

UTAH INTERNATIONAL CHARTER SCHOOL

Request for Authorization
as a
Charter School
of
Granite School District



November 2011

For School Year 2013-14

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Section 1: Cover Page

School Name:

Utah International Charter School

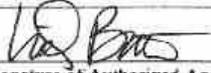
Applicant Names:

Utah International Charter School Board of Trustees (see Board list on page 5)

Certification and Assurance:

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation afterward.

The charter school applicant acknowledges that it has read all Utah statues regarding charter schools and that, if approved, is subject to and will ensure compliance with all relevant federal, state, and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Granite School Board within twelve months of the date of approval and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

<u>Linda Barth</u> Authorized Agent (please print)	 Signature of Authorized Agent	<u>3/30/2011</u> Date
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Section 2: Title Page

Name of Proposed New Charter School Utah International Charter School (UICS)

Name of Applicant Applying for the Charter UICS Board of Trustees
(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Linda Barth
(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 3265 Cummings Road

City Salt Lake City State UT Zip 84109

Daytime Phone (801) 449-0094 Email lindabarth@gmail.com

District(s) school will be located in Granite School District

Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

BOARD OF TRUSTEES: The governing body of Utah International Charter School is responsible for the policy decisions of the school and ensuring attainment of organizational goals and objectives.

Name	Phone Number	Background	Board Position
William F. Anderson , M.B.A.	801-867-5440 bill.sslc@yahoo.com	City of South Salt Lake Representative, former member of City Counsel; Financial Manager; Community Volunteer	Board Member
Linda Barth , M.A., Administrator License	801-449-0094 lindalbarth@gmail.com	Educator; Literacy Coach, Northwest Middle School, Salt Lake School District; formerly Coordinator, Welcome Center, Granite School District	Chair
Cynthia Bourne	801-673-7060 halbourne@msn.com	Refugee Services Advisory Board, Utah Refugee Coalition board member, Granite School District parent and volunteer, Woodrow Wilson PTA board member	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	Secretary
Angella Hamilton	801-885-0577 angella.hamilton@gmail.com	Educator; Refugee Program Assistant Coordinator, Cottonwood High School, Granite School District	Board member
Jean Hill , J.D.	801-456-9336 jean.hill@dioslc.org	Government Liaison Director, Catholic Diocese of Salt Lake City; formerly Attorney for Utah State Office of Education	Board member
Douglas Larson , J.D., M.A.	801-783-8626 drlarson@graniteschools.org	Director, Policy & Legal Services, Granite School District; Educator	Board member
Ryan Marchant	801-597-3096 rmarchant@ehhs.us	Charter School Business Manager / Administrator; Founder of two charter schools	Board member
Nazanin Nourmohammadi , M. Divinity	801-524-9142 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
Steven Winitzky	801-953-2748 stevewinitzky@gmail.com	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

Eligibility for Preferential Enrollment:

Children of a founding member (an individual who has had a significant role in the development of the charter school application), children of a licensed teachers and staff and siblings of students currently attending the charter school are eligible for preferential enrollment under both state and federal charter school law. The number of students eligible for preferential enrollment at Utah International Charter School may not exceed 5% of the maximum student enrollment.

Section 3: School Mission / Students Served / School Purposes

Mission Statement

The mission of Utah International Charter School is to provide a rigorous and relevant education for secondary students including recently arrived immigrants and refugees seeking global perspectives.

Our educational program includes English language acquisition, international languages, college preparation, and career readiness for a diverse student body.

Vision

Our vision is to honor and celebrate each student's culture and identity while empowering them with language, global literacy, curiosity, imagination, and leadership skills.

We envision fostering civic duty in our students by working with multiple community organizations through service learning.

Teachers and staff will be intimate with the immigrant experience and parents will have a sense of inclusion and participation in their student's education.

Teachers will be part of a professional learning community that focuses on reflection, collaboration, research, and data to improve teaching practices and student learning.

Key Elements of the School

Enrollment: Utah International Charter School will enroll students in grades seven through twelve, with approximately 80 students per grade. Ultimate enrollment will be 480 students.

Proposed Location: a Granite School District facility in South Salt Lake, a centralized location where our target population resides.

School-community partnerships in the creation and operation of a Community Learning Center: Utah Refugee Coalition, City of South Salt Lake, Utah State Office of Refugee, Granite School District, United Way of Salt Lake. Other partnerships may include the South Salt Lake Chamber of Commerce, United Way, Utah Federation for Youth, Salt Lake County, Catholic Community Services, International Rescue Committee, Salt Lake City School District, Westminster College, Salt Lake Community College, Asian Association of Utah, others as identified.

Rigorous curriculum: Our educational program will be based on the notion that language is best learned through a content-based, language-rich, highly scaffolded, integrated curriculum that includes a variety of individual and collaborative projects.

Highly qualified teachers: Every teacher will be highly qualified in his or her subject area, and will also be an English language teacher. Faculty will incorporate research-based language instruction methods such as SIOP (Sheltered Instruction Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach).

Unique structure: Students will study in grade clusters (7th & 8th grades; 9th & 10th grades; and 11th & 12th grades) with the same team of teachers for two years. Classes will be heterogeneous and include students from different countries, English proficiency levels, academic abilities, and grades.

Faculty will be organized in interdisciplinary teams composed of an English, Math, Social Studies, Science, and CTE (Career and Technical Education) teacher. These instructional teams will be responsible for the progress of their cohort— approximately 80 students whom they schedule, advise, and track for two years. Instructional teams will meet daily to create curriculum and assessments for their students, develop strategies and interventions to support students academically, and allocate available resources.

Unprecedented support: Instructional teams will also be required to work on a regular basis with the counselors, school refugee liaison, social worker, and administrative team to ensure student academic and social progress. A network of interpreters for Arabic, Burmese, Chinese, French, Karen, Kirundi, Maay Maay, Nepali, Swahili, Thai, and Vietnamese will provide a variety of services to assist students and their parents navigate the American school system. The school refugee liaison, counselors, social worker, and administration will also help students and their families access additional support through community, health, and government programs focused on immigrant and refugee needs.

GRADES AND NUMBERS OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013-14								80	80	80	80			320
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2014-15								80	80	80	80	80		400
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2015-16								80	80	80	80	80	80	480
Ultimate Enrollment								80	80	80	80	80	80	480

School Calendar

Standard Extended School Year

Instructional Days 180

Start Date: August 2013

Charter School Purposes

Purposes 1 and 2: Continue to improve student learning through innovative teaching methods.

We believe one of the most significant reasons why almost one in three English Language Learners (ELLs) in Granite and Salt Lake District drops out of school is that they do not understand the content presented to them in the traditional classroom and have limited opportunities for learning English. Our educational program will be based on the notion that language is easiest learned through content; and content is best learned through a language-rich, highly scaffolded, integrated curriculum that includes a variety of individual and collaborative projects. Every teacher will be highly qualified in his or her subject area, but will also be a language teacher. Each teacher will incorporate research based language instruction methods such as SIOP (Sheltered Instruction Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach).

Purpose 3: Create new professional opportunities for educators.

Teachers will have many more opportunities for participation in the educational program at UICS. First, our faculty will be organized into interdisciplinary teams composed of, but not limited, to English, Math, Social Studies, Science, and CTE (Career and Technical Education) teachers. These instructional teams will be responsible for creating the curriculum and assessments for a cohort of approximately 80 students. Teachers will have significant decision-making power over budgets, scheduling of teachers and students, and allocating available resources including materials, supplies, and technology for their student cohorts and instructional teams. Furthermore, every teacher from each team will also be required to serve on one of the following committees: professional development, personnel, cultural enrichment, community outreach and steering. These committees will participate in shared leadership with the principal.

Purpose 4 & 5: Increase choice of learning opportunities for students by establishing new models of schools.

To facilitate these innovative teaching methods, Utah International Charter School will be significantly smaller than the traditional large comprehensive high schools in Utah. Furthermore, the students will be organized in a vastly different way than traditional high schools are currently organized. Students will study in cohorts organized by grade: 7th & 8th grades; 9th & 10th grades; 11th & 12 grades. Once placed in a heterogeneous cohort with other students from different countries and different English language levels, students will study with the same team of teachers for two years. Heterogeneous groupings are based on the belief that everyone needs mentors at every level and in every learning circumstance. Teacher modeling is essential, but student modeling and collaborative learning is also an effective and powerful tool for learning language and content.

UICS will follow the very successful model of the Internationals Network of Public Schools (INPS) based in New York City. INPS began in 1985 with one school on the campus of LaGuardia Community College in Queens. It is now a network of eleven schools in New York

City and two in the San Francisco Bay area. These schools serve new immigrants who have been in the United States for less than four years. One-hundred percent of the students qualify for free and reduced-price lunch. In 2005, the City University of New York conducted a study of the International Schools and found significantly lower dropout rates and higher graduation rates compared to other New York City high schools. Those results can be found at <http://internationalsnps.org/ouroutcomes/files/Cohort%20Fine%20Report%20for%20Web%20and%20Print.pdf>

Internal data shows that English Language Learners in New York City have an average four-year graduation rate of 27%, while International Schools' four-year graduation rates range from 64% to 87%. International Schools also have lower drop out rates compared to the City as a whole. General education students in NYC have a 47% four-year dropout rate and ELLs in NYC have a 27% four-year dropout rate. International Schools' four-year drop out rates range from 4% - 8%. Furthermore, International Schools with graduating classes report an 87% to 98% college acceptance rate.

This data can be found at <http://internationalsnps.org/our-outcomes/our-outcomes-student-results.html>. We will be contracting with INPS for professional development during the planning year for our teachers and school leaders. They are supportive and will be providing UICS with technical and logistical support. To see more about the INPS model, go to http://internationalsnps.org/presentation/Presentation_Jan2011.pdf

However, perhaps the most distinguishing feature of UICS is that it will not be tracked. Currently, all of Utah's large comprehensive high schools are tracked. What this means, according to the leading authority on tracking Jeannie Oakes, is that, "Most middle and high schools sort students into classes at different levels based on judgments of students' academic 'levels'" (2010, p.705). A proliferation of research on the effects of tracking emerged in the early 1980's and 90's and reached a consensus that students of color and lower socio-economic status were disproportionately placed in lower tracks, which provided instruction that was less rigorous and resulted in lower achievement and a wider achievement gap (Burriss & Garrity, 2008; Burriss, et. all, 2008; Cohen & Lotan, 1995; Deil-Amen & DeLuca, 2010; Crawford, Delp, & Freedman, 2005; Noguera & Rubin, 2004; Oakes, 2008; Rubin, 2003, 2008; Schofield, 2010).

A growing body of research is showing that all students (including the strongest students) in non-tracked schools achieve higher scores on standardized tests, higher graduation rates, and more college readiness than students in tracked schools. On the Program for International Student Assessment (PISA), Finland's students achieved the highest scores on the math literacy section and second in math problem solving out of 29 industrialized nations and has a smaller achievement gap than the United States (Oakes, 2010, p.700).

