



UTAH CHARTER SCHOOL APPLICATION

January 20, 2012

**Submitted to the
Utah State Charter School Board
Utah State Board of Education
Granite School District**

School Name: Esperanza Elementary
Applicant Name: Generación Floreciente

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School Name: Esperanza Elementary

Applicant Name: Generación Floreciente

Generación Floreciente Board of Directors:

Martin Banks
James Cody Case
Silvia Castro
Janet Christensen
Kenna Friddle
Robert Heyn
Barbara Lovejoy
Patricia Matthews
Flavia McKnight
Marlon Morales
Suzi Ramos
Carmen Thompson
Steven Winitzky

The Esperanza Elementary charter school application was submitted in person to the office of Dr. Martin Bates, Superintendent, Granite District on January 20, 2012

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 after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board 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.

Barbara Lovejoy
Authorized Agent (please print)

Barbara Lovejoy
Signature of Authorized Agent

4-01-11
Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

Section 2: Title Page

Name of Proposed Charter School Esperanza Elementary
☒ [X] New School ☐ [] Convert School

Name of Applicant Applying for the Charter Generación Floreciente, a 501(c)(3) organization

Authorized Agent for Applicant Barbara Lovejoy

Authorized Agent Mailing Address 854 Elm Avenue

City Salt Lake City State UT Zip 84106
 District school will be located Granite E-mail bclovejoy@msn.com
 Daytime Phone (801) 548-1538 Fax _____

Form of Organization

☒ [x] Non-Profit

The governing body of Generación Floreciente/Esperanza Elementary charter school is responsible for the policy decisions of the school.

| Name | Phone Number | Experience/Background | Board Position |
|--------------------------|--------------|--|------------------|
| Martin Banks, J.D. | 801.631.2940 | Attorney; CPA | Member |
| Cody Case | 801.815.1308 | Educator; Potential Staff | Member |
| Silvia Castro, M.B.A | 801.215.9051 | Business/Nonprofit experience; former Director Utah Hispanic Affairs Off | Member |
| Janet Christensen | 801.833.6331 | Educator; Special Education | Member |
| Kenna Friddle, M.S. | 801.367.3392 | Educator; Potential Staff | Board Secretary |
| Robert Heyn, M.B.A | 801.477.7727 | Business experience; Education Dir, Pete Suazo Center | Member |
| Barbara Lovejoy, M.S. | 801.548.1538 | Educator; Administrator; Potential Staff | Board Chair |
| Patricia Matthews, Ph.D. | 801.587.9075 | Education Professor, University of Utah | Member |
| Flavia McKnight | 559.903.9652 | Community advocate; Educator; Potential Staff | Member |
| Marlon Morales | 801.928.3725 | Business/Comm Relations, Zions Bank | Member |
| Suzi Ramos | 801.487.4985 | Educator; Potential Staff | Board Vice Chair |
| Carmen Thompson | 801.835.7364 | Community Advocate; Educator | Member |
| Steven Winitzky | 801-953-2748 | Charter School Founder; Business Mgr | Board Treasurer |

A list of Founding Members follows. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application per R277-481) are eligible for preferential enrollment under both State and Federal Charter School law [53A-1a-506(b)(i)]. No more than 5% of all Esperanza Elementary students will be admitted through enrollment preference. Preference may be given to siblings of admitted students and to children of founders, teachers and staff. Esperanza Elementary may add to this list of founders prior to the first day of school.

| Founding Members | | |
|-------------------------|--------------|--|
| Name | Phone | Children who may receive preference |
| Banks, Marty | 801.631.2940 | none |
| Bensor, Elena | 801.707.1108 | none |
| Case, Cody | 801.815.1308 | 2 |
| Christensen, Janet | 801.833.6331 | none |
| Christensen, Jared | 801.230.2142 | none |
| Friddle, Kenna | 801.367.3392 | none |
| Lovejoy, Barbara | 801.548.1538 | none |
| Matthews, Patricia | 801.587.9075 | none |
| Mcknight, Flavia | 559.903.9652 | none |
| Morales, Marlon | 801.928.3725 | none |
| Ramos, Suzi | 801.487.4985 | 3 |
| Thompson, Carmen | 801.835.7364 | none |
| Winitzky, Steven | 801.953.2748 | none |

SECTION 3: TARGET POPULATION & PURPOSES

Mission Statement: All Esperanza Elementary stakeholders work as a team doing whatever it takes to provide the environment that fosters what each student needs to become biliterate and to acquire the skills and attributes needed to effectively serve in our global community.

Esperanza's mission-specific Goals (indicators/measures/metrics/targets) are included at the end of the Appendix.

Community Engagement: Esperanza Elementary ensures that this mission is accomplished through its unique program and school community. The ultimate success of students and the school is dependent upon all of the constituents – especially parents, staff and board – understanding the programs and community culture, and being engaged and involved. We have set a goal to support this.

| <i>Indicator - School community engagement</i> | | |
|--|---|--------|
| Measure | Metric | Target |
| School community education/engagement rate | Percentage of stakeholders who are educated about Esperanza's four foundation pillars – Invitational Education, Quality School, Best Teaching/Learning Practices, Community Learning School – before and during the 2013-14 school year through orientations, parent meetings, student meetings, and professional development | 100% |

Grades to be served: Esperanza Elementary will serve Kindergarten through 6th grades. We may wish to expand to include 7th and 8th grades. In the future, if we decide to expand we will submit a formal request to the State Charter School Board.

Number of students per grade and ultimate enrollment: Because research studies indicate that class size could have an impact on academic achievement, especially for minority and lower socio-economic students, class size will be kept at 25 for all grades. The ultimate school enrollment will be no more than 525 for again research suggest that students attending small schools achieve more academically.

Smrekar, C., Guthrie, J. W., Owens, D. E., & Sims, P. G. (2001). March toward excellence: School success and minority student achievement in Department of Defense schools. Retrieved April 12, 2008 from the World Wide Web:
www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/cc/c4.pdf

Bernard, B. (2003). Turnaround teachers and schools. In B. Williams (Ed.) *Closing the Achievement Gap*. (pp. 115-137). Alexandria: Association for Supervision and Curriculum Development.

ESPERANZA ELEMENTARY CHARTER SCHOOL

| GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE | | | | | | | | | | | | | | TOTAL NUMBER OF STUDENTS (Enrollment cap) |
|--|----|----|----|----|----|----|----|---|---|---|----|----|----|--|
| Year 1 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 2012-13 | 75 | 75 | 75 | 50 | 50 | 50 | 15 | | | | | | | 390 |
| Year 2 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 2013-14 | 75 | 75 | 75 | 75 | 50 | 50 | 50 | | | | | | | 450 |
| Year 3 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 2014-15 | 75 | 75 | 75 | 75 | 75 | 50 | 50 | | | | | | | 475 |
| Year 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 2015-16 | 75 | 75 | 75 | 75 | 75 | 75 | 50 | | | | | | | 500 |
| Year 5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 2016-17 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | | | | | | | 525 |
| Ultimate Enrollment | 75 | 75 | 75 | 75 | 75 | 75 | 75 | | | | | | | 525 |

Target Population:

The students we will serve live in the Granite District in West Valley City (see Section 5: Market Analysis). They will be primarily monolingual Spanish speakers, English/Spanish bilingual speakers, and monolingual English speakers. More than half of our students will live in low-income families. Through its Spanish-English dual language immersion program, where language is learned through content, Esperanza's students will become bilingual, biliterate, and bicultural. They will be well prepared to live and serve as participating citizens of the United States, in their local communities, and in the evolving global community. Esperanza Elementary offers Hispanic students a way to preserve their language and culture while learning the norms of the U.S. Students maintaining their heritage perform better academically.

Gándara, P. (1995). *Over the Ivy Walls*. Albany: State University of New York Press.

Valenzuela, A. (1999). *Subtractive Schooling*. Albany: State University of New York.

Granite School District Relationship

Our goal is to establish a *partnership* relationship with Granite School District (GSD). During our long application process we have kept Superintendent Dr Martin Bates informed of our intention to become a public school in the WVC area of GSD. This latest and final January 2012 revision will be delivered to Dr Bates. We have requested a meeting with Dr Bates and, as soon as we are chartered, we will meet with Dr Bates and his staff and, if appropriate, make a presentation the GSD School Board and community. We have met with Charlene Lui, the GSD

Education Equity Director to introduce ourselves and Esperanza and to begin to plan ways we can collaborate in serving students and sharing professional development efforts.

Student Engagement/Enrollment Goals and Indicators

| <i>Indicator - Student engagement</i> | | |
|---------------------------------------|---|--------|
| Measure | Metric | Target |
| Student attendance rate | Percentage of student attendance for target number of days (167 days) the 2013-14 school year | 93% |
| Within year reenrollment rate | Percentage of students continuously enrolled throughout the 2013-14 school year | 87% |
| Year-to-year reenrollment rate | Percentage of students reenrolling for the 2014-15 school year | 80% |

Purposes of Esperanza Elementary

#1 Improve student learning

A formidable achievement gap exists in Utah, and the nation in general, between White and non-White students. Hispanic students consistently score 20 to 30 points lower than White students. A similar achievement disparity exists between low-income and non-low-income students.

http://www.utaheducationfacts.com/index.php?option=com_content&view=article&id=105&Itemid=72

Esperanza Elementary learning environment will be a dual language immersion program which shows great promise in narrowing and eliminating academic achievement disparities.

Lindholm-Leary, K. (2001). Dual Language Education. Clevedon, England: Multilingual Matters.

Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. [Electronic version]. NABE Journal of Research and Practice, 2, 1-20.

In this model both languages—Spanish and English—are taught through content rather than language being taught as a separate subject. Our Spanish-speaking students will be able to continue to learn content while they are acquiring stronger English skills and thus keep up much better with their English-speaking peers. Also, the focus on Spanish literacy—their first language—provides a firm foundation on which to build their English literacy as skills are transferred to English. The immersion nature of the program will assist our native-English speakers in becoming biliterate and bicultural in a way that can result in stronger academic Spanish skills. Also, both the English speakers and the Spanish speakers will not only reap the benefits from being biliterate but they will also reap the benefits that come from knowing more

than one language such as stronger cognitive skills and creativity skills [citation]. These skills will obviously affect all subjects.

The English speakers and Spanish speakers will be learning together so they will have language and cultural role models when content is being taught in the language that is not their first language. This will benefit both groups of students.

See a more in-depth explanation of Esperanza's dual immersion program in Section 12: Comprehensive Program of Instruction.

#2 Encourage the use of different and innovative teaching methods

Dual language immersion is Esperanza's instructional program. This program—and the school community—will be supported and enhanced by two powerful philosophies. William Purkey's Invitational Education principles and William Glasser's Quality School theory will be infused into the pedagogy as well as all relationships in the Esperanza school community.

INVITATIONAL EDUCATION, a theory of practice, maintains that every person and everything in and around schools and other organizations adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings. Ideally, the factors of people, places, policies, programs and processes should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, socially, physically, psychologically, and spiritually.

Invitational Theory is based on four operating assumptions that give consistency and direction for action:

- Respect: People are able, valuable, and responsible and should be treated accordingly.
- Trust: Education should be a cooperative, collaborative activity.
- Optimism: People possess untapped potential in all areas of worthwhile human endeavor.
- Intentionality: Process is as important as product. Human potential can best be realized by creating and maintaining places, policies, processes and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally ("The Five P's").

Training, time and practice are required to become an Invitational School. Training is included in Esperanza's professional development plan and its budget. We anticipate that by our third year we will have developed to the degree that we will become designated as an Invitational School by the International Alliance for Invitational Education, an organization dedicated to democratic principles. Its mission is to enhance life-long learning, promote positive change in organizations, cultivate the personal and professional growth and satisfaction of educators and allied professionals, and enrich the lives of human beings personally and professionally. Based on respected research-based concepts, Purkey & Novak (1983, 1995), Purkey & Schmidt (1990,

1996) and colleagues have distilled a model for understanding and communicating messages intended to summon forth the realization of human potential as well as for identifying and changing those forces that destroy potential

For a description of inviting schools and how the principles contribute to the safety of a school, see information at <http://chiron.valdosta.edu/whuitt/files/createsafeschools.html>. More information about Invitational Education can be found at <http://www.invitationaleducation.net/ie/ie2.shtml>.

QUALITY SCHOOL THEORY will be a powerful complement to an Invitational School environment. Quality School theory has grown out of the research and writings of William Glasser. In *The Quality School: Managing Students without Coercion*, Dr. Glasser explained how using the principles of lead management a school could create a Glasser Quality School. In subsequent writings, mainly *Choice Theory: A New Psychology of Personal Freedom* and in *Every Student Can Succeed*, he further elaborates on these ideas.

The following website provides research from seven Quality Schools in the United States: <https://www.det.nsw.edu.au/media/downloads/detawsscholar/lfskip/yr08/yr05report/hinder05.doc>

The criteria for being a Quality School are:

1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
2. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.
3. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
4. Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
5. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
6. Staff, students, parents and administrators view the school as a joyful place where the basic needs of survival, love/belonging, freedom, fun, and power are met.

Like the principles of Invitational Education, learning to become a Quality School requires training and practice for our staff and students. It will be an ongoing effort. Training is incorporated into Esperanza's professional development plan and budget.

Esperanza's professional development plan also includes helping educators and staff develop special skills and strategies to assist students who are learning the basic curriculum in a language that is not their first language – this will be all students, part of the time. There are many strategies that help students learn content while their language skills are growing. Our

professional development work will include training on many of them: 2nd language acquisition, scaffolding, “sheltered” strategies, hands-on learning, thematic teaching, differentiation, cooperative learning, peer tutoring, multiple intelligences, brain research, TPR (Total Physical Response), service learning as well as how to best teach literacy to students who are learning bilingually. Over time and with practice teachers will incorporate these strategies and be better prepared to take advantage of what small classes provide. In Appendix A, we have included Esperanza’s professional development plan that addresses how teachers will become proficient in these different strategies.

Chess and violin study will be unique offerings to all Esperanza students. Students will start learning to play chess when they are in kindergarten and continue to play through all their years at Esperanza. There are numerous academic and social benefits to learning to play chess and learning to play does not depend on language. It was the work of Salome El-Thomas that inspired us to have chess as a component of our school. He referred us to a website <http://af4c.org/> that will be extremely helpful. At this site can also be found research that supports the benefits of learning to play chess.

Also, all students will start learning to play the violin and participate in mariachi when they are in kindergarten and continue to play through all their years at Esperanza. Studies such as those noted on the website http://sofiagurfinkel.com/?page_id=17 have shown that there is a correlation between student participation in fine arts and higher academic achievement. The longer a child plays an instrument, the better the academic achievement, no matter what a child’s ethnic background or economic background. We are working with Martha Chávez, a renowned mariachi teacher in Utah, to provide this program for our students. She will be working with us to get a grant to support this program. Because of Martha’s work she has resources to get the materials we need at a good price. We are also contemplating how she can use Esperanza on Saturdays to provide her private music lessons in trade for teaching our students during the week. Esperanza will provide violins.

Esperanza will also put an emphasis on civics so students will have a solid understanding of the government so that they can learn to participate and make a difference in the governance of their communities, now and in the future. We will help to develop in our students the characteristics and attribute that will enable them to be caring members of the global community. For guidance, we will use book, *A Kids’ Guide to Social Action* by Barbara Lewis and the work of *Common Ground*. Students will be involved in service learning throughout their time at Esperanza.

#3 Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program

In order for Esperanza educators to become experts on the teaching methods they need to employ in a dual immersion school they will need to become a professional learning community and participate in a variety of professional development opportunities. Not only will national and local experts be brought to the school for school wide professional development on different components that contribute to a quality dual immersion school, but educators will also be encouraged to attend related conferences, workshops, seminars and to join and participate in various related organizations to strengthen their expertise.

There will be time allotted for vertical grade level meetings as well as horizontal grade level meetings for educators to share what they have learned and to make plans to incorporate the strategies in their classrooms.

To strengthen the commitment of educators to incorporate what they have learned all educators, as part of the professional learning community, will participate in the following:

- Mentoring—Those who have had more experience/knowledge and have attended the mentor workshop will be asked to mentor others in the school
- Each educator will keep a reflective journal
- All educators will participate in cognitive coaching based on Arthur Costas' work
- All educators will participate in teacher action research projects

NOTE: See Appendix A for the Esperanza Professional Development Plan

Esperanza's Professional Learning Community (PLC) has a big job in helping its educator members become skilled at so many aspects of the school's dual immersion program, the principles of Invitational Education and Quality Schools, and a number of research-based pedagogical strategies. Over several years, Esperanza's founder Barbara Lovejoy has studied all of the components of the school program. It is anticipated that she will lead and facilitate the PLC process. The Esperanza budget includes the following to support its PLC and staff professional development:

| | Planning Year | 1st Year of Operation | 2 nd Year of Operation |
|---|------------------|--------------------------|--------------------------------------|
| PD consultants | 3,000 | 7,500 | 12,340 |
| PD Fund for: Conferences, school visits, trainings | 2,250 | 4,860 | 5,160 |
| Conference registrations | 800 | 1,450 | 1,550 |
| Educator PD allowance @ \$300 per educator | | 5,400 | 6,600 |
| Total | 6,050 | 19,210 | 25,650 |

#4 Increase choice of learning opportunities for students

Although there are currently other quality dual immersion schools in Utah because of the efforts of Gregg Roberts, USOE World Language Specialist, Esperanza is unique in the following ways:

- The school community and pedagogy are built on the foundation of the principles of Invitational Education and Quality School Theory.

- The school program is a research-based 90/10 Dual Immersion Model that will teach all students to be bilingual and biliterate. See Section 12 for more information on Esperanza's 90/10 dual immersion model.
- The whole school is dual immersion rather than there being a strand.
- Esperanza educators and staff will use research-based differentiated tools and strategies to meet the needs of a diverse student population.
- The school's location in West Valley City is in an area where there are high Hispanic and low-income populations, but no dual immersion schools.
- Esperanza Elementary will have a connection with the Academy of Math, Engineering and Science charter school that actively seeks minority students.
- Esperanza is a small school with small class sizes.
- All students will learn to play chess and learn to play the violin.

We believe Esperanza Elementary's dual immersion program is superior to other dual immersion models. It is called a 90/10 model and involves instructing students in their first language about 90% of the time in the early grades and moving to nearly equal time in each language by fourth grade (Faltis & Hudelson, 1998, p. 33). See a more detailed explanation of Esperanza's 90/10 model in Appendix F.

While there are strands of dual immersion at monolingual schools in the Salt Lake Valley, these models are 50/50 in which students receive equal time in each language from the beginning of the program. One advantage of our model over these is that students have a greater likelihood of becoming truly bilingual and biliterate. In addition, a 90/10 model holds more potential to raise the prestige of the Spanish language; this develops esteem and confidence in the Latino speakers of that language, positively affecting a student's academic and social success. Collier, V.P. and Thomas, W. P., George Mason University (2004), The Astounding Effectiveness of Dual Language Education for All. <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>

Esperanza Elementary will provide its students with unique learning opportunities that are not available in their neighborhood schools.

90/10 IS A TRUE DUAL IMMERSION MODEL

In response to a reviewer's comments we met with Gregg Roberts (World Languages/USOE) and Sydney Dickson (Curriculum/USOE). In preparation for that meeting we communicated with a number of leading dual immersion experts and researchers across the country who confirmed that the 90/10 Model is a true dual immersion model. Gregg and Sydney invited us to become one of USOE World Languages 50/50 schools – we appreciate their time, input and invitation. After careful consideration and discussion with potential future Esperanza educators, we felt that staying with the 90/10 model would be most beneficial and effective for the student population we were targeting and wanting to serve. See Appendix J for input from leading dual immersion experts.

#5 Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.

We understand that the outcome that matters is student achievement. Therefore, our focus on assessment will be to use the data gathered from assessments—formative and summative-- to improve instruction, not to punish students, teachers, or the school.

Because Esperanza is a dual immersion school **all** students need to be assessed in both languages at all grade levels to measure language growth. The Quick Informal Assessment (QIA) in both English and Spanish will be used for this assessment. To measure literacy growth all students at all grade levels 1st-6th will be assessed using the Developmental Reading Assessment (DRA) for English and the Evaluación del Desarrollo de Lectura (EDL) for Spanish. Teachers will also record students reading in both languages at least three times during the year. The cassette will be kept in the student's portfolio to be passed on to each teacher.

Esperanza will use DIBELS for kindergarten and the APRENDA-La prueba de logros en español which is a counterpart to the Stanford Achievement Test, assessment for all students.

As an authentic assessment each student will keep a portfolio of his/her work to be passed on to each grade level until 6th grade graduation. Educators will be trained on how to effectively use portfolios. These portfolios as well as learning logs will be part of each Parent/Teacher/Student Conference. There will be three 30 minute P/T/S Conferences for each student during the school year. The conferences will be student led with the student taking responsibility. Educators will be trained on how to have effective conferences.

Educators will also be encouraged to hold monthly classroom culminating meetings where students showcase what they have learned during the month to parents and other family members.

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

Most importantly, Esperanza's Bylaws require that two members of the Board of Directors be parents of children currently enrolled in Esperanza; one a native-Spanish speaker, the other a native-English speaker. These parent members will be chosen by the school's parent organization. This ensures that parents have a voice in the governance of the school and organization.

Esperanza administrators and staff will support the development of a parent organization. The parent organization will hold regular meetings that are conducted in both English and Spanish. This organization will also be responsible for sending out regular bilingual newsletters.

Because the term "family" means more than parents and siblings to Hispanics we want to think in terms of family involvement rather than parental involvement. Hispanics also often have a very different view of what is meant by parental involvement than how the U.S. culture defines it. Culture may dictate what it means for parents to be involved. Scribner, Young, and Pedroza

(1999), in a Texas study, found that teachers tended to define parental involvement as participation in formal activities such as meetings and school events while Hispanic parents defined involvement as working in informal home activities: checking homework, reaching to children, and listening to children read. However, the differences do not end here. Instead, differences arise in the expected roles of teachers and parents. Hispanic parents highly respect teachers (Chavkin & Gonzalez, 1995) and believe that it is the school's responsibility to instill knowledge. On the other hand, they view their role as providing nurturance and teaching morale, respect, and behavior (Carger, 1997). If Hispanic parents are asked to assume more responsibilities that they view as the schools, they may be reluctant, in part, because they believe they are overstepping their own boundaries (Sosa, 1997). Teachers may view parental questions about assignments and grades indicating the level of parental care, but Latino parents may view this as showing disrespect (Trumbull, Rothstein-Fisch, Greenfield & Quiroz, 2001). This information about cultural differences was found at the website:

http://findarticles.com/p/articles/mi_qa4126/is_200801/ai_n25139912/?tag=mantle_skin;content

Therefore, we must not assume that because they don't fit our picture of parental involvement that they don't care about their children and/or about their children's education.

Before many of our Hispanic parents—especially those who don't have strong English skills—will choose to be involved in management skills they must feel comfortable in the school. Therefore, there are a variety of things we must do to reach out to them and get them involved in non-threatening ways. One of the first things we will do is hire a parent who is bilingual, biliterate, and bicultural to be a liaison. The duties of the liaison will be patterned after other schools and organizations that have effectively used liaisons. Some of the duties of this person would help arrange classes that would be of interest to Hispanic families, help with activities in the Parent Center such as “Donuts for Dad”, work with families to make an inviting Parent Center for all families, etc.

All educators will be expected to participate in Funds of Knowledge where we go into homes as learners rather than teachers so that we will have a better understanding of our students and their families and how to involve them in the school on their terms.

We will have a room at the school designated as the Parent Room. The school's parent organization will be in charge of this room to make it as inviting as possible for parents including having a parent library. Once a week we hold a “Munch and Mingle” where parents can come and mingle and get to know each other.

The school's parent organization will hold monthly meetings that are conducted in both English and Spanish. This organization will also be responsible for sending out monthly bilingual newsletters.

Once a year parents will be invited to fill out the family survey about dual immersion which can be found at the DLENM (dual language education of New Mexico) website. They will also be invited to be part of the annual evaluation using the book *Guiding Principles for Dual Language Education* in order to set goals to be accomplished the next school year. See this guide at http://www.cal.org/twi/Guiding_Principles.pdf.

SECTION 4: CALENDAR and BELL SCHEDULE

2013-14 School Year

| July 2013 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| August 2013 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| September 2013 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| October 2013 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| November 2013 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| December 2013 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| January 2014 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| February 2014 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

| March 2014 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| April 2014 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| May 2014 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| June 2014 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| | |
|----|-------------------------------------|
| 2 | Blue: Board meetings |
| 12 | Aqua: Professional Development |
| 19 | Purple: 1st and last days of school |

| | |
|----|--|
| 2 | Red: No school |
| 6 | Green: Snow day |
| 19 | Yellow: End of term followed by 2 PTS Conference half days |

| | |
|----|----------------------|
| 13 | Testing windows |
| 21 | Back to school night |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | |
|---------------------------------|--|
| First day of school | August 6, 2013 |
| Last day of school | June 5, 2014 |
| Back to School Night | August 21, 2013 |
| Testing | DRA Sep 16-20 UALPA Jan 13-17 DWA Mar 3-14 CRT Apr 28-May 2 CRA-DIBELS May 5-9 |
| Half days | All Fridays Nov 20 & 21 Feb 26 & 27 Jun 5 & 6 |
| Holidays – No school | Labor Day – Sep 6 Fall break – Oct 3-4 End of first grading period break – Nov 22 Thanksgiving break – Nov 27-29 Winter break – Dec 23 – Jan 3 Martin Luther King Day – Jan 20 President’s Day – Feb 18 End of second grading period break – Feb 28 Spring break – Apr 7-11 Memorial Day – May 26 |
| Professional Development | Aug 12-16 Oct 11 June 9-13 Every Wednesday 3:30-4:30 |
| Board meetings | First Tuesday of every month |
| Snow day | June 6, 2014 |

August 2013

12-16 Professional development
19 First day of school
19-23 Half day for kindergarten
21 Back to school night

September 2013

2 Labor Day - no school
16 Start DRA testing (E & S)

October 2013

3-4 Fall break
11 Professional development - no school

November 2013

14 End of first grading period
 20 & 21 Student-led conferences - half days
 22 End of first grading period break
 27-29 Thanksgiving break

December 2013

23-Jan 3 Winter break

January 2014

1-3 Winter break
 13-17 UALPA testing
 20 Martin Luther King Day break - no school

February 2014

17 Presidents Day - no school
 25 End of second grading period
 26 & 27 Student-led conferences - half days
 28 End of second grading period break

March 2014

3-14 DWA testing window

April 2014

7-11 Spring break
 28-May 2 CRT testing

May 2014

5-9 DRA & DIBELS testing
 26 Memorial Day - no school

June 2014

5 Last day of school - End of third grading period
 5 & 6 Student-led conferences - half days
 6 Snow day (if needed)
 9-13 Professional development

Meeting Schedules

Teacher/Staff meetings: Wednesdays 3:30-4:30pm

- 1st Wednesday of each month: Professional development meetings
- 2nd Wednesday of each month: Staff meetings
- 3rd Wednesday of each month: Dual U Development
- 4th Wednesday of each month: Roundtable

Note: if school is not in session for one of these Wednesdays, the meeting will be cancelled or rescheduled

ESPERANZA ELEMENTARY CHARTER SCHOOL

Teacher/Staff meetings: Fridays 1:00-4:00pm (students dismissed at 12:45)

- 1:00-2:00: Committee meetings
- 2:00-3:00: Grade-level or Team meetings
- 3:00-4:00: Individual planning time

Board meetings: The first Tuesday of each month from 5:30-7:00

Parent meetings: Once a month – time and day chosen by parents

Bell Schedules

| | | segment hours | class hours |
|------------------------|-------------------|------------------|----------------|
| Monday-Thursday | | | |
| 8:10 | warning bell | | |
| 8:15-10:00 | class | 1.75 | 1.75 |
| 10:00-10:15 | structured recess | 0.25 | 0.25 |
| 10:15-12:00 | class | 1.75 | 1.75 |
| 12:00-12:30 | lunch | 0.50 | |
| 12:30-1:45 | class | 1.25 | 1.25 |
| 1:45-2:00 | recess | 0.25 | |
| 2:00-3:00 | class | 1.00 | 1.00 |
| Totals | | 6.75 | 6.00 |

| | | | |
|-------------------------------|-------------------|------|------|
| Friday/other half days | | | |
| 8:10 | warning bell | | |
| 8:15-10:00 | class | 1.75 | 1.75 |
| 10:00-10:15 | structured recess | 0.25 | 0.25 |
| 10:15-12:00 | class | 1.75 | 1.75 |
| 12:00-12:30 | lunch | 0.50 | |
| 12:30-12:55 | class | 0.42 | 0.42 |
| Totals | | 4.67 | 4.17 |

Days & Hours

| | DAYS | | | HOURS | | |
|--------|------|------|-------|--------------|--------------|---------|
| | full | half | total | 6.00 full | 4.17 half | total |
| Aug | 8 | 2 | 10 | 48.00 | 8.34 | 56.34 |
| Sep | 16 | 4 | 20 | 96.00 | 16.68 | 112.68 |
| Oct | 17 | 2 | 19 | 102.00 | 8.34 | 110.34 |
| Nov | 12 | 5 | 17 | 72.00 | 20.85 | 92.85 |
| Dec | 12 | 3 | 15 | 72.00 | 12.51 | 84.51 |
| Jan | 15 | 4 | 19 | 90.00 | 16.68 | 106.68 |
| Feb | 13 | 5 | 18 | 78.00 | 20.85 | 98.85 |
| Mar | 17 | 4 | 21 | 102.00 | 16.68 | 118.68 |
| Apr | 14 | 3 | 17 | 84.00 | 12.51 | 96.51 |
| May | 16 | 5 | 21 | 96.00 | 20.85 | 116.85 |
| Jun | 3 | | 3 | 18.00 | - | 18.00 |
| Totals | 143 | 37 | 180 | 858 | 154.29 | 1012.29 |

SECTION 5: MARKET ANALYSIS

Dual Language Immersion Program Criteria

Esperanza Elementary's dual-language immersion educational model trains children to be bilingual and biliterate (read, speak, write) at the same time they are learning the basic Utah elementary school curriculum. The benefits of being truly bilingual are numerous and supported by solid research. "Today's students will be working in a global marketplace and living in a global society. In order to succeed and to become leaders in this new world, they must acquire a far different set of knowledge, skills and perspectives than previous generations. They must be prepared to trade with, work alongside and communicate with persons from radically different backgrounds than their own." Educating Leaders for a Global Society, Stephanie Bell-Rose, Goldman Sachs Foundation and Vishakha Desai, Asia Society.

<http://www.goldmansachs.nl/citizenship/philanthropy/publications-and-resources/advancing-academic-achievement-publications/educating-leaders-for-global-society.pdf>

The Esperanza model requires that half of the students are native Spanish speakers, the other half native English speakers. Our first criteria for school location is that it be within walking distance for a large pool of children with both of these native-language characteristics.

The school's model is attractive to foreign-born Spanish-speaking families that are also learning English because it allows their children to preserve their language and culture while simultaneously learning English. Studies indicate that those who hold onto their heritage and learn the norms of the U.S. do better academically.

Bayley, R., & Schecter, S. R. (2005). Family decisions about schooling and Spanish maintenance: Mexicanos in California and Texas.

A. C. Zentella (Ed.), Building on strength: Language and literacy in Latino families and communities (pp. 31-45). New York: Teachers College Press and Covina, CA: California Association for Bilingual Education.

Another key part of our target population is Latinos who are U.S. born and who may be monolingual Spanish speakers, English/Spanish bilingual speakers or monolingual English speakers. Along with the demographic shifts that are occurring among Latinos, there is also an ideological shift regarding the prestige and value of Spanish, particularly among U.S.-born Latinos. Effective dual immersion programs have been working to counter national and local English-only policies and ideas that America is synonymous with monolingual and have helped provide a more global vision of the social and economic advantages of being multilingual. Families and communities lobby for Spanish/English educational programs in what Brito (as cited in González, 2001) called "a resurgence of wanting to reconnect with their heritage ... a generation of Latinos excited about learning to speak a language their parents were criticized for speaking" (p. 177).

A third key part of our target population are native-English speaking students whose parents desire them to become bilingual, biliterate and bicultural. An ideological shift is also occurring among these parts of our target population as parents seek to prepare their children for a global society, they see that learning another language is key to that endeavor.

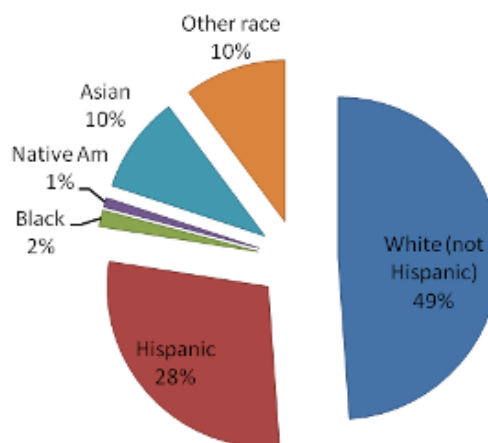
The founders of Esperanza have extensive experience working with Hispanic youth, as well as working with children from low-income families, of all ethnicities. The founders wish to serve children with these characteristics. Another venue criterion, then, is that the school be located in neighborhoods with high populations of socioeconomically disadvantaged families of all ethnicities.

Choosing West Valley City as the Location for Esperanza Elementary

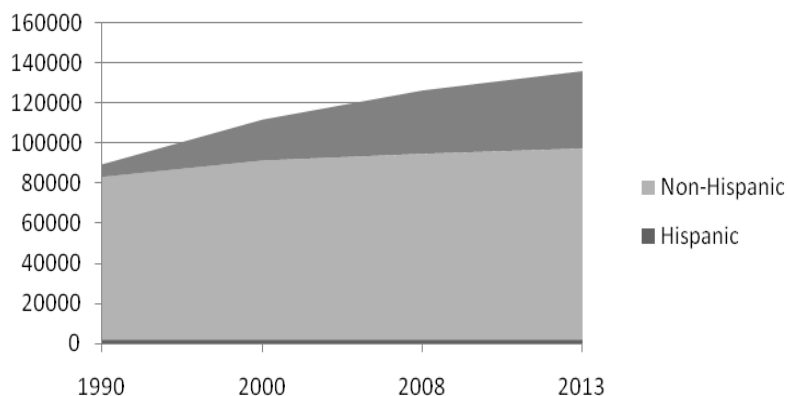
West Valley City (WVC), located in the west central Salt Lake Valley, meets Esperanza Elementary's student population criteria. It is a diverse and growing community. Specifically, after investigation, we have chosen to locate our school within its boundaries because:

- WVC meets the native-language criteria, with an abundance of children who speak both English and Spanish at home.
- WVC's projected growth patterns ensure a continual population of children with both native languages.
- WVC is a city on the move. It has a distinct and ethnically diverse community esprit. It's a city that welcomes its diversity and growth future.
- WVC has a relatively high socioeconomically disadvantaged population.
- WVC does not currently have any schools offering a Spanish-English language immersion curriculum.

West Valley City Demographics 2013



Growth of Hispanic Share of WVC Population



WVC Demographics

With a 2013 projected population of 133,617, WVC is the second largest city in Utah. First is Salt Lake City, third is Provo. By 2013, just short of half of the population are projected to be White (and not Hispanic). The Hispanic, Latino population will be 28%. All other ethnicities will comprise 23%. See WVC website <http://www.wvc-ut.gov/index.aspx?NID=761>.

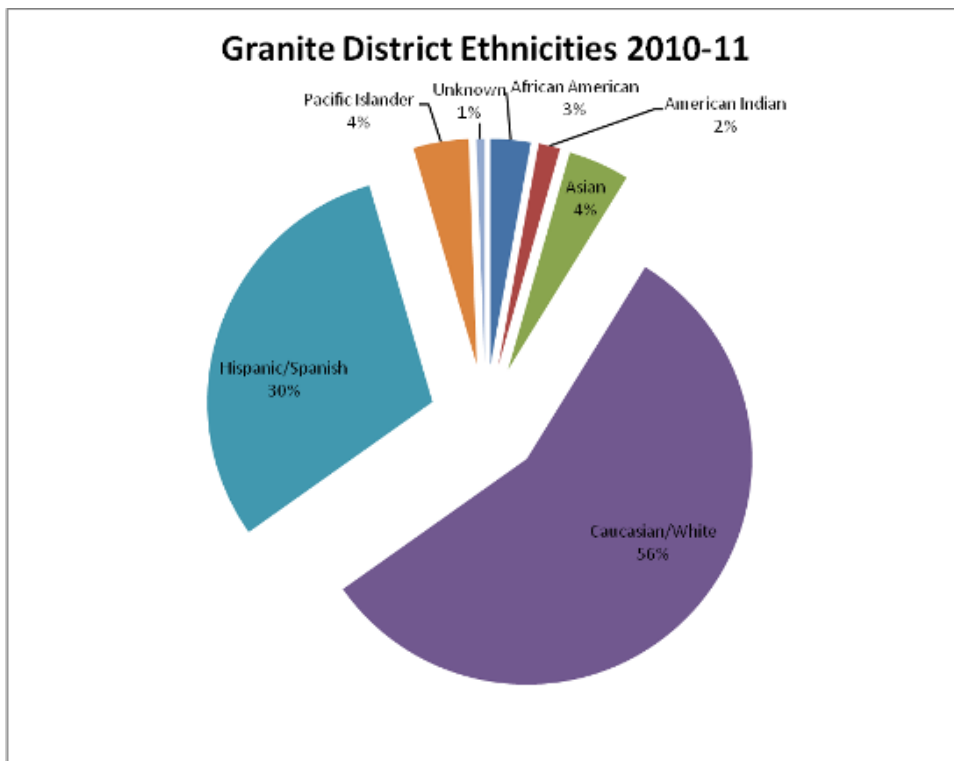
Latinos represent the largest minority group in Utah, particularly in WestValley City. The Hispanic population of WVC increased significantly in the past two decades and is expected to increase at similar rates well into the future. Utah is at the forefront of dramatic cultural and ethnic population shifts in the U.S. “Utah is in the midst of an unprecedented economic, demographic, and cultural transformation that has its origins in national and international trends. The cumulative impact of these trends is that Utah, along with the rest of the nation, will continue to become much more diverse in many ways, including age, culture, language, nativity, race, ethnicity, religion, and socioeconomics.” This, according to a Bureau of Economic and Business Research (BEBR) report authored by Senior Research Economist Pamela Perlich, is our future. Utah Economic and Business Review, 2008, Volume 68, Number 3, David Eccles School of Business, University of Utah.

In 1990, Hispanic residents made up 7% of the WVC population. By 2013, the Hispanic population will have increased by 511% to 38,237 and will comprise 28% of WVC residents. Hispanics have the highest projected growth rate of any other subgroup in the area (<http://www.wvc-ut.gov/index.aspx?NID=761>).

Granite School District Demographics

All of West Valley City is within the Granite School District boundaries. Granite, located in the southwestern area of the Salt Lake Valley, is Utah’s largest school district. The five Salt Lake Valley districts, including Granite, are the most ethnically and culturally diverse school districts in the state.

Granite District student demographics, understandably, are



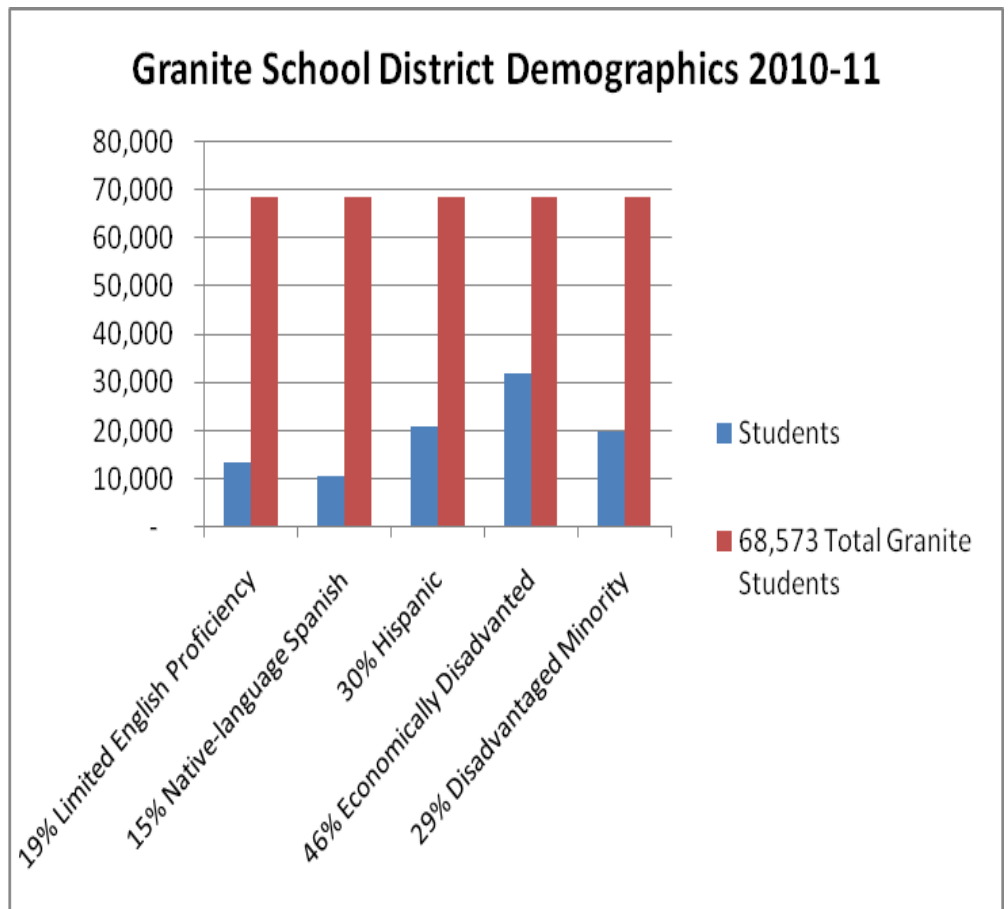
similar to those of WVC residents. Thirty percent of district students are Hispanic; 56% are White. The presence of large populations of both native-Spanish speakers and native-English speakers is clear from 2010-11 student data and further supports our decision to locate Esperanza Elementary in the WVC area of Granite District.

Student Demographics near the proposed Esperanza Elementary Location

Even more compelling, as a reason to locate Esperanza in WVC/Granite District, is the breakdown of following Granite District student characteristics:

- 13,337 (19%) Limited English Proficiency students
- 10,560 (15%) Native-language Spanish students
- 20,875 (30%) Hispanic students
- 31,716 (46%) Economically Disadvantaged students

These data demonstrate the existence of students that have a high probability of enrollments that support Esperanza's criteria for the ideal 50/50 native-Spanish/native-English speaking students from a random lottery selection. See Section 16 - Admissions for discussion of the implications of the lottery on Esperanza's program model fidelity.

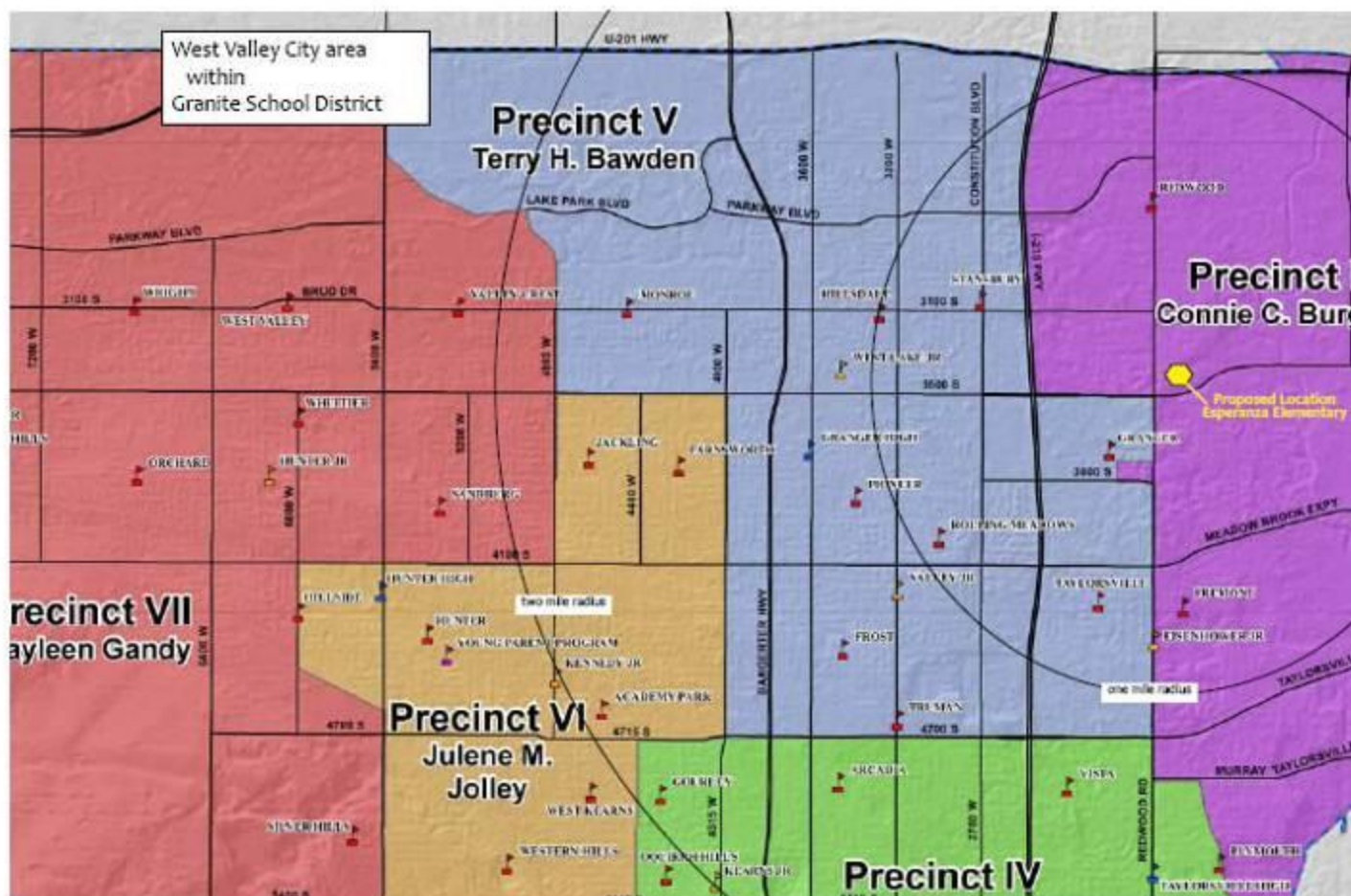


Esperanza Elementary's first choice for school location is approximately 1500 West 3400 South. An analysis of student demographics in the elementary schools within a one-mile radius and a two-mile radius also supports Esperanza's ability to fill its school with the mix of students essential for its dual language immersion program.

