

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

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

**CFDA # 84.282B**

**PR/Award # U282B130071**

**Grants.gov Tracking#: GRANT11449307**

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="07/12/2013"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text" value="45-4554576"/>	5b. Federal Award Identifier: <input type="text"/>
---------------------------------------------------------------------------	-------------------------------------------------------

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-4554576"/>	* c. Organizational DUNS: <input type="text" value="0788569690000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="801 448-6414"/>	Fax Number: <input type="text"/>
---------------------------------------------------------------	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2013-2

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Implementation of Charter Secondary School Serving Refugees and Immigrants in South Salt Lake City, Utah

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value=""/>
* b. Applicant	239,555.00
* c. State	597,763.00
* d. Local	2,000.00
* e. Other	0.00
* f. Program Income	500.00
* g. TOTAL	<input type="text" value=""/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Angela Rowland</p>	<p>* TITLE</p> <p>Principal</p>
<p>* APPLICANT ORGANIZATION</p> <p>Utah International Charter School</p>	<p>* DATE SUBMITTED</p> <p>07/12/2013</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Utah International Charter School

\* Street 1: 350 East Baird Circle    \* Street 2: \_\_\_\_\_

\* City: Salt Lake City    \* State: UT: Utah    \* Zip: 84115-4633

Congressional District, if known: UT-004

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
-----------------------------------------------------	-----------------------------------------------

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: Angela    Middle Name \_\_\_\_\_

\* Last Name: Rowland    Suffix \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_    \* State: \_\_\_\_\_    \* Zip: \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name: Angela    Middle Name \_\_\_\_\_

\* Last Name: Rowland    Suffix \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_    \* State: \_\_\_\_\_    \* Zip: \_\_\_\_\_

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

\* Signature: Angela Rowland

\* Name: Prefix \_\_\_\_\_ \* First Name: Angela    Middle Name \_\_\_\_\_  
\* Last Name: Rowland    Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 07/12/2013

**Federal Use Only:** \_\_\_\_\_ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B130071

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

UICSGEPASTatement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT  
Utah International Charter School

**Anticipated Barrier: National Origin**

We anticipated that our target population, refugee and immigrant students and their parents, will have difficulty accessing information about the school because of limited English proficiency. To address this barrier we are taking a number of steps: Providing our registration materials in Spanish, providing a Spanish-language phone line, providing our informational fliers in 6 languages, and contracting with interpreters of twelve to fifteen languages to explain the school to families in their language communities and to assist with parent-teacher conferences and other parent events.

A related barrier is that refugees new to the US lack knowledge about school choice, about the need to register students for school ahead of time, and about using the public transportation system. We are addressing these knowledge barriers by taking information about the school to locations and events where refugees are already gathering, such as churches, mosques, and community centers, and by providing simplified and visual bus instructions specific to the student's address of residence.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Utah International Charter School	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Angela"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Rowland"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Principal"/>	
* SIGNATURE: <input type="text" value="Angela Rowland"/>	* DATE: <input type="text" value="07/12/2013"/>

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## **Project Abstract**

### **Utah International Charter School**

350 East Baird Circle

Salt Lake City, UT 84115-4633

Contact: Angela Rowland, Principal

801 707-5269; 801 448-6414

[arowland@utahinternational.org](mailto:arowland@utahinternational.org)

Utah International Charter School is a grade 7 to 12 school, located in the city of South Salt Lake, chartered by the Granite School District in Salt Lake County, Utah, and opening to students in August 2013. Utah International will provide refugees, immigrants, and other students with content-based, sheltered English language instruction across the curriculum in order to accelerate acquisition of academic English and prepare students for graduation, college, and careers.

Utah International seeks \$140,000 per year for each of its opening three years in order to overcome enrollment and attendance obstacles unique to our target population and ensure full implementation our innovative, research supported academic program for adolescent newcomers. When we reach an enrollment of 320 to 480 students, existing state per-pupil funding and federal Title program funding will enable Utah International to operate sustainably without additional federal funding. The assistance of the CSP is requested during the early years while the student population is growing to a sustainable level.

We believe this project meets the purpose of the Charter School Program's Notice Inviting Applications because the purpose of the school is to improve academic outcomes, graduation rates, and college preparedness for English learners, most of whom are economically disadvantaged.

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

**Absolute Priority**

Utah International is not yet open and cannot provide a count or rate of students qualifying for free and reduced price lunch. We expect, however, to have a rate of approximately 90% of such students, for the following reasons:

**Location:** South Salt Lake, where Utah International is located, has a household poverty rate of 24.6%, compared with 11.4% for the state as a whole (US Census Bureau). Lincoln Elementary, the school whose property adjoins that of Utah International, has a free and reduced-price lunch qualification rate of 92%. Granite Park Junior High, where many of our prospective students would otherwise attend, has a rate of 86%. The two other public schools in South Salt Lake, Roosevelt Elementary and Woodrow Wilson Elementary, also have free and reduced price school lunch qualifying rates of 86% (Public School Data Gateway).

**School Purpose:** The purpose of Utah International is to provide content-based English language instruction to immigrants and refugees. Refugees arrive in the US with almost no resources and typically face several years of poverty and welfare dependence before they become self-sufficient. Many new immigrants to the Salt Lake Valley are low-wage workers from Mexico and Latin America. It is the lack of English language skills and quality education that keeps these populations in poverty and is the very problem Utah International seeks to address.

**Recruitment Efforts:** Our marketing and recruitment efforts are specifically targeted to low-income, limited-English-proficient families who have few or no alternatives to local district schools. We are contacting our target population through local nonprofits and government agencies serving refugees and immigrants, through Spanish-language radio, and through

bilingual leafleting at free public events and at low-rent apartment complexes in the neighborhood.

**Enrollment To Date:** At the time of this grant application, about 65 students have registered for the upcoming year. While the federal free and reduced-price school lunch eligibility forms are not yet available for the 2013-14 school year, each registering family signs a fee disclosure form. As we help families register and explain that there are no fees for families who are eligible for free and reduced price school lunch, all but four families have assured us that their students receive free lunch at their current schools.

**Competitive Preference Priority 1: Improving Achievement and High School Graduation Rates**

Utah International's major purpose is to accelerate learning and improve high school graduation rates and college enrollment rates for English Learners, by using the research-supported approach of the Internationals Network for Public Schools.

There is a great deal of room for improvement in the graduation rate of English Learners in Utah, in Salt Lake County and specifically in the Granite School District where Utah International is located. The 2011 federal graduation rate of English Learners at Cottonwood High School, where nearly all residents of South Salt Lake attend high school, was 28%, compared to a 66% graduation rate for all students. In the Granite District as a whole, the rate was 32%, compared to a 65% graduation rate for all students. In the neighboring Salt Lake District, where some of our prospective students reside, the 2011 English Learner graduation rate was 38%, compared to 62% of all students. In Utah as a whole, the 2011 graduation rate for English Learners was 46%, up from 16% in 2008. (Graduation Dropout Rates)

In addition to attracting immigrants seeking jobs in this large metropolitan area, Salt Lake is a refugee resettlement city and receives approximately 1100 new refugees per year, most of whom are initially settled in low-rent neighborhoods on the west side of Salt Lake City, within the Salt Lake School District, and in South Salt Lake City, within the Granite School District. In South Salt Lake, with a population of about 25,000, 34% of the population speaks a language other than English at home, and 24% are foreign-born. (US Census Bureau).

These local graduation rates for English Learners contrast sharply with the success rates experienced by English Learners in high schools affiliated with the Internationals Network for Public Schools. The International high schools in New York City, which admit **only** students new to the US and qualifying as English Learners, have a graduation rate of 68%. This is higher

than the rate for all New York City students (66%) and much higher than the city-wide graduation rate for English Learners (44%). The college placement rate for graduates of INPS schools is close to 90%. (INPS)

As a public charter school under Utah law, Utah International is open to all students regardless of English proficiency or length of time in the US. But of 65 students currently registered for the 2013 school year, 62 speak a language other than English at home and 43 have received ESL services at their previous school. We expect these percentages to rise as new-arriving refugees are placed in the school this summer and fall.

**Competitive Preference Priority 2: Promoting Diversity**

Charter schools have a tendency to be less racially and economically diverse than public schools. We believe this is due to factors such as location, transportation barriers, lack of knowledge of school choice among low income and immigrant families, and heavy fees and parent volunteer requirements. Many charter schools recruit and register students via their websites, but most low-income families don't have reliable internet access, and many refugee and immigrant families don't know how to use computers or the internet. By actively recruiting immigrant students, designing a school program to meet their needs, and actively addressing barriers to enrollment, Utah International expects to be one of the most diverse schools, charter, public, or private, in the state.

At this writing our registered students are 42% hispanic, 28% black, 25% Asian, and 5% white, non-hispanic. These 65 students speak at least 13 languages at home, including Spanish, Dinka, Arabic, Somali, French, Russian, Nepali, Burmese, Karen, Portuguese, Swahili, and Kirundi. We are pleased that a handful of American-born, English-speaking students have also chosen to enroll at Utah International, increasing to the diversity of the student population.

Utah International promotes and honors diversity in our curriculum, our mission and values, and our marketing materials. Students will study global history, geography, religion and literature, linguistic differences and similarities, and racial and ethnic issues with the support of culturally competent teachers. Our approach to instruction uses first languages to support cognitive development and English acquisition. We plan to offer high school credit for competence and increased literacy in students' first languages. We are partnering with community and refugee groups to build skills and leadership among immigrant and minority youth.

Utah International is actively recruiting refugees and immigrants as school employees. Of seven people hired thus far for the 2013 school year, three are immigrants to the US who learned English after arriving here. We advertise job openings in our network of supporting organizations that serve refugees, immigrants, and low-income families

## **Our Educational Program**

The Internationals Network for Public Schools (INPS) has opened small, special-purpose public high schools (grade 9 to 12) in New York and California since 1985. The schools admit immigrant teens with the goal of maximizing their acquisition of English using content-based, sheltered English instruction across the curriculum. Substantial independent research has been conducted in INPS schools, demonstrating the success of the INPS approach. Much of this research can be found on INPS's website, [internationalsnps.org](http://internationalsnps.org). The INPS approach is not a packaged curriculum but a set of educational philosophies supporting an evolving body of techniques and practices that encompass recognized best practices for English language instruction. These practices are variously known as QTEL--Quality Teaching for English Learners (Walqui, 2010), CALLA--Cognitive Academic Language Learning Approach (Chamot, 2009), and SIOP --Sheltered Instruction Observation Protocol (Echevarria, 2009).

With the help of a grant from the Daniels Fund, Utah International is working closely with INPS to train the principal and teachers and provide technical support during our planning year and opening year. Utah International will use and adapt the principles and approaches of INPS to fit our unique situation as a charter school serving a larger range of ages. While INPS schools typically serve students in grades 9 to 12, Utah International will serve grades 7 to 12.

### **Important features of the INPS approach to be implemented at Utah International:**

**Language and content integration:** Students learn English not in a separate ESL class, but in every class. Teachers in all subjects differentiate assignments so that students can access the content material regardless of their English ability. Teachers design lessons to require cognitive challenges appropriate to the students' age, even though the English language requirements are

simplified. Teachers provide direct instruction in academic English and abundant, scaffolded opportunities to practice spoken and written English.

**Authentic, project based, interdisciplinary, collaborative, student-centered instruction:**

As much as possible, students work in groups on authentic problems with the guidance of the teacher. Lectures and memorization are minimal. Students participate actively in their own learning, rather than passively “receiving” a curriculum. Guided by the common core and working with their fellow teachers in other subjects, teachers develop their own curricula and lesson plans. The focus is always on depth of understanding rather than breadth of coverage. Research on small high schools and on project-based learning supports this approach to instruction (Bloom, 2010).

**Heterogeneous grouping:** Students are not placed in ability-based tracks. In most cases, two grade levels are placed in the same classroom (7<sup>th</sup> and 8<sup>th</sup> grade, 9<sup>th</sup> and 10<sup>th</sup> grade, 11<sup>th</sup> and 12<sup>th</sup> grade). Recent research supports heterogeneous grouping over academic tracking, especially for traditionally under-served and low-achieving students. Low-skilled students benefit from the modeling and guidance of more skilled students. Skilled students benefit from opportunities to lead others and to articulate their knowledge. This approach is especially effective when combined with the collaborative approach described above. Students essentially scaffold one another’s learning when they work in pairs and small groups with teacher guidance.

**Authentic assessment:** While students will participate in traditional paper- and pencil testing to some extent, they will also create and present a portfolio of their work each year, requiring them to assess their own strengths, weaknesses, and progress in each subject area as well as English language acquisition.

**Continuous learning and participatory leadership:** Just as students will have an active role in planning and directing their studies, teachers will have a role in directing the school. Following a series of workshops led by experienced INPS personnel, Utah International's ongoing professional development will be conducted by teachers within the school. Everyone in the community, including students, teachers, and administrators, will set goals for their own learning during the year and reflect on their own progress. Teachers will collect and examine data, observe and discuss one another's classes, and analyze student work with the aim of continuous improvement.

