



Utah State Charter School Board

New Charter School Application

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042
(801) 538-7720
UtahSCSB.org

Introduction

The vision of the Utah State Charter School Board (SCSB) is that “every student has access to an excellent education that meets their unique learning needs.” The SCSB is seeking new charter schools which will assist in the achievement of this vision.

Only applicants selected through the proposal round are invited to submit an application.

It is important for applicants to understand the requirements of public schools in general and the requirements of applying for and operating a charter school specifically. Utah code outlines these requirements which must be adhered to, unless explicitly exempted. In addition, the Utah Charter Schools Act, a part of code unique to charter schools is contained in [53G-5](#) and [53F-2-7](#) of the Utah Code. The complete Utah Code is available at www.le.utah.gov.

Additionally, State Board of Education Administrative Rules that govern public education apply to charter schools as well. State Rules on Public Education can be found on the USBE website at <https://schools.utah.gov/policy/administrativerules/overview>.

Through charter schools, we expect to provide families with educational options of many different models but with one thing in common: quality education. Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the application;
- Demonstrated understanding of the population the school is likely to serve;
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

The State Charter School Board has been tasked with identifying those applicant groups which demonstrate the highest probability of success as a public school. The application process allows the SCSB to determine if the applicant’s plan warrants access to public education funding.

Timeframe

Process Stage	Deadlines for 2021-22
Final, Complete Application Due	
Final application submission consists of one (1) electronic document of a <u>complete</u> application to the State Charter School Board office <u>and</u> district(s) office in which the school will be located. Incomplete and/or late applications will not be considered. Submission to the district(s) of residence will be verified by State Charter School Board staff. External reviewers read applications and score them according to the evaluation criteria. Based on the scores, reviewers provide recommendations to the State Charter School Board for consideration at its January meeting.	Must be received no later than 5:00 pm on Friday, November 5, 2021.
Governing Board Presentations to the SCSB	
The entire board must attend the presentation to the State Charter School Board at the assigned time. Applicants should be prepared to answer questions regarding the application. The State Charter School Board will rank applications and send authorizations to the Utah State Board of Education for approval.	January 2022 meeting. January 12 or 13, 2022

Application Instructions

All information presented in the application package, if approved, will be used to complete the charter contract and may be used for accountability purposes throughout the term of the charter.

1. Prepare your application package using the template, attachments/forms, and submission process approved by the SCSB. This template is designed to be filled out and submitted **electronically**.
2. Complete the entire application package. Incomplete applications will be returned to the applicant. Extraneous attachments will be removed and not submitted to the application reviewers or the State Charter School Board.
3. Submit the application package electronically to Marie.Steffensen@schools.utah.gov and Jenna.Magnetti@schools.utah.gov. It is the responsibility of the applicant to ensure receipt.
4. As required by 53G-5-304(1)(a), provide a copy of the application to the school district in which the proposed charter school shall be located either before or at the same time as filing the application with the State Charter School Board.

Formatting Requirements:

General

- Times New Roman at 12 point.
- Single spacing with 1” margins.
- Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.
- Document header on each page must include the school name.
- Delete all instruction pages and instructions/evaluation criteria from each section
- Text of the application is limited to 100 pages. Anything beyond this will not be considered. (Excluded from the 100-page limit: cover page, table of contents, required information, appendices, and budget worksheets).

Electronic Submission

- Submit a single PDF file.
- Use the school’s name as the filename.

The State Charter School Board staff may provide technical assistance to the applicant upon request.

Application Sequence

1. Cover page with proposed charter school name.
2. Table of Contents
3. Required information.
4. Body of the application (Sections 1 – 8, as applicable).
 - Section 1: Executive Summary
 - Section 2: Charter Agreement Exhibit A: School Specific Elements
 - Section 3: Program of Instruction
 - Section 4: Market Analysis
 - Section 5: Governance
 - Section 6: Staffing
 - Section 7: Business Plan
 - Section 8: Contracts
5. Appendix A: Background Information Sheets for each governing board member.
6. Appendix B: Articles of Incorporation.
7. Appendix C: Governing Board Bylaws.
8. Appendix D: Minutes from governing board meetings.
9. Appendix E: List of Administrative Rules and their titles from which the charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome.

NOTE: Schools cannot request waivers from federal or state law.
10. Appendix F: Executed contract(s) or MOUs with virtual provider, ESP, or school designer, as applicable.
11. Appendix G: Start Up Grant application.
12. Appendix H: Only applicable for a public school converting to charter status. Contact SCSB staff if this is a conversion to determine if this section is required.

