadline, that family will forfeit their lottery slot and the student's name will be moved to the bottom of the wait list.

Names for the division with the longest waiting list will be drawn first, and in case of a tie, the older division will be drawn first. When a name is drawn, that student will be entered into the appropriate classroom slot, and any siblings also on the waiting list will be automatically entered into the appropriate slot at that time as well.

Appendix B: CDE Budget Form

CDE CHARTER SCHOOL GRANT PROGRAM
 FY2009-10,2010-11, 2011-12

Name of Charter School: Academy for Advanced and Creative Learning
 School District Name: Colorado Springs School District 11

Budget Report: Original Budget
 Revision number: February 22, 2010
 Date: February 22, 2010

Please Check the year(s) you are applying for:
 Start-Up - Year 1
 Implementation - Year 2
 Implementation - Year 3

List the projects by year (as applicable) below:

Project No.	Year 1	Year 2	Year 3
1	Differentiated Curriculum	Differentiated Curriculum	Differentiated Curriculum
2	Technology	Technology	Technology
3	Facilities/Furnishings	Facilities/Furnishings	Facilities/Furnishings
4	Professional Development	Professional Development	Professional Development
5			

Name of person completing this information

Name: Scott Marcy
 Phone No.: 719-434-6566
 E-mail: scottmarcy@academyacl.org

Submit this excel file to : electronic_budget@cde.state.co.us
 Grants Fiscal Staff Contact : Andy Lake: (303) 866-6829
 Charter School Staff Contact: Peg McMillen: (303) 866-6864

CDE use only
Funding Summary

Project	Request- Year 1	Request- Year 2	Request- Year 3	Approved- Year 1	Approved- Year 2	Approved- Year 3
One	\$ 44,587	\$ 48,242	\$ 71,917			
Two	\$ 66,750	\$ 71,382	\$ 58,351			
Three	\$ 23,024	\$ 7,689	\$ 7,911			
Four	\$ 15,606	\$ 22,592	\$ 11,661			
Five	\$ -	\$ -	\$ -			
Total:	\$ 149,968	\$ 149,905	\$ 149,840			

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Supplies (0600)	Project 1-Year 1	160	770 Everyday Math White 9x12 plain dry erase board	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	130	519 Everyday Math Calculator Sharp ELS10BBL (K-4th)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	50	900 Everyday Math Calculator TI-15 (5th & 6th)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	25	379 Everyday Math Calculator Sentry CA756 Graphing Scientific Calculator (7th & 8th)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	2	1,202 Everyday Math K Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	921 Everyday Math 1st Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 1st Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	921 Everyday Math 2nd Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 2nd Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	853 Everyday Math 3rd Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 3rd Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	853 Everyday Math 4th Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 4th Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	786 Everyday Math 5th Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 5th Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	786 Everyday Math 6th Classroom Resource Package & Manipulative Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	791 Everyday Math 6th Student Material Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	520 Everyday Math 7th Classroom Resource Package & Materials Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	10	630 Everyday Math 7th Student Edition	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	347 Everyday Math Algebra Classroom Resource Package	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	10	630 Everyday Math Algebra Student Edition	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	4	1,386 Everyday Math Classroom Resource Package (1 each Geometry, Advanced Algebra, Functions-Statistics-Trigonometry, Pre-Calculus)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	17	386 Life of Fred math books (17 titles, one copy each)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	459 Futures Channel Digital Video Resource Library: math & science documentaries + Teacher's Guide Binder	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	2	58 Magic School Bus DVD collections (3 DVDs each collection)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	14	344 Schoolhouse Rock DVDs and CDs	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	9	495 William & Mary Language Arts (1 each Beyond Words, Journeys & Destinations, Literary Reflections, Patterns of Change, Autobiographies, Persuasion, Utopia, The 1940's: A Decade of Change, Threads of Change in 19th Century American Literature)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	440 W&M Guide to Teaching a Language Arts Curriculum for High Ability Learners	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	20	1,100 W&M Language Arts Literature Packet (2 each Beyond Words, Journeys & Destinations, Literary Reflections, Patterns of Change, Autobiographies, Persuasion, Utopia, The 1940's: A Decade of Change, Threads of Change in 19th Century American Literature)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)-Moli Stone	30-Jun-10

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Supplies (0600)	Project 1-Year 1	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)–Measurement	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)–Factors, Multiples	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)–Treasures/Attic	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	200 Project M3 Assessment Stamp (multi-subject)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	240 Mathematics: A Way of Thinking	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	40	518 Desktop Abacus: Learning Resources	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	30 VisuAlgebra blocks	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	2	70 S-1000 Hands-on Equations Learning System	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	80 DVD-2000 Hands-On Equations Instr. VideoManual (DVD)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	35 VPB-1000 Hands-On Equations Verbal Problems Book	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	250 C-1020 Class-Set/Hands-On Equations (20 Students)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	4	26 Hands-On Equations, Additional Student Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	96 T-1000 * Teacher's Demonstration Scale and Game Pieces	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	120 Algebra Tiles Hands-On Classroom Set	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	4	100 Color-Coded Judy Clock	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	46 Taylor Precision 5109 Jumbo Wall Thermometer	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	48 Electrostatic Cling Outdoor Window Thermometer	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	45 Algebra Balance	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	4	120 Baby Bears Bucket Balance	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	2,293 Jr. Great Books Semester 1, Student Anthologies Levels (1-6)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	250 Jr. Great Books Semester 1, Teacher Guides Levels (1-6)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	408 Jr. Great Books Tapes for Levels 0-2, 6 (CDs not yet available)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	6	336 Jr. Great Books Tapes/CDs for Levels 0-2, 6	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	1,352 SRA Imagine It! Phonemic Awareness and Phonics Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	441 SRA Imagine It! Workshop Kit	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	12	180 Teaching Tiles- non magnetic (6ea lowercase & 6 ea uppercase)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	6	162 The Teachers' Guide to the Four Blocks: A Multimethod, Multilevel Framework for Grades 1-3 (Paperback)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	6	102 Making Words: Multilevel, Hands-On Phonics and Spelling Activities (Paperback)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	24	647 8 ea Teacher's Guides for The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts) (Paperback), Growing Up Writing: Mini-Lessons for Emergent and Beginning Writers (Paperback), Paper Lightning: Prewriting Activities That Spark Creativity and Help Students Write Effectively (Paperback)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	440 Guide To Teaching: A Problem-Based Science Curriculum	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	2	70 William and Mary Teaching Models	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	18	717 1ea 18 individual science curriculum titles	30-Jun-10

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Academy for Advanced and Creative Learning		February 22, 2010	
1	2	2a	3
Budget Object	Project Number/Budget Year	Quantity Unit	Description/Budget Narrative
			4
		Cost	Expected Date of Completion
Inst. - Supplies (0600)	Project 1-Year 1	1	22 Benchmarks for Science Literacy (Benchmarks for Science Literacy, Project 2061) by American Association for Advancement of Science
Inst. - Supplies (0600)	Project 1-Year 1	1	12 Notes from a Writer: Resources & Activities for Gifted Children
Inst. - Supplies (0600)	Project 1-Year 1	10	250 2ea Teacher's Manuals MC Thompson Poetry: Music of the Hemispheres (3/4), Building Poems (4/5), World of Poetry (5/6), Poetry and Humanity (6/7), "Poetry, Plato, and the Problem of Beauty"
Inst. - Supplies (0600)	Project 1-Year 1	15	390 Teacher's Manuals MC Thompson Grammar: 4ea Grammar Island (3/4), 4ea Grammar Town (4/5), 4ea Grammar Voyage (5/6), 2ea Magic Lens, vol. 1 (6-9), 1ea Magic Lens, vol. 2 (7-10)
Inst. - Supplies (0600)	Project 1-Year 1	12	300 Teacher's Manuals MC Thompson Vocabulary: 2ea Building Language, 2ea Caesar's English 1, 2ea Caesar's English 2, 1ea Word within a Word volumes 1-3 (each separate), 1ea Word within a Word volumes 1-3 (each separate)
Inst. - Supplies (0600)	Project 1-Year 1	10	420 Teacher's Manuals MC Thompson Writing: 4ea Sentence Island, 2ea Paragraph Town, 2ea Essay Voyage, 1ea Advanced Academic Writing vol. 1, 1ea Advanced Academic Writing vol. 2
Inst. - Supplies (0600)	Project 1-Year 1	17	227 MC Thompson support materials (4ea Grading CD, 8ea Classic Words, 1ea The Heart of the Mind, 4ea The Sesquipedalian Neologist's Lexicon)
Inst. - Supplies (0600)	Project 1-Year 1	64	3,840 32ea American Heritage Dictionary & 32 ea New Oxford American Dictionary
Inst. - Supplies (0600)	Project 1-Year 1	4	220 Guide To Teaching Social Studies Curriculum
Inst. - Supplies (0600)	Project 1-Year 1	8	440 1ea Ancient China: The Middle Kingdom, Ancient Egypt: Gift of the Nile, Building A New System: Colonial America 1607-1763, The World Turned Upside Down: the American Revolution, A House Divided? The Civil War: Its Causes and Effects, The 1920s in America: A Decade of Tensions, The 1930s in America: Facing Depression, The Road to the White House: Electing the American President
Inst. - Supplies (0600)	Project 1-Year 1	2	33 Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women by Victor Goertzel
Inst. - Supplies (0600)	Project 1-Year 1	10	250 The Timetables of History: A Horizontal Linkage of People and Events (Paperback)
Inst. - Supplies (0600)	Project 1-Year 1	11	173 1ea 11 individual titles Art Teacher Books
Inst. - Supplies (0600)	Project 1-Year 1	21	519 1ea 21 individual titles Music Teacher Books & CDs
Inst. - Supplies (0600)	Project 1-Year 1	8	80 Relaxation Study Music, EDU Music & Films
Inst. - Supplies (0600)	Project 1-Year 1	5	40 Multi-colored 9" cones
Inst. - Supplies (0600)	Project 1-Year 1	20	93 18" Traffic Safety cones
Inst. - Supplies (0600)	Project 1-Year 1	2	66 Playground Ball set
Inst. - Supplies (0600)	Project 1-Year 1	150	750 Jump ropes- individual
Inst. - Supplies (0600)	Project 1-Year 1	4	64 Jump ropes- 16' segmented
Inst. - Supplies (0600)	Project 1-Year 1	1	27 Ropeworks For Kids DVD (EA)
Inst. - Supplies (0600)	Project 1-Year 1	11	99 whistles with lanyard & lipguard
Inst. - Supplies (0600)	Project 1-Year 1	8	176 Bully Free Curriculum

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Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	4
Budget Object	Project Number/Budget Year	Quantity Unit	Description/Budget Narrative	Expected Date of Completion
Inst. - Supplies (0600)	Project 1-Year 1	8	104 Bully Free Card Games	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	35 Bullying Prevention for Schools	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	274 Time Trackers	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	104 Timers	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	8	92 stopwatch	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	4	120 Teaching Hands Clock	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	14	350 Pendaflex Pendaflex Essentials File Folders, 1/3 Cut, Top Tab, Letter, Manila, 30-Jun-10	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	8	100 Per Box, (752 1/3)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	33	200 File folders- colored, 100/box	30-Jun-10
			396 Navigator Teaching Units for (1 each): Where the Wild Things Are (New), Jumanji, The Garden of Abdul Gasazi, Charlotte's Web, Sarah, Plain and Tall, Talk About a Family, The Abracadabra Kid, Bud, Not Buddy, The Egypt Game, Everything on a Waffle, Shiloh, Stone Fox, Snow Treasure, A Wrinkle in Time (New), Jacob, Have I Loved (New), Bridge to Terabithia, Number the Stars, A Year Down Yonder, The Great Gilly Hopkins, A Girl from Yamhill, Sarah Bishop, Little by Little, Little Women, Tuck Everlasting, Walk Two Moons, My Brother Sam is Dead (New), A Day of Pleasure: Stories of a Boy Growing Up in Warsaw, The Giver, The Invisible Thread, The Pearl, Summer of My German Soldier, Call of the Wild, The Day They Came to Arrest the Book	
Support - Supplies (0600)	Project 1-Year 1	12	132 CoGAT: 8ea Practice Test Directions K-2, 1ea Directions for Administration Levels K, 1, 2, A-H (each separate)	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	295 NNAT-Individual Administration Complete Kit - Includes Manual, Stimulus Book, Parent Report (Pad of 25), Record Form A (Pad of 25), and Record Form B (Pad of 25)	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	335 KBIT--2 Complete Kit	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	98 KBIT--2 Scoring and Administration Manual	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	230 TOMAGS - Complete Kit: Test of Mathematical Abilities for Gifted Students	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	181 Figural TTCT: Thinking Creatively with Pictures Starter Set, Streamlined Scoring Guide, Norms-Technical Manual, Additional Directions Manual Sample Set	30-Jun-10
Support - Supplies (0600)	Project 1-Year 1	1	136 Verbal TTCT: Thinking Creatively with Words Starter Set, Examiner's Kit, Manual for Scoring and Interpreting Results	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	587 ELL vocabulary picture pack, basic (K-3)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 1	1	995 ELL vocabulary picture pack, expanded (4-8)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	13	506 How the Gifted Brain Learns	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	13	379 Best Practices in Gifted Education	30-Jun-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	13	3,900 Integrated Curriculum Model Inservice	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	1	930 Teaching with Love & Logic instructional kit	30-Jun-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	1	500 Teaching with Love and Logic, Trainer	30-Jun-10