ESPERANZA ELEMENTARY CHARTER SCHOOL

GRANITE DISTRICT ELEMENTARY SCHOOLS WITHIN TWO MILES OF PROPOSED ESPERANZA SITE

| SCHOOLS WITHIN A ONE-MILE RADIUS | | | TOTAL STUD | LEP | LEP% | NL SPAN | NL SPAN% | HISP | HISP% | EC DISADV | EC DISADV% | DISADV MIN | DISADV MIN % |
|--|---|-------------------------|------------|-------|------|---------|----------|-------|-------|-----------|------------|------------|--------------|
| 1 | 1 | Granger School | 850 | 348 | 41% | 288 | 34% | 500 | 59% | 636 | 75% | 534 | 63% |
| 2 | 1 | Hillsdale School | 809 | 405 | 50% | 339 | 42% | 469 | 58% | 631 | 78% | 501 | 62% |
| 3 | 1 | John C Fremont School | 530 | 128 | 24% | 76 | 14% | 134 | 25% | 275 | 52% | 175 | 33% |
| 4 | 1 | Redwood School | 783 | 342 | 44% | 288 | 37% | 470 | 60% | 654 | 84% | 523 | 67% |
| 5 | 1 | Rolling Meadows School | 512 | 164 | 32% | 134 | 26% | 189 | 37% | 391 | 76% | 229 | 45% |
| 6 | 1 | Stansbury School | 812 | 389 | 48% | 358 | 44% | 489 | 60% | 675 | 83% | 513 | 63% |
| 7 | 1 | Taylorville School | 558 | 164 | 29% | 117 | 21% | 215 | 39% | 306 | 55% | 219 | 39% |
| SCHOOLS WITHIN A ONE- TO TWO-MILE RADIUS | | | | | | | | | | | | | |
| 8 | 2 | Academy Park School | 604 | 170 | 28% | 151 | 25% | 229 | 38% | 393 | 65% | 247 | 41% |
| 9 | 2 | Arcadia School | 630 | 120 | 19% | 92 | 15% | 182 | 29% | 342 | 54% | 174 | 28% |
| 10 | 2 | David Gourley School | 689 | 269 | 39% | 217 | 31% | 357 | 52% | 559 | 81% | 410 | 60% |
| 11 | 2 | Jackling School | 600 | 157 | 26% | 136 | 23% | 241 | 40% | 335 | 56% | 230 | 38% |
| 12 | 2 | James E Moss School | 568 | 177 | 31% | 96 | 17% | 181 | 32% | 431 | 76% | 257 | 45% |
| 13 | 2 | Lincoln School | 414 | 180 | 43% | 139 | 34% | 192 | 46% | 378 | 91% | 267 | 64% |
| 14 | 2 | Mill Creek School | 424 | 62 | 15% | 43 | 10% | 93 | 22% | 239 | 56% | 104 | 25% |
| 15 | 2 | Monroe School | 739 | 460 | 62% | 391 | 53% | 472 | 64% | 612 | 83% | 519 | 70% |
| 16 | 2 | Philo Farnsworth School | 684 | 175 | 26% | 157 | 23% | 284 | 42% | 474 | 69% | 316 | 46% |
| 17 | 2 | Pioneer School | 664 | 289 | 44% | 223 | 34% | 332 | 50% | 492 | 74% | 361 | 54% |
| 18 | 2 | Plymouth School | 649 | 168 | 26% | 135 | 21% | 235 | 36% | 390 | 60% | 223 | 34% |
| 19 | 2 | Robert Frost School | 549 | 109 | 20% | 90 | 16% | 176 | 32% | 306 | 56% | 176 | 32% |
| 20 | 2 | Roosevelt School | 510 | 198 | 39% | 113 | 22% | 201 | 39% | 419 | 82% | 288 | 56% |
| 21 | 2 | Truman School | 571 | 122 | 21% | 98 | 17% | 153 | 27% | 243 | 43% | 140 | 25% |
| 22 | 2 | Vista School | 730 | 169 | 23% | 149 | 20% | 294 | 40% | 369 | 51% | 250 | 34% |
| 23 | 2 | Woodrow Wilson School | 716 | 307 | 43% | 218 | 30% | 370 | 52% | 537 | 75% | 435 | 61% |
| Within 1 mile--> | | | 4,854 | 1,940 | | 1,600 | | 2,466 | | 3,568 | | 2,694 | |
| Between 1 and 2 mile radius--> | | | 9,741 | 3,132 | | 2,448 | | 3,992 | | 6,519 | | 4,397 | |
| Total within 2 mile radius--> | | | 14,595 | 5,072 | | 4,048 | | 6,458 | | 10,087 | | 7,091 | |
| % within 2 mile radius | | | | 34.8% | | 27.7% | | 44.2% | | 69.1% | | 48.6% | |
| % of entire Granite district--> | | | 21.3% | 19.4% | | 15.4% | | 30.4% | | 46.3% | | 29.0% | |
| | | | TOTAL STUD | LEP | | NL SPAN | | HISP | | EC DISADV | | DISADV MIN | |



As per the 2010-11 Granite district student census, within a one-mile radius (walking distance for most) of the proposed school site there are seven elementary schools with a total of 4,854 students. Hispanic students number 2,466 and 1,940 students are identified for Limited English Proficiency.

Within a two-mile radius of Esperanza's proposed location the pool of students becomes even larger and more diverse with a total of 23 elementary schools and 14,595 students. Thirty percent are Hispanic, 15% are native-Spanish speakers; 20% have Limited-English Proficiency and nearly 70% are children from economically disadvantaged families of all ethnicities.

While this site offers ideal demographics from which to draw an enrollment that meets our anticipated target population, it by no means is the only site in the WVC area that could provide students and families with similar demographic characteristics. An analysis of Granite District elementary schools to the west, that are outside the two-mile radius chart above, confirms student populations with at least 21 percent Limited-English-Proficiency LEP, at least 20 percent Native-Language-Spanish, more than 32 percent Hispanic, and more than 40 percent economically disadvantaged.

Attractiveness of the Esperanza Elementary Language Immersion Program

There are several things that set our school apart from other educational programs. The benefits of a dual immersion school model are superior to monolingual schools with simply English as a Second Language or Spanish enrichment programs. Crawford, J. (2004) *Educating English learners: Language diversity in the classroom* (5th ed.). Los Angeles: Bilingual Education Services, Inc.)

Recent studies reveal a wide achievement gap of Latino students (Aleman). The high school completion rate in 2000-2001 of Latino students was the lowest of all the subgroups nationally. There is also a lack of representation of Latinos in higher education. Aleman explains, however, that this achievement gap is not a result of just high school, but rather a steady decline that begins in the foundational elementary and middle school years. The achievement gap is manifested by the National Assessment of Educational Progress (NAEP) even in 4th grade.

Alemán, E. & Rorrer, A. (2006). *Closing Educational Achievement Gaps for Latina/o Students in Utah: Initiating a Policy Discourse and Framework*. Salt Lake City, Utah: Utah Education Policy Center

Local statistics mirror national achievement data. Utah Hispanic students were 21.6 percent of the student population in 2008-09. The Hispanic student graduation rate was 69.1 percent; for all students the rate was 87.8 percent; for White students the rate was 90.5 percent. The high school completion rate for Utah Latino students was the lowest of all the subgroups. Summer 2010 *EdFacts* State Profile—Utah. <http://www2.ed.gov/about/units/ed/edfacts/state-profiles/utah.pdf>

University of Utah researcher Octavio Villalpando has summarized the achievement disparity another way:

| 100 Latina/o Elementary Students | 100 White Elementary Students |
|----------------------------------|-------------------------------|
| 40 High School Graduates | 84 High School Graduates |
| 4 College Graduates | 26 College Graduates |
| 1 Graduate School Completion | 10 Graduate School Completion |
| <1 Doctorate | 1 Doctorate |

Source: Octavio Villalpando, Ph.D., University of Utah

Villalpando, O. (2009) *Latina/o Educational Pathways*, presentation. <http://www.slideshare.net/USHE/latinao-educational-pathways>

Dual immersion models hold the potential to combat this achievement gap. Various studies of dual immersion programs accomplish their goals of bilingualism and high academic performance in both the Spanish-speaking and English-speaking students. They also provide (English Language Learners) ELLs with enhanced self-confidence as they perceive the value of the cultural skills they possess (Crawford, 2004; Faltis & Hudelson, 1998; Francis & Reyhner, 2002). In fact, Crawford revealed that there is “no difference” in, and sometimes superior academic performance of, students in dual immersion models compared with their peers in other educational settings. This shows that learning in two languages does not confuse or “interfere with a student’s academic and cognitive performance (Crawford, p. 167) but rather enhances a student’s educational experience and performance. It also begins to debunk the “time on task” hypothesis, a myth that more time spent in English early on results in more English later (Faltis & Hudelson, p. 18), since “bilingual students are learning just as much English, even though they

receive less English instruction than their counterparts in nonbilingual programs” (Crawford, p. 167)

The school’s model is attractive to foreign-born Spanish-speaking families that are also learning English because it allows their children to preserve their language and culture while simultaneously learning English. Studies indicate that those who hold onto their heritage and learn the norms of the U.S. do better academically. Crawford, J. (2004) *Educating English learners: Language diversity in the classroom* (5th ed.). Los Angeles: Bilingual Education Services, Inc.)

There are also many cultural and career advantages of dual immersion education (Crawford, p. 47). People who are strongly bilingual and biliterate are often more marketable, particularly in our ever increasing global society both in this nation as well as throughout the world. Dual immersion seeks to academically prepare students of all backgrounds for such a society as well as prepare them socially. For this reason a dual immersion model that results in students becoming biliterate is attractive to both native-Spanish and native-English speaking students and their parents. http://www.jobjournal.com/article_full_text.asp?artid=543 and http://www.ehow.com/about_5587867_benefits-bilingual-jobs_.html and http://www.studyspanish.com/topten_reasons.htm

Esperanza Elementary’s dual immersion program is superior to other dual immersion models. Along with its economic possibilities, there are many educational incentives for dual immersion, particularly the model that our school will be following. It is called a 90/10 model and involves instructing students in their first language about 90% of the time in the early grades and moving to nearly equal time in each language by fourth grade (Faltis & Hudelson, 1998, p. 33). While there are a couple strands of dual immersion at monolingual schools in the Salt Lake Valley, these models are 50/50 in which students receive equal time in each language from the beginning of the program. One advantage of our model over these is that students have a greater likelihood of becoming truly bilingual and biliterate. In addition, a 90/10 model holds more potential to raise the prestige of the Spanish language; this develops esteem and confidence in the Latino speakers of that language, positively affecting a student’s academic and social success. Collier, V.P. and Thomas, W. P., George Mason University (2004), *The Astounding Effectiveness of Dual Language Education for All*. <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>

Section 3/page 11 and Appendix F/page 208 provide more details about the 90/10 dual immersion model.

An additional advantage of our model over others in the community is that in our model approximately the same number of ELLs and native English-speaking students join together. This allows students to collaborate as the native speakers of each group act as role models, or “experts” in their language, offering support to those learning a second language. The teacher is not the only one or one of very few models of the target language in the class. This also works to instill confidence and competence in students. Furthermore, as students work across languages and across cultures with their peers on a daily basis, this model cultivates bilingualism/biculturalism for both groups of students, long-term academic achievement in English, and positive cross-cultural attitudes and relations.

Location, Accessibility and Transportation

Esperanza Elementary will not operate buses nor provide to and from school transportation, at least during its first three years of operation. As a result, it is essential that Esperanza be located in an area of West Valley City that assures the school is within walking distance for a large pool of students and families who might want to attend. The analysis on page 23 suggests that 5,000 to 14,000 students live within a two miles of our first choice location. In our meetings with United Way of Salt Lake and Salt Lake Community Action Program representatives we have learned that five manufactured home parks are within walking distance from the proposed school location; 1000 families, most with children, are estimated to live in the parks. SLCAP has agreed to assist us in communicating with these families. Most of the children in these families are currently being bused to Granite School District elementary schools; if they chose Esperanza, at its currently proposed location, they could walk to school. WVC and Granite District student demographic data suggest that there are a multitude of potential school sites that will yield similar student/family numbers.

The other major commitment to the transportation issues will be our proactive participation in efforts within the school to help families organize carpools, transportation bulletin boards, parent meetings, newsletter announcements, and other means of coordination. We will encourage the leadership of the parent organization to play a strong role in this school-wide effort.

Esperanza's Unique Model Will Attract Students and Families

We believe for the reasons noted above – the benefits of becoming biliterate – and because of Esperanza's unique school community (see Quality School and Invitational Education explanations in Section 3), including its violin and chess programs, that students and parents – both native-Spanish and native-English speakers – will find Esperanza Elementary to be an attractive educational option. Results of a survey conducted with 60 mothers of children in a local Head Start program support this assertion.

Initial Market Research

In an effort to collect input and gauge interest in Esperanza's school program, we conducted selective surveying. Questionnaires were distributed to parents of the DDI Vantage Early Head Start Program that serves 60 families in the Granite and Murray school districts, all of whom currently live in the area where Esperanza will locate. Forty-two mothers with children enrolled in the program completed surveys. Another 19 surveys were collected from the Esperanza founder network.

The results were overwhelmingly supportive from this pool of respondents, mostly mothers with children who will be eligible to enroll in the school for the 2013-14 school year.

Do you support this school being established in WVC? (61 respondents)

| | | |
|-----------------------|----|-----|
| <i>Yes</i> | 56 | 92% |
| <i>Need more info</i> | 3 | 5% |
| <i>No</i> | 2 | 3% |

Do you have children under 13 AND would you send them to this school? (56 respondents)

| | | |
|------------------|----|-----|
| <i>Yes-Yes</i> | 34 | 61% |
| <i>Yes-Maybe</i> | 20 | 36% |
| <i>Yes-No</i> | 2 | 4% |

Would be interested in helping establish this school? (61 respondents)

| | | |
|------------|----|-----|
| <i>Yes</i> | 32 | 52% |
| <i>No</i> | 29 | 48% |

We are pleased by the number of mothers who volunteered to assist with the establishment of the school and provided their names and contact information. We have communicated with these volunteers and we anticipate that they, along with our founders' network, will form the core of our planning-year volunteer team. See the complete survey results, including comments from respondents, in Appendix G.

Outreach and Marketing

Our outreach plan has two objectives:

- 1 To inform and invite all eligible students to enroll in the school, especially, but not limited to, children who live within walking distance of the school.
- 2 To raise awareness in the WVC community of the mission and needs of the school in order to generate support from local businesses, community groups and citizens.

We will accomplish these objectives by utilizing a variety of passive and active strategies. All of our communications, printed and oral will be in Spanish and English.

Informational and marketing materials. Developing attractive printed communication materials with clear explanations of the school and its mission is a fundamental tool. We have created an initial trifold brochure and will continue to fine tune it for distribution at information meetings and for mailings. See this flyer in Appendix I. This flyer and other marketing materials will be readily available in PDF form and accessed online from our website and as attachments to email communications. We will also create appealing posters promoting the school that can be placed on bulletin boards in area business and libraries.

Website. Our website is already underway at www.esperanzaelementary.org. It will be a mirrored site, Spanish and English, and include a means to ask questions about the school, a way to volunteer and make donations and, eventually, a link for online student registration.

Volunteer network. Recruiting and utilizing volunteers will be an important aspect of our school. Beginning with our active founder group network, we are enlisting support from prospective parents and others interested in the Esperanza school model. Volunteers will be instrumental in informing their own networks about the school, in staffing information meeting/presentations and door-to-door outreach efforts. We have already established a volunteer/supporter database.

Word of mouth and personal networking. We appreciate the effectiveness of building a core of volunteers and supporters and encouraging people to informally spread the word about Esperanza.

Monthly newsletter. By the time Esperanza is chartered, we will be producing and distributing a monthly newsletter. It will include news and information about the school, language-immersion education, Glasser Quality School and Purkey Invitational Education principles.

Targeted mailings. We will purchasing mailing lists for the specific geographical areas and student/family demographics we are targeting for enrollment in the school.

Targeted presentations. We will request time on agendas of targeted groups to include the WVC Council, WVC Chamber of Commerce, the Hispanic Chamber of Commerce, The Utah Latino Hispanic Rotary Club, area Head Start programs and preschools, area church groups.

Information meetings. We will advertise and conduct information meetings about the school in WVC locations such as libraries, the Utah International Center and other public buildings as identified. We will eventually conduct these meetings in the school facility.

Information tables. Using our volunteer force, we will set up and staff information tables in public venues such as grocery stores, markets and community events to spread the word about Esperanza with printed materials and through chats with volunteers.

Social media networks. We have already established a Facebook interest group and will continue to utilize social networking avenues to inform people about Esperanza, its programs and enrollment options.

Door-to-door. Utilizing our volunteer team, we will conduct promotion in the neighborhood around the school, going door-to-door in single family dwelling areas as well as apartment buildings and manufactured home parks. Bilingual volunteers will chat with residents about school, handout printed information and invite people to information meetings.

Radio/TV/print media. We will utilize all the public service announcement opportunities possible to advertise public meetings and school enrollment information. We will pursue opportunities to participate in radio and television talk programs to talk about language-immersion education and the school.

Section 6: Capital Facility Plan

Esperanza Elementary is committed to providing an atmosphere that inspires learning, growth and development of the whole person into our modern society in a dual immersion English and Spanish Language Program.

We recognize the need to have multiple approaches to realizing our facility. One of course is new construction with the facility we want for the long term. Another is retrofitting existing spaces, either as a temporary or permanent location. These decisions will be made when our charter approval is imminent and based on cost efficiencies of the market and our options at that time.

Location and Planning

In our research over the past several months, we have located several possible sites for the school. These sites include existing structures and new construction, and are within Salt Lake County; more particularly we are focusing on West Valley City area due to its diverse and high Spanish-speaking population. See Section 5, Market Analysis, for more information about our target student population.

Proper research is under way for architectural, construction and financial assistance. Many things will have to be done before the school is ready to lease or build. We must first obtain our charter approval then we can determine a final and definite location and enter into legal contract agreements for the construction or retrofit of a facility. We do however believe we have a very good possibility of one location now as well as a very strong commitment from the owner/developer. This is from Ascent Construction, owner of the land and that is very attractive to our founding group. Our first choice for site location is “The Jordan River International Marketplace” site at 1200-1500 W on 3300-3500 S on the north side of the street adjacent to the Utah Cultural Celebration Center. In meetings and discussions with the Owner/Developer (Ascent Construction) and with the Real Estate Brokerage NAI they have indicated their willingness to work with us in securing the land and building. They have indicated their willingness to finance it – see the Ascent Construction letter below on page 39. One scenario we might consider is to lease from Ascent until we secure permanent financing. In our lease agreement we would also outline and secure a “purchase option”. We would enter into a detailed lease and purchase option after charter acceptance and a thorough review by our legal counsel and facility experts. This option will be one of several we will consider.

As part of the process for developing our facility plan we have met with the corporate staff of Hogan Construction to discuss our needs and to seek their advice. They have been extremely helpful and we will continue to ask their guidance in the development of our facility plan.

We have also consulted with Erin Preston, a Utah charter school founder and board member, an attorney and charter school facility development consultant, having assisted several schools through the process. Erin made a presentation to our Board of Directors about facility options and the landscape of developing a charter school facility in December 2010. We anticipate seeking Erin’s guidance as we proceed.

ESPERANZA ELEMENTARY CHARTER SCHOOL

If Esperanza Elementary were to build a new structure or remodel an existing structure, specifications similar to the table below would be taken into account.

Proposed Building Specifications

| Room | # | sq ft | total sq ft |
|-------------------------------------|----|-------|-------------|
| Executive Director office | 1 | 100 | 100 |
| Principal office | 1 | 100 | 100 |
| Business Mgr. office | 1 | 80 | 80 |
| Reception area | 1 | 210 | 210 |
| Classrooms | 24 | 900 | 21,600 |
| SpEd room | 1 | 900 | 900 |
| PreK room w/ bathroom | 1 | 900 | 900 |
| Hallways | 1 | 3,000 | 3,000 |
| Computer Lab | 1 | 900 | 900 |
| Library | 1 | 2000 | 2000 |
| Parent/Family Center | 1 | 900 | 900 |
| Cafeteria | 1 | 3,500 | 3,500 |
| Kitchen | 1 | 300 | 300 |
| Sick Rm. | 1 | 70 | 70 |
| Reading Rm. (Books, tutoring, etc.) | 1 | 900 | 900 |
| Gymnasium with stage | 1 | 3,000 | 3,000 |
| Kiva | 1 | 150 | 150 |
| Teacher lounge w/ 2 adult bathrooms | 1 | 300 | 300 |
| Teacher workroom | 1 | 100 | 100 |
| Student bathrooms—2 boys/2 girls | 6 | 250 | 1,500 |
| Utility Rm. | 1 | 500 | 500 |
| Subtotal | | | 43,110 |
| 15% Add On for Design Purposes | | | 6,467 |
| 86.327 sq. ft. per student | | | 49,577 |

The Facility should include a playground, community areas, gym/cafeteria, Music Room, Library/computer lab, and art room. The items Esperanza Elementary would like to incorporate are as follows:

Playground - Accessible swings, Recycled wood chips, Student garden area, benches and trees

Community Areas - Sky lights, HVAC system, Gray water system for landscaping, Wall Mounts for Hanging Portfolios, Lockers and coat hooks

Cafeteria/Gymnasium Areas – Storage for gym equipment and tables

Music Room – Adequate storage for instruments and stands

Library/Computer Lab –Clear visibility to all areas of the library from a central circulation desk. Division or separate room for computer use

Art Room – Extra wash sink, storage for supplies

Accessibility

Esperanza Elementary will meet ADA recommendations for building accessibility. All necessary areas of the school will have a restroom and drinking fountain that is wheelchair accessible. The school design will avoid hazards and blocks in pathways that are difficult for the impaired to navigate.

Whenever possible, special education students will be served within the regular classrooms. However, there is a plan for a separate special education area for those times that other arrangements become necessary. The cafeteria and stage will have easy access for wheelchairs and walkers. The school building will have a single main entrance for student safety but provide additional accessible exits for safe evacuation during emergencies. The following criteria are being used to evaluate possible remodeling of existing construction sites:

- Proximity to main artery to limit impact on existing traffic
- Type of Neighboring Businesses/ type of residential neighborhood (i.e. young or retired)
- Age of building and cost of refurbishing
- Distance from public transportation routes
- Acreage between 2.5 and 5 acres or more if possible
- Construction access
- Zoning restrictions
- Access to water, tri phase electricity, secondary water and sewage
- Development consistent with surrounding areas
- Reasonableness of price
- Safety issues that might arise from locating in a non residential area
- Lease or Purchase of site
- Cost to update to seismic requirements

The following criteria are being used to evaluate potential new construction sites:

- Proximity to main artery to limit impact on neighborhood traffic
- Type of neighborhood (i.e. Young Family or Retirement Community)
- Qualification for USDA loans
- Locations to encourage safe walking routes for local students
- Distance from public transportation routes
- Acreage between 2.5 and 7 acres
- Construction access
- Zoning restrictions
- Access to water, tri-phase power, sewage facilities, and secondary water

ESPERANZA ELEMENTARY CHARTER SCHOOL

- Development consistent with surrounding areas
- Reasonableness of price
- Is there additional acreage for a possible community services center and/or other community needed services
- Is there a positive feed from neighbors with respect to having a Esperanza Elementary in their neighborhood

Below is a chart of an assumed 3 acre parcel of land and building costs totaled for a school from 45,322 to 62,000 SF 100% financed at interest rates varying from 5.0% to 6.5%.

| | Bldg SF Size | 45,322 | 49,577 | 62,000 |
|---|--------------|----------------|----------------|----------------|
| 3 Acres at \$12.00 a SF | 3 Acre Size | \$1,568,160.00 | \$1,568,160.00 | \$1,568,160.00 |
| Estimated Construction Cost at PSF | \$94 | \$4,260,268.00 | \$4,660,191.00 | \$5,828,000.00 |
| Total Cost | | \$5,873,750.00 | \$6,277,927.50 | \$7,458,160.00 |
| Monthly Payment - Fully Financed - Nothing Down (30 Yr. Amortization) | 6.50% | \$37,126.10 | \$39,680.77 | \$47,140.64 |
| Monthly Payment - Fully Financed - Nothing Down | 6.00% | \$35,216.10 | \$37,639.35 | \$44,715.44 |
| Monthly Payment - Fully Financed - Nothing Down | 5.50% | \$33,350.51 | \$35,645.38 | \$42,346.61 |
| Monthly Payment - Fully Financed - Nothing Down | 5.00% | \$31,531.56 | \$33,701.27 | \$40,137.02 |
| Monthly Payment - Fully Financed - Nothing Down | 4.50% | \$29,761.43 | \$31,809.34 | \$37,789.40 |
| Monthly Payment - Fully Financed - Nothing Down | 4.00% | \$28,042.18 | \$29,971.79 | \$35,606.40 |
| Monthly Payment - Fully Financed - Nothing Down | 3.50% | \$26,375.76 | \$28,190.70 | \$33,490.47 |

Below is a chart showing the assumed \$5,600 per students received per year with student population from 300 – 700. Our maximum enrollment is 525; we have used the higher numbers for illustrative purposes only at this time. Eighteen percent (18%) of the schools revenue is allocated towards the facility cost. This chart clearly shows that if we can keep our population of students at 500 we can afford a payment of approximately \$42,000 a month. This would allow us to build our minimum satisfactory building of 49,577 SF. If our population is less than 500 we would be forced to build a smaller school and/or allocate a greater percentage of our budget to facility costs. We may also consider building our school in phases. Phase one consisting of possibly 35,000 SF or more, Phase II adding on the additional 15,000 SF or more when our demand for students allows for the addition. If demand continues to be strong, even adding on additional phases to the school. Additional considerations include the cost of building. We have assumed a cost of \$94 per square foot (psf). This could easily be \$120 or more, which we realized would further limit how much land and building we can acquire and build. We also plan to put some money down, which would lower the payments a small amount. These funds would come from funds received from State and Private Loan sources.

ESPERANZA ELEMENTARY CHARTER SCHOOL

| Students | Estimated Funds per Student | Annually | Percent of Budget to Facilities | Annual for Facilities | Monthly |
|----------|-----------------------------|----------------|---------------------------------|-----------------------|-------------|
| 300 | \$5,599.00 | \$1,679,700.00 | 0.18 | \$302,346.00 | \$25,195.50 |
| 400 | \$5,600.00 | \$2,240,000.00 | 0.18 | \$403,200.00 | \$33,600.00 |
| 500 | \$5,600.00 | \$2,800,000.00 | 0.18 | \$504,000.00 | \$42,000.00 |
| 600 | \$5,600.00 | \$3,360,000.00 | 0.18 | \$604,800.00 | \$50,400.00 |
| 700 | \$5,600.00 | \$3,920,000.00 | 0.18 | \$705,600.00 | \$58,800.00 |

This site is advertised for at least \$12.00 per square foot or \$522,720 an acre. We are not yet sure of how many acres we will be able to purchase, but a minimum of 2 acres with a maximum up to 5 or more will be considered.

Site 1: Jordan River International Marketplace 1400 W. 3400 S. West Valley City, Utah 84119



Potential Site 1 – Esperanza Elementary School – Northwest View



Potential Site 1 – Esperanza Elementary School – Eastern View

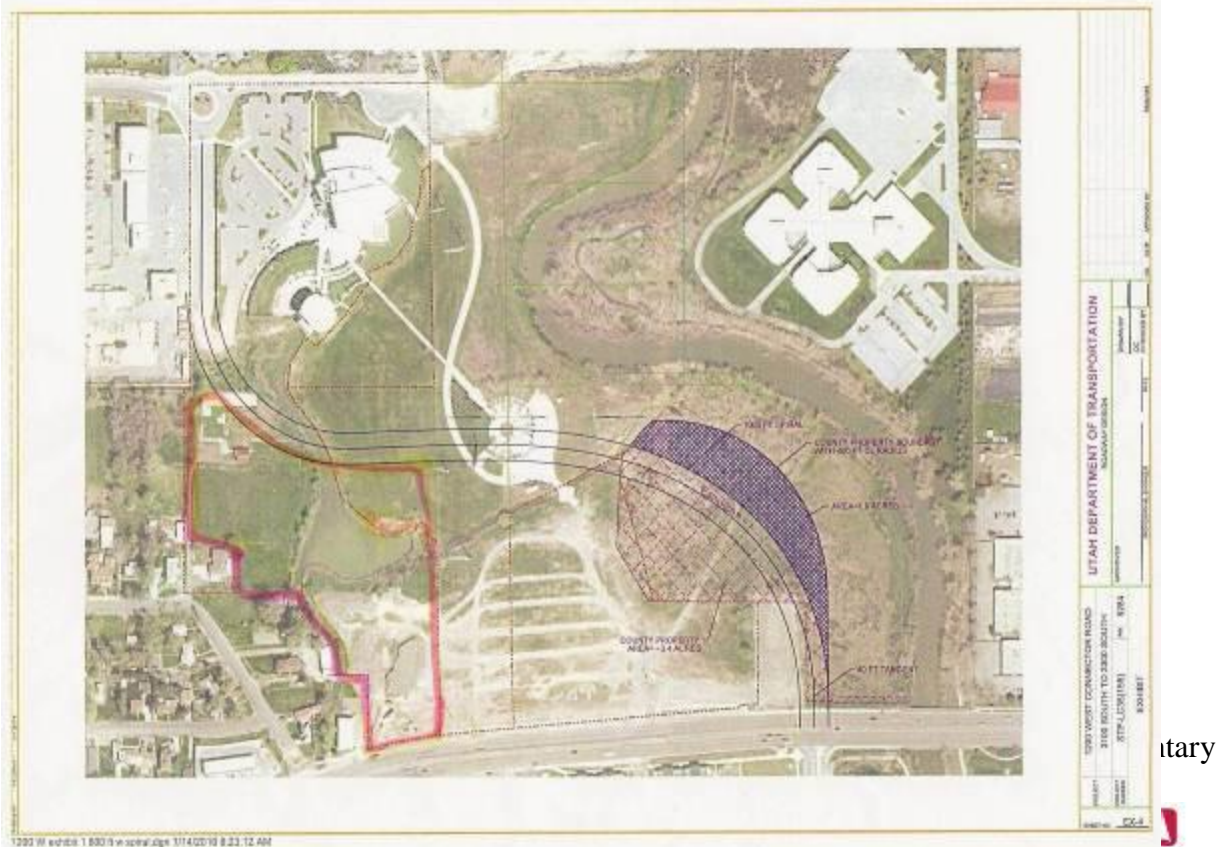


Potential Site 1 – Esperanza Elementary School – Southeast View



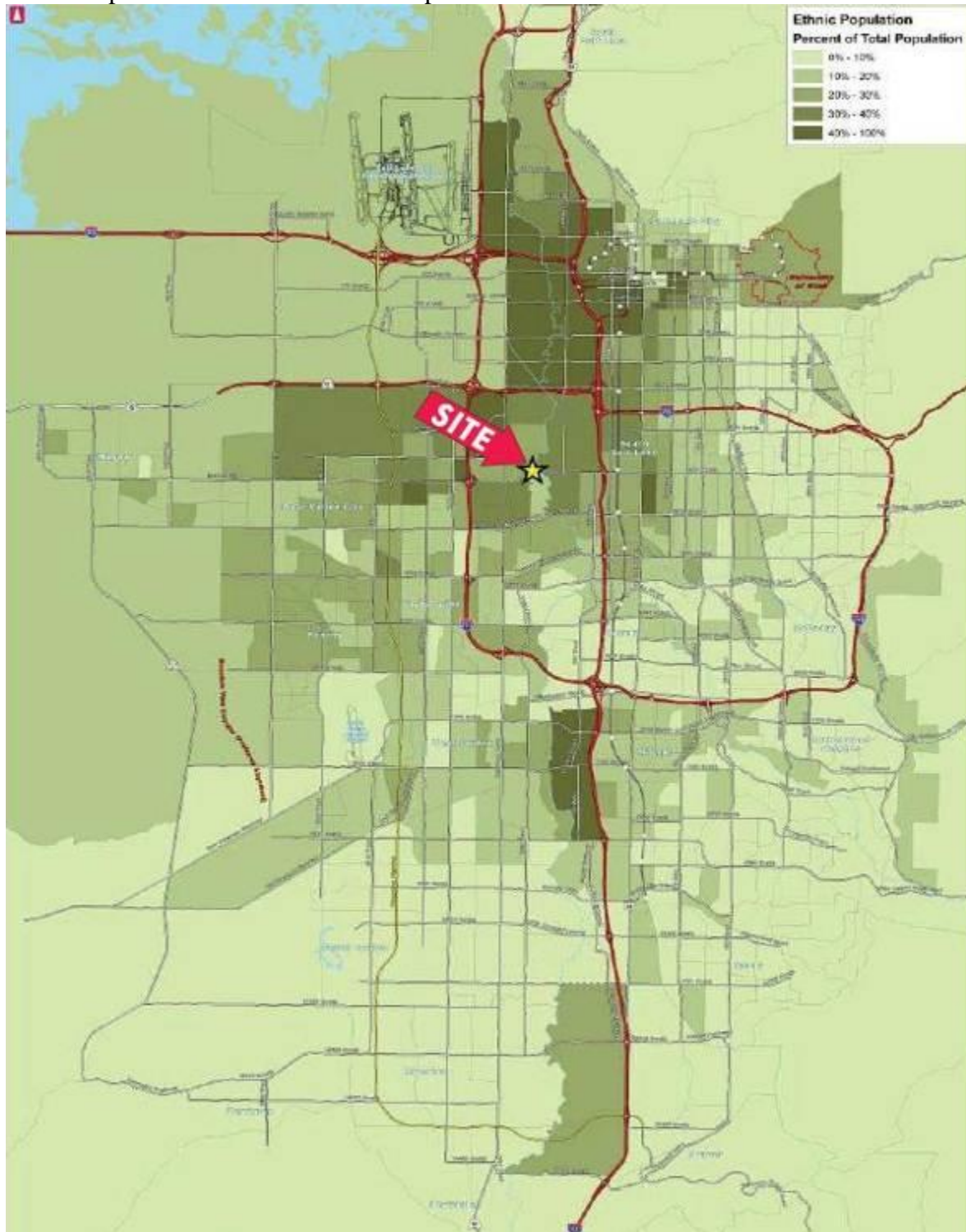
Large Overview – Site Map

ESPERANZA ELEMENTARY CHARTER SCHOOL



Close-up Site Layout – potential Esperanza Elementary location in lower left

Ethnic Population – Percent of Total Population Chart



The above Ethnic Population Chart shows in various shades of green the ethnic diversity of our Salt Lake County Valley. The darker the green the more diverse the ethnicity.

We are most excited about the possibility of building a school on the Jordan River International Marketplace property. There are several reasons for our enthusiastic optimism.

1. The demographics of West Valley City and this area lend itself to the dual language learner and families we are seeking, both Spanish and English language learners.
2. We are close to the Utah Cultural Celebration Center, which has a wide diversity of people coming and going and participating in its multicultural activities. This is a great synergistic draw for our school and its goals.
3. We have a letter of intent to assist us in financing the project and building it for us from the start. We would then exercise the option to buy the facility and land outright after securing a successful track record as a viable school, issue the needed bonds and secure permanent financing on the open market. This would then allow us to pay back the developer and allow us to own the school project outright. Please refer to the enclosed letter below, from Ascent Construction and Mr. Bob Murri, Director of Marketing.



February 18, 2011

Generacion Floreciente
Barbara Lovejoy, Board Chair
Esperanza Elementary
854 Elm Ave.
Salt Lake City, Utah 84106

Re: Letter of Interest: Construction of the Esperanza Elementary School at the Jordan River Market Place in West Valley City

Dear Board of Directors:

The Jordan River Marketplace, LLC is under contract with West Valley City to develop the Jordan River Marketplace (approximately 16 acres) between 31st and 33rd South and West of 1200 West in West Valley City.

We have been asked to consider having the new Esperanza Elementary Charter School be located on the west side of this development just south of the Cultural Celebration Center. We are very interested in this possibility. Ascent Construction would be the General Contractor for the project and would work closely with School Representatives and the architect throughout design, pre-construction and construction of the facility. The Jordan River Marketplace, LLC would secure financing for construction of the facility after finalizing a long-term lease agreement with an option to buy the school and property any time after the first year.

The Jordan River Marketplace, LLC commits its time and focus in helping this project become a reality. With the ethnic diversity in West Valley City as the 2nd largest City in the state, this is a perfect location for the Esperanza Elementary School and a welcomed addition to this development.

We look forward to working with you on this project.

Sincerely,

Robert L. Murri
Director, Marketing
Ascent Construction, Inc.

Another possible site is: The America First Credit Union Property 8.4 Acres located at 4938 W. on 3500 S. is another possible site to build Esperanza Elementary. This property is also approximately \$12.00 a SF or \$522,720 an acre.

Site 2:



AFCU Property at 4936 W 3500 S. Looking Northeast

This sight has the advantage of being in a very residential area with demographics that meet our needs.

FOR SALE

4936 WEST 3500 SOUTH

WEST VALLEY CITY, UTAH

PROPERTY SPECIFICATIONS

- 1 Sale Price.....\$12.00 PSF
- 2 Acres.....8.404
- 3 Square Footage.....366,088
- 4 Zoning.....C-2

DEMOGRAPHICS

| | 1 mile | 2 miles | 3 miles |
|--------------------|----------|----------|----------|
| TOTAL POPULATION: | 15,913 | 117,843 | 248,444 |
| MEDIAN AGE: | 30.6 | 29.3 | 28.9 |
| EMPLOYEES: | 11,272 | 47,530 | 115,400 |
| MEDIAN HH INCOME: | \$64,794 | \$56,871 | \$55,720 |
| PER CAPITA INCOME: | \$17,144 | \$16,385 | \$16,866 |
| AVERAGE HH INCOME: | \$59,155 | \$56,028 | \$55,182 |
| TOTAL HOUSEHOLDS: | 4,563 | 34,191 | 74,763 |

FOR MORE INFORMATION CONTACT

Barbara Johnson, CCIM, SIOR
801.869.8019
barb.johnson@cbre.com

Dee Hansen
801.274.2002
dhansen@theдрhcompany.com

AFCU Site 2 Information from CBRE CB Richard Ellis

There are other new-construction sites that have been considered, which could be pursued if necessary. In our original application we listed additional new-construction sites we have considered, but have eliminated them for this revised application. When our charter is secure and we are closer to an ability to act, we will resume an active search for new-construction locations.

The other major option for developing a facility is to retro-fit existing structures, such as retail, office, warehouse, R&D and other space types that are available around the valley. In the chart below we have used \$35 PSF to retrofit, though we believe it will cost much less.

| Existing Space - Retrofitted | | | | | |
|-------------------------------------|-------------|----------------|---------------------|--|-----------------------------------|
| SF | Cost Per SF | Total | Monthly Rental Cost | Improvement Costs Amortized at 6% 30 years | Total Monthly Rent + Improvements |
| 10,000 | \$35.00 | \$350,000.00 | \$8,333.33 | \$2,098.43 | \$10,431.76 |
| 20,000 | \$35.00 | \$700,000.00 | \$16,666.67 | \$4,196.85 | \$20,863.52 |
| 30,000 | \$35.00 | \$1,050,000.00 | \$25,000.00 | \$6,295.28 | \$31,295.28 |
| 40,000 | \$35.00 | \$1,400,000.00 | \$33,333.33 | \$8,393.71 | \$41,727.04 |
| 50,000 | \$35.00 | \$1,750,000.00 | \$41,666.67 | \$10,492.13 | \$52,158.80 |
| 60,000 | \$35.00 | \$2,100,000.00 | \$50,000.00 | \$12,590.56 | \$62,590.56 |

Retrofitting existing space is a very viable and cost feasible approach, especially if we can retrofit for less than the projected \$35 psf. The above chart shows we can easily use a 40,000 SF property for less than \$42,000 a month.

A few of these that could be considered are as follows:

1. The Retail establishments on 5400 S. and Bangerter, where K-Mart is or has closed recently or the old Albertson's Grocery Store near the same K-Mart location in Kearns.
2. Others as supported by the attached information from various properties. There are many more that may be considered as needed.

Wasatch Front Regional MLS - Full Report - Commercial

MLS# 771574

Tour/Open: None
List Price: \$0
Lease Price: \$10.00
Lease Terms: Triple Net
CDOM: 2029
DOM: 1096
Address: 4100 S REDWOOD RD
NS/EW: 4100 S / 1700 W
City: Taylorsville, UT 84118
County: Salt Lake
Proj/Subdiv:
Tax ID: 21-03-201-004
Zoning Code:
Status: Active
List Date: 02/11/2008
Area: Magna; Taylorsv;
WVC; SLC
Taxes: \$1



| | Office | Retail | Warehouse |
|-----------------------------------|--------|--------|-----------|
| Curr. Ann. Rent: | | | |
| Proj. Ann. Rent: | | | |
| Curr. SQFT Vac.: | | | |
| Ceiling Clear: | | | |
| Ceiling Height: | | | |
| Column Span: | | | |
| Dimensions of Building | | | |
| Front: | | | |
| Side: | | | |
| Building Square Footage (approx.) | | | |
| 3+: | | | |
| 2: | | | |
| Main: | | | |
| Bsmnt: | | | |
| Min Avail for Lease: | | 1500 | |
| Max Avail for Lease: | | 17600 | |
| Avail for Lease: | | | |
| Bldg/ Suite(s) Avail for Rent: | 8 | | |

Year Built: 1988
Effect Yr Blt:
Cap Rate: 0.00
Tax Year:
Load Factor: %
of Units:
of Docks:
of Floors: 1
of Cranes:
Acres: 0.01
Side:
Irregular: 0
Uncovered
Parking:
Stall/Month: \$0
Unreserved: \$0
Possession:
Property Type: Retail; Office;
Restaurant
Total Sq. Ft: 42190
Occupied: %
of Bldgs: 1
of Elev:
of Amps:
Floor Load Cap:
Max. Crane
Tonage:
Frontage:
Back:
Covered Parking:
Ratio:
Reserved: \$0

Business Name:
Current Use:
APOD:
From:
Shared:
NOI: \$0
12 X 14:
Elec: \$0 (Tenant)
Insurance: \$0 (Tenant)
Access Feat: Ground Level, Single Level
Air Conditioning: Central Air; Gas
Const./Cond.: Block
Culinary Water: Connected
Cust. Visibility: Road Traffic; Traffic Count Available; Walk-In Traffic
Equipment:
Ext. SpecialPaved Parking; Security Lighting
Features:
Floor Coverings:
Heating: Forced Air
Inclusions:
Exclusions:
Int. SpecialMezzanine: Office; Restroom: Private; Sprinkler System Fire
Features:
Irrigation: Not Available
Land Condition: Landscaping: Full; Terrain: Flat
Offering Type: Lease
Roads/Trans.: Bus Service; Curb& Gutter; More Than 1 Access; Road: Paved; Roll Curb; Sidewalk
Roof:
Sewer: Connected
Site Description: Vacant Building
Tel Comm:
Terms:
Utilities: Separate Meter: Gas; Separate Meter: Elec.
Window Cov: None
Zoning: Commercial
Driving Dir:
Load Factor: %
Sublease From:
GSI: \$0
10 X 10:
Other:
Water: \$0 (Tenant)
Janitorial: \$0 (Tenant)
Sublease To:
10 X 12:
Gas: \$0 (Tenant)
Garbage: \$0 (Tenant)
Maintenance: \$0 (Tenant)

Wasatch Front Regional MLS - Full Report - Commercial

MLS# 907057

Tour/Open: None
List Price: \$0
Lease Price: \$0.35
Lease Terms: Sq. Ft./Month
CDOM: 525
DOM: 525
Address: 2140 S 3600 W
NS/EW: 2140 S / 3600 W
City: West Valley City, UT 84119
County: Salt Lake
Proj/Subdiv:
Tax ID: 15-20-126-024
Zoning Code: M
Status: Active
List Date: 08/18/2009
Area: Magna; Taylrsvt; WVC; SLC
Taxes: \$14,007



| | Office | Retail | Warehouse |
|-----------------------------------|--------|--------|-----------|
| Curr. Ann. Rent: | | | |
| Proj. Ann. Rent: | | | |
| Curr. SQFT Vac.: | | | |
| Ceiling Clear: | | | |
| Ceiling Height: | | | |
| Column Span: | | | |
| Dimensions of Building | | | |
| Front: | | | |
| Side: | | | |
| Building Square Footage (approx.) | | | |
| 3+: | | | |
| 2: | | | |
| Main: | | | |
| Bsmnt: | | | |
| Min Avail for Lease: | | | 9171 |
| Max Avail for Lease: | | | 24196 |
| Avail for Lease: | | | |
| Bldg/ Suite(s) Avail for Rent: | | | |

Year Built: 1977
Effect Yr Blt:
Cap Rate: 0.00
Tax Year: 2008
Load Factor: %
of Units: 2
of Docks: 2
of Floors: 1
of Cranes:
Acres: 1.23
Side:
Irregular: 0
Uncovered Parking:
Stall/Month: \$0
Unreserved: \$0
Possession:
Property Type: Warehouse
Total Sq. Ft: 24196
Occupied: %
of Bldgs: 1
of Elev:
of Amps: 800
Floor Load Cap:
Max. Crane Tonnage:
Frontage:
Back:
Covered Parking:
Ratio:
Reserved: \$0

Business Name:
Current Use: Warehouse/Storage
APOD:
From:
Shared:
NOI: \$0
12 X 14:
Elec: \$0
Insurance: \$0
Access Feat: Disabled Restroom
Air Conditioning: Central Air; Gas; Evap. Cooler Roof
Const./Cond.: Block
Culinary Water: Culinary Available
Cust. Visibility:
Equipment:
Ext. SpecialPaved Parking
Features:
Floor Coverings:
Heating: Forced Air
Inclusions:
Exclusions:
Int. SpecialAlarm: Security; Sprinkler System Fire
Features:
Irrigation:
Land Condition: Landscaping: Part; Terrain: Flat
Offering Type: Lease
Roads/Trans.: Curb& Gutter; Road: Paved
Roof: Buildup
Sewer:
Site Description: Tenant Occupied
Tel Comm:
Terms:
Utilities: 240 V 3 Phase; 480 V 3 Phase; Separate Meter: Gas; Separate Meter: Elec.
Window Cov:
Zoning:
Driving Dir:
Load Factor: %
Sublease From:
GSI: \$0
10 X 10:
Other: 1
Water: \$0
Janitorial: \$0
Sublease To:
10 X 12: 1
Gas: \$0
Garbage: \$0
Maintenance: \$0

Wasatch Front Regional MLS - Full Report - Commercial

MLS# 913487

Tour/Open: None
List Price: \$0
Lease Price: \$3.48
Lease Terms: Sq. Ft./Year
CDOM: 495
DOM: 495
Address: 3363 S 700 W
NS/EW: 3363 S / 700 W
City: Salt Lake City, UT 84119
County: Salt Lake
Proj/Subdiv:
Tax ID: 15-26-477-008
Zoning Code:

Status: Active

List Date: 09/16/2009

Area: Magna; Taylrsvt;
WVC: SLC

Taxes: \$14,654



| | Office | Retail | Warehouse |
|-----------------------------------|--------|--------|-----------|
| Curr. Ann. Rent: | | | |
| Proj. Ann. Rent: | | | |
| Curr. SQFT Vac.: | | | |
| Ceiling Clear: | | | |
| Ceiling Height: | | | |
| Column Span: | | | |
| Dimensions of Building | | | |
| Front: | | | |
| Side: | | | |
| Building Square Footage (approx.) | | | |
| 3+: | | | |
| 2: | | | |
| Main: | | | |
| Basmt: | | | |
| Min Avail for Lease: | | | |
| Max Avail for Lease: | | | |
| Avail for Lease: | | | |
| Bldg/ Suite(s) Avail for Rent: | | | |

Year Built: 1960
Effect Yr BH:
Cap Rate: 0.00
Tax Year: 2005
Load Factor: %
of Units: 1
of Docks: 1
of Floors: 1
of Cranes: 1
Acres: 1.06
Side:
Irregular: 1
Uncovered Parking:
Stall/Month: \$0
Unreserved: \$0

Possession:
Property Type:
Total Sq. Ft: 26085
Occupied: %
of Bldgs: 1
of Elev:
of Amps:
Floor Load Cap:
Max. Crane Tonnage:
Frontage:
Back:
Covered Parking:
Ratio:
Reserved: \$0

Business Name: Sealite
Current Use: Warehouse/Storage

APOD:
From:
Shared:
NOI: \$0
12 X 14:
Elec: \$0
Insurance: \$0
Access Feat:
Air Conditioning:
Const./Cond.:
Culinary Water:
Cust. Visibility:
Equipment:
Ext. Special
Features:
Floor Coverings:
Heating: Forced Air
Inclusions:
Exclusions:
Int. Special
Features:
Irrigation:
Land Condition:
Offering Type: Lease
Roads/Trans.: Bus Service; Freeway Exit
Roof:
Sewer:
Site Description: Vacant Building
Tel Comm:
Terms:
Utilities: 240 V 3 Phase
Window Cov:
Zoning:
Driving Dir:

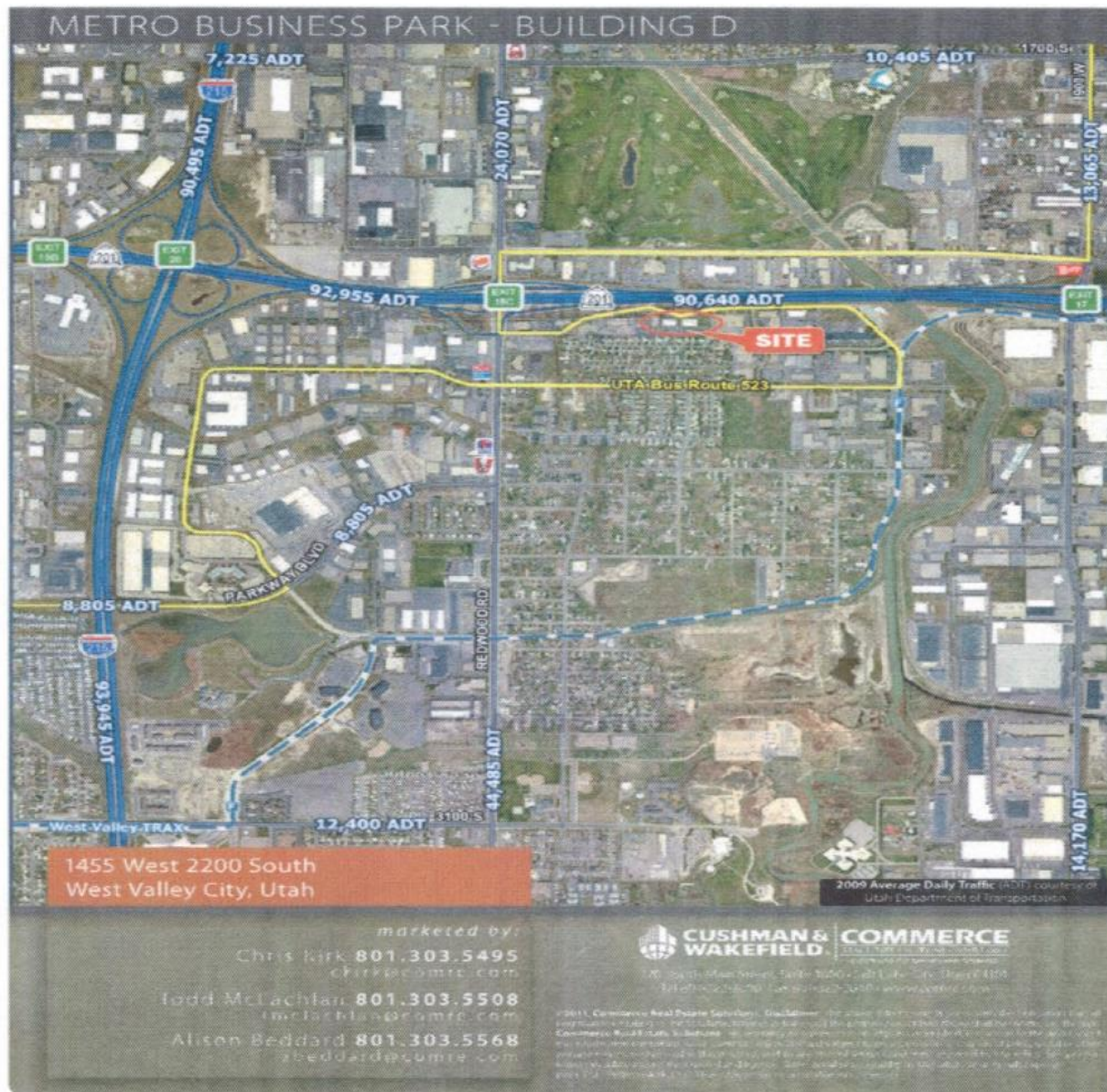
Load Factor: %
Sublease From:
GSI: \$0
10 X 10:
Other:
Water: \$0
Janitorial: \$0

Sublease To:
10 X 12:
Gas: \$0
Garbage: \$0
Maintenance: \$0

Retrofitting an existing structure:

We have evaluated a property in the Metro-Business Park at 1455 West 2200 South as an example of a retro-fit of an existing structure. The building is located in an area that contains the demographics of our target student population.