In order for non-tracked schools to be successful, they establish high expectations for all students, offer opportunities for students to collaborate, establish systematic and intensive support for struggling students, provide consistent imbedded professional development for teachers, require collaboration between teachers and support staff, and elevate the status of struggling students as well as students of color and low socio economic status. When these

characteristics work together harmoniously, heterogeneously grouped students obtain greater academic achievement and cultural awareness than their tracked counterparts.

Utah International Charter School's structure and curriculum are designed to implement each of these characteristics. A rigorous curriculum based on the National Common Core for math and language arts will be implemented in every grade. For students reading and writing below grade level, a multitude of various instructional supports will be in place including additional support classes, after school tutoring, and intensive literacy and numeracy development. Furthermore, every teacher will be highly trained in curriculum and lesson delivery differentiation, SIOP, and CALLA to make content accessible to English Language Learners.

A common argument for tracking is that high achieving students will be hurt by attending classes with struggling students because teachers will dilute the curriculum and pace of instruction in favor of the lower achieving students. In addition, struggling students will feel frustrated, lost and fall further behind if the curriculum is too difficult. However, a mountain of research is showing that "accelerating learning, rather than remediation, is the best method of improving the achievement of struggling, at-risk students" (Oakes, 2010, p.577). In other words, students rise to the expectations set by their teachers and schools. When the curriculum is rigorous and the expectations are high, all students at various achievement levels score higher on standardized tests than students in schools that track their students (Burris, Murphy, Welner & Wiley, 2008; Noguera & Rubin, 2004; Oakes, 2010).

Purpose 6: Provide greater opportunities for parental involvement in management decisions at the school level

UICS Bylaws call for one parent/guardian, selected by the school's parent organization, to be seated on the school's governing board as a voting trustee. Experience tells us that involving parents/guardians of refugee and immigrant students is sometimes challenging. UICS will implement the following programs and procedures to create robust parental involvement:

- Family Nights will educate students and parents about how to navigate the U.S. education system, acquaint them with community resources, and celebrate their culture and heritage.
- Individual Education Plan and Student Education and Occupation Plan conferences will keep parent/guardians updated and involved in the progress and development of their student's education.
- Parent/guardian centers will include computers and a host and provide parents/guardians with a place they can voluntarily come to get updated on their student's education.
- Provide home visits or phone calls to open the lines of communication between parents/guardians and the school.
- Create a volunteer center with a coordinator who maintains a weekly and monthly list of volunteer opportunities and actively recruits individual parents/guardians or parent/guardian teams to participate.
- Maintain a school web site, newsletter, or social network site, that communicates school news, activities, and volunteer opportunities as well as promotes school goals and school spirit and highlights teachers, students, teams, clubs, and community partners.

Purpose 7: Expand public school choice in areas where schools have been identified for improvement, corrective action, or restructuring under the No Child Left Behind Act.

There is an abundance of state and local data demonstrating that many immigrant and refugee students' needs are not being met by local districts and schools. For example, data from 2008-2009 shows that:

- ELLs in Granite School District did not make AYP in academic achievement in language arts and math in grades 3-8 and 10-12.
- ELLs in Salt Lake City School District did not make AYP in academic achievement in language arts and math in grades 10-12.
- ELLs in Salt Lake City School District did not make AYP in academic achievement in language arts in grades 3-8.
- ELLs had a 66% graduation rate in Granite School District.
- ELLs in Salt Lake City School District had a 62% graduation rate.

Data from the 2009-2010 shows that:

- ELLs in Salt Lake City School District did not make AYP in academic achievement in language arts and math in grades 10-12.
- ELLs in Salt Lake City School District did not make AYP in academic achievement in language arts in grades 3-8.
- ELLs in Granite School District did not make AYP in academic achievement in language arts and math in grades 3-8 and 10-12.
- ELLs had a 65% graduation rate in Granite School District.
- ELLs in Salt Lake City School District had a 63% graduation rate.

Data shows that ELLs in schools serving students in the South Salt Lake area specifically are not making AYP and have low graduation rates.

- ELLs at Cottonwood and Highland High Schools did not make AYP in academic achievement in language arts and math in 2009-2010.
- ELLs at Granger High School did not make AYP in academic achievement in language arts and math in 2008-2009 or 2009-2010.
- ELLs at Granger High School had a 50% graduation rate in 2008-2009 and 54% in 2009-2010.

Currently, ELLs in the Granite and Salt Lake school districts are required to go to their assigned neighborhood schools. Private schools are not financially feasible for new immigrants and refugees. Even some charter schools are not accessible to most ELLs because they do not have access to private transportation and public transportation does not offer reasonably short bus or train routes. Consequently, students are relegated to large comprehensive middle and high schools with few teachers familiar with their needs and fewer teachers adequately trained to meet their specific needs. Pre-emergent and emergent English Language Learners are especially disadvantaged. UICS will expand public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring under No Child Left Behind.

Section 4: Calendar and Bell Schedule

2013-2014 Calendar	
Aug. 5	– Board Meeting
Aug. 12	– Students’ 1st Day
Sept. 2	– Labor Day
Sept. 9	– Board Meeting
Sept. 12	– 4:00-7:00 p.m. Parent Teacher Conferences
Sept. 13	– 12:00-3:00 p.m. Parent Teacher Conferences
Oct. 14	– Board Meeting
Nov. 4	– Board Meeting
Nov. 11	– 4:00-7:00 p.m. Parent Teacher Conferences
Nov. 12	– 12:00-3:00 p.m. Parent Teacher Conferences
Nov. 28-29	– Thanksgiving
Dec. 2	– Board Meeting
Dec. 20	– Last Day of 1st Semester
Dec. 23-Jan. 3	– Winter Vacation
Jan. 5	– First Day of 2nd Semester
Jan. 13	– Board Meeting

Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Jan. 20 – Dr. Martin Luther King Jr. Day
Feb. 6 – 4:00-7:00 p.m. Parent Teacher Conferences
Feb. 7 – 12:00-3:00 p.m. Parent Teacher Conferences
Feb. 10 – Board Meeting
Feb. 17 – President’s Day
Mar. 10 – Board Meeting
Mar. 31-April 4 – Spring Break
April 14-18 – CRT Testing
April 14 – Board Meeting
May 12 – Board Meeting
May 23 – Last Day of 2nd Semester
May 26-30 – Memorial Day Vacation
June 2 – Summer Term Begins
June 9 – Board Meeting
July 3-4 – Independence Day Holiday
July 14 – Board Meeting
July 25 – Last Day of Summer Term
July 28-Aug. 8 – Summer Vacation
Aug. 11 – Students’ 1st Day of the School Year

Bell Schedule		7th Grade 80 Students		8th Grade 80 Students		9th Grade 80 Students		10th Grade 80 Students	
8:00-9:00	1st Period	CTE/Phys Ed/Electives							
5 minutes									
9:05 - 10:05	2nd Period	Math	English	Social Studies	Science	Math	English	Social Studies	Science
5 minutes									
10:10 - 11:10	3rd Period	Science	Math	English	Social Studies	Science	Math	English	Social Studies
5 minutes									
11:15 - 12:00	LUNCH/ Tutoring								
5 minutes									
12:05 - 1:05	4th period	Social Studies	Science	Math	English	Social Studies	Science	Math	English
5 minutes									
1:10 - 2:10	5th Period	English	Social Studies	Science	Math	English	Social Studies	Science	Math
5 minutes									
2:15 - 3:15	6th Period	CTE/Phys Ed/Electives							

Section 5: Market Analysis

The preferred location for SLISH is in the City of South Salt Lake, a working-class community of seven square miles with a new mayor dedicated to revitalizing the city, committed to enacting an effective educational strategy, and cognizant of the rich multicultural make-up of the city's population. Mayor Cheri Wood's slogan for South Salt Lake is "City on the move." This slogan dovetails well with the experience of the many international students in the city.

As part of an effort to make the city a desirable neighborhood, Mayor Wood is leading plans to restructure the use of many community facilities located in South Salt Lake, including the former Granite High School, Columbus Community Center, and Pioneer Craft House, all located in the physical heart of the city and within a few blocks of UICS's desired location. According to results from an outreach meeting conducted on June 10, 2010 by the City of South Salt Lake, "the vision... is to create a South Salt Lake civic center as well as several neighborhood community centers to provide recreation, education, and cultural enrichment to attract people and families to live and remain here." This forward-thinking vision is the type of encouragement that supports the concept of an international high school.

Location and Planning

UICS has identified an existing school building, Hartvigsen School, which is owned by the Granite School District, as its most feasible location. The school is being vacated within the next 18 months, and the property will be available for lease. School district administrators have indicated the possibility of entering a lease agreement with UICS. The property is located at 350 East 3605 South, or about in the center of the South Salt Lake city boundaries. The facility is 60,000 square feet, which would accommodate up to 350 senior high students according to per-student space criteria guidelines produced by the Utah State Office of Education or approximately 450 junior high students. (Using a formula that is 155 square feet per student for junior high students; 164 square feet per student for senior high students). It can be easily converted for use as a charter facility. Features of the facility include the following in two adjoined buildings:

Building A	Building B
7 classrooms	19-21 classrooms
1 cafeteria	1 conference room
1 stage	1-3 small offices
2 offices	1 small gym
4 offices or small classrooms	1 kitchen
1 large gym	1 library room
1 swimming pool (not leased by UICS)	Main foyer and commons area

Hartvigsen School east entrance

Hartvigsen School north entrance

UICS committee members walked through the facility with David Richardson, AIA, of Capitol Hill Construction, a specialist in remodeling historic buildings. Mr. Richardson concluded that the building has structural integrity, is seismically sound, has adequately functioning heating and

cooling systems, and has been well maintained. He indicated that changes could easily and inexpensively be made that would create more openness and light inside the building, make larger classrooms, and that would promote a community feeling.

The facility is in a residential area. It is within three blocks of two east-west transportation corridors (3300 South and 3900 South) and is also within two blocks of two north-south corridors (State Street and 500 East). UTA uses all four streets as major transportation corridors and the target population is already familiar with traveling from their residences to school, work, and shopping along these routes.

Another property UICS committee members researched is the facility being vacated by the Salt Lake Lutheran High School located at 4020 South 900 East, just south of the City of South Salt Lake. This facility has 35,000 square feet on three acres, with 11 classrooms ranging from small to large, one gymnasium, one cafeteria, one kitchen, four small offices, and a stage. It is already structured as a high school so minimum conversion would be necessary. It is close to public transportation routes and is relatively close to the residences of many of the target population.

In addition, UICS committee members are in a continuing dialogue with South Salt Lake regarding the eventual reuse of the former Granite High School property. The facility includes two, 2-story high-school buildings that contain numerous classrooms, a library, and several offices. Also onsite are an auditorium, a gym, an industrial arts building, a recreation building, and recreation fields. The South Salt Lake Education Initiative, a new effort spearheaded by the city, lists opening a public charter high school in the city as one of its possible solutions to supporting partnerships in educational matters. UICS has high visibility with the planners of this effort. Both UICS and South Salt Lake envision the possibility of eventually locating at the Granite High School property. This is the same facility that housed the defunct Newcomers Academy, a school operated by the Granite School District to support refugee and immigrant high school students transitioning to American life until it was discontinued after the 2009-2010 school year.