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Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	1	300 Hands-on History Instruction, Trainer	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	13	195 ICM Training Binders	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	12	360 ICM Training Planners Year One	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	9	568 Training DVDs: 1ea The Misdiagnosis of Gifted Children, An Evening with Annemarie Roeper, Qualitative Assessment Method of Annemarie Roeper, Portraits in Gifted Education: The Legacy Series A Conversation with Joe Renzulli DVD, 21st Century Skills: Promoting Creativity and Innovation in the Classroom DVD, How to Coteach to Meet Diverse Student Needs, A Video Series for Educators, Dyslexia and Writing Challenges in Gifted Children, KidProVideo- teaching improvisation to kids, Best Practices in Action: Using Visualization to Enhance Background Knowledge. "So, You Want to Start a School for the Gifted?"	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	1	520 At Work in the Differentiated Classroom DVD and Facilitator's Guide	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	12	215 Teaching With Love and Logic: Taking Control of the Classroom by Jim Fay and David Funk (Paperback - Mar. 1, 1995)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	1	259 Essential Readings in Gifted Education (Essential Readings in Gifted Education Series) by Sally M. Reis (Editor)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	207	4,673 Professional books (154 titles, list available on request)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	12	173 Educational Insights the Space Place Classroom Organization Center by Educational Insights	30-Jun-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	1	480 CPR/First Aide Training (onsite for 8 people is \$480)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	6	60 First Aid and Emergency Quick Reference Guide	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	10	150 Back Issues, Advanced Development Journal	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	4	319 Differentiating Instruction With Menus: Set	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	8	104 Math Dictionary for Kids: The Essential Guide to Math Terms, Strategies, and Tables	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	1	115 Methods and Materials for Teaching the Gifted (3rd ed.)	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	10	170 A Parent's Guide to Gifted Children by James T. Webb	30-Jun-10
Inst. - Supplies (0600)	Project 4-Year 1	4	140 Links to Learning: A Curriculum Planning Guide for After-School Programs (Paperback)	30-Jun-10
Inst. - Supplies (0600)	Project 1-Year 2	10	630 Everyday Math Geometry Student Edition	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	5	315 Everyday Math Adv. Algebra Student Edition	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	5	315 Everyday Math Fn, Stat, Trig Student Edition	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	5	315 Everyday Math Pre-Calculus Student Edition	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	4	220 W&M Guide to Teaching a Language Arts Curriculum for High Ability Learners	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	20	1,100 W&M Language Arts Literature Packet (2 each Beyond Words, Journeys & Destinations, Literary Reflections, Patterns of Change, Autobiographies, Persuasion, Utopia, The 1940's: A Decade of Change, Threads of Change in 19th Century American Literature)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each) ~ Awesome Algebra	15-Aug-10

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Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~ Digging/Data	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~ Mail/Algebra	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~ Records/Algebra	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~ Analyze/Data	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~ Shapes	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~ Proportional Reasoning	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~ Chances	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	4	100 Color-Coded Judy Clock	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	2,293 Jr. Great Books Semester 2, Student Anthologies Levels (1-6)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	250 Jr. Great Books Semester 2, Teacher Guides Levels (1-6)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	14,813 Scholastic K-6 Leveled Bookroom, 5,202 books: 867 titles (6 copies each), (includes teacher training)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	1,000 Scholastic 7-8 Leveled Books	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	5	1,250 Marilyn Burns Classroom Math Library (1ea K, 1, 2, 3, 4-6)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	4	135 Math Mat Challenge Game by Learning Resources	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	8	120 Teaching Tiles- non magnetic (4ea lowercase & 4ea uppercase)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	2	64 The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts) (Paperback)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	2	44 Growing Up Writing: Mini-Lessons for Emergent and Beginning Writers (Paperback)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	6	210 William and Mary Teaching Models (science)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	10	252 Spanish language books, games, and other teaching materials (9 titles)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	40	416 25ea McGraw-Hill's Spanish Student Dictionary, 10ea NTC's Dictionary of Spanish Cognates Thematically Organized by Rose Nash, Sea English-Spanish Cognates Lexicon: Lexico de Cognados Ingles-Español by Rev. Edmund Rotavista (Author)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	4	103 Ready-To-Use Physical Education Activities by Maxwell J. Landy, Joanne M. Landy (1ea K-2, 1ea 3-4, 1ea 5-6, 1ea 7-9)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	110 Jacob's Ladder Reading Comprehension Program Set	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	88	993 Books that accompany William & Mary Lang. Arts (88 titles, 1 copy each teacher set)	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	192	1,666 Student Copies for the Navigator's Series (6ea of 32 titles)	15-Aug-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	1	590 AIMSweb subscription	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	270 SpEd Startup Kit: Speech (GFTA-2, Goldman-Fristoe Test of Articulation-2nd Ed), Ages 2-21	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	560 SpEd Startup Kit: Language (CELF-4, Clinical Evaluation of Language Fundamentals-4th Ed), Ages 5-21	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	1,000 WISC-IV (Wechsler Intelligence Scale for Children-4th Ed)	15-Aug-10

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Academy for Advanced and Creative Learning		Project		February 22, 2010	
1	2	2a	3	4	
Budget Object	Number/Budget Year	Quantity Unit	Cost	Description/Budget Narrative	Expected Date of Completion
Support - Supplies (0600)	Project 1-Year 2	11	330	Sterilite 29308001 3-Drawer Wide Cart with See-Through Drawers and Black Casters, White	15-Aug-10
Support - Supplies (0600)	Project 1-Year 2	80	479	Clear Plastic Boxes - Medium Sweater	15-Aug-10
Support - Supplies (0600)	Project 1-Year 2	80	223	Clear Plastic Boxes - Small Shoe	15-Aug-10
Support - Supplies (0600)	Project 1-Year 2	11	77	1/5-Cut Tab Hanging File Folders, 50 per Pack	15-Aug-10
Support - Supplies (0600)	Project 1-Year 2	4	137	Pendaflex 81621 Recycled Standard Green Hanging File Folders, Legal, 1/3 Cut Tabs, 25/box	15-Aug-10
Inst. - Supplies (0600)	Project 1-Year 2	1	310	Cram Sunlit 12-Inch Diameter Tabletop Globe	15-Aug-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	13	3,250	Junior Great Books Teacher Training	30-Jun-11
Inst. - Supplies (0600)	Project 4-Year 2	1	309	The Differentiated School: Making Revolutionary Changes in Teaching and Learning DVD	15-Aug-10
Inst. - Supplies (0600)	Project 4-Year 2	1	309	Never Work Harder Than Your Students: The Journey to Great Teaching DVD	15-Aug-10
Inst. - Supplies (0600)	Project 4-Year 2	1	95	How to Informally Assess Student Learning, A Video Series for Educators	15-Aug-10
Inst. - Supplies (0600)	Project 4-Year 2	1	80	Winning over Challenging Students	15-Aug-10
Inst. - Supplies (0600)	Project 4-Year 2	1	439	Formative Assessment in Content Areas Series DVD	15-Aug-10
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	12	9,720	9 CDE Modules (\$35 registration, \$55 tuition, each module, per teacher): Differentiating for Gifted Learners, The Gifted Reader, Developing Mathematical Thinking In Gifted Learners, Developing Mathematical Thinking In Gifted Learners, Raising Thinking Skills for Gifted Learners, Affective Guidance: Addressing the Social/Emotional Needs of Gifted Learners, The Gifted Reader, Creativity, Developing Mathematical Thinking In Gifted Learners, The Gifted Learner)	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	12	660	ED 589 Twice Exceptional Level I, online	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	12	660	ED 589 Twice Exceptional Level II, online	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	12	1,872	4 NAGC webinars (\$39 each, per each of 12 teachers): WOW Classroom Strategies, WOW Critical Issues & Policies, WOW Bookshelf Issues, WOW Expert Perspectives	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	1	1,000	Social Emotional Training, Whole Staff	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	1	1,800	NAGC Conference	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	2	700	CAGT Conference	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	2	340	Beyond Giftedness Conference (registration & travel)	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	2	398	NSDC E Learning Series	30-Jun-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	2	960	CPR/First Aide Training (onsite for 8 people is \$480)	30-Jun-11
Inst. - Supplies (0600)	Project 1-Year 3	1	601	Everyday Math K Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	100	481	Everyday Math White 9x12 plain dry erase board	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	50	200	Everyday Math Calculator Sharp ELS10BBL (K-4th)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	25	450	Everyday Math Calculator TI-15 (5th & 6th)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	25	379	Everyday Math Calculator Sentry CA756 Graphing Scientific Calculator (7th & 8th)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	921	Everyday Math 1st Classroom Resource Package & Manipulative Kit	15-Aug-11

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			4	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Supplies (0600)	Project 1-Year 3	1	921 Everyday Math 2nd Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	853 Everyday Math 3rd Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	853 Everyday Math 4th Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	786 Everyday Math 5th Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	786 Everyday Math 6th Classroom Resource Package & Manipulative Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	520 Everyday Math 7th Classroom Resource Package & Materials Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	18	990 William & Mary Language Arts (2 each Beyond Words, Journeys & Destinations, Literary Reflections, Patterns of Change, Autobiographies, Persuasion, Utopia, The 1940's: A Decade of Change, Threads of Change in 19th Century American Literature)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	4	220 W&M Guide to Teaching a Language Arts Curriculum for High Ability Learners	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Moli Stone	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Measurement	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~Factors, Multiples	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~Treasures/Attic	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Moli Stone	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Measurement	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~Factors, Multiples	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~Treasures/Attic	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Awesome Algebra	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 3: Teacher Guide & Student Journal (one each)~Digging/Data	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~Mall/Algebra	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~Records/Algebra	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~Analyze/Data	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 4: Teacher Guide & Student Journal (one each)~Shapes	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~Proportional Reasoning	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	78 Project M3 Level 5: Teacher Guide & Student Journal (one each)~Chances	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	40	518 Desktop Abacus: Learning Resources	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	3	750 C-1020 Class-Set/Hands-On Equations (20 Students)	15-Aug-11

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning		February 22, 2010		
1	2	2a	3	
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	
			Description/Budget Narrative	
			Expected Date of Completion	
Inst. - Supplies (0600)	Project 1-Year 3	8	52 Hands-On Equations, Additional Student Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	3	288 T-1000 * Teacher's Demonstration Scale and Game Pieces	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	240 Algebra Tiles Hands-On Classroom Set	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	50 Color-Coded Judy Clock	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	8	46 Taylor Precision 5109 Jumbo Wall Thermometer	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	8	48 Electrostatic Cling Outdoor Window Thermometer	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	90 Algebra Balance	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	8	240 Baby Bears Bucket Balance	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	5	89 Challenge Math- Primary (Zaccaro)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	4	100 Challenge Math- Intermediate (Zaccaro)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	4	100 Becoming a Problem Solving Genius	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	2,703 SRA Imagine It! Phonemic Awareness and Phonics Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	882 SRA Imagine It! Workshop Kit	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	6	192 Teacher's Guides for The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts) (Paperback)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	8	440 Guide To Teaching: A Problem-Based Science Curriculum	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	70 William and Mary Teaching Models	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	90	3,585 5ea 18 individual science curriculum titles	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	609 Science photo library with CD ROM (and cards)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	658 General photo library with CD ROM (and cards)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	10	250 2ea Teacher's Manuals MC Thompson Poetry: Music of the Hemispheres (3/4), Building Poems (4/5), World of Poetry (5/6), Poetry and Humanity (6/7), "Poetry, Plato, and the Problem of Beauty"	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	15	390 Teacher's Manuals MC Thompson Grammar: 4ea Grammar Island (3/4), 4ea Grammar Town (4/5), 4ea Grammar Voyage (5/6), 2ea Magic Lens, vol. 1 (6-9), 1ea Magic Lens, vol. 2 (7-10)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	12	300 Teacher's Manuals MC Thompson Vocabulary: 2ea Building Language, 2ea Caesar's English 1, 2ea Caesar's English 2, 1ea Word within a Word volumes 1-3 (each separate), 1ea Word within a Word volumes 1-3 (each separate)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	10	420 Teacher's Manuals MC Thompson Writing: 4ea Sentence Island, 2ea Paragraph Town, 2ea Essay Voyage, 1ea Advanced Academic Writing vol. 1, 1ea Advanced Academic Writing vol. 2	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	17	227 MC Thompson support materials (4ea Grading CD, 8ea Classic Words, 1ea The Heart of the Mind, 4ea The Sesquipedalian Neologist's Lexicon)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	120	7,200 60ea American Heritage Dictionary & 60 ea New Oxford American Dictionary	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	4	220 Guide To Teaching Social Studies Curriculum	15-Aug-11