**Features that Utah International will add to the INPS approach:**

**Junior high and high school in the same community:** Many dropouts occur in the first year of high school, as 9<sup>th</sup> or 10<sup>th</sup> graders adjust to increased freedom and increased academic expectations in a new environment where they are not known by adults in the school, and where they can easily become invisible among a high school population of 2000 or more. Utah International hopes to decrease dropping out by avoiding this difficult transition. When the school is at capacity, 9<sup>th</sup> through 12<sup>th</sup> grade classes will be held in an adjoining building with the same library, cafeteria, gymnasium, and administrative staff as the junior high.

**Looping of core teachers:** As much as possible, students at Utah International will study with the same team of four core teachers for two years in a row. This will enable teachers to better understand how to best serve each student's needs, and will foster strong relationships between student and teacher.

**Robust, integrated after-school programming:** With help from a 21<sup>st</sup> Century Community Learning Center grant, Utah International will extend the academic day by providing teacher-led

academic activities as well as recreation after school. Offerings will include credit recovery, advanced coursework, first language instruction by members of refugee communities, basic literacy and numeracy for students with interrupted formal education, and academic clubs such as science fair and debate that are found in traditional high schools.

**Location and transportation:** The low-income refugee and immigrant students served by Utah International are typically **not** served by charter schools because they lack transportation to get to any school except their local district school. Utah International is located in South Salt Lake, a city in the center of the metropolitan Salt Lake Valley, with the second lowest per capita income in the state and a high percentage of new refugees living in low-income apartments in the neighborhood. For our students who do not live within walking distance, we will provide a pass for the local public transit system and assistance in learning how to use it.

**Community outreach and social services:** A school serving immigrants and refugees requires translators to communicate with parents, intensive grassroots outreach to inform diverse communities about the school's existence, and a higher-than usual ratio of counselors to students because of cultural disruption, trauma, and other issues that will affect our students at a disproportionately high rate. All of these additional services are included in our long-term, full-enrollment budget. During our early growth years, however, they will not be possible at the needed level without the federal Charter School Program grant.

### **School Autonomy**

As a charter school, Utah International will enjoy greater autonomy and flexibility than the other INPS schools, which are governed by public school districts. This autonomy will be particularly advantageous in the hiring process and in establishing personnel policies. Utah International will be able to hire the most qualified individual for every position, free of the

restrictions of collective bargaining agreements, and can compensate teachers under an innovative plan that rewards them for leadership rather than longevity. Our teacher compensation plan is included as an attachment.

## **Our Management Plan**

Utah International is governed by a volunteer board of trustees consisting of from 5 to 12 persons, of which at least one will be a parent of a current student, elected by the parent organization. A student and teacher representative will hold non-voting seats on the board. All board members will complete board training provided by the Utah State Office of Education. A list of current board members and their qualifications is included as an attachment.

The board of trustees hires and oversees the principal, who serves as chief executive officer as well as instructional leader. At full enrollment, a full-time business manager will assist the principal with financial and data responsibilities. Resumés of the current holders of these positions are included as attachments. During the opening years when enrollment is low, the business manager position will be part-time and the principal will serve multiple roles.

Within the parameters of the school's mission, board policies, and state and federal law, the curriculum, academic policies and practices, and disciplinary policies and practices are determined by the full faculty or by representatives of the faculty. This practice follows the participatory leadership model of the Internationals Network for Public Schools. During the school's early years when the faculty is small, the entire faculty will participate in the leadership team. As the school grows, each grade level team will select a representative to serve on the leadership team along with the principal. An organizational chart for the school at projected full enrollment is included as an attachment.

Utah International will follow a 180-school day calendar similar to Granite School District's calendar. The school day will run from 8:30 to 3:15, with four 75-minute periods for instruction in core subjects and a 60-minute elective period at the end of the day. The bell schedule will be adapted as the school grows in enrollment, but we are committed to a simple schedule with

periods no shorter than 60 minutes. Students will participate in short advisory period four days a week, in which the advisory teacher will track their academic progress, guide their academic plans, and help them organize their work.

With the help of this grant and the 21<sup>st</sup> Century Community Learning Center grant, we hope to provide 6 weeks of academic and recreational programming during the summer to maximize instructional time and provide year-round opportunities to practice English.

### **Our Goals, Objectives, and Measurement Methods**

The Mission of Utah International Charter School is to provide a rigorous and relevant education for secondary students interested in global perspectives, including recently arrived immigrants, refugees, and native English speakers. The school has two major academic goals, each supported by several measurable objectives.

#### **Goal 1: Students will become proficient in the standards of the Common Core curriculum and in academic English.**

<b>Objective</b>	<b>Measurement</b>
Hire highly qualified teachers	Percentage of teachers considered highly qualified for their assignments
Provide training and ongoing professional development and support focused on best practices for adolescent English learners	Records of training events, weekly professional development sessions, and individual teacher self-improvement plans
Minimize teacher turnover by fostering teacher leadership	Percentage of teachers leaving the school's employment each year
Provide uniformly high quality instruction in the common core curriculum	Percentage of students testing as proficient or above on Utah's common end-of-level assessments in math, language arts and science  Average individual improvement in performance on

	<p>Utah’s common assessments.</p> <p>Percentage of 8<sup>th</sup> graders testing as proficient or above on the state’s Direct Writing Assessment</p> <p>Average scores on ACT or SAT for seniors</p> <p>Evaluation of student portfolios</p>
<p>Provide uniformly high quality instruction in academic English</p>	<p>Average individual improvement in UALPA, Utah’s assessment of English language proficiency</p>

**Goal 2: Students will complete high school and be prepared for college or post-high-school training.**

<b>Objective</b>	<b>Measurement</b>
<p>Maximize student attachment to school by fostering a strong school community and healthy adult/child relationships</p>	<p>Average daily attendance</p> <p>Student surveys on school climate</p> <p>Rate of retention of students from year to year</p>
<p>Reduce chronic poor attendance by intervening promptly, positively and intensively with poor attenders and their families</p>	<p>Average daily attendance</p> <p>Percentage of students with chronic poor attendance</p>
<p>Maintain high academic expectations and a focus on college</p>	<p>Percentage of students taking the ACT or SAT</p> <p>Percentage of students taking one or more concurrent enrollment courses</p> <p>Graduation rate</p> <p>College placement rate</p>

**Our Relationship with Our Chartering Entity**

Utah International is chartered by the Granite School District, the state's third largest and most diverse district. The original intent of the Utah International founding board was to charter directly with the state, but the Granite superintendent requested that we consider chartering with them. We are the first school to be chartered by Granite and we are still establishing a working relationship with them. We will lease our building from the district at a favorable rate, and the attorney for the Granite District serves on our board.

A copy of the charter agreement is attached to this application. It is important to note that while Granite will provide technical support when needed and will review our progress regularly, the District does not influence our curriculum, our hiring practices, or any aspect of our governance. Nor does it provide financial support or oversight. Utah International sets its own budgets with approval of its governing board, employs its own business manager and earns revenue on the same basis as all Utah charter schools. We maintain the same degree of autonomy and flexibility as independent charter schools chartering directly with the state of Utah.

Since Granite District does not have a process in place for monitoring charter schools, we will participate in the monitoring and evaluation process provided at the state level that assesses charter school performance in three areas – academics, finance and governance. Once our doors are open, we will seek accreditation from a regional accrediting body.

### **How We Will Involve Parents and Community Members**

Parents and community members have already provided significant input into the planning process. The idea for the school emerged from local Somali refugees whose children were not succeeding in school and was nurtured by professionals and volunteers who work with refugees and other English learners. When we meet with groups to inform them about the school, we always ask prospective parents, students, and professionals who work with them to share their frustrations with schooling and their ideas for making improvements that we can incorporate into Utah International's plans.

Our board by-laws require that once the school opens, at least one parent representative to the board be elected by the parent organization. A teacher and a student, elected by their respective constituents, will also sit on the board as non-voting members.

In order to receive state land trust funds for school improvement, we must form a school improvement committee with significant parent representation. This committee analyzes data and develops a plan to target specific goals using the land trust funds, but it can also provide a means for parents to become informed about and involved in the school.

We will hold parent nights at least once per quarter. These will provide opportunities for parents to meet with their child's teacher, to meet with the principal, and to view their own child's work and performances. We will provide translators from multiple language communities at these events. Our doors will be open to parents throughout the day.

With advice from the Internationals Network of Public Schools, we will develop other methods of welcoming parents into the school and receiving feedback and guidance from them that will be effective in spite of cultural and language differences, including a creating a parent organization that is led by parents.

Utah International is working in partnership with the following community agencies, with additional partnerships in progress:

**Utah Department of Workforce Services, Refugee Services Office:** Recruits and places an Americore VISTA worker at the school to provide low-cost administrative support, coordination of volunteers, and outreach to refugee communities. Helps identify community leaders and translators, helps inform professionals working with refugees, provides some technical assistance with translation and marketing. Helps recruit refugee employees. Two employees of this office serve on our board.

**City of South Salt Lake:** Partners with us in 21<sup>st</sup> Century Community Learning Center. Helps recruit and train staff for after-school program. Helps publicize the school through city publications and events. Provides technical assistance and recruits volunteer labor for building renovations and landscaping.

**TRY Program (Transitions for Refugee Youth):** Founded by the Bhutanese Community and Sudanese Community, this after-school tutoring and support program for refugee teens will use office and classroom space in Utah International's building and will help identify youth who may wish to enroll in the school.

**International Rescue Committee:** This refugee resettlement agency refers appropriate students for enrollment in Utah International and has guided us in shaping the school's programs.

**Catholic Community Services:** This refugee resettlement agency refers appropriate students for enrollment and helps us reach out to volunteers serving refugees.

**Asian Association of Utah:** This long-term refugee assistance organization helps us recruit translators, housed our VISTA worker for nine months, refers appropriate students for

enrollment, helps us inform refugee parents about the school, and has guided us in shaping the school's programs.

**University Neighborhood Partners:** Helps us recruit translators in the Spanish-speaking community, has guided us in shaping the school's programs, and helps us inform families about the school. An employee of this organization served on our board.

**Sunnyvale Community Center and Hser Ner Moo Community and Welcome Center:** These two centers serving refugee and other low-income youth and families in local low-income apartment complex have helped guide us in developing the school's programs, help us recruit translators, and help us identify and enroll students appropriate for the school.

**Kids' Café:** This program of the Utah Food Bank will provide a complete, nutritious dinner for students participating in our after school program.

**Granite Food Services:** This division of Granite School District will provide breakfast and lunch in compliance with the Federal Child Nutrition Program.

**How We Will Continue Operation After the Federal Grant Expires**

The requested grant from CSP represents a small but critical portion of our operating budget. Several factors will enable Utah International to continue operation after the Federal grant has expired.

Most importantly, as student enrollment rises, the per pupil cost of the building lease, administrative salaries, elective teacher salaries, information technology infrastructure, and other relatively fixed costs will drop significantly. The absence of these economies of scale in our early, low-enrollment years is the main reason we are seeking federal Charter School Program assistance.

Second, as a critical mass of Utah International teachers gains experience in the teaching methods used at the school, they will be able to provide mentoring and professional development to each other and to new teachers. After two years of operation, we will no longer require the assistance of the Internationals Network for Public Schools.

Third, after the school becomes operational and has success with some students, marketing, outreach, and translation expenses should drop as word-of-mouth “marketing” increases.

Fourth, purchases such as IT infrastructure, furniture, computers, library books, and other long-lasting instructional materials are larger at first in relative to the student population and can taper off in ensuing years.

Finally, we anticipate that it will be easier to raise supplemental funds from local donors once the school is operational and potential donors can see the students and teachers in action.

### **How We Will Use CSP Grant Funds in Conjunction With Other Funding**

Utah International will receive state school funds on a per pupil basis, as well as Federal IDEA, Title I, and Title III funds. These funds along with private donations and foundation grants will be sufficient to operate the school once we reach a student enrollment of over 300. We have a state start-up grant and loan to assist with planning year personnel and operating expenses, building renovations and the purchase of some furniture, computers, and instructional materials.

Our need for additional Federal funding during our early years arises directly from the special needs and barriers of our target population and from our desire to grow slowly and responsibly while we master the instructional techniques and support systems that will ensure success for our students.

First, we seek to maintain **class sizes of less than 25** in order to allow teachers to differentiate instruction and provide individual attention to all students. Our instructional model requires significant common planning and professional development time for teachers, and significant individual planning time for teachers to develop fully differentiated lessons. To avoid shortening a school day for students who need as much instructional time as possible, we prefer to schedule students with **highly qualified elective teachers** while their core teachers are engaged in planning.

Second, our target population of refugee and immigrant students is characterized by the fact that their parents speak little or no English and speak multiple other languages. To fully serve all of our parents and reach out to all of the refugee communities requires that we work with a dozen or more **translators**, approximately the same number we will need when the school is larger and generating more state funding.

Third, refugees arrive in Utah every month of the year, with the majority arriving between October and April. If our classes are at capacity on October 1, which maximizes our state and Federal funding, we will not have room to accept any new refugees until the following summer, by which time these students will already be enrolled in their local public school, for better or for worse. We prefer to **leave some space at each grade level** so that we can accept these new arrivals without state funding, getting them off to the strongest possible start and giving us a head start on building enrollment for the following year.