Market context

Most statistics in this section are from the U.S. Census Bureau.

Demographic characteristics

South Salt Lake had a population of 23,617 according to the 2010 census and had a growth rate of 7.2% in the last decade. In 2009, the city included 8,445 households, according to the Economic Development Corporation of Utah, with 22% of the population composed of persons under the age of 18 years.

South Salt Lake has a high concentration of newly arrived immigrants living within the city limits, making it a model location for a school with the international focus of UICS. The percentage of the population that includes foreign born persons is 22.5% and that speaks a language other than English at home is 32.4%. Many newly arrived residents live at the South Parc Townhomes near 2100 South and 500 East or the Villa Franche apartments near 3400 South and 500 East. These residences are on or very near the major public transportation corridors used daily by our target population to get to school, work, and shopping.

There is also a concentration of refugee populations in the Granite School District, the school district UICS prefers to partner with for its location and services. However, UICS is confident its educational program would draw students from many geographic areas in the Salt Lake valley because of its integrated, project-based curriculum and international perspective, as well as its small size and low student-to-teacher ratio.

The following table highlights general characteristics of South Salt Lake.

South Salt Lake General Characteristics 2010	Percent of Population
Population: 23,617	Male: 54.8% Female: 45.2% Under 5 years: 8.3% Under 18 years: 22.2% 65 & older: 6.8%
Race	White: 69.5% (2000 census 76%) Black or African American: 4.4% (2000 census: 2.5%) Asian: 5.0% (2000 census: 2.8%) American Indian or Alaska Native: 2.6% Hawaiian and Pacific Islander: 1.0% Hispanic or Latino: 29.1% (2000 census: 23%)
Occupied housing units	Owner-occupied: 38% Renter-occupied: 62%

In the City of South Salt Lake, the population has a larger percentage of males than females and the largest age group is under age 18 years. Those that rent a home outnumber those that own a home. Whites comprise the largest racial group; Hispanics are almost one quarter, with Asians, African Americans, and other groups also contributing to the complex and valued diversity of South Salt Lake.

Social characteristics

The 2010 U.S. Census Bureau statistics for the 84115 zip code, which encompasses South Salt Lake, indicate that nearly 20 percent of the city’s residents were born in another country. It’s also notable that 28 percent of the inhabitants of South Salt Lake speak a language other than English at home. Many international residents attend English-language classes at the Granite Peaks Learning Center located at 501 East 3900 South or the Hser Ner Moo Center located at 2250 South 479 East, both within the city boundaries, or go to literacy and cross-cultural classes at Lutheran Social Services located at 4392 South 900 East, just south of the city.

South Salt Lake social characteristics	Percentage of population
Nativity and place of birth	Native: 80.2% Foreign born: 19.8%
Region of birth:	Europe: 15.1% Asia: 14.1% Africa: 3.7% Latin America: 63.7% Northern America: .2%
English and other language speakers	67.6% speak English at home 23% speak Spanish at home (44% speak English very well, 56% speak English less than very well) 9.3% speak another language at home (44% speak English very well, 56% speak English less than very well)
Place of birth by age (5-17 years)	Born in Utah: 1,600 Born in another state: 500 Foreign born: 900

Economic characteristics

The median household income is now estimated to be \$34,750 according to the U.S. Census Bureau's 2007-2009 Three-Year Estimate detailed in the American Community Survey. However, that figure makes the household income of South Salt Lake last among Utah cities with populations of more than 20,000. And, according to the new estimates, the overall poverty rate for South Salt Lake is 22.6%, among the highest for Utah cities with populations of more than 20,000.

South Salt Lake has the highest rate of violent crime and the second-highest rate of property crime of any city in Utah, according to Officer Hill of the South Salt Lake police department. Officer Hill believes that the best deterrence is education and employment and that an educational program such as UICS would potentially work toward alleviating crime problems in South Salt Lake.

South Salt Lake economic characteristics	Percentage of population
Household income	\$34,750
Poverty status	22%
Occupations	Management and professional: 22% Service: 18.2% Sales and office: 28.4% Construction, extraction, and maintenance: 12.2% Production, transportation, and material moving: 19.2%

Most common foreign-born occupations (Top Occupations of Utah's Foreign Born, U.S. Census Bureau)	Assemblers and fabricators, cooks, maids, housekeeping, construction laborers, janitors, production workers, cashiers, grounds maintenance, labors and material movers, retail salespersons, customer service reps, waiters and waitresses, truck drivers, carpenters, post-secondary teachers, and agricultural workers
Employment status	In labor force: 67.9% Not in labor force: 32.1% All parents in family in labor force: 69.9%

Educational characteristics

The residents of South Salt Lake have three public elementary schools, one public junior high school, and currently no public senior high school in their city. According to census estimates, 23 percent of adults aged 25 and older did not complete high school. The high school drop-out rate is 23 percent, perhaps a reason for the high poverty rate and the relatively low income level compared to surrounding cities such as Salt Lake City, with a median household income of \$44,755 and a poverty rate of 16 percent.

South Salt Lake Educational Characteristics	Percentage of Population
School Enrollment	Nursery, preschool: 5% Kindergarten: 6.6% Grades 1-8: 43.7% Grades 9-12: 18.6% College or graduate school: 26.1%
Educational Attainment	Less than 9 th grade: 8.8% 9 th to 12 th grade, no diploma: 17% High school graduation: 28% Some college, no degree: 25% Associate degree: 5.8% Bachelor's degree: 10.9% Graduate or professional degree: 4%

South Salt Lake is located in the Granite School District, which, according to school district statistics, has more than 40 percent of student enrollment from minority groups, including 550 students with under one year in the U.S., 1500 students with 1 to 3 years in the U.S., almost 3600 students with three or more years in the U.S., and about 200 students with little to no schooling. Granite School District is the largest school district in Utah and has 25 percent of the ethnic minority students in the state. In fact, over 40 percent of the Granite School District falls within the category of "ethnic minority," according to the 2010 Annual Report of the Granite Education Foundation. Another compelling statistic is that Granite School District includes more than 13,000 students with limited English proficiency, or almost 20 percent of the student population and over 31,000 economically disadvantaged students, or 46 percent.

Granite School District demographics for 2010 include the following for the junior and senior high schools geographically nearest to the newly arrived immigrant population concentrations in South Salt Lake:

	Percent with limited English proficiency	Percent with Spanish as native language	Percent of economically disadvantaged students (eligible for free and reduced-price lunch)	Percent of economically disadvantaged minority students (nonwhite)
Granite Park Jr. High	38%	21%	77%	56%
Cottonwood High	14%	6%	35%	21%

Market Trends/Shifts

Utah plays a large role in the efforts of the United States to accept and resettle the world's immigrants, people that form a significant portion of UICS's target population. According to the Utah Department of Workforce Services, arrival populations increased from 708 in 2006 to 1360 in 2009. As of 2010, an estimated 25,000 refugees have resettled in Utah, according to the 2008 Global Trends Statistics at a Glance review provided by the Utah Office of Refugees.

2006	2007	2008	2009
708	989	975	1360

Of the 1360 arrivals in 2009, 1266 were refugees, 68 were those seeking political asylum, and 1 was a Cuban medical professional. The Department of Workforce Services had a caseload of 1044 newly arrived immigrants in 2009. About 45 percent entered employment at an average wage of \$8.49. About 61 percent of those employed had health benefits.

Between 2000 and 2008, Utah received 25,000 refugees from 19 different countries, according to the Utah Office of Refugees. The largest numbers of refugees had the following countries of nativity: Afghanistan (222), Bhutan (466), Burma (997), Burundi (253), Democratic Republic of Congo (363), Iran (530), Iraq (572), Liberia (243), Somalia (1432), and Sudan (744).

Characteristically, refugees from Burma, one of the largest groups, tend to have no English proficiency skills and also tend to have large families. The immigrant Somali population, the largest refugee population, also tends to have many children and no English skills. Refugees from other countries of nativity tend to have smaller families and may possess basic English skills, though they typically need substantial practice to become proficient in reading, writing, and speaking English.

In 2010, Utah received about 1000 refugees. The largest groups resettled in Utah were the Bhutanese, Iraqi, Karen, and Somali populations.

Not surprisingly, residents with the most advanced English language skills are the most readily employable and advance through the public school system and other social structures with the fewest problems. The residents of South Salt Lake would benefit from more options to complete their education and become proficient in English. The programs specifically tailored to students with English-language deficiencies are at capacity and more programs are needed for raising graduation levels and consequently wage-earning potential. A high priority for UICS is to supplement and complement the programs that are in place so that the target population becomes well served by the type of education that ensures not only that junior- and senior-aged high school students receive a diploma but also that they are prepared to pursue further education.

Granite School District provides the following demographic information for student enrollment in 2010-2011. A comparison of the 2010-2011 demographic information to the 2006-2007 and 2009-2010 information shows a sometimes dramatic up-tick in minority student enrollment. For example, the Asian student enrollment jumps from 2.2 percent in 2006-2007 to 10.84 percent for 2010-2011 at Granite Park Jr. High and the white student enrollment drops from 40.4 percent to 31.59 percent at the same school during the same time period. This information is an indicator of the potential student population that may be interested in pursuing a high school diploma at an international high school in the South Salt Lake area.

School Year	Asian	Black	Hispanic	Pacific Islander	White
2010-2011					
Granite Park Jr.	10.84%	8.97%	43.37%	1.74%	31.59%
Cottonwood	5.94%	4.73%	22.32%	2.91%	62.64%

School Year	Asian	Black	Hispanic	Pacific Islander	White
2009-2010					
Granite Park Jr.	7.97%	6.02%	46.77%	2.26%	31.58%
Cottonwood	5.02%	3.36%	21.53%	3.36%	64.89%

School Year	Asian	Black	Hispanic	Pacific Islander	White
2006-2007					
Granite Park Jr.	2.2%	6.6%	42.3%	1.3%	40.4%
Cottonwood	3%	3.2%	13.5%	3.2%	76.3%

The following are some statistics for elementary schools in the South Salt Lake boundaries. Note that the percentage of Asian students at Woodrow Wilson School grew from 1.1 percent to 12.72 percent in four years and the percent of white students declined from almost 89 percent to less than 24 percent. If this trend continues—and there is no reason to believe it will not—a need exists for a junior and senior high school that complements the programs offered by the Granite School District for this population.

