

PROSPERIDAD ACADEMY

Developing bi-literate students for the future

A Public Charter School in Cooperation with Futures Through Training, a Utah Private Non-Profit

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school: Prosperidad Academy				
2. Name of applicant: Futures Through Training				
3. Authorized agent: Eulogio Alejandre				
4. Mailing address: Futures Through Training 1140 36th St #150, Ogden, UT 84403				
5. Phone number: (801) 394-9774			6. Email address: ealejandre@aol.com	
7. District(s) where proposed charter school is located: Ogden				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)				
Name	Email	Position on Board	Type of Member (e.g., parent,	Profession
Eulogio Alejandre	ealejandre@aol.com	Chair	Education	Charter School Administrator
Phil Shumway	philshumway@turndreams.org	Member	Business	CEO/CFO
Azenett Garza	agarza@weber.edu	Member	Community	Professor
9. Year school will start: 2017-2018			10. Grades served: K-6	
11. Requested Enrollment				
Year 1: Grade K: 75, Grades 1-6: 350, Grades 7-8: 0, Grades 9-12: 0 Total: <u>425</u>				
Year 2: Grade K: 75, Grades 1-6: 400, Grades 7-8: 0, Grades 9-12: 0 Total: <u>475</u>				
Year 3: Grade K: 75, Grades 1-6: 525, Grades 7-8: 0, Grades 9-12: 0 Total: <u>525</u>				
<input type="checkbox"/> <input type="checkbox"/>				
Does proposed grade configuration match resident district grade configuration? Yes				

12. Is this proposal seeking special treatment under UCA 53A-1a-501.9 ? <input type="checkbox"/> No	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5 ? <input type="checkbox"/> <input type="checkbox"/> No
14. 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. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B). N/A	

Signatures
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal 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: Eulogio Alejandre
Signature of Authorized Agent: 
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

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Executive Summary

Prosperity is something every parent wants for his or her children¹. The vast majority of parents work and sacrifice to provide for their families, hoping their children will ultimately have a more prosperous life. For some families that means moving the family from one city, state, or country to another, potentially leaving behind family, friends, and culture. In the extreme cases, it requires a new language be learned, a new cultural understanding developed, and a complete change in lifestyle. For the past 500 years, the land now called the United States of America has been the place many have come to searching for a better life for themselves and their families. Today, the largest percentage of immigrants come from Latin America², and Utah's Hispanic/Latino population is growing rapidly, increasing by 78% over the last decade³. Ogden has a Hispanic population more than double that of the Utah state average, and also has double the amount of people living below the poverty line⁴. It is critical that students in this highly impacted community receive an education that will help them break out of poverty. The school founders acknowledge Ogden School District's aggressive and optimistic strategic plan, and does not fault the district for the performance characteristic nationally of similar populations. Prosperidad seeks to offer another alternative for students and to work cooperatively with the district to close the largest achievement gap in education.

Prosperidad is the Spanish word for prosperity, and the noun the private non-profit organization Futures Through Training (FTT) has selected as the name for its proposed charter school to be located in the Ogden School District. FTT is dedicated to helping citizens secure a better future through educational and supportive programs within the greater Ogden community. The FTT board is currently composed of three board members, Eulogio Alejandre, Phil Shumway, and Azenett Garza. The board is currently looking for a minimum of two additional board members whose backgrounds will be beneficial for governing a charter school. Board Chair Eulogio Alejandre is a seasoned educator who understands the importance of education. He is currently the principal at Esperanza Charter School located in West Valley City, Utah. As he has worked in the 90/10 immersion model there he has come to see the potential the program has to change the lives and futures of children in the Ogden area where he resides. Mr. Alejandre is dedicated to helping bring this valuable option to Ogden. Mr. Shumway is the chief administrator for Turn Community Services, responsible for the operations and financial oversight of the non-profit organization. His administrative skills and background, particularly in the non-profit realm, make him a great fit for the Prosperidad board. Ms. Garza is a psychology professor at Weber State University, where she is engaged in work with the

¹ Smith, Laura M. (2012, January 12). Supporting Parents in Supporting Their Students: Why Including First-Generation Families in the Process Is Important. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/>

² <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states#Current%20and%20Historical>

³ <http://www.utahhcc.com/hispanic-res/demographics>

⁴ <http://quickfacts.census.gov/qfd/states/49/4955980.html>

Hispanic community and desires to help every child succeed by helping schools work with community partnerships. She has charter school governing board experience with DaVinci Academy, also located in Ogden.

The mission of Prosperidad Academy (Prosperidad) is to provide students, particularly those of Latino heritage, with a bilingual and bi-literate education using the minority language dominant immersion model in a culture of Invitational Education where students develop academic and social skills necessary to become contributing members of a diverse society. An understanding and love of the Latin culture is a hallmark of the educational and cultural experience.

In the 90/10 immersion approach, students receive a higher proportion of their education in the minority language (in this case Spanish). The proportion of time spent receiving instruction in Spanish decreases by 10% annually until English and Spanish both receive 50% of the instructional time. While non-native English speaking students in the early grades tend to make less progress in English acquisition assessments, and may appear to lag academically due to standardized assessments being administered in English, over time they perform better academically, as laid out in Section 3: Program of Instruction. Short and Fitzsimmons⁵ make the case that students who are not native speakers of English have twice the amount of work while in school—they must learn the core content as well as a new language. By allowing students to learn content in their native language while acquiring English skills and the necessary academic vocabulary, they are more likely to achieve and maintain grade level proficiency by fifth grade when instruction is then provided in a 50/50 immersion program or in an English-only environment.

The target population subsection of Section 1: School Purpose and Goals provides background and reasons for a 90/10 approach. Many of the challenges named by the Utah State Office of Education for English learners (ELs) are addressed through the academic program, as well as the school culture, which is based in Invitational Education. The premise of Invitational Education is that through trust, respect, optimism, and intentionality students will be empowered to learn and succeed both in school and in life. It creates an environment where students, parents, faculty, and staff all feel safe and valued, and learning flourishes.

Prosperidad acknowledges that closing the achievement gap for students who are Hispanic, and/or ELs, and/or economically disadvantaged is a formidable task for which there is no magic bullet and that will take time to achieve. However, it is crucial that the gap be closed, and Prosperidad believes the program laid out in the proposal can make great strides for the students of Ogden.