Final Checklist

- Have you checked for grammatical errors and spelling mistakes?
- Have you stated things concisely and without redundancy?
- Have you followed the instructions and targeted the evaluation criteria as outlined in the application?
- Have people not involved in writing the application been used to make sure that the document is clear and understandable?
- Have you used section titles, bullets, and headings to help the reviewers follow the main sections of your application?
- Have you added the school name to the document header?
- Have you used a 12 point Times New Roman font in your document?
- Have you refrained from including the application instructions, pages 1-5, and in each section?
- Have you refrained from using attachments unless requested in the application or receiving written permission?
- Does the cover page contain the proposed charter school name?
- Does the Table of Contents page immediately follow the cover page?
- Does the Required Information page immediately follow the Table of Contents?
- Does the body of the application immediately follow the Required Information?
- Have you attached the required budget templates in the budget section of section 7 (Microsoft Excel)?
- Have you completed the attached the background information sheets (Appendix A)?
- Have you attached the Articles of Incorporation, Bylaws, and approved minutes from governing board meetings as appendices B, C, and D, respectively?
- Have you cited and justified the need for any waivers you requested as Appendix E?
- Have you included MOUs/contracts with any virtual providers, other ESPs, or developers as Appendix F?
- Have you prepared an electronic copy to be emailed to Marie.Steffensen@schools.utah.gov and Jenna.Magnetti@schools.utah.gov
- Have you submitted a copy to the district office?
- When saving to pdf format, did you ensure all pictures, tables, and formatting translated well?

Table of Contents Instructions

The Table of Contents should provide a link to the appropriate section of the application in addition to providing the page number.

Required Information Instructions

Applicant Instructions

The required information sheet must immediately follow the Table of Contents. Complete all the required fields.

Notes for Each Item:

1. The name of the proposed charter school is how the school will be known and listed.
2. The name of the applicant should be a Utah non-profit.
3. The authorized agent is authorized to be the primary point of contact for this application. This is who State Charter School Board staff will contact regarding the application.
- 4-6. This should be the best contact information for the authorized agent. Provide a complete mailing address for the authorized agent, not just the street address.
- 7-8. This is the city and district in which the school intends to locate.

Governance Structure. The board members listed here should each have a Background Information Sheet in Appendix A. Signatures of the charter school application contacts must be included.

9. The year is the school year. For example, 2019-20.
10. Enter grades served and check with the resident district of typical grade configurations and mark if your requested grade range matches.
11. Request enrollment for only the first three years of operation. Additional enrollments may be requested for beyond year three via amendment to the charter agreement after demonstrating success and meeting performance standards.
12. If you are seeking special treatment under 53G-5-301 you must demonstrate that you meet the criteria listed in that statute in the Executive Summary in the Application.
13. If you are seeking special treatment under 53G-6-504 you must demonstrate that you meet the criteria listed in that statute in the Executive Summary in the Application.
14. Board Rules may be found at <https://schools.utah.gov/policy/administrativerules/overview>
Typically, schools are not granted waivers without strong reason.

Evaluation Criteria

All fields must be complete and match the rest of the application.

Charter School Information

1. Name of Proposed Charter School: Click here to enter text.
2. Name of Applicant: Click here to enter text.
3. Authorized Agent: Click here to enter text.
4. Mailing Address: Click here to enter text.
5. Phone Number: Click here to enter text.
6. Email Address: Click here to enter text.
7. New School Location and Location’s School District(s): Click or tap here to enter text.
8. Date & To Whom Submitted at the District Office: Click here to enter text.

Governance Structure

In this section you will be providing information regarding the governance structure. The governing body of a charter school is responsible for the policy decisions of the school

Below, list the names and positions of all Board Members (officers, members, directors) of the school, and their positions. Also list any other charters in which they have been involved. Add rows as necessary.

Name	Position	Area of Expertise	Any and All Charter Affiliations
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Signature:			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Signature:			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Signature:			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Signature:			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Signature:			

Enrollment

9. Year School will start: Click or tap here to enter text.
10. Grades Served: Click here to enter text.
11. Does the proposed grade configuration match the resident district grade configuration?
 Yes No

11.	Grades and Specific Number of Students Served by Grade													Max Enrollment	
	Year 1	K	1	2	3	4	5	6	7	8	9	10	11		12
SY 21															
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12		
SY 22															
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12		
SY 23															

Waivers

12. Is this proposal seeking special treatment under UCA §53G-5-301?

Yes No

13. Is this proposal seeking priority consideration under UCA §53G-6-504?

Yes No

14. List any waiver requests here (i.e., Rule numbers and titles). [Click here to enter text.](#)

A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. Complete Appendix E if requesting any waiver.

