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Salt Lake Arts Academy

In The Power of Their Ideas, Meier (1995) suggests that we abandon adolescents just at the time when they most often need to be in the company of trusted adults. Education Leadership: Class Size School Size: Volume 59, No. 5, February 2002, ASCD

Salt Lake Arts Academy

Utah Charter Schools
Application Narrative

1. **Administrative Structure.** *Describe the governance and administrative structures of the school, including representation on the governing board.*

A Board of Directors will provide the highest level of governance of the academy. The initial Board will be selected by the corporate founders of the academy after which the selection process described under Governing Board will be instituted (see Governing Board).

This board will provide strategic direction for the academy, choose and nurture strong leaders, and ensure the academy's financial and legal health. This board will be committed to the academy's mission, possess substantial leadership skills and expertise, set policy to guide the academy's work, and evaluate both the academy and itself with an eye toward continuous improvement. The major responsibilities may include but are not limited to:

1. Determine the Organization's Mission and Purpose

2. Select the chief administrative officer (C.A.O)

3. Support the C.A.O. and Review His or Her Performance

4. Ensure Effective Organizational Planning

5. Ensure Adequate Resources

6. Manage Resources Effectively

7. Determine and Monitor the Organization's Programs and Services

8. Enhance the Organization's Public Image

9. Serve as a Court of Appeal

10. Assess Its Own Performance

While the Board of Directors will provide the governance of the academy, the management will come through collaborative work of staff, parents, students and members of the community.

- The principal will serve as the organizational and instructional leader. S/he will be an active member of the faculty with teaching responsibilities.
- A development director will work closely with the principal and the Board to complete fiscal and reporting responsibilities.
- The faculty, staff, and principal will meet weekly to address organizational and instructional issues.
- A School Community Council (SCC), made up of the principal and parent and staff representatives, will meet once a month to help the school keep track of what it is doing well and what its priorities for improvement are, facilitate the school's work in implementing its plans, and ensure that all parts of the school's mission are appropriately managed.
- The SCC will appoint subcommittees as needed. Possible subcommittee responsibilities include teacher selection and review, policy making, public relations, and fundraising.
- Students will play an active role in school governance, appropriate to their age and maturity. Advisory representatives will meet as a student council to address student concerns and interests. Student representatives will also participate on school wide committees with faculty and parents.

As we expand, the needs and administrative structure may change to meet the needs of the students and the school.

2. Governing Board. *Describe the selection process for the charter school governing board, including how often the members are chosen.*

A nine member Board of Directors will govern the academy. The Board will have ultimate administrative responsibility. The Board will consist of four parents of children who attend the academy and five individuals from the community who provide expertise and interest in the academy mission and goals.

Members of the Board will serve staggered three-year terms that can be extended. A nominating committee made up of parents and chaired by one current board member will present a slate of names each spring to be voted on by the board.

The members of the Board will elect the officers of the Board. The officers will be Chair, Chair-elect, and Treasurer. A secretary will be appointed by the Board, but will not be a member of the Board. The term of office for all officers and the secretary will be two years. The Board will reorganize after elections each spring.

The Board will meet at least once a month in a public meeting to consider and adopt policies, discuss operations, hear reports and updates, and consider requests and concerns.

3. Chief Administrative Officer. *Provide the name and describe the qualifications of the chief administrative officer.*

Amy Wadsworth and Carol Lubomudrov will initially share the position of Chief Administrative Officer.

Amy has been the principal of Wasatch Elementary since 1992 in the Salt Lake City School District. Prior to Wasatch, she was the assistant principal at Clayton Intermediate School for five years. She taught eleven years prior to her work in administration: two years at West Lake Jr. High and nine years at Highland High School. She holds an endorsement in English and French. As an elementary principal, Amy has attended numerous classes and workshops in literacy development and has led her faculty through three-year literacy training in the Literacy For All consortium. As principal of Wasatch Elementary, Amy has been instrumental in implementing a strong school wide arts program that has been recognized for its excellence. She is an experienced fundraiser and program developer.

Carol is the current principal of Beacon Heights Elementary, where she has served since 1995. Prior to Beacon Heights, she was the principal of Washington Elementary and the Open Classroom. Before joining the Salt Lake City School District, Carol was principal of Rowland Hall's K-5 school. She has a vast array of educational experiences and awards that are further listed in the attached vitae.