⁵ Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Section 1: School Purpose

School Purpose

In accordance with UCA 53A-1a-503, Prosperidad meets the following purposes:

- ***Continue to improve student learning:*** Students attending Prosperidad Academy will be bilingual and bi-literate. The minority language dominant or 90/10 approach to a dual language education allows students to develop critical skills in their native language while learning the English language. Research supporting this approach and demonstrating increased academic achievement for students educated in this model is laid out in Section 4: Program of Instruction. Students, particularly those with English language learning (EL) needs, are not performing well on academic achievement tests in the Ogden School District. Prosperidad does not fault the district for this; these achievement results are similar in many districts throughout the state and nation. Prosperidad hopes to offer another option for students and to work collaboratively with the Ogden School District.
- ***Encourage the use of different and innovative teaching methods:*** The minority language dominant approach, often referred to as the 90/10 model, is only used in one school in Utah, which is not located near the target area of Prosperidad. Given the low achievement scores of many students in the intended location, Prosperidad believes the research-based 90/10 program that is very different from the local EL program will be appealing to families in the community.
- ***Increase choice of learning opportunities for students:*** Currently, students in the Ogden School District do not have a minority dominant language educational option available to them. Prosperidad Academy will provide a new choice for parents who want their children to be both bilingual and bi-literate.
- ***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:*** Ten of twenty schools in the Ogden School District are identified as “priority” or “focus” schools under Title I.

Mission

Prosperidad Academy provides students, particularly those of Latino heritage, with a bilingual and bi-literate education using the minority language dominant immersion model in a culture of Invitational Education where students develop academic and social skills necessary to become contributing members of a diverse society. An understanding and love of the Latin culture is a hallmark of the educational and cultural experience.

Vision

Prosperidad students are bilingual and bi-literate in English and Spanish and possess the skills and self-confidence necessary to succeed in life. The Invitational Learning culture of the school helps students feel comfortable, respected, valued, safe, and love learning and encourages

parental involvement in their students' educations. The cultures and traditions of Latin America (particularly Mexico) are celebrated and understood by the school community.

Educational Foundation

The educational program of Prosperidad is bilingual and bi-literate education using the 90/10 teaching model. In this model, students receive 90% of their instruction in Spanish and 10% in English while in kindergarten and first grade. Each year, the amount of instructional time in Spanish is decreased by 10% until the fifth grade, when the ratio of Spanish to English is equal (50%). In fifth and sixth grades students receive equal amounts of instruction in both Spanish and English.

While students in the early grades may test lower on English-based proficiency exams, they are not necessarily behind in concept mastery. When students try to learn both a new language and a new concept simultaneously, they are not likely to master either in a timely and fully proficient manner. By allowing students to learn critical concepts in their native language while developing English skills they are more likely to succeed academically in the long-term. Data and research for this assertion is laid out in detail in Section 3: Program of Instruction.

The curriculum employed by Prosperidad in language arts is Reading A to Z, which is supplemented with Spelling A to Z and Writing A to Z. Course materials are available in both Spanish and English, and are aligned to the Common Core State Standards, allowing Prosperidad to teach the Utah Core Standards in both languages with fidelity and ease.

Bridges in Mathematics is the curriculum used in math. This curriculum is available in Spanish and English, and is fully aligned to Utah Core Standards.

Texts for social studies and science are selected from the Reading A to Z materials, allowing teachers to cover Utah Core Standards by grade in both languages, at appropriate reading levels of students in each language.

School Culture

The school culture of Prosperidad is built around Invitational Learning, a theory articulated and developed by Dr. William Purkey. All faculty and staff will be trained to interact with each other, students, parents, and others in the school community in a way that creates buy-in to the mission and vision, makes people feel valuable, and helps each person to reach his or her potential. The theory makes the following four assumptions, which are based on trust, respect, optimism, and intentionality:

1. People are able, valuable, and responsible, and should be treated accordingly.
2. Helping is a cooperative, collaborative alliance in which process is as important as product.
3. People possess relatively untapped potential in all areas of human development.

- Human potential can best be realized by places, policies, programs, and processes that are intentionally designed to invite development, and by people who consistently seek to realize this potential in themselves and others, personally and professionally⁶.

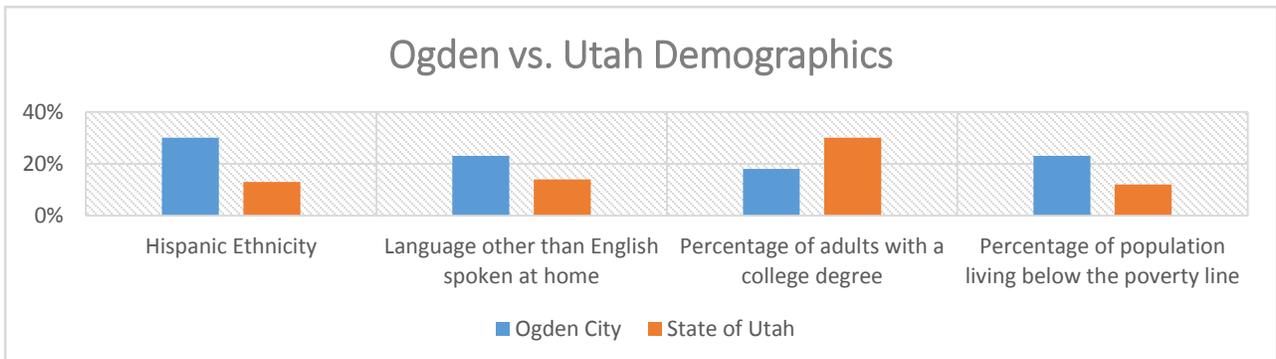
The founders of Prosperidad believe Invitational Learning is the right culture for the school, and especially for the target population. When students take ownership for their education, have an understanding of their potential, a desire to achieve it, and are in an environment that fosters it, they will be successful. Invitational Learning frames instructions in “do” instead of “do not” phrases, provides students with examples (i.e. pointing out a student who is being respectful versus one who is being disrespectful), and celebrates achievements. Commons areas are decorated with positive messages and will include pictures that represent the school community.