Signatures

Signatures
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent Click here to enter text.
Signature of Authorized Agent

1. Executive Summary

Typically, in business documents, executive summaries are written for executives who most likely do not have time to read the entire report. Its point is to summarize a longer report (or in this case, application) and should be able to stand on its own if someone does not read the entire application.

Applicant Instructions

Highlight key points of the application. State the school’s mission and briefly present your overall vision for how the school will operate. Describe the school’s overarching educational philosophy and the culture or ethos. Describe how this board originated and why it chose to propose *this* school. Explain how this school will promote the State Charter School Board’s mission and vision. This section should be a brief overview of what you propose for your school, but be inclusive enough to cover the main points of your application. Be concise and refrain from using jargon.

Evaluation Criteria

A response that meets standard will:

- Present a compelling 1 – 2 sentence mission statement that defines the purpose(s) of the school. The mission should be clear and focused.
- Present a convincing and appropriate vision of what the school will look like if it is achieving its mission.
- Briefly describe the main points about the school, including but not limited to the school’s location, anticipated population, and educational foundation.
- Explain how this board originated.
- Provide a compelling rationale for why the board chose to propose this school.
- Provide a compelling argument for why this school should be approved, including how this school will advance the State Charter School Board’s mission and vision.

NOTE: If applying for consideration under [53G-5-301](#), Applicant must also demonstrate how it meets and employs new and creative methods to meet the unique learning styles and needs of students.

2. Charter Agreement: Exhibit A

All approved charter schools will sign a charter agreement that is a contract between them and their authorizer. This agreement will not include every detail expressed in a charter application. It will instead, include the items listed in this Exhibit A, which is to be representative of what is expressed in the rest of the application.

The Utah Charter Schools Act, legislated in 1998, is part of the state’s strategic planning act for educational excellence. The purposes of Utah’s charter schools, as a whole, are to:

- continue to improve student learning;
- encourage the use of different and innovative teaching methods;
- create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- increase choice of learning opportunities for students;
- establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools;
- provide opportunities for parental involvement in management decisions at the school; and
- increase school choice in area where a high proportion of schools are identified as Title I priority or focus schools or have received a school grade of F.

Applicant Instructions

Identify which purpose/purposes your school meets. Justify your selection(s).

List the school’s key elements. The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They will be included in the State Charter School Board annual reviews as assurances and shall be included in the School Accountability Measures.

Identify which enrollment preferences will be provided, as permitted by [53G-6-502](#).

Using the table below, set four contractual goals: two mission specific goals, one relative academic performance goal, and one student academic gain/value add goal. A relative academic goal is a comparative goal. For example: ACT composite score relative to the national average. The Academic goal should address how the students will make academic gains because they attend this school.

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific					
Mission Specific					
Relative Academic Performance					
Student Academic Gain					

Evaluation Criteria

A response that meets standard will:

- Identify compelling justification for meeting one or more of the purpose(s) of the charter school as outlined in [53G-5-104](#). Applicant should only address the purpose(s) the school meets (at a minimum one).
- Listed key elements match the overall purposes and unique elements of this school idea.
- Identify the legally permitted enrollment preferences which the school will employ.
- Mission specific goals match the overall purposes and unique elements of this school idea.
- Academic goals are rigorous and demonstrate the board’s commitment to positive student outcomes.

NOTE: If applying for consideration under [53G-5-301](#), Applicant must also demonstrate how it meets and employs new and creative methods to meet the unique learning styles and needs of students. The Utah State Board of Education must request funding and student enrollment (from the Utah Legislature) for schools approved under this statute separately from other charter schools.

3. Program of Instruction

Applicant Instructions

Provide a description of a complete and coherent educational program that includes sample curriculum choices and methods of instruction. Discuss the philosophical approach to instruction and provide a description of how the Utah Core Standards will be taught and assessed in the school. Cite research and/or evidence to support your educational program.