Fourth, to serve our students in a responsible and culturally competent manner, we require a **home liaison** with experience and training in working with translators and with refugee and immigrant families, and a **qualified school counselor** to provide college and career guidance as well as therapeutic support for students facing extraordinary challenges. These positions are not affordable at low student enrollment without additional financial resources.

Fifth, because our target population lacks transportation resources, we plan to provide **public transit passes** for our students at no cost to their families, but at a cost to the school of \$125 per student.

These special needs raise the cost of operating Utah International. The increased cost will be sustainable in the long run because of our relatively low building and administrative expenses and the operation of economies of scale. But all of our special costs will be far higher *per pupil* when our enrollment is low. The Federal grant will enable us to grow in size slowly and responsibly while we learn the best ways to teach our population and sustain a healthy school culture.

Specifically, the Federal CSP grant will pay for

- Additional highly qualified core subject teachers to reduce class size early in the year, allowing enrollment of new-arriving refugee students throughout the year. We hope to begin each year with 0.5 to 1.5 more teacher FTE than we need at that time, or to hire the additional teacher or teachers as needed later in the year.
- Qualified elective teachers and contracted instructors from the community to provide an enriched academic experience for students, meet state requirements for arts and physical education instruction, and allow common planning and professional development time for core teachers without decreasing instructional time.
- Increase the time and salary of the business manager and secretary in order to reduce the responsibilities of the principal and enable her to dedicate more time to instructional leadership, professional development, and building the school culture.
- Salary for the home liaison and qualified school counselor until student population can support these positions.
- Stipends for two to three highly qualified teachers to provide six weeks of academically focused summer school. Our 21<sup>st</sup> Century Community Learning Center grant will provide recreation and enrichment activities for summer school.
- Modest salary increase for the principal to support a 12-month contract and make it easier to find a qualified replacement, if necessary.
- Hourly pay for translators from 12 to 15 refugee language communities for parent meetings, registration, and outreach.
- Computers and instructional materials to supplement the existing budget for these items and provide teachers with all the tools they require during our early years.

**How We Will Inform Students in the Community and Ensure Equal Opportunity to Enroll**

Utah International is using a grassroots approach to inform students in the community about the school. Through our connections in the organizations serving refugees, such as the Utah Department of Workforce Services Refugee Services Office, the International Rescue Committee, Catholic Community Services, and the Asian Association, we recruit community members who speak English and a refugee language to serve as translators and outreach workers. These workers make informal presentations about the school in their neighborhoods and places of worship, visit homes of interested students, and provide translation when school staff members make formal presentations to refugee community groups.

We have visited neighborhood community centers, social service agencies, schools, mosques, churches, health fairs, soccer tournaments, and numerous refugee community groups to explain the school and assist with registration. For the Spanish-speaking community we have had several live radio interviews and a package of paid radio advertising. We have also had stories and ads in the mainstream media.

Lack of transportation works strongly against enrollment in charter schools of students from families below the poverty level. Middle and high-income families tend to drive or carpool their students to charter schools; most of our families have no car at all or only one for several working family members. Utah International is taking two important steps to lower the transportation barrier: First, the school is located in a low-income neighborhood with a high percentage of refugees and Spanish-speaking families within walking distance. Second, the school is contracting with the Utah Transit Authority to provide city transit passes to students.

Utah International's lottery policy is included as an attachment. No lottery was required for 2013.

**How We Will Comply With Sections 613(a)(5) and 613(e)(1)(B) of the IDEA**

In compliance with state and federal law, Utah International will provide special education services to previously identified students with Individual Education Plans and will conduct child search to help identify students who may require special education. We will employ a certified special education teacher to direct our special education program and provide instruction and intervention for identified students. This staff member will receive training and ongoing support from the special education staff at the Utah State Office of Education. The board of Utah International has approved a special education plan based on a model provided by the Utah State Office of Education.

Utah International is fortunate to be leasing from the Granite School District a building that was formerly occupied by a school for students with severe disabilities. Though built in 1971, the building is fully ADA compliant.

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**Form ED 524 Part C: Budget Narrative****Year 1 (Opening Year, 2013-14)**

Projected Oct. 1, 2013 enrollment = 90 students (5 classes averaging 18 students), grades 7 to 10

Capacity for additional students after Oct. 1 = 30 (5 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$5,000	Additional salary for principal to get closer to market rate for this position and compensate fairly for a 12-month contract (from \$60,000 to \$65,000)
\$5,000	Increases business manager position from 0.3 to 0.5 FTE. Leaves fewer business responsibilities to the principal so she can devote more time to instructional leadership and professional development.
\$3,250	Bring secretary from .87 time to full time to support summer school and year-round enrollment and free principal's time for instructional leadership
\$37,000	Salary for 2 half-time highly qualified elective teachers: Visual art and PE. Allows common planning time and focus on core subjects for core teachers, fulfills student graduation requirements, and enriches school experience for students.
\$15,000	Salary for 1 half-time home liaison to visit refugee homes as needed for problem-solving with current students, registration of new students, and promotion of parent involvement.
\$4,000	Salary stipend for 2 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery
<b>\$69,250</b>	<b>Total for Personnel</b>
\$18,592	Benefits for salaries funded by this grant. 26.8% of salary: 10% for payroll tax, 8%

	for retirement, 8.8% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$18,592</b>	<b>Total for Fringe Benefits</b>
\$1,000	Travel to annual project directors' conference for one person (principal)
<b>\$1,000</b>	<b>Total for Travel</b>
\$9,447	Classroom equipment and furniture, including 6 high quality 4' x12' ceramic whiteboards, new tables, chairs, and cafeteria tables for student use as needed when used furniture is not available (added to previous budget of \$11,500).
\$2,796	Computer hardware: 4 Elmo document cameras (one per core subject teacher) to enhance visual communication with English Learners
\$7,925	Computer hardware: 25 Google Chromebooks and 1 Chromebooks cart for shared classroom use
<b>\$20,168</b>	<b>Total for Equipment</b>
\$8,000	Instructional materials such as classroom sets of calculators, maps, science lab equipment, books, textbooks (added to previous budget of \$10,000).
\$4,990	Software for classroom use: e.g. Rosetta Stone English for new arrivals; basic math for students with interrupted formal education
<b>\$12,990</b>	<b>Total for Supplies</b>

\$10,000	Contracted dance and music instruction during elective period. Works in conjunction with hired elective teachers to support core subject instruction and enrich school experience for students. Two instructors, 5 hours per week each for 36 weeks, at about \$30 per hour.
\$8000	Contracted translation/interpretation services from 12 to 15 language communities at \$15 per hour, for home visits, parent nights, parent communication, registration, outreach to new students
<b>\$18,000</b>	<b>Total for Contractual</b>
<b>\$140,000</b>	<b>Total Year One</b>

**Year 2: 2014-15**

Projected October 1, 2014 enrollment = 160 (9 classes averaging 18 students), grades 7 to 11

Capacity for additional students = 54 (9 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$61,000	Salary for 1.5 FTE highly qualified core subject teachers. This will enable us to add 11 <sup>th</sup> grade for last year's 10 <sup>th</sup> graders and some new arrivals to the US. The 11 <sup>th</sup> grade cohort will be too small to pay for itself with state funding, because unlike the other four grade levels, it will not be a combination of two grade levels this year.
\$37,000	Salary for 1 full-time highly qualified elective teacher: Allows common planning time and focus on core subjects for core teachers, fulfills student graduation

	requirements, and enriches school experience for students. Both elective teachers (art and PE) will go to full time this year. State funding will pay for one salary; this grant will pay for the other.
\$5,448	1/3 of salary for 1 half-time home liaison to visit refugee homes as needed for problem-solving with current students and registration of new students. State funding will pay for the remainder of the liaison's salary.
\$6,000	Salary stipend for 3 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery. Allows for growth in summer school program.
<b>\$109,448</b>	<b>Total for Personnel</b>
\$29,552	Benefits for salaries funded by this grant. 27% of salary: 10% for payroll tax, 8% for retirement, 9% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$29,552</b>	<b>Total for Fringe Benefits</b>
\$1,000	Travel to annual project directors' conference for one person (principal)
<b>\$1,000</b>	<b>Total for Travel</b>
<b>\$140,000</b>	<b>Total Year Two</b>

**Year 3: 2015-16**

Projected October 1, 2015 enrollment = 240 (14 classes averaging 17 students), grades 7 to 12

Capacity for additional students = 98 (14 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$39,000	Salary for 1.0 FTE highly qualified school counselor.
\$38,000	Salary for 1.0 FTE highly qualified elective teacher (probably music). Salaries for other elective teachers will be paid with state funds.
\$18,000	Salary for 0.5 FTE highly qualified librarian and IT teacher
\$6,000	Salary stipend for 3 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery. Maintains summer school at last year's size.
<b>\$101,000</b>	<b>Total for Personnel</b>
\$28,280	Benefits for salaries funded by this grant. 28% of salary: 10% for payroll tax, 8% for retirement, 10% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$28,280</b>	<b>Total Fringe Benefits</b>
\$1,200	Travel to annual Charter School Program conference for one person
<b>\$1,200</b>	<b>Total Travel</b>
\$5,600	8 Elmo document cameras for additional core subject teachers
\$3,920	12 Google Chromebooks and mini-carts for small group use
<b>\$9,520</b>	<b>Total Equipment</b>
<b>\$140,000</b>	<b>Total Year Three</b>

**Notes for Section B- Budget Summary Non-Federal Funds**

Year 1 budget is for 90 students.

Year 2 budget is for 160 students.

Year 3 budget is for 240 students.

Since we did not receive notice of our 21<sup>st</sup> Century Community Learning Center Grant until early July, these budgets do not include these funds or any after-school or summer costs.

“Travel” includes Utah Transit Authority passes for each student at a minimum of \$125 per student per year.

“Construction” for our school consists of remodeling required to enlarge several classrooms each year. Our leased building is was constructed for students with severe disabilities, with an average class size of about 5, so many rooms are too small for our classes. We will remove about 3 walls per year to combine two small classrooms into one.

“Other” costs include our lease from the Granite School District at \$4.75 per square foot and repayment of our \$212,000 state start-up loan, as well as smaller line items such as postage.



TAX EXEMPT AND  
GOVERNMENT ENTITIES  
DIVISION

DEPARTMENT OF THE TREASURY  
INTERNAL REVENUE SERVICE  
WASHINGTON, D.C. 20224

Date: MAY 21 2013

Utah International Charter School  
35 F St. # 421  
Salt Lake City, UT 84103

Employer Identification Number:  
45-4554576  
Person to Contact and ID Number:  
Jonathan Carter 15-04608  
Toll Free Contact Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
509(a)(1) & 170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
February 17, 2012  
Contribution Deductibility:  
Yes

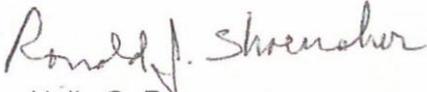
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

  
for Holly O. Paz  
Director, Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*

Utah International Teacher Tiered Salary Plan  
Draft for 2013-14

**The green box** is considered the base salary, reflecting consistent high-quality preparation for and teaching of the standard course load (probably 5 periods out of 6 or 4 periods out of 5), meaningful participation in team, professional development, and educator quality activities, and full compliance with professional expectations. \*First-year teacher (0 years) has a reduced teaching load (e.g. no elective, 4 periods out of 6).

**Pre-professional:** Teacher has a bachelors degree and is earning teaching credential through ARL or a university program. Teachers credentialed in another state or country, or with Utah credentials in areas not needed by the school may also be at this level, or at a negotiated level between pre-professional and professional, until they gain the appropriate Utah credential.

**Professional:** Teacher has a bachelor’s degree and a current Utah educator license in one or more subject areas needed by the school.

**Leadership I:** Teacher has additional assignment(s) based on demonstrated expertise, that require about 5 hours per week for most of the year. Examples: Coaching a student activity, mentoring a new teacher, being a team leader or professional development coordinator.

**Leadership II:** Teacher has additional assignment(s), based on demonstrated expertise, that require about 10 hours per week. Depending on school needs, a teacher might exchange the extra salary for a reduced teaching load. Examples: Instructional coach, assessment director, accreditation coordinator.

One year of experience = one full academic year of full time, paid teaching in a public, private, or charter secondary or elementary school in any state or country; to be negotiated at time of hire.

Leadership team may elect to use some professional development funds to help pay for teachers to gain additional credentials needed by the school. E.g. ESL endorsement, new subject-area endorsement, National Board certification.

When and if the budget allows, leadership team may elect to add a tier for “excellence,” for which they would have to define the standards.

Tier Years experience	Pre- professional	Professional	Leadership I	Leadership II
None*	-\$2000	\$30,000	NA	NA
1 to 5	-\$2000	\$34,000	+\$2500	probably NA
6 to 10	-\$2000	\$38,000	+\$2500	+\$5000
11 or more	-\$2000	\$42,000	+\$2500	+\$5000

Annual cost of living increase of 2 to 4%, depending on budget.

\*First-year teacher (0 years) has a reduced teaching load (e.g. no elective, 4 periods out of 6).