Anticipated Population

Located in a highly impacted community and targeting students in grades kindergarten through six who speak Spanish as their native language, Prosperidad expects to have a high percentage of students who have EL needs (greater than 50% in grades k-3, with greater than 50% of the total school population speaking Spanish at home) and qualify for free or reduced lunch (greater than 75%). A breakdown of enrollment by grade, is as follows:

Operational Year	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	Total Enrollment
Year 1 (2017-2018)	75	75	75	75	75	25	25	425
Year 2 (2018-2019)	75	75	75	75	75	75	25	475
Year 3 (2019-2020)	75	75	75	75	75	75	75	525

Census data⁷ reveals that a number of indicators associated with students being at risk of academic failure are significantly higher in Ogden than the state as a whole, as shown.



⁶ Purkey, W. W., <http://www.invitationaleducation.net/>

⁷ <http://quickfacts.census.gov/qfd/states/49/4955980.html>

Demographics⁸ of the target population in the Ogden School District as a whole consist of:

- 51% of students on October 1, 2014 were identified as Hispanic
- 49% of students qualified for free or reduced lunch
- 22% of students in the elementary schools were classified as ELs

However, in central Ogden, the area Prosperidad would like to locate in and draw students from, six of the elementary schools (Bonneville, Dee, Grammercy, James Madison, Odyssey, and Thomas O. Smith) are more significantly impacted, with:

- More than 90% of students qualifying for free or reduced lunch;
- More than 50% of students identified as Hispanic;
- Except for Bonneville, all have more than 30% of the students receiving alternative language services (ALS).

It is the hope that the parents of those attending will have a desire for their child or children to not only learn to speak, read, and write English proficiently but to also speak, read, and write their native language of Spanish fluently as well. For those students who are not native Spanish speakers, it is hoped their parents will have a desire for them to learn to speak, read, and write Spanish fluently as well as English.

Meeting the Needs of the Target Population

Students in the target population are more likely to drop out of school and perform lower on standardized tests than the average student. The 2014 English Learner Master Plan produced by the Utah State Office of Education⁹ sites the following as reasons students do not meet their academic potential:

- Minimal expectations for school achievement from administrators or teachers;
- Different academic expectations of ELs at home than those expected at school;
- Interrupted or limited previous schooling;
- Teaching practices and behavior expectations unfamiliar to students new to Utah schools;
- Teaching materials or instruction not appropriate for students' English proficiency levels;
- Instruction and/or counseling that is not culturally sensitive or appropriate for ELs' language proficiency;
- Social and/or affective issues (e.g., not feeling accepted, validated, etc.);
- Insufficient information about how to prepare for graduation, college and/or career;

⁸ Utah State Office of Education, District by Race/Ethnicity and Gender, October 1, 2014, <http://schools.utah.gov/data/Reports/Enrollment-Demographics.aspx>.

⁹ Utah State Office of Education, English Learner Master Plan: A Guidebook for Providing Education Services for English Learners (ELs), September 2014.

- Financial circumstances (e.g. the need to work during school hours, particularly for older students)

Prosperidad will address each of these concerns and help students succeed academically through the following:

- Establish and maintain a culture of Invitational Education. This approach is welcoming, engaging, and helps students take ownership of their education;
- Provide native Spanish speaking students in the early grades with critical skill and content instruction in Spanish while they are acquiring English fluency;
- For non-native Spanish speaking students, a rapid development of the Spanish language will occur in the 90/10 immersion model;
- Equip students with necessary skills as outlined in the Utah Core Standards by using curriculum that is aligned to the Common Core State Standards in both English and Spanish;
- Provide a parent room at the school equipped with a phone, computers, and resources to help parents be engaged in their children’s education and connect with resources in the community;
- Provide sixteen family nights during the course of the school year where parents and students work together on projects and/or parents receive training in helping their children with school work;
- Participate in the federal nutrition program to ensure students are receiving breakfast and lunch;
- Work with community partners including Latinos United Promoting Education and Civic Engagement (LUPEC), Image de Utah, and the Utah Food Bank to help meet other basic needs.

As outlined and supported by research in Section 3: Program of Instruction, the 90/10 model supports not only language acquisition and bi-literacy but also better concept mastery over time, meeting the academic needs of many students that are at risk for academic failure and ultimately dropping out of school.

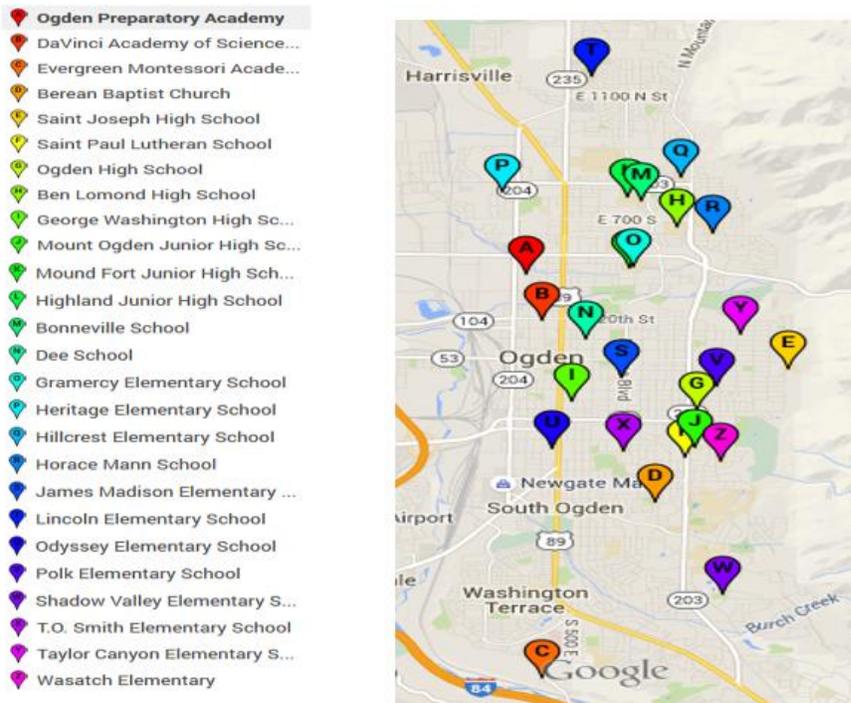
Section 2: Market Analysis

Educational Landscape

As described in the target population subsection of Section 1: School Purpose, Ogden has significantly higher than average populations of economically disadvantaged, ELs, and Hispanic/Latino students. The Ogden School District has made great progress in recent years on standardized testing achievement and meeting the needs of students. However, of the fourteen elementary schools in the district, only two offer language immersion programs, both of which are 50/50 dual immersion programs. Currently, there are two charter schools located in the district (DaVinci Academy and Ogden Preparatory Academy), with a third (Greenwood