3A. Method of Instruction

Provide a description of the proposed method of instruction to be used by the school and a method for assessing whether students are reaching academic goals, including, at a minimum, administering the statewide assessments described in Section [53E-4-301](#).

3B. Curriculum

State if the charter school intends to use curriculum that has already been developed or if the charter school intends to develop its own curriculum. (NOTE: This will determine if you use evaluation criteria A or B for this section.)

- We intend to use curriculum that has already been developed. *Use evaluation criteria A.*
- We intend to develop curriculum. *Use evaluation criteria B.*

For curriculum that has already been developed, identify the curriculum or types of curriculum that the school may use or consider, and how the school will select the curriculum.

If the school intends to develop curriculum, discuss how this will be accomplished.

For either path, discuss how the curriculum fits into the overall mission and vision and structure of the school, as well as the strategies that will be relevant or necessary for successful implementation of the curriculum. Explain how this curriculum meets the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

3C. Select Programs

State if the school intends to offer any of the following programs. (NOTE: This will determine if you utilize evaluation criteria C, D, or E for this section.)

- Career education is a focus of the charter school. *Use evaluation criteria C.*
- We intend to offer distance and/or online education. *Use evaluation criteria D.*
- We intend to partner with a four-year college or university and offer early college options. *Use evaluation criteria E.*

Career Education, if applicable:

Provide the rationale for the program. Identify post-secondary and business partners. Describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.

Distance or Online Education, if applicable:

For the purpose of this proposal, distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are not in the same physical location. For the purpose of this proposal, online education is defined as courses accessed from a computer. Programs may be distance education, online education, or a combination of distance and online education.

Provide the rationale for the selected program(s). If containing a distance education component, describe how the charter school will determine and deliver its curriculum to students in a distance education setting, including who determines what students learn, who provides primary instruction to students, who assesses student growth and understanding, and how the effectiveness of the delivery will be evaluated. If containing an online program component, describe how the selected online educational program aligns with the school's mission whether it will be delivered in a full-virtual or blended-learning environment.

Four-Year College and/or University Affiliation

Identify and discuss any affiliation that the school intends to have with a four-year college or university, including a private college or university, or a community college. Address the specific purpose(s) of the affiliation. Describe your plans for developing the affiliation and any steps already taken. Include evidence that you are likely to be successful in establishing the proposed affiliation such as letters of support or other documentation of commitment from the college or university.

Evaluation Criteria

For all proposals, a response that meets the standard will:

- Identify the school’s philosophical approach to educating students and ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes.
- Provide a description of a complete and coherent educational program that includes curriculum and method of instruction.
- Present clear criteria for promotion from one level to the next, or graduation.
- Show that the method of instruction aligns with the school’s mission, vision, and overall educational priorities.
- Provide evidence or research to support that the method of instruction will lead to positive student outcomes for all students.
- Provide a method for assessing student outcomes, at a minimum administering the statewide assessments.
- Include a viable plan of how the school will provide for and ensure that the needs of special and educationally disadvantaged populations are met.

B. If the school intends to use curricula that have already been developed, a response that meets standard will:

- Identify the curricula or types of curricula the school plans to use and the criteria employed to select the curricula.
- Show the selected curricula is consistent with the school’s mission, vision, and educational program design.
- Provide evidence or research to show that the curriculum results in positive student outcomes.
- A viable plan of how the school will provide for and ensure that the needs of special populations are met.

C. If the school intends to develop core curricula following approval, a response that meets the standard will:

- Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Standards.
- Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development.
- Provide evidence or research to support that the developed curriculum will lead to positive student outcomes.
- A viable plan of how the school will provide for and ensure that the needs of special populations are met.

D. If the school intends to focus on career education, a response that meets the standard will:

- Present a compelling rationale consistent with business and industry needs and student interests.
 - Identify post-secondary and business partners.
 - Include a convincing plan for transitioning students to work, further training, or higher education.
 - A viable plan of how the school will provide for and ensure that the needs of special populations are met.
- E. If the school intends to offer blended, distance, and/or online education, a response that meets the standard will include:
- A solid rationale of why the school intends to offer blended, distance, and/or online education.
 - A viable plan for a technology platform to provide curriculum and deliver instruction.
 - An explanation of who provides the curriculum and describe the logistics of how it provided to students.
 - A description of how properly licensed and endorsed teachers will effectively deliver high standard instruction, assess academic progress, and communicate with students to provide assistance.
 - A description of how the school will ensure authenticity of student work and adequate proctoring of assessments, as well as the types and frequency of communication between the school and the students and the manner in which the school will communicate with parents.
 - A viable plan of how the school will provide for and ensure that the needs of special populations are met.
- F. If the school intends to affiliate with a four-year college or university and offer early college programs, a response that meets the standard will:
- Present a compelling rationale for college or university affiliation that is likely to further the school’s mission, vision, and educational program.
 - Identify higher education partners or present a convincing plan to affiliate with college or university.
 - A viable plan of how the school will provide for and ensure that the needs of special populations are met.