A World of Learning  
Utah International Charter School

## BOARD OF TRUSTEES

Name	Phone Number	Background	Board Position
William F. Anderson, M.B.A.	801-867-5440 banderson@utahinternational.org	City of South Salt Lake Representative, former member of City Council; Financial Manager; Community Volunteer	Board Member
Aloysius Church, Ed. D., Administrator License	801-913-0157 aloyuschurch@msn.com	Educator (retired); formerly Director, Academy of Math Science & Engineering, Salt Lake & Granite School Districts; USOE Title One School Support Team Consultant; Adjunct Faculty, University of Utah	Board member
Wanda Gayle, M.A.	801-486-3875 wgayle@sisna.com	Founder, Salt Lake Arts Academy; Community Volunteer with twenty years experience assisting refugee and immigrant families; Editor	Chair
Jean Hill, J.D.	801-456-9336 jhill@utahinternational.org	Government Liaison Director, Catholic Diocese of Salt Lake City; formerly Attorney for Utah State Office of Education	Vice Chair
Douglas Larson, J.D., M.A.	801-783-8626 drlarson@graniteschools.org	Director, Policy & Legal Services, Granite School District; Educator	Secretary
Nazanin Nourmohammadi, M. Divinity	801-536-7144 nnourmohammadi@utah.gov	Refugee Specialist, Utah Department of Workforce Services	Board member
Isabel Rojas, M.P.A.	801-898-3923 801-736-7720 isabel@uw.org	Director, Community Collaborations, United Way of Salt Lake; former Program Director, Comunidades Unidas	Board member
Kimberly Schmit, M.Ed	801-706-3378 801-972-3596 k.schmit@partners.utah.edu	Partnership Mgr--Community Capacity Building, University Neighborhood Partners; former Program Coordinator--UNP/Hartland Partnership Center; former Director, Higher Ground Learning	Board member
Steven Winitzky	801-953-2748 swinitzky@utahinternational.org	Founder/former Business Manager, City Academy; formerly Director of charter school technical assistance organization; formerly Executive Director, Utah Association of Public Charter Schools	Treasurer
Amy Wylie	801-526-9775 awylie@utah.gov	Refugee Services Specialist & Volunteer Coordinator, Refugee Services Office, Utah Department of Workforce Services	Board member

September 2012

Angela Rowland

[arowland@utahinternational.org](mailto:arowland@utahinternational.org)

**CREDENTIALS and EDUCATION**

Utah preK-12 school administrator license Expires, June, 2016  
Utah school social worker license, level II Expires, June, 2016  
Utah secondary social studies teaching license Expires, June, 2016  
Utah 1-8 teaching license Expires, June, 2016  
CACTUS # 56141

**Master of Education, Leadership and Policy**, University of Utah May, 2009

**Master of Social Work**, University of Utah June, 1990  
Elected to Phi Kappa Phi honor society, recipient of Maurice Warshaw Scholarship

**Bachelor of Arts**, English and American Studies, Dartmouth College June, 1985  
Magna cum laude graduate, elected to Phi Beta Kappa honor society, National Merit Scholar

**EDUCATIONAL LEADERSHIP EXPERIENCE**

**Planning Year Director**, Utah International Charter School July, 2012 -present

**Accreditation Coordinator**, Judge Memorial Catholic High School 2010-2011  
Planned, implemented, and documented the school's successful self-study process for accreditation.

**Assistant Principal**, Judge Memorial Catholic High School June, 2005-June, 2008  
Assisted principal in daily operation of the school, led school in principal's absence. Developed and led teacher evaluation program, supervised instruction, led student support services team, including counselors, deans, and campus ministry, oversaw calendar and master schedule. Coordinated graduation activities. Wrote and revised school policy manuals. Represented the school to parents and the public.

**Dean of Students**, Judge Memorial Catholic High School August, 1999-June, 2005  
Supervised safety, attendance, and discipline for 900 high school students. Developed and implemented systems for tracking student conduct, managing student parking in the neighborhood, testing for drug and alcohol use, rewarding exemplary behavior and attendance.

**Administrative Intern**, Madeleine Choir School January to May, 2009  
Developed teacher induction process, revised employee policy manual, supervised student activities.

## TEACHING EXPERIENCE

**High School Teacher**, Judge Memorial Catholic High School August, 2000-June 2012  
Founded programs and developed curricula for psychology, AP psychology, and social work classes.

**Elementary School Teacher** August, 1985-June, 1988  
Taught 2<sup>nd</sup> grade and Title I supplementary math and language arts at an all-Navajo school in Bluff, Utah, and self-contained 2<sup>nd</sup> grade at St. Francis Xavier School in Kearns, Utah.

## SOCIAL WORK ADMINISTRATION EXPERIENCE

**Director of Teen Services**, YWCA of Salt Lake City 1991-1995 and 1997-1999  
Supervised staff of 9 and 24-hour operation of 10-bed therapeutic group home for pregnant and parenting teens and their infants. Provided direct service, including group and individual therapy. Planned and oversaw budget, public relations, government and private grants.

**Pregnancy Services Director**, Childrens' Service Society 1996-1997  
Assisted women to plan and implement open adoptions. Provided grief counseling and post-adoption services. Supervised director of parenting support program.

**Assistant Executive Director**, YWCA of Salt Lake City 1995-1996  
Supervised staff of 35, including directors of three residential and four other human service programs for women, children, and teens in crisis. Planned and oversaw \$600,000 budget, managed public and media relations and state, federal, and private grants.

**Youth Services Director**, YWCA of Salt Lake City 1990-1991  
Supervised staff of 18, directed therapeutic recreation program for disabled and low-income elementary school students.

## VOLUNTEER and PART-TIME WORK

Audiobook reader, Librivox.org	2010-present
Coach, Mock Trial, Judge Memorial Catholic High School	2011-12
Utah State Office of Education Professional Practices Advisory Commission	2010-13
Summer school pre-algebra teacher, Judge Memorial Catholic High School	2010
Silent auction co-coordinator, Our Lady of Lourdes School	2000-2006
Strategic planning committee, Our Lady of Lourdes School	2004-05
Alcohol and Drug Planning and Allocation Council, Salt Lake County	1992-1996
Therapist and parent educator, Family Support Center	1989-1992
Therapist, Catholic Community Services	1990-1992
Alto, Utah Symphony Chorus	1987-1992
Lead teacher, infant room, IHC Child Care Center	1989-1990
Literacy tutor and tutor trainer, Literacy Action Center	1987-1989
Emergency medical technician, Bluff Ambulance Association	1985-1987

## REFERENCES

Steven Winitzky, board treasurer Utah International Charter School Current supervisor	swinitzky@utahinternational.org 801 953-2748
Rick Bartman, principal Judge Memorial Catholic High School Past supervisor	rbartman@judgememorial.com 801 517-2127 801 363-8895
Tina Vierra-McGill, principal Granite School District Administrative internship supervisor	cvmcgill@graniteschools.org 801 323-9850
Mary Chris Finnigan, counseling director Judge Memorial Catholic High School Colleague, former supervisee	mcfinnigan@judgememorial.com 801 517-2138 801 363-8895
Kate Bills, assistant principal Judge Memorial Catholic High School Supervisor, former supervisee	kbills@judgememorial.com 801 517-2123 801 363-8895
Claudia Seeley, clinical instructor University of Utah Department of Educational Leadership and Policy Professor	claudia.seeley@ed.utah.edu 801 581-6714

# RAM PRASAD BOPPANA

e-mail: [REDACTED]

Address: [REDACTED]  
[REDACTED]

## EDUCATION:

Academic: Bachelor of Commerce (Cost Accounting & Auditing) (1981 to 1984)

## PROFESSIONAL:

MS SQL from NIIT

Oracle Financials 11 from ICIT-ICFAI

## PROFESSIONAL EXPERIENCE:

### CITY ACADEMY

July 2003 – Present

- Manage all the fiscal activities and maintain day to day accounts in Quick Books. Interact with governmental agencies such as the IRS, State Tax Commission, Dept. of Labor etc.,
- Setup and manage SIS (Student Information Systems).
- Setup and manage the CACTUS.
- Responsible for all the reports submitted to USOE through SIS.
- Manage and maintain the Retirement, Cafeteria and Fringe Benefits for employees.

### BEEHIVE SCIENCE & TECHNOLOGY ACADEMY

September 2009 – Present

- Manage all the fiscal activities and maintain day to day accounts in Quick Books. Interact with governmental agencies such as the IRS, State Tax Commission, Dept. of Labor etc.,

### CHARTER MENTOR (DISSEMINATION GRANT PROJECT OF SALT LAKE ARTS ACADEMY WITH THE CHARTER SCHOOL SECTION OF THE USOE)

October 2008 – September 2010

- Training and individual support in SIS, CACTUS information systems & SSID
- Co-ordinate with Computer Services staff and setup SIS trainings.
- Training and individual support with Pre-Prints and Testing.
- Write briefs on different reports submitted to USOE.

### CHARTER STAR (DISSEMINATION GRANT PROJECT OF JOHN HANCOCK CHARTER SCHOOL WITH THE CHARTER SCHOOL SECTION OF THE USOE)

October 2006 – September 2008

- Training and individual support in SIS, CACTUS information systems & SSID
- Co-ordinate with Computer Services staff and setup SIS trainings.
- Training and individual support in fiscal activities.
- Write briefs on different reports submitted to USOE.
- Write summaries on trainings and provide support for planning year trainings.

### **TECHNICAL ASSISTANCE PROJECT FOR UTAH CHARTER SCHOOLS**

(TECHNICAL ASSISTANCE CONTRACT WITH THE CHARTER SCHOOL SECTION OF THE USOE/STATE OF UTAH)

**October 2006 – March 2007**

- Training and individual support in SIS.
- Training and individual support in fiscal activities.
- Write briefs on different reports submitted to USOE.
- Manage all the fiscal activities and maintain day to day accounts in Quick Books.

### **TECHNICAL ASSISTANCE PROJECT FOR UTAH CHARTER SCHOOLS**

(DISSEMINATION GRANT PROJECT OF CITY ACADEMY WITH THE CHARTER SCHOOL SECTION OF THE USOE)

**November 2003 – March 2006**

- Training and individual support in SIS.
- Training and individual support in fiscal activities.
- Write briefs on different reports submitted to USOE.
- Write summaries on trainings.

### **ADUSUMILLI & ASSOCIATES**

***April 1999 to June 2001***

- Prepared Cash Flow statements for Clients.
- Involved in budgeting and tracking encumbrance and actual data against the budget for Clients.
- Involved in Statutory and Bank Audits.
- Provided detailed Financial Statements to the Clients for generating loans from Banks and other Financial Institutions.
- Prepared Financial Reports projecting the sales and revenue.
- Involved in Finalization of Accounts.

### **AIRTECH COOLING SYSTEMS**

***September 1995 to May 1999***

- Manage staff and interact with clients in the field of HVAC (process cooling systems).
- Involved in basic financial duties including regular interaction with the banks and financial institutions.
- Responsible for overseeing the finances of firm.
- Prepared regular budgets.
- Responsible for tracking Inventory, Bills Payables and Bills Receivables.
- Involved in Finalization of accounts.