The cost to retrofit the space would be approximately \$35 psf times 32,044 SF of space equals nearly \$1.1M. The cost to rent the space is \$12.50 psf x 32,044 is \$400,550 a year or \$33,379.16 a month. There is also more space available if needed. Other properties would have similar high costs of retro-fit. See the attached a letter outlining these potential costs.



ESPERANZA ELEMENTARY CHARTER SCHOOL

METRO BUSINESS PARK - BUILDING D

FOR SALE OR LEASE




New TRAX line and UTA bus route through the park - August 2011.

1455 West 2200 South
West Valley City, Utah

property information
• Building Size: 32,044 SF
Available:
• 1st Floor currently occupied, total annual income: \$143,550
• Suite 200: 10,395 SF build to suit
• Suite 300: 12,580 SF high end office space
• Parking: 4/1,000
• Crown signage available
• Lease Rate: \$12.50 / Full Service
• Sales Price: \$2,082,880 (\$65/PSF)
RELOCATED TO CORNER
• Utopia fiber in the building

marked by:
Chris Kirk **801.303.5495**
ckirk@cush.com
Todd McLachlan **801.303.5508**
tmclachlan@com.com
Alison Beddard **801.303.5568**
abeddard@com.com



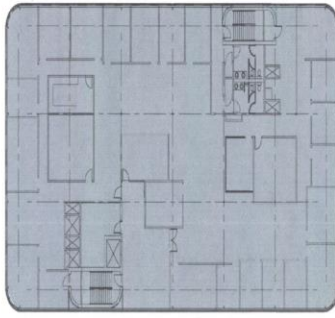
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90,000 CARS PER DAY!**

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800.822.2222 • Fax: 801.333.2222 • www.cushmanwakefield.com

METRO BUSINESS PARK - BUILDING D



Suite 200 | 10,395 RSF (Can be divided)



Suite 300 | 12,580 RSF (Can be divided)

1455 West 2200 South
West Valley City, Utah

marked by:
Chris Kirk **801.303.5495**
ckirk@cush.com
Todd McLachlan **801.303.5508**
tmclachlan@com.com
Alison Beddard **801.303.5568**
abeddard@com.com



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September 14, 2011

Jared Christensen
5668 Stone Flower Way
Salt Lake City, Utah 84118

RE: Renovating the Metro Business Park, Building D for the Esperanza Elementary Charter School

Dear Jared:

After our site visit and walk through of the Metro Business Park, Building D, on September 13 and after discussing this retrofit project with our estimating team, we offer the following services and suggestions:

- We can perform a renovation of the Metro Business Park Building—transforming it into useable spaces that will meet your education and learning purposes. The estimated cost per square foot is around \$35. The estimated cost based on the total building size of Building D, 32,044 square feet, would be around \$1.1 million.
- We assume that heating, air conditioning and lighting are adequate for each floor of the building and that minimal improvements to the current systems are required. HVAC alterations and upgrades are expensive and must be carefully evaluated against a design layout of the existing space to determine if changes must be made.
- Costs provided in this letter do not include kitchen/cafeteria equipment, school furniture and equipment, etc. These are all separate and additional costs.
- For the safety of the children and educational staff, we would highly recommend that the large, west-facing, severely-cracked window on the third floor of Building D be replaced as part of the renovation efforts.
- To ensure your building needs are met exactly and to ensure the highest opportunity for learning, we highly recommend the use of an architectural services firm with elementary school classroom layout/design experience. They will assist you in determining the best use of space, traffic flow, program location, logistics, noise management and space layout efficiencies. Typically, these fees are 6 percent of the total value of the construction project—plan on an estimated \$66,000 for design.

If you have any questions regarding this preliminary assessment for construction services, please call me at 801-299-1711. Best wishes as you pursue the best solution for the Esperanza Elementary School.

Sincerely,

Robert L. Murri
Ascent Construction, Inc.

25 South Main, Suite 200 • Centerville, Utah 84014 • (801) 299-1711 • (801) 299-0663
www.ascentconstruction.com

SECTION 7: DETAILED BUSINESS PLAN

Overview

Even after 10 years, launching a charter school is still a lot like building an airplane during takeoff. There are many challenges. Financing the startup is one. Our business plan will have Esperanza in the black by the second year of operation. We will balance our budgets during the planning year and the first operational year by utilizing either Federal CSP Startup and Implementation funds or a loan from the State's Revolving Loan Fund. We are assuming the latter for now and budgets in our application reflect this.

For our planning year, there is virtually no assured revenue so the bulk of our startup expenses will be paid for with the Federal grant or, more likely, a loan from the Revolving Loan Fund.

We will receive State MSP funding in our first operational year, but it will not be enough to cover the cost of the resources required during this startup year. This is primarily because of our growth model that allows only 320 students in the first year, but is also impacted by our capital startup needs like furniture, computer equipment and instructional materials. So for the first operational year we will again need to borrow money to balance our budget.

By the end of our second operational year, because of increased student enrollment (400) and reduced capital needs, we will realize a surplus while meeting all operating expenses and beginning repayment of loans. Our financial position improves every year after that until we level off when our full enrollment of 525 students is achieved in the fifth year of operation. By that time Esperanza Elementary will be fiscally robust.

Planning Year

During Esperanza's planning phase we have five primary objectives. The planning year budget is designed to ensure we accomplish them.

- 1) Fully develop the curriculum and educational programs in preparation for training educators and staff
- 2) Begin the interviewing and hiring process for educators, administrators and other staff
- 3) Oversee the design and construction of the school facility
- 4) Implement a vigorous marketing campaign to ensure maximum student enrollment
- 5) Establish community and neighborhood partnerships and support

It is anticipated that Esperanza will engage Barbara Lovejoy, instructional leader and primary founder of the school and its programs (see Barbara's bio information in Section 10), for \$30,000 plus benefits to see that the planning period objectives are accomplished. Whether or not to hire or contract with Ms Lovejoy will be a decision of the Board of Directors and will be in keeping with 53A-1a-518. \$12,000 is included for administrative support. Relationship building and marketing will be primary activities; the planning year budget includes funding to support these efforts. Monies will be allocated to launch organizational components including our website,

information technology infrastructure and the school's basic accounting system. The costs for the planning year are \$89,150. We will generate at least \$4,000 in donations. We will borrow \$90,000 early in our planning year and begin repayments during our first operational year. Esperanza's planning year budget follows this section.

First Two Operational Years

The budgets that follow illustrate how we will allocate educators, administrators, support staff and resources to fulfill our mission and ensure a quality educational program and school community. By the second year, with an enrollment of 400, the Principal's staff will include 16 bilingual classroom teachers with a support team of a special education coordinator, social worker, librarian, IT specialist, three full-time paraprofessionals, three office workers and volunteers. The core teacher-to-student ratio will be 1 to 25. Direct student-services personnel to students will be 1 adult for every 16 children.

The CEO/Director and the business manager with support from the three admin/office staff will oversee all non-educational aspects of the school – operations, facilities and finances. In Esperanza's model, the Principal/Instructional Leader is freed from these responsibilities in order to focus completely on the educational program and community.

Revenue – Our budgets show only modest donations and grants though we expect to raise far more money than shown. We show State MSP revenue for the first two operational years based on the USOE revenue worksheet. Budgets for year one and two show revenue for our school meals program (see explanation below). We are showing Federal IDEA and NCLB Title revenues based on anticipated student enrollment numbers and a conservative per-pupil revenue rate derived from analyzing two demographically similar charter schools.

Facility – Our budget models allocate \$504,000 annually to lease our current first choice facility option that includes a 45,000 square foot building plus grounds (see Section 6—Capital Facilities Plan). These projections result in our facilities costs being 18.5 percent of anticipated revenues in the first operational year and 16.5 percent in the second. We have based our operation and maintenance expenses, both for facilities and administrative support, on an analysis of actual data from two Salt Lake valley charter schools with several years successful operating history. These include utilities, custodial services and supplies, building and grounds maintenance, repair and supplies. If we opt to construct a facility (whether we lease or own) we understand that the construction process is complex, requiring formal bids for architectural and contracting services. We have consulted with two professionals experienced with this process for Utah charter schools in order to get a better understanding of the process. We would contract with a consultant to represent us and guide us through this process. Fees for this service would be included in the total financing or lease package.

Professional development (PD) – Our Principal, as part of Esperanza's teacher evaluation process, will assist educators individually in setting annual goals and collectively in establishing a school-wide professional learning community. Educators will receive an annual allowance to support personal and professional growth: \$300 per educator, with Principal approval. Attending conferences and visiting other schools is part of the PD plan and to support this,

ESPERANZA ELEMENTARY CHARTER SCHOOL

educators will receive an annual travel allowance of \$150. The PD plan includes funds to pay for consultants, speakers or trainers. The total PD plan budget is as follows:

| | Planning Year | 1st Year of Operation | 2 nd Year of Operation |
|---|---------------|-----------------------|-----------------------------------|
| PD consultants | 3,000 | 7,500 | 17,000 |
| PD Fund for: conferences school visits trainings | 3,050 | 4,860 | 5,160 |
| Conference registrations | 800 | 1,450 | 1,550 |
| Educator PD allowance @ \$300 per educator | | 5,400 | 6,600 |
| Total | 6,850 | 19,210 | 30,310 |

Instructional materials and supplies – Budgets include \$600 per teacher annually for instructional supplies: \$400 may be used by individual teachers, \$200 per teacher will be pooled and used for general educational supplies. Esperanza will comply with state law minimums regarding allocations to teachers for educational materials. \$5,000 per grade level is budgeted annually for textbooks and other printed instructional materials and equates to \$90 per pupil during the first year. This amount is increased to \$6400 per grade level (\$100 per student) in the second year. We anticipate this amount to increase in subsequent years as our enrollment and revenues increase.

Library – \$3,900 (\$10/student) is budgeted for the first year, \$11,250 (\$25/student) for the second year for books, software and other resource materials. Furnishings will be included in the facility construction/remodeling budget. Computers for the library are included in the technology plan and budget.

School meals program – Esperanza Elementary will provide the federal school meals program for its students, at a minimum, both breakfast and lunch. We will contract with a food service provider for the meals and guidance in managing the Federal program. We have received an estimate of revenues and expenses for our first two operational years from Lunchboxers, a local state approved vendor based on the anticipated numbers of students and a 50 percent free and reduced-price rate. The program, for both years, is projected to generate a modest surplus. Lunchboxers has extensive experience providing school meals to Utah charter schools. The estimates below are included in our budgets. See Lunchboxers projections in Appendix H.

LUNCHBOXER SCHOOL MEALS PROJECTIONS

2013-14 2014-15

REVENUE

| | | |
|-----------------|--------------|--------------|
| Meal Purchases | \$38,295.08 | \$44,186.63 |
| Fed RMB | \$138,638.76 | \$159,967.80 |
| Fed Commodities | \$14,453.30 | \$16,676.89 |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | |
|---------------|--------------|--------------|
| State Funding | \$12,600.32 | \$14,538.83 |
| TOTAL REV | \$203,987.45 | \$235,370.14 |

EXPENSES

| | | |
|----------------------|--------------|--------------|
| Meal Expenses | \$168,592.33 | \$193,760.38 |
| Coordinator (36 wks) | \$25,228.80 | \$25,228.80 |
| TOTAL EXP | \$193,821.13 | \$218,989.18 |
| NET | \$10,166.33 | \$16,380.96 |

Technology infrastructure and equipment – See Esperanza’s 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. Our technology infrastructure includes a Voice Over Internet Protocol (VOIP) telephone system which is less expensive than the traditional PBX system while giving users and school administration greater individual flexibility. We anticipate contracting with an outside firm to help us design our technology strategic plan, purchase and implement the infrastructure and manage it for optimum functionality. We will employ a half-time staff person to be our in-house technology support and liaison with the IT management group. The IT management team will also oversee our e-Rate eligibility, helping us maximize e-Rate discounts for communications technology – our equipment expenses reflect e-Rate savings.

Furniture – Furniture will not be fancy at Esperanza, at least for the first few years. We will acquire furniture through donations and through purchases of used property primarily from school district warehouses. As we begin to enjoy budget surpluses after our second year of operation we will begin to acquire better quality furniture.

Liability insurance and risk management – We will utilize the services of the State’s Risk Management Division for economical liability and property insurance rates. But more importantly, for Risk Management’s safety inspection services as well as its superior support in the event of an accident or law suit.

Business Plan / Financial Management Goals & Indicators

| <i>Indicator - Financial performance & sustainability</i> | | |
|---|--|---|
| Measure | Metric | Target |
| Current ratio | Current Assets / Current Liabilities | > 1.15 |
| Debt ratio | Total Liabilities / Total Assets | < 0.09 |
| Occupancy costs | Facility Costs / Total Operating Revenues | < 22% |
| Current assets to total annual operating expenses | Current Assets / (Total Annual Operating Expenses / 365) | > 30 - 60 days cash on hand |
| Adherence to budget | (Budgeted expenditure - Actual expenditure) / Budgeted expenditure | Overall budget to actual expenditures within 5% of budget |

SECTION 8: BUDGETS

| Charter School Name: ESPERANZA ELEMENTARY | | | |
|--|-----------------------|-----------------|--------------|
| | Planning Year | | |
| Number of Students: | 0 | | |
| Grade Configuration: | n/a | | |
| Revenue | Total | | |
| Local Funding including anticipated fees from students | | | |
| Fee Basis if applicable: | | | |
| State Funding | | | |
| Private Grants & Donations | | | |
| Source(s): Private Donations | \$2,500 | | |
| Source(s): Foundations & Grants | | | |
| Source(s): Corporate Giving | \$1,500 | | |
| Loans: | | | |
| Commercial | | | |
| Private | | | |
| Revolving Loan Fund | \$90,000 | | |
| Other: | | | |
| Total Revenue | \$94,000 | | |
| Expenses | # of Staff | @ Salary | Total |
| Salaries (100) | | | |
| Administration: Planning Year Executor | 0.50 | \$ 60,000 | \$30,000 |
| Administration: CEO/Director | | | \$ |
| Administration: Principal/Instructional Leader | | | \$ |
| Teacher-Regular Ed | | | \$ |
| Teacher-Special Ed | | | \$ |
| Instructional Assistants | | | \$ |
| Secretary | | | \$ |
| Business Manager/Bookkeeper | | | \$ |
| IT Technician | | | \$ |
| Program Facilitator/Instructional Support | | | \$ |
| Speech & Language Therapist | | | \$ |
| Counselor (Certified/Noncertified) (Circle) | | | \$ |
| Substitute Teachers (daily basis) | | | \$ |
| Teachers Aids and Paraprofessionals | | | \$ |
| Employee Benefits (200) | 46% | | \$13,800 |
| Purchased Professional Services(300) | | | |
| Audiologist, Psychologist, related support services (contracted) | | | |
| Professional Employee Training and Development (330) | Glaser training/other | | 3,000 |
| Administrative Services in Support of Management (310) | | | 14,400 |
| Professional Educational Services (contracted) (320) | | | |
| Legal (300) | | | |
| Audit Services (300) | | | |
| Web Site Development (300) | | | 2,000 |
| IT Consulting | | | 1,500 |
| Bookkeeping | | | 1,000 |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | |
|---|----------------|--|------------------|--|--|--|
| 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) - Glasser Quality School Training - 3 | | | 1,500 | | | |
| Travel (580) - National Charter Conference - 2 | | | 1,550 | | | |
| 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) | | | 500 | | | |
| Other (printing; postage) | | | | | | |
| Postage | | | 2,000 | | | |
| Total Instruction, Administration & Support | | | \$71,250 | | | |
| | | | | | | |
| 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) | | | | | | |
| Property/Casualty Insurance (520/521) for planning period | Risk Mgmt | | 1,000 | | | |
| Advertising and Marketing | | | 8,000 | | | |
| Printing and Binding | flyers, copies | | 4,000 | | | |
| Phone/Communications | | | | | | |
| Supplies (600) | | | | | | |
| Operational Supplies | | | 1,000 | | | |
| Utilities and other Expendable Supplies (610-630) | | | | | | |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc.) | | | 2,500 | | | |
| Furniture & Other Equipment | | | | | | |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Association memberships | | | 600 | | | |
| National conference registration - 2 | | | 600 | | | |
| State charter conference registration - 4 | | | 200 | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| Total Operations & Maintenance | | | \$ 17,900 | | | |
| | | | | | | |
| Total Expenditures | | | \$ 89,150 | | | |
| | | | | | | |
| Total Revenues | | | \$94,000 | | | |
| | | | Balance | | | |
| Budget Balance (Revenues-Expenditures) | | | \$4,850 | | | |
| | | | | | | |
| Budget Balance as Percentage of Revenue | | | 5.2% | | | |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| Charter School Name: ESPERANZA ELEMENTARY | | | | | | |
|--|--|-----------------|--------------|--|-----------------|--------------|
| | Enrollment Maximum or Target First Operational Year | | | 75% Enrollment or Target First Operational Year | | |
| Number of Students: | 390 | | | 293 | | |
| Grade Configuration: | K-6 | | | K-6 | | |
| Revenue | Total | | | Total | | |
| Local Funding including anticipated fees from students | \$0 | | | \$0 | | |
| Fee Basis if applicable: | | | | | | |
| School Food Program Sales to Students & Adults | \$38,295 | | | \$28,721 | | |
| State Funding | \$2,250,090 | | | \$1,834,475 | | |
| State Funding for School Food Program | \$12,600 | | | \$9,450 | | |
| Federal School Food Program Revenue | \$153,092 | | | \$114,819 | | |
| Federal IDEA | \$66,300 | | | \$49,810 | | |
| Federal NCLB Title Programs | \$42,900 | | | \$32,230 | | |
| Private Grants & Donations | | | | | | |
| Source(s): Private Donations | \$2,500 | | | \$2,500 | | |
| Source(s): Foundations & Grants | \$3,000 | | | \$3,000 | | |
| Source(s): Corporate Giving | \$2,000 | | | \$2,000 | | |
| Loans: | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | |
| Revolving Loan Fund | \$150,000 | | | \$150,000 | | |
| Other (specify): | | | | | | |
| Planning Year Carryover | \$4,850 | | | \$4,850 | | |
| Total Revenue | \$2,725,628 | | | \$2,231,855 | | |
| Expenses | # of Staff | @ Salary | Total | # of Staff | @ Salary | Total |
| Salaries (100) | | | | | | |
| Administration: CEO/Director | 1.00 | \$ 60,000 | \$60,000 | 1.00 | \$ 60,000 | \$60,000 |
| Administration: Principal/Instructional Leader | 1.00 | \$ 60,000 | \$60,000 | 1.00 | \$ 60,000 | \$60,000 |
| Teacher-Regular Ed | 16.00 | \$ 42,000 | \$672,000 | 12.00 | \$ 42,000 | \$504,000 |
| Teacher-Special Ed | 1.00 | \$ 42,000 | \$42,000 | 1.00 | \$ 42,000 | \$42,000 |
| Instructional Assts/Paraprofessionals | 2.00 | \$ 13,000 | \$26,000 | 1.00 | \$ 13,000 | \$13,000 |
| Administrative/Office Staff | 2.25 | \$ 25,000 | \$56,250 | 2.00 | \$ 25,000 | \$50,000 |
| Business Manager/Bookkeeper/Operations Support | 0.75 | \$ 45,000 | \$33,750 | 0.75 | \$ 40,000 | \$30,000 |
| Librarian/IT Coordinator | 1.00 | \$ 38,000 | \$38,000 | 0.50 | \$ 38,000 | \$19,000 |
| Social Worker | 1.00 | \$ 38,000 | \$38,000 | 0.75 | \$ 38,000 | \$28,500 |
| School Meals Coordinator | 36wks*40*\$12 | | \$17,280 | 36wks*40*\$12 | | \$17,280 |
| Substitute Teachers (daily basis) | 16*\$12*10d*6h | | \$11,520 | 12*\$12*10d*6h | | \$8,640 |
| Employee Benefits (200) | 46% | | 485,208 | 46% | | 382,913 |
| Purchased Professional Services(300) | | | | | | |
| Audiologist, Psychologist, related support services (contracted) | 36d*6h*\$60 | | 12,960 | 36d*6h*\$60 | | 12,960 |
| Professional Employee Training and Development (330) | | | 7,500 | | | |
| Administrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320) | | | | | | |
| Legal (300) | | | 2,000 | | | 2,000 |
| Audit Services (300) | | | 7,500 | | | 7,500 |
| Web Site Maintenance (300) | | | 3,000 | | | 3,000 |
| IT Management | | | 24,000 | | | 24,000 |
| 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) - Educators | \$150*20 | | 3,000 | \$50*16 | | 800 |
| Travel (580) - National Conferences (4 trips) | \$465*4 | | 1,860 | \$465*2 | | 930 |
| Transportation (Student) ((510-513) | field trips | | 15,000 | field trips | | 8,000 |
| Teacher/Administrator Professional Development Allowance | \$300*18 | | 5,400 | \$300*16 | | 4,800 |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | |
|---|------------------|--------------|--------------|------------------|--------------|--------|
| Supplies(600) | | | | | | |
| General supplies (610) | | | 15,000 | | 11,000 | |
| Instructional supplies (610) | \$600/teacher | | 9,600 | \$450/teacher | 5,400 | |
| Meeting supplies (613) | | | 2,500 | | 1,500 | |
| Library Instructional Aids/Books/Periodicals(640/645) | \$10/student | | 3,900 | \$10/student | 2,930 | |
| Textbooks (641) Instructional Mtls - Guided Reading Books | \$5000/7 grades | \$90/student | 35,000 | \$2500/7 grades | \$85/student | 24,905 |
| Audiovisual Materials (646) | | | | | | |
| Software (670) including Licensing | | | 4,800 | | 4,275 | |
| Other (printing; postage) | | | | | | |
| Postage | | | 2,300 | | 2,300 | |
| Total Instruction, Administration & Support | | | \$1,695,328 | | \$1,331,633 | |
| | | | | | | |
| Operations & Maintenance | | | Total | | Total | |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | \$42K/month | | 504,000 | | 504,000 | |
| Utilities, Water, Sewage , Disposal Services | | | 6,000 | | 6,000 | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Repairs, Maintenance, Technicians | | | 13,000 | | 13,000 | |
| Grounds Care, Snow Removal | | | 6,000 | | 6,000 | |
| Custodial Services | 188d @ \$100 | | 18,800 | | 18,800 | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | | | | |
| Liability Insurance @ \$18/student | | | 7,020 | | 5,274 | |
| Treasurers Bond | | | 300 | | 300 | |
| Property Insurance | | | 1,500 | | 1,500 | |
| Advertising and Marketing | | | 5,000 | | 5,000 | |
| Printing and Binding | | | 3,000 | | 3,000 | |
| Telephone | | | 2,500 | | 2,500 | |
| Internet | | | 2,500 | | 2,500 | |
| Supplies (600) | | | | | | |
| Operational Supplies | | | 3,500 | | 2,500 | |
| Computer/network supplies (614) | | | 2,000 | | 1,500 | |
| Custodial /Maintenance Supplies | | | 3,500 | | 1,500 | |
| Utilities and other Exp Supplies (610-630) (elec & gas) | | | 3,200 | | 3,200 | |
| School Meals Program Food | | | 168,592 | | 126,444 | |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | 114,431 | | 69,786 | |
| Telephone Handsets | 24*\$50 | | 1,200 | 16*\$50 | 600 | |
| Furniture & Other Equipment | | | 15,000 | | 15,000 | |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | 500 | | 500 | |
| Association memberships | | | 800 | | 440 | |
| National charter conference registration - 2 | | | 600 | | | |
| Other national conference registration - 2 | | | 600 | | 300 | |
| State charter conference registration - 5 | | | 250 | | | |
| Loan Payments | | | | | | |
| Revolving Loan Fund Repayment on \$90,000 | \$1577.50*12 mos | | 18,930 | \$1577.50*12 mos | 18,930 | |
| Other (security, copier lease) | | | | | | |
| Copier Lease | 3@\$400/mo | | 14,400 | | 14,400 | |
| Total Operations & Maintenance | | | \$ 917,124 | | \$ 808,574 | |
| | | | | | | |
| Total Expenditures | | | \$ 2,612,452 | | \$ 2,140,208 | |
| | | | | | | |
| Total Revenues | | | \$ 2,725,628 | | \$2,231,855 | |
| | | | | | | |
| | | | Balance | | Balance | |
| Budget Balance (Revenues-Expenditures) | | | \$113,176 | | \$91,648 | |
| | | | | | | |
| Budget Balance as Percentage of State Revenue | | | 5.0% | | 5.0% | |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| Charter School Name: ESPERANZA ELEMENTARY | | | | | | |
|--|---|-----------------|--------------|---|-----------------|--------------|
| | Enrollment Maximum or Target Second Operational Year | | | 75% Enrollment or Target Second Operational Year | | |
| Number of Students: | 450 | | | 338 | | |
| Grade Configuration: | K-6 | | | K-6 | | |
| Revenue | Total | | | Total | | |
| Local Funding including anticipated fees from students | \$0 | | | | | |
| Fee Basis if applicable: | | | | | | |
| School Food Program Sales to students & Adults | \$44,187 | | | \$33,140 | | |
| State Funding | \$2,552,343 | | | \$2,088,560 | | |
| State Funding for School Food Program | \$14,539 | | | \$10,904 | | |
| Federal School Meals Program Revenue | \$176,645 | | | \$132,484 | | |
| Federal IDEA | \$76,500 | | | \$57,460 | | |
| Federal NCLB Title Programs | \$49,500 | | | \$37,180 | | |
| Private Grants & Donations | | | | | | |
| Source(s): Private Donations | \$5,000 | | | \$5,000 | | |
| Source(s): Foundations & Grants | \$10,000 | | | \$10,000 | | |
| Source(s): Corporate Giving | \$2,500 | | | \$2,500 | | |
| Loans: | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | |
| Other (specify): | | | | | | |
| Prior year carryover | \$113,176 | | | \$91,648 | | |
| Total Revenue | \$3,044,390 | | | \$2,468,875 | | |
| Expenses | # of Staff | @ Salary | Total | # of Staff | @ Salary | Total |
| Salaries (100) | | | | | | |
| Administration: CEO/Director | 1.00 | \$ 61,800 | \$61,800 | 1.00 | \$ 61,800 | \$61,800 |
| Administration: Principal/Instructional Leader | 1.00 | \$ 61,800 | \$61,800 | 1.00 | \$ 61,800 | \$61,800 |
| Teacher-Regular Ed | 18.00 | \$ 43,260 | \$778,680 | 13.00 | \$ 43,260 | \$562,380 |
| Teacher-Special Ed | 1.00 | \$ 43,260 | \$43,260 | 1.00 | \$ 43,260 | \$43,260 |
| Instructional Assts/Paraprofessionals | 3.00 | \$ 13,390 | \$40,170 | 2.00 | \$ 13,390 | \$26,780 |
| Administrative/Office Staff | 3.00 | \$ 25,750 | \$77,250 | 2.00 | \$ 25,750 | \$51,500 |
| Business Manager/Bookkeeper/Operations Support | 1.00 | \$ 46,350 | \$46,350 | 1.00 | \$ 41,200 | \$41,200 |
| Librarian/IT Coordinator | 1.00 | \$ 39,140 | \$39,140 | 1.00 | \$ 39,140 | \$39,140 |
| Social Worker | 1.00 | \$ 39,140 | \$39,140 | 1.00 | \$ 39,140 | \$39,140 |
| School Meals Coordinator | 36wks*40*\$12 | | \$17,280 | 36wks*40*\$12 | | \$17,280 |
| Substitute Teachers (daily basis) | 18*\$10*10d*6h | | \$10,800 | 13*\$10*10d*6h | | \$7,800 |
| Employee Benefits (200) | 46% | | 559,208 | 46% | | 437,957 |
| Purchased Professional Services(300) | | | | | | |
| Audiologist, Psychologist, related support services (contracted) | 54d*6h*\$72 | | 23,328 | | | 23,328 |
| Professional Employee Training and Development (330) | | | 17,000 | | | |
| Administrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320) | | | | | | |
| Legal (300) | | | 2,000 | | | 2,000 |
| Audit Services (300) | | | 7,500 | | | 7,500 |
| Web Site Maintenance (300) | | | 3,000 | | | 3,000 |
| IT Management | | | 25,000 | | | 25,000 |
| Purchased Property Services(400) | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) - Educators | \$150*22 | | 3,300 | \$50*18 | | 900 |
| Travel (580) - National Conferences (4 trips) | \$465*4 | | 1,860 | \$465*4 | | 1,860 |
| Transportation (Student) ((510-513) | field trips | | 18,000 | | | 15,000 |
| Teacher/Administrator Professional Development Allowance | \$300*22 | | 6,600 | \$200*18 | | 3,600 |
| Supplies(600) | | | | | | |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | |
|---|------------------|---------------|----------------------|------------------|--------------|------------------------|
| General supplies (610) | | | 17,000 | | | 12,000 |
| Instructional supplies (610) | \$500/teacher | | 9,000 | \$400/teacher | | 5,200 |
| Meeting supplies (613) | | | 2,500 | | | 1,000 |
| Library Instructional Aids/Books/Periodicals(640/645) | \$25/student | | 11,250 | \$15/student | | 5,070 |
| Textbooks (641) Instructional Mtls - Guided Reading Books | \$6400/7 grades | \$100/student | 45,000 | \$3500/7 grades | \$75/student | 30,000 |
| Software (670) including Licensing | | | 6,000 | | | 6,000 |
| Other (printing; postage) | | | | | | |
| Postage | | | 4,500 | | | 2,000 |
| Total Instruction, Administration & Support | | | \$1,977,716 | | | \$1,533,495 |
| Operations & Maintenance | | | Total | | | Total |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | \$42K/month | | 504,000 | | | 504,000 |
| Water, Sewage, Disposal Services | | | 6,300 | | | 6,300 |
| Repairs, Maintenance, Technicians | | | 15,000 | | | 15,000 |
| Grounds Care, Snow Removal | | | 7,350 | | | 7,350 |
| Custodial Services | 188d @ \$105 | | 19,740 | | | 19,740 |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | | | | |
| Liability Insurance @ \$18/student | | | 8,100 | | | 6,084 |
| Treasurers Bond | | | 350 | | | 350 |
| Property Insurance | | | 1,500 | | | 1,500 |
| Advertising and Marketing | | | 5,000 | | | 5,000 |
| Printing and Binding | | | 3,000 | | | 1,500 |
| Telephone | | | 2,500 | | | 2,500 |
| Internet | | | 2,500 | | | 2,500 |
| Supplies (600) | | | | | | |
| Operational Supplies | | | 5,000 | | | 3,000 |
| Computer/network supplies (614) | | | 3,000 | | | 2,000 |
| Custodial/maintenance supplies | | | 6,000 | | | 6,000 |
| Utilities and other Exp Supplies (610-630) (elec & gas) | | | 3,570 | | | 3,570 |
| School Meals Program Food | | | 193,760 | | | 145,320 |
| Property (700) | | | | | | |
| Technology-Related Hardware (Computers etc) | | | 57,660 | | | 39,808 |
| Telephone Handsets | 2*\$50 | | 100 | 10*\$50 | | 500 |
| Furniture & Other Equipment | | | 10,000 | | | 2,000 |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | 500 | | | 500 |
| Association memberships | | | 800 | | | 440 |
| National charter conference registration - 2 | | | 600 | | | |
| Other national conference registration - 2 | | | 600 | | | 300 |
| State charter conference registration - 7 | | | 350 | | | |
| Loan Payments | | | | | | |
| Revolving Loan Fund Repayment on \$90,000 | \$1577.50*12 mos | | 18,930 | \$1577.50*12 mos | | 18,930 |
| Revolving Loan Fund Repayment: \$150,000/\$150,000 | \$2629.16*12 mos | | 31,550 | \$2629.16*12 mos | | 31,550 |
| Other (security, copier lease) | | | | | | |
| Copier Lease | 5@420/mo | | 25,200 | 3@310/mo | | 7,560 |
| Total Operations & Maintenance | | | \$ 932,960.30 | | | \$ 833,301.71 |
| Total Expenditures | | | \$ 2,910,677 | | | \$ 2,366,796.51 |
| Total Revenues | | | \$3,044,390 | | | \$2,468,875 |
| Budget Balance (Revenues-Expenditures) | | | \$133,713 | | | \$102,079 |
| Budget Balance as Percentage of State Revenue | | | 5.2% | | | 4.9% |

ESPERANZA ELEMENTARY CHARTER SCHOOL

ESPERANZA ELEMENTARY REVENUE WORKSHEET

FY 2013-2014 --- First Operational Year

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

School Name: Esperanza Elementary

| | Average Daily Membership | Rating Factor | WPU Generated |
|---------------------------------|---------------------------------|--|----------------------|
| Estimated ADM (K) | 74 | 0.55 | 40.70 |
| Estimated ADM (1-3) | 160 | 0.9 | 144.00 |
| Estimated ADM (4-6) | 160 | 0.9 | 144.00 |
| Estimated ADM (7-8) | 0 | 0.99 | 0.00 |
| Estimated ADM (9-12) | 0 | 1.2 | 0.00 |
| Special Ed Pre-School | 0 | total WPUs | 328.70 |
| Special Ed ADM (K) | 6 | | |
| Special Ed ADM (1-12) | 26 | | |
| Special Ed (Self-Contained) | 40 | | |
| Number of Teachers (K-6) | 16 | | |
| Number of Teachers (7-12) | 0 | | |
| WPU Value | \$2,816 | <i>(Except for CTE Add-on and Special Ed.)</i> | |
| Prior Year Teacher FTE (CACTUS) | 0 | | |
| School Administrators (CACTUS) | 1 | | |
| Prior Year WPUs | 0 | | |
| ELL Students | 195 | | |
| Low Income Students-prior year | 0 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--------------------------------------|--|----------------------|-------------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | See above | 328.7000 | \$ 925,619 |
| Professional Staff | 0.05000 | 16.4350 | 46,281 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 1.0000 | 69.3000 | 178,586 |
| Spec. Ed. Self-Contained | 1.0000 | 40.0000 | 112,640 |
| 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 | | 98,011 |
| Total WPU Programs | | 454.4350 | \$ 1,361,138 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$ 29.76 per WPU | | \$ 13,524 |
| Special Populations | | | |
| Enhancement for At-Risk Students | | | |
| Enhancement for Accelerated Students | | | |
| Other | | | |
| School Land Trust Program | \$37.67 per student | | |
| Reading Achievement Program | \$15.97 per WPUs | | 7,257 |
| | \$2.04 per K-3 student | | 477 |
| | \$32.96 per low income student | | 6,427 |
| Charter Administrative Costs | \$100 per student | | 39,400 |
| 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 | | 732,158 |
| Total Non-WPU | | | \$ 885,788 |
| One Time | | | |
| Teacher Materials/Supplies | \$250 or \$175 per teacher (K-6) ¹ | 16 | 2,800 |
| | \$200 or \$150 per teacher (7-12) ² | 0 | - |
| Library Books and Resources | \$0.84 per student | 434 | 365 |
| Total One Time | | | \$ 3,165 |

ESTIMATED Total All State Funding \$ 2,250,090

¹Steps one through three get \$250; steps four or higher get \$175

²Steps one through three get \$200; steps four or higher get \$150

Questions: Call Cathy Dudley @ 538-7667

Updated 04-18-11

ESPERANZA ELEMENTARTY REVENUE WORKSHEET

FY 2013-2014 --- First Operational Year --- 75% Enrollment

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

School Name

| | Average Daily Membership | Rating Factor | WPU Generated |
|---------------------------------|--------------------------|---|---------------|
| Estimated ADM (K) | 56 | 0.55 | 30.8 |
| Estimated ADM (1-3) | 120 | 0.9 | 108 |
| Estimated ADM (4-6) | 150 | 0.9 | 135 |
| Estimated ADM (7-8) | 0 | 0.99 | 0 |
| Estimated ADM (9-12) | 0 | 1.2 | 0 |
| Special Ed Pre-School | 0 | total WPUs | 273.8 |
| Special Ed ADM (K) | 5 | | |
| Special Ed ADM (1-12) | 20 | | |
| Special Ed (Self-Contained) | 30 | | |
| Number of Teachers (K-6) | 12 | | |
| Number of Teachers (7-12) | 0 | | |
| WPU Value | \$2,816 | (Except for CTE Add-on and Special Ed.) | |
| Prior Year Teacher FTE (CACTUS) | 0 | | |
| School Administrators (CACTUS) | 1 | | |
| Prior Year WPUs | 0 | | |
| ELL Students | 147 | | |
| Low Income Students-prior year | 0 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--|--|---------------|------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | See above | 273.8000 | \$ 771,021 |
| Professional Staff | 0.05000 | 13.6900 | 38,551 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 1.0000 | 52.7500 | 135,937 |
| Spec. Ed. Self-Contained | 1.0000 | 30.0000 | 84,480 |
| 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 | | 81,096 |
| Total WPU Programs | | 370.2400 | \$ 1,111,084 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$ 29.76 per WPU | | \$ 11,018 |
| Special Populations | | | |
| Enhancement for At-Risk Students | | | |
| Enhancement for Accelerated Students | | | |
| Other | | | |
| School Land Trust Program | \$37.67 per student | | |
| Reading Achievement Program | \$15.97 per WPUs | | 5,913 |
| | \$2.04 per K-3 student | | 359 |
| | \$32.96 per low income student | | 4,845 |
| Charter Administrative Costs | \$100 per student | | 32,600 |
| 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 | | 600,572 |
| Total Non-WPU | | | \$ 720,991 |
| One Time | | | |
| Teacher Materials/Supplies | \$250 or \$175 per teacher (K-6) ¹ | 12 | 2,100 |
| | \$200 or \$150 per teacher (7-12) ² | 0 | - |
| Library Books and Resources | \$0.84 per student | 356 | 299 |
| Total One Time | | | \$ 2,399 |
| ESTIMATED Total All State Funding | | | |
| | | | \$ 1,834,475 |
| 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 | | | |

ESPERANZA ELEMENTARTY REVENUE WORKSHEET

FY 2014-2015 --- Second Operational Year

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

School Name

| | Average Daily Membership | Rating Factor | WPU Generated |
|---------------------------------|--------------------------|---|---------------|
| Estimated ADM (K) | 74 | 0.55 | 40.7 |
| Estimated ADM (1-3) | 184 | 0.9 | 165.6 |
| Estimated ADM (4-6) | 184 | 0.9 | 165.6 |
| Estimated ADM (7-8) | 0 | 0.99 | 0 |
| Estimated ADM (9-12) | 0 | 1.2 | 0 |
| Special Ed Pre-School | 0 | total WPUs | 371.9 |
| Special Ed ADM (K) | 6 | | |
| Special Ed ADM (1-12) | 30 | | |
| Special Ed (Self-Contained) | 45 | | |
| Number of Teachers (K-6) | 18 | | |
| Number of Teachers (7-12) | 0 | | |
| WPU Value | \$2,816 | (Except for CTE Add-on and Special Ed.) | |
| Prior Year Teacher FTE (CACTUS) | 16 | | |
| School Administrators (CACTUS) | 1 | | |
| Prior Year WPUs | 350.4 | | |
| ELL Students | 221 | | |
| Low Income Students-prior year | 160 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--|--|---------------|------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | See above | 371.9000 | \$ 1,047,270 |
| Professional Staff | 0.05000 | 18.5950 | 52,364 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 1.0000 | 78.3000 | 201,779 |
| Spec. Ed. Self-Contained | 1.0000 | 45.0000 | 126,720 |
| 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 | | 109,952 |
| Total WPU Programs | | 513.7950 | \$ 1,538,085 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$ 29.76 per WPU | | \$ 15,291 |
| Special Populations | | | |
| Enhancement for At-Risk Students | | | |
| Enhancement for Accelerated Students | | | |
| Other | | | |
| School Land Trust Program | \$37.67 per student | | 16,650 |
| Reading Achievement Program | \$15.97 per WPUs | | 8,205 |
| | \$2.04 per K-3 student | | 526 |
| | \$32.96 per low income student | | 7,284 |
| Charter Administrative Costs | \$100 per student | | 44,200 |
| Educator Salary Adjustment (ESA) | \$4,200 per qualified educator plus benefits | | 93,870 |
| ESA-School Administrators | \$2,500 per qualified administrator | | 3,104 |
| Local Replacement Dollars | Average \$1,687 per student | | 821,569 |
| Total Non-WPU | | | \$ 1,010,699 |
| One Time | | | |
| Teacher Materials/Supplies | \$250 or \$175 per teacher (K-6) ¹ | 18 | 3,150 |
| | \$200 or \$150 per teacher (7-12) ² | 0 | - |
| Library Books and Resources | \$0.84 per student | 487 | 409 |
| Total One Time | | | \$ 3,559 |
| ESTIMATED Total All State Funding | | | |
| | | | \$ 2,552,343 |
| 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 | | | |

ESPERANZA ELEMENTARTY REVENUE WORKSHEET
FY 2014-20145--- Second Operational Year --- 75% Enrollment
*******PROJECTION ONLY*******

School Name

| | Average Daily Membership | Rating Factor | WPU Generated |
|---------------------------------|--------------------------|---|---------------|
| Estimated ADM (K) | 56 | 0.55 | 30.8 |
| Estimated ADM (1-3) | 138 | 0.9 | 124.2 |
| Estimated ADM (4-6) | 173 | 0.9 | 155.7 |
| Estimated ADM (7-8) | 0 | 0.99 | 0 |
| Estimated ADM (9-12) | 0 | 1.2 | 0 |
| Special Ed Pre-School | 0 | total WPUs | 310.7 |
| Special Ed ADM (K) | 5 | | |
| Special Ed ADM (1-12) | 23 | | |
| Special Ed (Self-Contained) | 34 | | |
| Number of Teachers (K-6) | 13.5 | | |
| Number of Teachers (7-12) | 0 | | |
| WPU Value | \$2,816 | (Except for CTE Add-on and Special Ed.) | |
| Prior Year Teacher FTE (CACTUS) | 12 | | |
| School Administrators (CACTUS) | 1 | | |
| Prior Year WPUs | 273.8 | | |
| ELL Students | 183.5 | | |
| Low Income Students-prior year | 147 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--|---|---------------|------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | See above | 310.7000 | \$ 874,931 |
| Professional Staff | 0.05000 | 15.5350 | 43,747 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 1.0000 | 59.7500 | 153,976 |
| Spec. Ed. Self-Contained | 1.0000 | 34.0000 | 95,744 |
| 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 | | 91,295 |
| Total WPU Programs | | 419.9850 | \$ 1,259,692 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$ 29.76 per WPU | | \$ 12,499 |
| Special Populations | | | |
| Enhancement for At-Risk Students | | | |
| Enhancement for Accelerated Students | | | |
| Other | | | |
| School Land Trust Program | \$37.67 per student | | 13,825 |
| Reading Achievement Program | \$15.97 per WPUs | | 6,707 |
| | \$2.04 per K-3 student | | 396 |
| | \$32.96 per low income student | | 6,048 |
| Charter Administrative Costs | \$100 per student | | 36,700 |
| Educator Salary Adjustment (ESA) | \$4,200 per qualified educator plus benefits | | 70,403 |
| ESA-School Administrators | \$2,500 per qualified administrator | | 3,104 |
| Local Replacement Dollars | Average \$1,687 per student | | 676,487 |
| Total Non-WPU | | | \$ 826,168 |
| One Time | | | |
| Teacher Materials/Supplies | \$250 or \$175 per teacher (K-6) ¹ \$200 or \$150 per teacher (7-12) ² | 13.5 0 | 2,363 - |
| Library Books and Resources | \$0.84 per student | 401 | 337 |
| Total One Time | | | \$ 2,699 |
| ESTIMATED Total All State Funding | | | |
| | | | \$ 2,088,560 |
| 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 | | | |

SECTION 9: FISCAL PROCEDURES

The Esperanza Elementary Board of Directors is ultimately responsible for the financial health of the school. The Board exercises its responsibility by:

- Hiring the Chief Executive Officer/Director to manage school’s financial operation and to comply with the school’s board-adopted financial policies and procedures guidelines.
- Designating a Board Treasurer (see Bylaws job description excerpt at the end of this section) to work closely with the CEO/Director and business management personnel, acting as a bridge between Board and management, to ensure that Board fully understands the organization’s financial status.
- Developing and approving the school’s annual budget, including regular review and adjustments as required.
- Reviewing regular financial status reports, including profit and loss, budget vs actual, cash flow, balance sheet and accounts payable.
- Reviewing and approving the annual financial audit report.
- Participating in board professional development training with emphasis on financial management and oversight.

As per Esperanza’s organizational plan, the CEO/Director is expected to hire additional personnel to execute the business plan and oversee the business operation. The Esperanza Elementary Business Manager may be a person hired by the CEO/Director or the Business Management functions may be performed by a contracted service provider. The Business Manager must have be experienced and have a track record of successful charter school financial management. See the Business Manager job description in the appendix.

The Business Manager will work closely with the CEO/Director. Together, they are charged with executing and managing the financial operation of the school. The Business Manager, in concert with the CEO/Director, will work closely with the Board of Directors, particularly the Board Treasurer, in the development of the annual budget, reporting and oversight of the school’s finances and business operation.

The Board of Directors has adopted fiduciary goals and indicators. See goal table on page 53.

The Board of Directors has adopted a comprehensive policy for its fiscal operation, The *Esperanza Elementary Financial Policy and Procedures Guide*. The CEO/Director and the school’s business management personnel are charged with complying with these guidelines. Find the link to Esperanza’s complete Guide in Appendix E. Keys policies of interest to reviewers follow.

Standards – Esperanza Elementary will utilize uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which must be in accordance with generally accepted accounting principles (GAAP) and governmental auditing standards (GAAS) and Title 63J, Chapter 1, Utah Budgetary Procedures Act.

School Finance and Statistics Trainings – Appropriate Esperanza Elementary personnel, including the CEO/Director and Business Manager, 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 CEO/Director (and the Business Manager where necessary) will attend all USOE Charter School Section monthly meetings. Esperanza Elementary, 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 – Esperanza’s CEO/Director and Business Manager have primary responsibility for preparing an annual operating budget of revenues and expenses and a cash flow projection. Budgets are reviewed by the Board Treasurer and presented to Board of Directors at an open and public meeting. They are reviewed regularly and modified, as necessary. Esperanza Elementary will comply with the budgeting rules for local school boards as outlined in 53A-19-102. More details on the budget process guidelines are in sections 103 and 206 of the *Esperanza Elementary Financial Policy and Procedures Guide*.

Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the CEO/Director and Business Manager are responsible for preparing financial status reports for the Board Treasurer and the full Board of Directors, including profit and loss, budget vs 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 our small size, it is especially important 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, the CEO/Director and the Business Manager 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. Appropriate documentation must accompany expenditures. More details can be found in sections 103/Signature Authority and 1601/Accounts Payable of the *Esperanza Elementary Financial Policy and Procedures Guide*.

Independent Auditor – As per its policies and state law, Esperanza Elementary 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. Esperanza will also engage an audit firm to confirm its October student census count and its year-end student data upload.

Purchasing Policies & Procedures – Esperanza Elementary’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. Esperanza’s full procurement policies can be found in section 600 of the

Esperanza Elementary Financial Policy and Procedures Guide. Esperanza adheres to the following procurement objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible and dependable sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Esperanza Elementary supplier relationships.

In short, the school utilizes the following procurement guidelines:

- Contracts under \$1,000 - The school uses the purchasing objectives noted above 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.