4. Market Analysis

The market analysis is an important part of the application. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for education in the community being served.

Applicant Instructions

Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited. Any letters of support should be included in this section.

Establish the need for the school and its educational program in the selected community. Describe target population of the school and explain in detail how the proposed mission, vision, program of instruction, performance measures, and services align with the educational needs of that population. Share the process the board has currently undergone in order to demonstrate outreach to the community. Finally, outline the plan for recruitment and enrollment of students. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities.

Evaluation Criteria

A response that meets standard will

- Identify the area in which the proposed charter school plans to locate.
- Describe the education landscape in the identified area, showing a solid understanding of the community and surrounding schools.
- Provide a convincing rationale behind selecting this area for the proposed charter school; show the proposed school's viability in the identified area.
- Provide the characteristics of the proposed charter school that sets it apart from others in target location.
- Describe the educational needs in the targeted area and show that the proposed charter school meets these needs.
- Identify challenges in locating in the target area and adequately address them.
- Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic (i.e., supported by evidence of actual or potential demand).
- Demonstrate a clear understanding of the students the school intends to and is likely to serve and present a persuasive explanation of how the proposed school is likely to meet the needs of the target population.
- Justify why students will come to this school over another school, especially students in the target population.
- Describe a strong and reasonable recruitment plan that is likely to yield the requested enrollment.
- Explain how the marketing plan will reach a diverse population.

NOTE: If applying for priority consideration under [53G-6-504](#), Applicant must demonstrate how its proposed locations meet the definition of "high growth area." The State Charter School Board has defined high growth area as a school district with increasing enrollment for the past five years.

Applicants approved with this priority are required to give students within a 2-mile radius from the school building enrollment priority above all other students attending the school.

5. Governance

A governing board will serve a charter school through two phases of its development, startup and governance. The startup board plays an active role in founding the school and should include members with experience in opening a charter school, finance, education, legal, real estate, and other expertise necessary in a startup business. Once the initial tasks of gaining a charter and commencing operations have been successfully achieved, board focus should turn to governance of the school, which no longer requires members with the same experience.

Applicant Instructions

Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance). Include a statement that, after entering into a charter agreement, the charter school will be organized and managed under [Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act](#). Complete a Background Information Sheet (Appendix A) for each named individual. Note: applicants must use the Background Information Sheet template provided in this application.

Provide documentation of the entity's legal status, including Articles of Incorporation (Appendix B), Bylaws (Appendix C), and approved minutes from the meeting(s) at which these documents were approved (Appendix D). To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation.

Bylaws are the rules and procedures for how a nonprofit corporation will operate and be governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (a) the existence and responsibilities of officers; (b) the size of the board and the manner and term of their election; (c) removal of board members; (d) how and when board meetings will be held, (e) who may call meetings; (f) and how the board will function.

From the bylaws, provide the following information regarding the structure of the governing board: (a) number of board members, (b) how board members are appointed, (c) the board members' terms of office, and (d) the number of meetings the board shall hold annually.

List the members of the governing board (startup) including their names, current employment, and relevant experience or qualifications for serving on the board. Describe any specific plans for recruitment of additional governing board members (startup or governance), including but not limited

to, plans that would involve parental, professional educator, or community involvement in the governance of the school. Include a statement of assurance that the applicant shall, within 30 days of authorization, complete a background check on each member, as required by [53G-5-302](#).

Most governing board members during the startup phase of the charter are selected because of their specific knowledge and ability and desire to help get the school up and running. However, these are not always the same individuals that are best suited for the governance phase. As such, governing board members during the governance phase require continual professional development to learn their roles and responsibilities. Describe the professional development plan for the governing board including how it will perform self-evaluation and evaluation of school management. Include an organizational chart showing relationships between the board and school management.