School Year	Asian	Black	Hispanic	Pacific Islander	White
2010-2011					
Wilson	12.72%	7.11%	50.62%	1.92%	23.39%
Lincoln	7.47%	6.99%	46.27%	1.93%	31.81%

School Year	Asian	Black	Hispanic	Pacific Islander	White
2006-2007					
Wilson	1.1%	10.4%	50.4%	0.7%	88.9%
Lincoln	2.4%	4.8%	41.9%	0.6%	46.8%

Competitive Advantage

The U.S. census, the Granite School District, and the Utah refugee services office statistics show a steadily increasing newly arrived population and a constant increase of minority students in the schools located in or near South Salt Lake. This trend creates an opportunity to give extra support to these students with a charter school that is small, flexible, and innovative, where students work with a team of teachers in an individualized learning environment for up to two years, and where extended support is available to the family of each student. UICS also believes that this type of school would be equally attractive to native English speaking students who are seeking an alternative to a larger high school and who wish to pursue language acquisition,

cross-cultural orientation, and a global perspective with a teacher/student ratio of 20 to 1 and a counselor to student ratio of 133 to 1 by the second year of UICS operation.

Outreach Plan

UICS has the following objectives for all marketing efforts:

1. To inform and invite all eligible students to enroll in the school.
2. To raise awareness in the community of the mission and needs of the school
3. To raise funds for the school from businesses, citizens, and organizations

Objective 1: To inform and invite all eligible students to enroll in the school.

- Hold a series of open houses to cultivate interest, attract students and families, and develop a sense of trust, partnership, and ownership with UICS. At the open houses, UICS board members, the CEO and principal, and UICS staff as well as educational and community partners will be available to explain the mission and vision of the school. The open houses would be extensively advertised in all media outlets as well as at community events and public areas such as libraries and community centers.
- Contact refugee community organizations and arrange individual community outreach presentations at the UICS facility or at a central meeting site to spark interest for parents/guardians and students. Provide translators and multilingual materials. These events would act as a catalyst to help UICS cultivate close working relationships with community leaders, families, and prospective students who indicate interest and extend an open invitation to become participants in UICS's ongoing planning and execution.
- Create multilingual recruitment materials that are distributed widely at international cultural events; 21st Century Community Learning Centers located in South Salt Lake, Kearns, Glendale, and Rose Park; the four local Welcome Centers supported by the Women's Philanthropic Network (United Way of Salt Lake); the Utah Refugee Services Office, local resettlement agencies and immigrant-assistance organizations (e.g., Catholic Community Services, International Rescue Committee, Asian Association of Utah, University Neighborhood Partners); and English language learning programs (e.g., Granite Peaks Learning Center, English Skills Learning Center, Horizonte Instruction and Training Center).

Objective 2: Raise awareness in our community of the mission and needs of the school.

- Produce a short, effective multilingual video or documentary that features compelling stories from the community and emphasizes how UICS meets the needs of the community. Widely screen the production at youth events such as junior and high school assemblies, soccer tournaments, tutoring hours, and after-school recreation programs, at UICS open houses, and at cultural events sponsored by refugee community organizations and the city of South Salt Lake. Also embed a strong "call to action" message into the storyline of the production and employ the production as a method of recruiting volunteers and other partners and as a fundraiser.

- Use social networking sites such as Facebook and a Twitter account to network UICS information and instantly update it.
- Create a multilingual UICS web site that provides extensive multilingual information about the school and contains all marketing materials.
- Create multilingual PSAs and distribute to public radio, public TV, and free print outlets as well as for-profit media. Solicit interviews on radio and TV talk shows, local and regional magazines, specialty publications, and other outlets.

Objective 3: Raise funds for the school from businesses, citizens, and organizations.

- Seek donors and in-kind contributors from a wide-range of businesses and organizations. Identify specific opportunities for contributions and support.
- Apply for grants from agencies and programs that support community building and educational efforts.
- Sponsor an annual fundraising cultural night that is extensively advertised. Provide multicultural food, dancing, and music. Show a slide show, the video or documentary, or other multimedia such as a photo exhibit about the school to encourage donations.
- Have a “gala” dinner that targets large donors. Identify partners who would be willing to sponsor such an idea and market it to people of the same economic rank. Charge a substantial amount for each plate as a fundraiser.
- Sponsor races such as 5Ks, triathlons, bike races, and half marathons as fundraisers. Entrance fees and sponsorships can provide significant contributions.
- Sponsor sporting events such as soccer or basketball tournaments. If advertised heavily at local schools, these events can be significant fundraisers.

Section 6: Capital Facility Plan

Early on in the development of the Utah International Charter School, the founding group began communicating with Granite School District (GSD) personnel, most importantly Superintendent Dr. Martin Bates and three of its seven school board members. All are keenly aware of the special needs of immigrant and refugee students and all have been encouraging of our desire to create UICS and establish it in the South Salt Lake area.

Dr. Bates attended a UICS meeting on December 8, 2010. The committee discussed with Dr. Bates the importance and challenge of serving secondary students who are newcomers to the U.S. and the Salt Lake valley. We explored ways that UICS might establish a partnership with GSD, including the possibilities of being authorized by the District as a chartered public school and utilizing District resources and property in the service of our targeted student population.

On March 9, 2011, UICS founders/board members met for a more substantive discussion with Superintendent Bates at his office. Dr. Bates stated his support of the UICS school program and objectives and his willingness to support UICS efforts to seek charter authorization from the Granite School Board to become a GSD charter school. The UICS Board is equally willing and enthusiastic about the possibility of becoming a GSD charter. The UICS Board will pursue the charter application processes of both the Utah State Charter School Board/Utah State Board of Education and the GSD School Board.

Whether chartered by the State or by GSD School Board, Dr. Bates welcomes the school and is open to discussing a high degree of collaboration and support, including specialized student services, food and technology services, access to the district warehouse and surplus property and assistance in marketing UICS through existing GSD schools and personnel. During the meeting with Dr. Bates, committee members also began exploration of who might be the right GSD person to sit on the UICS Board of Trustees.

The UICS Board is most pleased by Dr. Bates' willingness to explore the possibility of facilities support as it is one of the most difficult hurdles in launching a new charter school. Whether chartered by the state or the GSD, the UICS Board is hopeful that our school will find a home in a GSD building for the 2013-14 school year. The Hartvigsen facility is a potential option as its personnel and programs will be moving to a new building in 2013. This school, located at 350 East 3605 South, will most likely become available for lease during the summer of 2013. Only modest renovation would be required on the approximately 50,000-square-foot facility to make the school ready for our students. Securing a facility for a startup charter school is one of the most difficult tasks—we are excited and grateful for this very real option.

We discussed other building options, but, at this point in time, the Hartvigsen facility looks the most viable. Especially attractive about leasing GSD building space is the potential of being able to utilize existing District personnel for maintenance and operation services of a building for which they are already familiar. The possibility of a competitive lease rate will help the school's bottom line and allow more resources to go to students and programs rather than the building. This will be especially important to UICS in its first two years of operation, until it reaches full enrollment and student-generated revenues are higher.

The UICS Board is very grateful to Dr. Bates and GSD for the enthusiastic welcome and the generous offers of collaboration and support. See Dr. Bates' support letter in the Appendix.

Currently, the UICS Board anticipates leasing Hartvigsen (or another GSD facility) for its first and second operational years. The Board does not have long-range plans to purchase or build a facility.

The UICS Board has met with representatives from the City of South Salt Lake to explore ways we can combine missions in serving South Salt Lake youth. The City is looking to purchase and refurbish the old Granite High School property. This redevelopment plan includes an education component that might take the form of a charter school. The UICS Board is interested in exploring this possibility and will continue to meet and discuss partnership options with the City of South Salt Lake.

Section 7: Detailed Business Plan

The launching of the Utah International Charter School (UICS) is financially challenging for most of the usual reasons faced by startup charter schools in Utah: no funding during the pre-operational period from charter approval to July of the first year of operation; no state or district special assistance with financing a facility; a student enrollment-growth startup model that provides insufficient revenue during the first two years; the extra cost burden in the first few years for startup capital needs like furniture, computers, and infrastructure.

It is our hope that, during this startup period, UICS will be able to access Federal Charter School Program Startup and Implementation Grant funding. If this revenue source is not available we will apply for startup funding through the Revolving Loan Fund—our budgets reflect this assumption.

Granite School District Partnership

Our special relationship with Granite School District (GSD) is an important factor to our business plan and budgets. Early on in the development of UICS, the founding group established connection with others in the community already serving the special population we were targeting. Several of the UICS founders and current Board members serve and understand the unique needs of immigrants and refugees. The South Salt Lake area we are targeting is in the Granite School District (GSD) and we have communicated with Granite personnel, most importantly Superintendent Dr. Martin Bates.

Granite District is keenly aware of the special needs of immigrant and refugee students and sees the potential of UICS as a valuable new partner in serving these students. It is our hope that the GSD School Board and District personnel will be supportive of a partnership with UICS in serving our targeted students. We would hope to develop a high level of effective communication, collaboration and support that may include specialized student services, food and technology services, access to the district warehouse and surplus property, and assistance in marketing UICS through existing GSD schools and personnel.

Planning Year

The planning year budget is designed to accomplish the following:

1. Fully develop the curriculum and educational programs in preparation for training educators and staff.
2. Begin the interviewing and hiring process for educators and other staff.
3. Oversee the renovation and preparation of GSD's Hartvigsen School (or other facility).
4. Implement a vigorous marketing campaign to ensure we reach our targeted student enrollment.
5. Establish community partnerships and support.

During the planning phase, the UICS Board anticipates engaging Linda Barth (educator, primary founder, and current UICS Board Chair) as the Planning Year Administrator to accomplish the goals noted above, most importantly the curriculum and education program development. UICS will contract with the Internationals Network of Public Schools (INPS) to assist Linda in incorporating the unique and effective elements of the INPS model that are so successful with immigrant and refugee students. We are also budgeting part-time administrative assistance.

Based on discussions and rough estimates of GSD lease and maintenance/operation rates, we are budgeting \$7 per square foot for 42,833 square feet of building space. We have received pro bono assistance from an experienced architect who inspected the Hartvigsen facility with the Board and discussed its renovation. Changes would be modest. We are budgeting \$35,000.

Monies are allocated to launch startup components, including our web site, information technology infrastructure, and the school's basic accounting system. Other expenses in the planning year budget seem self explanatory.

Total planning year expenses are \$130,200. We anticipate borrowing \$135,000 from the Revolving Loan Fund.

First Two Operational Years

Total expenses for the first year of operation with students will be \$1,956,723. Revenues in this year will not yet be optimum because it will be based on only 320 students (480 students is the maximum enrollment anticipated in the third year). UICS will borrow \$165,000 from the Revolving Loan Fund to help underwrite startup costs during this year.

By the second year of operation, UICS will enjoy a surplus because of increased State Minimum School Program revenue (400 students) and greatly reduced capital needs. UICS will achieve and maintain fiscal stability in its third year, when the full enrollment of 480 students is reached and revenues will exceed expenses, allowing for surpluses to be invested in educational resources and reserves.