Charter School) opening in fall 2015. Ogden Preparatory Academy does offer a dual immersion program, however **none of the schools in the district offer a 90/10 program, nor do they employ the Invitational Education model as the basis of school culture.** There are three private schools (two parochial and one Montessori) in the district, none of which offer a language immersion program. Half of the schools in the Ogden School District are identified as “focus” or “priority” Title I schools, which also reflects the great needs within the community, particularly as they relate to education.

Target Location



Community Trends in Education

Ogden Preparatory Academy offers a K-9 Spanish dual immersion program, and maintains a full enrollment, with 49% of students identified as an ethnic minority.

The founding of Prosperidad in Ogden is a result of a community request. FTT Board Chair and school founder, Mr. Alejandro, currently works as the Director at Esperanza in West Valley City. When he began his employment there on May 1, 2014, there were 198 potential students, 114 of whom ultimately enrolled in the school. Through Mr. Alejandro’s efforts with the Spanish media, he was able to get enrollment to 397 (the goal was 390) on the first day of school, and 391 of those students were still enrolled on October 1, 2014. During the course of marketing Esperanza Mr. Alejandro received many requests from groups and individuals to start a similar school in Ogden. After careful consideration, FTT determined that supporting a 90/10 immersion school would fit within its mission and be a benefit to the community at large.

Esperanza has been popular in West Valley, where the demographics are similar to those in Ogden. They have full enrollment for the 2015-2016 school year and a significant waiting list. Given the requests for the 90/10 model in Ogden and the popularity of the program in West Valley, Prosperidad is confident the seats will be filled.

The community partnerships Prosperidad already has in place are committed to helping support the mission and vision, and will be involved in outreach and marketing.

Uniqueness in the Target Location

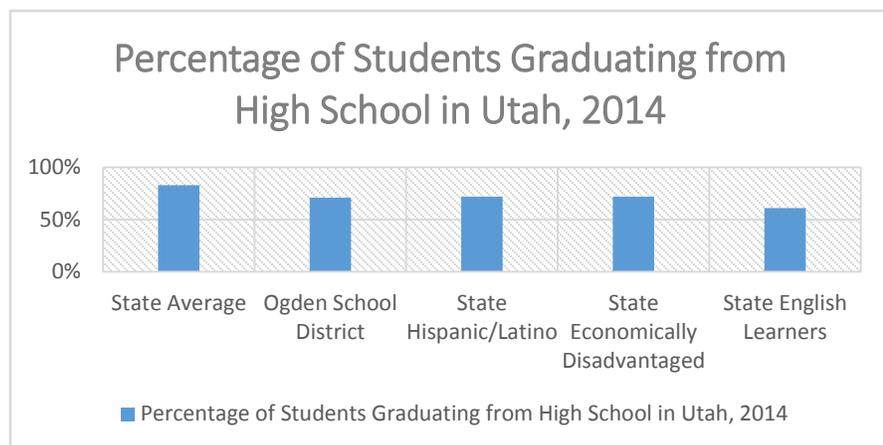
Prosperidad is inherently different from the other schools in the target location primarily in its educational approach. No other school in the area offers a 90/10 immersion program. Additionally, the Ogden School District will not accept students into an immersion program after second grade, further limiting options of those who are new to the area or for whom an immersion program would be beneficial.

The Invitational Education culture of the school is also unique. While other schools may embrace and employ some of the strategies espoused in Invitational Education, none of them are implementing the program school-wide. The trust, respect, optimism, and intentionality the program is built on are critical elements in helping at-risk students succeed in school.

Section 3: Program of Instruction

Philosophical Approach

There are numerous reasons for students not to achieve academic success and to eventually dropout, particularly for students with EL needs, as outlined previously. The 2014 Cohort Graduation Rate Highlights¹⁰ produced by the Utah



State Office of Education illustrates the perpetual achievement gap for students of Latino origin, those with EL needs, and those who are economically disadvantaged. Ogden School District's lower overall graduation rate is reflective of the higher than average subgroups that tend to have lower graduation rates.

The academic program of Prosperidad is that of a minority dominant language approach, also referred to as the 90/10 method. Students in kindergarten and first grade receive 90% of their

¹⁰ Utah State Office of Education, 2014 Cohort Graduation Rate Highlights, April 2015.

instruction in Spanish and 10% in English. Each year this percentage is changed by 10%, until fifth grade, when the ratio is 50/50. Prosperidad recognizes the challenges inherent in doing this with students in the upper grades during the initial operating years, as the majority (if any) of the students will not be coming from a language immersion program. To address the issue, Prosperidad will initially teach more than 50% of the content in grades four through six in English, as illustrated in the chart below.

Operational Year	Kinder (% Spanish to English)	1st	2nd	3rd	4th	5th	6th
Year 1	90/10	90/10	80/20	70/30	20/80	20/80	20/80
Year 2	90/10	90/10	80/20	70/30	60/40	30/70	30/70
Year 3	90/10	90/10	80/20	70/30	60/40	50/50	40/60
Year 4	90/10	90/10	80/20	70/30	60/40	50/50	50/50

Students who enter Prosperidad later than third grade may receive more intensive instruction in a small group setting to accelerate their reading, writing, and/or speaking abilities in either language.

Educational Priorities

Prosperidad wants each student attending to become bi-literate in both Spanish and English. Research indicates in order for the 90/10 method to work, four key elements must be in place, which Prosperidad has adopted as the priorities of the school and form the core of the academic program. These four elements are identified as well-developed curriculum, properly trained teachers with ongoing professional development, parental involvement, and community support.