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning		February 22, 2010	
1	2	2a	3
Budget Object	Project Number/Budget Year	Quantity Unit	Description/Budget Narrative
			4
			Expected Date of Completion
Inst. - Supplies (0600)	Project 1-Year 3	24	1,320 3ea Ancient China: The Middle Kingdom, Ancient Egypt: Gift of the Nile, Building A New System: Colonial America 1607-1763, The World Turned Upside Down: the American Revolution, A House Divided? The Civil War: It's Causes and Effects, The 1920s in America: A Decade of Tensions, The 1930s in America: Facing Depression, The Road to the White House: Electing the American President
Inst. - Supplies (0600)	Project 1-Year 3	12	5,796 World Globes DirectClassroom Pkg CO/US/World + Globe
Inst. - Supplies (0600)	Project 1-Year 3	8	80 Relaxation Study Music, EDU Music & Films
Inst. - Supplies (0600)	Project 1-Year 3	1	450 ChimeMagic Complete Curriculum
Inst. - Supplies (0600)	Project 1-Year 3	3	360 6' Folding Table 6 foot
Inst. - Supplies (0600)	Project 1-Year 3	5	40 Multi-colored 9" cones
Inst. - Supplies (0600)	Project 1-Year 3	30	140 18" Traffic Safety cones
Inst. - Supplies (0600)	Project 1-Year 3	4	132 Playground Ball set
Inst. - Supplies (0600)	Project 1-Year 3	100	500 Jump ropes- individual
Inst. - Supplies (0600)	Project 1-Year 3	4	64 Jump ropes- 16' segmented
Inst. - Supplies (0600)	Project 1-Year 3	5	45 whistles with lanyard & lipguard
Inst. - Supplies (0600)	Project 1-Year 3	1	532 extra large p.e. parachute
Inst. - Supplies (0600)	Project 1-Year 3	6	1,182 folding panel gym mat 4 x 8 x 2
Inst. - Supplies (0600)	Project 1-Year 3	5	110 Bully Free Curriculum
Inst. - Supplies (0600)	Project 1-Year 3	8	104 Bully Free Card Games
Inst. - Supplies (0600)	Project 1-Year 3	2	200 Multi-Age Differentiated Curriculum Kit-Primary
Inst. - Supplies (0600)	Project 1-Year 3	2	200 Multi-Age Differentiated Curriculum Kit-Intermediate
Inst. - Supplies (0600)	Project 1-Year 3	2	200 Multi-Age Differentiated Curriculum Kit- Middle
Inst. - Supplies (0600)	Project 1-Year 3	8	274 Time Trackers
Inst. - Supplies (0600)	Project 1-Year 3	8	104 Timers
Inst. - Supplies (0600)	Project 1-Year 3	8	92 stopwatch
Inst. - Supplies (0600)	Project 1-Year 3	2	60 Teaching Hands Clock
Support - Supplies (0600)	Project 1-Year 3	8	200 Pendaflex Pendaflex Essentials File Folders, 1/3 Cut, Top Tab, Letter, Manila, 15-Aug-11
Support - Supplies (0600)	Project 1-Year 3	8	100 Per Box, (752 1/3)
Inst. - Supplies (0600)	Project 1-Year 3	8	200 File folders- colored, 100/box
Inst. - Supplies (0600)	Project 1-Year 3	1	110 Jacob's Ladder Reading Comprehension Program Set
Inst. - Supplies (0600)	Project 1-Year 3	176	1,662 Books that accompany William & Mary Lang. Arts (176 titles, 2 copy each teacher set)
Support - Supplies (0600)	Project 1-Year 3	16	480 3-Drawer Wide Cart with See-Through Drawers and Casters
Support - Supplies (0600)	Project 1-Year 3	40	240 Clear Plastic Boxes - Medium Sweater
Support - Supplies (0600)	Project 1-Year 3	40	112 Clear Plastic Boxes - Small Shoe
Support - Supplies (0600)	Project 1-Year 3	8	56 1/5-Cut Tab Hanging File Folders, 50 per Pack
Support - Supplies (0600)	Project 1-Year 3	4	137 Pendaflex 81621 Recycled Standard Green Hanging File Folders, Legal, 1/3 Cut Tabs, 25/box
Inst. - Supplies (0600)	Project 1-Year 3	2	234 WEDGITS™ Class-Pak

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET DETAIL**

Academy for Advanced and Creative Learning

February 22, 2010

1	2	2a	3	4
Budget Object	Project Number/Budget Year	Quantity Unit	Description/Budget Narrative	Expected Date of Completion
Inst. - Supplies (0600)	Project 1-Year 3	2	200 WEDGITS™ On Wheels (kindergarten room)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	791 Wedgits Play Table	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	8	2,400 Green Flip-Top Playable by Lego	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	1	308 Cart with Easel Package (Copernicus Teacher w/out a room)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	11	329 Art DVDs	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	2	950 Portable Potter's Wheel That Centers 25 Pounds of Clay But Weighs Only 26 Lbs.	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	5	225 First Potter's Wheel (Heart Song)	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	6	300 LEGO 4+ Basic Bulk Set	15-Aug-11
Inst. - Supplies (0600)	Project 1-Year 3	4	520 KEVA 400 Piece Building Blocks	15-Aug-11
Inst. - Purchased Professional & Technical Services (0300)	Project 1-Year 3	44	1,606 STUDENT DISSECTION KIT by The Science Shop	15-Aug-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	16	2,496 4 NAGC webinars (\$39 each, per teacher, varies by year) (all teachers)	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	1	1,000 Social Emotional Training, Whole Staff	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	1	1,800 NAGC Conference	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	2	700 CAGT Conference	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	2	398 NSDC E Learning Series	30-Jun-12
Inst. - Supplies (0600)	Project 4-Year 3	4	58 Educational Insights the Space Place Classroom Organization Center by Educational Insights	15-Aug-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	2	189 Growing Up Gifted, Clark	15-Aug-11
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	4	3,240 9 CDE Modules (\$35 registration, \$55 tuition, each module, per new teacher); Differentiating for Gifted Learners, The Gifted Reader, Developing Mathematical Thinking In Gifted Learners, Developing Mathematical Thinking In Gifted Learners, Raising Thinking Skills for Gifted Learners, Affective Guidance: Addressing the Social/Emotional Needs of Gifted Learners, The Gifted Reader, Creativity, Developing Mathematical Thinking In Gifted Learners, The Gifted Learner	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	4	220 ED 589 Twice Exceptional Level I, online (new teachers)	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	4	220 ED 589 Twice Exceptional Level II, online (new teachers)	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	2	340 Beyond Giftedness Conference (registration & travel)	30-Jun-12
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	4	1,000 Junior Great Books Teacher Training (new teachers)	30-Jun-12

**CDE CHARTER SCHOOL GRANT PROGRAM
EQUIPMENT REQUEST AND INVENTORY**

Academy for Advanced and Creative Learning

February 22, 2010

1	2	3	4b	4c	6
Description of item	Serial Number	Date Acquired	Actual Cost	Project Number/Budget Year	Expected Date of Completion
4ea Discovery Kids 3 in 1 Microscope			108	Project 1-Year 1	07/31/10
4ea Primary Microscope			160	Project 1-Year 1	07/31/10
Prime Entertainment QX-5 Microscope			100	Project 1-Year 1	07/31/10
4ea USB Digital Computer Microscope Offered by HDE by Dekcell			250	Project 1-Year 1	07/31/10
14ea Staplers, tape dispensers, Heavy Duty 1-Hole Electric Pencil Sharpener			557	Project 1-Year 1	07/31/10
Crosscut Paper/Credit Card Shredder with Basket			100	Project 1-Year 1	07/31/10
42U four-post 19" equipment rack	goal1		429	Project 2-Year 1	06/30/10
2ea Peplink Balance 580 Multi-WAN router	goal1		4,792	Project 2-Year 1	06/30/10
2ea UPS, 3000KVA, 240V + Pulsar Source Transfer Switch 240V	goal1		3,243	Project 2-Year 1	06/30/10
2U OpenSolaris server, dual quad-core Xeon or Opteron, 8+GB RAM, 8-bay SATA backplane + 8ea Western Digital "Green" 1.5TB SATA hard drives for OpenSolaris server	goal1		2,960	Project 2-Year 1	07/31/10
2ea VoIP server, 2+GHz quad-core, 2GB RAM, 2x250GB HD	goal4		3,981	Project 2-Year 1	06/30/10
2ea Netgear GS748TP-100NAS 48-port PoE switch	goal4		472	Project 2-Year 1	06/30/10
3ea Aastra 6757i VoIP telephone	goal4		582	Project 2-Year 1	06/30/10
MacBook Pro 2.54GHz 4GM RAM 250GB HD	goal3		1,439	Project 2-Year 1	06/30/10
12ea MacBook 2.26GHz 4GB RAM 250GB HD	goal3		9,708	Project 2-Year 1	08/16/10
25ea MacBook 2.26GHz 4GB RAM 250GB HD	goal2		20,228	Project 2-Year 1	08/16/10
Breford cart for 32 Notebooks	goal2		1,530	Project 2-Year 1	08/16/10
Xserve 8-core 2.26GHz 12GB RAM, 128GB SSD, 3x160GB HD, dual Power Supplies	goal1		4,206	Project 2-Year 1	07/31/10
2x 21.5" iMac 3.06GHz 4GB RAM 500GB HD	goal3		2,068	Project 2-Year 1	07/31/10
2ea 24-port gigabit ethernet switches with SPF GBIC slots	goal1		1,200	Project 2-Year 1	07/31/10
Xserve 8-core 2.26GHz 24GB RAM, 128GB SSD, 3x1TB HD, dual Fibre channel, dual Power Supplies	goal2		5,227	Project 2-Year 1	08/16/10
12ea Kensington Notebook Security Cable	goal3		468	Project 2-Year 1	08/16/10
2ea Apple iPad 16GB	goal2		850	Project 2-Year 1	08/15/11
3ea Pepwave PolePoint b/g + 11ea Pepwave PolePoint n WiFi access points	goal1		3,367	Project 2-Year 1	06/30/10
12ea classroom brooms & dustpans			250	Project 3-Year 1	07/31/10
4ea hall trash cans			699	Project 3-Year 1	07/31/10
50ea 19 gallon classroom trash cans			1,082	Project 3-Year 1	07/31/10