4. Parent Involvement. *Describe how parents will be involved in establishing and reviewing policies, procedures, and programs, including the school's curriculum and instruction program.*

We believe parental involvement is essential to the purpose and effectiveness of the Academy. Not only will the school look for opportunities to support families but also there is a strong expectation that parents will contribute in various ways to the support of the Academy and the education of their children. The education of adolescents must be a team endeavor and every attempt will be made to make this a collaborative effort. We will employ the following strategies to help create a family friendly school.

- **Involve parents in the design, administration and running of the academy.** Planning the school with parental and community input will help ensure that it meets the needs of both students and parents. The school's mission and vision will be jointly developed with parents and members of the community. Program content, objectives, and the rationale for instructional strategies will be discussed in seminars designed to create a joint learning environment.

- **Offer a variety of ways for families to be involved.** The academy will offer many different activities -- from helping with homework to volunteering and providing input on decisions -- through which families can choose to enter the

school world in a way that is comfortable to them. We expect family members to support the school as volunteers, assisting at the school, and serving on advisory or decision-making committees and task forces. We plan to enrich the curriculum by incorporating the knowledge, talents, and abilities of family members. We will eventually prepare a database of parental and community resources that teachers and students can draw on for projects and expertise. In addition, the school will provide informational resources that will enable families to establish a home environment that supports their children as students, and teaches them how to help their children learn at home.

- **Develop contracts with parents.** (We didn't talk about this but this is one way we could go) We will develop a contract with parents affirming their commitment to be involved with their children's education and to support the academy as needs develop.

- **Provide a parent resource center.** A parent resource center/area will offer families opportunities to connect with each other, as well as offer educational and social events. By serving the various needs of families, the resource center will help parents and caregivers support their adolescents and each other.

- **Train staff to involve families.** Faculty and staff will gain the skills necessary to do an effective job of involving families

5. Communication with Parents. *Describe the procedures for notifying parents of their opportunities or obligations for involvement as well as the procedures for filing complaints.*

Effective communication is critical for the success of the academy. The school's leaders will communicate about individual student and whole school progress honestly and thoroughly. We will seek to constantly improve the school's programs and responsiveness to family and community members. Several strategies will be employed to communicate effectively with families.

- **Build trust and rapport with families.** We will involve families in the development of a family/student handbook that explains the mission, goals and objectives of the school as well as details of school policy. We will invite families to an open house and to events throughout the year. School staff will be easily accessible.

- **Share information with families about their children's individual progress.** The academy will use several strategies to communicate with families about their children, including parent-student-teacher conferences, phone calls, and written documentation of student achievement. Newsletters with descriptions of classroom activities, goals, upcoming plans, and recognition of individual students will also be distributed. We plan to have all families with computers on

an e-mail group so that communication can freely flow among all members of the school community.

- **Provide information to families and community members about how the school is doing.** Families, as well as the broader community (including the sponsor, state officials, the media, and the general public) will receive information through the use of U-Pass, a web page, public presentations, pamphlets and media releases about specific school accomplishments.

- **Family satisfaction will be accessed through surveys with the information being used for school improvement.** The Academy will use surveys of students, parents and all major stakeholders to obtain data about how the program is viewed and what steps need to be taken to improve the school.

6. Complaints. *Describe the procedures for receiving and responding to parent complaints.*

If parents have complaints, they will be encouraged to take their complaint to the level closest to the problem. If the problem is not resolved, the matter will then be taken to the principal and/or school community council.

STUDENTS

7. Notification. *Describe how potential students and their families will be notified of the opportunity to attend the new school and the procedures for applying.*

Information maybe distributed through all means available. This might include community councils, pre-schools, newspapers, Internet and the school's web page.

8. Selection. Describe the admissions selection process, including any preferences given in admission.

The academy shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level (balancing for gender), or the school.

Applications may be submitted beginning September 1st of the preceding year of enrollment and the initial deadline will be February 15th.