Expendable Revenue and Undistributed Reserves – Esperanza Elementary 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. Esperanza Elementary will comply with the rules around school budget undistributed reserves in 53A-19-103.

Investments and Banking – Esperanza Elementary 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 Directors by the business management staff indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. Esperanza Elementary 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 Esperanza Elementary, including fundraising projects, must support the school vision and educational philosophy, and be Board approved. 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?

Esperanza Elementary 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.

School Fees – Esperanza Elementary will follow all State Rules related to charging school fees. No Fees will be charged students in grades K-6. In grades 7-9 minimal fees may be charged subject to prior State Rule limits and as per Esperanza'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 Directors. The fee schedule will be posted and distributed to all parents or guardians annually. Students may apply for a waiver of any school fees as per Board policy and State Rules.

ESPERANZA ELEMENTARY BYLAWS EXCERPT: TREASURER

4.6 Authority and Duty of Officers

(d) Treasurer. Reports to the Chair and the Board of Trustees. Supports the CEO and business management personnel. Specific responsibilities:

- (i) Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities. Works in concert with business management personnel.
- (ii) Provides direction for the oversight of the school's record keeping and accounting policies.
- (iii) Ensures the presentation of timely and meaningful financial reports to the board.
- (iv) Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
- (v) Oversees development and board review of financial policies and procedures.
- (vi) Ensures the presentation of the recommendations of the auditor to the Board for their approval. Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- (vii) 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.

**Esperanza Elementary Board of Directors Meeting
March 15, 2011
Jared and Janet Christensen's house at 6:00 pm
MINUTES**

Attendance

Board members: Barbara Lovejoy (chair), Steve Winitzky, Flavia McKnight, Marty Banks and Kenna Friddle, Marlon Morales, Cody Case

Guests: Jared Christensen

Those who notified of absence: Suzi Ramos, Patricia Matthews, Janet Christensen

1. Steve moves to approve previous meeting's minutes. Marty seconded.
2. Marty moves to approve the Articles of Incorporation as modified by the change form. Steve seconded. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
3. Approval of the purchasing policy as outlined in Section 9 of the charter application: Kenna motioned to accept. Flavia seconded. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
4. Steve spoke of Financial Policy and Procedure Guide. Marty moves to approve the Financial Policy and Procedure Guide. Flavia seconded. Marty asked who published the initial policy. Steve remembered it being on a charter resource website but doesn't remember who. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
5. Steve spoke of budget that is almost ready. He spoke of contracting with a liaison for the builders and USOE during our planning year. We'll need to touch base with Ascent Construction to see if they still stand behind the numbers they gave us so we can assure we're budgeting the right amount. Jared passed out Ascent Construction's estimated cost to present members. Steve gave a brief summary of the budget for the first year (and in the inclusion of federal money the first operational year of the school). Cody has changed some of the technology section due to changes in budget for first operational year. Steve discussed Start Up and Implementation Money. The state of Utah will hopefully get that money again and we could apply for some of that money (Marlies Burns is projecting that money would be about \$200,000 each year for the first 3 years).
6. Steve moved to accept the application document as it is right now, knowing there are sections we need to revise and add to before submitting it to the state. Kenna seconded. Unanimous acceptance. (Suzi and Janet voted in favor by proxy.)
7. Regarding application, Steve will add summary of survey information in the application. Steve suggested we talk as a group about how we want to market the school when the time comes. Brainstorm: Posters, fliers at libraries, etc. Physically going to organizations, churches, etc. Getting on agendas and making presentations at council meetings, DDI Vantage, other groups. Website: EsperanzaElementary.org. Set up information tables (with folders, fliers, pamphlets, etc.) at public gatherings, malls, community centers, fairs, newspapers, supermarkets, etc. Use attractive marketing materials. Spanish radio stations (José Rivas: customer of Marlon and can go through him). Working with Hispanic Chamber of Commerce, Utah Latino Hispanic Rotary Club. Barbara suggested Carlos Linares would be a good contact for marketing. Marlon suggested many ideas for working with nonprofit organizations to market. Set up information meetings and advertise for people to come. Door to door contacts within a mile radius of the school. E Center during high school graduations and set up table and contact families, etc. Targeted mailings. Facebook updates. Emails to our friends and neighbors. Marketing plan should include organizing volunteers.
8. Discussion on school logo/colors. We all need to brainstorm and get ideas to Brandon Elwood and his team to work on that.
9. Barbara started discussion on how to get volunteers from the surveys involved. For now, we should call all of them and thank them for the survey and tell them we will put them on our list and hope they can help with the school, ask them where they live, age of children, send them fliers, etc. Tell them we'll use them in the future. Give them our contact information. Invite them to join facebook, get their mailing address. Invite those volunteers to a quarterly meeting to get ideas from parents for the new school.
10. Steve suggested we have a training on 90/10 model of dual immersion at our next Board meeting.
11. Barbara discussed the monthly training sessions for potential teachers at Esperanza as well as board members when possible. First training will be on Saturday, April 16, 2011.
12. Members discussed Barbara's idea to donate a book for Esperanza's library on one's birthday. Steve and Marlon offered to donate money instead of a book since they weren't sure what book to buy. It was agreed that would be fine.
13. Barbara mentioned an award/prize she and Steve are working on for \$100,000. All members should look for grants, donations and awards that we can apply for.
14. Meeting adjourned at 8:30 pm. No date/time set as of yet for next meeting.

SECTION 10: ORGANIZATIONAL STRUCTURE & GOVERNING BODY

BARBARA LOVEJOY, M.ED, FOUNDER

Barbara (McCauley) Lovejoy is the principle founder of Esperanza Elementary. Much of its mission and vision are born from her life experience and educational training. Barbara has gathered a diverse group of collaborators and, together, they have envisioned Esperanza's Spanish-English dual language immersion program and its school community.

Barbara has been an educator for 30 years with endorsements in Early Childhood Education, Gifted Education and Bilingual Education. She has been a classroom teacher, bilingual teacher and coordinator for English Language Learner programs in Salt Lake and Granite school districts, and a private school, Realms of Inquiry. Most recently, she was the Assistant Director, Dean of Students and instructional leader for the Dual Immersion Academy charter school located in Salt Lake City's Westside.

Barbara has taught multicultural education at BYU and worked with the BYU Counseling Psychology and Special Education departments. She helped found the Utah Association for Bilingual Education and served as its President for a number of years. She has written weekly articles on education for *Mundo Hispano*, a Hispanic newspaper, and is the author of the book *My Years As a Hispanic Youth Advocate...and The Lessons I Have Learned*. She is the founder of the nonprofit, Generación Floreciente, whose purpose is to implement programs to benefit Hispanic youth.

Through her work with English language learners, Barbara has gained a special understanding of the challenges faced by children learning new languages. She has also developed a strong belief that learning to be bilingual and biliterate enhances children's academic and personal lives.

GENERACIÓN FLORECIENTE

Generación Floreciente is a 501(c)(3) Utah nonprofit corporation begun by Barbara Lovejoy in 1995. Through Barbara's experience teaching Hispanic children on Salt Lake's Westside she has gained a keen appreciation for the learning difficulties of children who are newcomers to the English language and American culture. She began Generación Floreciente as a way to positively impact the integration of Hispanic students into public schools.

When the Esperanza planning group decided they needed to incorporate and form a Board of Directors, they opted to utilize the existing corporate tax exempt status of Generación Floreciente. This required a retooling of Generación Floreciente so that it would be capable of effectively governing a public charter school. As part of this process, membership of the Board was reconstituted and the Generación Floreciente Bylaws were rewritten and adopted by the new Board.

Esperanza Elementary is the educational initiative of Generación Floreciente, a nonprofit corporation of the State of Utah with a 501(c)(3) IRS tax exempt status. Generación Floreciente

is governed by a volunteer Board of Directors, all of them recently seated specifically to support the development of Esperanza Elementary.

GOVERNING BODY

An effective Board is at the heart of a healthy, successful charter school and its students. The governing board of Esperanza Elementary 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 a leader 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 Board has adopted a job description for Directors (included at this end of this section) that articulates member responsibilities. Specific responsibilities are outlined in the Generación Floreciente Bylaws (Appendix L). In brief, board members, individually and as a body, are responsible for the following. They:

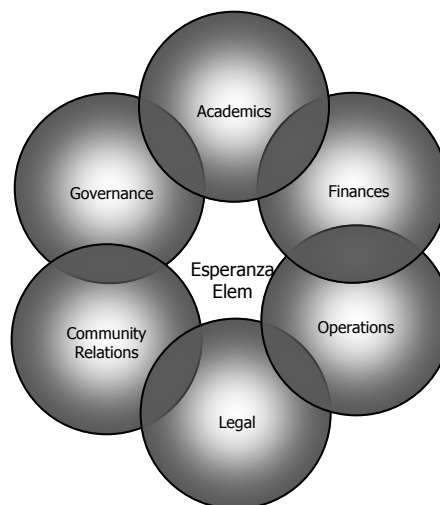
- 1) Determine the mission and purpose of the school and keep it clearly in focus
- 2) Select the School Leader
- 3) Support and review the performance of the School Leader
- 4) Ensure effective organizational planning
- 5) Ensure adequate resources
- 6) Manage resources effectively
- 7) Determine, monitor and strengthen the programs and services
- 8) Enhance the school's public standing
- 9) Ensure legal, financial and ethical integrity and maintain accountability
- 10) Recruit and orient new board members and assess board performance

See Generación Floreciente/Esperanza Elementary board member job description at the end of this section on page 78.

Quality Governance

Creating and maintaining a quality charter school requires that Esperanza's Board of Directors, in concert with its Chief Executive Officer, annually set measurable goals with regular evaluation and course correction as needed. The CEO is responsible for achieving goals. Goals will be set and evaluations conducted for six 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 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 Generación Floreciente 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 the Appendix L. We list below 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 – realistically, maybe by our second or third year of operation.
- *Board size* is determined by the board and must be at least five members and not more than 12. There is Board consensus that our 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. Existing board members are responsible for selecting members and creating a

well-rounded board that includes members with expertise and experience in all the essential areas of governing and operating a charter school and nonprofit corporation.

- *Parent Board members* – once the school is operational, we will add two board members who are parents with currently enrolled student who are selected by the school’s parent organization. One parent member will be a native Spanish speaker; the other will be a native English speaker. One-year terms, which may be repeated.
- *Removal* – board members may be removed with or without cause by a majority vote of the board. The parent board member may be removed with or without cause by a majority vote of the parent organization, not by the Generación Floreciente Board.
- *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.
- *CEO and business manager* are expected to attend and participate in board meetings as appropriate.
- *Transition from Founding Board to Operational Board* – We recognize the differences between the responsibilities of the founding board and those of the operational board and understand that once we hire our school’s CEO and open our doors to students we will begin to make the transition from a hands-on managerial board to a governance board. We have included this recognition in our 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 & Borrowing* – our nonprofit corporation has the ability to enter into contracts and to borrow money.

Officers of the Board

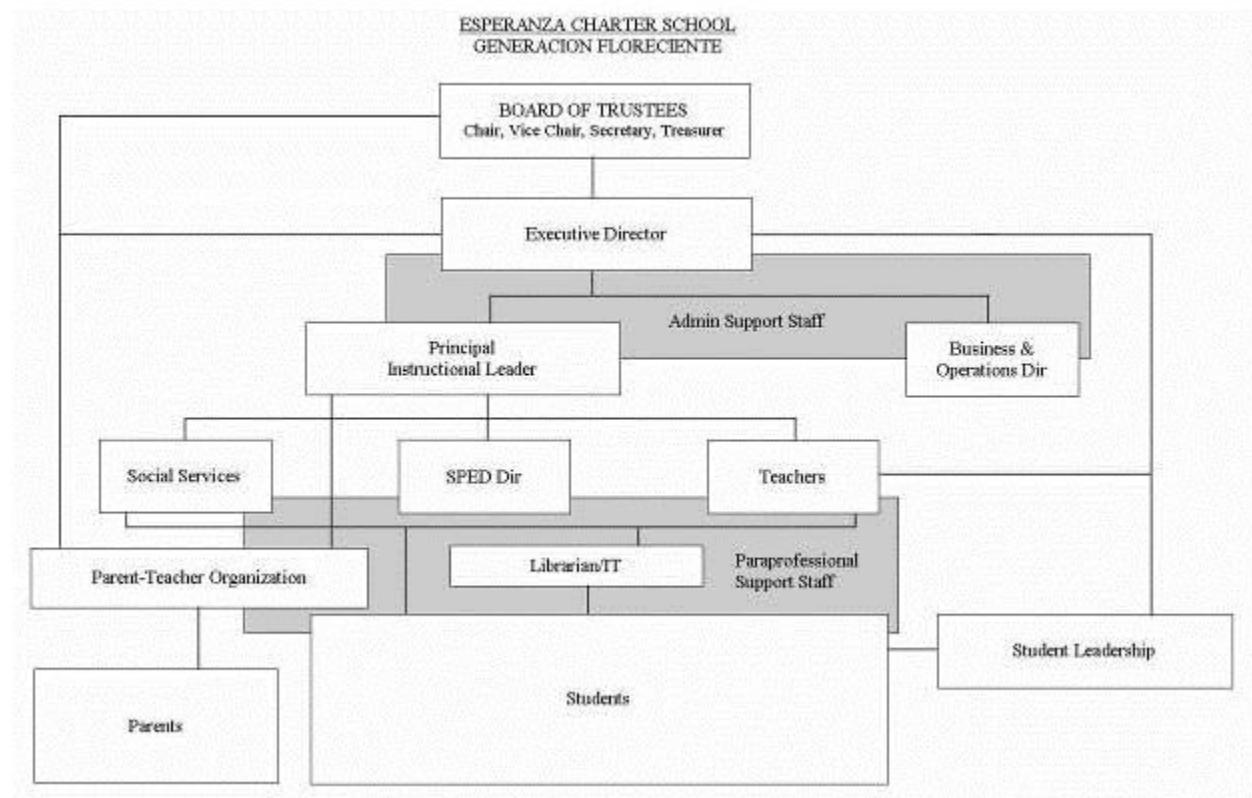
Our bylaws call for a chair, vice chair, secretary, treasurer and other positions as determined by the board. Officers are selected by a majority vote of the board and serve one-year terms. Officers may be removed with or without cause by a majority vote of the board. Officer job descriptions:

1. 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. Specifically:
 - a. As the senior volunteer leader of Esperanza, presides at all meetings of the Board of Directors and other meetings as required.

- b. Works with the Executive Director and other board officers to develop the agendas for Board of Directors 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.
2. 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. Specifically:
- a. The Vice Chair is the secondary volunteer leader of the Charter School and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair
 - b. Supports the activities of the Chair including sharing responsibilities as appropriate.
 - c. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
3. Secretary. Reports to the Chair and Board of Directors. Specific responsibilities:
- 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 Directors 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. In general, 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.

4. Treasurer. Reports to the Chair and the Board of Directors. Supports the CEO and business management personnel. Specific responsibilities:
 - a. Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities. Works in concert with business management personnel.
 - b. Provides direction for the oversight of the school's record keeping and accounting policies.
 - c. Ensures the presentation of timely and meaningful financial reports to the board.
 - d. Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
 - e. Oversees development and board review of financial policies and procedures.
 - f. Presents the recommendation of the auditor to the Board for their approval. Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
 - g. 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 & Management Structure



The Chief Executive Officer is hired by the Board of Directors to fulfill the mission of Esperanza Elementary. Together they annually establish measurable goals in the key areas of the school and organization. It is the responsibility of the CEO to assemble a staff to execute the actions required to meet goals. The Esperanza CEO will be responsible for community relations. See CEO job description in the Appendix C.

The most important person hired by the CEO will be the Principal. This person is the Instructional Leader, responsible for the academic program that includes Esperanza's particular dual language immersion approach, for the development and health of the school community, and for the individual growth of each student. The Principal will define the instructional plan and be largely responsible for hiring the teaching staff and student support personnel. The Principal will support the staff with a dynamic professional development plan and perform teacher evaluations. See Principal job description in the Appendix D.

The CEO will hire a business manager or contract with a business management service provider, working closely together to develop and manage the annual budget, maintaining proper records and complying with reporting requirements.

The primary service staff, under the direction of the Principal will work collaboratively to assess student needs and meet them holistically. The staff will include educators, special education director, social services professional and support paraprofessionals.

Esperanza Elementary personnel will encourage and support the development of a strong parent organization and leadership including two voting representatives to 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 Board.

Organizational Strategic Planning

Esperanza's board is engaged in a strategic planning process with the current prime objective of readying itself, over the next 18 months, to open its doors for the 2013-14 school year and its first students. With the assistance of strategic planning consultant Tyler Norton, the board has identified six key strategies/objectives (noted below) as well as the initiatives, quarterly priorities and action steps required to achieve them. We have framed our objectives as 'how' questions.

Key Strategy #1: How do we transition from a founding/managing board to a solid and strong governance board?

Key Strategy #2: How do we create the world class education we envision to be ready on day one—August 19, 2013?

Key Strategy #3: How can we make the 90/10 Model as effective as possible for all students?

Key Strategy #4: How do we market to attract and recruit the number and type of students needed for Esperanza's unique program?

Key Strategy #5: How do we create and design our school facility so it supports Esperanza's mission and program?

Key Strategy #6: How do we expand Esperanza to become a Community Learning School?

Organizational Quality Goals and Indicators

| <i>Indicator - Board performance and stewardship</i> | | |
|--|---|----------------|
| Measure | Metric | Target |
| Board member development | Percentage of board members passing all available training modules available on State Charter School Board website within their first year on the board | 100% |
| Board composition | Percentage of completion of strategic board development member-composition plan that ensures expertise in identified areas, by the end of the planning year and continuously | 100% complete |
| Regulatory and reporting compliance | Percentage of all required reports that are complete, accurate, and on time annually | 100% |
| Regulatory and reporting compliance | Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper agreement from chartering entity, continuously | 100% agreement |

Job Description for Esperanza Elementary/Generacion Floriciente Board Members

General Responsibilities:

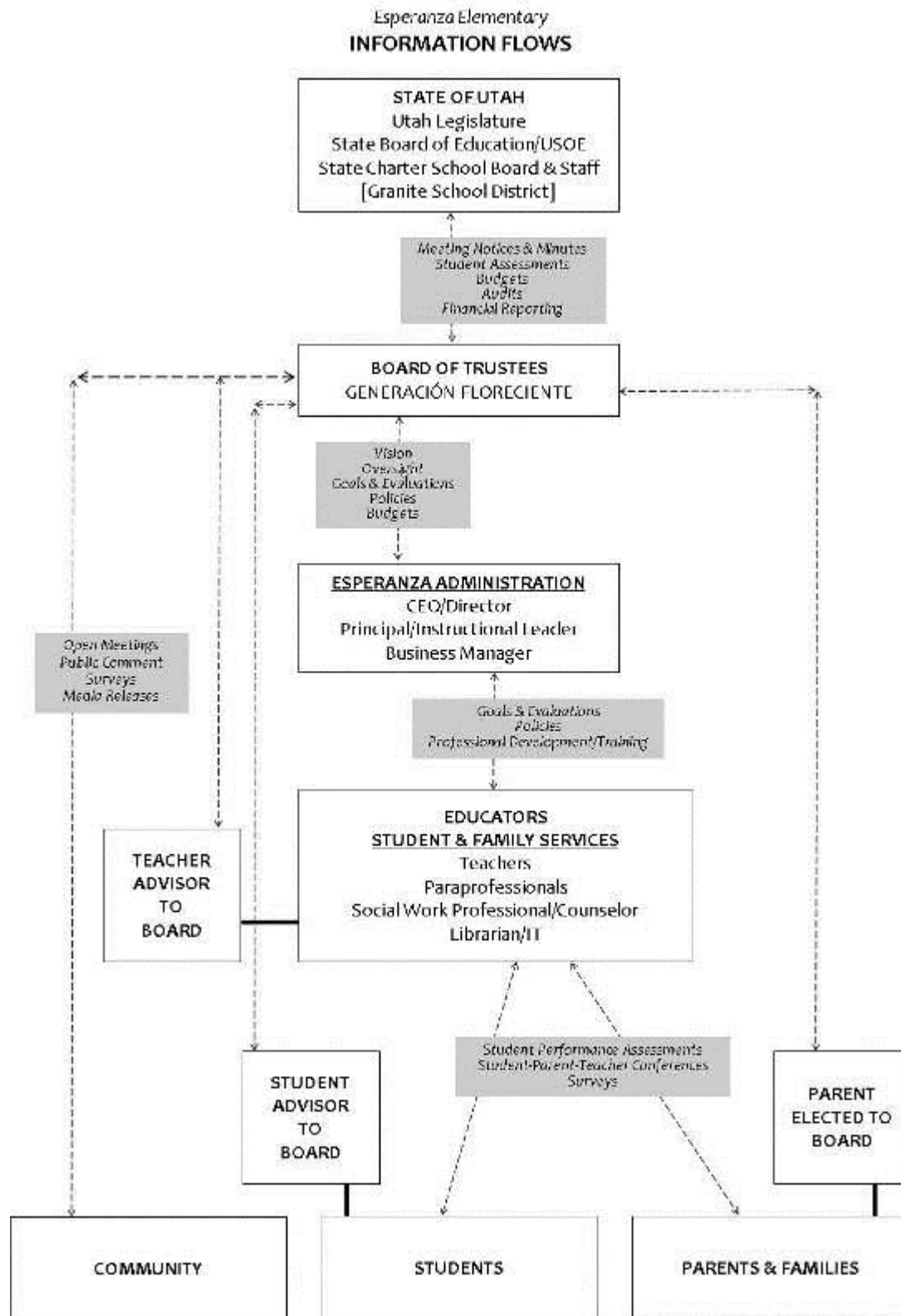
Responsible for ensuring that the academic program of Esperanza Elementary is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities:

- Determine the mission and purpose of Esperanza Elementary and keep it clearly in focus.
 - Create and periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
 - Understand and support the mission statement.
- Select the School Leader
 - Reach consensus on the School Leader's job description.
 - Undertake a careful search process to find the most qualified individual.

- Oversee and approve contract negotiation and renewal.
3. Support and review the performance of the School Leader
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the School Leader well in advance.
 4. Ensure effective organizational planning
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
 5. Ensure adequate resources
 - Approve fundraising targets and goals.
 - Assist in carrying out development plan.
 - Make an annual gift at a level that is personally meaningful.
 6. Manage resources effectively
 - Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
 - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
 7. Determine, monitor and strengthen the programs and services
 - Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.
 - Assess the quality of the program and services.
 8. Enhance Esperanza Elementary's public standing
 - Serve as ambassadors, advocates and community representatives of the school.
 - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
 - Provide for a written annual report and public presentation that details Esperanza Elementary's mission, programs, financial condition, and progress made towards charter promises.
 - Approve goals of an annual public relations program.
 9. Ensure legal and ethical integrity and maintain accountability
 - Establish policies to guide the school's board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the school's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the school.
 - Ensure compliance with all federal state and local government regulations.
 10. Recruit and orient new board members, conduct professional development and assess board performance
 - Define board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct regular professional board development activities to improve board quality.
 - Conduct an annual evaluation of the full board and individual trustees.

Flow of Information



Articles of Incorporation Adopted at March 15, 2011 Board Meeting

**Esperanza Elementary Board of Directors Meeting
March 15, 2011
Jared and Janet Christensen's house at 6:00 pm
MINUTES**

Attendance

Board members: Barbara Lovejoy (chair), Steve Winitzky, Flavia McKnight, Marty Banks and Kenna Friddle, Marlon Morales, Cody Case

Guests: Jared Christensen

Those who notified of absence: Suzi Ramos, Patricia Matthews, Janet Christensen

1. Steve moves to approve previous meeting's minutes. Marty seconded.
2. Marty moves to approve the Articles of Incorporation as modified by the change form. Steve seconded. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
3. Approval of the purchasing policy as outlined in Section 9 of the charter application: Kenna motioned to accept. Flavia seconded. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
4. Steve spoke of Financial Policy and Procedure Guide. Marty moves to approve the Financial Policy and Procedure Guide. Flavia seconded. Marty asked who published the initial policy. Steve remembered it being on a charter resource website but doesn't remember who. Unanimous approval. (Suzi and Janet voted in favor by proxy.)
5. Steve spoke of budget that is almost ready. He spoke of contracting with a liaison for the builders and USOE during our planning year. We'll need to touch base with Ascent Construction to see if they still stand behind the numbers they gave us so we can assure we're budgeting the right amount. Jared passed out Ascent Construction's estimated cost to present members. Steve gave a brief summary of the budget for the first year (and in the inclusion of federal money the first operational year of the school). Cody has changed some of the technology section due to changes in budget for first operational year. Steve discussed Start Up and Implementation Money. The state of Utah will hopefully get that money again and we could apply for some of that money (Marlies Burns is projecting that money would be about \$200,000 each year for the first 3 years).
6. Steve moved to accept the application document as it is right now, knowing there are sections we need to revise and add to before submitting it to the state. Kenna seconded. Unanimous acceptance. (Suzi and Janet voted in favor by proxy.)
7. Regarding application, Steve will add summary of survey information in the application. Steve suggested we talk as a group about how we want to market the school when the time comes. Brainstorm: Posters, fliers at libraries, etc. Physically going to organizations, churches, etc. Getting on agendas and making presentations at council meetings, DDI Vantage, other groups. Website: EsperanzaElementary.org. Set up information tables (with folders, fliers, pamphlets, etc.) at public gatherings, malls, community centers, fairs, newspapers, supermarkets, etc. Use attractive marketing materials. Spanish radio stations (José Rivas: customer of Marlon and can go through him). Working with Hispanic Chamber of Commerce, Utah Latino Hispanic Rotary Club. Barbara suggested Carlos Linares would be a good contact for marketing. Marlon suggested many ideas for working with nonprofit organizations to market. Set up information meetings and advertise for people to come. Door to door contacts within a mile radius of the school. E Center during high school graduations and set up table and contact families, etc. Targeted mailings. Facebook updates. Emails to our friends and neighbors. Marketing plan should include organizing volunteers.
8. Discussion on school logo/colors. We all need to brainstorm and get ideas to Brandon Elwood and his team to work on that.
9. Barbara started discussion on how to get volunteers from the surveys involved. For now, we should call all of them and thank them for the survey and tell them we will put them on our list and hope they can help with the school, ask them where they live, age of children, send them fliers, etc. Tell them we'll use them in

the future. Give them our contact information. Invite them to join facebook, get their mailing address. Invite those volunteers to a quarterly meeting to get ideas from parents for the new school.

10. Steve suggested we have a training on 90/10 model of dual immersion at our next Board meeting.
11. Barbara discussed the monthly training sessions for potential teachers at Esperanza as well as board members when possible. First training will be on Saturday, April 16, 2011.
12. Members discussed Barbara's idea to donate a book for Esperanza's library on one's birthday. Steve and Marlon offered to donate money instead of a book since they weren't sure what book to buy. It was agreed that would be fine.
13. Barbara mentioned an award/prize she and Steve are working on for \$100,000. All members should look for grants, donations and awards that we can apply for.
14. Meeting adjourned at 8:30 pm. No date/time set as of yet for next meeting.

Generacion Floreciente Articles of Incorporation can be found in Appendix K

SECTION 11: BACKGROUND INFORMATION ON FOUNDERS

Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Martin K. Banks Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I will serve on the Board and bring to the Board the insight I have gained from my twenty plus years of both public and private experience. Although I will not be representing the Board as its legal counsel, I will be attentive to issues that may have legal ramifications. In addition, I whole-heartedly support and endorse Esperanza's mission and am committed to providing whatever resources I can to its success.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have been involved in other Boards, including Utah Clean Energy and the Cottonwood Canyons Foundation. My role has typically been in overseeing entity governance and legal issues. I am a member in good standing of the Utah Bar Association.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

1992-1993: Developed and staffed after school Spanish/English languages program for Barcroft Elementary School
1985-1986: CPA, Arthur Andersen firm. Advised various clients on financial management and auditing issues
1989-1992: White & Case law firm.
1992-1995: U.S. Department of Justice

1995-present: Stoel Rives law firm

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

| | |
|-------------|--|
| 1985 | Brigham Young University, BA, Accounting |
| 1989 | George Washington University, JD, law. Specific class work included contracts, real estate, administrative law, civil rights issues, etc. |

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Martin K. Banks

Address 4916 S. Wander Lane

City, State, Zip Salt Lake City, UT 84117

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>4. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

ESPERANZA ELEMENTARY CHARTER SCHOOL

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Matt Bank

Applicant's Signature

Subscribed and sworn before me this 4th day of November Year 2010.

County of Galt Lake State of Utah.

Notary Public Josephine Walsh My Commission Expires May 5, 2013



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name James Cody Case Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I believe that all children need an avenue to receive a bilingual education in an international society. Since we are geographically challenged, children in this area especially need the skills that this school can facilitate them in getting. This application incorporates all that I believe is mandatory for a quality, balanced and applicable education. It addresses the needs of an important demographic ensuring that all children have the opportunity to advance their education. As a member of the board, I am invested in helping to create the ideal educational setting for the community. As a teacher, I am committed to creating the type of school that I have always wanted to work at. As a father, I am privileged to develop the educational opportunities that I've always wanted for my own children.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

- **Member of the Church of Jesus Christ of Latter Day Saints—Young Men's Presidency, Boy Scout and Varsity Scout Leader, Membership Clerk, Elder's Quorum Presidencies, High Priest Group Leadership, Stake High Council, Ward Clerk, Ward Mission Leader, Ward Missionary, Primary Worker**
 - In each of these roles I was allowed the opportunity to stretch my skills as a cooperative participant: whether I was serving as a leader on a committee, sharing lead positions or supporting others in their responsibilities. I learned that it was important to always keep in mind the end goal in whatever you were doing. We wanted to working together to benefit the lives of those in our community, but at the same time we wanted to further the goals of our organization and help those on our committees with whatever they needed as well. I learned to never lead out without taking into serious consideration the personal needs and opinions of others, to take necessary risks when others would not lead, to reach out beyond ones personal circle of experience and comfort to solve problems in new and innovative ways then train others to do what I had learned worked best.
- **1993-1995 Missionary for the Church of Jesus Christ of Latter Day Saints—Chile, Antofagasta Mission**
 - This was a training ground when I was at a very young and impressionable age. My purpose was to forget about myself, my family and any personal needs that I may have had in order to dedicate my full life to the well being and benefit of the lives of people that I did not even know existed at the time. You cannot even imagine the skills you learn or the changes that occur in a young life when you uproot them and require them to live every breath in a real place that is thousands of miles from your hometown with real people that come from thousands of years of culture and experience different from your own. Then you add to that the requirement (and willingness!) of that youth to pay for the experience, completely on your own. Finally, to learn and live every thought and action in a new

language under the constraints of that new and ancient culture that you're just learning. It was an incredible time of growth for me and I am grateful for every moment of the experience.

- **Eagle Scout and lifelong scout member**
 - Kids are amazing. Boys that can be organized in wise ways, that can develop an interest and love for many subjects, seeking out opportunities for service on a daily basis, and create a love for leadership and future hope of influencing a country founded on God fearing principles are miraculous! They begin to see their own futures in a whole new way. This is what is required of boys through training and support of organized leaders in the BSA. It takes intense love, organization, and dedication to connect with boys then to get them to instill in themselves a strong moral code with a mind to both God, their communities and their countries, and to help them choose pathways that will lead to a life of purpose and fulfillment. I experienced the love of leaders as a youth and now I am still learning everyday new ways to inspire and lead the boys I serve as Scout Master.
- **Member of Order of the Arrow—El-Ku-Ta Lodge**
- This is like the National Honor's Society of Boy Scouts. As a scout your troop recommends boys who show exceptional leadership skills and attitude to experience working with specially trained adult leaders and other boys of similar caliber. It is a great honor to be a member of the Order of the Arrow.
- **Spanish Club, Calculus Club, Ping-Pong/Chess Club at Hunter High School**
 - I have used my diverse and interesting loves in life to connect with kids of all ages and cultures. Clubs like these provide a common ground to build upon--creating opportunities to influence kids' choices and help them to see academic paths that may not have existed in their minds before. I like to set up student leaders, and provide training and opportunities for them to develop their own ideas and plant seeds in safe, fertile soil and then help them see the fruits of their labors. They learn through the experience, understand their own accountability of their choices and develop relationships that may have not existed in any other setting.
- **IB Committee, Accreditation Committee at Hunter High School**
 - I had a very unique opportunity to work with coworkers and administrators to affect the community of our high school in profound ways. The IB committee had the potential to affect curriculum at the school in major ways and the accreditation committee brought the faculty together with a unified mission and desired learning results for all students at the school. I needed to work collaboratively with committee members, my own department, parents and students to make these decisions. We heavily weighed our choices, discussed all possible scenarios, and strived to include the opinions of a diverse faculty.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the

development of academic programs, operations of a school or a small business, and background in financial management.

- **2009-2011 Dual Immersion Academy**
 - **3rd Grade teacher**—taught all core subjects as determined by the Utah state core in the regular classroom
 - **5th Grade teacher**—taught all core subjects as determined by the Utah state core in the regular classroom
 - **Math Specialist**—Investigated, chose, and implemented a new mathematics program, provided training for teaching staff, observed teaching of mathematics, provided support for teachers
 - **Team Leader**—provided support and training for 5th grade teachers, attended training meetings and coordinate activities, direct scheduling, facilitate conflict resolution, administrative liaison.
- **2007-2009 Open Classroom**
 - **Spanish teacher**—taught Spanish classes to students K-4 twice a week for 30-50 minutes each. Planned curriculum to support Utah state core taught in an immersion environment.
 - **World Languages Coordinator**—Develop program, develop curriculum, coordinate teachers, head of world languages parent committee
 - **5-8 grade math teacher**
 - **5th/6th grade home room teacher**
- **2000-2007 Hunter High School**—taught Spanish, AP Calculus, Pre-Calculus, Algebra II, IB Mathematics, Geometry, Algebra I, Applied Math
- **1997-2000 Beaver High School**—taught AP Calculus, Pre-Calculus, Algebra I, Pre-Algebra

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- **2010 University of Utah ARL Elementary Ed Certification**
- **1998-2001 Southern Utah University Masters of Education**
- **1992-1997 Southern Utah University BA Math Level IV/Spanish**
- **Currently have a teaching license with the following endorsements**
 - **Secondary Ed Math Level IV**
 - **Secondary Ed Spanish**
 - **Bilingual Endorsement**
 - **ESL Endorsement**
 - **Elementary Ed**

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name James Cody Case

Address 3618 S. 6505 W.

City, State, Zip WVC, UT 84128

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>5. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>6. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

ESPERANZA ELEMENTARY CHARTER SCHOOL

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

James Cody Case

Applicant's Signature

Subscribed and sworn before me this 24th day of January, 2011 Year 2011.

County of Salt Lake State of Utah

Notary Public Mike Julander

My Commission Expires March 20, 2012



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Janet Christensen Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

My role is draw from my background and experience as a special education teacher and ESL specialist in the formation of a new dual immersion charter school.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I am currently in my 27th year of teaching in the Utah Public School System. I have held many leadership positions throughout my career. These include ALP lead teacher at two different schools over a 10 year period, chair person of the school Diversity Committee, Newcomer Teacher Specialist from the Granite District Department of Educational Equity. I have also formulated and put into action innovative ideas that have contributed to school improvement. These include the formation of the "Track Back" program for students to continue learning while off track, enrichment lessons for each grade level which enable grade level teams to meet for collaboration, and English classes for newcomer students and parents.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have worked as a special education teacher for 27 years mostly in the West Valley/Kearns area of the Salt Lake Valley. I speak fluent Spanish. I received my ESL Endorsement in 1995. I have been deeply involved in getting Hispanic parents involved in the academic

progress of their children. I have organized and taught English classes for parents at school and in the community.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I am a graduate of Redlands High Schools (CA) in 1975, with honors. I spent 18 months in Argentina as a representative of my church. I graduated December 1980 from Brigham Young University in Elementary Education and Special Education. My most recent license was issued 4/13/2010 and expires 6/30/15. My license areas of concentration are: Special Education (k-12+) and Elementary Education (1-8). I also have the following endorsements: Mild/Moderate Disabilities and English as a Second Language.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Janet K. Christensen

Address 5668 Stone Flower Way

City, State, Zip Salt Lake City, UT 84118-9267

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>7. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>8. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

ESPERANZA ELEMENTARY CHARTER SCHOOL

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Janet K Christensen

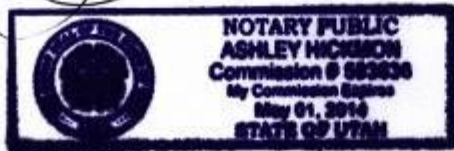
Applicant's Signature

Subscribed and sworn before me this 11 day of January Year 2011.

County of Salt Lake State of Utah.

Notary Public

My Commission Expires May 01, 2014



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Kenna Friddle Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As a founding member of this school and as an educator, I am committed to the mission of the school. I have helped to write the application and to research the benefits of such a school in the community. I have also extensively researched the benefits of the dual immersion model the school is using as explained in the application and know that the community will benefit from such a school.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

While I do not have experience on a governing board, I do have experience working in schools. I have been involved in several committees and extracurricular activities that help to create a cohesive, smooth-operating and successful school. I have a Masters of Education degree and focused on the structures of education within a society and how to collaborate between school and the community.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

My employment history that related to the development of academic programs includes 4 years of teaching as a dual immersion elementary educator at another charter school. I have helped to develop curriculum to be used in the classroom as well as school-wide academic incentive programs. I have also received training on creating a dual immersion school through DUALU and the IRC (Illinois Resource Center).

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I have a BS in Sociology from Brigham Young University where I attended from August 1998-April 2002. I have a Masters of Education from the University of Utah, Department of Education, Culture and Society where I attended from August 2006-May 2008. I have attended several workshops and even week-long trainings about how to operate a dual immersion school and how to create the curriculum. Those workshops have also included teaching Spanish literacy, accommodating for gifted and talented learners and many other areas. I have a current Utah teaching license (1-8) and have an English as a Second Language Endorsement.

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Kenna Friddle

Address 14061 S. Bridgeview Ct.

City, State, Zip Bluffdale, UT 84065

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>9. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>10. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

ESPERANZA ELEMENTARY CHARTER SCHOOL

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

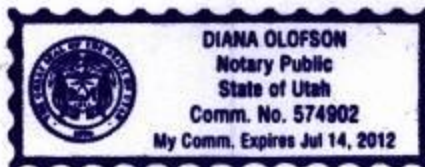
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]
Applicant's Signature

Subscribed and sworn before me this 1 day of December Year 2010.

County of Salt Lake State of Utah.

Notary Public [Signature] My Commission Expires 7.14.2012



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Barbara Lovejoy Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I am a founder and currently a Board member. I have been involved in writing a major portion of the application, especially those portions related to academics.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I founded a non-profit called *Generación Floreciente* that's purpose was to implement programs that improved the academic success of Hispanic learners. I also helped to found the charter school, Dual Immersion Academy, and then later worked there for two years as the Dean of Students.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I taught school in both Granite School District and Salt Lake City School District. I served in a leadership position at Realms of Inquiry, a private school, and at Dual Immersion Academy where I was responsible for the development of academic programs. My experience as the Executive Director of *Generación Floreciente* has given me experience in the operation of a small nonprofit business, including its financial management.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

BS in Elementary Education with an Early Childhood Endorsement from Brigham Young University—1970

Master's Degree in Education from Utah State University

Other Endorsements: Bilingual Education, Gifted Education

Have taken Administrative/Supervisory courses from Utah State University and courses towards a doctorate from Brigham Young University

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Barbara Lovejoy

Address 854 Elm Ave.

City, State, Zip Salt Lake City, UT 84106

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>11. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>12. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

ESPERANZA ELEMENTARY CHARTER SCHOOL

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

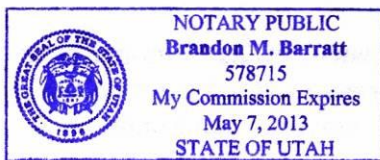
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Barbara McCouly
Applicant's Signature

Subscribed and sworn before me this 9th day of November Year 2010.

County of Salt Lake State of Utah.

Notary Public Be B My Commission Expires 5/7/13



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Patricia S. Matthews, Ed. D.

Role in School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I have committed to support completion of the application process and review items related to (a) a comprehensive program of instruction, (b) elementary assessment process, and (c) special education to support high quality components. I have additionally committed to be a member of the founding school board and advise wherever needed in the on-going programming at the school in the above three areas.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have been a parent board member of the Granite School District Community Council for the 2009-2010 school year and will continue in this role for the 2010-2011 school year. I am currently a member of the American Association of University Women Salt Lake Branch and during the 2008-2009 year served as the Vice President of Programs. Being on these two boards has given me excellent experience in group organizational skills which will be useful as a member of a charter school program.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

University of Utah Assistant Professor (Clinical) College of Education 2009-Current

University of Utah Clinical Instructor College of Education 1999-2009

Taylorsville High, Granite School District—Self-contained learning disabled/communication disordered teacher 1995-1999

Granite School District Pupil Services—Prevention Specialist 1990-1999

Hunter Junior High, Granite School District—Resource Teacher 1987-1990

Hillside Elementary, Granite School District—Resource Teacher 1984-1987
Rolling Meadows Elementary, Granite School District—Resource Teacher 1983-1984
Webster Elementary (Title I)/ Hillside Elementary (Title I) Elementary Schools, Granite School District—Resource Teacher 1982-1984

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Bachelor of Science, Major in Special Education; August 1979—University of Utah
Master of Education, Major in Special Education; August 1987—University of Utah

I have recently (May 2008) completed a doctoral degree in curriculum and instruction with an emphasis in working with culturally linguistically diverse populations from Northern Arizona University which I followed up with a two year post doctoral appointment at the same institution which I completed in the summer of 2010.

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Patricia Matthews

Address 1705 E. Campus Center Dr. MBH 218

City, State, Zip Salt Lake City, UT 84112

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>13. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>14. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

ESPERANZA ELEMENTARY CHARTER SCHOOL

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Patsy S. Matthews
Applicant's Signature

Subscribed and sworn before me this 30th day of November Year 2010.

County of Salt Lake State of Utah

Notary Public Mary Jose Smith My Commission Expires July 15, 2014



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Flavia McKnight Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

My role is a board member. My commitment is to be actively engaged in supporting the adequate programs for the charter school in order to provide a good learning environment for the students, parents, and staff.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have experience working with a charter school. Working for a charter school gave me the opportunity to provide different programs for the students, parents, and the community. I know the importance of having a charter school for the students in order to provide good programs that would enhance them in their school learning. These would allow them to be successful in their lives.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I worked for a charter school for two years as a teacher assistant, reading coordinator, and as a family and community coordinator. During these years, I was able to provide programs for the students and parents. The programs that were implemented were very useful for everyone in the community. I feel that I have the qualifications necessary to operate this charter school.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I am currently attending the University of Phoenix. I am working on my Bachelor's Degree in education. I am Title I certified, UALPA, DIBELS, S.T.A.R Program, and I have an Associates in Liberal Arts. I have worked with students for 8 years and have seen the need of a charter school.

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Flavia Salvador McKnight

Address 8779 S. 220 E.

City, State, Zip Sandy, UT 84070

| | |
|---|------------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>15. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>16. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

ESPERANZA ELEMENTARY CHARTER SCHOOL

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Flawia McKnight

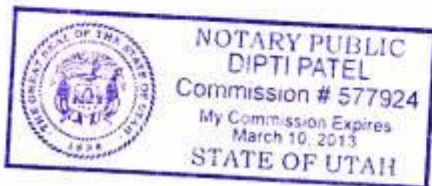
Applicant's Signature

Subscribed and sworn before me this 10 day of December Year 2010.

County of Salt Lake State of Utah.

Notary Public Dipti Patel

My Commission Expires March 10, 2013



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Marlon Morales Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

My role is to provide financial support for the founding of the school and as a board member through my related experiences in banking and financial services, and to also raise awareness in the community for the school.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

2007-present: Active Volunteer for United Way of Salt Lake

2008-present: Active Volunteer for English Language Institute

2008-present: Active Member of the Utah Hispanic Chamber of Commerce

2008-present: Provide financial education course to the community quarterly

2005-present: LDS Church

- **Elder's Quorum President**
- **Young Men's Council**

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

2008-present: Zions Bank—Community Relations Banker in Diverse Markets

- **Support diverse community by providing courses on financial education, assist in business and consumer lending, and build banking relationships**
- **Attend and represent the bank as a liaison in community events**
- **Specialize in start up businesses, from registration to the expansion of businesses.**

- About 40 percent of our job is to be out active in the diverse community
- 2007-2008: Washington Mutual—Senior Business Banker**
2007-2007: Wells Fargo—Personal Financial Representative

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

2002-2005: Salt Lake Community College—Business
1993-1196: University Rafael Bellosso Chacia (Venezuela)--Business

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Marlon Morales

Address 7715 North Bridleway Rd.

City, State, Zip Eagle Mountain, UT 84005

| | |
|---|-----------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>17. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>18. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE

[Signature]
Applicant's Signature

Subscribed and sworn before me this 3 day of January Year 2011.

County of Salt Lake State of Utah

Notary Public

[Signature]

My Commission Expires 3-7-2011



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Suzanne K. Ramos Role in

School (list positions with school) Board member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I have been involved with the research and writing of this charter since the beginning. I believe in the need for dual language in working with our Hispanic students and the benefits of biliteracy. I am committed to the purpose and mission of this school and have and will continue to work for its success.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have been a teacher for 14 years. During that time I have helped to write and implement curriculum and have worked as a team and grade level lead. In addition, I have serve on and created committees and extracurricular activities that provide training and leadership to the teachers with whom I work, and the students that I serve. I have also supervised and worked with practicum students and mentored first year teachers. I do not currently have experience working on a board, but I have worked in a charter school for the past 2 years, and have taken time to work with our board and to learn board procedures.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

During my time as a teacher I have worked with At Risk students in bilingual or dual immersion programs. I have helped to develop curriculum in writing, language, and science, as well as a school wide character development program. In addition, I have had

extensive training in dual immersion program development and implementation through the Illinois Resource Center and their DUAL U program.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I have a BS in Elementary Education with a concentration in Reading and minor in Spanish from Southern Utah University where I attended from 1990-1993 and later from 1994 to 1996. I also have a certificate of completion from New Mexico Highlands University where I completed courses in the Extensive Bilingual Training Program in 1998. In 2009 I participated in Dual U by the Illinois Resource Center in New Mexico where I received training on teaching literacy in Spanish, special education in the dual immersion school, and making accommodations for gifted and talented students. I am in the process of renewing my Level I K-8 license.

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Suzanne Ramos

Address 1522 S. 200 E.

City, State, Zip Salt Lake City, UT 84115

| | |
|---|-----------------------|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO[x]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>19. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO[x]</p> |
| <p>20. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO[x]</p> |

ESPERANZA ELEMENTARY CHARTER SCHOOL

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Esperanza Elementary CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

Subscribed and sworn before me this 1 day of December Year 2010.

County of Salt Lake State of Utah.

Notary Public 

My Commission Expires 9/26/2011



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Steven N. Winitzky

Role in School (list positions with school) Trustee of the Board & Planning Team member

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I believe strongly that our systems of free public education are critical to the positive advancement of human society. All important systems must continually be in the process of improvement. Since 1999, I have been involved in the charter school movement in Utah and nationally because I believe that the addition of small autonomous public schools is a proactive way to contribute to improving the system. I helped to found and operate one of Utah's early charter schools, City Academy. Through technical assistance endeavors and the state's charter school association I have participated in the support of quality Utah charter schools for the past ten years.

When I began my retirement in June 2010, I decided to devote some of my time to assisting promising groups of people think through their charter school visions and develop their school plans. My interest was in groups that aimed to design schools for groups of kids that are currently being underserved. The Generacion Floreciente group has this aim. Led by long-time Hispanic youth advocate and educator, Barbara Lovejoy, this group will provide a powerful dual-language immersion program for Hispanic children in West Valley City. Certainly the school is open to all children, but the fact of its location will ensure that Hispanic children will attend and receive a powerful, research-based education that will prepare them for success in their secondary education and beyond into college, careers and as American citizens. I am pleased to be a member of the Board and the planning committee for the Generacion Floreciente school. I am committed to its success and the success of its students.

I bring ten years of Utah charter school experience to the group and I will play my part in establishing and operating the school, particularly in the areas of governance, finance and operations.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

The governing board is at the heart of a charter school. The success of a charter school – thus the success of individual students – is, in great part, a result of the health and effectiveness of its board.

I bring to this chartering endeavor my experience as a nonprofit board member, my experience founding and operating a Utah charter school (City Academy of Salt Lake), as well as my training in and teaching of governing board/organizational effectiveness.

I began working with and serving on nonprofit boards in the early 1990s when I first moved to Utah. Note my board service history below. In 2003, I began providing technical assistance services to Utah charter schools with a small team of charter veterans through a series of grant projects, state contracts and through programs of the Utah Association of Public Charter Schools (UAPCS). Technical assistance services included charter board professional development through workshops, briefs, hotlines and one-on-one trainings. Between 2004 and 2009, we benefited from nationally recognized charter governance and organizational experts that included Brian Carpenter, Marci Cornell-Feist and Ted Fujimoto, who spent time in Utah providing workshops for the majority of existing charter school boards and administrators. As part of the UAPCS staffing team, I helped to develop and present board trainings to Utah charter schools during 2008 and 2009. Through these experiences I have become knowledgeable about nonprofit boards and the importance of professional development to ensure their effectiveness.