**CDE CHARTER SCHOOL GRANT PROGRAM
EQUIPMENT REQUEST AND INVENTORY**

February 22, 2010

Academy for Advanced and Creative Learning

1	2	3	4b	4c	6
Description of item	Serial Number	Date Acquired	Actual Cost	Project Number/Budget Year	Expected Date of Completion
4ea 44 gallon trash cans for janitor closet and for lunch/gymnasium				269 Project 3-Year 1	07/31/10
2ea dollies for 44 gal trash cans				149 Project 3-Year 1	07/31/10
2ea backpack vaccuums				1,256 Project 3-Year 1	07/31/10
wet mop & bucket with ringer				257 Project 3-Year 1	07/31/10
8ea Ace Bayou Ace Bayou Shiny Round Bean Bag chair				480 Project 3-Year 1	08/16/10
12ea Energy Saving Fox Table Lamp with Night Light for Children					
48ea 14", 96ea 16", 72ea 18" student chairs				396 Project 3-Year 1	08/16/10
15ea staff chairs				6,432 Project 3-Year 1	08/16/10
16ea Fellowes 8031801 Office Suites File Sorter, Letter/A4 Folders or Documents, Black/Silver				2,250 Project 3-Year 1	08/16/10
5ea Fellowes 25041 Literature Organizer - 24 Compartment, Letter, Dove Gray					
16ea Ultimate Desk Organizer - Silver Mesh by Design Ideas				480 Project 3-Year 1	08/16/10
Maytag 21.0 Cu. Ft. Top Freezer Refrigerator				558 Project 3-Year 1	08/16/10
200ea folding chairs & 3 ea chair storage trucks				576 Project 3-Year 1	08/16/10
Schwab 2HC43-5000 2 Drawer 43" Fire/Impact Resistant Lateral File				700 Project 3-Year 1	08/16/10
Cash safe				4,575 Project 3-Year 1	06/30/10
Chrome Leg Recovery Couch - 24 inches Wide house keeping cart				1,938 Project 3-Year 1	06/30/10
82-seat site license for KidPix and Mavis Beacon Teaches Typing (\$25/seat/title)				159 Project 3-Year 1	06/30/10
100-seat site license for Apple iWork				277 Project 3-Year 1	06/30/10
Annual Site License- Rosetta Stone - Spanish Educational Insights Classroom Jeopardy by Educational Insights				242 Project 3-Year 1	08/16/10
5ea Prime Entertainment QX-5 Microscope				4,100 Project 1-Year 2	08/16/10
School-wide license Study Island				4,200 Project 1-Year 2	08/16/10
SmoothWall SWG-1208 Web Content Filter Appliance	goal1			5,700 Project 1-Year 2	08/16/10
12ea Aastra 6731i VoIP telephone	goal4				
25ea MacBook 2.26GHz 4GB RAM 250GB HD	goal2				
Brefrid cart for 32 Notebooks	goal2				
32x 21.5" iMac 3.06GHz 4GB RAM 500GB HD	goal2				
8ea Aastra 6731i VoIP telephone	goal4				
2ea 8-port 4Gbps Fibre Channel switch	goal1				
16ea SFP Optical transceiver - 4Gb Fibre Channel	goal1				
8ea 24 port Gigabit Ethernet switch with SFP GBIC	goal1				
4ea MacBook (then-current model)	goal3				
				437 Project 1-Year 2	08/16/10
				500 Project 1-Year 2	08/16/10
				2,582 Project 1-Year 2	08/16/10
				6,800 Project 2-Year 2	08/16/10
				1,080 Project 2-Year 2	08/16/10
				20,228 Project 2-Year 2	08/16/10
				1,530 Project 2-Year 2	08/16/10
				33,088 Project 2-Year 2	08/16/10
				720 Project 2-Year 2	12/31/10
				2,200 Project 2-Year 2	08/16/10
				1,000 Project 2-Year 2	08/16/10
				1,500 Project 2-Year 2	08/16/10
				3,236 Project 2-Year 2	06/30/11

**CDE CHARTER SCHOOL GRANT PROGRAM
EQUIPMENT REQUEST AND INVENTORY**

February 22, 2010

Academy for Advanced and Creative Learning

1	2	3	4b	4c	6	
Description of item	Serial Number	Date Acquired	Actual Cost	Project Number/Budget Year	Describe Use of Equipment	Expected Date of Completion
2ea push brooms (24" & 36")			54	Project 3-Year 2	Building cleaning	08/16/10
4ea push broom handles			38	Project 3-Year 2	Building cleaning	08/16/10
16 gal commercial wet/dry vac			1,927	Project 3-Year 2	Building cleaning	08/16/10
20" burnisher			2,832	Project 3-Year 2	Building cleaning	08/16/10
4ea 12' classroom extension cords			49	Project 3-Year 2	Building cleaning	08/16/10
2ea 25' and 50' janitorial extension cords			63	Project 3-Year 2	Building cleaning	08/16/10
2ea wet floor signs			46	Project 3-Year 2	Building cleaning	08/16/10
4ea dust mop handles			75	Project 3-Year 2	Building cleaning	08/16/10
2 flashlights			33	Project 3-Year 2	General building maintenance	08/16/10
snow blower 28"			1,649	Project 3-Year 2	Snow & Ice removal	08/16/10
hot water hose			41	Project 3-Year 2	General building maintenance	08/16/10
6' stepladder			165	Project 3-Year 2	General building maintenance	08/16/10
solution center			601	Project 3-Year 2	Building cleaning	08/16/10
bowl auger			57	Project 3-Year 2	Building cleaning	08/16/10
square nose shovel & round nose shovel			59	Project 3-Year 2	General building maintenance	08/16/10
5ea Prime Entertainment QX-5 Microscope			500	Project 1-Year 3	Science instruction, hands-on exploration	08/15/11
Gagne Porta-Trace Light Table (36"x48")			1,195	Project 1-Year 3	Art instruction	08/15/11
3ea Diversified Woodcrafts Science Lab Drawer Base Cabinet			2,127	Project 1-Year 3	Science Instruction	08/15/11
Set 1, 5 Studio 49 Off Instruments (with Rosewood Xylophones)			2,405	Project 1-Year 3	Music Instruction	08/15/11
Choirchimes® By Malmark, 4 Octave 49 Note Set			2,685	Project 1-Year 3	Instruments for music instruction	08/15/11
Malmark 3 Octave Handbells With Cases C4-C7			8,500	Project 1-Year 3	Instruments for music instruction	08/15/11
SB-5 Hands-On Equations for the SMART Board-Five User License			500	Project 1-Year 3	Visual-spatial and hands-on algebra instruction	08/15/11
12x iMac (then-current base model)	goal2		12,408	Project 2-Year 3	4 desktop computers for each of 3 new classrooms	08/15/11
25ea MacBook 2.26GHz 4GB RAM 250GB HD	goal2		20,228	Project 2-Year 3	Laptops (all identical) for mobile computer lab	08/15/11
Breford cart for 32 Notebooks	goal2		1,530	Project 2-Year 3	Securely store, charge, and transport laptops for mobile lab	08/15/11
25ea MacBook 2.26GHz 4GB RAM 250GB HD	goal2		20,228	Project 2-Year 3	Laptops (all identical) for mobile computer lab	08/15/11
Breford cart for 32 Notebooks	goal2		1,530	Project 2-Year 3	Securely store, charge, and transport laptops for mobile lab	08/15/11
3ea MacBook (then-current model)	goal3		2,427	Project 2-Year 3	Laptops for additional Classroom & Encore Teachers	06/30/12
GE Profile 7.1 Cu. Ft. King-Size Capacity High Efficiency Electric Dryer			764	Project 3-Year 3	Cleaning textiles	08/15/11
LG Electronics 4.5 Cu. Ft. Ultra Capacity Front Load SteamWasher			1,169	Project 3-Year 3	Cleaning textiles	08/15/11
5ea AmTab Mobile Bench Cafeteria Table			4,490	Project 3-Year 3	Lunch tables for additional students year 2	08/15/11
Caravan 10 x 10 Displayshade Canopy Value Package + 4 Sidewalls			1,120	Project 3-Year 3	Outdoor shade	08/15/11
8' platform ladder			368	Project 3-Year 3	General building maintenance	08/15/11

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET SUMMARY - START UP, YEAR 1
FY2009-10**

Academy for Advanced and Creative Learning							02/22/10
Line	DESCRIPTION	Differentiated Curriculum	Technology	Facilities/Furnishings	Professional Development	Total	
<u>INSTRUCTIONAL PROGRAM</u>							
1	Salaries (0100)	0	0	0	0	0	
2	Employee Benefits (0200)	0	0	0	0	0	
3	Purchased Professional & Technical Services (0300)	0	0	0	5,770	5,770	
4	Other Purchased Services (0500)	0	0	0	0	0	
5	Travel, Registration, and Entrance (0580)	0	0	0	0	0	
6	Supplies (0600)	41,356	0	0	9,836	51,192	
7	Subtotal-Instructional Program	41,356	0	0	15,606	56,962	
<u>SUPPORT PROGRAM</u>							
8	Salaries (0100)	0	0	0	0	0	
9	Employee Benefits (0200)	0	0	0	0	0	
10	Purchased Professional & Technical Services (0300)	0	0	0	0	0	
11	Other Purchased Services (0500)	0	0	0	0	0	
12	Travel, Registration, and Entrance (0580)	0	0	0	0	0	
13	Supplies (0600)	1,957	0	0	0	1,957	
14	Subtotal- Support Program	1,957	0	0	0	1,957	
15	Grand Total - Instructional and Support Programs	43,313	0	0	15,606	58,919	
16	Equipment (0730)	1,275	66,750	23,024	0	91,049	
17	Total - Lines 15 and 16	44,587	66,750	23,024	15,606	149,968	

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET SUMMARY - IMPLEMENTATION, YEAR 2**

FY2010-11

Academy for Advanced and Creative Learning						2/22/2010
Line	DESCRIPTION	Differentiated Curriculum	Technology	Facilities/Furnishings	Professional Development	Total
INSTRUCTIONAL PROGRAM						
1	Salaries (0100)	0	0	0	0	0
2	Employee Benefits (0200)	0	0	0	0	0
3	Purchased Professional & Technical Services (0300)	0	0	0	21,360	21,360
4	Other Purchased Services (0500)	0	0	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0	0	0
6	Supplies (0600)	29,477	0	0	1,232	30,709
7	Subtotal-Instructional Program	29,477	0	0	22,592	52,069
SUPPORT PROGRAM						
8	Salaries (0100)	0	0	0	0	0
9	Employee Benefits (0200)	0	0	0	0	0
10	Purchased Professional & Technical Services (0300)	0	0	0	0	0
11	Other Purchased Services (0500)	0	0	0	0	0
12	Travel, Registration, and Entrance (0580)	0	0	0	0	0
13	Supplies (06000)	1,246	0	0	0	1,246
14	Subtotal- Support Program	1,246	0	0	0	1,246
15	Grand Total - Instructional and Support Programs	30,723	0	0	22,592	53,315
16	Equipment (0730)	17,519	71,382	7,689	0	96,590
17	Total - Lines 15 and 16	48,242	71,382	7,689	22,592	149,905

**CDE CHARTER SCHOOL GRANT PROGRAM
BUDGET SUMMARY - IMPLEMENTATION, YEAR 3
FY2011-12**

Academy for Advanced and Creative Learning						2/22/2010
Line	DESCRIPTION	Differentiated Curriculum	Technology	Facilities/Furnishings	Professional Development	Total
<u>INSTRUCTIONAL PROGRAM</u>						
1	Salaries (0100)		0	0	0	0
2	Employee Benefits (0200)		0	0	0	0
3	Purchased Professional & Technical Services (0300)	1,606	0	0	11,603	13,209
4	Other Purchased Services (0500)	0	0	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0	0	0
6	Supplies (0600)	50,975	0	0	58	51,033
7	Subtotal-Instructional Program	52,581	0	0	11,661	64,242
<u>SUPPORT PROGRAM</u>						
8	Salaries (0100)		0	0	0	0
9	Employee Benefits (0200)		0	0	0	0
10	Purchased Professional & Technical Services (0300)		0	0	0	0
11	Other Purchased Services (0500)		0	0	0	0
12	Travel, Registration, and Entrance (0580)		0	0	0	0
13	Supplies (0600)	1,424	0	0	0	1,424
14	Subtotal- Support Program	1,424	0	0	0	1,424
15	Grand Total - Instructional and Support Programs	54,005	0	0	11,661	65,666
16	Equipment (0730)	17,912	58,351	7,911	0	84,174
17	Total - Lines 15 and 16	71,917	58,351	7,911	11,661	149,840