Evaluation Criteria

A response that meets the standard will:

- Present proper documentation that the entity proposing to hold the charter is a Utah nonprofit corporation and that the governing board is aware of and follows Utah’s Open & Public Meetings Act in conducting board and committee business.
- Demonstrate that the operation of the proposed school is consistent with the organization’s overall mission and operation.
- In the case of pre-existing organizations, provide details of the operational relationship and the separation between the pre-existing organization and the governing board.
- Show the governing board’s understanding of their governing role and ultimate responsibility of the school, including an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).
- Include Background Information Sheets for all identified governing board members and key administrators.
- All governing board members and key administration have agreed to submit to a background check as required in law.
- Demonstrate the governing board’s capacity to oversee the successful development and implementation of the education program presented in this application.
- Demonstrate the governing board’s capacity to oversee the effective and responsible management of public funds.
- Demonstrate the governing board’s capacity to oversee and be responsible for the school’s compliance with its legal obligations.
- Demonstrate the governing board’s capacity to represent the community well.
- Demonstrate the board has the capacity to found and sustain a quality school.
- Provide a good plan for governing board participation in professional development, including self-evaluation and evaluation of school management (e.g., principal, ESP).
- Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy.

6. Staffing

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Your response should describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all staff on the organization chart in the Governance Section. The school leader description should especially be detailed including the desired qualifications and responsibilities. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.

Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Discuss how the plan supports sound operation and successful implementation of the school's educational program and other elements of the charter agreement. Describe the instructional skills, experience, and professional development that teachers will need to have to be successful. Discuss how those needs are reflected in the plan for teacher recruitment.

In responding to this section, consider the following questions:

- What strategies does the school have for recruiting and retaining effective teachers?
- How do the staffing-related budget assumptions align with educational program needs?
- How does the staffing plan reflect the anticipated enrollment and growth of the school?
- How will the school determine appropriate experience, training, and skills of non-certificated instructional personnel?
- What will be the employer-employee relationship for staff at the school?
- How will the school handle employee evaluations?
- What will the school's policy be on employment of relatives?
- How will the school ensure employees comply with the criminal background check requirements described in Section [53G-5-408](#)?

6a. Required Employment Policies

The application should include the following three employment policies. Additional policies are permitted.

- Compliance with the criminal background check requirements described in Section [53G-5-408](#)
- Employment of relatives within the charter school (see [53G-5-407](#) and [53G-5-409](#))
- Employee evaluations (see [53G-5-302\(f\)\(2\)](#))

Evaluation Criteria

A response that meets the standard will:

- Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment and target population.

- Include a staffing plan that appears viable and adequate for effective implementation of the proposed educational program and other elements of the charter agreement.
- Clearly delineate the roles and responsibilities for administering the day-to-day activities of the school.
- Present strategies for recruiting effective teachers that are realistic and reasonably likely to be effective.
- Include policies that appropriately address the requirements to comply with criminal background checks, the need for employee evaluations, and the school’s position on employment of relatives within the charter school, as well as a process for complying with statute.

7. Business & Operations Plan

The business plan should provide an understanding of how the applicants intend to develop and manage the school’s infrastructure and finances. It should present a clear picture of the school’s revenue projections; expenditure requirements; facility needs; transportation and food service plans; and pre-opening plan.

Applicant Instructions

7A. Budget

Provide a cash flow analysis for the preoperational year and first two years of operation (FY= July 1– June 30). Include an explanation and discussion of key financial assumptions. Explain how the fiscal priorities align with and support implementation of the educational program and other key elements in the charter agreement. If the school anticipates incurring debt for any reason, such as for acquisition of its facility, address the schedule for debt repayment and elaborate on the repayment assumptions and plan. Discuss the school’s contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges in the early years of operation. Specify the school’s break even enrollment count and explain how this number was obtained. Use the *Charter School Budget Template* to detail the school’s estimated revenues and expenditures for the first operational year, including a breakeven analysis.

Evaluation Criteria

A response that meets the standard will:

- Present financial priorities that are consistent with and support goals and key elements of the plan, including the school’s mission, educational program, staffing, and facility.
- Present realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including for any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.
- Demonstrate an understanding of available options for facilities acquisition and financing.
- Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years.

- Demonstrate a commitment to maintaining the financial viability of the school.
- Budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.