The budgets that follow illustrate how UICS plans to allocate educators, administrators, support staff and resources to fulfill its mission and ensure a quality school program and community. UICS's instructional model requires four teachers for each 80-student cohort, affording a teacher-to-student ratio of 1 to 20. The educational support team includes a special education coordinator, social worker, refugee liaison, counselor, librarian, IT specialist, paraprofessionals, office staff and volunteers.

Administrators – The Executive Director is responsible for the operational and financial aspects of the school. The Executive Director will hire the Principal/Instructional Leader who will be responsible for all of the educational aspects of the school and its programs. UICS will employ a high-quality administrative support team consisting of an Office Manager, secretary/registrar, business management assistant, counselor, refugee liaison and social worker to carry out the duties essential to operations, facilities, finances and student services.

Federal revenue – Our budgets include estimated Federal IDEA and NCLB Title revenue. We anticipate that the majority of our students will be English Language Learners and qualify for free and reduced-price school meals.

Facilities – UICS hopes to lease a Granite School District school building. Our budgets include a lease cost of \$7 per square foot during our first operational year for a 42,833 square foot building and \$7.14 during the second year (see Section 6—Capitol Facilities Plan). We anticipate this lease rate would include *all* facility operations and maintenance expenses, including utilities, custodial services and supplies, building and grounds maintenance, repairs and supplies. At the anticipated rates, our facility cost to revenues for the first year is 15 percent. It drops to 12 percent in year two and will decrease further in the third year as UICS reaches its maximum enrollment of 480 students.

Professional development – The Principal/Instructional Leader will design and execute the professional development plan, which will be funded at a rate of \$400 per teacher in the first year and \$1000 per teacher in the second year.

Instructional materials and supplies – We have budgeted these items by cohort, which is 80 students and four teachers. In year one, each cohort receives \$1,250 for supplies and \$7,000 for instructions materials. In year two, \$2,200 for supplies and \$10,000 for instructional materials for each cohort.

Library – \$10 per student is budgeted for the first operational year; \$25 per student for the second year.

School meals program – We have discussed this with Superintendent Bates and anticipate that Granite School District Food Services will provide and oversee the Federal School Meals Program at UICS. With our expected high rate of free and reduced-price meal eligibility (50-90%), we anticipate there will be no expenses.

Technology infrastructure and equipment – See the UICS IT equipment acquisition plan in Section 22. This is a big investment in our first operational year, but a critical one to support our education program, students and staff. We anticipate contracting with an outside firm to help us design, purchase and implement our technology strategic plan. We will employ a half-time staff person to be our in-house technology coordinator. We expect to take full advantage of our high free and reduced-price meal percentage in order to secure maximum e-Rate savings for communications technology.

Furniture – We anticipate acquiring furniture through Granite District surplus property, its warehouse, and donations. As we attain fiscal stability after our first year, we will upgrade our furniture.

Liability insurance and risk management – We will utilize the services of the State’s Risk Management Division for liability and property insurance rates and take maximum advantage of Risk Management’s safety inspection services as well as its superior support in the event of an

accident or law suit. Granite District will maintain property insurance for the building and infrastructure.

Section 8: Budget

Charter School Name: UTAH INTERNATIONAL CHARTER SCHOOL			
PLANNING YEAR BUDGET			
Number of Students:			0
Grade Configuration:			n/a
Revenue			Total
Local Funding including anticipated fees from students			
Fee Basis if applicable:			
State Funding			
Startup Grant			\$106,235
Private Grants & Donations			
Source(s): Private Donations			\$1,000
Source(s): Foundations & Grants			
Source(s): Corporate Giving			\$1,000
Loans:			
Commercial			
Private			
Revolving Loan Fund			\$100,000
Other:			
Total Revenue			\$208,235
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Planning Year Administrator	1.00	\$ 50,000	\$50,000
Cohort Teacher			
Special Ed Coordinator			
Counselor			
Librarian/IT Coordinator			
Teachers Aids and ParaProfessionals			
Officer Manager			
Secretary	0.50	\$ 20,000	\$10,000
Business Manager/Bookkeeper			
Substitute Teachers (daily basis)			
Employee Benefits -- 41% payroll taxes			\$24,600
Purchased Professional Services(300)			
Audiologist, Psychologist, related support services (contracted)			
Professional Employee Training and Development (330)			
Internationals Network Development Training		INPS Consulting	\$25,000
Administrative Services in Support of Management (310)			
Curriculum Development Consultants	5	\$1,500	\$7,500
VISTA Cost Sharing			\$3,000
Professional Educational Services (contracted) (320)			
Translation Services			\$5,000
Legal (300)			
Audit Services (300)			
Web Site Development/Maintenance (300)			\$1,500
IT Consulting			\$1,000
Bookkeeping/Financial Consulting			\$3,000
Purchased Property Services(400)			
Facilities Rental or Lease (440)			
Property Tax			
Equipment or Vehicle Rental or Lease/Purchase Agreements			
Other Purchased Services (500)			
Travel (580)			
Travel (580) - National Charter Conference			

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Transportation (Student) ((510-513)			
Personnel and Wage Records and Data Management			
Supplies (600)			
Instructional and other general supplies (610)			
Library Instructional Aids/Books/Periodicals(640/645)			
Textbooks (641)			
Audiovisual Materials (646)			
Software (670)	MS Office x 3	Qbooks	\$900
Other (printing; postage)			
Postage			\$500
Total Instruction, Administration & Support			\$132,000
Operations & Maintenance			Total
Purchased Property Services(400)			
Facilities Rental or Lease (440)			
Water, Sewage, Disposal Services			
Property Tax			
Equipment or Vehicle Rental or Lease/Purchase Agreements			
Custodial Services			
Other Purchased Services (500)			
Liability Insurance (520/521)	Risk Mgmt		\$1,000
Property Insurance (520/521)			
Treasurers Bond (520/521)			
Advertising and Marketing			\$4,000
Printing and Binding	flyers, copies		\$2,500
Telephone			
Internet			
Supplies (600)			
Operational Supplies			\$750
Computer Supplies			\$500
Utilities and other Expendable Supplies (610-630)			
Property (700)			
Land & Improvements			
Renovations to Hartvigsen			\$50,000
Buildings			
Technology-Related Hardware (Computers etc.)			\$5,735
Laptop computers	3	1600	
Printer/scanner/fax	1	200	
LCD projector	1	735	
Furniture & Other Equipment			
Debt Service and Miscellaneous Costs (800)			
Fees/Permits & dues	501c3		\$500
Association memberships			
Loan Payments			
Other (security, copier lease)			
Total Operations & Maintenance			\$ 64,985.00
Total Expenditures			\$ 196,985.00
Total Revenues			\$208,235
			Balance
Budget Balance (Revenues-Expenditures)			\$11,250
Budget Balance as Percentage of Revenue			5.4%

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 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Charter School Name: UTAH INTERNATIONAL CHARTER SCHOOL			
	Enrollment Maximum or Target		
	First Operational Year		
Number of Students:	320		
Grade Configuration:	7, 8, 9, 10		
Revenue	Total		
Local Funding including anticipated fees from students			
Fee Basis if applicable:			
School Food Program Sales to students & Adults			
State Funding	\$1,811,901		
Startup Grant	\$106,235		
Federal School Meals Program Revenue			
Federal IDEA	\$57,600		
Federal NCLB Title Programs	\$54,400		
Private Grants & Donations			
Source(s): Private Donations	\$1,000		
Source(s): Foundations & Grants			
Source(s): Corporate Giving	\$1,000		
Loans:			
Revolving Loan Fund	\$112,000		
Other (specify):			
Prior year carry forward	\$11,250		
Total Revenue	\$2,155,386		
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Director/Principal/CEO	1.00	80,000	\$80,000
Business/Operations Manager	1.00	60,000	\$60,000
Officer Manager	-	40,000	\$
Secretary/Registrar/Office Support	2.00	30,000	\$60,000
Business/Operations Support	-	30,000	\$
Cohort Teachers	16.00	37,000	\$592,000
Special Ed Coordinator	1.00	35,000	\$35,000
Counselor	2.00	35,000	\$70,000
Librarian/IT Coordinator	1.00	35,000	\$35,000
Social Worker/Refugee-Immigrant Liaison	1.00	33,000	\$33,000
Extra Professional Development Week (5 days)	20.00	949	\$18,974
Educator Stipends			
Employee Benefits (200)	45%		\$442,788
Purchased Professional Services(300)			
Paraprofessionals (29h*40*\$11)	4	12,760	\$51,040
Substitute Teachers (daily basis - 140x6*\$11)	14x10x6x\$11		\$9,240
Audiologist, Psychologist, related support services (contracted)			5,000
Professional Employee Training and Development (330)			
Administrative Services in Support of Management (310)			
Professional Educational Services (contracted) (320)			1,000
Internationals Network Development Training	INPS Consulting		25,000
Curriculum Development Consultants	5	\$750	3,750
SIOP Consultant	5	\$750	3,750
Educational & Teaming Consultant/Facilitator	15	\$150	2,250
Counseling & Social Work Teaming Consultant	5	\$100	500
Translation Services			4,000
Legal (300)			
Audit Services (300)			7,500
Web Site Development/Maintenance (300)			1,500
IT Consulting			15,000
Purchased Property Services(400)			
Facilities Rental or Lease (440)			
Property Tax			

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Equipment or Vehical Rental or Lease/Purchase Agreements			
Other Purchased Services (500)			
Travel (580)			
Transportation (Student) (510-513) FIELD TRIPS			5,000
Personnel and Wage Records and Data Management			
Supplies (600)			
Professional Development Allowance			8,800
Instructional and other general supplies (610)			5,000
Library Instructional Aids/Books/Periodicals (640/645)			3,200
Textbooks - Instructional Materials (641)			28,000
Audiovisual Materials (646)			
Software (670)			4,000
Other (printing, postage)			
Postage			3,500
Total Instruction, Administration & Support			\$1,613,793
Operations & Maintenance			Total
Purchased Property Services (400)			
Facilities Rental or Lease (440)			203,457
Water, Sewage, Disposal Services, Electric	est per KB		70,000
Maintenance contribution to GSD			10,000
Property Tax			-
Equipment or Vehical Rental or Lease/Purchase Agreements			-
Custodial/Grounds Services	200x\$15x6		18,000
Other Purchased Services (500)			
Liability Insurance (520/521)	Risk Mgmt		5,760
Property Insurance (520/521)	Risk Mgmt		300
Treasurers Bond (520/521)			300
Advertising and Marketing			8,000
Printing and Binding			4,000
Telephone VOIP (net after e-Rate discount)			2,000
Internet (net after e-Rate discount)			2,000
Supplies (600)			
Operational Supplies			3,500
Computer Supplies			2,000
Utilities and other Expendable Supplies (610-630)			
Property (700)			
Land & Improvements			
Renovations to Hartvigsen			
Buildings			
Technology-Related Hardware (Computers etc)			74,458
Telephone handsets for VOIP			1,000
Furniture & Other Equipment			10,000
Debt Service and Miscellaneous Costs (800)			
Fees/Permits & dues			400
Professional Association Memberships			100
Loan Payments			
Revolving Loan Fund Repayment (12 months on \$100,000)	\$1752.78*12mos		21,033
Other (security, copier lease)			
Copier Lease	4*\$300/mo		14,400
Total Operations & Maintenance			\$ 450,708
Total Expenditures			\$ 2,064,500
Total Revenues			\$ 2,155,386
			Balance
Budget Balance (Revenues-Expenditures)			\$ 90,886
Budget Balance as Percentage of State Revenue			5.0%

Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Charter School Name: UTAH INTERNATIONAL CHARTER SCHOOL			
	Enrollment Maximum or Target		
	Second Operational Year		
Number of Students:	400		
Grade Configuration:	7, 8, 9, 10, 11		
Revenue	Total		
Local Funding including anticipated fees from students			
Fee Basis if applicable:			
School Food Program Sales to students & Adults			
State Funding	\$2,352,152		
Startup Grant	\$87,530		
Federal School Meals Program Revenue			
Federal IDEA	\$72,000		
Federal NCLB Title Programs	\$68,000		
Private Grants & Donations			
Source(s): Private Donations	\$1,000		
Source(s): Foundations & Grants			
Source(s): Corporate Giving	\$1,000		
Loans:			
Other (specify):			
Prior year carry forward	\$90,885		
Total Revenue	\$2,672,567		
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Director/Principal/CEO	1.00	80,000	\$80,000
Business/Operations Manager	1.00	60,000	\$60,000
Officer Manager	-	40,000	\$
Secretary/Registrar/Office Support	2.00	30,000	\$60,000
Business/Operations Support	0.50	30,000	\$15,000
Cohort Teachers	20.00	37,000	\$740,000
Special Ed Coordinator	1.00	35,000	\$35,000
Counselor	3.00	35,000	\$105,000
Librarian/IT Coordinator	1.00	35,000	\$35,000
Social Worker/Refugee-Immigrant Liaison	1.00	33,000	\$33,000
Extra Professional Development Week (5 days)	26.00	949	\$24,667
Educator Stipends			\$38,600
Employee Benefits (200)	45%		\$551,820
Purchased Professional Services(300)			
Paraprofessionals (29h*40*\$11)	5	12,760	63,800
Substitute Teachers (daily basis - 17x10x6x\$11)	17x10x6x\$11		11,220
Audiologist, Psychologist, related support services (contracted)			5,000
Professional Employee Training and Development (330)			
Administrative Services in Support of Management (310)			
Professional Educational Services (contracted) (320)			2,000
Internationals Network Development Training	INPS Consulting		25,000
Translation Services			3,500
Legal (300)			
Audit Services (300)			7,500
Web Site Development/Maintenance (300)			2,000
IT Consulting			25,000
Purchased Property Services(400)			
Facilities Rental or Lease (440)			
Property Tax			
Equipment or Vehical Rental or Lease/Purchase Agreements			
Other Purchased Services (500)			
Travel (580)			

Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Transportation (Student) ((610-513)			15,000
Personnel and Wage Records and Data Management			
Supplies (600)			
Professional Development Allowance	24.5	1000	27,000
Instructional and other general supplies (610)			11,000
Library Instructional Aids/Books/Periodicals(640/645)			10,000
Textbooks - Instructional Materials (641)			50,000
Audiovisual Materials (646)			
Software (670)			4,000
Other (printing; postage)			
Postage			3,500
Total Instruction, Administration & Support			\$2,043,607
Operations & Maintenance			Total
Purchased Property Services(400)			
Facilities Rental or Lease (440)			214,165
Water, Sewage , Disposal Services			73,500
Maintenance contribution to GSD			10,000
Property Tax			-
Equipment or Vehical Rental or Lease/Purchase Agreements			-
Custodial/Grounds Services	200x\$15x6		18,900
Other Purchased Services (500)			
Liability Insurance (520/521)			7,200
Property Insurance (520/521)			300
Treasurers Bond (520/521)			300
Advertising and Marketing			8,000
Printing and Binding			4,000
Telephone VOIP (net after e-Rate discount)			2,000
Internet (net after e-Rate discount)			2,000
Supplies (600)			
Operational Supplies			3,500
Computer Supplies			2,000
Utilities and other Expendable Supplies (610-630)			
Property (700)			
Land & Improvements			
Renovations to Hartvigsen			
Buildings			
Technology-Related Hardware (Computers etc)			54,915
Telephone Handsets VOIP			100
Furniture & Other Equipment			2,000
Debt Service and Miscellaneous Costs (800)			
Fees/Permits & dues			500
Professional Association Memberships			750
Loan Payments			
Revolving Loan Fund Repayment (12 months on \$100,000)	\$1752.78*12mos		21,033
Revolving Loan Fund Repmt (12 mos \$112,000)	\$1963.11*12mos		23,557
Other (security, copier lease)			
Copier lease	6*\$330*12		23,760
Total Operations & Maintenance			\$ 472,481
Total Expenditures			\$ 2,516,087
Total Revenues			\$ 2,672,567
			Balance
Budget Balance (Revenues-Expenditures)			\$ 156,480
Budget Balance as Percentage of State Revenue			6.7%

State Minimum School Program Revenue Worksheets

UTAH INTERNATIONAL SCHOOL REVENUE WORKSHEET

FY 2013-2014 --- First Operational Year

*******PROJECTION ONLY*******

School Name			
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	160	0.99	158.4
Estimated ADM (9-12)	160	1.2	192
Special Ed Pre-School	0	total WPUs	350.4
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	26		
Special Ed (Self-Contained)	6		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	16		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	288		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	350.4000	\$ 902,981
Professional Staff	0.05000	17.5200	45,149
Restricted Basic School:			
Special Ed-Add-on	1.0000	32.0000	82,464
Spec. Ed. Self-Contained	1.0000	6.0000	15,462
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		39,802
Total WPU Programs		405.9200	\$ 1,085,857
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 12,080
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	\$37.67 per student		12,054
Reading Achievement Program	\$15.97 per WPUs		6,483
	\$2.04 per K-3 student		-
	\$32.96 per low income student		9,492
Charter Administrative Costs	\$100 per student		32,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		-
ESA-School Administrators	\$2,500 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,687 per student		549,962
Total Non-WPU			\$ 625,176
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	16	2,400
Library Books and Resources	\$0.84 per student	326	274
Total One Time			\$ 2,674
ESTIMATED Total All State Funding			\$ 1,713,707
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

UTAH INTERNATIONAL SCHOOL REVENUE WORKSHEET
FY 2013-2014 --- First Operational Year --- 75% Enrollment
*******PROJECTION ONLY*******

School Name			
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	120	0.99	118.8
Estimated ADM (9-12)	120	1.2	144
Special Ed Pre-School	0	total WPUs	262.8
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	20		
Special Ed (Self-Contained)	4		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	11		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	1		
Prior Year WPUs			
ELL Students	216		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	262.8000	\$ 677,236
Professional Staff	0.05000	13.1400	33,862
Restricted Basic School:			
Special Ed--Add-on	1.0000	24.0000	61,848
Spec. Ed. Self-Contained	1.0000	4.0000	10,308
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		29,851
Total WPU Programs		303.9400	\$ 813,105
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 9,045
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	\$37.67 per student		9,041
Reading Achievement Program	\$15.97 per WPUs		4,854
	\$2.04 per K-3 student		-
	\$32.96 per low income student		7,119
Charter Administrative Costs	\$100 per student		24,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		-
ESA-School Administrators	\$2,500 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,687 per student		411,628
Total Non-WPU			\$ 468,791
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	11	1,650
Library Books and Resources	\$0.84 per student	244	205
Total One Time			\$ 1,855
ESTIMATED Total All State Funding			\$ 1,283,751
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

UTAH INTERNATIONAL SCHOOL REVENUE WORKSHEET
FY 2014-2015 --- Second Operational Year
*******PROJECTION ONLY*******

School Name	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	160	0.99	158.4
Estimated ADM (9-12)	240	1.2	288
Special Ed Pre-School	0	total WPUs	446.4
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	48		
Special Ed (Self-Contained)	12		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	19		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	16		
School Administrators (CACTUS)	1		
Prior Year WPUs	350.4		
ELL Students	360		
Low Income Students-prior year	256		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	446.4000	\$ 1,150,373
Professional Staff	0.05000	22.3200	57,519
Restricted Basic School:			
Special Ed--Add-on	1.0000	60.0000	154,620
Spec. Ed. Self-Contained	1.0000	12.0000	30,924
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		39,802
Total WPU Programs		540.7200	\$ 1,433,237
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 16,092
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	\$37.67 per student		15,068
Reading Achievement Program	\$15.97 per WPUs		8,635
	\$2.04 per K-3 student		-
	\$32.96 per low income student		11,866
Charter Administrative Costs	\$100 per student		40,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		83,440
ESA-School Administrators	\$2,500 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,687 per student		695,044
Total Non-WPU			\$ 873,249
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	19	2,850
Library Books and Resources	\$0.84 per student	412	346
Total One Time			\$ 3,196
ESTIMATED Total All State Funding			\$ 2,309,682
<small>¹Steps one through three get \$250; steps four or higher get \$175 ²Steps one through three get \$200; steps four or higher get \$150</small>			
<small>Questions: Call Cathy Dudley @ 538-7667 Updated 04-18-11</small>			

UTAH INTERNATIONAL SCHOOL REVENUE WORKSHEET
FY 2014-20145--- Second Operational Year --- 75% Enrollment
*******PROJECTION ONLY*******

School Name			
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	120	0.99	118.8
Estimated ADM (9-12)	180	1.2	216
Special Ed Pre-School	0	total WPUs	334.8
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	36		
Special Ed (Self-Contained)	9		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	14		
WPU Value	\$2,816		
Prior Year Teacher FTE (CACTUS)	12		
School Administrators (CACTUS)	1		
Prior Year WPUs	262.8		
ELL Students	0		
Low Income Students-prior year	192		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	334.8000	\$ 942,797
Professional Staff	0.05000	16.7400	47,140
Restricted Basic School:			
Special Ed-Add-on	1.0000	45.0000	115,965
Spec. Ed. Self-Contained	1.0000	9.0000	25,344
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		29,851
Total WPU Programs		405.5400	\$ 1,161,097
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 12,069
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	\$37.67 per student		11,301
Reading Achievement Program	\$15.97 per WPUs		6,476
	\$2.04 per K-3 student		-
	\$32.96 per low income student		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		62,580
ESA-School Administrators	\$2,500 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,687 per student		521,283
Total Non-WPU			\$ 646,813
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) \$200 or \$150 per teacher (7-12) ²	0 14	- 2,100
Library Books and Resources	\$0.84 per student	309	260
Total One Time			\$ 2,360
ESTIMATED Total All State Funding			\$ 1,810,270
Steps one through three get \$250; steps four or higher get \$175			
Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

Section 9: Fiscal procedures

The Utah International Charter School (UICS) Board of Trustees is ultimately responsible for the financial management and health of the school. The Board approves and provides oversight for the school's annual budget and establishes fiscal policy and procedure. The Board hires and charges the school's Executive Director to execute the annual budget and financial operation. The Director hires additional personnel to assist in this arena, including an experienced business management assistant or a contracted business service provider with a proven track record.