Appendix C: School's Last Budget

%	Total Income	Line Item	General Operations	Capital Construction	Tuition/Fee-based Services	Grants	Total
Revenue							
		PPR	959,962	0			959,962
		Kindergarten Tuition			46,400		46,400
		Before & After School			27,669		27,669
		Capital Construction/Facilities Financing		18,695			18,695
		Student Fees Income	0				0
		Gifts and Contributions	40,000			0	40,000
		Rental/Leases					0
		Private Grant Income					0
		Federal Grant Income					0
		State Grant Income					0
		Interest Income					0
		SPED & G/T supplemental income	18,360				18,360
		Total Income	1,018,322	18,695	74,069	0	1,111,085
Expense							
Salaries							
13.41%		Admin (Director, Biz Mgr, AA)	149,000			0	149,000
35.10%		Professional Staff	390,000		16,500	0	406,500
		Substitutes	6,900				6,900
		Paraprofessionals	0		7,650		7,650
		Staff Bonus	37,000		1,250		38,250
54.75%		Total Salaries	582,900	0	25,400	0	608,300
Benefits							
7.27%		PERA	80,732		3,518	0	84,250
		Medicare	8,452		368	0	8,820
		Health Insurance	36,000				36,000
		Vision	2,250				2,250
		Dental	2,850				2,850
		Life/Disability	2,400				2,400
		Unemployment	1,341		58		1,399
12.42%		Total Benefits	134,024	0	3,945	0	137,969
67.17%		Total Salaries and Benefits	716,924	0	29,345	0	746,269
Purchased/Professional/Technical Services							
		Special Education Services Fund	44,868				44,868
		District Administration Fee	22,079				22,079
		District Purchased Services Other	22,144				22,144
		Assessment	7,078		400		7,478
		Bank Service Charges	200				200
		Educational Professional Services	0				0
		Legal Fees	5,000				5,000
		Accounting/Audit	5,000				5,000
		Other Professional Services	0				0
9.57%		Total Purchased Professional Services	106,369	0	400	0	106,769
Purchased Property Services							
		Fire/Security	1,912				1,912
		Utilities	25,080				25,080

% Total Income	Line Item	General Operations	Capital Construction	Tuition/Fee-based Services	Grants	Total
	Building Maint. & Repair	24,331				24,331
	Grounds Maint. & Repair	5,431				5,431
2.60%	Rental of Land and Buildings	10,170	18,695			28,865
	Rental of Equipment	0				0
7.71%	Total Purchased Property Services	66,924	18,695	0	0	85,619
	Other Purchased Services					
	Contracted Field Trips	0				0
	Insurance (Worker's Comp, E&O, D&O, Liability)	5,356				5,356
	Telephone	960				960
	T-1 or other DSL	3,600				3,600
	Postage and Delivery	708		40		748
	Advertising	4,000				4,000
	Printing and Reproduction	7,078		400		7,478
	Tuition	0				0
	Professional Development	29,700		1,350	0	31,050
4.79%	Total Other Purchased Services	51,402	0	1,790	0	53,192
	Supplies and Materials					
	Educational Supplies	14,156		800	0	14,956
	Office Supplies	5,000				5,000
	Food	0				0
	Books and Periodicals	1,000				1,000
	Foreign Language Teacher Training					
	Costs	500				500
	Software	5,000			0	5,000
2.38%	Total Materials and Supplies	25,656	0	800	0	26,456
	Property					
	Technology	25,250			0	25,250
	Fixtures and Furniture Classroom	0			0	0
	Fixtures and Furniture Office	2,000			0	2,000
	Non-Capital Equipment	4,000				4,000
2.81%	Total Property	31,250	0	0	0	31,250
	Other Objects					
	Dues, Fees and Subscriptions	1,173				1,173
	Contingency (for budget only)	5,000				5,000
0.56%	Total Other Objects	6,173	0	0	0	6,173
95.02%	Total Expenses	1,004,698	18,695	32,335	0	1,055,728
	Net Income	13,623	0	41,734	0	55,357
	TABOR RESERVE					30,472
	Unrestricted reserve					\$24,886

Because AACL has not yet opened, it does not yet have a “last” budget. Above is the projected budget developed for AACL’s first year (school year 2010-2011), current as of the date of submission of this grant application.

Appendix D: Technology Plan

School Name	Academy for Advanced and Creative Learning (AACL)
Address	4419 Centennial Blvd., #234, Colorado Springs CO 80907
Contact Person	Scott Marcy
Phone	719-434-6680
Email	scottmarcy@academyacl.org
Effective Dates	March 31, 2010 to June 30, 2011

School Introduction/Demographics

Academy for Advanced and Creative Learning (AACL) is a startup charter school dedicated to serving the unique needs of advanced, gifted, and twice-exceptional learners in grades Kindergarten through 8th. First-year enrollment is expected to be approximately 150-160 students, with enrollment expected to reach approximately 290 by the school's fourth year of operation (the length of AACL's initial charter contract).

The Academy's target student population tends to have the following characteristics:

- Visual-spatial-oriented learning style;
- Creative, "outside the box" thinking;
- Highly asynchronous development—it is not uncommon for a student to be several grade levels advanced in one subject and at or below grade level in another subject;
- Twice-exceptional learners have an identified learning disability in addition to one or more areas of giftedness, often leading to even greater levels of asynchronous development.

To address the additional challenges inherent in educating such a diverse population, each student at AACL will have a Personal Learning Plan and curriculum will be differentiated according to a pre- and post-assessment cycle based on Colorado standards that identifies each student's needs rather than automatically what is expected for that age level.

Vision

Technology will be a tool that students use continually and naturally to enrich, extend, research, and differentiate content, process, and product within the framework of the Integrated Curriculum Model (ICM, VanTassel-Baska, J. and Stambaugh, T., 2006)

Goals

- I. **Technology.** AACL will provide its students and faculty modern technologies that will promote creativity and critical thinking, enable research and networking with peers and experts around the world, and engage students while improving staff efficiency.
- II. **Curriculum.** Technological resources will be used to enhance curriculum differentiation by enabling students to conduct research, locate exemplars of fiction and non-fiction to use as patterns for their own growth in writing, connect visual-spatial images to typically auditory-sequential material, provide a forum for students to share their work with others locally and beyond, and connect advanced math students to additional challenge. In our school district, students gifted in reading and language arts are not consistently scoring at the advanced level, so technological resources will particularly be used to improve CSAP and standardized test scores by more than 5% each year for *all* AACL students.
- III. **Collaboration.** AACL seeks to use technology to connect its educational goals and the needs of its students to families and the larger community. We will include a computer designated for family use so that parents without access at home may take advantage of it when they are in the building. Additionally, we will establish after-school enrichment opportunities that

include hands-on opportunities with technology for students, with workshops available for parents and community members as needed.

- IV. **Staff Development.** AACL staff will develop sufficient technology skills to communicate with peers and families; record, manage, and utilize student data for necessary curriculum differentiation; participate in staff development courses via the Internet; and network with peers and experts via the Internet.
- V. **Resources.** AACL students will be able to explore ideas and study higher-level subjects via the appropriate databases and distance learning technologies.
- VI. **Funding.** AACL will commit annual funding for technology from the general fund and/or capital reserve fund and continually seeking grant and partnership opportunities. AACL will also use CDE Charter School Start-Up Grant money for its first three years of operation.

Policies

Staff policies for accessing equipment and resources are explained in the AACL Employee Handbook, and an Acceptable Use Policy (AUP) will be a part of the employment contract. Staff will sign an acknowledgement that they have received and understand the AUP.

Student policies for accessing equipment and resources will be explained in the AACL Family Handbook and an Acceptable Use Policy will be a part of the parent contract. Parents/guardians and students (where age-appropriate) will sign an acknowledgement that they have received and understand the AUP.

AACL's Governing Board will develop policies for providing families and staff access to equipment and resources after regular school hours and for extra-curricular activities, including summer programs.

Evaluation

This technology plan will be evaluated and updated at least annually in January by the AACL Technology Committee consisting of the Academy Director (principal), the Business Manager, not more than two AACL Board members, one or more teachers, and one or more parents. Students will be invited to give input to the Technology Committee. An additional meeting to discuss overall budgetary and strategic goals for the following year with staff and separately with families will be conducted in April. Staff and families will have the opportunity to provide feedback on elements of the program that are working well from their perspective as well as ideas and suggestions for improvement.

Technology Action Plan – March 2010 through June 30, 2011

Technology Acquisition

For the remainder of FY2009/2010 and all of FY2010/2011, the following purchases are currently part of the AACL Technology Action Plan:

1. Network infrastructure is the critical backbone to almost all the technology to be installed and used at AACL. Starting with our connection to the Internet, AACL will use two multi-WAN routers (in a redundant configuration) that will allow us to combine service from multiple low-cost ISPs, such as DSL, cable and long-haul wireless, into one fast and redundant internet connection that easily rivals a T1 or similar connection for cost, performance, and reliability. This will ensure Internet access is available 24/7, which is important for our curricular use of the Internet and critical for our VoIP trunk-based telephone system (#4 below). This and other critical IT systems will be operated from two UPS (uninterruptable power supply) units with approximately 3000KVA capacity each, with a Power Transfer Switch to allow for additional redundancy and extended run times for critical systems in the event of a power failure. AACL will host its own website, email, and other collaborative Internet services on its own server (an Apple Xserve). All of this equipment will be installed by 6/30/2010 in a four-post 42U equipment rack installed in a secure server room. We have budgeted approximately \$22,000 for this equipment out of Startup Grant funds.
2. Because AACL is planning on using portable computing devices, a robust WiFi network will be required. To provide this network, AACL will install three (3) Pepwave PolePoint (b/g) wireless access points to provide for legacy WiFi (802.11b & g) networking throughout the building. To provide for the faster 802.11n WiFi network that nearly all of the AACL's wireless devices will use, AACL will install 11 Pepwave PolePoint (n) wireless access points, one in each classroom. (The "n" network will operate on a different frequency range from the "b/g" network to improve the reliability and efficiency of both networks.) Estimated cost of wireless networking support is \$3,500, paid for by first-year Startup Grant funds.
3. To meet Child Internet Protection Act (CIPA) requirements, AACL will install a web content filter appliance rather than software on individual computers. This provides numerous benefits, including a reduction in complexity of managing the filtering process for the entire network and will guarantee that devices that don't support web filtering software (such as iPod touches or iPads) are still provided a fully-filtered Internet connection. Budget for this system is \$6,800 from year two Startup Grant funds (deployed by 8/16/2010).
4. AACL will use VoIP for its primary telephony system. Prior to 8/16/2010, we will install free (open source) trixbox CE server software running on two redundant off-the-shelf, Linux-compatible servers. The main office will be outfitted with three (3) VoIP telephones with a minimum support for eight (8) call appearances, while twenty (20) VoIP telephones with support for at least two (2) call appearances will be used to equip the classrooms and other frequently occupied areas. The main office telephones and the server equipment will operate from separate UPSs to ensure continued operation in the event of a main power failure. If the cabling available in the building supports it, phones may be powered via Power-Over-Ethernet (PoE) from the main UPS in the server room, which would save the cost of an UPS in the office and increase the number of phones functional in the event of a main power failure. Maximum budget for this system is \$7,000, coming from Startup Grant funds.
5. Student records, testing data, financial data, etc. will be stored on a main data server running the free OpenSolaris operating system (for the use of ZFS as an inexpensive and very robust

RAID solution) with eight (8) 1.5TB STAT drives. This will provide approximately 9TB (12TB total, with 3TB used for redundancy) of storage that can withstand the failure of any two hard drives at the same time without any data loss. Critical data will further be encrypted and automatically backed up to an offsite backup service such as Backblaze or Amazon S3. This server will be installed by 8/16/2010. Budget for this server is not more than \$3,000, paid for with first-year Startup Grant funds.