If the number of applications exceeds the capacity of a program, class, grade level or the school, then students shall be selected on a random basis except that the school may give preference to:

A student of a parent/guardian who is a founding member;
Siblings of students presently enrolled in the school
Students whose parent/guardian is an employee of the school;

After the above preferences have been admitted, the following procedure will be used:

an admissions lottery shall be held to fill all of the spaces in those grades or age groups from among the applicants. The lottery process will continue until all applicants have been assigned a number. Applicants who are not admitted will be placed on a waiting list, in the order in which they were selected in the lottery.

The academy prohibits discrimination based on race, creed, color, gender, religion, ancestry, disability or need for special education service. We want to encourage a diverse student population and will target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the academy's program.

Students with prior behavior problems may be accepted with certain provisions. Conditions under which enrollment would be permitted or continued may be established in a written agreement. We expect prospective students or parents to understand and commit to the school's mission or educational philosophy.

A student's application may be rejected or revoked based on:

Student's serious infractions of law or school rules, chronic misbehavior which would, if it were to continue, endanger persons or property, cause serious disruption in the school, or place unreasonable burdens on schools staff (taken from Salt Lake City School District School Board Policies and Procedures JECC_R 4.04)

9. Standards. *Describe the standards that will govern student conduct, dress, and performance, how and when those standards will be communicated to students and parents, and how they will be enforced.*

A handbook will be distributed at the beginning of each year that will outline student standards governing student conduct, dress and performance.

Dress Code: Students will be required to wear a uniform. There will be no waivers. Financial assistance will be available to families in need.

Attending the Academy is a privilege. It is an educational program that expects students to be self-disciplined, independent workers who invested in an arts education. It is critical that students demonstrate responsibility by regular attendance, punctuality and individual accountability.

All students will be required to treat each other, the teacher, parents, and any other person associated with the school with respect. A code of behavior will be distributed to all students and parents. Positive reinforcement will be stressed.

10. Dismissal. *Describe the procedures and processes that will be used to dismiss students from the charter school. (Amy)*

Upon acceptance to the Academy, students and parents will sign a contract that states their agreement to:

- Uphold the policies and rules of the Academy
- Maintain excellent attendance and punctuality
- Work to their full potential / Support student to work to his/her full potential

Students and parents will receive notification if there is a problem in academics, attendance or behavior. All efforts will be made to correct the problem through conferences, contracts, and other discipline procedures. If the problem continues, or other problems arise, the student will be dismissed from the Academy. Parents may appeal the dismissal to the Board as well as petition the Board to be re-admitted.

STAFF

11. Screening and Selection. *Describe the procedures used to determine the qualifications and fitness of employees for assignments.*

Teaching positions will be advertised in the newspaper, over the Internet, and in education supplements when the charter is granted. All applicants will be required to submit a statement of their education perspective, curriculum vitae, qualifications, including a copy of teaching certification, and professional recommendations, which may include parental and student recommendations. A Selection Committee made up of the principal, staff and parent representatives will interview the applicants. The Board will extend an employment offer to the most qualified applicant as determined by the Selection Committee.

12. Qualifications. *Describe the minimum acceptable qualifications for professional staff.*

A Utah State Elementary Education, K-8, or Secondary Education Certification will be required for the full-time teachers or satisfaction of the State Board requirements for alternative certification or authorization. The faculty will also include specialists from the community with expertise in specific fields. These staff members will work in collaboration with a certified teacher.

13. Staffing Patterns. *Describe the anticipated staffing pattern, including whether students will be in self-contained classes, in multiage groups, or rotated among different teachers, class sizes, roles of classified support staff, and other pertinent aspects of the staffing pattern.*

Instruction will be provided through a variety of groupings. Students will meet at times in age specific groups as well as multi-aged groups. The grouping will be flexible and readjusted based upon student performance and / or student curriculum interests.

The students will be grouped into two houses, a 5/6 House and a 7/8 house. Each house will include the following:

50 students

1 master teacher	Directs and provides curriculum, assessment, and instruction; directs other faculty members / staff in team; collaborates with other master teachers, principal, specialists and community council.
1 associate teacher	Collaborates with the master teacher to design curriculum and provide instruction & assessment.
450 hours of specialist time	Provides instruction in the arts, technology, & sports.
Pre-service university students	Participate in all aspects of the day including instruction and assessment.
Parent volunteers	Assist with small group and / or individual instruction; special presentations; classroom projects and activities.