The following financial policies and procedures have been approved by the Board of Trustees. The Executive Director and business management staff will be charged with developing detailed UICS Fiscal Policy and Procedures Guidelines to be reviewed and approved by the Board.

Standards – UICS's financial operation will comply with Generally Accepted Accounting Principles, which include Generally Accepted Governmental Auditing Standards financial reports. UICS will utilize the chart of accounts and fiscal practices of the USOE Finance and Statistics Section.

School Finance and Statistics Trainings – Appropriate UICS personnel, including the Executive Director and business management staff, will attend USOE School Finance & Statistics trainings regarding the Minimum School Program, financial reporting requirements, and Legislative changes of import to charter schools and districts. The Executive Director and business management staff where necessary will attend all USOE Charter School Section monthly meetings. UICS, in its efforts to ensure that all fiscal matters are handled responsibly and ethically, understands the need for ongoing training to stay abreast of the requirements of the State when handling public funds.

Budget – UICS prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees at an open and public meeting. They are reviewed regularly and modified as necessary. UICS will comply with the budgeting rules for local school boards as outlined in 53A-19-102.

Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the Executive Director and business management personnel will prepare financial status reports for the Board Treasurer and the full Board of Trustees, including profit and loss, budget versus actual, cash flow, balance sheet and accounts payable. A monthly (quarterly after the first operational year) financial statement will also be provided to the staff of the Utah State Charter School Board. Business management staff will maintain complete and open records for any person who requests the information in compliance with Utah State Laws and federal regulations governing the request of public records.

Segregation of Duties & Signature Authority – Because of its small size, it is especially important for UICS finance personnel to be conscious of the separation of duties to prevent fraud or the appearance of fraud, especially in areas concerning cash, revenue receipts and check signing. The Board President, the Treasurer of the Board and the Executive Director shall have signatory authority and are responsible for authorizing cash transactions. Signature authority may

be granted to others as directed by the Board. All checks must have two signatures. A check may not be signed by the person who has prepared the check.

Purchasing Policies & Procedures – UICS’s purchasing guidelines exist to ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors. UICS utilizes the following procurement guidelines per State guidelines:

- Contracts under \$1,000 - The school uses sound business practices when procuring goods and services for amounts less than \$1,000.
- Contracts from \$1,000 to \$50,000 - The school seeks price quotes from at least two vendors (three quotes are preferred) and awards the contract to the responsible vendor offering the supply or service needed for the best price, appropriate quality and in the necessary timeframe.
- Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the best price.
- Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

School Fees – UICS will follow all State Rules related to charging school fees. Minimal fees may be charged as per UICS’s Board-approved fee policy. Fees may include lockers, towels, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees. Fees will be set, approved, and published each school year by the Board of Trustees. The fee schedule will be posted and distributed to all parents or guardians annually. Students are assisted in applying for a waiver of any school fees as per Board policy and State Rules.

Independent Auditor – As per its policies and state law, UICS will engage a qualified independent auditing firm to conduct an annual review of its financial operation and prepare Financial Statement and the annual financial reports required by the Utah State Office of Education and the Utah State Auditor. UICS will also engage an audit firm to confirm its October student census count and its year-end student data upload.

Expendable Revenue and Undistributed Reserves – UICS management and Board of Directors will work to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school’s mission, values and spending priorities and receive Board approval in an open meeting. UICS will comply with the rules around school budget undistributed reserves in 53A-19-103.

Investments and Banking – UICS will invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and yield. The school shall allocate interest earnings or losses as they are realized, not less than annually. Reports no less than quarterly, shall be made to the Board of Trustees by the business management staff indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. UICS bank accounts will be placed in reputable and stable financial

institutions and be FDIC insured. Utah Money Management Council reports will be sent in accurately and timely. The school will comply with Rule R628-2, "Investment of Funds of Public Education Foundations Established under Section 53A-4-205 or Funds Acquired by Gift, Devise or Bequest," commonly called, the Money Management Act.

Fundraising and Donations – All revenue producing activities at UICS, including fundraising projects, must support the school vision and educational philosophy. Proposals for fundraising projects should answer the following questions:

1. For what purpose do we need additional funds?
2. How much revenue do we intend to generate?
3. How does this fundraiser align with our school's mission statement and educational beliefs?
4. What are the responsibilities attached to receiving additional funds?

UICS welcomes donations from private sources. Accepted funds must be consistent with the mission and philosophy of the school and promote the education, health or safety of students.

Fiscal and purchasing policies approved by UICS board on March 8, 2011.

Granite School District School Board
UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Utah International Charter School
Board of Directors Meeting
March 8, 2011
Anderson-Foothill Library 3:00 PM
Minutes

1. Attendance: Linda Barth (chair), Wanda Gayle, Al Church, Angella Hamilton, Cynthia Bourne, Steve Winitzky, Ryan Marchant, Amy Wylie, Nazanin Nourmohammadi
2. Approved minutes for 2/14/11, 2/3/11, 1/18/11, 1/10/11, 1/5/11, 12/15/10, 12/8/10, 12/1/10, 11/17/10.
3. Approved name change for Articles of Incorporation. Motion by Amy, seconded by Nazanin.
4. Discussed bylaws revisions. Clarified parent member of board of trustees. Approved revisions to bylaws. Motion by Al, seconded by Angella.
5. Approved Ryan as treasurer. Nominated by Steve. Seconded by Cynthia.
6. Approved Angella as secretary. Nominated by Steve. Seconded by Amy.
7. Approved UICS financial and purchasing policy. Motion by Al, seconded by Amy.
8. Discussed agenda/issues for meeting with Dr. Bates of Granite SD on 3/9/11.
9. Discussed remaining application sections: Facility plan, business plan, and tech plan.
10. Discussed budget and teachers' salaries.
11. Action items: All—Complete remaining sections and send electronic copy to WG. Amy, Al, & Ryan—Complete attached Background Information and have it notarized.
12. Meeting adjourned at 5:00 PM. Next meeting March 18.

Section 10: Organizational Structure and Governing Body

Governing Body of Utah International Charter School

The Utah International Charter School (UICS) is a nonprofit corporation of the State of Utah governed by a volunteer Board of Trustees.

We believe the three Rs of a quality school are rigor, relevance and relationships: academic rigor and high standards for all aspects of the school organization; relevance of the curriculum to personal achievement in our modern world and relevance of the school community to teach and encourage civic engagement; constructive relationships between all the people in our educational community, students, families, school personnel, neighbors, community partners and government. Rigor, relevance and relationships begin with the Board of Trustees.

An effective board is at the heart of a healthy, successful charter school and its students. The governing board of UICS has envisioned the school. It will guide and perform the necessary work to develop the school through the more-than-two-year planning period. It will set policies and performance goals for the school, its staff and students. It will hire, support and evaluate an Executive Director to manage the school and carry out its objectives. The board will ensure the quality of the school through ongoing evaluation and improvement.

Board Roles and Responsibilities

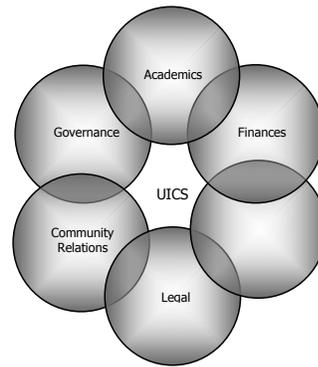
The UICS Board of Trustees has adopted a job description for members that articulates member responsibilities (see Attachment C). Specific responsibilities are outlined in the UICS Bylaws (see Attachment A). In brief, board members of UICS, individually and as a body, are responsible for the following:

- Determining the mission and purpose of the school and keep it clearly in focus
- Selecting the Executive Director
- Supporting and reviewing the performance of the Executive Director
- Ensuring effective organizational planning
- Ensuring adequate resources
- Managing resources effectively
- Determining, monitoring, and strengthening programs and services
- Enhancing the school's public standing
- Ensuring legal, financial, and ethical integrity and maintaining accountability
- Recruiting and orienting new board members
- Assessing board performance

Quality Governance

Creating and maintaining a quality charter school requires that our Board of Trustees, in concert with our Executive Director, annually set measurable goals with regular evaluation and course correction as needed. The Executive Director will be responsible for achieving goals. Goals will be set and evaluations conducted for the following areas of our organization and school:

- 1) Academics—Academic achievement and growth of individual students.
- 2) Finances—Integrity of fiduciary aspects of the school organization, including accurate and on-time reporting.
- 3) Operations—Efficient planning, implementation, support and oversight of the facilities and personnel including the health and safety of students.
- 4) Legal—Compliance with the legal responsibilities and requirements of public schools and nonprofit corporations.
- 5) Community relations and support—Dynamic engagement with parents/guardians and community partners.
- 6) Governance—Effective oversight of the schools mission, objectives, finances, and management.



We believe that effective boards assess themselves and work to improve their own performance. Thus, the UICS board charges one of its members to serve as governance quality coach, annually implementing and carrying out a professional board development plan that includes professional development activities as a regular item of board meeting agendas and retreats.

Key Organizational Elements

Our adopted bylaws are included in Attachment A. The following lists some bylaws elements that are important for reviewers to understand about our board and organization:

- Meeting frequency is set by the board. Currently and through our first operational school year, we anticipate regular monthly meetings. Our long-term goal is to develop a school organization that functions effectively enough so that the board will be able to perform its duties within quarterly board meetings, which, realistically, may be by the second or third year of operation.
- Board size is determined by the board and must be at least three members. Currently, there is consensus that the ideal board size is seven to 11 members.
- Selection. Board members are elected by a majority vote of the board to staggered three-year terms.

- Removal. Board members may be removed with or without cause by a majority vote of the board. The parent/guardian board member may be removed with or without cause by a majority vote of the parent/guardian organization, not by the UICS board.
- Parent/Guardian board member. Once the school is operational, UICS will add one board member who is a parent/guardian with a currently enrolled student who is selected by the school's parent/guardian organization to one-year terms that may be repeated.
- Teacher Advisor. The board will also include a non-voting advisor who is a teacher selected by the school's teaching team. One-year term.
- Student Advisor. The board will also include a non-voting advisor who is a current student selected by the school's student body. One-year term.
- The Executive Director is expected to attend and participate in board meetings as appropriate.
- Transition from founding board to operational board. UICS recognizes the differences between the responsibilities of the founding board and those of the operational board and understand that once an Executive Director is hired and UICS opens its doors to students, the transition from a hands-on managerial board to a governance board will begin. This recognition is included in the bylaws.
- Legal Compliance. The board complies with Utah's Open and Public Meeting laws, including an annual training and update as part of its meeting cycle. The board complies with other State and Federal regulations for Utah charter schools.
- Contracts and Borrowing. Our nonprofit corporation has the ability to enter into contracts and to borrow money.