6. Because AACL may not have room for a dedicated computer lab, and because the ability to use computers in the classroom is very important, prior to 8/16/2010 AACL will purchase and deploy a mobile laptop cart of twenty-five (25) MacBook computers configured with 4GB RAM in a Bretford cart. Additionally, AACL will purchase one MacBook laptop (same configuration) for each teacher in the building (total of 12), as well as a 15" MacBookPro for the Academy Directory, and two (2) 21.5" iMac computers, one for each Administrative Assistant and Business Manager. The estimated cost of all this equipment is approximately \$41,500, to be paid for with first-year Startup Grant money. Finally, at the end of June 2011, we will purchase four more laptops (then-current MacBook models) for the expected four new teachers for the 2011-2012 school year, estimated cost of \$3,300 to be paid out of year-two Startup Grant monies.
7. Also before 8/16/2010, AACL will purchase 32 iMac (21.5") desktop computers to provide four (4) computers in each of eight (8) regular classrooms, to make sure computers are always available in every regular classroom. AACL will also purchase and deploy one (1) additional mobile laptop cart identical to that described above in #6. This equipment is budgeted at not more than \$55,000, to be paid for with second-year Startup Grant money.
8. To support use of each laptop and desktop by multiple students (via "Portable Home Directories") and to provide backup for staff laptops, we will also install an Apple Xserve with three (3) 1TB hard drives. Estimated cost is \$5,250, paid for with first-year Startup Grant funds.
9. By 8/16/2010, each classroom will be equipped with a Brother HL-5370DW Laser Printer with wireless networking and duplex printing, while the main office will be equipped with a Brother MFC-9840CDW Color Laser Multi-function with wireless networking. Budget for these printers is \$3,300, paid for out of general operating funds.
10. AACL will apply for the Morgridge "SMART Board" grant to equip eleven (11) classrooms with SB680i3 SMART Board 680 interactive whiteboards with UF55 projectors. Estimated cost is \$33,000, with \$29,700 paid for by the Morgridge grant and the remaining \$3,300 paid from school operating funds.
11. AACL will license Apple iWork software for general word processing, spreadsheet and presentation software. For Spanish language instruction, AACL will purchase a site license for Rosetta Stone software. For the younger students, we will also purchase a site license for KidPix 3 software, as well as Mavis Beacon Teaches Typing for use by all students. AACL will also purchase MacSpeech software for students who have difficulty writing and typing. AACL will license Study Island, a CSAP-aligned online instructional program for students at all grade levels. Because of the use of Mac OS X (with managed and restricted user accounts) and the web filtering appliance (#3, above), no special anti-virus or anti-spyware software will be needed or purchased. Email, shared calendaring, internal blogging and other collaboration tools are either included with the Mac laptops and Xserve server or will be added via open source software (such as Feng Office) for no additional software costs for these services. Software licenses are budgeted at \$16,600 (except for the MacSpeech

software) from second-year Startup Grant money (to be installed by 8/16/2010). MacSpeech software is budgeted at \$1,400 for a ten-seat site license, to be paid from general operating funds.

12. Labor costs will be minimal, as two of the AACL founders have extensive computer and networking experience and have agreed to donate their labor to setup the core infrastructure (including any needed low-voltage wiring), VoIP system, WiFi, and mobile computer labs. For the SMART Boards, one of the conditions of the Morgridge Grant is that the school contributes 10% of the total grant value. Installation and training costs for the SMART Boards will be paid from the school's general fund.

Technology Integration into the Curriculum

1. Internet connectivity is critical to enabling students to conduct research, locate exemplars of fiction and non-fiction to use as patterns for their own growth in writing, connect visual-spatial images to typically auditory-sequential material, provide a forum for students to share their work with others locally and beyond, and connect advanced math students to additional challenge.
2. AACL's teachers and students will use a wireless networking system with classroom laptops to ensure portability among various classrooms and workspaces within the building.
3. Combined with the importance of Internet connectivity, web content filtering is essential to providing a safe and secure online environment.
4. VoIP telephone services support curriculum by enabling AACL to have a highly functional telephone system at a very low cost that allows the savings to be used to support other instructional expenses. In particular, the free/low-cost long distance aspect will enable teachers to contact other classrooms across the country for networking purposes.
5. Secure student data storage and analysis is critical to providing the Personal Learning Plans and differentiated instruction for each student at AACL. In addition to assessment data, lesson plans and AACL-developed curriculum will be stored on school servers.
6. The mobile computer lab will be used in individual classrooms to support curriculum and to perform student assessment (particularly through NWEA MAP testing and other online assessments). The lab will be scheduled on a daily basis with a reservation basis for any remaining open slots. The schedule and reservations will be made through the Academy Director or designee.
7. Desktop computers available in each regular classroom ensure that students will always have access to technology resources even when the mobile computer labs are not available.
8. Apple Portable Home Directory technology allows for rapid access to each student's files, regardless of which computer in the building they use. This allows for each student to have their documents, assignments, research, and other online materials to always be available even if they do not use the same physical computer each time.
9. Printers will be used to print student work, curriculum materials, and other documents as needed by teachers and students.
10. SMART boards will be used with the Integrated Curriculum Model to bring a visual-spatial focus to teacher-directed mini-lessons, student presentations, interactive webquests and other curriculum units (such as Hands-on Equations), and explorations of visual images from around the world that demonstrate the relevance of content to the lives of students.
11. Rosetta Stone software will be used for Spanish Language instruction. Study Island will be used to provide for CSAP-aligned supplemental online instruction for all students. Apple iWork office suite software will be supplied for use by all students to produce reports,

research, and presentations. KidPix software will be offered to the school's younger students to provide for another creative outlet and to learn basic computer skills. Mavis Beacon Teaches Typing software will be used by all students to develop typing skills. MacSpeech software will be used on a case-by-case basis for students who have difficulty writing and typing.

Collaboration

Our school will seek an association with the nearby District 11 Coronado High School, as well as the University of Colorado at Colorado Springs, Colorado College, Colorado Technical University, and Pikes Peak Community College to enable profoundly gifted students access to high school- and college-level classes, as needed.

Scott Marcy, owner of marcynet.com, will donate technology support services to AACL for at least the first 2 years of operation. He will fully document all technology resources he sets up so that other technology support personnel or contractors can provide continued services if needed. To avoid any actual or perceived conflicts of interest, Mr. Marcy will not accept any compensation for his services setting up or maintaining any of the technology he installs during the first two years, even if those services are provided after his initial two-year commitment.

Staff Development

1. By October 2010, all AACL staff will have received training on the District's Alpine and Zangle systems. This training is included in AACL's buyback agreement for these systems, so there is no additional cost associated with training.
2. Starting during teacher orientation week (July 2010), AACL's Business Manager, along with volunteer Scott Marcy, will provide ongoing training on the use of the school's site licensed software during the school's first year of operation.
3. During orientation week, AACL's Academy Director, Business Manager, and/or volunteer Scott Marcy will introduce staff to the data management systems that include Personal Learning Plan and Quarterly Learning Report information. Staff will receive follow-up training in small segments throughout first quarter as well as the rest of the year to enable them to maintain an efficient process of getting, interpreting, and then actually using the data to drive instruction.
4. During second quarter, AACL staff will receive additional technology training for use of other pieces of technology that support visual-spatial and hands-on learning, as provided by the Academy Director, volunteer Scott Marcy, and AACL staff members who already have more experience in using the various elements.

Resources

The combination of low-cost Comcast business-class cable (\$175/month) and Qwest DSL (\$132/month) internet services and SIP-based trunking for VoIP (estimated at \$50/month) gives the school an estimated cost of \$350-400/month (before possible federal E-rate subsidies, which AACL will pursue in its second and subsequent years of operation) for ALL of its telecommunication services (phone and data), less than the cost of one T1 line, but with a capacity of almost 25 times that of a T1 line. The school will have a single, metered POTS (Plain Old Telephone System, i.e., an analog phone line or "landline") line (about \$30/month) for emergency use should multiple systems fail and leave the main VoIP phone system inoperable.

AACL will purchase site licenses for Rosetta Stone, Study Island, KidPix, Mavis Beacon Teaches Typing, MacSpeech, and Apple iWork office software suite.

Funding Sources

In addition to the CDE Charter School Start Up Grant, AACL will apply for the Morgridge “SMART board” grant. We also anticipate applying for grants from the Walton Family Foundation, Daniels Foundation, and El Pomar foundation. For our first operating year (2010-2011), our technology budget is approximately 3% of our general operating fund, a total of about \$30,000. We anticipate this amount growing larger as the student population grows larger.

AACL was not granted charter approval in time to apply for E-rate funding for the 2010-2011 school year, but will begin the process of applying for E-rate funding in Fall 2010 for the 2011-2012 school year. We anticipate being eligible to receive 40%-50% discounts on our telecommunication services via E-rate.

Appendix E: Library Plan

AACL's library is under development using funds and donations from other sources. It is not included in this grant request.

Appendix F: Professional Development Plan

Vision

Professional development at AACL will cultivate the skills and leadership capacity of our professional staff by intentionally identifying and addressing the specific needs of both individuals and the staff as a whole as they pursue the school's mission and vision:

Produce graduates who not only have a large and relevant body of knowledge, but also have the ability to analyze and organize large amounts of information, posit creative questions and solutions to problems, develop self-awareness, use effective time management and other AACL LifeSkills™ to meet short and long term goals, self-advocate positively for their individual needs, and use their skills to lead others in positive and productive ways as local, national, and global citizens.

Professional development at AACL is a continuous process of educating, supporting, mentoring, and providing information to all staff members in order to promote:

- professional skills in education and educational specialties (including gifted pedagogy and learning disabilities);
- personal growth as an educator and life-long learner;
- job retention with induction and continued certification;
- role modification to function in other school structures or roles;
- inspiration as a teacher of children and youth.

This process may include orientation, in-service training, site visits from CDE and District 11, workshops, required reading materials, book clubs, staff meetings, mentoring, weekly targets, committee meetings, team-teaching and planning, conferences, and the process of new teacher induction. Professional development will target AACL's Five Areas of Excellence with the implementation of brain-compatible strategies. Because the school model is focused on differentiation, staff growth plans will also be differentiated to maximize individual strengths and share them with the rest of the staff, and designed to expand each employee's level of skill in that position and his/her leadership capacity within the building and in the region as appropriate.

With this plan, all of the teachers, support staff, administration, and board members at AACL will be able to expand their ability to provide a highly challenging, rigorous, and uniquely supportive K-8 program specializing in gifted educational techniques. AACL's yearly calendar provides between five and six days for family-teacher conferences, eight professional development days, two assessment days plus an additional nine hours spread throughout the year, one district/building meeting day, and seven teacher work days. AACL's daily schedule provides an hour of professional development/planning time every day with teammates and frequent collaboration times available on Friday workshop days. Project Goal 3 (Section 2) outlines how AACL will use CDE Startup Grant funds to ensure a successful and progressive professional development (PD) plan.

Additionally, this plan is written with the recognition that staff at new start-up charter schools face a tremendous amount of challenge during the school year; they need sufficient training to get started in the right direction. Furthermore, the plan needs to be flexible as staff respond to training and professional development opportunities so that they are continually receiving the appropriate amount of support, encouragement, and training at a pace that enables

them to be increasingly more effective rather than overwhelmed. Therefore, the Academy Director will be expected to adjust the plan accordingly, and there are fewer tasks currently listed at years two and three since staff will reflect at the end of year one for their anticipated needs and additional strategic planning goals.

Goals

All year one staff will be initially trained to establish common knowledge base for the Integrated Curriculum Model and AACL's school design, vision, mission, and goals. Those initial sessions will be videotaped, transcribed, and edited to become orientation videos and an orientation framework as needed for new staff so that all staff members have the opportunity to understand the foundation of AACL and gain perspective on the way that it develops over time. In subsequent years, new staff will have professional development plans that acknowledge where their skills are compared to returning staff and where they need supplementary training.

- **Professional Learning Plans:** At least 90% of teachers and support staff at AACL will have an initial professional learning plan in place by the end of first quarter conferences. (*Areas of Excellence: Student Achievement, Customer Satisfaction*)
- **Staff Orientation:** By the end of staff orientation week, all teachers will have received detailed training in the unique school design with the Integrated Curriculum Model framework; the reading, writing, math, science, and history curriculum; and the discipline framework as provided by a gifted educational design specialist and the Academy Director. (*Area of Excellence: School Design*)
- **Year One – Differentiation, Visual-Spatial Learners, and Data Analysis:** By the end of year one, all teachers will have received training directly related to each of their year one professional development goals with a focus on differentiation and visual-spatial teaching skills as provided by a variety of professional development formats. (*Areas of Excellence: Student Achievement, Customer Satisfaction*)
- **Year Two – Special Populations and Thinking Skills:** By the end of year two, all teachers will have received training directly related to each of their year two professional development goals with a focus on developing thinking skills in students (creative, critical, and logical) and addressing the needs of special populations as provided by a variety of professional development formats. (*Areas of Excellence: Student Achievement, Customer Satisfaction*)
- **Year Three – Action Research Cycles and Networks:** By the end of year three, all teachers will have received training directly related to each of their year three professional development goals with a focus on the development of action research cycles and networking strategies with other specialists as provided by a variety of professional development formats. (*Areas of Excellence: Strategic Systems Growth, Financial Health*)

Tasks

Professional Learning Plans

- By the end of the first week of staff orientation, each staff member will have completed a skills inventory and future development checklist and returned it to the Academy Director.
- Every teacher will use *The Classroom Observation Scale-Revised* by VanTassal-Baska (2008) to set professional development goals.
- By the end of the first semester, every staff member will have met with the Academy Director to discuss his/her professional learning plan's development, progress, and additional goals.