Math will be multi-aged and cover Math 5 up through Geometry. Student placement will be determined by mastery of core concepts.

Science and Social Studies will be grade-level specific to ensure students learn the State Core Curriculum. Content will be taught thematically through the Basic School core commonalities that will allow all of the school to pursue common themes throughout the year. As an example: in science, the core commonality may be "Life Cycles". The fifth grade students will study the concepts specific to their core that relate to this theme while each of the other grade levels pursue the concepts that are required in their core. In addition to the work specific to their grade level, all students will pursue projects of interest that are generated out of real life issues and problems that relate to this theme. The projects will require field research as well as traditional research that may be conducted in multi-aged groups, as all students will be under the same "thematic" umbrella. Students will be set up to work with experts from the community during their project field studies.

Reading and writing instruction will be linked to the school wide themes in addition to the study of specific genres. Instruction, assessment and materials will be differentiated to meet the specific interests and proficiencies of the students.

In the 5th and 6th grades, students will explore the arts through 4 eight-week classes taught by an arts specialist in that field. The students will learn the skills, concepts, and principles that are the artists' tools. The teacher specialists will also link to the core commonalities that are being taught in other subject areas. For example, as students

explore "Life Cycles" in science, social studies, health, and language arts, they will also use the arts to extend their understanding of this theme.

In the 7th and 8th grades, students will select two art forms that they will study in greater depth. These will be taught by specialists and will also link to the core commonalities that are being taught throughout the school.

The arts specialists will meet with the teams weekly to design curriculum and organize student instructional activities.

Specialists as well as the classroom teachers will provide technology instruction. Students will learn word processing, publishing, and multi-media techniques. Technology instruction and projects will relate to the content that students are currently pursuing and teach students to apply concepts from their arts disciplines. It will not be taught in isolation.

PE will emphasize lifetime fitness and take students off of Library Square and into the community recreation facilities such as the Central City Community Center, the YWCA, Gallivan Center ice rink, or the University of Utah. The faculty will provide instruction and supervision.

Foreign Language classes and English for ALS students will be available as an optional class that students may elect to take either at the beginning of the day or at the end. A fee will be required to cover this option. Tuition waivers and scholarships will be available for interested students who cannot afford the fees.

14. Teaching Schedule. *Provide a copy of the anticipated teaching schedule for staff members, including provisions for preparation, consultation with students and parents, and professional development.*

During the school day, students will receive their social studies, science, health, and language arts instruction during "core" blocks of time. Curriculum will be both skills driven and thematically integrated.

Math will be offered at various times during the day to accommodate different levels.

5th and 6th graders will take Arts exploration each day while 7th and 8th graders will pursue the study of two self-selected arts disciplines.

All students will have an advisory period following a common lunch break.

Here is an anticipated teaching schedule:

Teachers A and B Elementary Education 5th / 6th grade

Teachers C and D Secondary endorsements in English, Social Studies, Science & Math

This is a sample of what a daily schedule might constitute.

8:00 – 8:40 Options: Language classes Math Club Science Club Private lessons

8:45 – 10:35 Integrated Social Studies / Language arts / Science – Teachers A,B,C,D

thematic instruction through the Basic School "Core commonalities)

10:40 – 11:30 Math 1 (Pre-algebra) Teachers A and B

7/8 Core Teacher C

7/8 Arts Specialists from Global Artways

Preparation / Consultation for Teacher D

11:30 – 12:00 Lunch

12:00 – 12:30 Advisory All Teachers / Staff

12:35 – 1:25 Math 2 (Algebra) Teacher D

5/6 Core Teachers A & B

7/8 Arts Specialists from Global Artways

Preparation / Consultation for Teacher C

1:30 – 2:20 Math 3 (Geometry) Teacher D

5/6 Arts Exploration Specialists from Global Artways

Preparation / Consultation for Teachers A & B

2:25 – 3:45 Core / field work / special projects / arts integration

Lifetime sports on Fridays.

3:45 – 5:00 Options: YouthCity County Recreation Youtheatre Clubs
Languages (English, Spanish, French)

Parent/Teacher conferences to coordinate Student Educational Plans (SEPs) and evaluate student progress will be scheduled twice each school year. A Back-To-School night will be conducted within the first month of the school year. Daily consultation periods will also provide students, parents and teachers opportunities to meet over student needs.