7B. Finances

Describe the systems and procedures for managing the school’s finances and identify the staff position(s) that will be responsible for financial management. Describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records. Your response should address, among other things, the school’s plans in the following areas:

- Provisions for an annual audit consistent with its LEA status;
- Development and dissemination of an annual financial report; and
- Providing required & recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of the school’s financial management obligations.
- Present evidence that the school is prepared to adhere to generally accepted accounting practices.
- Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced priced lunch, SWD, and ELs enrollment.
- Demonstrate preparation to meet its insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.
- Ensure that any grants or federal programs the charter receives are administered according to established guidelines.

7C. Facilities

Discuss the school’s facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide either floor plans or a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.

To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements. To the extent that the facility will require renovation or ‘build out,’ describe those plans including anticipated timing and cost. If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

Evaluation Criteria

A response that meets the standard will:

- Reflect a sound understanding of education facility needs, including the requirement for an e-occupancy building.
- Demonstrate knowledge of facility costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.
- Present evidence to support facility-related budget assumptions.
- Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school’s educational program, anticipated location, and target population.
- Demonstrate that the school’s plan for acquisition of a facility is financially viable.

7D. Pre-Opening Plan

Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school. Include a schedule for initiation, development, and completion of tasks, identify primary responsibility by individual or position, and document anticipated resource needs. Key tasks should, at a minimum, include implementation of required policies, student data systems, reporting, and financial management.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate the applicant’s understanding of planning tasks is realistic in the timeframe between approvals and opening.
- Reflect a sound understanding of resources required to complete tasks.
- Includes minimum key tasks.

7E. Closure Plan

Provide a closure plan that documents key tasks to be completed should the school’s charter be terminated by the State Charter School Board or the Utah State Board of Education or voluntarily surrendered by the school. Include a plan for identification of missed targets, as well as a schedule for student and employee transition. The plan should identify how to deal with records, reporting requirements, and distribution of financial reserves and assets. UCA§ [53G-5-503](#) outlines the closure process.

Evaluation Criteria

A response that meets the standard will:

- Explain the school’s plan to self-evaluate its performance using the minimum standards and board determined targets, including the individuals responsible, frequency of evaluation, action plan following the evaluation, and school’s responsibility to notify its authorizer of any potential missed targets in advance of state reviews.
- Describe how and when evaluation results will be disseminated to stakeholders.
- Describe the support provided to the student and family when choosing a new school and registering for classes, ensure protection of student records, and follow-up the subsequent school year to ensure enrollment.
- Fully describe any support that will be offered to employees through the school’s closure.
- Explain plan for archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). Plan should include appointing an individual to be responsible for records and should follow [53G-5-403](#) and [34 CFR 80.32](#).
- Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of-year report, etc.). Plan should include appointing an individual to be responsible for reports.
- Closure reserves should be reflected and clearly labeled in the budget, and should be explained in the detailed business plan.

8. Contracts

All applicants are asked to declare whether they have entered into any contracts prior to the submission of this application or intend to contract with an education service provider (ESP) after approval (i.e., during the planning year or operational years). The term “education service provider” refers to any number of for-profit or non-profit organizations that contract with the governing board of a school to provide administrative/management services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers. After making the initial declaration, applicants should complete the remainder of the section only if they have entered into contracts for services prior to this application or if it intends to contract with an ESP.

Applicant Instructions

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school?

Yes, we have entered into a contractual relationship for services. (Complete this section)

No, we have not entered into a contractual relationship for services. (Skip this section)

Does the board intend to have a contractual relationship with an ESP?

Yes, we intend to contract with an ESP. (Complete this section)

No, we do not intend to contact with an ESP. (Skip this section)

Complete this section if the school has entered into any contracts for services, such as building development, real property acquisition, or ESP services.

Disclose all such contracts and, as Appendix F, provide the executed contract or memorandum of understanding (MOU) between the school and the contractor including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal).

Discuss the school's decision to work with these businesses, in general, and the selected business, in particular. Describe the planned relationship between the governing board, school administration, and the contractor, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the contractor. Describe the contractor's roles and responsibilities in relation to the school's management and governing board. Describe the governing board's performance expectations for the contractor. Discuss how the governing board evaluates the contractor's performance. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.

Provide a summary of the contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contacted with this provider, with contact information.

Complete this section if the school intends to enter into a contract for ESP services.

Describe the process the school will follow in the selection of an ESP and provide an assurance the process meets State law for procurement as outlined in [63G-6a](#). Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection.