- By the end of the first semester, the Academy Director will have met with one or more mentors, prior to meeting with the Board of Directors, to review and develop further his/her own professional learning plan goals.
- By the end of the first semester, the Academy Director will have met with the AACL Board of Directors to discuss his/her professional learning plan's development and progress.
- By the end of the first semester, AACL will have worked with technology support volunteers to establish a database for professional learning plans and integrate *The Classroom Observation Scale-Revised* and *Student Observation Scale* measurements with that database.

Staff Orientation

Staff will have three days of Integrated Curriculum Model training with curriculum and lesson planning materials in June or July. Two weeks prior to the start of school, a staff orientation week (five days, plus one day of first aid/CPR training) will provide introductory training in the various systems needed for effective student achievement at AACL. Orientation week will be followed by a week for staff to prepare classrooms and hold initial family conferences before school begins.

By the end of curriculum *and* staff orientation weeks:

- All teachers will have received detailed training in the unique school design with the Integrated Curriculum Model framework.
- All teachers will have received detailed training in the reading, writing, math, science, and history curriculum.
- All teachers will have received training in best practices in gifted education and research from brain development studies.
- All teachers will have received training on effective lesson planning techniques and introductory curriculum mapping ideas with the ICM training planners.
- All teachers will have received training with the three part *At Work in the Differentiated Classroom* DVD series used to facilitate discussion and later implementation of successful differentiation strategies.

By the end of staff orientation week:

- All teachers will have received detailed training in the use of Love and Logic techniques for positive discipline and classroom management as provided by a Love and Logic trainer.
- At least 50% of the staff will have received CPR and first aid training.
- All staff will have received detailed training on the AACL's Safe Schools and Emergency plan, including Bully-Free materials.
- All staff will have received brief training from AACL's attorney on the unique aspects of charter schools and role of special education law within AACL's design (pro bono).
- All staff will have received an introduction to the unique social-emotional needs of gifted learners and ways that their school role can support those needs.
- All teachers and support staff will have discussed ideas from *So You Want to Start a School for the Gifted* as facilitated by the Academy Director.
- All teachers will have been introduced to the *Coaching Tool for Classrooms Supporting Gifted Education* so that they can consider ways to set up their initial learning environments.

Year One – Differentiation and Visual-Spatial Learners

By the end of the first quarter:

- All teachers will have been trained to identify general characteristics and needs of gifted and twice-exceptional students.
- All teachers will have received training for visual-spatial and hands-on methods of teaching to facilitate comprehension, communication, and acceleration of content, as provided by the Academy Director and technology support volunteers.
 - This will include training for the effective use of technology that supports visual-spatial and hands-on learners (such as word processing, database and chart formation, iPads, SMART boards, document cameras, MacSpeech software, and DAISY players for Recordings for the Blind & Dyslexic).
- All teachers will have received training with the *F.A.T. City Workshop, Understanding Learning Disabilities* DVD, and discussed ways to implement the suggested strategies. Ongoing professional learning plans will reflect use of these ideas.
- All staff will be trained to use Positive Behavior Support systems to de-escalate any negative behaviors appropriately, with teachers additionally trained to support these students' academic and social-emotional needs.
- All teachers and support staff will have received introductory training (and further differentiated training for individual members who have specific needs in their classes) on the characteristics and needs of students:
 - on the autism spectrum;
 - with AD/HD
 - with dyslexia (and often accompanying dysgraphia and dyscalculia);
 - with other specific twice-exceptional needs based on current students enrolled.
- All teachers will have seen *The Differentiated School* DVD or *A Visit to a Differentiated Classroom* DVD and discussed ways to increase differentiation over time with practical management strategies. Ongoing professional learning plans will reflect use of these ideas.
- By mid-quarter, all teachers will have received training on use of the AACL database (particularly as it integrates with systems from District 11 such as Zangle) to enter grades and comments about student progress on Personal Learning Plans.

By the end of the first semester:

- All teachers will have attended Junior Great Books training as scheduled either through District 11 or on site at AACL. Other teachers from across District 11 and the region will be invited to fill any additional seats if hosted by AACL.
- All staff will have had the opportunity to provide feedback of their current perception of their own effectiveness and what additional needs they have for more support, materials, and training. The Academy Director will use this feedback to adjust professional development and additional support as needed.
- All teachers will have the opportunity to observe at least one other teammate and provide encouragement and feedback with introductory peer-coaching techniques and informal use of the *Coaching Tool for Classrooms Supporting Gifted Education*.
- Appropriate staff will have attended trainings provided by District 11 and CDE in such areas as DIBELS, ILP writing, RtI implementation, ALP writing, etc., and will have summarized the information and provided any additional training as needed for the rest of the AACL staff.
- All teachers will have been informally observed in a teaching situation by the Academy Director with at least one documented, informal, follow-up conference.

- All teachers, support staff, and the Board of Directors will have reviewed results from family surveys and identified areas of strength and areas of needed growth, and then matched specific ideas to implement during the rest of the year to the areas of needed growth.

By the end of the first year:

- All teachers will have seen the *Never Work Harder Than Your Students* DVD and discussed ways to plan effectively and increase student responsibility for learning. Ongoing professional learning plans will reflect use of these ideas.
- All teachers will have seen the *How to Informally Assess Student Learning* DVD and discussed ways to plan units and lessons effectively and increase student responsibility for learning. Ongoing professional learning plans will reflect use of these ideas.
- All teachers will have seen the *How to Coteach to Meet Diverse Student Needs* (15 minute) DVD and discussed ways to co-teach successfully with divisional teammates, specials, and special education teachers. Ongoing professional learning plans will reflect use of these ideas.
- All teachers will have seen the *Best Practices in Action: Using Visualization to Enhance Background Knowledge* DVD(20 minute) DVD and discussed ways to activate visual-spatial strengths using ideas from this video and Jeffrey Freed's *Right-brained Children in a Left-brained World*. Ongoing professional learning plans will reflect use of these ideas.
- All teachers will have had the opportunity to practice and discuss the *Coaching Tool for Classrooms Supporting Gifted Education* with a colleague.
- All teachers will have a formal observation and follow-up conference with the Academy Director.
- All teachers will have a formal portfolio review, performance evaluation, and conference with the Academy Director.
- All support staff will have a formal performance evaluation and conference with the Academy Director.
- The Academy Director will have a formal performance evaluation and conference with the Board of Directors, and the Business Manager will have a formal performance evaluation and conference with the Academy Director that references strategic planning notes from the Board of Directors.
- All teachers and support staff as appropriate will collaboratively develop an approximate schedule for the following year's professional development opportunities.
- All teachers and support staff will have attended required District 11 trainings, and appropriate additional trainings and/or networking opportunities provided by CDE and/or the League of Charter Schools.
- At least 45% of AACL teachers will have participated in one or more online training modules and/or classes towards gifted endorsement and/or Colorado licensing as appropriate, with financial support as available from start-up grant funds.
- AACL teachers and support staff will make use of AACL's professional development library to target areas from their individual professional learning plans and to share their progress and new ideas with other staff members during time designated in staff meetings and professional development workshops as appropriate.
- AACL teachers and support staff will refer parents to and facilitate the use of AACL's parent lending library as a way to target specific family and individual student's needs. The Parents of Academy for Advanced and Creative Learning (PAACL) organization will be encouraged

to identify additional titles that would be helpful in this collection and to facilitate donations of these titles when possible.

- The Academy Director will have arranged for specifically targeted training as needed for Response to Intervention tiered strategies that need to be used, based on feedback of what interventions current students need.
- Through memberships to professional development organizations, teachers will be able to access research relating to specific issues they are facing in the classrooms and in their respective positions. Staff might maintain some of these memberships on their own, and some might be facilitated by the Academy Director and/or reimbursed through the AACL budget as resources are available. These memberships may include but are not limited to the Colorado League of Charter Schools, the National Association for Gifted Children (NAGC; a one-time membership provides yearly access to their webinars for teachers and parents), the Colorado Association for Gifted and Talented (CAGT), the Association for Supervision and Curriculum Development (ASCD), McREL Free Services newsletters (with access to other services/products for purchase), and the National Staff Development Council (NSDC).
- Staff may have implemented after-school enrichment programs, including the use of technology, using *Links to Learning: A Curriculum Planning Guide for After-School Programs* (with a designated chapter on technology programs with students) and other items from AACL's professional development library.

Year Two – Special Populations and Thinking Skills

- All teachers, administration, and support staff will follow the professional development plan, portfolio review, and informal/formal evaluation cycle established in year one.
- All teachers, support staff, and board members will use survey results from families to develop and modify strategic plans and implement further professional development as appropriate and relevant to the results.
- New teachers will participate in Curriculum Training Week.
- All teachers and support staff will participate in Staff Orientation/Training Week prior to the start of the school year.
- All teachers will have the opportunity to observe at least one other teammate, at least twice a year, and provide encouragement and feedback with introductory peer-coaching techniques and informal use of the *Coaching Tool for Classrooms Supporting Gifted Education*.

By the end of the first semester of the second year (including training weeks):

- AACL teachers will have watched *An Evening with Anne Marie Roeper* DVD and discussed ways that they contribute to the vision of AACL to create, cultivate, and serve the community as well as the overall field of gifted education.
- AACL teachers will have watched *21st Century Skills: Promoting Creativity and Innovation in the Classroom* DVD and discussed ways that they are using William's Taxonomy of Divergent Thinking and further ways to implement its use with ideas from the video. Professional development plans will reflect the implementation of these ideas.
- AACL teachers will have watched *Misdiagnosis of Gifted Children* DVD and discussed ways that common characteristics of giftedness can be misunderstood, as well as the way they can co-exist with giftedness, and will have noted in their professional development plans the ways that they can monitor for the differences between these characteristics.

- AACL teachers will have watched *Formative Assessment in Content Areas Series* DVDs and discussed ways that they are using formative assessments to modify and differentiate with new ideas from the video. Professional development plans will reflect the implementation of these ideas.
- Teachers will target one or more specific areas of twice-exceptional needs that they will target as a group, and as individuals pursuing specialties.
- By the end of the second year:
- By the end of the second year, teachers will be able to identify in their professional portfolios the ways that they are developing skill in meeting the needs of various special populations.
- By the end of the second year, teachers will have received training in the ways to develop critical, logical, and creative thinking skills through the use of the AACL curriculum and scope and sequence and will be able to document growing skill in this area through their professional portfolios.
- By the end of the second year, AACL will either have implemented or strategically planned the following year for a Pikes Peak Regional Gifted Conference as a host site. Dr. Linda Silverman from the Gifted Development Center or another expert in the field will be scheduled as a keynote speaker, particularly addressing the needs of visual-spatial learners and inviting other local experts to facilitate breakout sessions (separate for teachers and for parents). AACL teachers will be able to attend for free, with a minimal cost for District 11 staff, and staff from around the region invited as well.
- By the end of the second year, every teacher will have completed training, through workshops, book discussions, and/or coursework, in at least five of the ten professional development standards for gifted education (foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, language and communication, instructional planning, assessment, professional and ethical practice, and collaboration²⁵) as developed by NAGC and NCATE (National Council for Accreditation of Teacher Education).

Year Three – Action Research Cycles and Networking

- All teachers, administration, and support staff will follow the professional development plan, peer-coaching, portfolio review, and informal/formal evaluation cycle established in year one.
- All teachers, support staff, and board members will use survey results from families to develop and modify strategic plans and implement further professional development as appropriate and relevant to the results.
- New teachers will participate in Curriculum Training Week.
- All teachers and support staff will participate in Staff Orientation/Training Week prior to the start of the school year.

By the end of the first semester (including training weeks):

- All teachers will have received updated training to increase their use of curricular support materials in math, reading, writing, science, and history.
- Since AACL's multi-age classrooms use a two-year cycle for thematic units, all teachers will have reviewed curricular materials and noted where items should be updated, modified, and further developed.

- AACL’s online curriculum database will be used frequently as a reference and storage for new units that have been developed for AACL’s unique design.
- All teachers will have received training on action research cycles.