### **PRASAD GRAPHICS**

***October 88 to August 1995***

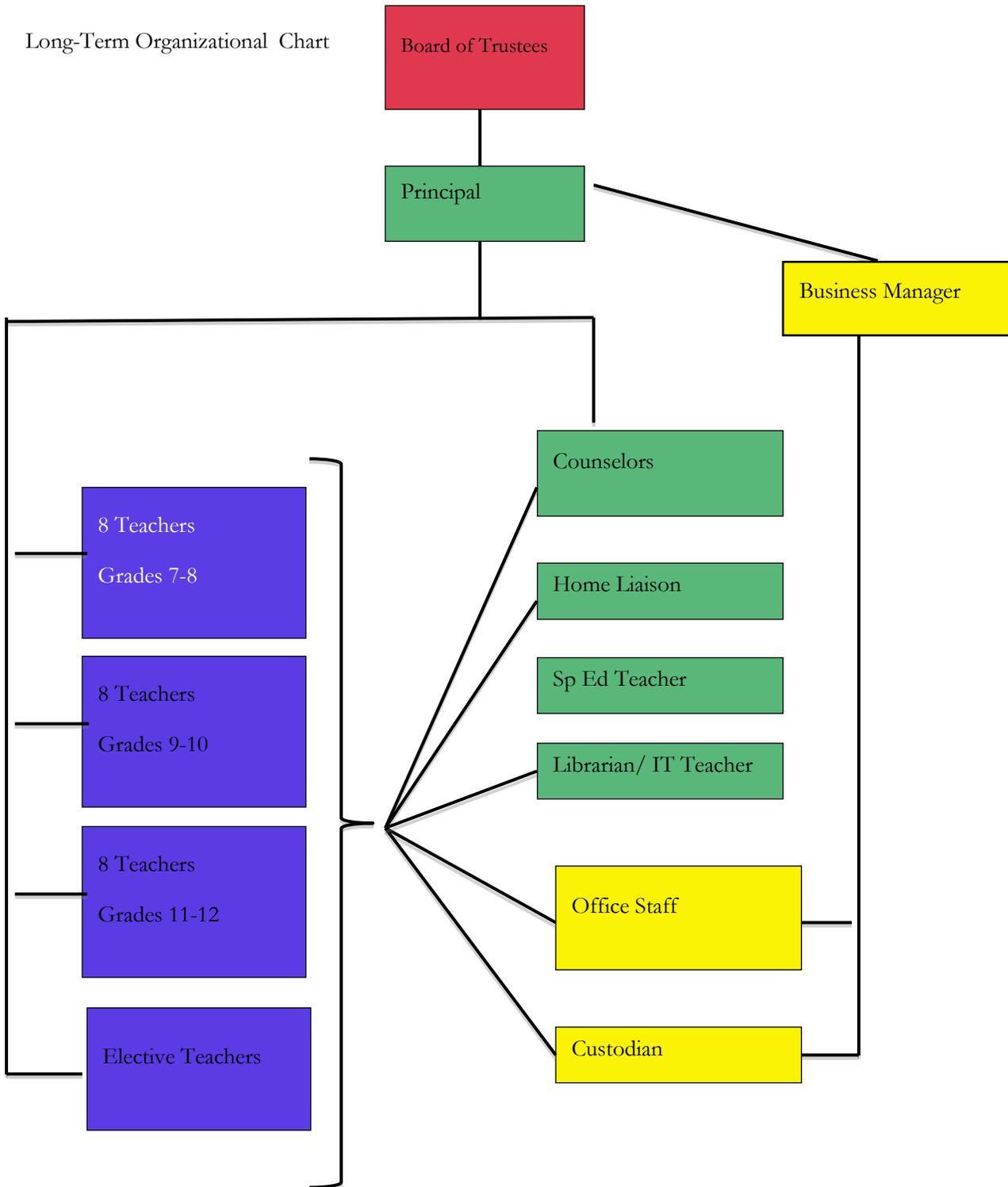
- Self-employed carrying out business activity of Desktop Publishing, Offset Printing,.
- Prepared reports projecting sales and revenue.
- Involved in Finalization of accounts and budgeting.

### **VENUS ENTERPRISES**

***May 1984 to June 1987***

- Employed as Executive Assistant at their Haryana Branch and Head Office at Hyderabad in the field of Multi Color Slate export used for exteriors and interiors of buildings.

- ❑ Responsible for preparing budget for the branch office.
- ❑ Responsible for cash management at branch office and coordinated with the head office with regard to payments to suppliers.
- ❑ Prepared reports projecting the sales and raw material requirement.
- ❑ Prepared cost analysis report for the truck accounts.
- ❑ Responsible for basic financial duties.





## CHARTER SCHOOL AGREEMENT

Pursuant to Utah Code 53A-1a-505, the Granite School District Board of Education ("Board"), grants the Governing Board of Utah International Charter School ("Governing Board") a charter to operate a public charter school ("School").

The Board has reviewed the application submitted by the Governing Board and has approved it, subject to adherence to all requirements set forth in this agreement and in state law and board rule.

### 1. RECITALS

WHEREAS The People of Utah, through their constitution, have provided that schools and the means of education shall forever be encouraged, and have authorized the legislature to maintain and support a system of free public elementary and secondary schools.

WHEREAS The Utah legislature has authorized a new form of public school designated a public charter school to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the Minimum School Program Act.

WHEREAS all public schools are subject to the leadership and general supervision of the State Board of Education.

WHEREAS the legislature has delegated to the State Board of Education, governing boards of local education agencies, and board of trustees of a higher education institution the responsibility for authorizing the establishment of public charter schools.

WHEREAS The Board is an authorizing body empowered to voluntarily issue contracts to organize public charter schools.

BE IT RESOLVED, that the following chartering policies are adopted.

- a. Recognizing that public charter school board members are public officials and have primary responsibility for the school's governance and operation, a school's board of directors shall be appropriately constituted according to the law.
- b. To ensure that public charter schools are open and accessible to all interested parties, each school must legally notice and reasonably inform the public of its application period and enrollment procedures consistent with Utah Code and State Board rule.
- c. Believing competitive comparisons and benchmarking information are necessary for raising standards and driving continuous improvement, the charter schools office shall ensure that each Charter School Agreement contains clear, measurable performance standards.
- d. To assess the academic and operational performance of public charter schools, charter schools shall meet the required minimum standards identified, as well as meet all entity determined targets outlined in this agreement. Regular review of the minimum standards and entity determined targets should serve as an early warning system for governing boards and may be used by the State Charter School Board when evaluating a charter school.
- e. Charter Schools may request technical assistance from the Board in any area, including curriculum matters and financial concerns. In no event is the Utah State Office of Education (USOE), the State Board of Education (SBE), or the Board responsible for any financial or technical support other than the funding and technical assistance as expressly required by law. And in no event is the USOE, SBE, or the Board responsible for the outcome of any decisions the school makes based on such assistance.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement	No violations of statute, State Board rule, or charter agreement

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Board Goal</b>
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	100% in agreement

**2. ESTABLISHMENT OF THE SCHOOL**

**a. Application/Agreement-Binding**

The entire application is fully incorporated in this agreement, and all representations and conditions contained in the agreement are binding on the Governing Board.

**b. Compliance with Other Laws**

The Governing Board shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the Board nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be provided by law or separate contract. The Board shall monitor the School for compliance with applicable laws and rules. Failure to comply with applicable laws and rules may result in termination of the charter.

**c. Transportation**

Neither the Governing Board nor Board is responsible for student transportation except as required in a student IEP. Parents of a student at the School shall be notified of this provision.

**d. Facilities**

- i. Prior to commencing operation of the School, the Governing Board shall provide to the Board a description of the facility, the financing for the facility, and evidence from local government inspection authorities that the School's facilities are currently safe (e.g., state or local Health and Fire Department inspection certificates) consistent with R277-471. The School shall not be allowed to operate unless and until all health and safety certificates are current.

**3. OPERATION OF THE SCHOOL**

The School shall at all times be operated by the Governing Board of the School in accordance with state and federal law, and State Board rule.

**a. Enrollment**

- i. Admission and enrollment of students shall be as prescribed by state and federal law, and State Board rule. Admission is not limited based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Failure to adhere to the requirements of random selection, under state and federal requirements for lottery selection, may be grounds for termination of this charter.
- ii. The School shall report information on student enrollment as required by the Board through state and federal law, and State Board rule. When a student withdraws from the School, the School shall notify the local board of education responsible for the attendance area in which the student resides within 10 days of the withdrawal so that the local board of education may fulfill its legal obligation to verify the student's compliance with compulsory attendance laws.
- iii. Requests for the School to change its enrollment and grade configuration from that set out in its initial agreement shall be submitted to the Board. This provision will be reviewed and is subject to negotiation and amendment by the Board.
- iv. Failure to enroll the authorized number of students within three years of approval, including growth plan, may result in the school being required to remand extra students for reallocation by the SBE upon request.
- v. The School is obligated to provide free and appropriate education and related services to students with disabilities. The School may not send students with disabilities back to resident districts because the School lacks services, nor may the School 'counsel students' out of the School.

<i>Indicator - Student attendance and reenrollment</i>		
<b>Measure</b>	<b>Metric</b>	<b>Board Goal</b>
Student attendance rate	All student membership / all students	85%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	80%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)	75%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years (Fall Enrollment year 1 → Fall Enrollment year 2)	70%

**b. Records**

- i. *Access.* Subject to state and federal laws, the SBE, its agents, and the State Auditor’s Office shall have the right to examine and copy complete records, reports, documents, and files relating to the operation of the School, or any activity, program, or student of the School.
- ii. *Public Records Law.* The Governing Board and School are subject to the Government Records Access and Management Act. This provision is effective upon the Board’s final approval of the Governing Board’s Application.
- iii. *Student Records.* The School is subject to all the provisions of the federal Family Educational Rights and Privacy Act, U.S.C. 20 § 1232g. In the event the School closes, it shall transmit all official student records as prescribed by the Board.

**c. Student Discipline**

- i. The School agrees to and shall comply with all state and federal law, and State Board rule, except as otherwise provided by law.
- ii. The School shall comply with state and federal law, and State Board rule governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).
- iii. The School shall comply with state and federal due process requirements both in notifying parents and students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the School. If the School suspends a student with special needs, it shall continue to provide to the student with all continuing education services to the extent mandated by state and federal law, and State Board rule.

**d. Instruction**

- i. As prescribed by State Board rule, the School shall provide a minimum of 180 days and 990 hours of instruction (grades two through 12).
- ii. The School shall employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the School and will not conduct a program of instruction until such time as adequate equipment and materials are available and conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

**e. Assessments**

- i. At the beginning of every school year and prior to administering any state assessment, the School will review the State Ethics Policy with all teachers. School test proctors are then responsible to read and sign the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and document. The signed document must be kept on file at the School.
- ii. The School will administer all state mandated tests in the grade levels required by law and State Board rule as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.
- iii. The School will administer all required assessments in a secure and standardized manner and have a process in place to administer tests via the computer as required. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

<i>Indicator - Student achievement level</i>		
<b>Measure</b>	<b>Metric</b>	<b>Board Goal</b>
High school graduation rate.	Percentage of students graduating high school calculated using Utah's graduation rate formula	85%
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success by disaggregated groups	65%
Concurrent enrollment rate	Percentage of students taking at least one Salt Lake Community College concurrent enrollment course by the end of 12th grade.	50%
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups	55% passing Language Arts CRT. 50% passing math CRT. 50% passing science CRT.

Proficiency levels on Scholastic Reading Inventory.	Percentage of students scoring at proficiency score on Scholastic Reading Inventory.	50%
Proficiency levels on language acquisition	Percentage of students making gains on UALPA.	75%

**f. Open Meetings**

The Governing Board agrees to be subject to the Utah Open and Public Meetings Act. This provision is effective upon the Board's final approval of the Governing Board's Application.

**g. Board and School Transparency**

The Board agrees to have on its website: an electronic copy of the school's approved charter, signed charter agreement, board bylaws, and articles of incorporation; the board's governance structure, including names, qualifications, and individual contact information for all governing board members; the school's student policy manual and annual school calendar; evidence of how the school performed compared to its school performance measures in its approved charter and charter agreement; and timelines and processes for new student application and registration, as well as timelines and processes for students transferring from the charter school to another school.

**h. Agreements with Education Service Providers (ESPs)**

This charter shall not preclude the Governing Board from entering into any agreement with a local board of education or other education service provider, provided that such agreements do not supersede or override any provision of this agreement.

**4. PERSONNEL**

The School will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

**a. Licensed Employees**

- i. All employees who hold professional licenses issued by SBE are subject to the rules applicable to licensed professionals, and their licenses may be revoked based on any of the grounds consistent with state and federal law, and State Board rule. In addition, School personnel are subject to mandatory child abuse reporting consistent with state law.
- ii. The Governing Board shall report, as required by the SBE, the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School, as well as information regarding assignments and endorsements. All teachers must hold a valid Utah Professional Educator License or meet the SBE requirements for alternative licensing routes or Board authorization consistent with state law and State Board rule.
- iii. The Governing Board understands and agrees that it shall not employ in any capacity, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or

immoral behavior, including improper sexual or physical conduct with children or students. Violation of this provision shall result in immediate revocation of the charter.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment	All teachers properly licensed and endorsed for teaching assignments in CACTUS

**b. Criminal Background Checks**

The Governing Board agrees to conduct thorough background checks on all of its employees and volunteers who shall have significant unsupervised contact with students, consistent with state law. In addition, the Board or SBE may conduct criminal history checks on any School personnel or director or Governing Board member when it is deemed necessary to protect the financial integrity of the School or the health and safety of students or employees. Refusal by any individual to submit to a fingerprint check is grounds for termination of employment and/or revocation of the charter. The Board may consider the refusal of an individual to submit to a fingerprint check in determining whether:

- i. To grant final approval of the charter agreement.
- ii. To recommend to the Governing Board that the individual be denied employment.
- iii. To revoke the charter of the Governing Board.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks	All employees and board members have criminal background check on file

**5. SCHOOL FINANCIAL MATTERS**

**a. Financial and Governance Warnings**

This charter incorporates by reference, all applicable federal and state laws and regulations and State Board rules unless specifically waived. A copy of the State Board rules may be obtained at the following locations:

Website: <http://www.rules.utah.gov/publicat/code/r277/r277.htm>  
 Mail: Utah State Office of Education  
 250 East 500 South  
 P.O. Box 144200  
 Salt Lake City, UT 84114-4200

**b. Fiscal Management**

- i. The Governing Board shall comply with the same financial audits, audit procedures and audit requirements of school districts. The program, financial, and compliance audits may be

conducted by the chartering entity or the Legislative Auditors Office. The Governing Board shall maintain the financial records of the School pursuant of the governing authority and the State Auditor's Office.

- ii. Generally accepted standards of fiscal management are those fiscal practices which result in a school's continued ability to meet the measures, metrics, and targets found in the performance standards below, or more restrictive performance standards imposed in a trust agreement with external entities involved in facilities finance; provisions stated below will be considered binding in the absence of more restrictive covenants entered into by the school as a result of trust obligations. Generally accepted standards of fiscal management will include but are not limited to practices outlined in statutes pertaining to the management of school district budgets (U.C.A. §53A-19).