One of my responsibilities as a board member and planning team member for this chartering group is board professional-development coach. As such, I have provided regular mini-trainings on board effectiveness to the board and planning group.

Board Service:

- Board member, Generacion Floreciente (WVC dual language immersion school), 2010-present
- Board member, Salt Lake International High Community School, 2010-present
- Board President, East Hollywood High School, June 2011-present
- Board member, East Hollywood High School, 2009-present
- Board member/Executive Committee member, Utahns Against Hunger, 2001-2009
- Advisory Board member, Lowell Bennion Community Service Center, U of Utah, 2000-2008
- Board member, Utah Association of Public Charter Schools, 2003-2006, served as Vice President and Secretary
- Board member, Utah Charter School Association, 2000-2003
- Board member, Network Magazine, 1987-1990

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Since 1999 my job history has been exclusively charter related. I was a founder of City Academy in 1998-99, serving in operational and financial administrative capacities at the school until 2003. I was City Academy's first business manager. Since 2003, I have been involved in providing technical assistance, training and support to Utah charter schools through a series of grant projects and state contracts. Since 2006, I have provided support services to Utah charters

through the Utah Association of Public Charters Schools, serving as its chief of staff and executive director. Since retiring in June 2010, I have been assisting three charter school founding groups that are working to fashion charter schools that will serve special populations of children who are currently being underserved.

Career History:

December 2008 – June 2010

EXECUTIVE DIRECTOR * UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS * SALT LAKE CITY

- Chief Executive Officer of Utah's statewide association of charter schools, directing a staff of six, responsible to a board of directors elected by association membership.
- Provides overall leadership of staff in the development and implementation of short and long range plans, policies and other activities
- Provides financial management of the corporation, including the development and implementation of the annual budget
- Develops, in consultation with the Chairman, Board of Directors and the Director of Advocacy, the annual legislative agenda and for conducting outreach activities to charter supporters and legislators
- Acts as liaison efforts with the State Charter School Board, the state Charter School office at USOE, and other strategic partnerships that may be available
- Provides information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the association
- Supports all activities associated with the Board of Directors, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agenda, and meeting materials
- Administers overall operations of the association, including: reviewing and evaluating the results of program activities, ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; developing organizational and administrative policies and program objectives for Board consideration

MAY 2006-2008 – STAFFING SERVICES CONTRACT WITH THE UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS

- UAPCS Chief of Staff: Directs contract for organizational staffing services and support of Executive Director and Board of Directors to increase the resource capacity of the statewide association by establishing a website and member services, analyzing and communicating policy issues, supporting legislative efforts, facilitating and keeping agendas for member and Director meetings, and providing general organizational, corporate and fiscal services
- Wrote the proposal and facilitated the grant from the National Alliance of Public Charter Schools to build the capacity of the UAPCS by developing a comprehensive three-year strategic plan
- Participated in the Master Classes series provided by the National Alliance of Public Charter Schools to assist state charter association leaders in building the capacity of their individual state organizations
- Wrote proposal to the Daniels Fund to provide seed money to move the Association to a new level of service and resources for Utah charter schools and implement key elements of the UAPCS Strategic Plan

October 2006 – September 2008

Director * CharterSTAR * Salt Lake City (DISSEMINATION GRANT PROJECT OF JOHN HANCOCK CHARTER SCHOOL WITH THE CHARTER SCHOOL SECTION OF THE USOE)

- Designed and directed project that secured a two-year contract to provide technical assistance services to Utah charter schools that included a training program for planning-year schools, informational workshops for people and groups interested in founding a charter school, trainings for SIS users and business management staff, email and telephone support, resource briefs, annual reporting calendar, one-one-one assistance and producing Utah's annual statewide charter school conference.

October 2006 – March 2007 – Technical assistance contract with the Charter School Section of the USOE/State of Utah)

- Designed project and wrote proposal to secure a state contract to assist all of Utah's charter schools

- Directed the six-month contract that included more than a dozen trainings for new and veteran charter school personnel, telephone/email assistance helpline, development of more than a dozen resource briefs, plus one-on-one onsite assistance

November 2003 – March 2006 – Dissemination grant project of City Academy Charter School with the Charter School Section of the USOE)

- Designed project and wrote proposal to secure federal charter school dissemination funds to assist all of Utah's charter schools
- Directed the two-year project that included a resource website, telephone/email assistance hotline, documentation of complex procedures, trainings for new and veteran charter school operators, one-on-one onsite assistance
- Provided analysis and position papers concerning charter school policy and funding issues

July 1998 – November 2003

Co-founder & Business Manager * City Academy Charter School * Salt Lake City

- Helped to establish City Academy and its programs
- Managed the school's business, data, facility and employee operations
- Designed and wrote organizational and marketing materials and grants

June 1990 – March 2000

Assistant Director/Administrator * Utahns Against Hunger * Salt Lake City

- Managed all fiduciary functions
- Wrote position papers, grant and project proposals, press releases, articles, newsletters, presentations
- Participated in the agency's annual effort at the Utah Legislature
- Designed and produced agency's printed materials including pamphlets, newsletters, flyers and posters
- Supervised office staff and managed facilities

June 1987 – June 1990

Freelance Writer * Salt Lake City

- Published articles in local media
- Edited technical manuals
- Served on the Editorial Board of Network Magazine
- Awarded 1st place in 1989 League of Utah Writer's statewide competition, "Newcomers" category

September 1986 – June 1987

Director of Administration * Liberty Dental Care * Washington, D.C.

- Directed all internal operations; hired and managed staff, facilitated contracts with service providers, created and maintained organization's computer databases and financial systems

September 1985 – September 1986

Vice President * Cascade East Corporation * Alexandria, Virginia

- Directed overseas trading and procurement division; fielded RFPs for a wide variety of material and services for Saudi Arabian clients; negotiated contracts with clients and suppliers; supervised shipping, contracts and international letters of credit
- Managed commercial property; supervised completion of construction, facilitated tenant space designs, performed CADD system drafting of tenant space designs, supervised construction of tenant space improvements, negotiated leases

December 1982 – August 1985

Director, Riyadh Office * Cascade East Corporation * Riyadh, Saudi Arabia

- Established and managed a trading and procurement office for the supply of North American materials and services for Saudi Arabian and international clients

- Supervised the installation of the first computer network for the Al Rashid consortium of Saudi Arabian joint venture companies

June 1977 – December 1982

Owner/Manager * Elizabethan Enterprises * Eugene, Oregon

- Performed residential construction and remodeling
- Managed and maintained residential rental properties
- Manufactured and marketed energy-conserving, insulating window shutters

July 1975 – June 1977

Media Specialist * Fern Ridge Middle School * Eugene, Oregon

- Directed school media center/library
- Taught media research, library skills and photography

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

1971 Bachelor of Science, Journalism, University of Oregon, Eugene, Oregon

1976 Secondary Teaching Certification, Media Specialist, State of Oregon

2009 Completed Charter Support Organization Executive Management Training, a Master Class series of the National Alliance of Public Charter Schools

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Steven N. Winitzky

Address 35 F Street #421

City, State, Zip Salt Lake City, Utah 84103

| | |
|---|---|
| <p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p> | <p>YES [] NO [X]</p> |
| <p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p> | |
| <p>21. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p> | <p>YES [] NO [X]</p> |
| <p>22. Do you have outstanding or unresolved civil judgments against you?</p> | <p>YES [] NO [X]</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Generacion Floreciente's WVC dual language immersion ESPERANZA ELEMENTARY.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE


Applicant's Signature

Subscribed and sworn before me this 10 day of December Year 2010.

County of Salt Lake State of Utah.

Notary Public Rachelle J Knudsen My Commission Expires 3/12/2012

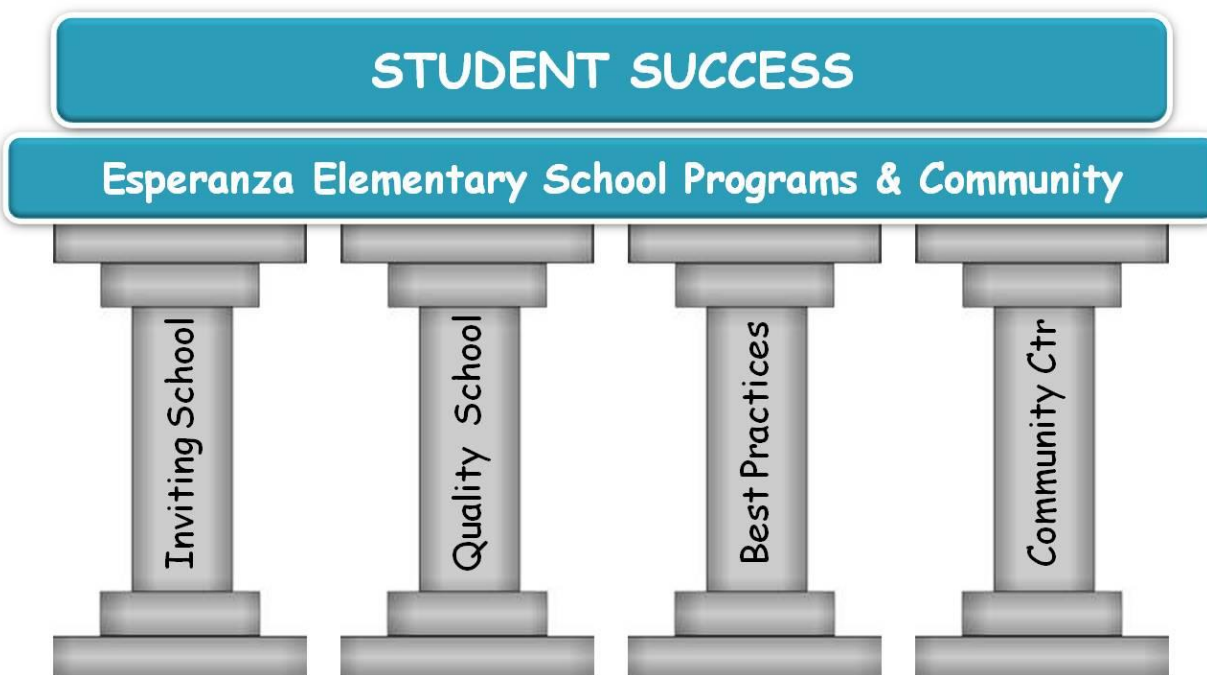


SECTION 12: COMPREHENSIVE PROGRAM OF INSTRUCTION

John Morefield's research caused him to come to the following conclusion: "I have come to believe that a school designed to work for children of color, works for white children. The reverse, however, is not true. Consequently, if we design our schools to work for children of color they will work for all children." Esperanza Elementary's Comprehensive Program of Instruction is based on what research has demonstrated specifically benefits Hispanic and lower socioeconomic learners, and thus, provides a stellar education for all Esperanza learners.

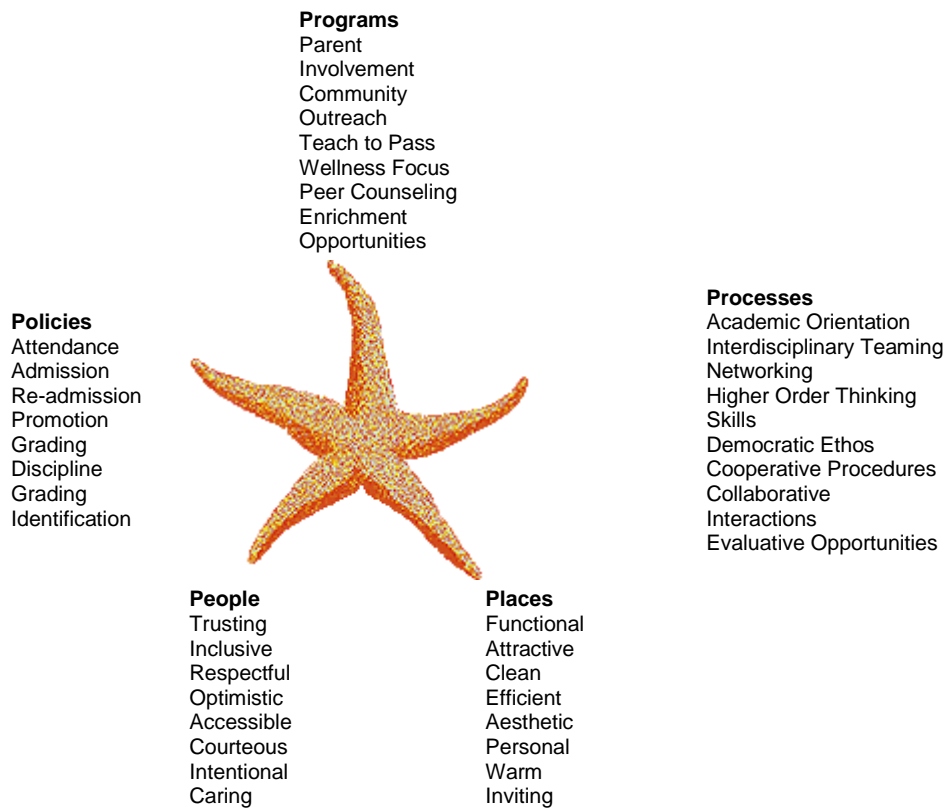
A full listing of Esperanza Goals (indicators/measures/metrics/targets) is included at the end of the Appendix.

The foundation of Esperanza's Comprehensive Program of Instruction is built on four foundational pillars illustrated in the following graphic.



PILLAR #1: Invitational Education <http://invitationaleducation.net/>

The philosophy of invitational education is that everything we do is either inviting or disinviting and is built upon trust, respect, optimism, care, and intentionality. Dr. William Purkey, the founder of Invitational Education, uses a Starfish Analogy to demonstrate how the five Ps (people, places, processes, policies, and programs) must be intentionally addressed if a school is to be inviting:



Although an Invitational Education is beneficial to all students it is even more valuable for Hispanic and low socioeconomic students. For them, which school and which educators they have has an even greater impact than it does for mainstream students (Sanders & Rivers, 1996).

Dr. Martin Haberman's STAR Teachers www.habermanfoundation.org and <http://www.tcrecord.org/Content.asp?ContentId=16504>. Because a teacher (the people aspect) is the most important variable for academic achievement, we want all our teachers to be STAR teachers. According to the research of Dr. Haberman, educators who are successful with minority and low socioeconomic learners demonstrate specific characteristics that go beyond what works for mainstream students. Dr. James Scheurich, Dr. Patricia Gándara, and Gilberto Conchas have identified similar characteristics. To ensure that we have Haberman's STAR teachers we will require all teachers to take his prescreener and then continue to grow as STAR teachers through training and mentoring.

One common educator characteristic that has been identified is the ability to create authentic, caring relationships—student to student as well as teacher to student. According to research, “looping” (students staying with the same teacher for 2-3 years) has the potential to build stronger relationships as well as improve academic achievement <http://www.vtaide.com/png/ERIC/Looping.htm>. We will employ looping at Esperanza.

PILLAR #2: William Glasser's Quality School <http://wglasser.com>

Glasser's Quality School is a complement to Invitational Education that is beneficial to all learners, and especially beneficial to Hispanic and low socioeconomic learners. It is our intention to become an officially recognized Quality School. The three prongs of a quality school are:

1. Students will understand quality
2. Coercion will be eliminated
3. Students will learn to self-evaluate

Criteria for a Quality School:

1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
4. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.
5. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
6. Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
7. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
8. Staff, students, parents and administrators view the school as a joyful place.

At this website -- http://wglasser.com/images/glasser_forms/qsrubricdriscoll.pdf -- can be found a rubric to measure how Esperanza is meeting the criteria. Esperanza stakeholders will have continuous training and mentoring about becoming a quality school. Goals to be designated as a quality by the William Glasser Institute will continually be set.

Carol Dweck mindset: The mindset (growth versus fixed) research of Carol Dweck will be employed to support Esperanza's quality school criteria.

<http://news.stanford.edu/news/2007/february7/dweck-020707.html>

PILLAR #3: Best Teaching/Learning Practices

The Esperanza Elementary program of instruction will employ a number of research-based teaching and learning practices.

- **The CREDE Five Standards for Effective Pedagogy and Learning**
<http://crede.berkeley.edu/research/crede/standards.html>

The CREDE standards were distilled from findings by educational researchers working with students at risk of educational failure due to cultural, language, racial, geographic, or economic factors. These standards provide principles on which to develop practices that are effective with

both majority and minority students in K-16 classrooms across subject matters, curricula, cultures and language groups.

1. Joint Productive Activity: Teacher and Students Producing Together
2. Language Development: Developing Language and Literacy Across the Curriculum
3. Contextualization: Making Meaning: Connecting School to Students' Lives
4. Challenging Activities: Teaching Complex Thinking
5. Instructional Conversation: Teaching Through Conversation

• **Dual Language Immersion**

Esperanza Elementary founders have chosen dual language immersion as a core school program because learning languages, becoming bilingual and biliterate, has a great positive impact on students. Research tells us that bilingualism correlates positively with the following:

- Increased cognitive abilities and cognitive development
- Improved attention control on cognitive tasks
- Improved intelligence
- Improved metalinguistic skills
- Enhanced memory skills and problem-solving abilities
- Improved verbal and spatial abilities

<http://www.actfl.org/i4a/pages/Index.cfm?pageID=4526>

Research studies also indicate that students who become acculturated (comfortable and competent in both their heritage culture and the dominant culture) rather than assimilated (giving up their heritage culture) have a higher self-esteem and perform better academically and socially (Conchas, 2006; Gándara, 1995; Gibson, 1993).

Research supports the idea that additive dual immersion bilingual programs are the most promising for achieving bilingual goals (Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2001; Thomas & Collier, 2002). See charts at the end of this Section on page 133 showing achievement results of different ESL/bilingual models. Two-way immersion programs are called additive bilingual programs for both dominant English speakers and dominant Spanish speakers as they give all students the opportunity to maintain and develop skills in their first language while they simultaneously acquire skills in a second language.

Dual immersion programs combine features of maintenance bilingual programs for English learners and foreign language immersion for English speakers with the following goals.

Goal 1: Bilingualism: High levels of language proficiency in English and a second language. Lindholm-Leary, K., 2000) found the following:

- Both models, 90:10 and 50:50, promoted bilingual proficiency (oral).
- 90:10 models developed higher levels of bilingual proficiency.
- *English Language Proficiency*- both English and Spanish speakers benefited equally from 90:10 and 50:50 models.

- *Spanish Language Proficiency*- More likely to occur in 90:10 models.

Goal 2: Biliteracy: High levels of academic proficiency in English and a second language. Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

Goal 3: Multicultural competence: Understanding and appreciation of different cultures and development of high self-esteem for both native-Spanish and native-English-speaking students.

For a comparison of 90:10 and 50:50 models see a handout from Kathryn Lindholm-Leary at <http://www.lindholm-leary.com/present&handout/9010v5050Info.pdf> Also, Collier and Thomas (2009) have come to the following conclusion from an analysis of their research data: Overall, the two-way 90:10 is the most efficient in closing the second language achievement gap in the shortest amount of time, with 95-100% of the gap closed by 5th grade. See page 11 for additional information about 90:10.

For these reasons Esperanza will be using the research based 90:10 dual immersion model according to the chart below:

| Grade | Spanish Instruction | English Instruction |
|-------|---------------------|---------------------|
| K-1 | 90% | 10% |
| 2 | 80% | 20% |
| 3 | 70% | 30% |
| 4 | 60% | 40% |
| 5 | 50% | 50% |

In K-2 the English portion of the day will be devoted to English Oral Language Development in a thematic way to the Spanish portion of the day. Starting in 3rd grade all students will be explicitly taught English literacy with their Spanish literacy skills transferring.

- ◇ Esperanza's dual immersion program will be based on the seven Guiding Principles for Dual Language Education developed by national dual immersion experts.
http://www.cal.org/twi/Guiding_Principles.pdf

1. Assessment and Accountability
2. Curriculum
3. Instruction

4. Staff Quality and Professional Development
 5. Program Structure
 6. Family and Community
 7. Support and Resources
- ◇ The eight features of TWIOP (Two-way Immersion Sheltered Instruction Observation Protocol) will be used to support dual immersion instruction. TWIOP has been research-proven to be effective with both native-English and native-Spanish-speaking students. Find more information about TWIOP at <http://www.cal.org/twi/TWIOP.pdf>.
1. Preparation
 2. Building Background
 3. Comprehensible Input
 4. Strategies
 5. Interaction
 6. Practice/Application
 7. Lesson Delivery
 8. Review Assessment
- ◇ Under the umbrella of these eight features such items as thematic teaching, cooperative learning, scaffolding, TPR (Total Physical Response), differentiated instruction, “bridging” languages, flexible grouping, and other sheltered strategies that have proven to be effective will be employed. Reading instruction will be based on the CELL/XELL Model and Balanced Literacy with modifications for students who are learning bilingually. See <http://www.cell-exll.com/overview.htm> for the framework and research for this model.

• **Multicultural Education**

The Center for Multicultural Education <http://education.washington.edu/cme/2ndhand/htm>

Esperanza will provide all students with a multicultural education. This means teaching the Core + enhancement. Enhancement means that multicultural education will be infused in language arts, history, math, science, etc., so students will build on their own experiences and also gain new perspectives.

- **Civics Education/ Service Learning/ Social Action/ Character Education**
www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why
http://www.cortland.edu/character/articles/prin_iii.htm

Because education of citizenship is a moral enterprise these four areas will be incorporated from K-6 in order to complement each other. As all Esperanza students are involved in quality service learning and social action opportunities while learning civics they will reap the benefits of improved academic achievement, stronger connection to the community, and

greater respect for diversity as well as foster the values and behaviors that are the goals of character education. For guidance, we will use book, *A Kids' Guide to Social Action* by Barbara Lewis and the work of *Common Ground*. Students will be involved in service learning throughout their time at Esperanza.

- **Chess and Violin**

All Esperanza students will participate in learning chess starting in kindergarten because of the many benefits it provides, including cognitive and social benefits, and thus, help students to better reach their potential. Research: <http://af4c.org/>

All students will all participate in learning to play the violin because research indicates that learning to play the violin is good for cognitive development and improves memory skills. Research: <http://www.sciencedaily.com/releases/2006/09/060920093024.htm>

PILLAR #4: Community Learning Center School

<http://www.childrensaidsociety.org/community-schools>

A Community Learning Center School is a strategy for organizing the resources of the community around student success. Community Schools are based on a “developmental triangle,” which calls for a strong instructional program, expanded learning opportunities through enrichment and services designed to remove barriers to students’ learning and healthy development, so that they can thrive academically and socially. The schools offer a comprehensive, integrated approach to education that extends the hours, services and partnerships of traditional public schools. Most schools are open all day and well into the evening, six days per week, year-round.

The Children’s Aid Society in New York City has pioneered the development of the Community Learning Center. Because students in Children’s Aid community schools receive high quality services inside the schools, they arrive to classes ready to learn, and teachers are able to focus on instruction. Community schools produce better student and teacher attendance, increased grade retention, more appropriate referrals to special education services, improved test scores and higher parent involvement than similar schools. This work has won national and international recognition, as well as numerous awards.

Over time, Esperanza Elementary will develop as a Community Learning Center school that supports family and community engagement, while offering such services as a PreK, quality after school programs, health and social services, and adult education programs.

We have already met with representatives of the United Way of Salt Lake and the Salt Lake Community Action Program in order to establish partnerships with the objective of creating a vibrant Community Learning Center at Esperanza Elementary. We will continue this process as we work to develop the school and after the school has been established.

Academic Goals & Indicators

| <i>Indicator - Student achievement levels</i> | | |
|--|---|--------|
| Measure | Metric | Target |
| Proficiency levels on state assessments by subject | Percentage of students scoring at proficiency on CRTs in subjects (language arts, Math, language) for the 2013-14 school year | 75% |
| Proficiency levels on reading | Proficiency score on DIEBELS Next (3rd grade) for the 2013-14 school year | 81% |
| Proficiency levels on math | Percentage of students scoring minimum math proficiency (6th grade) for the 2013-14 school year | 72% |
| Progress score on UPASS | Attainment of minimum status composite score (school wide) on UPASS for the 2013-14 school year | 200 |

References

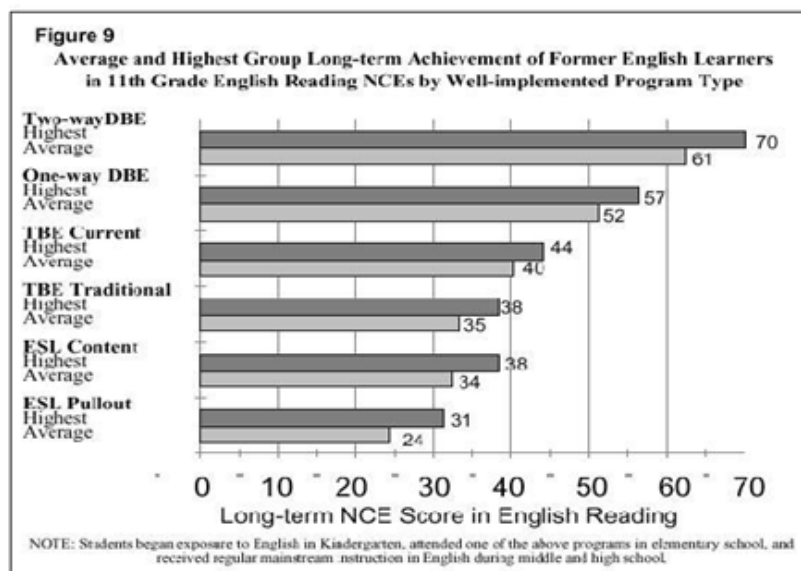
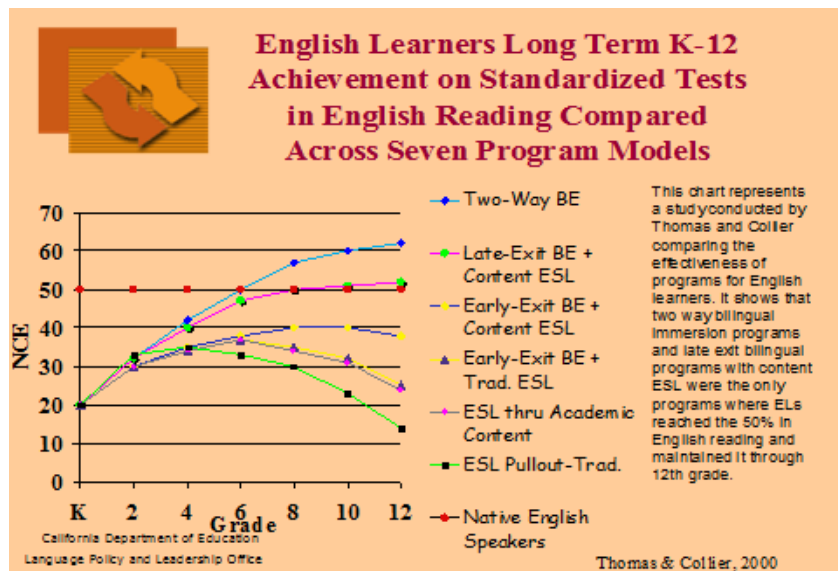
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www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/d4/52.pdf

THOMAS & COLLIER: SCHOOL EFFECTIVENESS FOR LANGUAGE MINORITY STUDENTS
Charts from Thomas & Collier: School Effectiveness for Language Minority Students



Used with permission

Morefield, J. (1996). Recreating schools for all children. *New Horizons for Learning*.

http://newhorizons.org/article_morefield.html

SECTION 13: ELEMENTARY ASSESSMENTS

The number one purpose of assessments at Esperanza will be to drive instruction in order to improve student learning. Esperanza's educators will be trained on to use the most appropriate assessments and on how to use and interpret the data from those assessments to benefit students.

Because Esperanza is a dual immersion school our assessment requirements will be even more stringent than a mainstream school for all our students must demonstrate growth and achievement in English and Spanish as well as content. Our challenge is to provide assessments that are appropriate for students who are learning bilingually. At the Center for Applied Linguistics (CAL) website there is listed a number of assessments from which we can choose that are appropriate for students learning bilingually--<http://www.cal.org/twi/assessments.pdf> Although state mandated tests were designed primarily for monolingual English speakers we understand the importance of administering them to demonstrate the progress and achievement of our students. Therefore, we will administer all state mandated assessments for designated grade levels and use the data along with in-house assessments to guide instruction.

There is currently no clear consensus in the field about an ideal battery of assessments for TWI programs, but there is consensus about guidelines that should be followed when choosing a battery of assessments. First, because TWI programs are designed to promote bilingualism and biliteracy, as well as grade-level academic achievement, it is important to assess students' development in language and literacy skills in both languages. Second, multiple measures should be used to provide a strong indication of students' abilities in the relevant domains. Finally, a combination of standardized tests (generally used for program evaluation purposes) and teacher-developed assessments (such as rubrics) that are tied to classroom instruction and provide information about individual student performance should be employed.

When choosing and designing appropriate assessments—both formative and summative-- for Esperanza students learning bilingually we need to first decide on standards. Because USOE has chosen WIDA standards for English we have chosen to use WIDA's Spanish language arts standards which can be found at <http://wida.us/standards/slaenglish.doc> These standards also come written in Spanish. We will use the work of Dr. Kathy Escamilla on what needs to be taught in Spanish literacy. This information can be found at the following website: http://www.colorado.edu/education/faculty/kathyescamilla/Docs/Escamilla_Teaching%20Literacy%20in%20Spanish.pdf Although literacy skills transfer from one language to the other there are some concepts in each language that need to be explicitly taught because they are different. These explicit concepts can be found at <http://floweryschool.org/home/CA49709536052278/SLAnontransferablesMapK-2.pdf>

<http://floweryschool.org/home/CA49709536052278/SLAnontransferablesMap3-5.pdf>

From these resources we will develop rubrics that will measure how are students are doing at each grade level and their growth. We will use for students in grades K-2nd the two resources *Instrumento de observación de los logros de la lecto-escritura inicial* by Ana María Andrade, Amelia G. M. Basurto, Olivia A. Ruiz, Marie M. Clay, Kathy Escamilla and *An Observation Survey of Early Literacy Achievement* by Marie Clay. For our 3rd-6th grade students we will use

DRA or Lexiles in both English and Spanish to measure literacy growth. We will administer an in-house math assessment three times during the school year that measures if students are learning grade level concepts. Language assessments to measure growth in English and Spanish will be administered at every grade level. We will also implement authentic assessments such as portfolios and demonstrations of learned knowledge and skills through a product.

The *Evaluator's Toolkit for Dual Language Programs* by Dr. Kathryn Lindholm-Leary that can be downloaded at <http://www.cal.org/twi/evaltoolkit/> is an excellent comprehensive tool which will be the foundation for our data analysis. An outside entity will be hired to help us use this tool to do our data analysis.

We will also use the resource: Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics to evaluate our program and set goals for the next year to improve our program. Find the guide at http://www.cal.org/twi/Guiding_Principles.pdf.

Because it is our goal to be designated as an "Inviting School" by the third year of operation, in our second year of operation we will also use the IAIE (International Alliance for Invitational Education) evaluation tool found at <http://www.invitationaleducation.net/award/2010%20Inviting%20School%20Award%20Application.pdf> to determine what goals we need to set to become an inviting school.

SECTION 14: SPECIAL EDUCATION

Esperanza will comply with all federal and state Special Education (Sp Ed) laws which can be found at <http://www.schools.utah.gov/sars/lawsregs/docs/rules12-09.doc>. A highly qualified Special Education teacher will be hired. Because of the nature of our school this teacher must also have an ESL or Bilingual Endorsement and be trained in providing bilingual special education services. This teacher must also be committed on how to provide state-of-the-art special education services by attending local trainings as well as attending national conferences and belonging to Sp Ed organizations. Our school will also contract out for a bilingual Speech and Language Pathologist who needs to be trained in providing bilingual services. All other service providers (ie.vision specialists, psychologists, physical and occupational therapy, etc.) will be provided as deemed necessary by the Sp Ed team and contracted by the school according to the IEP guidelines of the student. As needed, bilingual assistants will be hired who will be trained to work in Sp Ed including attending the Utah annual paraeducator conference.

The rules of the Sp Ed manual compiled by the Utah State Office of Education will be adopted by the school. The director will be familiar with this manual and attend as many Sp Ed trainings as possible. Also, the director and Sp Ed team will be familiar with the following:

CHARTER SCHOOLS
AND
SPECIAL EDUCATION:
A HANDBOOK
by:
Cheryl M. Lange, Ph.D.

Downloaded at: http://www.uscharterschools.org/pub/uscs_docs/fs/sped.htm The director and instructional staff will collaborate with the USOE Sp Ed department so as to be in compliance with all required documentation.

The Sp Ed team under the direction of the school's Sp Ed teacher/director will work with the school director to write an IDEA Policies and Procedures Manual as outlined by the charter school Sp Ed department of USOE.

Esperanza Elementary is committed to the challenge of providing an appropriate education for every student. A wide range of related services will be available to students whose educational needs cannot be met without specialized instruction in a regular classroom. The philosophy of the school is an inclusion model that believes students with disabilities should be educated in the *least restrictive environment* possible with their non-disabled peers to the maximum extent possible. In order to do this a continuum of services will be offered: 1) Special educators working with the classroom teacher, parents, and all other team members to provide specialized support and assistance to meet the needs of the student in the general classroom, 2) For part of the school day the student with a disability receives services from a member of the Sp Ed team in the regular classroom or in the resource room, 3) Student with a disability will be in a self-contained or cluster program and integrated into regular education activities to the greatest extent

possible, and 4) Students with a disability receive home or hospital instruction because they are unable to attend school due to physical illness, injury, or serious emotional problems.

A Pupil Personnel Team (PPT) will be established in the school to review and evaluate the needs of specific students having difficulty in general education. Whenever a student is brought to the attention of this team, the parents/guardians will be notified immediately, not only for notification but they may also be able to provide some valuable input. This PPT will identify services and interventions for students having difficulties to attempt to avoid unnecessary or inappropriate referrals for special education services. The time frame for these interventions will be 3-5 weeks with a follow-up data review meeting at the close of time frame. If it is determined that a special education referral needs to be made, parents will be notified. All evaluations will be completed within a 45 school day timeline. The school Sp Ed team which will include parents will then share the responsibility in designing a program that meets the unique educational needs including the provision of additional professionals and related service providers for the educational success of the student. This program is known as an individualized education program (IEP).

The school's Sp Ed Department will have an effective and efficient plan to manage Sp Ed records and keep them updated. All records will be kept in a locked file cabinet in the Sp Ed room. When transferring records from one school to another the Sp Ed Director/Teacher will make copies of the entire file before sending the original records to the new school. The original records will be sent to the new school and the copies of the records will be kept at Esperanza school. The original records can be hand delivered or mailed. If any records are sent as a FAX the FAX must go **directly** to the Sp Ed Department to ensure confidentiality. No matter which way they are sent a tracking system needs to be in place. As far as maintenance the Sp Ed team will utilize the assistance of UPIPS (Utah Program Improvement Planning System) which provides a team to educate the school's Sp Ed team regarding record keeping compliance by looking through records and then holding a review with the Sp Ed team.

If there is an influx or sudden growth of students with disabilities into the school, we will evaluate our needs. If the needs warrant it we will hire another highly qualified Sp Ed teacher who is bilingual. If we have to wait for funding to do this hiring we will take advantage of volunteers to work under the direction of trained staff or possibly trade services with other school community services.

The Sp Ed team will provide training for all teachers at the beginning of each school year on the proper and appropriate procedure for referring students for special education services as well as other aspects such as *Child Find*. The school will also get information out to the community about *Child Find* by putting information in the school newsletter as well as on the school's website. Also, a team of the school's specialists will meet at the first of the school year and develop a Children Find plan that will be used throughout the year that will include such things as doing vision screenings and/or hearing screenings for students and for other children in the community. The Individuals with Disabilities Education Act (IDEA) requires all states to have a comprehensive Child Find system to ensure that all children who are in need of early intervention or special education services are located, identified, and referred. The goal of state

Child Find systems is to identify the infants and young children who require in-depth assessment and may be eligible for early intervention and special education services.

At Esperanza as described by USOE basic Child Find procedures found at <http://www.schools.utah.gov/main/search.aspx?q=Child Find>, measures will be established and supported through a specific Child Find plan. The Esperanza Child Find plan will take in to account both the needs of students with specific issues of special education as well as those who may need services under a Section 504 stipulation. The Esperanza Child Find plan includes data collection to be kept yearly by the school director on the following 4 quality review components. First, an annual in-service Child Find procedures meeting will be conducted. This in-service will be organized by the school director and special education teacher/director to educate all teachers on signs that students might have a disability along with appropriate action steps necessary to document, ways to respond in meeting the academic, social/behavioral, and /or emotional needs of the students at a pre-referral level with RtI measures and if necessary at the special education referral level where case management under the supervision of the Sp Ed teacher/director will occur. During the implementation of these child find procedures Esperanza personnel will ensure confidentiality of student identification records in electronic files with pass word sensitive accessibility or hard copy files of documentation of service records kept in a locked file cabinet within the special education classroom or office of the school director. Second, the school director will make general Child Find informative public appeals to inform local hospitals, physicians and public health and early intervention programs of the existence of Esperanza as a school within their community needing to be contacted by all care givers of babies, toddlers, and preschoolers who may need early intervention support to meet the early special educational needs of their children living within the Esperanza boundaries planning to enroll at the school. Third, the school director will make a general public appeal through (a) local newspaper (if appropriate) during yearly Esperanza enrollment periods along with child find appeals for identification of all special needs children, (b) posters on the school outdoor announcement board as well as in the school office, and (c) direct contact with the school parent organization and all school parents though a hard copy note and online message board for support in the identification of babies, toddlers, and preschoolers within the Esperanza school boundaries who may be eligible for school support concerning special needs services due to issues of disability. Fourth, all key office staff with direct contact to parents and caregivers will be given a yearly special in-service by the school director and special education teacher/director on being alert to the community family members that enter the Esperanza offices with babies, toddlers, and preschoolers with apparent special needs that fit within the child find identification plan along with specific training in the requirement of notification to be given to the school director and confidentiality of all records involving children and families identified with possible service needs during implementation of the Esperanza the child find plan.

All data collection concerning the Esperanza Child Find plan's 4 yearly reviewed components to ensure best practice will be managed by the school director with support from the SP Ed teacher/director. This data collection for year review as a quality check will include but not limited to the following record keeping areas: rolls of attendance at in-service training meetings and anecdotal logs of all public announcements, notes to parents, flyers and telephone and/or electronic contacts to local hospitals, local physicians, the school parent organization and public health and early intervention programs will be kept in electronic files or in a hard file record

keeping system within the school administrative office. All specific name identification of children and their parents or caregivers identified through the Esperanza child find process will be given careful confidentiality treatment as required by state law. All electronic files with sensitive demographic information will be password protected and all hard copy records with child and parent name and demographic information will be kept in a locked file cabinet within the Esperanza school main office area by the school director acting as confidentiality manager. A specific required sign off sheet for necessary access by key school personnel to these files will be maintained that includes the current listing of the names and positions of individuals having access to the personally identifiable information on students identified through the Esperanza Child Find process.

In the event of a child being identified through the Esperanza Child Find process as having special education eligibility records through another educational school or agency a case manager will be assigned among members from the Esperanza special education team by the school director for appropriate follow-up measures to occur. This case manager will be responsible to get an appropriate release of confidentiality form signed by the legal parent/care giver of the child and to contact the education school or agency holding the records to have all education records of the child concerning special education or related services for issues of disability sent to Esperanza for review by all members of the Sp Ed team during a meeting to support the appropriate level of the continuation of services. All records obtained by the Esperanza special education team member will be reported on at a team meeting so appropriate actions concerning the child's education program of services can be taken by key Esperanza personnel. All records of children obtained through the Esperanza Child Find plan identifying students as requiring special education will be given to the Esperanza special education teacher who will keep them in a locked file cabinet within the special education classroom. All confidentiality measures will be taken to ensure all records are only viewed by appropriate designated special education team members. A specific required sign off sheet for necessary access by key school personnel to these files will be maintained that includes the current listing of the names and positions of individuals having access to the personally identifiable information as well as a log sheet for all other persons such as official state personnel, legal agency designated personal or parents to sign as having viewed them for specific school related service delivery purposes.

Esperanza will have a focus on a Response to Intervention framework in providing instructional services in the areas of reading and mathematics (RtI is a multitiered system to support struggling learners including general education and special education students that provides increasingly intense levels of academic interventions and assessment). In the initial year of the school's operation RtI will begin in grades K-2 using universal screening measures which will be conducted to establish student baseline performance data and allow teachers to establish learning benchmark grade level goals. Screening is an important part of an RtI framework and will be conducted 3-times a year. This will provide the data to identify which students need extra instruction and will also confirm that the benchmark students remain above benchmark. Each year one more grade level will be added to the screening process until all grades are included in the RtI framework. All benchmark students identified as in need of "basic" support will be entitled to intervention instruction within the general classroom instructional process in a Tier I level. All below-benchmark students identified as in need of "strategic" support will be entitled

to intervention instruction in a specific skill needs small group process that is provided at a time outside the general Tier I instruction. Strategic interventions in Tier II are designed to be of a short term in nature and cover only targeted skill area deficit needs. Tier III instruction is designed for students whose progress in Tier I and II has been insufficient. Students in Tier III levels will need more time in intervention groups, more curriculum progress monitoring measures taken on a weekly basis with instruction characterized by extraordinary intensity and focus. Tier III instruction is more systematic, and may be slower paced with more practice cycles for a given concept. Tier III may also utilize curriculum that is different than used in Tier I and II and could also include additional assessment measures and placement into special education for development of individualized programming to meet specific student learning needs.

The director will attend IEP meetings and meet weekly with the Sp Ed team to be informed about students receiving services and an update on how they are progressing. Local and national Sp Ed experts will provide added training, especially on special education issues for students who are learning bilingually.

Specific criteria that will be considered each term by the school director in collaboration with the special education teacher/director and the special education team members to support the adding of additional staff to meet the service delivery needs of special education students if necessary. This criteria will be focused around but not limited to the monitoring of the ability of the Esperanza school special education teacher/director to adequately fulfill the multiple roles required by them to efficiently cover student load count needs in the modes of collaboration with general education teachers, consulting with all key members in delivery of related services and coordinating of instructional special education services to meet the highest standards of assessment and record keeping practices. Should the special education teacher/director find it difficult or impossible to provide adequate services to students in these areas due to high numbers of identified student needing services, excessive testing and record keeping responsibilities, delivery of intensive specialized instruction to a large number of students with severe disabilities, excessive time consuming regular education collaboration needs or specialized medical supervision needs of student educational plans, or the development of unique time consuming behavioral monitoring issues required for students the adding of additional staff will be investigated and supported.

The design of the school building will ensure access for all people with disabilities including building access and restroom access.

Section 15: School Closure Plan

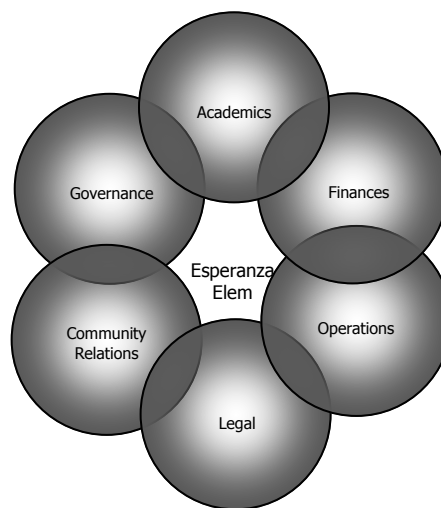
In the event of the dissolution of the school, whether by planned cessation of operations or by revocation of the charter, Esperanza Elementary will ensure that adequate planning and resources are in place to protect students and families, employees, debt holders and taxpayers. Throughout the closure process the school will comply with Utah State Statute governing charter school closures [53A-1a-510.5](#) and charter school assets [53A-1a-517](#), Utah State Board of Education rules, IRS regulations and its own Articles of Incorporation.

The reason(s) for closure would most likely fall into one or more of the following categories:

- ✓ Academic failure or underperformance – the inability to deliver the student outcomes promised by the school’s charter and/or to meet state assessment measures.
- ✓ Financial insolvency and/or mismanagement – more than 80 percent of charter school closures nationally are for financial reasons. Whether through misfeasance or malfeasance, a financially troubled charter school cannot successfully meet its academic commitments to students and families.
- ✓ Organizational incompetence – charter schools in organizational disarray generally lack the ability to change and improve thus making them unable to fulfill their commitments to students and the State.
- ✓ Non-compliance – a charter school that is consistently and seriously out of compliance with state or federal regulations is an indication of disregard for public accountability or a demonstration of incompetence that could justify closure.

Section 10 of this application outlines Esperanza’s Organizational and Governance Structure. Creating and maintaining a quality charter school requires that Esperanza’s Board of Directors, in concert with its Chief Executive Officer, annually set measureable goals with regular evaluation and course correction as needed. The CEO is responsible for achieving goals. Goals will be set and evaluations conducted for six 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 and community partners.
6. Governance—effective oversight of the schools mission, objectives, finances and management.



Through the Board's evaluation process, it is possible that the school's performance in one or more of the six areas above may be so lacking as to justify closure of the school. It will be the Board's responsibility to evaluate and make such a determination. And, of course, if Esperanza's academic performance, competence or compliance were inadequate or insufficient, the authorizer or the Utah State Board of Education may order the school closed.

In the event of closure, Esperanza will follow the guidance outlined in the *Sample Closure Framework* developed through a collaborative initiative of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute as part of the Building Charter School Quality project. The *Framework*, along with its timeline and checklist suggestions, can be obtained at www.charterschoolquality.org.

Once the closure process is initiated, the Esperanza Board will establish a transition team that includes, at a minimum, the school's Board president (or other designed Board representative), CEO/Director, Principal, Business Manager, as well as a representative from the USOE Charter School Office/State Charter School Board. The primary mission of the transition team will be to develop a comprehensive closure plan that includes a timeline with designated roles of responsibility. The transition team may decide to contract with a qualified individual or an organization to oversee the dissolution process and execute the closure plan. The closure process has many tasks. The closure plan will outline tasks in the following areas:

1. Communications/notifications to students/families, affected school districts
2. Welfare of students and families/reassignment to new schools/transfer of student records
3. Notification to entities doing business with the school
4. School personnel
5. The status of the school's finances
6. Financial resources needed for closure process
7. Return or distribution of assets.
8. Submission of all required reports and data to the authorizer and/or state

The transition team will develop a budget to underwrite the closure process that will include provisions for paying an executor to oversee the process, finance/legal support and operating funds. Esperanza will work to ensure it builds a reserve of at least five percent of annual budget along with six months of fixed costs to cover overhead and additional costs related to the closure process.

Within two weeks of the closure determination, the school's governing board will provide written notification to all applicable entities, including:

- State Charter School Board
- State Board of Education
- parents
- students
- faculty and staff

- creditors/debtors
- school district in which charter school is located
- other charter schools within the same district
- other districts or charter schools which may be affected by the closure

The written notice to all entities as previously listed will include:

- the proposed date of closure and other significant timing information
- a plan for how to identify new schools for current student body
- guidance to assist student transition into new schools
- contact information for the school's office
- contact information leadership & transition staff
- contact information for Board of Directors

Esperanza Elementary will present a more specific and current plan to the authorizer and state as soon as possible after the decision to close is made. The plan will include the following:

- financial analysis, audit and budget for executing closure plan
- establishment of the necessary personnel to implement the closure plan
- development of a comprehensive student relocation plan that collaborates with potential receiving schools and districts, that thoughtfully considers the challenges of student and families to move to another school and that includes a comprehensive communications component
- protection of student files and school business records
- establishment of a base of operation that remains constant through the closing process
- and provides, as a minimum, appropriate and safe office space, consistent hours of operation
- an operating telephone with voice mail capabilities to facilitate information flow
- an operating computer with internet connection to facilitate information
- a media and communications strategic plan in coordination with the State Charter School Board and other entities as appropriate
- maintenance of insurance and risk management coverage throughout the transition to actual closure and for a period of time following closure as specified by the authorizer and/or state
- a complete financial audit will be scheduled and subsequently performed as soon as the decision to close is made
- an inventory of all assets belonging to the school will be conducted
- safeguarding school assets against theft, misappropriation or deterioration
- identification and communication to all creditors of the school

Any and all assets held which are subject to specific conditions or limits as described in Utah Code 53A-1a-517 shall be disposed of according to those specific conditions and limits. Unless a donor or grantor specifically provides otherwise in writing, all assets described previously shall

be presumed to be made to the school and shall be included in the school's assets. All assets purchased with school funds shall be included in the school's assets. Esperanza Elementary may not dispose of its assets in violation of the provisions of this part, state board rules, policies of its chartering entity, or its charter, including the provisions governing the closure of a charter school under Section 53A-1a-510.5.