Professional development will be offered throughout the year as well as during the summer. Teachers will attend Basic Schools staff development sessions Mondays and Wednesdays from 8:00 – 8:40. Teams will write curriculum, plan instructional activities, and share student work.

CURRICULUM AND INSTRUCTION

15. Purpose. *Explain the school's purpose, mission, and goals, specifying the factors that set it apart from other educational entities currently available in the area.*

The mission of the Salt Lake Arts Academy is for all students to become thoughtful, capable contributors to the world community who will take responsibility for shaping its decisions and design.

The purpose of the Salt Lake Academy of Arts and Science is to offer a unique middle school experience for grades 5 – 8 that takes advantage of the rich educational environment in the downtown area and provides a strong academic foundation with an emphasis in the arts.

Housed at Library Square in Salt Lake City's downtown center, the academy will be a model for how a school and a downtown community can collaboratively provide an enriched educational program and environment for young adolescents. Using shared spaces with Global Artways; the students will receive a strong academic foundation with particular emphasis on an enriched, in-depth arts education.

Key elements that define the Salt Lake Arts Academy:

- **Small intimate size.** The Academy will provide an intimate learning community for students that responds to the unique characteristics of 10 – 14 year olds. Classes will be small insuring a personalized learning environment where students are taught in flexible groupings. On-going assessments will shape instruction and curriculum so that learning remains relevant and challenging no matter the student's grade level. (Small group sizes will allow for more one-on-one interaction, mobility, flexibility of instruction and development of the student's specialized interest in an art area. Not sure of this wording)

- **Enriched environment and innovative space usage.** The Academy will have its "home campus" on the 3rd floor of what is currently the Main Library at Library Square. This is the space designated for Global Artways, Salt Lake City Corporation's Arts Education Program and part of *YouthCity*. During the school day, Global Artways will collaborate with the Academy in sharing space, equipment, and expertise. Two other organizations housed in the same building, the Utah Science Center and the Center for Documentary Arts will join in this education collaboration by also contributing space, resources and expertise. Specialists from these community organizations will be members of the Academy's faculty, helping to write curriculum, provide instruction, and assess student progress. This collaborative effort exemplifies the vision of *Schools as*

Centers of Community: A Citizen's Guide for Planning and Design, produced by the White House Task Force on Livable Communities.

Students will also be able to take advantage of the rich resources of Salt Lake City. They will have a UTA pass that allows them to use buses and TRAX from the University of Utah to the Gateway Center. The new library will be located next door as well as a computer center. Students will learn to access their city's resources and see themselves as active members of a learning community.

- **Collaborative partnerships and mutually supportive philosophies form a community of learning which encompasses all ages.** The Salt Lake Arts Academy and Global Artways share common objectives that encourage creativity, develop critical thinking and instill a love of learning while teaching basic art skills. Global Artways believes that in each art form the creative process enables people of any age to understand the past, imagine a positive future and preserve their cultural heritage. The Academy students will use the arts to expand and deepen their knowledge in the Sciences, Social Sciences, Mathematics and Literature. They will develop creative skills and patterns of thought that will position them to become the designers of the 21st century. The goal of Global Artways' classes and events are to develop a positive social fabric by the promotion of trans-cultural understanding, the celebration of diversity and the facilitation of neighborhood bridge building within our city. The academy enhances this objective by applying it to all disciplines.

- **Professional support and development**
  The Academy will also serve as a professional development partner with the education programs from Westminster College and the University of Utah, providing integrated training for the developing teacher. Education majors from these institutions will use the Academy for their field experience ranging from beginning course work to student teaching. Academy teachers and specialists will mentor these pre-service teachers while incorporating the most current research that the university students bring.

- **Focused curriculum based on Basic School model** (see #16)

16. Curriculum. *Describe the curriculum and instructional program to be used in the school; specify compatibility with the state core curriculum and graduation requirements.*

To achieve excellence for all, the Basic School has four priorities that are considered the essential building blocks of the school.