Well-Developed Curriculum

For the 90/10 model to work well, teachers need curricular materials that are available in both English and Spanish. Students will learn to read Spanish first, and then begin reading in English in second grade. However, books will always be available for students in both English and Spanish in every classroom. Because the mechanics of learning to read are universal, learning to read in a second language requires significantly less time and effort. Short and Fitzsimmons¹¹ presents compelling research in favor of learning to read in a child’s native language. Learning to read is a complex process, requiring the student to utilize multiple parts of the brain at the same time. When students are required to learn a new language and learn to read it at the same time, they are, in essence, being required to do double the work of their native-speaking peers. If students are taught to read in their native language while acquiring

¹¹ Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

language skills, their test scores in the long term are higher. Further, Calderon¹² lays out research showing that many students who are deemed “proficient” in English and are exited out of ALS services do not possess the academic language skills to be successful in the classroom, leading to lower achievement levels and higher dropout rates. The achievement gap is usually greater for ELs than for any other subgroup, both in Utah and nationally.

Reading A-Z will be the base of the reading program in both Spanish and English. The curricular resources for teachers and students are available in both languages, and include lesson plans, instructions, and leveled readers. The program is aligned to the Common Core State Standards, and is therefore, compliant with the Utah Core Standards. One of the great benefits of using Reading A-Z is the leveled readers, particularly when they are used in science and social studies, and are the curricular base for Prosperidad’s science and social studies programs. Since students will be learning to read English later than those in non-immersion or 50/50 immersion programs their ability to understand a concept in written English in fourth grade may actually be at a second or third grade level. Leveled readers allow the teachers to provide students with grade-specific content at individual grade levels. As students progress in their literacy development, they usually reach grade-appropriate proficiency by fourth grade.¹³

Reading A-Z will be supplemented by Writing A-Z and Spelling A-Z to complete a full language arts program. Prosperidad will consider other language arts programs with materials in both English and Spanish as they become available and select the one most likely to help students become bi-literate.

Math concepts can also be challenging to understand and master for students who do not possess adequate proficiency in the language in which it is being taught, so the 90/10 method is once again very beneficial for non-native speakers of English. Bridges in Mathematics is the curriculum Prosperidad has selected for math instruction. This curriculum is available in Spanish and English, and is fully aligned to the Common Core State Standards, which means it is aligned to the Utah Core Standards. Providing the teacher with instructional help in both languages allows him/her to effectively teach the students in either language.

Both of these curriculums support development of bi-literacy and the 90/10 method is increasing academic language in English, while facilitating skill development and mastery; both critical for academic success as previously described.

Properly Trained Teachers and Professional Development

One of the difficulties faced by 90/10 programs is finding enough teachers who can instruct students in the minority language. Prosperidad founder Eulogio Alejandro has worked with

¹² Calderón, M. (2012). Why we need a new way of schooling language-minority children. In Calderón, M. (Ed.), *Breaking through: Effective instruction & assessment for reaching English learners*. Bloomington, IN: Solution Tree Press.

¹³ Lindholm-Leary, K. (2006). *90:10 vs. 50:50 Two-Way Bilingual Immersion Programs*. San Jose, CA. San Jose State University.

Weber State University in his capacity as Director at Esperanza to develop a training program for teachers. Under the agreement, the school hires bilingual and bi-literate college graduates to teach, and Weber State University then works with these teachers over three years to help them become certified teachers and provide them with support in best practices in a language immersion program.

Recruiting traditionally trained teachers or other professionals can be daunting for a 90/10 program. The experience and community connections of the Prosperidad board make this task somewhat less intense. Mr. Alejandro currently recruits and hires for similar positions at Esperanza and has had great success working with local university employment centers (not specifically targeting education majors), employment service agencies, and Spanish media. The route to train these professionals starts immediately. University courses can begin before school starts. If teachers do not start training in the summer, they begin college classes as soon as school begins. Teachers take two classes in the fall and two classes in the spring, and then four classes in the summer after the first year of teaching. In the fall of the second year teachers take additional classes, and also do student teaching. Teachers are in classes twice a week. The primary focus in the first classes is classroom management and curriculum development. Content curriculum development follows, then multicultural education, and special education.

Parental Involvement

Parental involvement is absolutely critical for success in the 90/10 model. The greatest factor, as noted by Calderon¹⁴ is encouragement by parents. Prosperidad will provide a room for parents to use during the school day, which will include a work space area, and a computer and phone, as many parents' internet access is through their smart phone. By providing this space, the school is welcoming the parents and encouraging them to be present at the school. It also serves as a volunteer center.

Prosperidad will provide 16 family nights (approximately two per month) at the school where parents and students can interact and learn together. Every quarter there will be a math, literacy, science, and Spanish learning activity. Each activity will focus on two to three core curriculum standards, and encourage parents and children to interact with each other. All activities will be relevant for families, and serve to strengthen the desire for a bi-literate education. Examples might include writing a letter together to a relative in Spanish, doubling a favorite family recipe in math class, or exploring Spanish books and re-writing an ending together. It is anticipated that the activities will be offered at several grade levels and families will select the one they feel best meets their needs. One time they may go to a higher grade level and another time to a lower level.

¹⁴ Calderón, M. (2012). Why we need a new way of schooling language-minority children. In Calderón, M. (Ed.), *Breaking through: Effective instruction & assessment for reaching English learners*. Bloomington, IN: Solution Tree Press.

Community Support

Prosperidad will partner with Latinos United Promoting Education and Civic Engagement (LUPEC) and Image de Utah to help recruit students and teachers, build community partnerships, and may serve as advocates for students, teachers, or parents.

Additional Programs:

- ✓ We do not intend to offer career education.
- ✓ We do not intend to offer distance and/or online education.
- ✓ We do not intend to offer gifted education.
- ✓ We do not intend to partner with a four-year college or university or offer early college options.