Discuss the school's decision to work with an ESP, in general. Describe the planned relationship between the governing board, school administration, and the ESP, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's management and governing board. Describe the governing board's performance expectations for the ESP. Discuss how the governing board evaluates the contractor's performance.

If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.

If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

Evaluation Criteria

A response that meets the standard will:

- Provide persuasive explanation of the reasons for the contracts, in general, and with the provider, in particular.
- Provide sense of how the proposed relationships will further the school's mission and educational program.

- Provide evidence of the business' success in serving student populations similar to your target population.
- Provide a clear description of the services to be provided that align with good governance and administrative practices.
- Provide a coherent and convincing delineation of the roles and responsibilities between the governing board, management, and the contractor.
- Provide performance expectations that are consistent with the school's accountability requirements and the means by which the governing board will hold the contractor accountable for meeting those expectations.
- Disclose and explain any termination or nonrenewal contracts for equivalent services for any other charter schools in Utah within the past 5 years.
- As Appendix F, provide executed contract or MOU between governing board and contractors containing proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal). This contract or MOU must be in accordance with State statute, Board rule, and State purchasing policy.
- Provide a solid plan for the school in the case where the contract terminates.

Appendix A: BACKGROUND INFORMATION SHEET

***This information may be copied from the background information sheet provided in the proposal. However please note, there are a few changes to this form.** Complete this form, do not include a resume or simply attach the proposal sheet. There should be a form for each member listed in the governing board table, as well as for any key administrators already identified. DELETE THESE INSTRUCTIONS*

Name: Click here to enter text.

Role with application: Click here to enter text.

Expertise: Click here to enter text.

Select the statements that are applicable and, if applicable, proceed as directed:

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means 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). *Describe all relationships.*

Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Employment History: Provide your employment history that supports your being 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.

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

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

Applicant’s signature

Appendix B: Articles of Incorporation

Attach a copy of the filed Article of Incorporation. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

Appendix C: Governing Board Bylaws

Attach a copy of the board approved bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school.

Appendix D: Minutes from Governing Board meetings

Attach a copy of the minutes in which the board approved the Articles of Incorporation and Bylaws. If waivers are requested, include the minutes for which this motion appears. If there are executed contracts or MOUs, include the minutes for which these motions appear.

Appendix E: List of Waiver Requests – if applicable

If applicable, list of Administrative Rules and their titles from which the charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome. Attach corresponding minutes to Appendix D.

NOTE: Schools cannot request waivers from federal or state law.

Appendix F: Executed contract(s) or MOUs – if applicable

If applicable, attach a copy of any executed contracts or MOUs, including signatures of authorized agents. Attach corresponding minutes to Appendix D.



Utah State Charter School Board

Startup and Implementation Grant Application - Revised July 29, 2021

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042
(801) 538-7720
UtahSCSB.org

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$300,000 and maximum of \$400,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.

The Startup and Implementation Grant is based on UCA §53F-2-705 and USBE Rule R277-470-5.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>\$150,000</i>	<i>Enrollment x \$125</i>	<i>\$200,000</i>
<i>Implementation 1</i>	<i>\$125,000</i>	<i>Enrollment x \$62.50</i>	<i>\$150,000</i>
<i>Implementation 2</i>	<i>\$25,000</i>	<i>Enrollment x \$62.50</i>	<i>\$50,000</i>
<i>TOTAL</i>	<i>\$300,000</i>		<i>\$400,000</i>

Grant Assurances

Grant funds may only be used for the following:

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring, developing or aligning curriculum, and;
- Other initial operational costs, such as:
 - Costs associated with creating and implementing office functions;
 - Costs associated with the installation of computers, data systems, networks, and telephones;
 - Personnel expenses incurred either before or after the school’s opening (not to exceed a total of \$5,000 per month); and
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school’s opening.

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 actual enrollment count.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings, and compliance with statute and rule. Failure to comply may result in a loss of funds. After the application is approved, the SCSB will send out instructions for the mandatory training.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.
- Email your completed application to Stewart.Okobia@schools.utah.gov and ensure that you receive an email response confirming receipt of your application.

Board Chair Signature

Date

Budget - List total dollar amount required by category, as well as the details of what will be purchased in each category

If the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school’s governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Benefits (200)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
P & T Services (300)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Property Services (400)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Other Services (500)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Travel (580)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Supplies and Materials (600)	\$	\$	\$	\$
<i>Additional info and Comments</i>				



Property (700)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Total	\$	\$	\$	\$