The First Priority: The School as Community

- **A Shared Vision**
- **Teachers as Leaders**
- **Parents as Partners**

The Second Priority: A curriculum with Coherence

- **The Centrality of Language**
- **The Core Commonalities**
- **Measuring Results**

The Third Priority: A Climate for Learning

- **Patterns to Fit Purpose**
- **Resources to Enrich**
- **Support Services for Children**

The Fourth Priority: A Commitment to Character

See **Appendix A** for more complete description. Also refer to **The Basic School: A Community for Learning** by Ernest L. Boyer, The Carnegie Foundation for the Advancement of Teaching, 1995

Utah State Core Curriculum will be incorporated into the Basic School Core Commonalities.

17. Calendar. *Provide copies of the school calendar and schedule, showing the hours and days that instruction will occur.*

We will be following a traditional academic calendar that begins in the fall and ends in early June. Students will attend school a minimum of 990 instructional hours and 180 days a year. The SCC will set the calendar.

The school day will begin at 8:45 and end at 3:45. Students may sign up for elective classes or clubs before and after school.

18. Extracurricular Activities. *Describe the plans for extracurricular activities, including whether the school intends to participate in interscholastic competitions and, if so, how that will be done.*

Elective classes will have a fee that is based on a sliding scale. Scholarships and financial assistance will be available. Students may participate in extra-curricular clubs that are held outside of school time that are arranged through community organizations such as YouthCity, the Utah Science Center, the University of Utah Youththeatre, etc.

STUDENT ASSESSMENT

19. Instruments and Procedures. *In addition to participation in the statewide public education assessment program and end-of-level core curriculum assessments, describe the instruments and procedures for assessing student performance.*

We intend to participate in the statewide public education assessment program and end-of-level core curriculum assessment. We will also use a variety of other assessments which might include but would not be limited to – student self-assessments, teacher observations, Student Education Plans (SEP) involving the teacher, student, and parent, written and oral reports, performance assessments, or other methods deemed necessary.

20. Reporting and Use. *Describe how information obtained from assessments will be reported to parents and how it will be used in the management of the educational program.*

The information will be reported to the parents and students through teacher/parent/student meeting. Progress reports will be sent home.

If a child is having difficulty attaining certain levels, an individual educational plan will be devised by the teacher to help that student. This may include more individual time with the teacher or volunteer parent, at home or after school, or any combination as deemed appropriate by the teacher

Should intervention be necessary, further assessments and plans will be developed with the teacher and parent to identify needs and services for that student.

FINANCES AND REPORTING

21. Start-Up Funds. *Submit a detailed plan for obtaining and using start-up funds. (There is no additional state start-up funding support)*

Barbara Gardner from the USOE has indicated that there are $100,000 of federal start up funds available for three years once a charter has been approved. Based upon this figure, our start up budget for the 2002 – 03 planning year includes:

$ 20,000 salary for Project Director whose primary responsibilities include:

1) overseeing fiscal operations of the development grant;

2) identifying possible partner agencies /districts/organizations and facilitating inter-institutional agreements

3) identifying all potential sources of income needed for operating costs and capital outlay

4) developing plans for hiring staff and recruiting students

5) planning for staff training and program development

6) overseeing research and development activities

$20,000 salary for Development Director whose primary responsibilities include:

1) grant writing

2) overseeing fund raising as a non-profit organization

3) creating public relations documents to support student recruitment and program development

$1,000 projected costs associated with hiring staff including:

ad space in newspapers, printing applications and other forms, and printing and distributing job descriptions

$9,000 projected costs associated with student recruitment including:

designing and printing brochures, correspondence, information leaflets, application forms for parents, and translation services.

$50,000 projected costs for setting up a school facility with furniture, computers, textbooks and needed materials

22. Revenues and Expenditures. *Submit a financial plan for the school including sources of revenue and anticipated expenditures by category (salaries, benefits, facilities, utilities, materials, etc.)*

Revenues: (We have based this projection on the operating budget of another Utah Charter School, John Hancock Charter School, which has a similar size. These formulas come from the Utah State Office of Education.)