All liabilities and obligations at the closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent of Esperanza Elementary assets. The remaining assets shall be returned to the authorizer and/or the state, although either the authorizer or the state may liquidate assets at fair market value or assign the assets to another public school. To the extent possible, all leases, service agreements, and other contracts not necessary for the transition should be terminated.

Esperanza elementary shall submit all documentation required by the authorizer, including documents to verify its compliance with procedural requirements as well as satisfaction of all financial issues. When Esperanza's financial affairs are closed out and dissolution is complete, the authorizer and/or state shall ensure that a final audit is completed. The State Board of Education may make rules that provide additional closure requirements upon charter schools or that specify elements of charter school closure plans so this current policy is subject to change.

SECTION 16: ADMISSION AND DISMISSAL PROCEDURES, INCLUDING SUSPENSION/EXPULSION

Admission Policy

Esperanza Elementary, as an open enrollment public charter school, aligns with the state law and policy regarding student admission. The governing board of Trustees supports a policy that prohibits discrimination based on race, creed, color, gender, religious affiliation, ancestry, disability, or need for special education services. The only category where preference is given is to siblings of admitted students and to children of founders, teachers and staff (up to five percent of total enrollment).

Dual Immersion Model Fidelity

An ideal Spanish/English dual immersion school would have 50% of its enrollment at each grade level be dominant English speakers and 50% dominant Spanish speakers. We will strive to achieve this ideal (or at least a 60/40 ratio) through our marketing strategies. The purpose of this ratio is for students to have an almost equal number of role models for each language. Yet, the ratio does not affect our 90/10 Model which can still be implemented no matter what the ratio is. Plus, there will be some students who are bilingual who could be either a Spanish role model and/or an English role model allowing flexibility in the placement of students in our program. For these reasons we will use the usual lottery process. We will not hold separate lotteries for native-Spanish and native-English speaking students as is done by some dual immersion program schools.

Enrollment and Lottery

Esperanza Elementary closely follows the admission procedures approved in legislation and by the Utah State Board of Education. Esperanza will admit all eligible pupils who submit a timely application. We will give enrollment preference to children of founding members and to children of teachers and staff (no more than five percent of the student population). Preference is also given to pupils returning to Esperanza in the second or any subsequent year of its operation and to siblings of pupils already enrolled in our school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above. We will carry over the lottery lists from year to year.

A lottery is a random selection process by which Esperanza Elementary admits applicants. During a public meeting, an accepted lottery process will be used to select students. When a student is admitted to the school through the lottery process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on a waiting list. Students not selected by the lottery will remain on a

waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. Esperanza Elementary will notify applicant of the lottery results within two weeks. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. Families will be notified and students have three school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list through subsequent lotteries.

Esperanza Elementary reserves the right to exclude an applicant if there is a prior history of safe school violations.

Dismissal procedure

The two primary goals at Esperanza Elementary are:

- Keep Students and School Personnel Safe
- Maximize Student Learning

Discipline at Esperanza Elementary is based on the non-coercion philosophy of Dr. William Glasser's quality school and Brian Mendler's philosophy of fair is not equal. The approach to any problem within the school will be approached with a "solve it" attitude without threats or punishment.

There will be no more than three rules to help achieve Esperanza Elementary's goals and will be signed by everyone in the school. All will be expected to be accountable for abiding by these rules. When there is a problem a time out room can be used, if necessary, where a student can take time to find a solution. If a student is unable to resolve a problem in the time out room, he/she can be sent home for 3 days to come up with a plan. If the plan does not work, a student could be sent home again for another 3 days. After 3 three-day suspensions if the issue is still unresolved, a course of action would be determined through a meeting of the student, parents and appropriate Esperanza staff.

There is no set order of consequences for inappropriate behaviors as each student is different. Therefore, each student problem or incident will be treated individually with the goal of finding the appropriate solution for each particular student.

Suspension/Expulsion

When violations of the safe and drug-free school policies occur due process will be afforded to the student before there is suspension or expulsion. Any student suspended for more than 10 days shall have the right to appeal the decision before the Executive Director and/or the School Board. Expulsions will be decided by the School Board. Students who are expelled shall have the right to appeal the decision before the Board. Esperanza Elementary adheres to state and federal law for students with IDEA or 504 plans.

Discipline Procedures for Students with Disabilities

The Principal will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases, behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability and/or special considerations have been made relative to a student's IEP. Ultimately, ensuring the safety of all students and school personnel will be a priority.

Esperanza Elementary adheres to state and federal law for students with IDEA or 504 plans. If the pupil qualifies as a disabled student under IDEA 2004 or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented.

When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures.

Esperanza Elementary adheres to the USOE recommended suspension/expulsion policy:
http://www.schools.utah.gov/law/DOCS/PAPERS/Model_Suspension-Expulsion_Policy.aspx

SECTION 17: PROCEDURES TO REVIEW COMPLAINTS

Esperanza Elementary parents play an integral role in their child's education and parent involvement is welcomed in all aspects of the school. Open and effective communication between parents and the school are encouraged. Complaints arise in schools as they do in other human endeavors. Good resolution begins with a school climate that is open, inviting, and responsive. This climate must be set by the Esperanza team – Board, Director, Principal, faculty and staff. This climate must be complemented by a written policy establishing the guidelines for handling complaints and other unresolved problems.

Typically, most problems are best handled at the point closest to the problem or difficulty. For examples, parents who have a complaint or concern about their student's homework should deal directly with the teacher involved. Sometimes a school principal or director is needed to facilitate the process, but the vast majority of concerns are handled at this level and in this manner. Nevertheless, the fact that most problems are settled in a rather uncomplicated way does not dismiss the need for a formal written policy and clear procedures for handling disputes that are not easily settled.

In order for Esperanza Elementary to best meet the needs of the student and the school, parents are asked to adhere to the following procedures when addressing concerns:

- Items involving teachers or staff members should first be addressed with the individual(s) directly involved.
- If the teacher or individual is not able to resolve the concern to the parents' satisfaction, the concern should then be addressed with the Principal or the Director.
- If the Principal or Director are unable to resolve the issue satisfactorily, or the specific issue concerns the Principal or Director, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. The Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.

If a parent has a concern with a policy, procedure or practice at the school, parents are asked to adhere to the following procedures:

1. If the concern is directly related to administrative practices, procedures or school policy, parents should address their concerns directly with the Principal or Director.
2. If the Principal or Director is unable to resolve the issue satisfactorily, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. If a decision is required, the Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.

3. If the concern deals with school policy, parents may address the Board in a formal Board of Trustees meeting during the “public comment” portion. Parents may also request to be added to the meeting agenda by contacting the President of the Board of Trustees one week prior to the scheduled meeting date.

If a parent feels his/her child has been treated unfairly, discriminated against, or treated in a manner that is in violation of state or federal law:

1. A written complaint may be submitted to the Principal or Director, and an appointment may be made to discuss the issue. Written complaints should include the individual(s) involved, details of the incident(s), including dates and approximate times, and details of an attempt to rectify the situation.
2. If the Principal or Director is unable to resolve the issue satisfactorily, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. If a decision is required, the Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.
3. Parents may attend a Board of Trustees meeting and discuss the issue during a regularly scheduled public comment period. Parents may also request to be added to the meeting agenda by contacting the President of the Board of Trustees one week prior to the scheduled meeting date.

PROCEDURES FOR REVIEWING COMPLAINTS OF PARENTS OF SPECIAL EDUCATION STUDENTS

Esperanza Elementary follows all state laws regarding complaints of parents of students served under Section 504 or IDEA 2004. The Principal oversees regular education programs (Section 504) and Special Education programs (IDEA) at the school level. Parents who have concerns regarding the treatment of a student with disabilities or a student suspected of having a disability may contact the Principal.

The following briefly describes Utah’s Dispute Resolution System available to parents of special education students:

There are four procedures available:

1. Problem Solving Facilitation
2. Formal State Complaint
3. Mediation
4. Due Process Hearing

These procedures are not sequential. However, Problem Solving Facilitation CANNOT proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

1. Problem Solving Facilitation

- State early dispute resolution procedure available at any time, before a State Complaint, Mediation, or due Process Hearing request is filed.
- Both parties must agree.
- Issues of disagreement must be specified, and how they violate IDEA described.
- No timeline.

2. State Complaint (Formal)

- Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education.
- State Complaint Form on website or may be a letter with required elements
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- District has 30 days to investigate and write decision.
- Parent may appeal decision to USOE with 10 days of district decision if disagree.
- USOE completed independent investigation before total of 60 days, unless parties agree to extend for some significant reason.

3. Mediation

- Any party may request at any time during the IDEA process.
- Both parties must agree to mediate or mediation will not occur.
- Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education.
- Describe the problem.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- USOE assigns mediator and absorbs costs of the mediation sessions.
- Attorneys not usually present.
- Discussions during mediation confidential.
- Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. Due Process Hearing Request

- Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education.
- Describe problems.

- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- Mandatory Resolution Session initiated within 15 days; resolution completed within 30 days, if resolution is possible.
- Hearing completed within 45 days; timeline starts after resolution session time is completed.
- Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.
- It is advisable for both parties to have attorneys.
- Hearing Officer decision binding upon both parties

SECTION 18: PARENT INVOLVEMENT OPPORTUNITIES

Research studies consistently reveal that high student achievement and self-esteem are closely related to positive parental participation in education, regardless of economic, racial, or cultural background of the family. Therefore, parents and schools need to work together so all children can succeed in school. At a charter school parents are extremely important stakeholders and even more so in a dual immersion school.

Esperanza parents will be given opportunities to influence the management of the school. We will assist in the development of a parent group such as a PTA. Esperanza's Bylaws require that two members of the Board of Directors be parents of children currently enrolled in the school; one a native-Spanish speaker, the other a native-English speaker. These parent members will be chosen by the school's parent organization and play a direct role in the governance of the school. Esperanza will develop a five-year school-family-community plan based on the work of the National PTA, Joyce Epstein's Framework, Mavis Sanders, Anne Henderson, Delgado-Gaitan, and other experts that will provide families with opportunities to use their voice.

The six factors identified by the National PTA are:

- Regular, two-way, meaningful communication between home and school
- Promotion and support of parenting skills
- Active parent participation in student learning
- Parents as welcome volunteer partners in schools
- Parents as full partners in school decisions that affect children and families
- Outreach to the community for resources to strengthen schools

Epstein's Framework of Six Types of Involvement

- *Parenting.* Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- *Communicating.* Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
- *Volunteering.* Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.
- *Learning at Home.* Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- *Decision Making.* Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.
- *Collaborating with the Community.* Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Source: Epstein et al., 2002.

Because research shows that the more involved dads are, the better the child does in school, a concerted effort needs to focus specifically on how to involve dads. At the following website a number of research studies are noted to support the importance of fathers:

<http://www.ericdigests.org/2004-3/role.html> As part of the comprehensive plan we will provide numerous opportunities each year for parents to attend an Orientation meeting so they will have a clear understanding of the focus of Esperanza and how their involvement is critical. At these Orientation meetings enrollment packets will be distributed to those who want to enroll their children.

Each year before the school year begins each teacher will make a home visit to each student who will be in his or her class and then conduct subsequent visits throughout the year. This home visit program will follow the guidelines of the Parent Teacher Home Visit Project founded in Sacramento, CA.

Some of the specific things that will be part of the plan are to have parents complete surveys, one being the one from the Toolkit that we mentioned in the assessment section of this document and another being the survey required by IAIE (International Alliance for Invitational Education) for the Inviting School Award. We will have a parent room at the school that the parent organization (possibly PTA) will manage. In this room will be a check out library for parents and a weekly “Munch and Mingle” among other things the parents might want to add such as a suggestion box.

The PTA has developed a program called *Three for Me* that we will implement. This program asks each parent that has a child or children enrolled at Esperanza to volunteer at least three hours to the school in some way during the school year. If a parent is unable to volunteer the three hours, someone else from the extended family could volunteer. This is especially important for the Hispanic families where extended family is an underutilized source of strength. In Hispanic families aunts, uncles, grandparents, cousins play an important role and may even live in the same household. These could be helping in the classroom, chaperoning a field trip, tutoring (Spanish and/or English), mentoring, doing things at home, etc. At this Orientation Meeting it will also be explained to parents about the parent organization and how the president of this parent organization will be a member of the Board. It will be shared with them which committees they can join as well as ask them for their input on what committees we should have. Parents will be invited to attend the annual PTA Conference and the annual Utah Charter Conference to learn how to be effective in a leadership role.

Because at least half of our parents will most likely be Hispanic it is critical that all our stakeholders understand how to involve Hispanic families. We will have resources such as the book *Involving Latino Families in Schools* by Concha Delgado Gaitan as well as provide training specifically on this topic. The most important thing we need to do with our Hispanic families is create *confianza* (trust). The most successful approach is to have face-to-face conversations with parents in their primary language in their homes. We can do this by hiring someone who is bilingual, biliterate, and bicultural to be a liaison—preferably a parent. Also, our teachers will be invited to participate in *Funds of Knowledge* where they will visit Hispanic homes as learners rather than teachers. This concept is based on the book *Funds of Knowledge* and the work of Dr. Luis Moll, Dr. Norma Gonzalez, and Cathy Amanti. What is learned in the homes can then be

used to invite family members to share skills and talents when designing methods for teaching the curriculum. In other words, make it easy for them to participate.

Each teacher will be strongly encouraged to have a bilingual “blog” that is updated weekly that families can access to be kept updated on what is happening in the classroom.

It is important to give parents what they want rather than what we think they need. This includes the type of classes we offer. Even though some parents may want ESL classes, we must remember to move beyond ESL classes. Through surveys and Funds of Knowledge we can find out the talents and skills of our parents. Then we can offer classes where they teach each other.

SECTION 19: EDUCATOR QUALIFICATIONS

Esperanza Elementary's policy in regards to teacher licensure requirements will follow the Division of Administrative Rules outlined in R277-520(3). To meet the standards:

- All early childhood teachers (K-3) will hold a level 1, 2, or 3 license with an Early Childhood Endorsement
- All elementary teachers (1-8) will hold a level 1, 2, or 3 license with elementary education as area of concentration

All teachers who have a Level 1 license will be expected to be mentored by qualified mentor (a licensed level 2 teacher who has attended the mentor training) and complete all EYE requirements by the end of his/her 3rd year of teaching.

As required by the State of Utah, all of our teachers will meet highly qualified standards and will be licensed, certified teachers or be qualified to teach under the USOE's Alternative Route to Licensure Program, or otherwise authorized through the State Board of Education. In other words, teacher's qualifications will match the NCLB requirements of content expertise for the assignment. To meet these requirements Esperanza teachers will have the following:

K-3 early childhood teachers:

- Bachelor's degree
- Educator license with an early **childhood area of concentration**
- A passing score at the level designated by the USOE on a Board-approved subject area list

1-8 elementary teachers:

- Bachelor's degree
- Educator license with an elementary area of concentration
- Passing score at the level designated by the USOE on a Board-approved subject area list

NOTE: We would like our specialists (art, music, P.E., etc.) that we hire to also meet these requirements. Our reading specialist(s) will also need to meet these requirements **and** obtain an early childhood endorsement.

Special education teacher(s):

- Bachelor's degree
- Educator license with a special education area of concentration
- Passing score on a Board-approved elementary content test or a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area or a course work equivalent of a major degree (30 semester or 45 quarter hours) and an endorsement in the content area or a passing score at the level designated by the USOE on a Board-approved subject area test and an endorsement in the content area.

NOTE: Esperanza's violin/mariachi teacher and the chess teacher will be hired based on their expertise. They will also need to meet the same requirements and qualifications of volunteers as noted below in the Volunteer section.

NOTE: Those educators [from Mexico, Spain, and other Spanish speaking countries] here serving as international guest teachers are deemed highly qualified under the terms of our agreements with the home countries and the terms of the special international guest teacher license they are given. This information came from Robert Austin at USOE via email on 8-26-10.

NOTE: Our policy will be to limit the number of ARL teachers. They will be expected to complete their requirements for licensure within 3 years of teaching.

LEA Esperanza Elementary Highly Qualified Teacher Plan:

- By the end of the first week of school each teacher will have met with the administration to make sure CACTUS information is updated and correct.
- Each teacher will have an individual file that will include credential information as well as goals the teacher will complete during the year towards becoming highly qualified. If the teacher is already highly qualified, he/she will set professional growth goals. The goals will be reviewed with an administrator at the beginning of the year, middle of the year, and at the end of the year.

Because we are dual immersion school we have some extra requirements for all our teachers:

- Complete the Dr. Martin Haberman STAR teacher assessment
- Have an ESL/Bilingual Endorsement
- Pass TOEFL English test (this can be waived for teachers who arrange for an English speaking teacher to teach the designated English portion of the day)
- Participate in Dr. Martin Haberman's Masters of Education Interdisciplinary Studies – Action Research and Assessment and/or National Board Certification for English as a New Language/ Early and Middle Childhood
- Our reading specialist(s) need to have a Level 2 Reading Endorsement including specialized training in Spanish literacy
- Special Ed teacher(s) will need to have specialized training in how to provide bilingual special education. (Resource: Dr. Leonard Baca)

PARAPROFESSIONALS

We would like to eventually hire at least one **bilingual/biliterate** paraprofessional for each two teachers at every grade level. Their duties will include working under the close and frequent proximity and supervision of the teacher to carry out lesson plans the teacher has designed. This may include individual or small group assistance or tutoring when students would not otherwise be receiving instruction from the teacher. They may also assist with classroom organization and management. Their duties will also include the supervision for students in non-instruction settings such as recess. Some—if not all--will also be trained to administer assessments such as

UALPA and QIA. One paraprofessional will be designated as a parent liaison with Hispanic families and carry out duties associated with this responsibility.

To be in compliance with R277-524 all our paraprofessionals will meet the following qualifications:

- Have earned a secondary school diploma or a recognized equivalent
- Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution or obtained an associates (or higher) degree from an accredited higher education institution or satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB.
- Satisfactorily complete a criminal background check

NOTE: Our paraprofessionals will be required to receive ongoing training and professional development for paraprofessionals. This will include attending the annual state paraprofessional conference as well as inhouse training using the book *Paraprofessionals in the Classroom* by Betty Ashbaker. Some of the training will be for the teachers on how to best use their paraprofessionals. Paraprofessionals will also be invited to attend many of the professional development training that teachers receive. Title I funds can be used to help support their training.

VOLUNTEERS

Volunteer Opportunities

A volunteer is defined as an individual who performs a service to the school and/or the school's students without compensation. A volunteer need not be a parent of a student enrolled in the school.

Volunteer opportunities include but are not limited to: field trip chaperones (day and overnight); mentoring; tutoring; assisting in a classroom, library, office, or on a playground or other designated duties. Participation in school advisory committees, parent organizations, or similar activities that involve the monetary responsibility or activities that involve students apply to this guideline.

The school reserves the right to deny or discontinue volunteer opportunities to an individual at the principal's discretion.

Volunteer Responsibilities and Qualifications

Volunteers are volunteers of the school and work under the direction of the school's administration.

It is strongly advised that volunteers conduct volunteer activities with another volunteer or school employee present when students are present.

Volunteers shall comply with the policies and procedures outlined by the school, state and federal law and any other school policy that governs interaction with the school's students, including but not limited to:

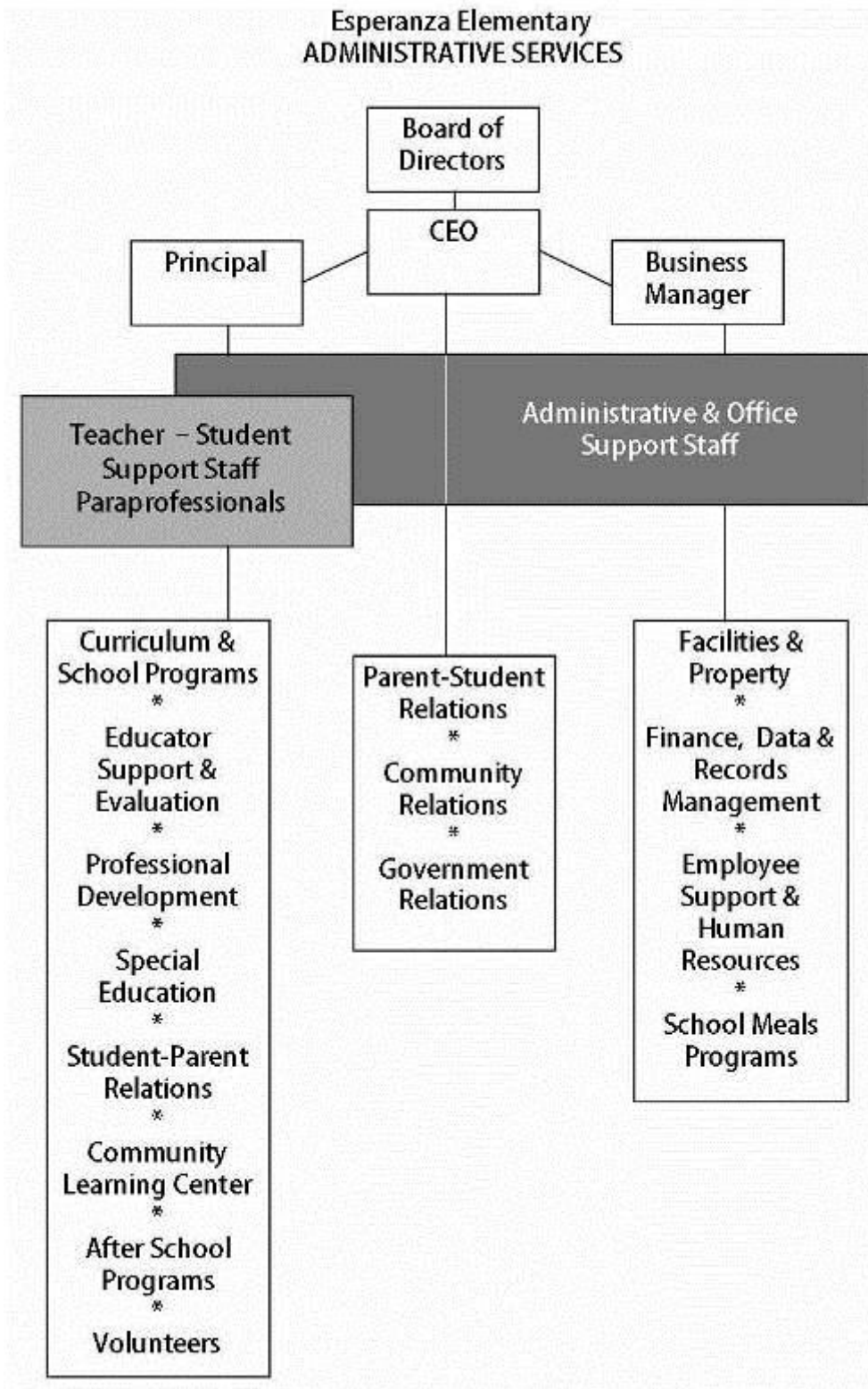
- Be at least 18 years old to volunteer; 21 years old to drive students

Exception: Middle school and/or high school students may volunteer in special tutoring programs under the supervision of a staff member from their school.

- Sign in at the office and wear an identification badge
- Refrain from tobacco and alcohol use during volunteer service
- Arrange childcare for younger children so that volunteer time is dedicated to the school
- Set a good example for students in dress, language and conduct
- Treat all students fairly, equally and positively
- Comply with the school's parent-student handbook
- Complete an [Authorization and Release form](#) to consent to a background check

SECTION 20: ADMINISTRATIVE SERVICES

The chart below is an overview of Esperanza's administrative services system.



Esperanza Elementary's CEO is the school's chief administrator and charged by the Board with establishing and maintaining an efficient, responsive administrative system (see CEO job description in Appendix C). To assist in this, the CEO will hire two key administrators: the Principal/Instructional Leader and the Business Manager. These three people will manage the school's various administrative services and personnel, ensuring their alignment with Esperanza's mission and unique dual-language immersion program, as well as the principles of William Glasser's Quality School and William Purkey's Invitational Education.

From this vantage point (more than two years away from opening our school), the Esperanza Board is open to exploring options that will fulfill the business management functions. These responsibilities could be performed by a hired staff person or they could be performed by a private contractor. It will ultimately be the CEO's decision as to how best meet Esperanza's needs, from both the quality and cost perspectives.

The Business Manager will work closely with the CEO/Director. Together, they are charged with executing and managing the financial and operations areas of the school organization. See Business Manager job description in Appendix B. The Business Manager is specifically responsible for:

- ✓ the maintenance and operation of the facilities and management of all school property
- ✓ management of all finances, including reporting
- ✓ management of the school's data systems, including student, teacher and employee data, and reporting
- ✓ employee relations, support and all human resources
- ✓ management of Esperanza's school meals program

Esperanza's Principal is the Instructional Leader and responsible for individual student growth and the overall success of the school's educational programs. See the Principal job description in Appendix D. The Principal will hire, train and evaluate the teaching staff, special education coordinator, social worker and support personnel, providing a professional development program in the form of a professional learning community. The Principal oversees special education needs and other unique student services. The Principal is responsible for after school programs as well as coordinating Community Learning Center services to support students and families. The Principal is the primary liaison with students, parents and volunteers.

Esperanza's administration plan strives to balance the responsibilities of running the school and its educational programs between the CEO and the Principal. In short, the Principal is responsible for all educational programs, the educational staff and the school community. The CEO is responsible for most everything else, i.e., the finances, facilities, operations and human resources. Esperanza will not require an administrative endorsement for either the CEO or the Principal, though both must have experience and a proven track record of administrative success. The principal must demonstrate prior success as a school administrator.

The CEO, Principal and Business Manager will coordinate, oversee and evaluate the support team consisting of administrative/office personnel, teacher aides/paraprofessionals and volunteers.

Social Worker Job Description

Directly Responsible to: Principal

Summary:

Esperanza's Social Worker promotes and enhances the overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social worker significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student successes and by implementing effective intervention strategies.

Qualifications:

- Biliterate in English and Spanish
- Familiar with the Hispanic community and available resources
- Possession of a valid Utah credential as a school social worker (K-12)
- Possession of a Masters degree in counseling or social work or related field such as Psychology
- In-depth knowledge of special education and in-depth experience working with students with exceptional needs

Responsibilities:

1. Be a resource for Esperanza students and families of students who are facing any kind of familia trauma such as abuse, divorce, death, job loss, drug use, police arrests, prison/jail terms, etc.
2. Work closely on a regular basis with administration and the Community Learning School liaison to provide expertise and resources to achieve Esperanza's Community Learning School goals.
3. Work with the administration to develop a mentoring program for students.
4. Make home visits when deemed necessary.
5. Attend IEP meetings

Submit required reports on time, complete and accurate

Office Manager/Staff Job Descriptions

Directly Responsible to: CEO

Summary:

Responsible for the smooth and efficient operation of the Esperanza's administrative office. Provide administrative assistance to the CEO, Principal, office and school staff and students by managing the school's financial records and transactions, answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, coordinating meetings and events, performing various personnel management functions, monitoring staff time and attendance, managing crisis situations, handling confidential information and other related duties.

Qualifications:

- High school diploma or equivalent.
- Must be a minimum of 18 years old.
- Post-secondary courses in business, office management, bookkeeping and/or office skills is a plus.
- Office management experience required for Office Manager position; preferred for staff support position.
- Experience working with elementary students required for Office Manager position; preferred for staff support position.
- Biliteracy in English and Spanish may be required of the Office Manager and Staff.

Responsibilities:

1. Provide administrative/secretarial support to CEO, Principal and school staff by answering composing, typing, word processing and/or formatting correspondence, newsletters, handbooks, reports and programs; coordinating meetings, taking, typing and distributing meeting minutes; maintaining and updating master calendar for the school year; coordinating building use with the Facilities Use Department; creating and maintaining filing systems; distributing mail; assisting in the maintenance and verification of building fixed asset inventory as requested; issuing and tracking building keys; and other related duties.
2. Greet, welcome and assist all staff, students, parents, community members, callers and visitors to the school. Answer phones, provide information, take and deliver messages and direct callers to appropriate individual. Assist visitors, answer inquiries, provide information and direct to appropriate school areas. Diffuse conflicts and/or difficult situations as needed in the school office. Monitor students sent to the school office for disciplinary reasons.
3. Monitor building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety

procedures. May initiate crisis procedures in the administrator's absence with direction from appropriate officials.

4. Monitor and coordinate office workflow including training and planning, assigning and directing work of assigned office staff and volunteers; assisting with scheduling paraeducators and substitutes in the building; and developing, updating, communicating and implementing office and workroom procedures.
5. Perform personnel management functions including managing employee time and attendance by tracking daily absences, entering time and attendance into appropriate software program and submitting related reports, ensuring substitute assignments, maintaining and updating all personnel changes, preparing various payroll documents and scheduling interviews. Maintain confidentiality of all related data.
6. Assist Business Manager and CEO as requested in performing financial duties for the school including monitoring school budget(s) and reporting variances to supervisor; maintaining bookkeeping-related databases; performing purchasing card requisitions; receiving, inventorying and delivering incoming shipments; maintaining and organizing invoices and packing slips; collecting and counting monies for fundraisers, fines, fees and other activities; preparing and making bank deposits; creating and submitting reports to Financial Services; managing petty cash account and reimbursement checks; reconciling school accounts and bank statements; handling bookkeeping for parent/school organizations; attending budget/bookkeeping-related meetings/committees; assisting in developing and tracking grant proposals; registering staff members for conferences; and processing monthly budget reports after supervisor's review.
7. Perform other job-related duties as assigned, including providing back-up coverage to other positions, registering new students, assisting students and contacting parents/guardians as necessary.

SECTION 21: LIBRARY PLAN

We have included a full-time, certified library media teacher in our staffing plan for Esperanza's library. According to the Standards of Utah School Library Media Programs and in accordance with our own belief, this is a key component to Esperanza's library program as well as to the school as a whole. We will follow these standards (Standards of Utah School Library Media) as a guideline in creating our school's library program as it meets or exceeds all standards for the Northwest Accreditation Commission (Northwest). These standards for elementary schools include:

- The library media program is directed by a certified library media specialist.
- Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
- The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

“Research consistently concludes that a school library media program with a full-time certified Library Media Specialist, support staff, and strong computer network leads to higher student achievement, regardless of social and economic factors in a community” (<http://www.schools.utah.gov/curr/library/pdf/standards.pdf>). As part of our library plan, we have also included a strong computer network along with other technologies outlined in the technology section, some of which will be made available for teachers to check out while others will be placed in the classrooms for student use.

The school library's vision and goals are in accordance with the school's vision and goals to provide the environment that fosters what each student needs to become biliterate and to acquire the skills and attributes needed to effectively serve in our global community. Research shows that students learn in a variety of ways and so we will provide an adequate range of resources that will include print (books and magazines), non-print (videos, tapes, DVDs, CDs, etc.) and electronic materials. To support our school's goal of biliteracy, we will have at least half of the materials available in Spanish. We will ensure that materials reflect a diversity of interests, language and cultural differences.

Because there will be a full-time library media teacher at the school, students will have access before, during and after school to the library resources and inviting environment. Teachers will also coordinate with the library media specialist to make weekly visits with their students relevant to what children are learning to the library to learn library and literacy skills as well as access the resources there. The library media teacher will utilize a computerized system for checking out of any library material/resource by both students and teachers.

We plan to have our library up and running for our first year of operation. We have already begun collecting books, in English and Spanish. We plan to include our Library Media Specialist as soon as we find her/him in the collection process as s/he would have great insight as

to the appropriateness of donated items. Our library will include an equal number of books in Spanish and English. We recognize that we will want our library to improve and grow with each year and so will include access to the two public libraries (West Valley Library and Hunter Library) in West Valley City as part of our library plan to provide students with access to a wide range of materials relevant to their experience. Teachers will be encouraged to take students on field trips to become familiar with the public library as well as register for their very own library card.

Another great resource we have tapped into is a book entitled Developing a Successful Elementary School Media Center by Lillian Glogau. Her book outlines a three-phase plan for organizing a school media center and includes direction on accessing materials, curriculum implementation, scheduling the use of media-center time and involving the teachers in the media center. We will include a certified library professional in the planning and development of a library appropriate to serve Esperanza's students and the school's goals. It also instructs school employees on methods for teaching students to locate and use library materials. We will use this book as part of our plan in organizing our library media program.

Our current budget provides \$10 per student (\$3,900) for the purchase of books, software and other resource materials for the first operational year. In the second year, we have budgeted \$25 per student (\$11,250). Library fixtures and furnishings will be included in the facility construction/remodeling and furniture budgets. Library computers are included in the technology plan and the budget.

SECTION 22: TECHNOLOGY PLAN

Vision & Philosophy for Technology at Esperanza Elementary

The Technology Plan at Esperanza Elementary is driven by a mission and philosophy to support students in the acquisition of Spanish and English by means of a well rounded education. As students explore all areas of the curriculum biliteracy will be enhanced through hands on technology like interactive whiteboards, math manipulatives and graphing calculators (just to name a few). Students will become comfortable exploring new thoughts and ideas, regardless of what language is being spoken, preparing them for participation in our international community. Students and teachers will receive training to realize the convenience and efficiency technology use brings to enhance education. Above all else, Esperanza believes that the teacher should be at the center of the educational process and that technology of any form will be a great asset and supplement to the plans that the teacher puts into place.

It is anticipated that Esperanza will seek outside expertise to assist in the development of our Technology Strategic Plan, in the acquisition and installation of equipment and software and possibly in the annual management of the technology infrastructure. We have included the costs for a technology contractor in our budgets.

The Technology Plan has been written in 3 parts; Infrastructure, Training and Evaluation.

I. Infrastructure

The plan is intended to create an infrastructure that will allow for the connecting and sharing of information between students, teachers, administrators, families and the community.

Transparency and ease of use, along with security and protection of private and privileged information are of the utmost importance.

A) Basic Infrastructure will include:

- i) A computer for each teacher that will allow:
 - Access to all technology available that will facilitate daily lessons and comprehension
 - Create lesson plans.
 - Email and other electronic correspondence.
 - Normal word processing, spreadsheet work, presentations and databases.
 - Tracking of student progress.
- ii) 5 laptops in each classroom that will allow for:
 - Internet access
 - Research, small group math modules online etc.
 - Normal word processing, spreadsheet work, presentations and databases
 - Reading programs like Reading A-Z
 - Other software that supports small group language acquisition and use of the SIOP model

iii) We will begin with basic structures in each classroom such as teacher computer and small group computers for student use as well as an LCD. Then as the school is established the acquisition of classroom interactive whiteboards and other technology will be explored that will enable classes to:

- Utilize tools like SKYPE, YouTube, Email, Google Earth, Nova, Discovery etc that will assist in bringing multicultural aspects from international sources directly into the classroom.
- Access programs that facilitate balanced literacy in the classroom and shared reading experiences.
- Assist with interactive writing experiences.
- Assist parents in connecting with students by being able to view work done in class via the teacher's blog
- Utilize math manipulatives, science labs, and various other applications that increase the effectiveness of the SIOP model being used in classrooms.
- Allow the community to see specifically what is being taught in individual classes

iv) Administrative and support staff computers and servers that will allow for:

- Effective student information storage and safekeeping
- Applications that will allow families to access pertinent information.
- Assessment software
- SIS, CACTUS and USIIS capability
- Other student information systems such as power school may also be considered

v) Networking hardware and protocols that include:

- High speed land lines and wireless access points in all areas of the school
- Reliable and supportable hardware to connect computers
- Redundant systems (where deemed necessary such as the server).
- One printer per hall to allow easy access for all students and staff

vi) A computer lab that:

- Is capable of handling all online testing for individual classes (such as CRT's)
- Contains at least 30 computers
- Provides an instructional area, such as interactive whiteboard, LCD, etc.
- Allows students access to computers encouraging independence in technology use Allows students access to computers during free time to encourage independence in technology use.
- Will provide teachers with a scheduled method of regular use of instruction.
- Later discussion of a wireless classroom lab that frees up the library and other areas of the school encouraging greater use of technology everywhere throughout the school as well as in the classroom will be discussed by technology committee.

- vii) A library that will be designed with:
 - At least 5 stand alone computers
 - At least one printer/copier
 - Internet access
 - Library software
 - Access to public library system
 - Scanning device to check books in and out
- viii) Misc. other hardware will be acquired as time and funding allow.
These could include:
 - Scanners
 - Digital camera
 - Graphing calculators, CBL, CBR and other data collecting devices
- ix) A Telephone system designed in a Voice over IP (VOIP) configuration.
Hardware for the system will be provided as part of the building construction and therefore has NOT been included in the technology budget

II. Training

- A) A strong technology specialist will be hired that will:
 - Head the technology committee and review board.
 - Train teachers regularly to help all staff feel at ease with the technology we will have. Will also train teachers on how to use the available technology to assess student progress not only in technical areas, but in all academic areas.
 - Provide technology support and updates for the school.
 - Maintain all equipment to a daily usable level.
 - Seek out new opportunities to support education with new technologies.
- B) A technology committee will be formed with a broad, capable plethora of current staff that will be responsible for:
 - Approval of, purchase of, and maintenance of all school owned technology and telecommunications equipment.
 - Addressing issues and concerns with equipment and staff
 - Assist in training opportunities
 - Review assessments to identify areas of success as well as areas of need then adjust the heading of the school's technology plan accordingly.
 - Troubleshoot issues as they arise
 - Creating a teacher blog where teachers can share ideas, answer/pose questions and share successes/concerns as they arise.
- C) Whole staff training
 - Will introduce new ideas and techniques to the entire staff at monthly meetings
 - Will introduce new hardware/software to the entire staff

- Individualize training for grade levels to help provide specific ideas for more personalized needs
 - Share ideas that are working in individual classrooms
 - Alleviate concerns and problem solve things that aren't working
- C) Student training
- Individual classes will be trained on proper use of equipment, and receive regular instruction from classroom teachers, technology personnel (specialist, librarian, etc.) and others at the school.
 - Individual use of technology will be highly encouraged, but will be placed under the discretion and responsibility of the classroom teachers.
 - During library time students will be introduced to and receive training on current programs and new technologies as they come available.

III. Evaluation

- A) Through the training meetings, the technology committee will:
- Monitor progress
 - Work with technology specialist
 - Evaluate teachers individually and globally and see where changes are needed
 - Build upon successes being experienced
- B) Evaluative conferences will be held at the beginning, middle and end of each school year.
- C) An annual review of the technology plan will be done by the board to assess what areas are succeeding and to create new plans for improvement in areas that are not meeting expectations.
- D) The Technology committee will have access to the teacher's individual blogs where they can more specifically evaluate how the technology plan is being implemented.

ESPERANZA ELEMENTARY CHARTER SCHOOL

Esperanza Elementary

TECHNOLOGY INFRASTRUCTURE & ACQUISITION PLAN

| | | | | | | | Acquisition Plan | | |
|--------|----------|---------------------|------------------|--------------------------|----------------------------|-----------------|------------------|-----------|-----------|
| Totals | Teachers | Classrooms 5 per | Computer Labs | Mobil Laptop Carts | Library Media Center | Admin Office | Year 1 | Year 2 | Year 3 |

COMPUTERS

| | | | | | | | | | | |
|---------|-----|--------|---------|-------|--|---|-----|-----|----|---|
| Desktop | 174 | 19 | 95 | 50 | | 5 | 5 | 130 | 38 | 6 |
| | | 16-2-1 | 80-10-5 | 25-25 | | 5 | 4-1 | | | |
| Laptop | 60 | | | 60 | | | | 30 | 30 | |
| | | | | 30-30 | | | | | | |

All computers are
internet capable

234

PERIPHERAL DEVICES

| | | | | | | | | | |
|--------------------|----|--------|-----|-----|---|-----|----|---|---|
| Printers/Scanners | 27 | 19 | 2 | | 1 | 5 | 23 | 3 | 1 |
| | | 16-2-1 | | | | 4-1 | | | |
| LCD Projectors | 21 | 19 | | | 1 | 1 | 10 | 8 | 3 |
| | | 8-8-3 | | | | | | | |
| Smart Boards | 21 | 19 | 2 | | | | 7 | 7 | 7 |
| | | 6-6-6 | 1-1 | | | | | | |
| Sound Systems | 31 | 19 | 2 | | 5 | 5 | 27 | 3 | 1 |
| | | 16-2-1 | | | | 4-1 | | | |
| Digital Cameras | 21 | 19 | | | | 2 | 18 | 2 | 1 |
| | | 16-2-1 | | | | | | | |
| Laptop Mobil Carts | 2 | | | 2 | | | 1 | 1 | |
| | | | | 1-1 | | | | | |

NETWORK EQUIPMENT

| | |
|----------------------|----|
| Internal Data Wiring | 52 |
| System Hdwr Room | 1 |
| Firewall | 1 |
| Wireless Access Pts | 8 |
| Ntwrk Access Switch | 1 |

| |
|----|
| 52 |
| 1 |
| 1 |
| 8 |

SECTION 23: EXTRACURRICULAR ACTIVITIES

Although there are numerous research studies that support the connection between involvement in extracurricular activities and academic achievement for secondary students it is hard to find studies that link a connection for elementary students. Yet, common sense would tend to suggest that the skills and talents children develop through extracurricular activities at a young age would be a foundation for participation in extracurricular activities as they get older.

Plus, the skills learned from participation in extracurricular activities whether music, sports, leadership, etc. can boost self-esteem and motivation at any age which can carry over into the classroom contributing to higher academic achievement and improved behavior. Through extracurricular activities students can also learn life skills such as commitment, collaboration, and communication. Students who are engaged in extracurricular activities also tend to exhibit less at-risk behaviors that can be destructive to them personally.

For these reasons we will draw upon the talents and skills of our parents, educators, staff members, and others in the community to offer a variety of extracurricular activities such as a soccer, newspaper, Future Educators of America, drama, etc. Esperanza is planning to be a Community Learning School which will provide extracurricular activities as well. These activities will be open to all students—regardless of gender-- and thus be in compliance with Title IX. Also, no one will be denied opportunity to participate in any extracurricular activity because of an inability to pay for something related to a particular extracurricular activity.

As per R277-407, Esperanza Elementary does not charge fees to its kindergarten through sixth grade students for materials and activities taking place during the school day, or for school-related activities taking place outside of the regular school day. Esperanza may ask for donations from parents to underwrite these costs, but communications to parents will be clear that fees are not mandatory. There may be costs for items such as school pictures, yearbook or after-school programs. Students and parents unable to pay these costs may request a fee waiver. Fee-related policies will be board approved, included in the parent handbook and accessible on the school's website.

SECTION 24: TERMS AND CONDITIONS OF EMPLOYMENT

Esperanza Elementary is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. Esperanza Elementary follows all requirements of ADA regarding job application procedures, hiring, advancement and discharge of employees, worker's compensation, job training, and other terms, conditions, and privileges of employment. Esperanza Elementary shall provide reasonable accommodations to all disabled employees.

At Will Status

Under Utah State Law, Esperanza Elementary is exempt from the Utah Orderly Termination Act. All Esperanza Elementary employees are at-will employees and have no expectation of continued employment. Esperanza Elementary desires to dismiss employees only when it is in the best interest of the school's mission, its educational philosophy and its students.

Employment

Esperanza Elementary will make every attempt to publicize and attract applicants who are qualified and exhibit passion and aptitude for teaching in its language-immersion program and its school community that includes Glasser's Quality School model and Purkey's Invitational School principles. In all cases, Esperanza Elementary will select its personnel directly and in compliance with all Federal and State rules and regulations. As charged by the Board, Esperanza's CEO/Director in collaboration with the Principal/Instructional Leader is responsible for the hiring, supervision, evaluation, and termination of the school's staff, or the delegation thereof.

Offers of employment are made in writing which, if accepted, are signed and returned to Esperanza Elementary. Accepted offers establish and acknowledge an agreement to an employment relationship between the employee and Esperanza Elementary. This agreement outlines the job requirements as well as compensation and benefits. Employment offers may be renewed yearly for all employees, including the CEO/Director. Esperanza Elementary will ensure that the Employment Agreement does not eliminate the school's At-will status and will have Utah Risk Management deliver an opinion on the document before it is put to full use.

All employees of Esperanza Elementary are expected to conduct themselves in a professional manner. Employees of Esperanza Elementary shall:

- Maintain current licenses for any positions held.
- Pass a background check as often as State Statute requires and provide accurate and true school records including application for employment.
- Have only appropriate and professional relationships with students.
- Treat all students fairly.
- Ensure confidentiality of student information.

- Take personal responsibility for teaching individual students.
- Work towards continual improvement in using the tools and strategies that best meet the needs of diverse students.
- Be in attendance and punctual for required meetings and trainings
- Have an attitude of encouragement and providing aid that enhances the work performance of others.
- Comply with dress standards.
- Not use, possess or unlawfully distribute illegal or unauthorized drugs.
- Act in accordance with other accepted professional standards.

Corrective Action, Disciplinary Action, Termination

Esperanza Elementary values differences and believes in excellence. The school will work to create a culture where peer and supervisor critique is expected and welcomed. In the event of corrective action, Esperanza Elementary will make a good faith effort to help the employee improve before termination, so long as such actions will not have a significant negative impact on students or overall staff morale.

The following list of reasons for termination or discipline is not all-inclusive. The Board and CEO/Director retain the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data;
- Insubordination, which is defined as "Refusal to obey a directive which a supervisor is entitled to give and have obeyed";
- Disclosing or using confidential or proprietary information without authorization;
- Improper or unlawful physical contact with students;
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school premises or as a part of any school activity;
- Possessing, viewing, or distributing pornographic material in any form.
- Possessing a firearm or other weapon on school property or while conducting school business;
- Failure to report within five days to the school any charge or conviction under any criminal, drug, state or felony arrest;
- Failure to obtain or maintain an appropriate license;

- Theft or destruction of any kind, including school property;
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations;
- Evident unfitness to perform teaching duties;
- Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination;
- Conviction of a crime which has a rational nexus to education;
- Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination;
- Discourtesy to students, parents, peers, and or supervisors or any type of harassment;
- Sleeping on the job or leaving the job without authorization; and
- Any reason the Board or its Designees(s) in its sole discretion deems reasonable and appropriate and as pertains to the Vision and Mission of Esperanza Elementary.

Nothing contained in this section is intended to create, or can create, any contractual or other legal rights. Employment by Esperanza Elementary remains at-will. Any procedure or practice, whether set forth herein or not, is employed at the discretion of the Board of Trustees and its designee(s). Either party may terminate employment at any time, with or without cause, warning or notice. Nothing contained herein creates any expectation of continued employment.

SECTION 25: EMPLOYEE EVALUATIONS

Based on the experience of a number of educators, those evaluating and/or being evaluated, quantitative evaluations are ineffective if the goal is improving teacher quality for the following reasons:

- They are often a rushed, one-size fits all checklist approach in order to meet a requirement.
- There is not enough observation time as they are usually only a single observation lasting only 20-40 minutes.
- The evaluator is not focused on teacher improvement (Dr. Joe Heywood's presentation at the charter school conference in June 2011)

A good evaluation system, according to Dr. Heywood, provides opportunities for teachers to self-evaluate, to self-analyze, and make determinations. Therefore, Esperanza is developing its own *pilot* evaluation system that will be a vital component of the professional development plan and Professional Learning Community. It will be focused on growth rather than a "Gotcha!" purpose.

Esperanza is committed to finding the best educators for its student population. The bottom line measurement for the effectiveness of Esperanza teachers will be the growth and achievement of his/her students—indicated not just by scores on standardized tests but also other intangibles related to Esperanza's mission. This will mean getting the right people on the bus and in the right seats as Jim Collins recommends in his classic book *Good to Great*.

Research studies indicate that teacher quality for white and/or middle class students is not necessarily the same as for low income and/or minority students. Dr. Martin Haberman is one researcher who has done extensive research on this issue. He has identified the factors of an ideology that can determine educators who are predisposed to be effective with this student population. He calls them "STAR" teachers. Because we want to attract students from a low income and minority population we are requiring all prospective Esperanza educators to take the Haberman STAR teacher pre-screener found at the Haberman Foundation website---www.habermanfoundation.org. Those teachers who qualify will then receive the training that will help them be successful with this student population. This training will include studying Dr. Haberman's book *Star Teachers* (2005 edition) and having teachers set goals to implement the learned principles. An evaluative tool including a teacher evaluation interview will be developed based on these principles (as well as principles from Dr. Glasser's quality school and principles from Invitational Education) to coach as well as evaluate Esperanza educators.

The principal will have a folder for each teacher. In this folder will be noted the teacher's status such as level or whether an ARL including what the teacher needs to complete to become at least a Level 2 teacher. When the principal meets with each teacher before the beginning of the school year to create a professional development plan this information will help guide the teacher in what goals and timelines she/he needs to set.

The principal will assign a mentor to each Level 1 and ARL teacher. The mentors will be at least Level 2 teachers and will have completed the Mentor training. The mentor will help guide teachers through the EYE program in order to become a Level 2 teacher.

Level 2 and Level 3 teachers will determine areas of strength/weakness in which they would like to improve and set goals with a strategic plan, including timelines to achieve the goals. The strategic plan could include things such as observing other teachers, cognitive coaching, attending conferences, reading, finding a mentor, etc. This plan will be discussed with the principal at the initial professional development planning session. In the budget \$300 has been allotted to each teacher to use towards his/her professional development. This money can be used for books, workshops, etc. related to their own professional development goals. A copy of all this information will be kept by the principal in the teacher's folder.