Section 4: Performance Measures

Prosperidad will institute accountability measures for its teachers, students, and families. We believe in Pearson's Law: "That which is measured improves. That which is measured and reported improves exponentially."¹⁵ Therefore, the school will measure student performance, which is the lead indicator of teacher performance, systematically and frequently. The school administration will report to the board after each assessment on trends and overall progress, and to parents and teachers on individual student progress. Annually, the school will report to its authorizer all required data and expects to be held accountable for results,

Assessment Approach

Prosperidad's approach to assessment contains four foundational practices:

- Assess students consistent with the minority-language-dominant approach of the school's educational model;
- Assess students immediately upon enrollment and at the beginning of each school year for proper instructional placement and content exposure;
- Assess frequently and systematically throughout the year to measure ongoing (formative) improvement in preparation for successful end-of-program (summative) performance within the state's public school assessment framework;
- Assess the school regularly through surveys from all stakeholders to ensure faculty and family support and confidence and further identify strategies for improving instruction and reaching school-wide goals.

This approach is consistent with that recommended by key educational experts at the University of Oregon to provide, "a comprehensive assessment system that includes universal screening, progress monitoring, [and] summative assessments...all designed to get the critical information needed to make informed instructional decisions."¹⁶

¹⁵ <http://english.stackexchange.com/questions/14952/that-which-is-measured-improves>

¹⁶ <https://dibels.uoregon.edu/market/assessment/dibels>

Minority-language assessments

Consistent with the overall thrust of this proposal, the school's assessment philosophy will provide both Spanish and English formative and summative assessments. Literacy in both languages is a key aspect of Prosperidad's mission and to student success in this community both in school and later in life. Student progress will therefore be measured, data collected and reviewed, and interventions for students implemented in all core subjects and both languages.

Screening

All students will be assessed immediately upon enrollment in three assessments:

- DIBELS
- IDEL (DIBELS Spanish)
- DIBELS Math

This battery of initial assessments is the beginning of a systematic process to screen all students on essential skills predictive of later literacy and numeracy performance. Based on the results of these assessments, students will receive instruction and curriculum materials targeted at individual levels in each language. As students receive instruction and gain in competence and confidence, further assessments will monitor progress towards individual student goals and benchmarks.

Some students may read better in Spanish than English, or the opposite. In either case, students will receive instruction and reading material in each language that is level-appropriate, challenging, and targeted to increase literacy in both.

Progress Monitoring

Those same assessment tools are used twice more each school year to ensure adequate progress from each student. Follow-up assessments are given in January and in the spring four weeks prior to state testing. This monitoring will provide a good picture of annual progress and achievement for each student.

Prosperidad will also use in-program and curricular assessments from the resources described in Section 3 of this proposal. This data is then reviewed ten times per year by each teacher, gathered as a grade-level team in Professional Learning Communities (PLCs) to monitor the progress of each student *on at least a monthly basis*.

Prosperidad will measure student progress and achievement. Those measurements are reported back to the school leadership. This regular use of data to inform instruction will lead to higher achievement and faster progress, which expected results are contained in the Charter Goals below.

School Accountability to Parents and Faculty

Three times each year, Prosperidad will conduct the Conditions for Learning (C4L) assessment, developed by Tetra Analytix. Gathering data on the overall school environment and taking

action to strengthen that culture is among the most important things Prosperidad’s administration and board will do. Getting regular feedback from faculty, students, and parents about the conditions prevalent at the school, but sometimes not immediately visible to administrators, is another key way that “performance measured” will lead to “performance improvement.”

In addition to parental ability to hold the school accountable by measuring the school’s overall conditions and culture, Prosperidad will also measure parental engagement and report back to parents. “When performance is measure and reported back, performance improved exponentially.” We want parents to be active members of the educational team for their children. The “invitational” aspect of the educational approach will remain, of course, but the school will measure and report back to parents on the following aspects of parental engagement:

- Attendance at the 16 family nights
- Engagement in classroom instruction and events
- Correlate the data with student achievement data

Parents will be able to see through this reporting how much parental involvement helps their child’s progress, and what they can do to improve that progress. Prosperidad believes that this is a key area where many schools fall short. Parental involvement improves school and social performance for students in all demographic cohorts¹⁷, so Prosperidad will measure and report back on parental involvement as a way to improve parental involvement at our school.

Charter Goals

Indicator: School Mission and Purpose		
Measure	Metric	Board Goal
Reading Proficiency	DIBELS reading and literacy assessments in each language	90% proficient or 50% decrease in the gap between current level and grade level annually
Mathematics Proficiency	DIBELS Math assessments	90% proficient or 50% decrease in the gap between current level and grade level annually
Parental Engagement	Parental attendance at family nights	90% of parents will attend at least half of the school’s family nights.
School-wide Performance compared to Ogden School District schools	Current state student assessment tool	Year 3: Top quartile Year 5 and Beyond: Top 10%

¹⁷ <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html>

School Culture	Conditions for Learning Survey	After the first year’s surveys, Prosperidad will increase the presence of the identified Conditions for Learning at the school until all conditions are present each year.
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Educationally Disadvantaged Goals

Prosperidad anticipates that it will serve a large proportion of educationally disadvantaged students. As such, the school will also measure, make progress toward, and ultimately achieve the following goals:

Indicator – Academic performance and student engagement (additional measures)		
Measure	Metric	Board Goal
Charter School Performance Standards for continuously enrolled students	Charter School Performance Standards	Year 3 and Beyond: Meet CSPS in Academic Performance and Student Engagement for students enrolled continuously for three years.
Achievement Gap Decrease—English language Learners (ELL)	Current state student assessment tool	10% annual decrease when compared to the state-wide average
Achievement Gap Decrease—Economically Disadvantaged (ED)	Current state student assessment tool	10% annual decrease when compared to the state-wide average

Section 5: Governance

Futures Through Training (FTT), a nonprofit entity in Utah is submitting this application. The board of FTT will serve as the governing board of the charter school. The board and bylaws of FTT as currently constituted comply with the Utah Revised Nonprofit Corporations Act (UCA 16-6a) and the Utah Charter Schools Act (UCA 53A-1a Part 5).

The board currently has three members, whose Education, Employment, and Experience in the nonprofit sector are listed below (Background Information Sheets are included in the Appendix). FTT is currently looking for additional members with skill sets beneficial for the management of a charter school.

Phillip Shumway

Education	<ul style="list-style-type: none"> Bachelors degree in social science and an emphasis in Recreational therapy Licensed as a Recreational Therapy Specialist in Utah
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Experience	<ul style="list-style-type: none"> • E.D. of a local non-profit since 1981 (see Employment below) • Have worked with numerous non-profits and a number of mergers of existing non-profit corporations
Employment	<ul style="list-style-type: none"> • Executive Director of TURN Community Services since 1981. (TURN is a private nonprofit agency that contracts to provide residential, supported living, supported employment, day training, family-supported programs, and other community integrated activities for people with disabilities.)