Estimated ADM (1-8)	100
Number of Teachers	4
WPU Value	$2,132

Revenue	2003-2004 Amount	2004-2005	2005-2006
WPU Programs			
Regular WPU (100 ADM)	$213,200.00	$218,530.000	$223,993.2
Professional Staff	$18,367.00	$18,826.175	$19,296.8
Class Size Reduction (K-8)	$19,610.00	$20,100.250	$20,602.7
Special Ed	$33,156.00	$33,984.900	$34,834.5
Total WPU Programs	**$284,333.00**	**$291,441.325**	**$298,727.3**
Average State Per Unit Local Levy	$40,997.00	$42,021.925	$43,072.4

Salt Lake Per Unit Local Levy	$68,938.00	$70,661.450	$72,427.5
Total Local Levy	**$109,935.00**	**$112,683.375**	**$115,500.4**
Non-WPU Programs			
SS and Retirement	$50,987.00	$52,261.675	$53,568.2
Career Ladder	$14,446.00	$14,807.150	$15,177.3
Local Discretinary Block	$10,485.00	$10,747.125	$11,015.8
At Risk FT	$564.00	$578.100	$592.5
Gifted & Talented	$400.00	$410.000	$420.2
Total Non-WPU Programs	**$76,882.00**	**$78,804.050**	**$80,774.1**
One Time			
Teacher Materials/Supplies	$875.00	$896.875	$919.2
Library Media	$1,879.00	$1,925.975	$1,974.1
Staff Development	$1,385.00	$1,419.625	$1,455.1
ETI	$7,589.00	$7,778.725	$7,973.1
Federal Start up Funds	$100,000.00	$102,500.000	$105,062.5
Fundraising/Grants	$30,000.00	$30,750.000	$31,518.7
Total One Time	**$141,728.00**	**$145,271.200**	**$148,902.5**
Estimated Total All State Funding	**$612,878.00**	**$628,199.950**	**$643,904.5**
Expenditures			
Personnel			
Salaries			
.5 Principal/Administrative Leader for 220 work days	$40,000.00	$41,000.000	$42,025.0
.5 Development Director for 220 work days	$40,000.00	$41,000.000	$42,025.0
4 teachers for 195 work days	$200,000.00	$205,000.000	$210,125.0
Contracted Curriculum Specialists $30/hour for 900 hours	$27,000.00	$27,675.000	$28,366.8
Full Time Secretary for 195 work days	$30,000.00	$30,750.000	$31,518.7
Total Salaries	**$337,000.00**	**$345,425.000**	**$354,060.8**
Total Benefits	**$96,600.00**	**$99,015.000**	**$101,490.7**
Total Personnel	**$433,600.00**	**$444,440.000**	**$455,551.8**
Academic Costs			
Books/Materials	$25,000.00	$25,625.000	$26,265.6
Academic Supplies	$7,000.00	$7,175.000	$7,354.3
Art Program Materials & Supplies	$7,000.00	$7,175.000	$7,354.3
Software	$5,000.00	$5,125.000	$5,253.1
Testing	$2,000.00	$2,050.000	$2,101.2
Field Trips	$500.00	$512.500	$525.3
Participation in Basic School Western States Consortium	$15,000.00	$15,375.000	$15,759.3
Total Academic Costs	**$61,500.00**	**$63,037.500**	**$64,613.4**
Facilities			
Sub-Lease with Global Artways (to be negotiated) @ $300/student (to include custodial and utilities costs)	$30,000.00	$30,750.000	$31,518.7

Repairs/replacements	$2,500.00	$2,562.500	$2,626.5
Telephone	$1,200.00	$1,230.000	$1,260.7
Other	$300.00	$307.500	$315.7
Total Facilities Expenses	**$34,000.00**	**$34,850.000**	**$35,721.2**
Other Operating Expenses			
Advertising/Printing	$5,000.00	$5,125.000	$5,253.7
Insurance	$1,500.00	$1,537.500	$1,575.9
Office Supplies	$2,500.00	$2,562.500	$2,626.5
Total Other Operating Expenses	**$9,000.00**	**$9,225.000**	**$9,455.6**
Capital Purchases			
Office Furniture/Equipment	$1,000.00	$1,025.000	$1,050.6
Classroom Furniture	$2,000.00	$2,050.000	$2,101.2
Computer Equipment	$2,500.00	$2,562.500	$2,626.5
Instructional Equipment	$1,000.00	$1,025.000	$1,050.6
Total Capital Purchases	**$6,500.00**	**$6,662.500**	**$6,829.0**
Contracted Services			
Accounting/Auditing	$1,250.00	$1,281.250	$1,313.2
Legal	$1,000.00	$1,025.000	$1,050.6
Special Education Services	$15,000.00	$15,375.000	$15,759.3
ALS Services	$3,500.00	$3,587.500	$3,677.4
Total Contracted Services	**$20,750.00**	**$21,268.750**	**$21,800.4**
Total Expenses	**$565,350.00**	**$579,483.750**	**$593,970.9**