The principal will meet with each teacher in the middle of the school year to consult with the teacher about the progress toward his/her goals and discuss any support that may be needed. Then the principal will meet with each teacher again at the end of the year.

When feasible the principal will spend up to two hours every day visiting classrooms to do short observations with running notes and then meeting with teachers after visits to discuss the observation. At this end of the year goal meeting it will be determined if the teacher will be invited to return to Esperanza the following year based on these observations and the teacher's expertise and/or growth in becoming a STAR teacher as described by Dr. Martin Haberman, a quality teacher as defined by Dr. William Glasser, and an inviting teacher as defined by Dr. William Purkey.

The principal will also be responsible for the evaluation of support personnel meeting with each one at least three times during the school year—at the beginning of the year to set measurable goals, middle of the year to review progress in goal achievement, and the end of the year to determine if goals have been met.

The Executive Director will be responsible for the evaluation of the administrative staff and the principal. Both the administrative staff and the principal will set measurable goals that they will review with the Executive Director at least three times during the year. The Executive Director will be evaluated by the Board of Director in the same manner.

Job performance

Employees are expected to observe high standards of job performance and professional conduct. If an employee's conduct does not meet school standards, the employee will be provided a reasonable opportunity to correct the behavior or may be terminated if deemed appropriate by the school. See Section 24/Terms and Conditions of Employment.

SECTION 26: EMPLOYMENT OF RELATIVES

As a general policy, the employment, supervision and/or evaluation of relatives are discouraged at Esperanza Elementary. The Board of Directors recognizes that there may be circumstances where this situation is unavoidable and has adopted guidance policies. Esperanza will comply with Utah Code 53A-1a-518 in its employment of relatives policies and actions.

Definitions

"Relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

"Appointee" means an employee whose salary, wages, pay, or compensation is paid from school funds.

"School officer" means a person who holds a position that is compensated by school funds; or who holds a position on the Esperanza Elementary Board of Directors.

Policy

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position of employment, when the appointee will be directly supervised by a relative, except as follows:

- a. the appointee will be employed for a period of 12 weeks or less;
- b. the appointee is a volunteer;
- c. the appointee is the only person available, qualified, or eligible for the position; or
- d. the Esperanza Elementary Board of Directors determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee.

No school officer may directly supervise an appointee who is a relative, except as follows:

- a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
- b. the appointee will be employed for a period of 12 weeks or less;
- c. the appointee is a volunteer;
- d. the appointee is the only person available, qualified, or eligible for the position; or
- e. the Esperanza Elementary Board of Directors determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee.

No appointee may accept or retain employment if he is under the direct supervision of a relative, except as follows:

- a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
- b. the appointee is the only person available, qualified, or eligible for the position;
- c. the appointee is employed for a period of 12 weeks or less;
- d. the appointee is a volunteer; or
- e. the Esperanza Elementary Board of Directors determines that the appointee's relative is the only person available or best qualified to supervise the appointee.

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the Esperanza Elementary Board of Directors and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

The Esperanza Elementary Board of Directors reserves the right to consider other employees within this policy based on personal relationships (friend, roommate, significant other, etc.).

Governing Board Conflict of Interest Policy

As per the Esperanza Elementary Board of Directors Bylaws:

Section 7.5 Conflicts of Interest. As used in this Section 7.5, "conflicting interest transaction" means a contract, transaction, or other financial relationship between the corporation and a director or officer of the corporation, a party related to a director or officer, or an entity in which a director or officer of the corporation is a director or officer or has a financial interest. The corporation may not enter into a conflicting interest transaction unless the material facts as to the director or officer's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the directors entitled to vote on the conflicting interest transaction and the conflicting interest transaction is specifically authorized, approved, or ratified in good faith by a vote of the directors entitled to vote thereon, or the conflicting interest transaction is fair as to the corporation. A director with a conflicting interest shall reclude themselves from both the vote on and the discussion of the conflicting interest transaction. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the board of directors or of a committee that authorizes, approves, or ratifies the conflicting interest transaction.

SECTION 27: INSURANCE

Esperanza Elementary will acquire most of its insurance needs through the Utah State Division of Risk Management. Rates for liability coverages are anticipated to be \$18 per student and are included in our budget. Esperanza's Risk Management liability insurance coverage will include:

- General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence
- Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage
- Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law - \$2 million per occurrence
- Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school - \$2 million per occurrence
- Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds

Esperanza Elementary will acquire property insurance from the Utah State Division of Risk Management – a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage. Per Risk Management, we anticipate the costs at \$1 per thousand dollars of property value; \$1,500 per annum is included in our budgets for this coverage.

Esperanza Elementary will acquire Workers' Compensation Coverage at such amounts and limits as required by Utah law through the Workers Compensation Fund of Utah. These expenses are included in the Employee Benefits line of our budget.

Esperanza Elementary anticipates acquiring a Treasurer's Bond through Moreton and Company of Salt Lake City. Treasurer Bond expense of \$300 is included in our budget.

Esperanza Elementary will acquire liability insurance through the Utah State Division of Risk Management for our planning-year period (from charter approval until the school's opening) for \$1000 which is reflected in our planning-year budget.

Esperanza Elementary will acquire all required insurance coverage before the opening of the school and will maintain a certificate of insurance at all times.

SECTION 28: Conversion Charter Schools

Not applicable

SECTION 29: UTAH CHARTER SCHOOLS ASSURANCES

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Barbara Lovejoy

Title (type): Board Chair

Signature: Barbara Lovejoy

Date: 4-01-11

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending **Esperanza Elementary** except those allowed by law.

Esperanza Elementary will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

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

Proof of Insurance

Esperanza Elementary will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
 - Produce a complete USOE Clearinghouse file multiple times a year. For details see: <http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm>
 - Submit electronic standardized testing “pre-load” and “all-student” files, for details see: <http://www.schools.utah.gov/computerservices/Testing/Testing.htm>
 - Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf
 - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: <http://www.digitalbridgeeducation.com/usoeproject.aspx>
- An electronic fiscal system that can fulfill the following requirements.

ESPERANZA ELEMENTARY CHARTER SCHOOL

- Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
- Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
- Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

Esperanza Elementary will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Esperanza Elementary is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The principal / director for **Esperanza Elementary** will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Assessment

Esperanza Elementary will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

CAO Barbara Lovejoy (Print) CAO Barbara Lovejoy (Signature)
Date 4-01-11

SECTION 30: UTAH RETIREMENT SYSTEM

Esperanza Elementary will not declare participation in the Utah Retirement System (URS) at this time. We are budgeting 16.5 percent of salaries for employee retirement programs and may opt to participate in the future.

LETTERS OF SUPPORT

Luz Robles, Utah State Senator

Mike Winder, Mayor of West Valley City

Peter Corroon, Mayor of Salt Lake County

Vicki Mori & Patty Walker, Guadalupe Schools

Pamela Perlich, Senior Research Economist, Bureau of Economic & Business Research,
University of Utah

Gloria Tapia, parent & Consulate of Mexico in Utah employee

Salvador Jimenez, former Consul of Mexico in Utah

Tricia Gallagher-Geurtsen, Ed.D., Cutting Edge Education



SENATOR
LUZ ROBLES
MINORITY CAUCUS MANAGER
FIRST DISTRICT

1004 N. MORTON DRIVE
SALT LAKE CITY, UT 84116
(H) 801-953-0905
(W) 801-521-0407
lrobles@utahsenate.org

UTAH STATE SENATE

320 STATE CAPITOL • P.O. BOX 145115 • SALT LAKE CITY, UTAH 84114
801-538-1035 • www.utahsenate.org

2/22/2011

To Whom it may concern:


This letter is to whole heartedly support Esperanza Elementary.

As a state senator representing the most diverse district in the state of Utah, with very high numbers of children not graduating from high school and other challenging issues related to achievement gap issues especially amongst the Hispanic/Latino children, I understand the need for programs for schools in this district addressing these concerns.

Esperanza Elementary will bring parents and communities together and will bring a proactive solution for the many children that in many instances are left behind in our current public education system.

If I can be of any assistance this process, don't hesitate to contact me via email at lrobles@utahsenate.org or at (801) 550-6434.

Respectfully,



Senator Luz Robles



West Valley City

Mayor's Office

January 31, 2011

To Whom It May Concern:

As Mayor of West Valley City I am concerned about the academic needs of our Hispanic students. As the Hispanic population in West Valley City is growing so also should the programs that assist Hispanic youth and their families. A student who does not speak or understand English has a huge disadvantage to learning. When a student fails in school, this not only affects his or her personal growth but also the economy of the community. Research has demonstrated that dual immersion programs are the most effective programs in helping students become bi-literate and achieve greater academic success.

Charter schools which offer dual immersion will not only address the needs of our Hispanic youth and their families but also be a benefit to Anglo students who attend. Schools such as Esperanza Elementary can be a role model for other schools to meet the needs of all students. This kind of investment in our youth is extremely important as these young people are our future.

Sincerely,

Mike Winder
Mayor



**SALT LAKE
COUNTY**

PETER M. CORROON
Salt Lake County Mayor

2001 South State Street
Suite N-2100
Salt Lake City, UT 84190-1020

801 / 468-2500
801 / 468-3535 fax

January 11, 2011

To Whom It May Concern;

As Mayor of Salt Lake County I am concerned about the academic needs of our Hispanic students. As the Hispanic population in Salt Lake County is growing so also should the programs that assist Hispanic youth succeed increase. A student who does not speak or understand English has a huge disadvantage to learning. When a student fails in school, this not only affects his or her personal growth but also the economy of the whole state. Research has demonstrated that dual immersion programs are the most effective programs in helping students become bi-literate and achieve greater academic success. It is amazing how fast a child can learn if given the opportunity.

Charter Schools which offer dual immersion will not only address the needs of our non-English speaking Hispanic youth but also serve as a role model for other schools. Our youth are our future. I strongly encourage that we invest in ALL of our youth.

Respectfully,

Peter M. Corroon
Mayor, Salt Lake County



**GUADALUPE
SCHOOLS**

Executive Director
Victoria M. Mori

Board of Directors
Spencer D. Hoole
President

Melinda Pelo
VP Development

David A. Kuhn
VP Expansion

Kristine Rasmussen
VP Finance

Jill D. Krishnamurthy
VP Governance

Greg Summerhays
VP Membership

Jodi B. Monson
VP Public Relations

Walter A. Romney, Jr.
Immediate Past President

Bill Anderson

Shaun Beraden

Drew Butler

Christina Gallup, MD

Deborah Haslam

Nancy Lawson

Linda Lee

Patricia Lucas

Shauna Carter Massey

Dele J. Miller

Kathie Miller

David L. Moss

Linda O'Connor

Rob Olsen

Kathryn Price

Lu Anne Reese

Robert Rendon

Sensior Luz Robles

Alison Looney-Swilling

Debbie Trucker

**Early Learning Center
Voluntary Improvement
Program**

340 South Goshen Street
Salt Lake City, UT 84104
Phone: (801) 531-6100
Fax: (801) 531-6108
www.guadalupe-schools.org



January 28, 2011

Barbara (McCauley) Lovejoy
854 Elm Ave.
Salt Lake City, Utah 84106

Dear Ms. Lovejoy,

We are writing this letter to support your effort to establish a Spanish/English dual immersion charter school for the West Valley area. With your expertise and years of experience in dual immersion instruction we know you can be successful.

Guadalupe Charter School has a kindergarten through fourth grade elementary program that works with at-risk children and their families in the Glendale, Poplar Grove, and Rose Park area. The need for additional charter school options for the Hispanic community in other areas of the city is great. The demographics of our school show 96% of our students are Hispanic. In addition, the census indicator that the Hispanic population is the fastest growing ethnic group in Utah. As a charter school we continue to have a waiting list every year. We see that as an indication that families are still looking for alternatives for their children's education.

Guadalupe Schools' staff has received both training and consultation from you in the past. We have always found your expertise in language development to help us in meeting our goals for students. We believe you will be successful in establishing a high quality charter school.

Sincerely,

Vicki Mori
Executive Director

Patty Walker
Director of Children's Education



January 21, 2011

To whom it may concern:

I understand that Barbara McCauley Lovejoy and others are in the process of founding a Spanish/English dual immersion charter school in West Valley City. She has requested that I write a letter to document the growing demand for this type of educational opportunity, as well as the potential advantages. And I am happy to do so.

Utah is in the midst of an unprecedented demographic transformation, which has its roots in national and international trends. Over the past several decades, Utah has emerged as part of a net in-migration region. Since about 1990, many of those who have moved to our state were born outside the U.S. The largest group of foreign born speak Spanish, having come from Latin America.

Those who come long distances for economic and educational opportunity are mostly young and ambitious adults. These young adults establish homes and families in our communities. Their children are often born in Utah, but still speak their native languages at home. So it is the youth of our communities who are at the forefront of the "minority-majority" demographic transformation. Already Salt Lake and Ogden School Districts are minority-majority, joining the San Juan District. Granite School District is not far behind.

West Valley City is among the most culturally and ethnically diverse places in Utah, with nearly one third of its population being Hispanic, two-thirds of whom are foreign born. Maintaining Spanish language ability while also learning English will allow the children of these immigrants to have access to both intellectual and cultural traditions. Native English speakers who have the opportunity to also learn Spanish gain access to two cultural traditions as well. This sort of cultural integration benefits both the newly arriving people and those whose families have been in the U.S. for generations. These types of efforts also encourage the economic integration of Utah and Latin American nations, thus building long-lasting trade relations that further the economic development potential of the State.

Establishing a Spanish/English dual immersion charter school in West Valley City makes sense on many levels, and could provide a wonderful learning environment for the children of the community.

A handwritten signature in black ink, reading 'Pamela S. Perlich'. The signature is fluid and cursive, with the first name 'Pamela' being more prominent than the last name 'Perlich'.

Pamela S. Perlich, Senior Research Economist

Salt Lake City, Utah January 17, 2011.

Mrs. Barbara (McCauley) Lovejoy
854 Elm Ave.
Salt Lake City, Utah 84106

Dear Barbara,

I am the parent of a school-age child currently attending a bilingual (Spanish-English) school and former employee of the Consulate of Mexico in Salt Lake City, and I am submitting this letter to express my interest and my support for the formation of a new Bilingual Charter School in Utah.

My experience working with the Hispanic community tells me that we are in need of more bilingual schools for families and children in the West Valley area, one which will be designed to provide an immersion experience in which students work on Spanish, strengthen their cultural competence, provide local community service and focus on high standards of achievement, social responsibility and global awareness.

This unique program will help students in Utah develop and achieve their potential and make them become more self reliant, at the same time, parents will help and be involve with children's education while providing better opportunities for growth.

Sincerely,

Gloria Tapia
Gloria Tapia

1/9/11

To whom it may concern:

I refer to the initiative of Barbara Lovejoy and a group of enthusiastic supporters for the establishment of a new charter school in the area of Salt Lake City.

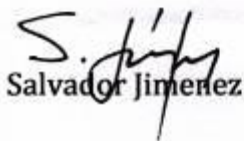
A few days after I became the Consul of Mexico in Utah in the year 2005 I was very fortunate to meet Barbara Lovejoy. On that occasion, she came to the Consulate with a group of children that she was trying to help with their reading skills in Spanish. During that initial encounter, I was very impressed by the sense of mission of Mrs. Lovejoy in promoting bilingual education.

Since then, and now having retired from the Consulate, I have maintained a close contact with Mrs. Lovejoy so I have been able to follow the developments of the different projects she has been pursuing in the field of bilingual education. My initial positive impression has been reinforced greatly by the unwavering determination I can see in the way she always pursues her projects.

One of my main goals has always been to support bilingual education. Because of the tremendous importance that I can see this issue has in the life of the children of Hispanic heritage in the United States, I am convinced that with the appropriate support they will become positive and productive elements for the betterment of the whole society.

For these reasons, and being aware of the many needs still to be met by Utah's educational system in this challenge, I strongly support Barbara Lovejoy and her project to open a new charter school.

If I can be of further assistance you can contact me at the phone number 1(801) 953- 6943, or at my Email sjzzjimenez@gmail.com


Salvador Jimenez

CUTTING EDGE EDUCATION
PROFESSIONAL DEVELOPMENT & CONSULTING

WWW.CUTTINGEDGEEDUCATION.COM

January 10, 2011

Dear Utah State Charter School Board Members and Application Reviewers,

This is a letter in support of charter schools that adhere to research-based dual immersion program models and practices. The benefits of dual immersion schools are supported by rigorous research and lead to desirable outcomes for not only for the students who attend them, but for their families, communities, state, and our nation as a whole. When schools produce bilingual, biliterate, and bicultural students, we are better positioned to compete in the global economy and foster social justice at home and abroad.

Just a few of the powerful outcomes of research-based dual immersion programs include: higher scores in English language than those in English-only programs (Lindholm-Leary, 2001); English learners (ELs) academically outperform students enrolled in other models of ESL programs; improved intergroup relations (Zirkel, 2008); ELs in dual immersion programs performed above grade level on standardized tests (Thomas & Collier, 2002). Further,

Research consistently demonstrates the advantage of a dual language education program that is sustained and consistent (e.g., August & Hakuta, 1997; Cazabon, Lambert, & Hall, 1993; Christian & Genesee, 2001; Christian et al., 1997; de Jong, 2002; Howard, Christian, & Genesee, 2003; Howard, Sugarman, & Christian, 2003; Kirk Senesac, 2002; Lambert & Cazabon, 1994; Lindholm-Leary, 2001; Lindholm-Leary & Borsato, 2001, 2006; Ramirez, 1992; Ramirez, Yuen, & Ramey, 1991; Thomas & Collier, 2002; Willig, 1985). For example, in a review of the peer-reviewed, empirical research on effective programs for English language learners by Lindholm-Leary and Borsato (2006), the studies converged on the conclusion that educational success is positively influenced by sustained instruction through the student's primary language. In both the descriptive and comparative program evaluation studies, almost all results showed that by the end of elementary school and into middle and high school, the educational outcomes of bilingually educated students (in late-exit programs and dual language programs) were at least comparable to, and usually higher than, their comparison peers who did not participate in bilingual education. No study that included middle school or high school students found that bilingually educated students were less successful than comparison students. In addition, most long-term studies reported that the longer the students stayed in the bilingual program, the more positive the outcomes. These results were true whether the outcomes included reading achievement, mathematics achievement, grade point average,

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attendance, school completion, or attitudes toward school and self (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007, p. 29).

As a former bilingual teacher, educational consultant for dual immersion schools in New York City and in Utah, and award-winning researcher in the field of bilingual and dual language education, I know from experience the benefits of a strong research-based dual immersion program. Utah should take advantage of any opportunity to increase the number of research-based strong models of dual immersion education in order to benefit the current and future citizenry of our state and our nation.

Sincerely,



Tricia Gallagher-Geurtsen, Ed.D.
201.803.4332
trish@cuttingedgeeducation.com

APPENDIX

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APPENDIX A: PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plan

ULTIMATE GOAL: Create a "Community of Learners/Scholars"
with the principal being the "Head Learner"

Every citizen of Esperanza is committed to the following goals:

- Be a lifelong learner
- Discover new knowledge
- Help design and construct the learning organization
- Create a professional learning community that communicates vertically as well as horizontally on a regular basis
- Share in the decision making
- Live and work as colleagues—talk about practice, share craft knowledge, root for the success of others, observe others in their work
- Assume leadership—making happen what you believe in-- to improve Esperanza

In order to create a culture replete with role models of the reflective practioner, scholar, researcher!!!

"A community is like a ship; everyone ought to be prepared to take the helm."
Henrik Ibsen

A. Professional Development for everyone with experts

1. Quality School
2. Inviting School
3. STAR teachers
4. Family Involvement
5. Character Education/Service Learning/Civics (Presenter: Barbara Lewis—6 hrs.)
6. Professional Learning Community
7. 90/10 Model and dual immersion evaluation

8. Multicultural Education
9. Assessments
10. Specialists, including SpEd
11. Community Learning School
12. Curriculum
13. Building a school culture
14. Miscellaneous (looping, extracurricular, violin, chess, assemblies, events)
15. Literacy (I am thinking we need a year to cover all the factors associated with this topic)—It would also be good to have some presenters like Cheryl Urow, Kathy Escamilla, and Lauren Mullen (an expert on components of CELL/XCELL).

During the planning period, these trainings will be conducted monthly and then will be ongoing and incorporated into the Professional Development Plan.

B. Organization Memberships

1. *IAIE (International Assn. of Invitational Education)
2. *NABE (National Assn. of Bilingual Education)
3. *DLENM (Dual Language Education of New Mexico)
4. **ASCD (Formerly Assn. of Supervisory and Curriculum Dev.)
5. *UFLA/FLES/AATSP (Utah Foreign Language Assn./Foreign Language for Elementary Students/ American Assn. of Teachers of Spanish and Portuguese)
6. **Charter schools
7. IRA/UCIRA (International Reading Assn. and Utah chapter)
8. TESOL/ITESOL
9. NAME/Utah NAME (National Assn. of Multicultural Education)
10. NNELL (National Network for Early Language Learning)
11. **NAESP (National Assn. for Elementary School Principals)
12. *Non-profit association

*Priority **National and Local

C. Conferences

NOTE: Principal and one teacher will go to at least one national conference each year + local and national charter conference every year (Board members will also attend the latter)

- NABE
- ASCD—local and national
- La Cosecha
- Dual CAFE
- AMMES
- IAIE

NOTE: SpEd teacher will belong to SpEd organization and attend the national conference with the principal each year—This will be paid with SpEd monies

D. Cognitive Coaching/Mentor

Questions:

- What do you do well?
- Would you be willing to share with colleagues?
- What would you like to improve?
- Would you be willing to have a coach/mentor?

NOTE: Each teacher will be given so much money each year for personal professional development (\$300). Also, any money saved from a teacher not using his/her sick days will be added to this \$300. This money can be used for books, conferences, or anything else that will support the teacher in a chosen area.

E. Other

1. Teachers will participate in Teacher Action Research

As written in our charter teachers will participate in this Dr. Martin Haberman program the 2nd year of operation: Masters of Education Interdisciplinary Studies - Action Research and Assessment (IDS ARA)

<http://www.habermanfoundation.org/Articles/PDF/ARAPresentationOct2009.ppt>

2. Teachers will keep a reflective journal

3. We will develop a professional library

4. Once a week (maybe from 7:30-8:00 a.m.) the principal will hold an open mtg. during which any teacher may describe a workshop, seminar, class,

or any other form of learning. Also, time will be set aside in staff mtgs. for teachers to talk about their work and learning

5. Teachers and principal will be encouraged to WRITE—journal, professional articles, etc.—as writing is part of being a professional
6. Visit other dual immersion schools including El Sol in Santa Ana, CA which is a partner with us

APPENDIX B: ESPERANZA JOB DESCRIPTION FOR BUSINESS MANAGER

Title: **Business Manager**

Hired By/Reports to: Chief Executive Officer/Director

Job Summary

The Esperanza Elementary Business Manager may be a person hired by the CEO/Director or the Business Management functions may be performed by a contracted service provider. The Business Manager must have be experienced and have a track record of successful charter school financial management.

The Business Manager will work closely with the CEO/Director. Together, they are charged with executing and managing the financial operation of the school. The Business Manager, in concert with the CEO/Director, will work closely with the Board of Directors, particularly the Board Treasurer, in the development of the annual budget, reporting and oversight of the school's finances and business operation.

Primary Job Functions

Board of Directors

- Works with the Board to provide long range financial planning for the school
- Provides ongoing communication to the CEO/Director and Board of Directors regarding the financial status of the school
- Attends Board meetings as required

Management

- Supervises finance administrative staff
- May supervise other administrative staff as directed by the CEO/Director
- Responsible for all financial and tax reporting aspects of Esperanza Elementary as per the school's board-approved financial policy and procedures guidelines. Responsibilities include, but are not limited to:
 - Budgeting, budget management and reporting
 - Accounts payable and receivable
 - Payroll, payroll taxes, deposits, reporting
 - Bookkeeping and accounting system
 - USOE, State and Federal reporting and relations
 - Insurances
 - Annual financial audit
 - Banking and reconciliations
 - Vendor relations
 - Procurement
 - Manages student body and parent-teacher organization accounts
- Data management and reporting (SIS and CACTUS)

- Manages student records system
- Manages school property and facility
- Manage the school's communication systems, including telephone and internet
- Assist with development activities

Human Resources

- Oversees employee benefits program (negotiates when applicable)
- Oversees all hiring paperwork (contract, required documents, background checks, and benefit sign-ups)
- Maintains personnel files
- Maintains Employee Handbook
- Manages practices for compliance with labor laws

Minimum Requirements

- Bachelor's degree in a related field
- Experience and track record of successful charter school financial management
- State reporting on SIS and CACTUS preferred
- Experience managing and financing a facility is a plus

Abilities required

- Knowledge of various computer software packages, including MS Word, Excel, and QuickBooks.
- Ability to use good judgment
- Ability to work independently as well as part of a team
- Strong organizational skills
- Excellent interpersonal and communication skills
- Bilingual and biliterate in Spanish and English is a plus

APPENDIX C: ESPERANZA JOB DESCRIPTION FOR EXECUTIVE DIRECTOR

Title: Executive Director

Reports to: Board of Directors

Job Summary

The Executive Director is hired by the Board of Directors to fulfill the mission of the school, carrying out its goals and objectives, managing all aspects of the school and nonprofit corporation; to work collaboratively with and support the Principal/Educational Leader to meet school and student academic goals and to ensure a vibrant school community; to be the face of the school through effective public and community relations; and to oversee all business, financial and data management aspects of the school and nonprofit corporation.

Qualifications:

- Masters degree or above
- Knowledge of financial management and business operations
- Experience with business development and grant writing
- Experience with public relations and marketing
- Experience with relevant federal, state, and charter school regulations
- Experience with charter school management
- Bilingual and biliterate in English and Spanish

Responsibilities:

- Ensure school quality and improvement through ongoing evaluation of clear, measurable goals and objectives; prepare, in collaboration with the Board and Principal, and for Board approval, an annual set of measurable goals and objectives for the school and the nonprofit corporation.
- Work effectively and regularly communicate with the Board of Directors, attending board meetings as a non-voting ex-officio member.
- Implement policies and procedures as determined by the Board of Directors.
- Ensure that administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning and evaluation is continuous.
- Work collaboratively with the Principal to develop processes for effective communication within the school community including board reports, communication with staff, meeting facilitation, and provide support for the parent organization.
- Ensure the fiduciary health of the school and nonprofit corporation by overseeing all business, financial and data management aspects.

- Establish and oversee financial policies.
- Oversee the development of the school's annual budget in coordination with the Board of Directors and Principal; present annual budget to the Board for approval; implement approved budget.
- Ensure the compilation, preparation and timely completion of all reporting, USOE, State of Utah and Federal.
- Lead development efforts by researching, pursuing, and managing grant funds, corporate and individual donations.
- Oversee maintenance and operations of the school facility, including supplies, equipment purchasing, vendor relations and general management.
- Oversee the development, maintenance, and implementation of public relations and marketing plans; be the primary representative of the school and nonprofit corporation with the community.
- Serve as the primary point of contact for community relations by attending or conducting meetings of constituent groups, attending school functions, attending external meetings, conferences, or legal training sessions.
- Maintain relationships and membership to state and national charter school organizations as appropriate.

APPENDIX D: ESPERANZA JOB DESCRIPTION FOR PRINCIPAL/INSTRUCTIONAL LEADER

Title: Principal/ Instructional Leader
Reports: Executive Director

Job Summary

The Principal is the educational and instructional leader of the school and responsible for the meeting the school's academic and school community goals and objectives; for selecting and training the educational staff; and for ensuring the growth, health and welfare of every student. The Principal is hired by and reports directly to the Executive Director.

Qualifications:

- Graduate degree in educational administration or a Masters degree or above in education
- Demonstrated skills and proven experience as an advocate for bilingual education and diverse communities
- Bilingual and biliterate in English and Spanish
- Successful classroom teaching experience
- Demonstrated skill in managing, coaching and training teachers
- Demonstrated conflict resolution skills
- Demonstrated school-parent-community relations experience
- Experience with bilingual and dual immersion education

Responsibilities:

- Establish and oversee a coordinated and challenging K-6 and K-8 curriculum that incorporates research-based methods of instruction and assessment appropriate for promoting students' academic performance in a 90/10 Spanish/English Dual Immersion Model in English and Spanish.
- Ensure school academic program quality and improvement by implementing accountability measures and evaluation of results individually with instructional staff members and collectively with the instructional team utilizing student testing data.
- Regularly, report on the status of the academic program and school community directly to the Board of Directors.
- Conduct human resources functions including recruitment, hiring, training, ongoing performance coaching, corrective action and termination of employees.
- Manage and supervise all full and part-time instructional staff, conducting regular, efficient staff meetings.
- Provide leadership to the instructional staff that includes supervision, coaching, evaluation, professional development, and delegation of authority.

- Provide leadership and support instructional staff in implementing positive classroom management skills that focus on children's strengths and problem-solving abilities.
- Identify performance challenges with individual staff members and develop plans for remediation and improvement.
- Interact with staff and intercede for the needs of students, parents and/or staff as needed.
- Implement effective student disciplinary procedures and oversee judicial hearings and appeals that comply with all relevant laws, policies and procedures.
- In collaboration with the Executive Director develop processes for effective communication within the school community including board reports, communication with staff, meeting facilitation, and provide support for the parent organization.
- In collaboration with the Executive Director manage the day-to-day operation of the school, recommend to the board the hiring of teachers and staff.
- Represent the school and articulate its mission and vision to parents and the community.
- Maintain relationship and membership to state and national charter school organizations.

APPENDIX E:

ESPERANZA ELEMENTARY FINANCIAL POLICY AND PROCEDURE GUIDE

This Guide is too large to include in this document. We have stored it online at:

https://docs.google.com/document/d/1-JwZJxct8Bd5ze-4E4hB5GtU81qMw4pAmWqtgispfSU/edit?hl=en_US

APPENDIX F: ESPERANZA'S DUAL IMMERSION MODEL

Esperanza's dual immersion model:

Year 2013-14: Students in K-2nd will be in the dual immersion model. Students in kindergarten and 1st grade will have 90% of their instruction in Spanish and 10% in English. Students in 2nd grade will have 80% of their instruction in Spanish and 20% in English. Students in 3rd grade will have 35 minutes of Spanish enrichment. Students in 4th-6th grade will have 60 min. of Spanish enrichment. To accommodate students in 3rd-5th grade who are coming to Esperanza from other dual immersion schools one class at each of these grade levels will be a dual immersion classroom.

Year 2014-15: Same as the 1st year except 3rd grade will be part of the dual immersion model and have 70% of its instruction in Spanish and 30% in English. One class in 4th, 5th, and 6th grade will be a dual immersion classroom.

Year 2015-16: Same as the 2nd year except 4th grade will be part of the dual immersion model and have 60% of its instruction in Spanish and 40% in English. One class in 5th and 6th grade will be a dual immersion classroom.

Year 2016-17: Same as the 3rd year except 5th grade will be part of the dual immersion model and have 50% of its instruction in Spanish and 50% in English. One class in 6th grade will be a dual immersion classroom.

Year 2017-18: Same as 4th year except 6th grade will be part of the dual immersion model and have 50% of its instruction in Spanish and 50% in English

For the Spanish enrichment Spanish will be taught through content, not through an isolated Spanish class. It will be vocabulary rich. Teachers will use games, songs, poetry, books, props, realia, plays, cognates, TPR, and other sheltered techniques to make the content comprehensible for dominant English speakers. Each dominant English speaker will be assigned a "language buddy" who is Spanish dominant to aid in language acquisition. In addition, teacher will work extensively with interactive and guided writing to model language. Teachers will work vertically with one another to build on vocabulary learned from previous years.

Because we are treading new ground as a 90/10 dual immersion charter school specifically addressing the needs of Hispanic students, we sought nationwide to find a similar school that had a good track record that could help mentor us. El Sol located in Santa Ana, California was recognized and spotlighted in the September 2010 report *Next Generation Charter Schools: Meeting the Needs of Latinos and English Language Learners* as a school that had great success meeting the needs of Hispanic learners. El Sol has been in operation as a 90/10 dual immersion charter school since 2001. For these reasons as well as the fact that it has a similar mission as our school we have been in contact with the Executive Director, Monique Daviss, to explore ways our two schools can collaborate and learn from each other.

Because we plan to eventually serve only K-8th grade students we want to partner with a high school that will be a good fit for our students once they graduate from our school. We want a school that meets the following criteria:

- Intentionally recruits and serves low-income and/or minority students

- Has a similar mission
- Has an excellent track record—the students are achieving and if a charter school, the school is managed well

We feel that AMES (Academy for Math, Engineering, & Science) best meets this criteria. It actively recruits students from the population we want to serve. Its mission is to prepare a diverse student body for success in college or other post-secondary education. The 3 R's—rigor, relevance, and relationships—that guide their educational beliefs are similar to our beliefs as well. For a number of years the school has ranked as one of KSL's top ten which was determined by how well students performed on state standards in core subjects—progress and advanced placement tests. The school has been in operation since 2003 with strong leadership.

We met with Brian McGill, the principal and CEO of AMES, to explore ways we could form a partnership. We discussed ways their students could be involved with our students as tutors and mentors. We also discussed the possibility of AMES offering a core subject in Spanish so that when our students consider feeding into their school they could continue to benefit from learning in two languages. We also want to learn from AMES's strong education and charter school leadership—the new leadership as well as from the former leadership, Al Church, and seek their mentorship to make our school strong.

APPENDIX G: MARKET RESEARCH SURVEY (February 2011)

| | 1 | 2 | 3 | 3-a | 4 | 4-a | 5 |
|----|---|--|------------------------------------|----------------|-------------------------------|-----------------------|---|
| | Do you support Esperanza being established in WVC area? | Would you send your own children to E? | Do you have children under age 13? | If yes, where? | Interested in being involved? | If yes, contact info: | Thoughts/comments about Esperanza? |
| 1 | Head Start | More info | yes | yes | William Penn Elem | no | Yes, beneficial for Hispanic children but not mine who speak Nepali. Beneficial since they will hear two languages. Having Nepali language would be a plus |
| 2 | Head Start | yes | yes | yes | yes | | |
| 3 | Head Start | yes | yes | yes | no | | yes. I think that there is nothing missing. It's a good plan for a school and helping children be successful. |
| 4 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> It will be very successful. Great opportunity for our children |
| 5 | Head Start | yes | maybe | no | | no | Because Mexicans live in the U.S. so they need to know how to speak English. |
| 6 | Head Start | no | maybe | yes | | no | I think they won't learn much English. |
| 7 | Head Start | yes | maybe | yes | | no | yes I think it would be a successful school teaching children both languages because many Hispanics forget Spanish. |
| 8 | Head Start | yes | maybe | yes | | no | Yes it will help them a lot so in the future they can get better opportunities. |
| 9 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> Yeah so the kids could learn English and Spanish and what else they can learn it would be better because they will be learning lots of things. |
| 10 | Head Start | yes | maybe | yes | YPP? | sure | <i>provided name and contact info</i> |
| 11 | Head Start | yes | maybe | yes | | yes | <i>provided name and contact info</i> I think it would be a good school! |
| 12 | Head Start | yes | maybe | no | | no | I think yes because they wouldn't miss out on anything. |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | | | |
|----|------------|-------------------|-------|-----|-------------------------|------|---------------------------------------|---|
| 13 | Head Start | more info - maybe | yes | yes | 10 months old | yes | <i>provided name and contact info</i> | Maybe more or higher level of materials. |
| 14 | Head Start | yes | yes | yes | none | none | | I think it's a very good idea. It would really be a big help for all the mothers. |
| 15 | Head Start | yes | yes | yes | currently 11 months old | yes | <i>provided name and contact info</i> | I believe this will be a very good opportunity for Hispanics to be successful. |
| 16 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | |
| 17 | Head Start | yes | yes | yes | 2 months old | yes | <i>provided name and contact info</i> | I think it will be great for the kids to learn classes in both languages so they won't miss out on any. |
| 18 | Head Start | yes | maybe | yes | young parent program | yes | <i>provided name and contact info</i> | Yes I think it would be successful because there is Hispanic kids that might forget Spanish if they attend a normal school w/o Spanish. |
| 19 | Head Start | yes | yes | yes | she is 6 months old | yes | <i>provided name and contact info</i> | |
| 20 | Head Start | yes | maybe | yes | | no | | |
| 21 | Head Start | yes | yes | yes | | no | | It's a good idea! |
| 22 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | Yes, I think it will be successful |
| 23 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | |
| 24 | Head Start | need info | maybe | yes | this one YPP | no | | Yes [I think it will be successful] |
| 25 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | I think it's a good school. A great idea for kids to be bilingual. |
| 26 | Head Start | no | no | yes | too young | no | | I believe for the kids that already speak Spanish it would not really benefit them. My sister-in-law went to a dual immersion program and now goes to regular school and is really behind in her English. |
| 27 | Head Start | yes | maybe | yes | Rolling Meadows | no | | Yes. They need help too. It looks like a good school. |
| 28 | Head Start | yes | maybe | yes | Redwood Elem | no | | Yes it would be [successful] because it helps the students for the future. |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | | | |
|----|------------|-----------|-------|-----|------------|-----|---------------------------------------|--|
| 29 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | I think it would be nice if you could have any other language for the students. |
| 30 | Head Start | yes | maybe | yes | | no | | |
| 31 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | Creo que es una excelente idea, y queva a ser un exito la mayoria de los padres hispanos qoe tenemos hijos nacidas o criandose aqui nos preocupamos en que un dia pierdan el interes por su cultura y por elespanol por eso creo que es una excelente propuesta. |
| 32 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | |
| 33 | Head Start | yes | maybe | yes | | yes | <i>provided name and contact info</i> | |
| 34 | Head Start | need info | yes | yes | | yes | <i>provided name and contact info</i> | La ubicacion aui uo es muy clara pero por la informacion que he lei do. Me encanta elque tengo la oportunidad de apreuder bran los dosidianas, el ajedrez y el violin, aun que tambien me gustaria que hubiera ballet y piano. |
| 35 | Head Start | yes | yes | yes | | no | | |
| 36 | Head Start | yes | yes | yes | | no | | creo que es una muy buena idea. Y va ayudar a muenos. |
| 37 | Head Start | yes | yes | yes | | no | | es bueno para todos los ninos. |
| 38 | Head Start | yes | yes | yes | magna elem | no | | Si me interesa esta escuela para mis el ninos pero el problema es el trasporte queria saber si ay bus para los ninos ya que yo bibo en el area de magna pero si me gustaria que ellos aprendieran en igles y espanol es muy buena oportunidad. Gracias. |
| 39 | Head Start | yes | maybe | yes | | no | | |
| 40 | Head Start | yes | yes | yes | | no | | Es bueno porque los ninos podran aprender mejor el espanol y ser mejor personas bilingues. |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | | | |
|----|----------------------|-----|-------|-----|--------------------------------|-----|---------------------------------------|---|
| 41 | Head Start | yes | yes | yes | | no | | Yo pienso que es muy buena idea tener una escuela que ensene a nuestros hijos a mantener su cultura. |
| 42 | Head Start | yes | yes | yes | | yes | <i>provided name and contact info</i> | |
| 43 | Jared | yes | yes | yes | Whittier Elem & Stansbury Park | yes | <i>provided name and contact info</i> | I wish this school had been established last year. It sound absolutely wonderful. I am very excited to enroll my children! |
| 44 | SurveyMonkey-English | yes | yes | yes | DIA & West HS | no | | [lives in WVC] |
| 45 | SurveyMonkey-English | yes | yes | no | | yes | <i>provided name and contact info</i> | [lives in SLC] |
| 46 | SurveyMonkey-English | yes | yes | no | | no | | [lives in SLC] |
| 47 | SurveyMonkey-English | yes | yes | yes | DIA | yes | <i>provided name and contact info</i> | I know it can be successful as we currently are participating in another dual immersion program with great success. It would be exciting to have this school closer to us in West Valley. [lives in WVC] |
| 48 | SurveyMonkey-English | yes | maybe | yes | DIA | yes | <i>provided name and contact info</i> | I like the goal and approach to how this school is being established. I believe the best recipe for success will be a balanced approach to teaching respect for cultures. That is something that is missing at DIA. Also, establishing very clear rules and consequences and working with the students at all levels will ensure the safety of the students which will allow them to gain a quality education. [lives in West Jordan] |
| 49 | SurveyMonkey-English | yes | yes | yes | Valley Crest Elem | yes | <i>provided name and contact info</i> | |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | | | | | | | |
|----|----------------------|-----|-------|-----|----------------------------|-----|---------------------------------------|--|
| 50 | SurveyMonkey-Spanish | yes | yes | yes | Rolling Meadows | no | | [lives in WVC] |
| 51 | SurveyMonkey-Spanish | yes | yes | no | | yes | | Pienso que cualquier proyecto que ayude a los ninos en su educacion es formidable. [lives in Taylorsville] |
| 52 | SurveyMonkey-Spanish | yes | maybe | yes | | yes | | [lives in Layton] |
| 53 | per Challenge | yes | no | yes | Falcon Ridge Elem, Wjordan | no | | [lives in West Jordan] |
| 54 | per Challenge | yes | maybe | yes | | no | | |
| 55 | per Challenge | yes | maybe | yes | | yes | <i>provided name and contact info</i> | |
| 56 | per Challenge | yes | yes | yes | DIA | yes | <i>provided name and contact info</i> | Sounds wonderful. I wish it was opening 2011-12 school year. |
| 57 | per Challenge | yes | maybe | yes | DIA | yes | <i>provided name and contact info</i> | |
| 58 | per Challenge | yes | yes | yes | DIA | yes | <i>provided name and contact info</i> | I highly recommend Dual Immersion. Your outline provided thus far sounds great. |
| 59 | per Challenge | yes | yes | yes | DIA | yes | <i>provided name and contact info</i> | Love the idea of the music program. |
| 60 | per Challenge | yes | maybe | yes | DIA | yes | <i>provided name and contact info</i> | Will there be a music program provided for kids that are older than kindergarten at the start time? |
| 61 | per Challenge | yes | maybe | yes | not in school yet | yes | <i>provided name and contact info</i> | Love the Spanish immersion program for English and Spanish speakers. Wonderful for both. |

APPENDIX H: LUNCHBOXER SCHOOL MEALS PROJECTIONS

| ANNUAL FINANCIAL BUDGET PROJECTION | | | |
|---|----------|---------------------------------|---------------------|
| Esperanza Elementary, FY 2013-14 | | | |
| FINANCIAL PRO FORMA - PROJECTED | | | |
| Assumptions: | | | |
| Membership/Enrollment | 390 | | |
| Lunch Participation (daily) | 254 | Breakfast Participation (daily) | 195 |
| Free | 98 | Free | 98 |
| Reduced | 98 | Reduced | 98 |
| Paid | 59 | # Days | 181 |
| # Days | 181 | | |
| Forecasted Revenues: | | | |
| <u>Lunch</u> | # | Rate | Total |
| Federal Reimbursement-Free | 17,648 | \$2.72 | \$48,001.20 |
| Federal Reimbursement-Reduced | 17,648 | \$2.32 | \$40,942.20 |
| Amount Paid by Parent-Reduced | 17,648 | \$0.40 | \$7,059.00 |
| Federal Reimbursement-Paid | 10,589 | \$0.26 | \$2,753.01 |
| Amount Paid by Parent-Paid | 10,589 | \$2.45 | \$25,941.83 |
| Total Funding (Parent and Federal) | 74,120 | | \$124,697.24 |
| Total State Funding (varies .17 to .50) | 74,120 | \$0.17 | \$12,600.32 |
| Commodities (estimate plus bonus) | 74,120 | \$0.195 | \$14,453.30 |
| <u>Breakfast</u> | | | |
| Federal Reimbursement-Free | 17,648 | \$1.48 | \$26,118.30 |
| Federal Reimbursement-Reduced | 17,648 | \$1.18 | \$20,824.05 |
| Amount Paid by Parent-Reduced | 17,648 | \$0.30 | \$5,294.25 |
| Total Federal Funding | | | \$52,236.60 |
| | | Total | \$203,987.45 |
| Forecasted Expenses: | | | |
| <u>Lunch</u> | | | |
| Free | 17,648 | \$2.45 | \$43,236.38 |
| Reduced | 17,648 | \$2.45 | \$43,236.38 |
| Paid | 10,589 | \$2.45 | \$25,941.83 |
| <u>Breakfast</u> | | | |
| Elementary Free | 17,648 | \$1.45 | \$25,588.88 |
| Elementary Reduced | 17,648 | \$1.45 | \$25,588.88 |
| Wages | 1920 hrs | \$15.00 | \$28,800.00 |
| General Expenses (Space, Utilities, Equipment, etc) | | | \$5,000.00 |
| | | Total | \$197,392.33 |
| Forecasted Net Gain to School (before general expenses) | | | |
| | | | \$6,595.13 |
| Average Daily Pupil Revenues | | | \$2.89 |
| Average Daily Pupil Expenses | | | \$2.80 |

This financial pro forma is based upon projections for Esperanza Elementary itself.
Please contact us for any clarification on Financial Pro Forma.

ESPERANZA ELEMENTARY CHARTER SCHOOL

ANNUAL FINANCIAL BUDGET PROJECTION

Esperanza Elementary, FY 2014-15 FINANCIAL PRO FORMA - PROJECTED

| Assumptions: | | | |
|---|----------|---------------------------------|---------------------|
| Membership/Enrollment | 450 | | |
| Lunch Participation (daily) | 293 | Breakfast Participation (daily) | 225 |
| Free | 113 | Free | 113 |
| Reduced | 113 | Reduced | 113 |
| Paid | 68 | # Days | 181 |
| # Days | 181 | | |
| Forecasted Revenues: | | | |
| <u>Lunch</u> | <u>#</u> | <u>Rate</u> | <u>Total</u> |
| Federal Reimbursement-Free | 20,363 | \$2.72 | \$55,386.00 |
| Federal Reimbursement-Reduced | 20,363 | \$2.32 | \$47,241.00 |
| Amount Paid by Parent-Reduced | 20,363 | \$0.40 | \$8,145.00 |
| Federal Reimbursement-Paid | 12,218 | \$0.26 | \$3,176.55 |
| Amount Paid by Parent-Paid | 12,218 | \$2.45 | \$29,932.88 |
| Total Funding (Parent and Federal) | 85,523 | | \$143,881.43 |
| Total State Funding (varies .17 to .50) | 85,523 | \$0.17 | \$14,538.83 |
| Commodities (estimate plus bonus) | 85,523 | \$0.195 | \$16,676.89 |
| <u>Breakfast</u> | | | |
| Federal Reimbursement-Free | 20,363 | \$1.48 | \$30,136.50 |
| Federal Reimbursement-Reduced | 20,363 | \$1.18 | \$24,027.75 |
| Amount Paid by Parent-Reduced | 20,363 | \$0.30 | \$6,108.75 |
| Total Federal Funding | | | \$60,273.00 |
| | | Total | \$235,370.14 |
| Forecasted Expenses: | | | |
| <u>Lunch</u> | | | |
| Free | 20,363 | \$2.45 | \$49,888.13 |
| Reduced | 20,363 | \$2.45 | \$49,888.13 |
| Paid | 12,218 | \$2.45 | \$29,932.88 |
| <u>Breakfast</u> | | | |
| Elementary Free | 20,363 | \$1.45 | \$29,525.63 |
| Elementary Reduced | 20,363 | \$1.45 | \$29,525.63 |
| Wages | 1920 hrs | \$15.00 | \$28,800.00 |
| General Expenses (Space, Utilities, Equipment, etc) | | | \$5,000.00 |
| | | Total | \$222,560.38 |
| Forecasted Net Gain to School (before general expenses) | | | |
| | | | \$12,809.76 |

| | |
|-------------------------------------|---------------|
| Average Daily Pupil Revenues | \$2.89 |
| Average Daily Pupil Expenses | \$2.73 |

This financial pro forma is based upon projections for Esperanza Elementary itself.
Please contact us for any clarification on Financial Pro Forma.

APPENDIX I: MARKETING FLYER

English version

| | | |
|---|--|---|
| <p>What is a dual-language immersion program?</p> <p>Dominant English speakers and dominant Spanish speakers are grouped together in classes. They learn both English and Spanish through content. All students become bilingual and biliterate (read, write and speak).</p> <p>At Esperanza, we believe students are capable of higher-order thinking and that our dual-language program actively mobilizes students' cultural experiences and prior knowledge. As a result of this educational approach, students will be better able to understand the future math, science, technology and business needs of our rapidly globalizing society.</p> <p>What are the goals of our dual-language program?</p> <ul style="list-style-type: none"> - High levels of proficiency in students' first language. - High levels of proficiency in students' second language. - High academic expectations at each grade level in both languages. - Positive cross-cultural attitudes and behaviors.  | <p>Spanish-English Language Immersion Public Charter School</p> <p>—</p> <p>West Valley City</p> <p>Esperanza Elementary</p> <p><small>Esperanza is a public charter school. There are no tuition costs or fees.</small></p> <p>Founders & Board of Directors</p> <p>Barbara Lovejoy, Chair Martin Banks Elena Bensor James Cody Case Janet Christensen Kenna Fiddie, Secretary Patricia Matthews Flavia McKnight Marlon Morales Suzi Ramos, Vice Chair Carmen Thompson Steven Winitzky, Treasurer</p> <hr/> <p><small>If you want more information or you want to be involved in establishing Esperanza, contact:</small></p> <p>(801) 466-1117 b.lovejoy@maru.com</p> | <p>WEST VALLEY CITY</p> <p>Esperanza Elementary</p> <p>A New Dual Language Public School</p>  <p>For more information, (801) 466-1117</p> |
|---|--|---|

ESPERANZA ELEMENTARY

A Spanish-English Language Immersion Charter School
West Valley City

What makes **ESPERANZA** a unique public school?