Eulogio Alejandre

Education	<ul style="list-style-type: none"> • Bachelors degree in social science and an emphasis in Recreational therapy • Licensed as a Recreational Therapy Specialist in Utah
Experience	<ul style="list-style-type: none"> • 28 years’ experience in elementary, middle, junior high, high schools education, having held positions in district offices, as a specialist, teacher, assistant principal, and school principal • Director of Operations of Futures Through Training for seven years from 1994 to 2001 before joining the board of this same organization in 2002. Chairman of the Board of Trustees of Futures Through Training, Inc. since 2005
Employment	<ul style="list-style-type: none"> • Principal of Esperanza Elementary and Executive Director of Generación Floreciente, the parent nonprofit organization of that charter school since 2014

Azenett A. Garza

Education	<ul style="list-style-type: none"> • B.A., M.A., and Ph.D. from University of Texas El Paso
Experience	<ul style="list-style-type: none"> • Board member at DaVinci Academy • Data Management Director at United Way of Northern Utah’s Ogden United Promise Neighborhood Initiative
Employment	<ul style="list-style-type: none"> • Currently Professor of Psychology at Weber State University, also serving as Community Research Coordinator. • Former Project Coordinator for the Hispanic Outreach Center at the University of Texas at San Antonio

Section 6: Waivers

Prosperidad is not seeking any waivers.

Appendix A: Background Information Sheets

BACKGROUND INFORMATION SHEET

Name: Eulogio Alejandre

Role with school: Board Chair

Expertise: I have been an educator for 28 years in elementary, middle, junior high, high schools, and district office, as a specialist, teacher, assistant principal, and school principal. I also hold a bachelor of arts degree in Spanish teaching and physical education. Additionally, I hold a Master of Science degree with emphasis on language acquisition and an administrative/supervisory endorsement.

Statement of Intent: I feel that I was born with certain pedagogical philosophies that research has proven to work with struggling students. For example, I strongly believe that all people work best when they are valued and treated with dignity and respect. William Purkey has proven that invitational education is very successful in inner city educational settings in particular. I was excited when I read about Dr. Purkey's invitational theories because my beliefs matched those philosophies. Also, I believe that educators need resources that match their personalities and that one method may not always help all teachers. Charter schools provide the flexibility needed to support teachers whose methodologies may need to be a bit different than the one chosen by larger entities, like a school district. Teaching and learning is made easier with the Sheltered Instruction Observation Protocol (better known as SIOP). Our school will use this system as the basis of our observations and professional development. Teachers may also use a different method if formative assessments support other methods. The assessments that will be used are, DIBELS to measure English skills, IDELES to measure Spanish skills, Math DIBELS to assess math skills. Each test will be administered three times during the school year. We will also administer the USOE required SAGE tests in Math & English 3th, 4th, 5th, and 6th grade students and the science for 4th, 5th, and 6th grade students.

Not-for-Profit History: I was Director of Operations of Futures Through Training, Inc. for seven years from 1994 to 2001 before joining the board of this same organization in 2002. I have been the Chairman of the Board of Trustees of Futures Through Training, Inc. since 2005. I have also been the Executive Director of Generación Floreciente, parent nonprofit organization of Esperanza Elementary School in West Valley City, Utah since May 1, 2014. For that same period of time, I have been the principal of Esperanza Elementary School.

Employment History: My professional experience began in August of 1986 when I was hired by the Salt Lake City School District as a teacher at Washington Elementary School and then transferred to Glendale Junior High School. I returned to my hometown in 1988 to work as a teacher at Central Middle School in Ogden until 1992, when I left to become the Principal of Wendover High School. I returned to Ogden the following year. After a short stint at Ogden Area Community Action Agency, I was hired by Futures Through Training, Inc. to manage the

Utah Farmworker Program and soon thereafter, I was promoted to Director of Operations where I remained until December 31, 2001. On January 2, 2002 I returned to education as a teacher at Ogden High School, and then moved to the district office where I remained until 2008 when I was promoted to assistant principal and then principal of Washington Alternative High School. For about 12 years, I had been teaching at Westminster College and Weber State University as an adjunct instructor. In 2013 I spend a year at Weber State University managing a student recruitment program. On May 1, 2014 I left to become the Executive Director of Generación Floreciente/Principal of Esperanza Elementary School.

Education History: I graduated from Ogden High School in 1983 and immediately enrolled at Weber State University where I received my first college degree three years later in 1986. I remained at WSU for three additional years until I received a Master of Science in Education with emphasis in language acquisition. I continued taking classes in computers, communication, and education and attending conferences, but decided to enroll in the Administrative/Supervisory Program at Utah State University until I completed the requirements in 1992. I have attended numerous conferences and workshops, such as the National Association for Bilingual Education (NABE), The National Teachers of English to Speakers of Other Languages (TESOL), High School That Work Network, Response to Interventions (RTI) Conferences, among others.

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

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



June 15, 2015

Applicant's Signature -

DATE

BACKGROUND INFORMATION SHEET

Name: Phillip Shumway

Role with school: Board Trustee

Expertise: Board Governance, Financial and Non Profit Experience

Statement of Intent:

I was invited to join the Future Through Training Board of Trustees five years ago. I bring a strong understanding of nonprofit organizations and the ability to understand the challenges of efforts to strengthen the financial stability for nonprofit agencies and compliance issues faced by nonprofit organizations.

Not-for-Profit History:

I have been working for a nonprofit agency since 1981. I have created other nonprofit organizations and worked on a number of mergers of other nonprofit agencies. I have experience in recruiting and training board members.

Employment History:

I have served as the Executive Director of TURN Community Services since 1981. TURN Community Services is a private nonprofit agency that contracts to provide residential, supported living, supported employment, day training, family-supported programs, and other community integrated activities for people with disabilities. As chief administrator, I am responsible for the financial management and realization of organizational objectives, mission and vision of the agency. I prepare the annual budget and report progress to staff and Board of Directors and maintains a safe and healthy work environment for all employees.