By the end of year three:

- Every teacher will have implemented at least one introductory action research project.
- Every teacher will have completed training through workshops, book discussions, and/or coursework, in all of the ten professional development standards for gifted education.
- Every teacher will demonstrate effective implementation of the General and Differentiated Teaching Strategies listed on the *Classroom Observation Inventory-Revised* as observed by the Academy Director and/or Lead Teachers.
- Every teacher will have an opportunity to identify ways in which he/she can demonstrate leadership capacity within or beyond AACL in the field of general and/or gifted education.
- All staff who have been with AACL for three years will have obtained or will have a plan in place for obtaining gifted endorsements for their teaching licenses.
- Staff will have established book discussion groups according to their professional development goals and have monthly opportunities to update the rest of the staff on elements that they have begun to implement in their classrooms as a result of their book discussions.

Model

AACL’s model for staff development focuses on recognizing individual staff needs and providing opportunities for collaborative ways to meet those needs. Because collaboration begins with a shared knowledge-base, a majority of the initial training will be in groups. Once a common base is established, staff will be supported as they identify and pursue additional training specific to their needs, and full-staff trainings will be reserved for new initiatives and updates as needed.

The professional development materials listed in the grant budget include a mix of research-based and best-practice based resources. The training videos in particular are provided by national organizations recognized for excellence in the field. As noted in the introduction, professional development activities will be modified according to the ongoing needs of the staff and the actual student population.

Outcomes/Evaluation

Quantitative measurement of teacher effectiveness will occur with the use of the *Classroom Observation Inventory-Revised*, which is a research-based instrument that has been tested for reliability and validity. Additional measurement through the use of family and staff surveys and student testing data will be used to measure the effectiveness of professional development activities and identify areas of growth needed. Qualitative measurement will include evaluation of teachers’ portfolios, informal observations and conferences, and professional development plan goals.

Resources

The professional development activities listed have been discussed with a Colorado Department of Education, Gifted Education specialist as well as a specialist with the Colorado Association for the Gifted and Talented. As soon as District 11 and the regional CDE coordinator have set their professional development schedules for next year, AACL will adapt its schedule so that its staff can take advantage of free and reduced-price trainings through those venues. Additionally, AACL has already begun discussions with local contacts who can provide various

trainings, and will look for expertise within its own staff when hired as well as professionals in its parent base who can provide additional training.

The resources listed in the professional development budget have been chosen as high-quality, research-based materials that can be used in flexible order as appropriate for the most current needs of the staff with the intent to continually use a strategic approach to future professional development opportunities.

How It Fits with the Rest of the Grant

The professional development plans listed have been intentionally chosen to fit with the technology, curriculum, and facilities needs identified in this grant application so that a comprehensive system of delivery makes the most of all resources available for the needs of students. Concerning use of a library, AACL has currently designed its library materials to be generally focused on research materials, leveled reading materials, and curriculum support materials, and with space constraints these materials may be distributed between classrooms rather than located in one space. Therefore, the professional development library and parent lending library will most likely be located in the staff workroom and front office, respectively. Training on each piece of technology will be provided as it is presented to teachers and put to use, but it has also been specifically referenced periodically in the list of tasks for each year. Additionally, opportunities for staff networking, again as a method of maximizing resources, have been noted in various tasks as well.

Characteristics of Promising Professional Development Programs

AACL's professional development opportunities are designed with a differentiated and collaborative approach, recognizing input from all staff members as well as families concerning current and pressing needs. AACL has been designed on best practices in gifted and general education as well as brain development studies, and therefore has required reading for its teachers in these areas so that this reading can provide a frame of reference for other professional development discussions. Each professional development opportunity has been listed and will be implemented with deliberate and intentional design so that the training corresponds to an actual or upcoming need of the school. Teachers will use professional development plans and training planners to continually reflect and identify additional trainings they need.

Appendix G: Data Management Plan

July 1, 2010 to June 30, 2011

Academy for Advanced and Creative Learning

Overview of Educational Program

Academy for Advanced and Creative Learning's mission statement is: *Our students and staff will investigate ideas and master advanced content, reflect upon their own progress, explore connections between disciplines, and lead others in positive ways to new heights in achievement and service to the community.* To accomplish this mission, AACL has a highly differentiated curriculum design so that individual needs are met and targeted within a highly asynchronous student population. This mission requires data-driven instruction so that students' Personal Learning Plans (PLPs) are updated and adjusted effectively. Teachers will maximize use of software that integrates with District 11 as well as use AACL created templates and databases so that they are able to efficiently track data and use it effectively in planning.

AACL will offer a rigorous and challenging K-8 program specifically designed for the needs of advanced, creative, gifted, and twice-exceptional learners who require flexible programming, an accelerated pace and increased complexity. Additionally, AACL will provide a place for students who seek the opportunity to grow in a highly challenging and supportive environment. AACL will use the three-fold Integrated Curriculum Model (ICM) of advanced academic content based on the use of diagnostic, Colorado standards-based pre-assessments to set individual learning goals; differentiated process and product with authentic student research; and universal themes such as systems, patterns, and change to connect ideas throughout school-wide core and encore (specials) disciplines.

Enrollment is expected to grow from approximately 150-160 students and 11 teachers the first year (2010-2011) to 270-296 students and 20 teachers by the fourth year the school is open.

Data-driven instruction is a highlight of the Integrated Curriculum Model as it adapts content to the needs of students and therefore holds a great deal of alignment to Response to Intervention programming. AACL will use comprehensive data management systems to increase the efficiency of teachers' time and instructional practices.

Purpose and Objectives

Data analysis will be used to:

- Guide instruction on an ongoing basis to ensure that each student meets and exceeds mandates for AYP, NCLB, and the latest state and district requirements, and additionally to ensure that the entire AACL curriculum is fully aligned with Colorado and national content standards.
- Measure the degree of horizontal and vertical elements within the program and the degree of student progress according to AACL's standards for excellence.
- Communicate with parents concerning the expected level of achievement for a student of a particular age, the actual achievement of that child (noting if the child is above, on, or below grade level and to what extent), and the achievement goals needed for the following quarter.
- Target student achievement goals and corresponding professional development goals that will raise staff effectiveness and therefore achievement in those target areas.
- Drive a collaborative strategic planning process with the involvement of AACL's Board of Directors, the Academy Director, and AACL staff and families.

Current Data Management System

The school, which has not yet opened and therefore is not yet collecting student achievement data, has concrete plans for how data will be collected, stored, managed, and analyzed, although the actual data management system has not yet been built. The hardware and software elements of this plan are detailed in Appendix D: Technology Plan. AACL is part of District 11, which already has in place a robust and useful student data management system. To maintain transferability of D11 students' data as students move to different schools in the district and to take advantage the existing system's ease of analyzing and triangulating data, AACL will maintain and manage student records, assessment data, and related information with District 11's systems (that will include Zangle and Alpine purchased from D11, with an additional AIMSweb subscription purchased separately), according to district procedures.

According to District 11, AIMSweb is a data management system that "facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMSweb automatically graphs data against student, classroom, school, district or national norms or targets."

AACL is very concerned with the privacy of students, parents, teachers, and staff. AACL will implement measures that ensure compliance with the Family Rights and Privacy Act (FERPA) to keep information secure and protect the privacy of students, staff, and teachers.

The use of Alpine, Zangle, and AIMSweb are represented in the AACL budget and AACL will work with District 11 to ensure that all elements are implemented in the most cost-effective manner possible.

Student Information System	AACL anticipates using AIMSweb to track student progress.
Data Warehouse	AACL anticipates using AIMSweb and Alpine.
Analytical Support	AACL anticipates using reports from data management systems to analyze data and graph results. Teachers will maintain their own classroom graphs, and the School Accountability Committee will maintain school-wide graphs of data-trends. AACL's Academy Director may use discussion times within CDE leadership network opportunities to discuss data trends.
Online Benchmark Assessment	AACL is planning to use NWEA MAP online testing, and Study Island as a CSAP-aligned, online supplemental program.
Instructional Management System	AACL anticipates using an internal database of Colorado standards with correlation to specific additional benchmarks that AACL would like to target and using AIMSweb to track RtI data.
Hardware	AACL plans to use laptops for teachers and the Academy Director with a desktop model for the Business Manager and Administrative Assistant. District 11 will provide two computers that integrate primarily with its systems.

Implementation Objectives

AACL has several objectives to meet with its data management system, and final goals will be developed as staff have the opportunity to use and reflect upon the type of organization and access to data that they need. These objectives are as follows:

- To successfully implement Zangle, including training for all appropriate school staff, in year one. (AACL is currently in discussion with District 11's charter department concerning

whether Zangle would be the most helpful for use at this school, or just the use of an AIMSweb subscription as already planned.)

- To successfully implement Alpine, including training for all appropriate school staff, in year one.
- To use longitudinal data studies to ensure that each student meets and exceeds mandates for AYP and NCLB, and future requirements as the Colorado Student Assessment Plan undergoes revision.
- To use data analysis to create and maintain PLPs for all students, starting in year one.
- To develop and tie curriculum units to student assessment data to make it easier for teachers to provide differentiated instruction for each student. Teachers will establish a database of lesson plans that include their modifications to the curriculum that makes it more tailored to the AACL design. For instance, year one, quarter one social studies and science units will reflect a school-wide emphasis on the universal theme of “systems,” something that is not necessarily written into supplementary materials that have been purchased, but is part of teachers’ unit design planning.

Activities and Measures

Activities	Measures
Purchase and implementation of Zangle, D11’s student information system.	Zangle installed and transmitting data to district system; all appropriate staff trained, unless it is determined by District 11 that AIMSweb is sufficient for AACL’s needs. Student data reported to AACL families.
Purchase and implementation of Alpine, D11’s data warehousing and analysis system.	Alpine installed and transmitting data to district system; data analysis fully functional; all appropriate staff trained.
Purchase of AIMSweb subscription and implementation.	AIMSweb installed and used to track Response to Intervention levels.
Purchase and installation of data system hardware, as described in the AACL Technology Plan.	System installed and fully functional.

Charter School Data Management Budget Worksheet

Category	Grant	Local Match Cash/In-Kind	Total
Licensing			
Software setup and license fee for years one & two only. Alpine and Zangle (both purchased through District buyback), and AIMSweb.	0	\$893 (Y1) \$979 (Y2)	\$1,872
Implementation and Maintenance	0	0	0
Software Installation			
One-time loading of data (ongoing loads may not be funded) (covered by District buyback)	0	0	0
Software maintenance agreement during year one and two only (covered by District buyback)	0	0	0
Hardware/network maintenance agreement during year one and two only (covered by District buyback)	0	0	0

Category	Grant	Local Match Cash/In-Kind	Total
Training/Professional Development PD for Alpine & Zangle provided free-of-charge by D11.	0	0	0
Analytical Support for one-time activity (specify purpose) (Note: Cannot be used for ongoing support.)	0	0	0
Telecommunications/Connectivity	0	\$3,600 (Y1) \$3,600 (Y2)	\$7,200
Hardware purchases/upgrades	\$2,960 (Y1)	0	\$2,960
TOTAL REQUEST	\$2,960	\$9,072	\$12,032

Appendix H: Waivers

State Statute	Description
22-9-106	Certified Personnel Evaluations
22-32-109(1)(f)	Local Boards of Education – Specific Duties/Selection and Pay of Personnel
22-32-109(1)(h)	Local Board Duties Concerning Bonding of Staff Members
22-32-110(1)(h)	Termination of Employment
22-32-110(1)(k)	Local Board Powers/Policies Related to In-Service Training and Official Conduct
22-32-110(1)(ee)	Employment of Non-Certified Personnel
22-63-201	Employment – Certificate Required
22-63-202	Employment Contracts
22-63-203	Probationary Teachers
22-63-205	Exchange for Teachers out of State or Foreign
22-63-206	Transfer – Compensation
22-63-301	Grounds for Dismissal
22-63-302	Procedures for Dismissal
22-63-401	Salary Schedule
22-63-402	Services – Disbursements
22-63-403	Payment of Salaries
22-32-109(1)(t)	Educational Program and Textbooks
22-32-109(1)(b)	Local Boards of Education – Specific Duties/Competitive Bidding
22-32-109(1)(n)(I)	Local Boards of Education – Specific Duties/School Calendar
22-32-110(1)(i)	Local Board Powers/Reimburse Employees for Expenses
22-32-110(1)(j)	Local Board Powers/Procure Insurance
22-33-104(4)	Compulsory School Attendance
22-33-105	Suspensions, Expulsion and Denial of Admission
22-32-126	Employment and Authority of Principals
22-1-110	Effect of Use of Alcohol and Controlled Substances To Be Taught

AACL has also requested a significant number of waivers (both substantive and delegative) from District 11 policy. A copy of these District waiver requests is available upon request.

Appendix I: References

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