<i>Indicator – Financial performance and sustainability</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings	No unresolved material findings, financial condition findings, or significant findings
Current ratio	Current Assets + Current Liabilities	> 1.15
Debt ratio	Total Liabilities + Total Assets	< 0.9
Occupancy costs	Facility Costs + Total Operating Revenues	< 22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Yes
Current assets to total annual operating expenses	Current Assets + (Total Annual Operating Expenses + 365)	> 30 - 60 days cash on hand or cash reserve as required by bond covenants, whichever is greater
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	Overall budget to actual expenditures within 10% of budget

**c. Insurance and Bonding**

- i. The Governing Board shall obtain and maintain insurance at a minimum in the following amounts:

- 1) General liability of two million dollars (\$2,000,000), and five hundred thousand dollars (\$500,000) per occurrence;
  - 2) Employee dishonesty bond;
  - 3) Workers' compensation: as specified by federal law;
  - 4) Comprehensive/collision consistent with cash values of vehicles;
  - 5) Liability insurance specific to the Governing Board's financial officer or treasurer or business administrator consistent with coverage designated in State Board rule
- ii. The provisions of Paragraph i. shall not preclude any School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.
  - iii. Written proof and copies of required insurance policies shall be provided to the Board at least 90 days prior to the opening of school. The policies shall be maintained by the Board with the agreement. The Governing Board shall provide the Board with a certificate of insurance annually.

#### **d. Procurement**

Charter schools are subject to the Utah Procurement Code to the same extent as local boards of education are.

### **6. FACILITIES**

- i. The Board may delay the opening of the School or terminate the School's charter on any of the following grounds, unless delays or failures are the result of negotiations with the Board or issues under the control of Board:
  - 1) Failure to provide evidence of groundbreaking (if applicable) before January 1 of the intended opening year of the School
  - 2) Failure to submit (if applicable) any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to the Board for review and advice prior to the charter school entering into the lease, agreement, or contract
  - 3) Failure to submit (if applicable) monthly construction and facility progress reports or failure to submit required documents in a timely manner to the USOE
  - 4) Failure to meet certain benchmark startup dates deemed critical by the Board
- ii. If the Governing Board subsequently makes substantial changes in its facility or desires to relocate to another facility, the Board shall receive written request of changes or relocation in a timely manner, including a timeline for land or facility acquisition, facility completion, and starting date at new location.

### **7. CHARTER REVIEW**

#### **a. Review Process**

The charter school review process will be guided by the following core questions:

- Is the School's academic quality successful?
- Is the School's organizational quality viable?
- Is the School demonstrating good faith in following the terms of its charter and applicable law?

#### **b. Termination of Charter**

- i. *Grounds:* The Board may terminate this charter on any of the following grounds:

- 1) Failure of the Governing Board or School to meet the requirements stated in the charter.
- 2) Failure of the Governing Board to meet generally accepted standards of fiscal management.
- 3) Violation of law, regulation, or State Board rule.
- 4) Material violation of any of the conditions, standards, or procedures set forth in this agreement.
- 5) Failure to meet the requirements for student performance under state or federal law.
- 6) Other good causes shown.

The Governing Board may terminate this charter agreement after the end of the spring semester and prior to the beginning of the fall semester with or without cause.

- ii. *Procedures:* A charter that is terminated by the Governing Board shall be terminated consistent with state law and State Board rule. A charter that is terminated by the Governing Board shall be terminated in a manner consistent with the provisions of this agreement upon the effective date communicated in a written notice provided by the Governing Board to the Board regarding its intention to terminate the charter. The Board must receive such notice at least 60 days prior to the beginning of the fall semester.

#### **c. Property Ownership**

Following the termination of a charter agreement and after the settlement of outstanding obligation, there is a presumption that the property of a School shall revert to the Board. A School may defeat the presumption of Board ownership with documentation that the School purchased the property with private funding, and may be requested to provide documentation that the School or its founders or directors were never reimbursed from public funds.

#### **d. Dispute Resolution**

In the event that the School and Board have disputes regarding the terms and conditions of the charter or any other issue regarding the School and authorizer's relationship, both parties agree to follow the process below:

- i. In the event of a dispute between the School and Granite School District, the staff and Board of Directors/Trustees of the School and District agree to first frame the issue in written format, then refer the issue to the Superintendent of the District and Principal of the School. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.
- ii. The principal and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent and principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the principal shall meet to jointly identify a neutral, third party mediator.
- iii. The principal and superintendent are required to meet at least once, but may mutually agree to meet more than once if it appears that further meetings may successfully resolve the issue. If the Parties do not successfully resolve the dispute by this informal meeting, then the Party finding the informal meeting unsatisfactory shall provide written notice to the other Party, demanding mediation. The demand for mediation may not be given prior to the first informal meeting, and shall not be given any later than ninety (90) calendar days following the completion of the first informal meeting. The demand for mediation shall be sent certified mail-return receipt requested to the other Party, and shall set forth all of the issues that Party deems outstanding that must be submitted to mediation.

- iv. The Party in receipt of the demand for mediation shall respond within twenty (20) business days listing any issues it deems appropriate for submission to the mediator.
- v. Within twenty (20) calendar days or less of the written Request for Mediation, the Parties shall agree on one mediator. If the Parties cannot agree on a mediator, they will request appointment of a mediator by Utah Dispute Resolution. The costs of mediation shall be borne by the Parties equally. Recommendations from the mediator shall be non-binding.
- vi. Any such controversies (except those for which the appropriate remedy should be injunctive relief) shall be mediated within sixty (60) calendar days of the date on the written demand for mediation, or the soonest date thereafter that the mediator is available.

## **8. OPERATION OF THE CONTRACT**

### **a. Commencement**

This agreement begins with the school year that commences immediately following or coincident with the date of this agreement. This agreement shall be automatically renewed at the end of each school year beginning thereafter, unless it is terminated by either the Board or the Governing Board.

### **b. Indemnity**

The Governing Board agrees to indemnify and hold harmless the USOE, SBE, Board, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

### **c. Assignment**

Assignment of the School to another entity is deemed an amendment to the charter and shall have prior written approval of the Board.

### **d. Amendment**

This agreement may be amended by the mutual agreement of the Board and the Governing Board. Any such amendment must be made in writing and signed by the appropriate representatives of the Board and the Governing Board.

The Governing Board shall immediately submit in writing, to the Board, notice of any proposed changes to the application or the representations or conditions contained in the original application or charter. The Board reserves the right to reject any proposed changes to the agreement once the application and agreement have been approved.

### **e. Status of Parties to Charter**

This charter is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to this charter. "Parties," for purposes of this paragraph only, include the parties to this agreement as well as the local board of education. No officers, employees, agents, or subcontractors of the School shall be considered officers, employees, agents, or subcontractors of the local board of education.

### **f. Notice**

Any notice the Governing Board or School is required or permitted to submit under this agreement shall be delivered to the charter school office.

**g. Severability**

If any provision of this agreement is determined to be unenforceable or invalid for any reason, the remainder of this agreement shall remain in effect, unless the charter is revoked or terminated.

To the extent any portion of the application, or the School's articles of incorporation or bylaws, violate any applicable state or federal law in the future, or are found by any court to be invalid, illegal or unenforceable, then such portion shall be severed, and the remaining portion shall remain in full force and effect until the Governing Board is able to change their application, articles of incorporation or bylaws to comply with such applicable law or court ruling.

**h. Non-Endorsement**

The Governing Board acknowledges that the granting of a charter in no way represents or implies endorsement by the Board of any method of instruction, philosophy, practices, curriculum, or pedagogy used by the School or its agents; nor does this agreement constitute a guarantee by the Board of the success of the School in providing a learning environment that shall improve student achievement.

**i. Legislative Action**

This agreement and any amendments to it and renewals of it are subject to applicable state and federal laws, and shall be deemed amended to reflect applicable changes to those laws. Upon repeal of the statutes authorizing the school charter, the charter is null and void.

**j. Counterparts**

This agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. For purposes hereof, a facsimile copy of this Agreement, including the signature pages hereto, shall be deemed to be an original.

**9. REPORTING REQUIREMENTS**

The Governing Board shall submit such reports as required by state law and the Board. Failure to submit such reports may be grounds for revocation of the charter.

**a. Children with Special Needs**

As prescribed by the SBE, and in accordance with state and federal laws, the School shall provide to the Board the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the School.

**b. Electronic Data Submission**

- i. The Charter School must have an electronic student information system (SIS) and electronic fiscal system that can fulfill the following requirements.
  - 1) Produce a complete USOE Clearinghouse file multiple times a year.
  - 2) Submit electronic standardized testing "pre-load" and "all-student" files.
  - 3) Integrate with the USOE statewide student identification, SSID system.
  - 4) Integrate with the USOE UTREx system.
  - 5) Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
  - 6) Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
  - 7) Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

FOR THE UTAH INTERNATIONAL CHARTER SCHOOL GOVERNING BOARD:

This 21st day June of 2012

Linda Barth  
(Type or Print Name of Board Chair)

  
(Signature of Board Chair)

FOR THE GRANITE SCHOOL DISTRICT:

This 29<sup>th</sup> day June of 2012

Martin Bates  
(Type or Print Name of GSD Superintendent)

  
(Signature of GSD Superintendent)

## **Utah International Charter School Lottery policy**

UICS will admit all eligible pupils who submit an application during the open-application period, unless the number of applications exceeds the capacity of the school.

If the number of applicants exceeds the capacity of the school, students will be selected on a random basis by a lottery, except that preference may be given to the children of founding members and of teachers and staff who are employed full time or part time by UICS for any number of years or for any partial year. That number cannot be determined until UICS hires teachers and staff prior to opening in August 2013.

UICS defines a founding member as an individual who has had a significant role in the development of the charter school application and the school, as determined by the board; "significant" meaning that an individual has contributed to the UICS charter application process, development of the school, or has served on the board of trustees during 2010, 2011, or 2012. However, no more than five percent of the school's student population may be enrolled as children of founding families or children of staff. UICS does not anticipate using the preference for children of board members during the first or second operational year.

UICS will communicate the opening of the school and the open-application period to the community through informational open houses, press releases, posters, public service announcements in all types of media, school district information on school options, community meetings in neighborhoods and with community organizations, school-finder web sites such as education.com or greatschools.org, UICS web site, applicable social media, and any other available media or publicity outlets.

UICS prohibits discrimination based on race, creed, color, gender, religion, ancestry, disability, or need for special education service.

Lottery policy:

UICS will conduct a lottery for students between the 5% allowable for preference and the school's capacity annually if the number of applicants exceeds the number of available slots. School capacity is 320 the first operational year, 400 the second operational year, and 480 thereafter. Preference may be offered to children of school staff: 16 students the first year, 20 the second year, and 24 thereafter if that number of students are eligible for preferential enrollment.

In addition, siblings of lottery winners may be given priority for remaining slots and returning students will be given priority after their first year as a student.

Applications for the first operational year will be accepted until Feb. 15, 2013 and the lottery, if needed, will be conducted on Feb. 21, 2013. UICS will conduct the annual lottery thereafter on the third Friday of February each year. Each applicant in the lottery will be assigned a number during the lottery process. UICS will maintain a wait list of applicants who are not admitted, in the order in which they were selected in the lottery. Applicants on the wait list will be contacted and offered admission as slots become available due to students who decline admission or through attrition.

UIC will notify accepted applicants by letter, phone, and/or email by March 4, 2013. Students must notify UICS of enrollment acceptance by March 30, 2013 or forfeit their slot. If a slot is declined or UICS does not receive confirmation of enrollment, UICS will then offer enrollment to the next applicant on the wait list

**1. Quality of the proposed curriculum and instructional practices.**

The Internationals Network for Public Schools (INPS) has opened small, special-purpose public high schools (grade 9 to 12) in New York and California since 1985. The schools admit immigrant teens with the goal of maximizing their acquisition of English using content-based, sheltered English instruction across the curriculum. Substantial independent research has been conducted in INPS schools, demonstrating the success of the INPS approach. Much of this research can be found on INPS's website, [internationalsnps.org](http://internationalsnps.org). The INPS approach is not a packaged curriculum but a set of educational philosophies supporting an evolving body of techniques and practices that encompass recognized best practices for English language instruction. These practices are variously known as QTEL--Quality Teaching for English Learners (Walqui, 2010), CALLA--Cognitive Academic Language Learning Approach (Chamot, 2009), and SIOP --Sheltered Instruction Observation Protocol (Echevarria, 2009).

With the help of a grant from the Daniels Fund, Utah International is working closely with INPS to train the principal and teachers and provide technical support during our planning year and opening year. Utah International will use and adapt the principles and approaches of INPS to fit our unique situation as a charter school serving a larger range of ages. While INPS schools typically serve students in grades 9 to 12, Utah International will serve grades 7 to 12.