I report directly to the Board of Directors, and coordinate and attend board and committee meetings. I supervise the development of the agency policy and procedures ensure compliance with all State and Federal regulations, and market the agency through public relation efforts and media contacts.

Education History:

I attended the University of Utah and graduated from Arizona State University in 1975 with a Bachelors degree in social science and an emphasis in Recreational therapy. I am licensed as a Recreational Therapy Specialist in Utah. I have attended a number of nonprofit trainings in board governance, financial understanding and compliance issues for the nonprofit industry.

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

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

A handwritten signature in black ink, consisting of stylized, cursive letters that are difficult to decipher. The signature is written above a horizontal line.

Applicant's Signature

**APPENDIX A
BACKGROUND INFORMATION
SHEET**

Name: _____ Azenett _____ A.
Garza

Role with school: Board
Member

Expertise Evidence-Based Best Practices for Improving Academic Achievement of Low-Income
Latino
students

Statement of Intent:

My role will be as a Board Member of Prosperidad Academy. I have been serving as a member of DaVinci Academy, a local Charter School that focuses on Arts and Sciences. My professional experience as a faculty member in Psychology at Weber State University, as Data Management Director of Ogden United Promise Neighborhood, and my research training and expertise all are incredibly helpful as a Board Member. I bring with me knowledge of evidence based practices that improve academic performance of underrepresented (in particular, low-income and Latino students) school-age children. My connections with the local university and the community will allow us to connect with many additional resources and opportunities that will benefit the school. I am committed and am very excited about the mission of Prosperidad Academy of providing a bilingual and bi-literate education using the minority language dominant immersion model. I am also committed to the application as it has been written.

Not-for-Profit History:

I have been a board member for DaVinci Academy for the last year and a half. So, I am generally familiar with Board Member's responsibilities.

Employment History:

Professor of Psychology at Weber State University, Ogden, UT, 2015 – present.

Associate Professor of Psychology at Weber State University, Ogden, UT, 2009-2015.

Community Research Coordinator for Weber State University's Center for Community Engaged Learning, 2013- present.

Data Management Director for United Way of Northern Utah's Ogden United Promise Neighborhood Initiative, 2013- present.

Assistant Professor of Psychology at Weber State University, Ogden, UT, 2002 – 2009.

Research Associate, Research Assistant, Project Coordinator for The Hispanic Research Center at The University of Texas at San Antonio, 1993-1995, Summer, 1998.

As a faculty member at Weber State University, I have been involved in development of academic programs in the Psychology department, but have been involved in the discussion of academic courses throughout the different academic colleges as well. I have been involved in out-reach programs for middle-school and high school programs that the University is involved in such as Latinos in Action, Multicultural Youth Summit, Summer research programs, WSU Prep Summer programs, etc. I have also developed practicum experiences with students conducting academic preparation of Head Start students.

As the Data Management Director for Ogden United Promise Neighborhood, I have been responsible for researching the academic preparedness of children from Pre-school age to College. I have also been responsible for researching the best evidence-based interventions for different areas where academic improvement is sought for school aged children. The emphasis has also been on the most economically disadvantaged Ogden population which is the student population that this Charter, Prosperidad is seeking to serve.

Education History: Using as much space as necessary below, 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.

Ph.D. earned in 2003 from The University of Texas at El Paso in Applied Experimental Psychology.

M.A. earned in 2000 from The University of Texas at El Paso in Experimental Psychology.

B.A. earned in 1995 from The University of Texas at San Antonio in Psychology and Minor in Statistics.

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

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

Appendix B: Scoring Rubrics

APPENDIX B SCORING CRITERIA

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
SECTION 1: SCHOOL PURPOSE						
A response that meets standard will:						
Identify the purpose(s) of the charter school as outlined in 53A-1a-303.	✓					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	✓					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	✓					
Describe the school's educational foundation and the culture or ethos	✓					
Describe the anticipated population of the school, including grades served and requested enrollments	✓					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	✓					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-301.9	✓					
SECTION 2: MARKET ANALYSIS						
A response that meets standard will:						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	✓		✓			
Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	✓					
Describe data that points to trends/shifts within target location specific to school selection	✓					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	✓					
demonstrate how its proposed locations meet the definition of "high growth area," if applying under 53s-1A-302.3	✓					
A response that meets standard will:						
SECTION 3: PROGRAM OF INSTRUCTION						
Align with the school's mission, vision, and overall educational priorities	✓					
If replicating an existing school design:						
Provide sufficient evidence the replicated design has been effective and successful in raising student achievement	✓					
Identify specific successful practices	✓					
Commit to a high level of fidelity to the successful model and minimize "tinkering" with the model until achieving acceptable results	✓					
Describe the applicant's capacity to replicate an existing school design	✓					
If using developed curricula:						
Identify the school's philosophical approach to educating students	✓					
Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes	✓					
Show the selected curricula is consistent with the school's mission, vision, and educational program design	✓					
If creating own curricula:						
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	✓					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially Meets	Does not meet	Meets	Partially meets	Does not meet
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	✓					
If focusing on career education: Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	✓					
If focusing on career education: Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	✓					
Identify major methods of instructional delivery and post-secondary and business partners		✓				
Include a convincing plan for transitioning students to work, further training, or higher education		✓				
If offering a distance and/or online education program will include: A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means	✓					
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance	✓					
The methods to be used to ensure authenticity of student work and adequate proctoring of assessments	✓					
The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents	✓					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades	✓					
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context		✓				
If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	✓					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	✓					
A response that meets standard will: SECTION 4: PERFORMANCE MEASURES						
Align with the school's mission and educational program	✓					
Define measures, metrics, and targets that are SMART	✓					
Set high standards for student learning	✓					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	✓					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	✓					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	✓					
Ensure that the school will be held to the same performance standards as other public schools	✓					
Specify the time frame in which students will be expected to meet the performance standards	✓					
Show compliance with all federal accountability standards	✓					
SECTION 5: GOVERNANCE						
A response that meets standard will:						
Demonstrate the board has the capacity to found and sustain a quality school	✓					
Include background information sheet for each named board member	✓					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	✓					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	✓					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	✓					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations		✓				
Illustrate the governing board's capacity to represent the community well	✓					