FOCUS: Provide a quality school education to elementary school age children who will become bilingual and biliterate (read, write and speak) in two languages.

ENROLLMENT: Esperanza will enroll students in grades K-5th with no more than 25 students per class.

SCHOOL COMMUNITY:

- Glasser Quality School principles.
- Purkey Invitational Education principles

SCHOOL PROGRAM:

- 90/10 Spanish-English dual immersion program.
- All students, starting in Kindergarten, will learn to play chess and to play the violin because of the cognitive and social benefits.

CURRICULUM:

- Multicultural. Grade level core in language arts, math, science, etc., is enhanced with multicultural perspectives.
- Chicks with components of service learning, social action, and character education in order for students to become productive citizens who preserve democratic principles.
- Literacy is focused not only on how to read but also the love of reading.

Educators and staff will be qualified to work with our student population; they will be bilingual and biliterate in English and Spanish.

School-Community Partnerships in order to create and operate a Community Learning Center that focuses on multifaceted needs of the entire family.

Benefits of a Two-Way Dual Language Immersion Program for All Children

- Results in high levels of proficiency in students' first and second languages — students are functionally literate (read, write and speak) in two languages.
- Improves performance on tasks that call for divergent thinking, pattern recognition and problem solving.
- Raises self-esteem for all children.
- Prepares children to be successful in a global society — academically, linguistically and socially. Enhances future employment opportunities.
- Promotes greater understanding, tolerance, appreciation and respect for other languages and cultures.
- Offers equal access to education.
- Increases parent and community involvement.
- Native Spanish speakers acquire strong literacy skills in Spanish which can then be applied to the acquisition of English literacy.
- Native English speakers outperform control students in all-English schools on a variety of English language tests including reading, writing and listening.
- Native Spanish speakers make better progress in acquiring full proficiency in English compared to progress made in other ESL-like programs generally used in schools.



Barbara Lovejoy, M.Ed., Founder

Barbara (McCauley) Lovejoy is an experienced educator with endorsements in Early Childhood Education, Gifted Education and Bilingual Education. For 30 years, she has served as a classroom teacher, bilingual teacher and coordinator for English Language Learner programs in Salt Lake and Granite school districts, and a private school, *Realms of Inquiry*. Most recently, she was the Assistant Director, Dean of Students and instructional leader for the Dual Immersion Academy charter school located in Salt Lake City's Westside. Barbara has taught multicultural education at BYU and worked with the BYU Counseling Psychology and Special Education departments. She helped found the Utah Association for Bilingual Education and served as its President for a number of years.

Through her work with English language learners, Barbara has gained a special understanding of the challenges faced by children learning new languages and a strong belief in the value for all children to be bilingual and biliterate. She has written weekly articles on education for *Mundo Hispano*, a Hispanic newspaper, and is the author of the book *My Years As a Hispanic Youth Advocate*, and *The Lessons I Have Learned*. She is the founder of the nonprofit, *Generación Floreciente*, the purpose of which is to implement programs to benefit Hispanic youth. Barbara is currently leading the efforts of a diverse founding group to establish a language immersion public charter school named *Esperanza Elementary* for children in West Valley City.



Spanish version

¿Qué es el Programa de Inmersión de Lenguaje-Doble?

Los estudiantes que hablan y que dominan el idioma inglés y los que dominan el idioma español son agrupados en los mismos clases. Ambos grupos aprenden inglés y español a través de contenidos. Todos los estudiantes llegan a ser bilingües y doble-alfabetizados (leer, escribir y hablar).

En Esperanza, creemos que los estudiantes son capaces de desarrollar un pensamiento de orden superior, también creemos que nuestro programa de lenguaje-doble reviviza activamente experiencias culturales y conocimientos previos. Como resultado de este enfoque educativo, los estudiantes estarán en mejores condiciones de entender las necesidades futuras es tecnológicas, ciencia, tecnología, y negocios; necesidades características del rápido proceso de globalización de la sociedad.

¿Cuáles son las metas de nuestro programa de Inmersión de Lenguaje-Doble?

- Alto nivel de competencia en el primer idioma del estudiante.
- Alto nivel de competencia en el segundo idioma del estudiante.
- Altas expectativas académicas en cada nivel de grado en los dos idiomas.
- Comportamientos y actitudes interculturales positivos.



**Escuela Pública
Charter de Inmersión
del Lenguaje
Español-Inglés**

—
Ciudad de West Valley

**Primaria
Esperanza**

Esperanza es una Escuela Pública Charter.
No tiene costo o cuotas.

Fundadores y Consejo de Administración

Barbara Lovejoy, Presidenta
Martin Banks
Elena Benson
James Cody Case
Janet Christensen
Kenna Friddle, Secretaria
Patricia Matthews
Flavia McKnight
Marlon Morales
Suzi Ramos, Vicepresidenta
Carmen Thompson
Steven Winitzky, Tesorero

Si quiere más información o quiere participar en la fundación de Esperanza, contáctenos:

(801) 466-1117

bdlovejoy@msn.com

CIUDAD DE WEST VALLEY

**Primaria
Esperanza**

Una Escuela
Primaria nueva de
Inmersión del
Lenguaje



Para más información: (801) 466-1117

APPENDIX J:
90/10 MODEL INPUT FROM LEADING RESEARCHERS/PRACTITIONERS

As a result of comments in Esperanza Elementary's charter application that the 90/10 model is not a true dual immersion model, Barbara Lovejoy contacted the following researchers/practitioners who are considered to be nationally recognized experts in the area of dual language immersion education:

- ✓ Julie Sugarman – Research Associate from Center for Applied Linguistics
- ✓ Kathryn Lindholm-Leary – Child & Adolescent Development/San Jose State University
- ✓ David Rogers – Dual Language Education of New Mexico
- ✓ Virginia P. Collier – Bilingual/Multicultural/ESL Education/George Mason University

BARBARA LOVEJOYASKED: I--along with some others--am in the process of founding a Spanish/English dual immersion charter school. We are planning to do a 90/10 Model but I am running into some glitches that I hope you can help me address. We have people from the Utah State Office of Education saying that a 90/10 isn't a **true** dual immersion model. Please help me to know how to respond to this. Thanks!

Julie Sugarman's position: Research Associate from Center for Applied Linguistics. Julie is also one of the authors of the book *Guiding Principles for Dual Immersion* that we are using to evaluate our program. It can be found at

http://www.lewiscenter.org/nsaa/pdf/dualimmersion/guiding_principles_eng.pdf

Julie is one of the co-editors for the Dual Immersion Toolkit. In our phone conversation, she said that we had a correct understanding of 90/10 and dual immersion and that it is a viable form of dual immersion.

NOTE: More information about dual immersion can be found at the Center for Applied Linguistics website, including definitions.

http://www.cal.org/resources/digest/digest_pdfs/0101-howard-twi.pdf

This is an important page from the CAL (Center for Applied Linguistics) website that Julie referred me to.

From: klindholmleary@mac.com

Date: Tue, 3 May 2011 21:46:35 -0700

To: bclovejoy@msn.com

Hi Barbara,

Well, 90/10 is definitely a true dual immersion model. I talk about it in my book entitled *Dual Language Education*, and that's considered kind of the handbook of dual language education. My website has many references to the TWO models of DL, 90/10 and 50/50.

Also, my website, CAL's website, and the Calif Dept of Ed website on two-way immersion all refer to 90:10 programs

Kathy

Kathryn Lindholm-Leary, Ph.D.

Professor Emeritus

Child & Adolescent Development

San Jose State University
San Jose, CA 95192-0075
Phone: 408-242-9542
Fax: 650-995-7271
Website: <http://www.lindholm-leary.com/>

David Rogers is another dual immersion expert. In fact, his organization is one of the organizations that helps set all the dual immersion standards.

Date: Tue, 3 May 2011 15:21:57 -0600
From: david@dlenm.org
To: bclovejoy@msn.com

This ppt is one of our own and it includes 90:10 as a viable TWI model. Collier/Thomas, Lindholm-Leary, Potowski, Soltero, etc. all recognize the program model as a viable dual immersion program.

I wonder what research the department is looking at that doesn't say 90:10 is a model?

David Rogers
Executive Director
Dual Language Education of New Mexico
Albuquerque, New Mexico
505-243-0648
www.duallanguagenm.org

DL 101 Powerpoint

From: v.collier@earthlink.net
To: bclovejoy@msn.com
Date: Tue, 3 May 2011 18:48:11 -0400

The 90:10 model is the original form of dual immersion. It is the truest form of dual language education. It was developed in Canada in the 1960s and then was adopted in the U.S. in the 1970s as the most comprehensive form of two-way dual language education. The 90:10 model came to California first, and it has also been widely adopted in dual language programs in Texas, New York, New Mexico, Illinois. As can be seen in our longitudinal analyses, the 90:10 model is the most efficient in getting students to grade level achievement in both languages. On page 76 of our book, Collier & Thomas, *Educating English Learners for a Transformed World* (2009), we compare long-term achievement in 90:10, 50:50, two-way, and one-way programs (from our analyses of dual language programs in all regions of the U.S.), and 90:10 two-way programs are the most efficient. Kathryn Lindholm-Leary has found similar findings in her longitudinal research in California.

Best wishes,

Virginia P. Collier, Ph.D.
Professor Emerita of Bilingual/Multicultural/ESL Education
George Mason University
vcollier@gmu.edu
www.thomasandcollier.com

APPENDIX K: ARTICLES OF INCORPORATION OF
GENERACION FLORECIENTE / ESPERANZA ELEMENTARY
(Revised November 2011)

ARTICLES OF INCORPORATION
OF
GENERACIÓN FLORECIENTE

The undersigned natural person, being of the age of eighteen years or more, acting as incorporator under the Utah Revised Nonprofit Corporation Act (the “Act”), adopts the following Articles of Incorporation for such corporation.

ARTICLE I: NAME

The name of the corporation is Generación Floreciente.

ARTICLE II: DURATION

The period of duration of the corporation is perpetual.

ARTICLE III. PURPOSE AND POWERS

(a) The corporation is organized and formed for the following purposes and has the following powers:

(i) to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in lessening the burdens of government and providing relief of the poor and distressed or under-privileged;

(ii) to establish, manage, operate, guide, direct and promote Esperanza Elementary, a chartered public school, and such other educational activities as the Board of Directors may define.

(iii) to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes:

a. to provide programs, instruction and materials to encourage, support and facilitate the involvement of Hispanic parents in the education of their children; and

b. to provide programs, instruction and materials to encourage, support, and facilitate the closing of the achievement gap.

(iv) to engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, and the regulations promulgated thereunder (the “Code”) and are consistent with those powers described in the Act; and

(v) to solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.

(b) The following restrictions shall apply to the corporation:

(i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(ii) no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Code; and

(iii) the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

ARTICLE IV: MEMBERS

The corporation will have no members.

ARTICLE V: BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE VI: DIRECTORS

The number of directors of the corporation shall be three, or more than three, as fixed from time to time by the Bylaws. The number of directors constituting the present Board of Directors of the corporation is three, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Merce Butler

6936 South Sandlily Circle
West Jordan, UT 84084

Kristi Johnson

2187 South Lincoln Street
Salt Lake City, UT 84106

Maria Requena

2411 West 7575 South
Salt Lake City, UT 84084

ARTICLE VII: INCORPORATORS

The names and addresses of the incorporators are:

Barbara McCauley

854 Elm Avenue
Salt Lake City, UT 84106-1808

Karla W. Padilla

6936 S. Sandlily Circle
West Jordan, UT 84084

ARTICLE VIII: REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 854 Elm Avenue, Salt Lake City, Utah 84106-1808. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The corporation's initial registered agent at such address shall be Barbara McCauley.

ARTICLE IX: PRINCIPAL PLACE OF BUSINESS

The principal place of business of the corporation shall be the State of Utah. The business of the corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

ARTICLE X: DISTRIBUTIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XI: DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 502 (c)(3) of the Internal Revenue Code and within the meaning of Section 53A-1a-510.5 of the Utah Annotated Code. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Barbara McCauley and Karla W. Padilla have executed these Articles of Incorporation in duplicate this ____ day of _____, 2011, and say that they are the incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

_____, Incorporator
Barbara McCauley

_____, Incorporator
Karla W. Padilla

VERIFICATION

STATE OF UTAH)
) ss
COUNTY OF _____)

On this ____ day of _____, 2011, personally appeared before me Barbara McCauley, who being by me first duly sworn declared that she is the person who signed the foregoing Articles of Incorporation as incorporator and that the statements contained therein are true.

Notary Public

(SEAL)

On this ____ day of _____, 2011, personally appeared before me Karla W. Padilla, who being by me first duly sworn declared that she is the person who signed the

foregoing Articles of Incorporation as incorporator and that the statements contained therein are true.

Notary Public
(SEAL)

ACCEPTANCE OF REGISTERED AGENT

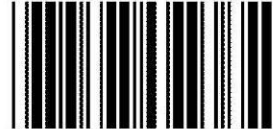
I hereby acknowledge and accept appointment as corporate registered agent for Generación Floreciente, a Utah nonprofit corporation.

_____, Registered Agent
Barbara McCauley



State of Utah
DEPARTMENT OF COMMERCE
Division of Corporations & Commercial Code

Summary of Online Changes



Business Name: GENERACION FLORECIENTE

Entity number: 6077306-0140

Date of Filing: 11/03/2010

Registered Principals:

New Information (added or updated)

NameJANET CHRISTENSEN

PositionDirector

Address5568 Stone Flower Way
Salt Lake City, UT 84118

New Information (added or updated)

NameMARLON MORALES

PositionDirector

Address7715 North Bridleway Rd.
Eagle Mountain, UT 84005

New Information (added or updated)

NameSTEVEN WINITZKY

PositionDirector

Address35 F St. #421
Salt Lake City, UT 84103

New Information (added or updated)

NameCARMEN THOMPSON

PositionDirector

Address7438 S. Parkridge Circle
Cottonwood Heights, UT 84121

New Information (added or updated)

NameSUZI RAMOS

PositionDirector

Address1522 S. 2nd E.
Salt Lake City, UT 84115

New Information (added or updated)

NameFLAVIA MCKNIGHT

PositionDirector

Address8779 S. 220 E.
Sandy, UT 84070

New Information (added or updated)

NamePATRICIA MATTHEWS

PositionDirector

Address1705 E. Campus Center Dr., MBH 218
Salt Lake City, UT 84112

New Information (added or updated)

NameKENNA FRIDDLE

PositionDirector

Address14061 S. Bridgeview Ct.
Riverton, UT 84065

New Information (added or updated)

NameJARED CHRISTENSEN

PositionDirector

Address5668 Stone Flower Way
Salt Lake City, UT 84118

New Information (added or updated)

NameMARTY BANKS

PositionDirector

Address4916 S. Wander Lane
Salt Lake City, UT 84117

Old Information (removed or updated)

NameKRISTI JOHNSON

PositionDirector

Address2187 S LINCOLN STREET
Salt Lake City, UT 84106

Old Information (removed or updated)

NameDAVID TORRES

PositionDirector

Address889 ROCKHILL POINT COVE
TAYLORSVILLE, UT 84123

Barbara McCauley 11/03/2010

APPENDIX L:

BYLAWS

OF

GENERACIÓN FLORECIENTE

A UTAH NONPROFIT CORPORATION

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BYLAWS
OF
GENERACIÓN FLORICIENTE

ARTICLE I: OFFICES

Section 1.1 Business Offices. The principal office of the corporation will be located in Salt Lake City, Utah, and its initial principal office is located at 854 Elm Ave, Salt Lake City, Utah 84106. The corporation may have such other offices, either within or outside Utah, as the governing board of directors may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. The registered office of the corporation required by the Utah Revised Nonprofit Corporation Act (the “Act”) may be, but need not be, the same as the corporation's principal business office in Utah. The initial registered office is 854 Elm Ave, Salt Lake City, Utah 84106, and the name of the corporation's registered agent at that address is Barbara McCauley. The corporation's registered office and registered agent are subject to change from time to time by the board of directors, by the officers of the corporation, or as otherwise provided by the Act.

ARTICLE II: MEMBERS

The corporation need not have members, but it may have such number and classes of members as the board of directors may designate by resolution.

ARTICLE III: BOARD OF DIRECTORS

Section 3.1 General Powers. The business and affairs of the corporation will be managed by its governing board of directors, except as otherwise provided in the Act, the articles of incorporation or these bylaws. The board shall have all the powers enumerated in these Bylaws, including but not limited to the following specific powers:

- (a) To elect and remove directors.
- (b) To elect and remove officers.
- (c) To select a Director (Chief Executive Officer) for the charter school; to establish measurable goals and objectives for the Director; to support and evaluate the Director's performance; and, if necessary, remove the Director.
- (d) To ensure the quality of the school and its continuous improvement through ongoing evaluation of clear, measurable goals and objectives; to prepare, in collaboration with the school Director, an annual set of measurable goals and objectives for the school and the nonprofit corporation.

(e) To establish procedures that ensure sound financial management and an efficient operation of the school.

(f) To approve reports consistent with those required by the Utah Legislature, the Utah State Charter School Board and the Utah State Board of Education.

(g) To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

(h) To maintain insurance on behalf of any of its directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such.

(i) To enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation.

(j) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

Section 3.2 Number, Composition, Qualifications, Election and Tenure.

(a) The number of directors of the corporation may be specified from time to time by resolution of the governing board of directors, but will not be less than five, nor more than 12. Directors must be at least eighteen years old but, unless otherwise provided herein, need not be residents of Utah or a member of the corporation. The board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively.

(b) The board shall elect directors by the vote of a majority of the directors.

(c) The term of each member of the initial board of directors shall be until June 30 prior to the first operational year of the school. Prior to the beginning of the first operational year, the board shall elect directors providing for staggered terms, by designating approximately one-third of the directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each director shall continue for three years. Directors may be elected for successive terms. A decrease in the number of directors or in the term of office does not shorten an incumbent director's term. The Board of Directors recognizes the differences between the responsibilities of the founding board and those of the operational board and understand that once school's CEO is hired and doors are open to students, the Board will begin to make the transition from a hands-on managerial board to a governance board.

(d) Once the school is operational, two directors, with one-year terms, shall be parents of currently enrolled students and selected by the parent organization. One parent director shall be a native-Spanish speaker; the other parent director shall be a native-English

speaker. Parent directors may serve more than one term. These directors may be removed by a majority vote of the parent organization but not the board of directors.

(e) Once the school is operational, one teacher elected by the teaching staff shall be a non-voting director with a one-year term.

(f) Once the school is operational, one student elected by the student body shall be a non-voting director with a one-year term.

(g) Unless otherwise provided herein, the term of a director filling a vacancy expires at the end of the unexpired term that the director is filling, except that if a director is elected to fill a vacancy created by reason of an increase in the number of directors, the term of the director will expire on the term designated for the director at the time of the creation of the position being filled. Despite the expiration of a director's term, a director continues to serve until the director's successor is elected, appointed, or designated and qualifies there is a decrease in the number of directors. A director whose term has expired may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect.

Section 3.3 Resignation of Directors. A director may resign at any time by giving written notice of resignation to the corporation. A resignation of a director is effective when the notice is received by the corporation unless the notice specifies a later effective date. A director who resigns may deliver to the Utah Division of Corporations and Commercial Code for filing a statement that the director resigns.

Section 3.4 Removal of Directors. A director may be removed with or without cause by the vote of a majority of the directors then in office. A director elected by the board of directors to fill the vacancy of a director elected by the voting members may be removed without cause by the voting members but not the board of directors. A director who is removed pursuant to this Section 3.4 may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect..

Section 3.5 Vacancy. Unless otherwise provided herein, if a vacancy occurs on a board of directors, including a vacancy resulting from an increase in the number of directors, the board of directors may fill the vacancy, or if the directors remaining in office constitute fewer than a quorum of the board of directors, the remaining directors may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office. A vacancy that will occur at a specific later date by reason of a resignation effective at a later date may be filled before the vacancy occurs, but the new director may not take office until the vacancy occurs.

Section 3.6 Meetings.

(a) The board of directors may hold regular or special meetings in or out of this state. The board of directors may permit any director to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear each other during the meeting. A director participating in a meeting by a means permitted under this Section 3.6 is considered to be present in person at the meeting.

- (b) Meetings of the board of directors shall conform to the Utah Open Meeting Act.

Section 3.7 Action Without Meeting.

(a) Any action required or permitted by the Act to be taken at a board of directors' meeting may be taken without a meeting if each and every member of the board consents in writing to the taking of that action.

(b) Action is taken under this Section 3.7 only if the affirmative vote for the action equals or exceeds the minimum number of votes that would be necessary to take the action at a meeting at which all of the directors then in office were present and voted.

(c) Unless otherwise provided herein, a writing described in Subsection (a) above may be received by the corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the corporation with a complete copy of the document.

(d) Action taken pursuant to this Section 3.7 will be effective when the last writing necessary to effect the action is received by the corporation, unless the writings describing the action taken set forth a different effective date. Before the last writing necessary to effect the action is received by the corporation, any director who has signed a writing pursuant to this Section 3.7 may revoke the writing by a writing signed and dated by the director describing the action and stating that the director's prior vote with respect to the writing is revoked.

(e) Action taken pursuant to this Section 3.7 has the same effect as action taken at a meeting of directors.

(f) Action taken pursuant to this Section 3.7 will be noted into the minutes of the next meeting.

Section 3.8 Notice of Meeting. Notice of and public participation in regular meetings of the board of directors shall comply with the Utah Open Meeting Act. Special meetings of the board of directors must be preceded by at least two days notice of the date, time, and place of the meeting, unless otherwise required by the Act.

Section 3.9 Waiver of Notice. A director may waive any notice of a meeting before or after the time and date of the meeting stated in the notice. Except as provided by this Section 3.9, the waiver must be in writing, signed by the director entitled to the notice, and be delivered to the corporation, although such delivery will not be a condition of the effectiveness of the waiver. A director's attendance at or participation in a meeting waives any required notice to that director of the meeting unless at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and after objecting, the director does not vote for or assent to action taken at the meeting; or if special notice was required of a particular purpose under the Act or herein, the director objects to transacting business with respect to the purpose

for which the special notice was required, and after objecting, the director does not vote for or assent to action taken at the meeting with respect to the purpose.

Section 3.10 Quorum and Voting.

(a) Unless a greater or lesser number is required by these bylaws, a quorum of a board of directors consists of a majority of the number of directors in office immediately before the meeting begins.

(b) If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the board of directors unless the vote of a greater number of directors is required by the Act or herein. For purposes of determining a quorum with respect to a particular proposal, and for purposes of casting a vote for or against a particular proposal, a director may be considered to be present at a meeting and to vote if the director has granted a signed written proxy to another director who is present at the meeting and authorizing the other director to cast the vote that is directed to be cast by the written proxy with respect to the particular proposal that is described with reasonable specificity in the proxy. Except as provided in this Section 3.10 and as permitted by Section 16-6a-813 of the Act, directors may not vote or otherwise act by proxy. Except as otherwise provided herein, a director may grant a proxy to a person who is not a director if permitted by the bylaws.

(c) A director who is present at a meeting of the board of directors when corporate action is taken is considered to have assented to all action taken at the meeting unless the director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting business at the meeting, and after objecting, the director does not vote for or assent to any action taken at the meeting, the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or the director causes written notice of the director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before adjournment of the meeting or the corporation promptly after adjournment of the meeting. The right of dissent or abstention as to a specific action is not available to a director who votes in favor of the action taken.

Section 3.11 Committees of the Board. Subject to Section 16-6a-906 of the Act, the board of directors may create one or more committees of the board and appoint one or more directors to serve on such committees. The creation of a committee of the board and appointment of directors to it must be approved by the greater of a majority of all the directors in office when the action is taken or the number of directors required by the bylaws to take action under Section 16-6a-816 of the Act. A committee of the board and the members of the committee are subject to Sections 3.6 through 3.10. Nothing in this Section 3.11 prohibits or restricts the corporation from establishing in its bylaws or by action of the board of directors or otherwise one or more committees, advisory boards, auxiliaries, or other bodies of any kind having the members and rules of procedure as the bylaws or board of directors may provide, established to provide the advice, service, and assistance to the corporation as may be specified herein the bylaws or by the board of directors, and established to carry out the duties and responsibilities for the corporation as set forth herein or by the board of directors.

Notwithstanding the preceding sentence, if any committee or other body established under has one or more members who are entitled to vote on committee matters and who are not then also directors, the committee or other body may not exercise any power or authority reserved to the board of directors in the Act or these bylaws.

Section 3.12 Compensation. Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting the business of the nonprofit corporation. The Board shall comply with Section 509(a) of the Internal Revenue Code so as to prevent the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 3.13 Emergency Powers.

(a) In anticipation of or during an emergency defined in this Section 3.13, the board of directors may modify lines of succession to accommodate the incapacity of any director, officer, employee, or agent; adopt bylaws to be effective only in an emergency; and relocate the principal office, designate an alternative principal office or regional office, authorize officers to relocate or designate an alternative principal office or regional office.

(b) During an emergency as defined this Section 3.13, unless emergency bylaws provide otherwise, notice of a meeting of the board of directors need be given only to those directors whom it is practicable to reach, and to the general public, and may be given in any practicable manner, including by publication or radio; and the officers of the corporation present at a meeting of the board of directors may be considered to be directors for the meeting, in order of rank and within the same rank in order of seniority, as necessary to achieve a quorum.

(c) Corporate action taken in good faith during an emergency under this Section 3.13 to further the ordinary business affairs of the corporation binds the corporation and may not be the basis for the imposition of liability on any director, officer, employee, or agent of the corporation on the ground that the action was not an authorized corporate action.

(d) An emergency exists for purposes of this section if a quorum of the directors cannot readily be obtained because of a catastrophic event.

ARTICLE IV: OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The elected officers of the corporation shall be a chair, vice chair, secretary and treasurer. The board of directors may also elect or appoint such other officers as it may consider necessary. One person may hold more than one office at a time.

Section 4.2 Election and Term of Office. The elected officers of the corporation will be elected by the board of directors at each regular annual meeting. If the election of officers is not held at such meeting, such election will be held as soon as convenient thereafter. Each officer's term in one year. Officers may serve multiple and successive terms.

Section 4.3 Compensation. Officers shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting the business of the nonprofit corporation. The Board shall comply with Section 509(a) of the Internal Revenue Code so as to prevent the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 4.4 Resignation and Removal.

(a) The board of directors may remove any officer at any time with or without cause by a majority vote.

(b) An officer may resign at any time by giving written notice of resignation to the corporation. A resignation of an officer is effective when the notice is received by the corporation unless the notice specifies a later effective date. If a resignation is made effective at a later date, the board of directors may permit the officer to remain in office until the effective date and fill the pending vacancy before the effective date if the successor does not take office until the effective date, or remove the officer at any time before the effective date and fill the vacancy created by the removal.

(c) An officer who resigns, is removed, or whose appointment has expired may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect pursuant to Section 16-6a-1608 of the Act.

Section 4.5 Contract Rights with Respect to Officers. The appointment of an officer does not itself create any contractual right between the officer and the corporation. An officer's removal does not affect the officer's contractual rights, if any, with the corporation. An officer's resignation does not affect the corporation's contractual rights, if any, with the officer.

Section 4.6 Authority and Duties of Officers. The officers of the corporation will have the authority and will exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the board of directors or these bylaws, except that in any event each officer will exercise such powers and perform such duties as may be required by law, including without limitation the duties according to the standards of conduct for officers set forth in Section 16-61-822 of the Act.

(a) 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. Specifically:

(i) As the senior volunteer leader of Generacion Floreciente, presides at all meetings of the Board of Directors and other meetings as required.

(ii) Works with the Executive Director and other board officers to develop the agendas for Board of Directors meetings.

(iii) 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.

(iv) In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.

(v) 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.

(vi) 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.

(vii) 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.

(b) 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. Specifically:

(i) The Vice Chair is the secondary volunteer leader of the Charter School and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair

(ii) Supports the activities of the Chair including sharing responsibilities as appropriate.

(iii) Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.

(c) Secretary. Reports to the Chair and Board of Directors. Specific responsibilities:

(i) 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 Directors 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.

(ii) Present for approval by the Board copies of all minutes of meetings of the board.

(iii) In general, 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.

(d) Treasurer. Reports to the Chair and the Board of Directors. Supports the CEO and business management personnel. Specific responsibilities:

(i) Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities. Works in concert with business management personnel.

(ii) Provides direction for the oversight of the school's record keeping and accounting policies.

(iii) Ensures the presentation of timely and meaningful financial reports to the board.

(iv) Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.

(v) Oversees development and board review of financial policies and procedures.

(vi) Presents the recommendation of the auditor to the Board for their approval. Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.

(vii) 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.

ARTICLE V: INDEMNIFICATION

Section 5.1 Authority to Indemnify Directors. Except as otherwise provided in this Section 5.1, the corporation may indemnify an individual made a party to a proceeding because the individual is or was a director, against liability incurred in the proceeding if the individual's conduct was in good faith, the individual reasonably believed that the individual's conduct was in, or not opposed to, the corporation's best interests, and in the case of any criminal proceeding, the individual had no reasonable cause to believe the individual's conduct was unlawful. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director did not meet the standard of conduct described in this Section 5.1. The corporation may not indemnify a director in connection with a proceeding by or in the right of the corporation in which the director was adjudged liable to the corporation, or in connection with any other proceeding charging that the director derived an improper personal benefit, whether or not involving action in the director's official capacity, in which proceeding the director was adjudged liable on the basis that the director derived an improper personal benefit. Indemnification permitted under this Section 5.1 in connection with a proceeding by or in the right of the corporation is limited to reasonable expenses incurred in connection with the proceeding.

Section 5.2 Mandatory Indemnification of Directors. The corporation will indemnify a director described in this Section 5.2 against reasonable expenses incurred by the director in connection with the proceeding or claim with respect to which the director has been successful. This Section 5.2 applies to a director who was successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because the director is or was a director of the corporation, or any claim, issue, or matter in the proceeding, to which the director was a party because the director is or was a director of the corporation.

Section 5.3 Advance of Expenses for Directors. The corporation may pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if the director furnishes the corporation a written affirmation of the director's good faith belief that the director has met the applicable standard of conduct described in Section 5.1, the director furnishes the corporation a written undertaking, executed personally or on the director's behalf, to repay the advance, if it is ultimately determined that the director did not meet the standard of conduct, and a determination is made that the facts then known to those making the determination would not preclude indemnification under Section 5.1. The undertaking required by this Section 5.3 will be an unlimited general obligation of the director, need not be secured, and may be accepted without reference to financial ability to make repayment. Determinations and authorizations of payments under this Section 5.3 will be made in the manner specified in Section 5.4.

Section 5.4 Determination and Authorization of Indemnification of Directors. The corporation may not indemnify a director under Section 5.1 unless authorized in the specific case after a determination has been made that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in Section 5.1. The corporation may not advance expenses to a director under Section 5.3 unless authorized in the specific case after the written affirmation and undertaking required by Section 5.3 are received and the determination required by this Section 5.4 has been made.

(a) The determinations required by this Section 5.4 will be made by the board of directors by a majority vote of those present at a meeting at which a quorum is present if only those directors not parties to the proceeding are counted in satisfying the quorum, if a quorum cannot be obtained under this Section 5.4, by a majority vote of a committee of the board of directors designated by the board of directors and consisting of two or more directors not parties to the proceeding, or by persons listed in Subsection (b). The directors who are parties to the proceeding may participate in the designation of directors for the committee described in this Subsection (a).

(b) The determination required to be made by Subsection (1) will be made by a person described in this Subsection (b) if a quorum cannot be obtained in accordance with Subsection (a) and a committee cannot be established under Subsection (a), or even if a quorum is obtained or a committee is designated, a majority of the directors constituting the quorum or committee directs. If a condition described in Subsection (a) is met, the determination required to be made this Section 5.4 will be made:

(i) by independent legal counsel selected by a vote of the board of directors or the committee in the manner specified in Subsection (a), or if a quorum of the full board cannot be obtained and a committee cannot be established, by independent legal counsel selected by a majority vote of the full board of directors; or

(ii) by the voting members, but a voting member may not vote on the determination if the voting member is a director and at the time seeking indemnification.

(c) An authorization of indemnification and advance of expenses will be made in the same manner as the determination that indemnification or advance of expenses is permissible; provided, however that if the determination that indemnification or advance of expenses is permissible is made by independent legal counsel, authorization of indemnification and advance of expenses will be made by the body that selected the independent legal counsel.

Section 5.5 Indemnification of Officers, Employees, Fiduciaries and Agents. To the same extent as a director, an officer of the corporation is entitled to mandatory indemnification under Section 5.2. The corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent of the corporation to the same extent as to a director, and the corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent who is not a director to a greater extent if provided for herein, by a general or specific action of its board of directors; or by contract.

Section 5.6 Insurance. The corporation may purchase and maintain liability insurance on behalf of a person who is or was a director, officer, employee, fiduciary, or agent of the corporation, or while serving as a director, officer, employee, fiduciary, or agent of the corporation at the request of the corporation, is or was serving as a director, officer, partner, trustee, employee, fiduciary, or agent of another foreign or domestic nonprofit corporation, other person, or an employee benefit plan; and against liability asserted against or incurred by the person in that capacity or arising from the person's status as a director, officer, employee, fiduciary, or agent, whether or not the corporation would have power to indemnify the person against the same liability under this Article 5. Insurance may be procured from any insurance company designated by the board of directors, whether the insurance company is formed under the laws of this state or any other jurisdiction of the United States or elsewhere, including any insurance company in which the corporation has an equity or any other interest through stock ownership or otherwise.

Section 5.7 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the corporation will neither indemnify any person nor purchase any insurance in any manner or to any extent that would violate the Act or jeopardize or be inconsistent with qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code or would result in liability under section 4941 of the Internal Revenue Code.

ARTICLE VI: LIMITATION ON LIABILITY

No director or officer of this corporation will be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of such person's duties as a director or officer, unless the acts or omissions are the result of such person's intentional misconduct.

ARTICLE VII: MISCELLANEOUS

Section 7.1 Account Books, Minutes, Etc. The corporation will keep correct and complete books and records of account and will also keep minutes of the proceedings of its board of directors and committees. All books and records of the corporation may be inspected by any director or such director's authorized agent or attorney, for any proper purpose at any reasonable time.

Section 7.2 Fiscal Year. The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year, subject to change by the board of directors.

Section 7.3 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the board of directors, and such authorized persons will have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation will be authorized only in the manner prescribed by applicable statute.

Section 7.4 Designated Contributions. The corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the articles of incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation reserves all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the corporation will acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purposes.

Section 7.5 Conflicts of Interest. As used in this Section 7.5, "conflicting interest transaction" means a contract, transaction, or other financial relationship between the corporation and a director or officer of the corporation, a party related to a director or officer, or an entity in which a director or officer of the corporation is a director or officer or has a financial interest. The corporation may not enter into a conflicting interest transaction unless the material facts as to the director or officer's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the directors entitled to vote on the conflicting interest transaction and the conflicting interest transaction is specifically authorized, approved, or ratified in good faith by a vote of the directors entitled to vote thereon, or the conflicting interest transaction is fair as to the corporation. A director with a conflicting interest shall recuse themselves from both the

vote on and the discussion of the conflicting interest transaction. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the board of directors or of a committee that authorizes, approves, or ratifies the conflicting interest transaction.

Section 7.6 Loans to Directors and Officers Prohibited. No loans will be made by the corporation to any of its directors or officers.

Section 7.7 References to Internal Revenue Code and the Act. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and will include the corresponding provisions of any subsequent federal tax laws. All references in these bylaws to the Act are to the Utah Revised Nonprofit Corporation Act, as amended, and will include the corresponding provisions of any subsequent revisions or provisions of the Act.

Section 7.8 Amendments. The board of directors may alter, amend or repeal these bylaws and adopt new bylaws at any time. Action by the board of directors to adopt or amend bylaws that change the quorum or voting requirement for the board of directors must meet the greater of the quorum and voting requirement for taking the action then in effect or proposed to be adopted.

Section 7.9 Severability. The invalidity of any provision of these bylaws will not affect the other provisions hereof, and in such event these bylaws will be construed in all respects as if such invalid provision were omitted.

Section 7.10 Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose of any amount.

Section 7.11 Checks and Notes. Except as otherwise specifically provided by board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, other directors and the school Director as designated by the board.

(END)

BYLAWS CERTIFICATE

The undersigned certifies that he or she is the Chair of Generacion Floreciente, a Utah nonprofit corporation, and that, as such, he or she is authorized to execute this certificate on behalf of said corporation, and further certifies that attached hereto is a complete and correct copy of the presently effective bylaws of said corporation.

Dated: 3-15, 2011.

Barbara Longjoy, Chair

Esperanza Elementary
GOALS: INDICATORS/MEASURES/METRICS/TARGETS

SECTION 3: MISSION-SPECIFIC GOALS

| <i>Indicator - Biliteracy (Spanish and English)</i> | | |
|--|---|--|
| Measure | Metric | Target |
| Spanish Language Literacy | Percent of 6 th grade Esperanza graduates—both English dominant and Spanish dominant—score “fluent/competent” (oral, reading, writing) on the IPT Spanish Proficiency Test by Ballard & Tighe. | 90% |
| Spanish Language Literacy | Eighty percent of Esperanza students—both Spanish dominant and English dominant—are on grade level as measured by the EDL (Evaluacion del Desarrollo de la Lectura), the Spanish version of the DRA by the end of 3rd grade. | 80% |
| Spanish Language Literacy | Percentage of original* Esperanza students—both English dominant and Spanish dominant—score on grade level in reading, math, and science on the APRENDA (similar to the English Standard Achievement Test) when it is administered in 2 nd , 4 th , and 6 th grades. <i>*original students are those that began at Esperanza in Kindergarten or the 1st grade</i> | 60% of 2nd graders 75% of 4th graders 85% of 6th graders |
| Spanish Language Literacy | By the end of 1 st grade, percent of both dominant English speakers and dominant Spanish speakers score the following on the Spanish IDEL (Indicadores Dinámicos del Éxito en la Lectura) that will be administered 3x times during the year: ➤ Fluidez en Nombrar Letras (FNL): low risk (#1 assessment) ➤ Fluidez en la Segmentación de Fonemas (FSF): established (#3 assessment) | 92% |

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> ➤ Fluidez en las Palabras sin Sentido (FPS): established (#3 assessment) ➤ Fluidez en la Lectura Oral (FLO): low risk (#3 assessment) | |
| English Language Literacy | Percent of Esperanza students who have been identified as English Language Learners and have been at Esperanza since K or 1 st grade score “Level 5 Bridging” on Listening, Speaking, Reading and Writing, along with Comprehension on the UALPA (Utah Academic Language Proficiency Assessment) by the end of 4 th grade. | 92% |
| English Language Literacy | Percent of Esperanza students—both Spanish dominant and English dominant—are on grade level as measured by the DRA (Developmental Reading Assessment) by the end of 4th grade. | 85% |
| English Language Literacy | <p>By the end of 1st grade, percentage of students score the following on the English DIBELS assessment that will be administered 3x during the year:</p> <ul style="list-style-type: none"> ➤ Letter naming fluency: some risk or low risk (#1 assessment) ➤ Phoneme segmentation fluency: emerging or established (#3 assessment) ➤ Nonsense word fluency: emerging or established (#3 assessment) ➤ Oral reading fluency: some risk or low risk (#3 assessment) | <p>25% of dominant Spanish speakers</p> <p>75% of dominant English speakers</p> |
| NOTE: Formative and Summative assessments are administered in compliance with Utah State Office of Education requirements within each school year along with on-going curriculum based measurement (CBM) and assessment (CBA) throughout the year and are shared with students and their parents to set goals to achieve the above biliteracy objectives. | | |

Indicator - Skills for a Global Community

| Measure | Metric | Target |
|---------|--------|--------|
|---------|--------|--------|

Character Building -- Trail to Excellence Documents

Each school year each Esperanza student completes a "Trail to Excellence" document and collects artifacts in a basic student authentic assessment portfolio concerning the setting of two goals to be achieved for each of the following nine character traits:

➤ **Responsibility:** Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

➤ **Perseverance:** Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.

➤ **Caring:** Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

➤ **Self-discipline:** Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.

➤ **Citizenship/ Patriotism:** Being law abiding and involved in service to school, community and country. A love for and loyalty to one's country.

➤ **Honesty/Integrity:** Being law abiding and involved in service to school, community and country. A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

➤ **Courage:** Doing the right thing in face of difficulty and following your conscience instead of the crowd.

Each student completes an authentic assessment portfolio concerning the setting of two goals for each of nine character traits

ESPERANZA ELEMENTARY CHARTER SCHOOL

| | | |
|---|---|---|
| | <p>➤ Fairness/Respect: Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society. Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.</p> <p>➤ Leadership:</p> | |
| Service Learning/ Social Action | Esperanza student participation rates each year in a class service learning/social action project and a personal service project. | Annually, each student participates in one class project and one personal project |
| Civics | At each grade, the percentage of students passing a civics assessment based on a civics curriculum designed by Esperanza. | 85% |
| Knowledge | Percentage of Esperanza students—both English dominant and Spanish dominant—score on grade level in reading, math, and science on the English Standard Achievement Test when it is administered in 6th grade. | 80% |
| NOTE: Formative and Summative assessments are administered in compliance with Utah State Office of Education requirements within each school year along with on-going curriculum based measurement (CBM) and assessment (CBA) throughout the year and are shared with students and their parents to set goals to achieve the above biliteracy objectives. | | |

SECTION 3: COMMUNITY ENGAGEMENT

| <i>Indicator - School community engagement</i> | | |
|--|--|--------|
| Measure | Metric | Target |
| School community education/engagement rate | Percentage of stakeholders who attend education sessions about Esperanza's four foundation pillars – Invitational Education, Quality School, Best Teaching/Learning Practices, Community Learning School – before and during the 2013-14 school year through orientations, parent meetings, student meetings, and professional development | 100% |

SECTION 3: STUDENT ENGAGEMENT

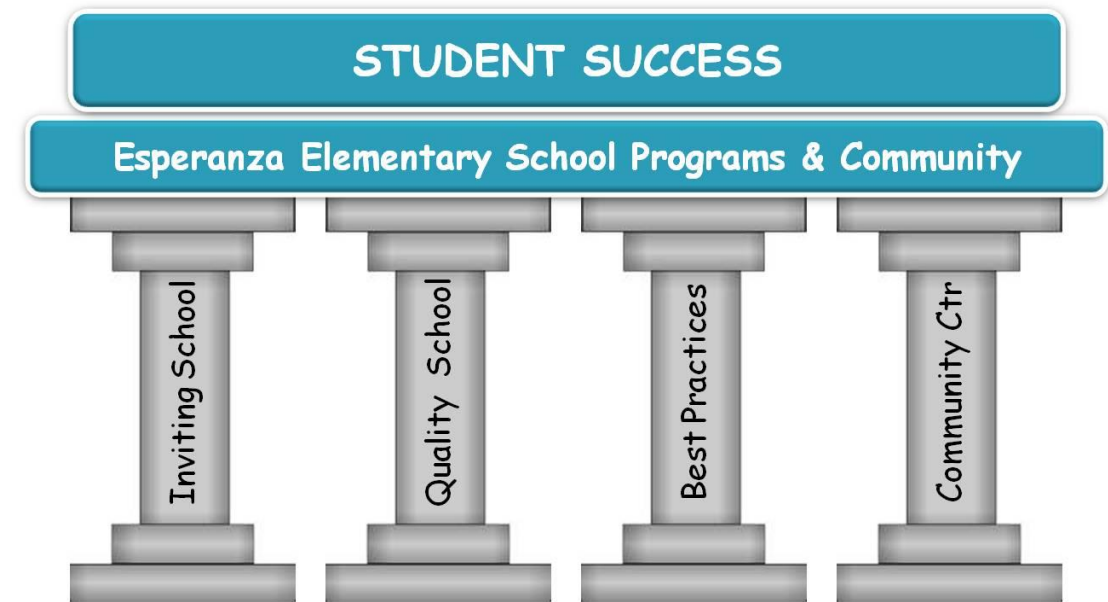
| <i>Indicator - Student engagement</i> | | |
|---------------------------------------|---|--------|
| Measure | Metric | Target |
| Student attendance rate | Percentage of student attendance for target number of days (167 days) the 2013-14 school year | 93% |
| Within year reenrollment rate | Percentage of students continuously enrolled throughout the 2013-14 school year | 87% |
| Year-to-year reenrollment rate | Percentage of students reenrolling for the 2014-15 school year | 80% |

SECTION 3 and 12: FOUR PILLARS OF ESPERANZA'S EDUCATIONAL PROGRAMS

| <i>Indicator - Achievement in the four pillar areas of Esperanza's educational program</i> | | |
|--|--|---|
| Measure | Metric | Target |
| Pillar #1: Invitational Education | Esperanza earns the IAIE (International Alliance for Invitational Education) Inviting School Award | Award attained by the Spring of 2015 |
| Piillar #2: Quality School | Esperanza qualifies for and is recognized as a Quality School by the Glasser Institute | Qualifies for and is recognized as a Quality School by Spring of 2015 |
| Pillar #3: Best teaching and learning practices | Percentage of educators identified, recruited, trained and retained as Martin Haberman "STAR teachers" | 100% |
| Pillar #3: Best teaching and learning practices | Number of teaching/learning-practice trainings held for staff each school year | 11 trainings annually |
| Pillar #3: Best teaching and learning practices | Esperanza utilizes a mentor program using cognitive coaching and teacher action research | Mentor program established prior to December 31, 2013 |
| Pillar #3: Best teaching and learning practices | Percentage of teacher evaluations based on Esperanza's mentor program (cognitive coaching and teacher action research) | 100% |

ESPERANZA ELEMENTARY CHARTER SCHOOL

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|--------------------------------------|--|---|
| Pillar #4: Community Learning Center | Develop a five-year strategic plan in conjunction with the Esperanza administration and other Esperanza stakeholders to address the primary focuses of a Community Learning Center: strong instructional program, expanded learning opportunities, comprehensive support services, and removal of barriers to learning and development | A person is engaged by July 2013 to lead the development of the CLC five-year plan ----- ----- Five-year CLC plan completed by the end of the 2013-14 school year |
| Pillar #4: Community Learning Center | Formal partnerships are created with appropriate entities essential to establishment and operation of the community learning center | Partnerships established with United Way of Salt Lake and the Salt Lake Community Action Program, and others as identified |



SECTION 7: FINANCE

| <i>Indicator - Financial performance & sustainability</i> | | |
|--|--|--|
| Measure | Metric | Target |
| Current ratio | Current Assets /Current Liabilities | > 1.15 |
| Debt ratio | Total Liabilities /Total Assets | < 0.09 |
| Occupancy costs | Facility Costs /Total Operating Revenues | < 22% |
| Current assets to total annual operating expenses | Current Assets /(Total Annual Operating Expenses / 365) | > 30 - 60 days cash on hand |
| Adherence to budget | (Budgeted expenditure - Actual expenditure) / Budgeted expenditure | Overall budget to actual expenditures withing 5% of budget |

SECTION 10: GOVERNANCE

| <i>Indicator - Board performance and stewardship</i> | | |
|---|---|----------------|
| Measure | Metric | Target |
| Board member development | Percentage of board members passing all available training modules available on State Charter School Board website within their first year on the board | 100% |
| Board composition | Percentage of completion of strategic board development member-composition plan that ensures expertise in identified areas, by the end of the planning year and continuously | 100% complete |
| Regulatory and reporting compliance | Percentage of all required reports that are complete, accurate, and on time annually | 100% |
| Regulatory and reporting compliance | Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper agreement from chartering entity, continuously | 100% agreement |

SECTION 12: STUDENT ACHIEVEMENT

| <i>Indicator - Student achievement levels</i> | | |
|--|---|--------|
| Measure | Metric | Target |
| Proficiency levels on state assessments by subject | Percentage of students scoring at proficiency on CRTs in subjects (language arts, Math, language) for the 2013-14 school year | 75% |
| Proficiency levels on reading | Proficiency score on DIEBELS Next (3rd grade) for the 2013-14 school year | 81% |
| Proficiency levels on math | Percentage of students scoring minimum math proficiency (6th grade) for the 2013-14 school year | 72% |
| Progress score on UPASS | Attainment of minimum status composite score (school wide) on UPASS for the 2013-14 school year | 200 |

Alternative Graphical Representation
of
Esperanza's Comprehensive Educational Program

Esperanza Elementary
COMPREHENSIVE PROGRAM OF INSTRUCTION