**Important features of the INPS approach to be implemented at Utah International:**

**Language and content integration:** Students learn English not in a separate ESL class, but in every class. Teachers in all subjects differentiate assignments so that students can access the content material regardless of their English ability. Teachers design lessons to require cognitive challenges appropriate to the students' age, even though the English language requirements are

simplified. Teachers provide direct instruction in academic English and abundant, scaffolded opportunities to practice spoken and written English.

**Authentic, project based interdisciplinary, collaborative, student-centered**

**instruction:** As much as possible, students work in groups on authentic problems with the guidance of the teacher. Lectures and memorization are minimal. Students participate actively in their own learning, rather than passively “receiving” a curriculum. Guided by the common core and working with their fellow teachers in other subjects, teachers develop their own curricula and lesson plans. The focus is always on depth of understanding rather than breadth of coverage. Research on small high schools and on project-based learning supports this approach to instruction (Bloom, 2010).

**Heterogeneous grouping:** Students are not placed in ability-based tracks. In most cases, two grade levels are placed in the same classroom (7<sup>th</sup> and 8<sup>th</sup> grade, 9<sup>th</sup> and 10<sup>th</sup> grade, 11<sup>th</sup> and 12<sup>th</sup> grade). Recent research supports heterogeneous grouping over academic tracking, especially for traditionally under-served and low-achieving students. Low-skilled students benefit from the modeling and guidance of more skilled students. Skilled students benefit from opportunities to lead others and to articulate their knowledge. This approach is especially effective when combined with the collaborative approach described above. Students essentially scaffold one another’s learning when they work in pairs and small groups with teacher guidance.

**Authentic assessment:** While students will participate in traditional paper- and pencil testing to some extent, they will also create and present a portfolio of their work each year, requiring them to assess their own strengths, weaknesses, and progress in each subject area as well as English language acquisition.

**Continuous learning and participatory leadership:** Just as students will have an active role in planning and directing their studies, teachers will have a role in directing the school. Following a series of workshops led by experienced INPS personnel, Utah International's ongoing professional development will be conducted by teachers within the school. Everyone in the community, including students, teachers, and administrators, will set goals for their own learning during the year and reflect on their own progress. Teachers will collect and examine data, observe and discuss one another's classes, and analyze student work with the aim of continuous improvement.

**Features that Utah International will add to the INPS approach:**

**Junior high and high school in the same community:** Many dropouts occur in the first year of high school, as 9<sup>th</sup> or 10<sup>th</sup> graders adjust to increased freedom and increased academic expectations in a new environment where they are not known by adults in the school, and where they can easily become invisible among a high school population of 2000 or more. Utah International hopes to decrease dropping out by avoiding this difficult transition. When the school is at capacity, 9<sup>th</sup> through 12<sup>th</sup> grade classes will be held in an adjoining building with the same library, cafeteria, gymnasium, and administrative staff as the junior high.

**Looping of core teachers:** As much as possible, students at Utah International will study with the same team of four core teachers for two years in a row. This will enable teachers to better understand how to best serve each student's needs, and will foster strong relationships between student and teacher.

**Robust, integrated after-school programming:** With help from a 21<sup>st</sup> Century Community Learning Center grant, Utah International will extend the academic day by providing teacher-led academic activities as well as recreation after school. Offerings will include credit

recovery, advanced coursework, first language instruction by members of refugee communities, basic literacy and numeracy for students with interrupted formal education, and academic clubs such as science fair and debate that are found in traditional high schools.

**Location and transportation:** The low-income refugee and immigrant students served by Utah International are typically **not** served by charter schools because they lack transportation to get to any school except their local district school. Utah International is located in South Salt Lake, a city in the center of the metropolitan Salt Lake Valley, with the second lowest per capita income in the state and a high percentage of new refugees living in low-income apartments in the neighborhood. For our students who do not live within walking distance, we will provide a pass for the local public transit system and assistance in learning how to use it.

**Community outreach and social services:** A school serving immigrants and refugees requires translators to communicate with parents, intensive grassroots outreach to inform diverse communities about the school's existence, and a higher-than usual ratio of counselors to students because of cultural disruption, trauma, and other issues that will affect our students at a disproportionately high rate. All of these additional services are included in our long-term, full-enrollment budget. During our early growth years, however, they will not be possible at the needed level without the federal Charter School Program grant.

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

Utah International's major purpose is to accelerate learning and improve high school graduation rates and college enrollment rates for English Learners, by using the research-supported approach of the Internationals Network for Public Schools.

There is a great deal of room for improvement in the graduation rate of English Learners in Utah, in Salt Lake County and specifically in the Granite School District where Utah International is located. The 2011 federal graduation rate of English Learners at Cottonwood High School, where nearly all residents of South Salt Lake attend high school, was 28%, compared to a 66% graduation rate for all students. In the Granite District as a whole, the rate was 32%, compared to a 65% graduation rate for all students. In the neighboring Salt Lake District, where some of our prospective students reside, the 2011 English Learner graduation rate was 38%, compared to 62% of all students. In Utah as a whole, the 2011 graduation rate for English Learners was 46%, up from 16% in 2008. (Graduation Dropout Rates)

In addition to attracting immigrants seeking jobs in this large metropolitan area, Salt Lake is a refugee resettlement city and receives approximately 1100 new refugees per year, most of whom are initially settled in low-rent neighborhoods on the west side of Salt Lake City, within the Salt Lake School District, and in South Salt Lake City, within the Granite School District. In South Salt Lake, with a population of about 25,000, 34% of the population speaks a language other than English at home, and 24% are foreign-born. (US Census Bureau)

These local graduation rates for English Learners contrast sharply with the success rates experienced by English Learners in high schools affiliated with the Internationals Network for Public Schools. The International high schools in New York City, which admit **only** students new to the US and qualifying as English Learners, have a graduation rate of 68%. This is higher

than the rate for all New York City students (66%) and much higher than the city-wide graduation rate for English Learners (44%). The college placement rate for graduates of INPS schools is close to 90%. (INPS)

As a public charter school under Utah law, Utah International is open to all students regardless of English proficiency or length of time in the US. But of 65 students currently registered for the 2013 school year, 62 speak a language other than English at home and 43 have received ESL services at their previous school. We expect these percentages to rise as new-arriving refugees are placed in the school this summer and fall.

### **3. The quality of the strategy for assessing achievement of the charter school's objectives**

The Mission of Utah International Charter School is to provide a rigorous and relevant education for secondary students interested in global perspectives, including recently arrived immigrants, refugees, and native English speakers. The school has two major academic goals, each supported by several measurable objectives.

#### **Goal 1: Students will become proficient in the standards of the Common Core curriculum and in academic English.**

<b>Objective</b>	<b>Measurement</b>
Hire highly qualified teachers	Percentage of teachers considered highly qualified for their assignments
Provide training and ongoing professional development and support focused on best practices for adolescent	Records of training events, weekly professional development sessions, and individual teacher self-improvement plans

English learners	
Minimize teacher turnover by fostering teacher leadership	Percentage of teachers leaving the school's employment each year
Provide uniformly high quality instruction in the common core curriculum	Percentage of students testing as proficient or above on Utah's common end-of-level assessments in math, language arts and science  Average individual improvement in performance on Utah's common assessments.  Percentage of 8 <sup>th</sup> graders testing as proficient or above on the state's Direct Writing Assessment  Average scores on ACT or SAT for seniors  Evaluation of student portfolios
Provide uniformly high quality instruction in academic English	Average individual improvement in UALPA, Utah's assessment of English language proficiency

**Goal 2: Students will complete high school and be prepared for college or post-high-school training.**

<b>Objective</b>	<b>Measurement</b>
Maximize student attachment to school by fostering a strong school community and healthy adult/child relationships	Average daily attendance  Student surveys on school climate  Rate of retention of students from year to year

<p>Reduce chronic poor attendance by intervening promptly, positively and intensively with poor attenders and their families</p>	<p>Average daily attendance Percentage of students with chronic poor attendance</p>
<p>Maintain high academic expectations and a focus on college</p>	<p>Percentage of students taking the ACT or SAT Percentage of students taking one or more concurrent enrollment courses Graduation rate College placement rate</p>

**4. The extent of community support and parental and community involvement**

Parents and community members have already provided significant input into the planning process. The idea for the school emerged from local Somali refugees whose children were not succeeding in school and was nurtured by professionals and volunteers who work with refugees and other English learners. When we meet with groups to inform them about the school, we always ask prospective parents, students, and professionals who work with them to share their frustrations with schooling and their ideas for making improvements that we can incorporate into Utah International’s plans.

Our board by-laws require that once the school opens, at least one parent representative to the board be elected by the parent organization. A teacher and a student, elected by their respective constituents, will also sit on the board as non-voting members.

In order to receive state land trust funds for school improvement, we must form a school improvement committee with significant parent representation. This committee analyzes data

and develops a plan to target specific goals using the land trust funds, but it can also provide a means for parents to become informed about and involved in the school.

We will hold parent nights at least once per quarter. These will provide opportunities for parents to meet with their child's teacher, to meet with the principal, and to view their own child's work and performances. We will provide translators from multiple language communities at these events. Our doors will be open to parents throughout the day.

With advice from the Internationals Network of Public Schools, we will develop other methods of welcoming parents into the school and receiving feedback and guidance from them that will be effective in spite of cultural and language differences, including a creating a parent organization that is led by parents.

Utah International is working in partnership with the following community agencies, with additional partnerships in progress:

**Utah Department of Workforce Services, Refugee Services Office:** Recruits and places an AmeriCorps VISTA worker at the school to provide low-cost administrative support, coordination of volunteers, and outreach to refugee communities. Helps identify community leaders and translators, helps inform professionals working with refugees, and provides some technical assistance with translation and marketing. Helps recruit refugee employees. Two employees of this office serve on our board.

**City of South Salt Lake:** Partners with us in 21<sup>st</sup> Century Community Learning Center. Helps recruit and train staff for after-school program. Helps publicize the school through city publications and events. Provides technical assistance and recruits volunteer labor for building renovations and landscaping.

**TRY Program (Transitions for Refugee Youth):** Founded by the Bhutanese Community and Sudanese Community, this after-school tutoring and support program for refugee teens will use office and classroom space in Utah International's building and will help identify youth who may wish to enroll in the school.

**International Rescue Committee:** This refugee resettlement agency refers appropriate students for enrollment in Utah International and has guided us in shaping the school's programs.

**Catholic Community Services:** This refugee resettlement agency refers appropriate students for enrollment and helps us reach out to volunteers serving refugees.

**Asian Association of Utah:** This long-term refugee assistance organization helps us recruit translators, housed our VISTA worker for nine months, refers appropriate students for enrollment, helps us inform refugee parents about the school, and has guided us in shaping the school's programs.

**University Neighborhood Partners:** Helps us recruit translators in the Spanish-speaking community, has guided us in shaping the school's programs, and helps us inform families about the school. An employee of this organization served on our board.

**Sunnyvale Community Center and Hser Ner Moo Community and Welcome Center:** These two centers serving refugee and other low-income youth and families in local low-income apartment complexes have helped guide us in developing the school's programs, help us recruit translators, and help us identify and enroll students appropriate for the school.

**Kids' Café:** This program of the Utah Food Bank will provide a complete, nutritious dinner for students participating in our after school program.

**Granite Food Services:** This division of Granite School District will provide breakfast and lunch in compliance with the Federal Child Nutrition Program.

## **5. Quality of project personnel**

- i. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability**

Utah International is actively recruiting refugees and immigrants as school employees. Of seven people hired thus far for the 2013 school year, three are immigrants to the US who learned English after arriving here. We advertise job openings in our network of supporting organizations that serve refugees, immigrants, and low-income families. The principal of Utah International is female, and the business manager is from India.

- ii. The qualifications, including relevant training and experience of key project personnel**

See attached résumés of Angela Rowland, principal and Ram Prasad Boppana, business manager.

## **6. Quality of management plan**

Utah International is governed by a volunteer board of trustees consisting of from 5 to 12 persons, of which at least one will be a parent of a current student, elected by the parent organization. A student and teacher representative will hold non-voting seats on the board. All board members will complete board training provided by the Utah State Office of Education. A list of current board members and their qualifications is included as an attachment.

The board of trustees hires and oversees the principal, who serves as chief executive officer as well as instructional leader. At full enrollment, a full-time business manager will assist the principal with financial and data responsibilities. Résumés of the current holders of these positions are included as attachments. During the opening years when enrollment is low, the business manager position will be part-time and the principal will serve multiple roles.

Within the parameters of the school's mission, board policies, and state and federal law, the curriculum, academic policies and practices, and disciplinary policies and practices are determined by the full faculty or by representatives of the faculty. This practice follows the participatory leadership model of the Internationals Network for Public Schools. During the school's early years when the faculty is small, the entire faculty will participate in the leadership team. As the school grows, each grade level team will select a representative to serve on the leadership team along with the principal. An organizational chart for the school at projected full enrollment is included as an attachment.

Utah International will follow a 180-school day calendar similar to Granite School District's calendar. The school day will run from 8:30 to 3:15, with four 75-minute periods for instruction in core subjects and a 60-minute elective period at the end of the day. The bell schedule will be adapted as the school grows in enrollment, but we are committed to a simple schedule with periods no shorter than 60 minutes. Students will participate in short advisory period four days a week, in which the advisory teacher will track their academic progress, guide their academic plans, and help them organize their work.