Officers of the Board

Our bylaws call for a chair, vice chair, secretary, treasurer, and other positions as determined by the board. Officers are selected by a majority vote of the board and serve one-year terms. Officers may be removed with or without cause by a majority vote of the board. Officer job descriptions are as follows:

Chair. Subject to board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. Responsibilities include:

- A. As the senior volunteer leader of UICS, presides at all meetings of the Board of Trustees and other meetings as required.
- B. Works with the Executive Director and other board officers to develop the agendas for Board of Trustees meetings.

- C. Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- D. In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
- E. Works with the Executive Director and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- F. Communicates effectively with and supports the Executive Director in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
- G. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.

Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe. Responsibilities include:

- A. Secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence.
- B. Supports the activities of the Chair including sharing responsibilities as appropriate.
- C. Supports and challenges the Chair in all his or her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.

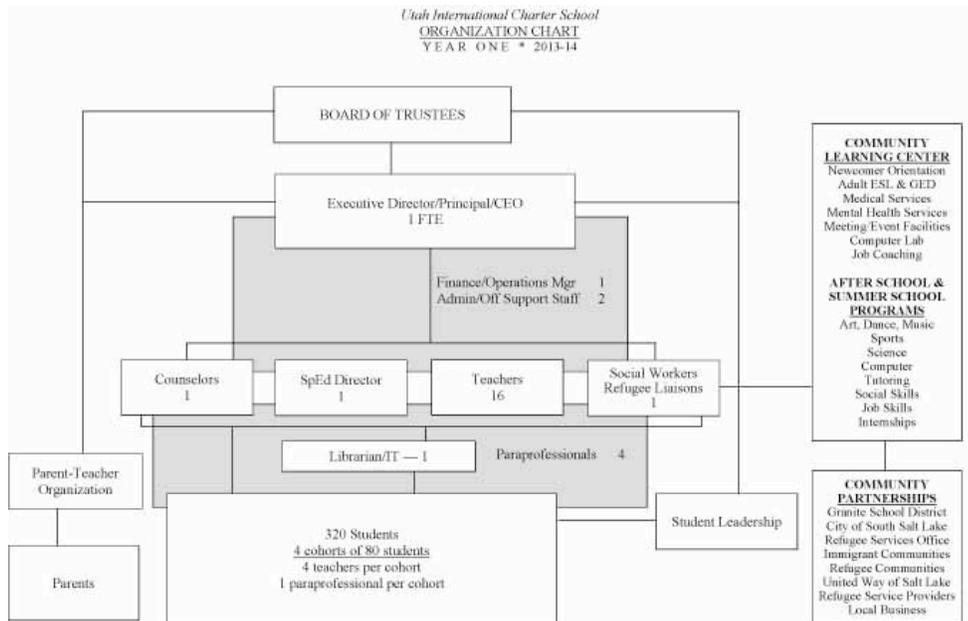
Secretary. Reports to the Chair and Board of Trustees. Responsibilities include:

- A. Provide direction and oversight for the keeping, at the principal office of the corporation or at such a place as the Board may determine, all organizational documents, including the articles of incorporation, the bylaws, adopted policies and a book of minutes of all meetings of the Trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- B. Present for approval by the Board copies of all minutes of meetings of the board.
- C. Serves as the protocol and communications officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, and committee report, the adherence to open meeting laws, and other procedural requirements are followed legally and ethically.

Treasurer. Reports to the Chair and the Board of Trustees. Supports the Executive Director and business management personnel. This position requires some background in and understanding of finance and business management. The Treasurer is responsible for ensuring that Board members understand financial aspects of the organization. Responsibilities include:

- A. Facilitates the board in meeting its financial oversight responsibilities.
- B. Ensures the presentation of timely and meaningful financial reports to the board.
- C. Ensures the development of annual budget and its submission to the Board for its approval and leads the monitoring of budget implementation.
- D. Oversees development and board review of financial policies and procedures.
- E. Leads in the Board review of the annual financial audit including the management letter.
- F. Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Organization and Management



Structure

The Executive Director is hired by the Board of Directors to fulfill the mission of UICS. Together they annually establish measurable goals in the key areas of the school and organization. It is the responsibility of the Executive Director to assemble a staff to execute the actions required to meet goals. The UICS Executive Director will also be responsible for overseeing effective community relations. See Executive Director job description on page 139.

The Executive Director is also the school’s Principal and Instructional Leader, responsible for the academic program that includes UICS’s special approach to educating secondary-age students who are English Language Learners. The Executive Director/Principal is responsible

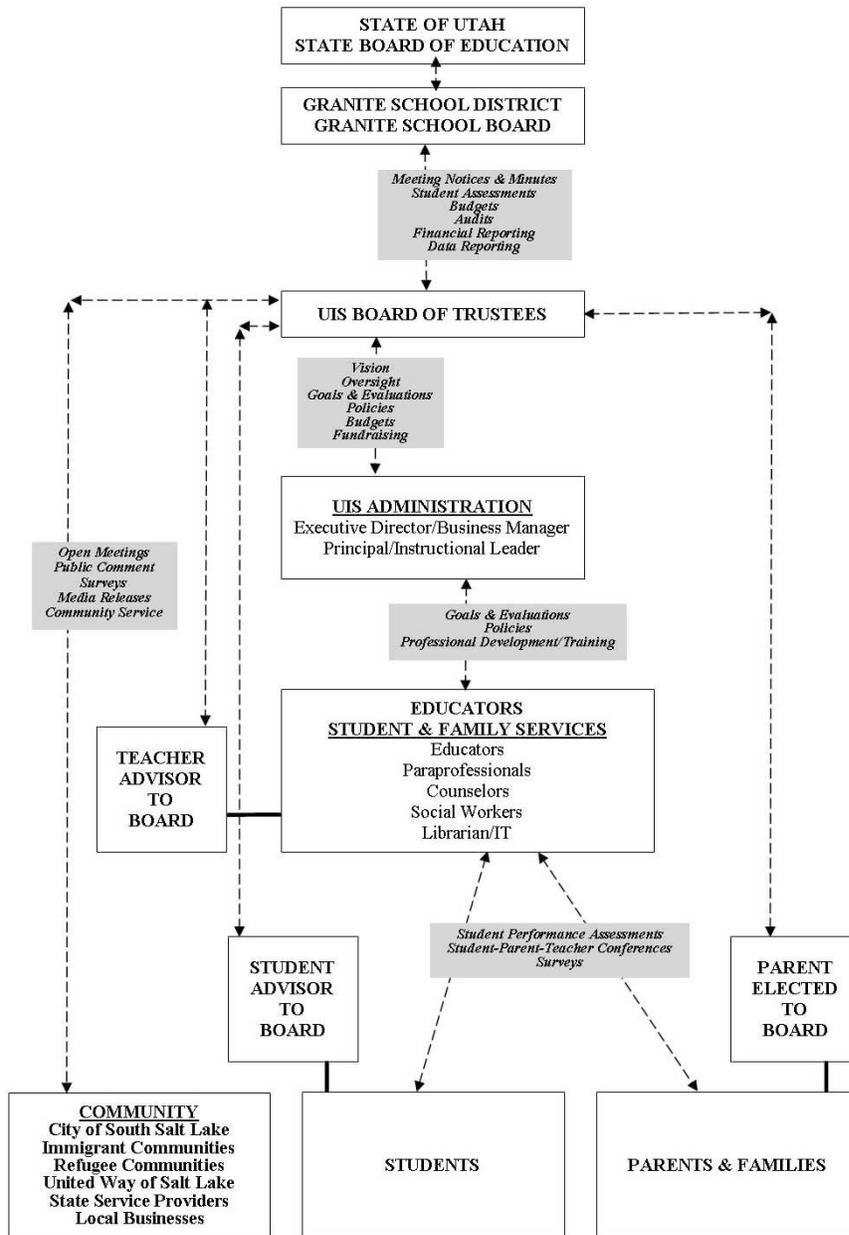
for the development and health of the school community and for the individual growth of each student. The Executive Director/Principal will define the instructional plan and be responsible for hiring the teaching staff and student support personnel. The Executive Director/Principal will support staff growth with a dynamic professional learning community plan and perform teacher evaluations.

The Executive Director will hire an experienced individual, or contract with an experienced service provider for financial and operations management. In effect, this person or company will be the UICS Business Manager. The business management functions will be assisted by either hired staff support personnel or through a business management service contractor. The business management team will work closely with the Executive Director to develop and manage the annual budget, maintain proper records and comply with reporting requirements. It is expected that the business and operations management staff will perform their functions effectively in order that the Executive Director/Principal may focus the majority of his/her attentions to the educational aspects of UICS.

The primary administrative, student services and education staff, under the direction of the Executive Director/Principal, will work collaboratively to assess student needs and meet them holistically. The staff will include educators, special education director, counselors, immigrant/refugee liaisons, social services professionals, support paraprofessionals and administrative personnel.

UICS personnel will encourage and support the development of a strong parent organization and leadership including a voting representative to the Board; an active student organization and leadership including a Student Advisor to the Board; as well as seeking governance input from staff through a Teacher Advisor to the Board.

Utah International Charter School
Flow of Information



Articles of Incorporation Adopted at Board Meeting October 2010

Granite International High School
[Subsequently renamed: Utah International Charter School]
Board of Trustees Meeting
October 6, 2010
Anderson Foothill Library
3:00 PM

Minutes

Attendance: Ryan Marchant, Steve Winitzky, Linda Barth (chair), Wanda Gayle, Al Church, Angella Hamilton, Nazanin Nourmohammadi, Cynthia Bourne

Guest: Troy Bennett, City of South Salt Lake

1. Reviewed vision and mission
2. Steve: Ideas on board roles and responsibilities, board job descriptions, and board development. Steve will facilitate ongoing board training at each meeting.
3. Motion by Steve (second by Wanda) to adopt Articles of Incorporation pending legal review. Motion accepted unanimously.
4. Al: Has a legal contact and will pursue pro bono legal assistance
5. Motion to accept officers of board accepted unanimously. Steve mentioned possible future ex officio board members such as parents, students, teachers, City of South Salt Lake representatives, SLCC representatives.
6. Discussion of Bylaw Article 6, parameters of board size and address of registered agent (Linda is the registered agent).
7. Discussed domain name possibilities. Ryan will check into graniteinternationalhs.com.
8. Linda: Presented a GIHS logo & motto. Linda will distribute electronically.
9. Linda: Reported on her visit to the INPS at LaGuardia Community College in NYC, her discussion with Liliana Vargas, and partnering possibilities and implications. Cost up to \$1.6 million over 5 years.
10. Al: Remarks on revenue streams. Two main streams: Revolving loan & Federal start-up funds.

Subsequent to this Board meeting, a legal review of the UICS articles of incorporation was performed by an attorney at the Utah State Office of Education; no corrections or revisions were suggested.