With the help of this grant and the 21<sup>st</sup> Century Community Learning Center grant, we hope to provide 6 weeks of academic and recreational programming during the summer to maximize instructional time and provide year-round opportunities to practice English.

**7. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency**

Utah International is chartered by the Granite School District, the state's third largest and most diverse district. The original intent of the Utah International founding board was to charter directly with the state, but the Granite superintendent requested that we consider chartering with them. We are the first school to be chartered by Granite and we are still establishing a working relationship with them. We will lease our building from the district at a favorable rate, and the attorney for the Granite District serves on our board.

A copy of the charter agreement is attached to this application. It is important to note that while Granite will provide technical support when needed and will review our progress regularly, the District does not influence our curriculum, our hiring practices, or any aspect of our governance. Nor does it provide financial support or oversight. Utah International sets its own budgets with approval of its governing board, employs its own business manager and earns revenue on the same basis as all Utah charter schools. We maintain the same degree of autonomy and flexibility as independent charter schools chartering directly with the state of Utah.

Since Granite District does not have a process in place for monitoring charter schools, we will participate in the monitoring and evaluation process provided at the state level that assesses charter school performance in three areas – academics, finance and governance. Once our doors are open, we will seek accreditation from a regional accrediting body.

**8. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school**

As a charter school, Utah International will enjoy greater autonomy and flexibility than the other INPS schools, which are governed by public school districts. This autonomy will be particularly advantageous in the hiring process and in establishing personnel policies. Utah International will be able to hire the most qualified individual for every position, free of the restrictions of collective bargaining agreements, and can compensate teachers under an innovative plan that rewards them for leadership rather than longevity. Our teacher compensation plan is included as an attachment.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Form ED 524 Part C: Budget Narrative****Year 1 (Opening Year, 2013-14)**

Projected Oct. 1, 2013 enrollment = 90 students (5 classes averaging 18 students), grades 7 to 10

Capacity for additional students after Oct. 1 = 30 (5 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$5,000	Additional salary for principal to get closer to market rate for this position and compensate fairly for a 12-month contract (from \$60,000 to \$65,000)
\$5,000	Increases business manager position from 0.3 to 0.5 FTE. Leaves fewer business responsibilities to the principal so she can devote more time to instructional leadership and professional development.
\$3,250	Bring secretary from .87 time to full time to support summer school and year-round enrollment and free principal's time for instructional leadership
\$37,000	Salary for 2 half-time highly qualified elective teachers: Visual art and PE. Allows common planning time and focus on core subjects for core teachers, fulfills student graduation requirements, and enriches school experience for students.
\$15,000	Salary for 1 half-time home liaison to visit refugee homes as needed for problem-solving with current students, registration of new students, and promotion of parent involvement.
\$4,000	Salary stipend for 2 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery
<b>\$69,250</b>	<b>Total for Personnel</b>
\$18,592	Benefits for salaries funded by this grant. 26.8% of salary: 10% for payroll tax, 8%

	for retirement, 8.8% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$18,592</b>	<b>Total for Fringe Benefits</b>
\$1,000	Travel to annual project directors' conference for one person (principal)
<b>\$1,000</b>	<b>Total for Travel</b>
\$9,447	Classroom equipment and furniture, including 6 high quality 4' x12' ceramic whiteboards, new tables, chairs, and cafeteria tables for student use as needed when used furniture is not available (added to previous budget of \$11,500).
\$2,796	Computer hardware: 4 Elmo document cameras (one per core subject teacher) to enhance visual communication with English Learners
\$7,925	Computer hardware: 25 Google Chromebooks and 1 Chromebooks cart for shared classroom use
<b>\$20,168</b>	<b>Total for Equipment</b>
\$8,000	Instructional materials such as classroom sets of calculators, maps, science lab equipment, books, textbooks (added to previous budget of \$10,000).
\$4,990	Software for classroom use: e.g. Rosetta Stone English for new arrivals; basic math for students with interrupted formal education
<b>\$12,990</b>	<b>Total for Supplies</b>

\$10,000	Contracted dance and music instruction during elective period. Works in conjunction with hired elective teachers to support core subject instruction and enrich school experience for students. Two instructors, 5 hours per week each for 36 weeks, at about \$30 per hour.
\$8000	Contracted translation/interpretation services from 12 to 15 language communities at \$15 per hour, for home visits, parent nights, parent communication, registration, outreach to new students
<b>\$18,000</b>	<b>Total for Contractual</b>
<b>\$140,000</b>	<b>Total Year One</b>

**Year 2: 2014-15**

Projected October 1, 2014 enrollment = 160 (9 classes averaging 18 students), grades 7 to 11

Capacity for additional students = 54 (9 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$61,000	Salary for 1.5 FTE highly qualified core subject teachers. This will enable us to add 11 <sup>th</sup> grade for last year's 10 <sup>th</sup> graders and some new arrivals to the US. The 11 <sup>th</sup> grade cohort will be too small to pay for itself with state funding, because unlike the other four grade levels, it will not be a combination of two grade levels this year.
\$37,000	Salary for 1 full-time highly qualified elective teacher: Allows common planning time and focus on core subjects for core teachers, fulfills student graduation

	requirements, and enriches school experience for students. Both elective teachers (art and PE) will go to full time this year. State funding will pay for one salary; this grant will pay for the other.
\$5,448	1/3 of salary for 1 half-time home liaison to visit refugee homes as needed for problem-solving with current students and registration of new students. State funding will pay for the remainder of the liaison's salary.
\$6,000	Salary stipend for 3 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery. Allows for growth in summer school program.
<b>\$109,448</b>	<b>Total for Personnel</b>
\$29,552	Benefits for salaries funded by this grant. 27% of salary: 10% for payroll tax, 8% for retirement, 9% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$29,552</b>	<b>Total for Fringe Benefits</b>
\$1,000	Travel to annual project directors' conference for one person (principal)
<b>\$1,000</b>	<b>Total for Travel</b>
<b>\$140,000</b>	<b>Total Year Two</b>

**Year 3: 2015-16**

Projected October 1, 2015 enrollment = 240 (14 classes averaging 17 students), grades 7 to 12

Capacity for additional students = 98 (14 classes averaging 24 students)

<b>Amount</b>	<b>Description</b>
\$39,000	Salary for 1.0 FTE highly qualified school counselor.
\$38,000	Salary for 1.0 FTE highly qualified elective teacher (probably music). Salaries for other elective teachers will be paid with state funds.
\$18,000	Salary for 0.5 FTE highly qualified librarian and IT teacher
\$6,000	Salary stipend for 3 teachers to provide 6 weeks of summer school for new arrivals and students needing credit recovery. Maintains summer school at last year's size.
<b>\$101,000</b>	<b>Total for Personnel</b>
\$28,280	Benefits for salaries funded by this grant. 28% of salary: 10% for payroll tax, 8% for retirement, 10% estimate for health insurance. Health insurance estimate is below our usual estimate of 19% because some of the funded positions will not be eligible for the health insurance benefit.
<b>\$28,280</b>	<b>Total Fringe Benefits</b>
\$1,200	Travel to annual Charter School Program conference for one person
<b>\$1,200</b>	<b>Total Travel</b>
\$5,600	8 Elmo document cameras for additional core subject teachers
\$3,920	12 Google Chromebooks and mini-carts for small group use
<b>\$9,520</b>	<b>Total Equipment</b>
<b>\$140,000</b>	<b>Total Year Three</b>

**Notes for Section B- Budget Summary Non-Federal Funds**

Year 1 budget is for 90 students.

Year 2 budget is for 160 students.

Year 3 budget is for 240 students.

Since we did not receive notice of our 21<sup>st</sup> Century Community Learning Center Grant until early July, these budgets do not include these funds or any after-school or summer costs.

“Travel” includes Utah Transit Authority passes for each student at a minimum of \$125 per student per year.

“Construction” for our school consists of remodeling required to enlarge several classrooms each year. Our leased building is was constructed for students with severe disabilities, with an average class size of about 5, so many rooms are too small for our classes. We will remove about 3 walls per year to combine two small classrooms into one.

“Other” costs include our lease from the Granite School District at \$4.75 per square foot and repayment of our \$212,000 state start-up loan, as well as smaller line items such as postage.

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Utah International Charter School

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	69,250.00	109,448.00	101,000.00			279,698.00
2. Fringe Benefits	18,592.00	29,552.00	28,280.00			76,424.00
3. Travel	1,000.00	1,000.00	1,200.00			3,200.00
4. Equipment	20,168.00	0.00	9,520.00			29,688.00
5. Supplies	12,990.00	0.00	0.00			12,990.00
6. Contractual	18,000.00	0.00	0.00			18,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	140,000.00	140,000.00	140,000.00			420,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	140,000.00	140,000.00	140,000.00			420,000.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

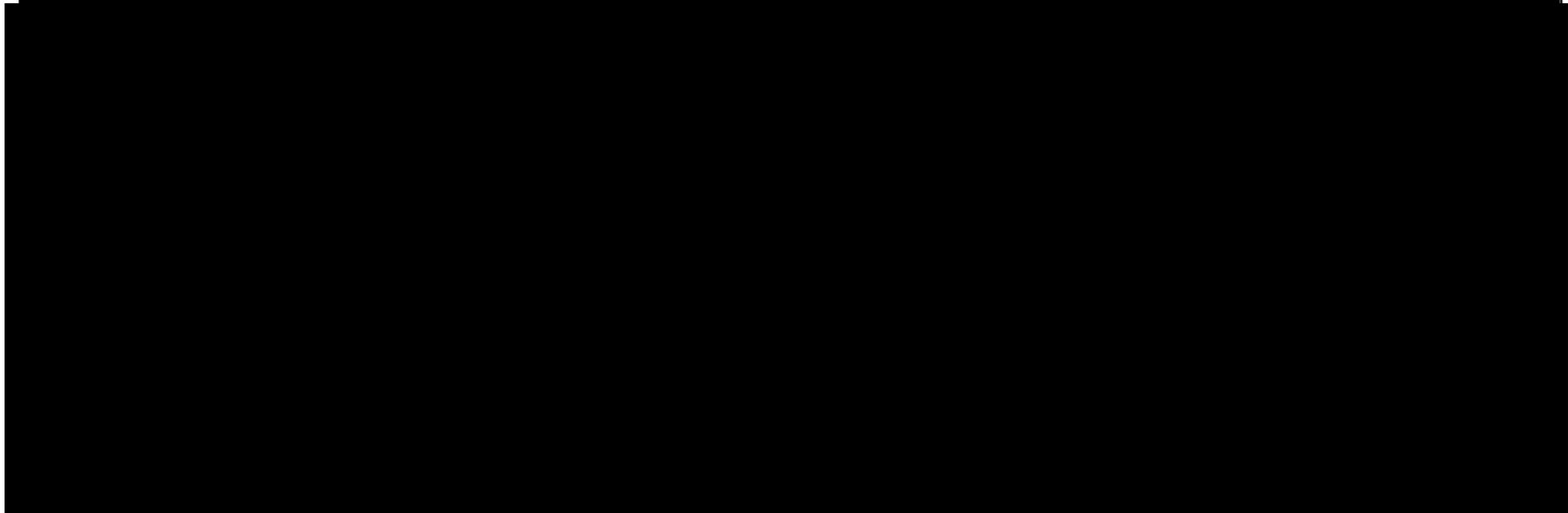
Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization

Utah International Charter School

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

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Angela	D	Rowland	

Address:

Street1:	350 East Baird Circle
Street2:	
City:	Salt Lake City
County:	
State:	UT: Utah
Zip Code:	84115-4633
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801 448-6414	

Email Address:

arowland@utahinternational.org
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 1

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No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

UICS SF 424 Exempt Research Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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## **SF 424 Exempt Research Narrative**

Utah International is a public charter school developed for the purposes of instruction, not research. We do not anticipate taking part in any research that is not included on the list of exemptions. We believe all of these research activities fall under exemption #1, "Research conducted in established or commonly accepted educational settings, involving normal educational practices." We will participate in exempt research for the following reasons and in the following ways:

Our teachers and administrators will use student work and assessment data to conduct our own internal research with the aim of improving our instruction. This data will be identifiable by our staff but not shared with anyone outside the school.

The Utah State Office of Education, Granite School District, our accrediting body, and grantors including the Federal Charter School Program expect us to collect and report assessment, attendance, and other data on students and to analyze this data and use it to improve instruction. Some of the data shared with the Utah State Office of Education is necessarily identifiable, but to the extent that it is identifiable it will be kept confidential. Schoolwide results of student assessment are available to the public.

Students and parents will participate regularly in surveys designed to assess and improve the school climate and programs. Students will be asked to evaluate their teachers. This information will not be identifiable, and will not be shared outside of the school community except in summary form.

Students and parents will participate in surveys designed to assess and improve the effectiveness of our community learning center (after-school program). These surveys include questions about risk and protective factors in students' lives. The information will

not be identifiable with specific students. It will be shared with the state 21<sup>st</sup> Century Community Learning Center administrator and with our South Salt Lake partners in the 21<sup>st</sup> Century Community Learning Center project.