23. Accounting Policies and Procedures. *Describe how revenue and expenditures will be administered to ensure proper controls and oversight.*

The academy will follow standard non-profit corporation accounting procedures and file financial reports as required by the charter. An independent audit will be conducted annually. Checks shall be cross-signed, with one signee being an officer of the governing board and the other being the chief administrative officer. All funds for the school shall be deposited to the credit of the school in a financial institution.

24. Insurance. *Provide a description of the insurance coverages to be provided, including evidence of willingness of qualified providers to furnish that coverage.*

This will be determined after we have completed the lease agreement with Global Artways.

25. Fees. *If fees are to be charged, or if parents will be required to provided materials, clothing or other articles in order to participate fully in school programs, describe the fees or articles, how and by whom they will be established and collected, how and when those requirements will be communicated to parents, and how the school intends to comply with state law and regulations governing school fees and fee waivers.*

There will be materials fees for some coursework as well as a school uniform. The SCC will set the fees and uniform policy which will be approved by the Board. Uniform cost and materials fees will be reduced or provided without charge if parents qualify for fee waivers as specified in state law and regulations.

26. Responsibility. *Explain who will be responsible for preparing and submitting required financial and other reports, and the steps that will be taken to ensure accurate reporting.*

The development director will be responsible for preparing and submitting financial and enrollment reports. The principal will be responsible for preparing and submitting reports on student achievement. The chief administrative officers and the governing board will monitor both to ensure reports are prepared in an accurate and timely way.

SUPPORT SERVICES

27. Transportation. *Describe provisions, if any, for student transportation.*

Parents will be responsible for the transportation of students to and from school. The academy will arrange for transportation of students for school-related activities. The academy will abide by state law regarding design and operation of school buses if they are needed. Use of buses from the Salt Lake School District will be negotiated.

28. Food Services. *Describe provisions, if any, for food services.*

The academy plans to negotiate with the Salt Lake School District for providing food services. If students do not wish to avail themselves of these services, parents of the students will be responsible for school lunches.

29. Health and Safety. *Describe provisions for ensuring that health and safety requirements are met and that facilities are maintained in a clean and safe condition.*

The Salt Lake Arts Academy will promote, create, and maintain a safe and healthy environment. The facility will be maintained in coordination with the library square consortium. The building will be open to the public for multiple activities and audiences; therefore, it will meet ADA, Building Code, EPA, and OSHA requirements. In addition, the Academy will work closely with state and local Health Departments, the Department

of Environmental Quality, and Utah OSHA to ensure training and education requirements for faculty and staff are met.

30. Emergencies. *Describe provisions for dealing with emergencies, such as student injury or illness, fire, and natural disasters.*

The Salt Lake Arts Academy faces a finite number of definable risks, each of which can be measured in terms of likelihood of occurrence. The Academy will mitigate these risks by preparing a contingency plan that addresses response and recovery based on counsel provided by State Comprehensive Emergency Management. The Academy will be located in a central location that will be serviced by the appropriate response agencies. Emergency evacuation drills will be conducted in conjunction with the Salt Lake City School District. 72-hour emergency kits will be compiled, maintained, and stored on site. A parent/guardian calling roster will be maintained and used to notify parents in case of an emergency. The Academy recognizes the importance of excellent communication with parents during an emergency and will strive to relay pertinent and correct information to parents.

A First Aid Station, including a cot and first aid kit, will be maintained at the school. Parents and guardians of students will be required to fill out standard emergency forms outlining allergies, prior history of medical complications, emergency contact information, and other information as deemed necessary to meet recommendations from State Comprehensive Emergency Management and/or Departments of Health. Salt Lake Arts Academy.

Utah State Charter School Board
Charter Conversion Documents

250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200
(801)538-7817
Fax: (801)538-7729
jschmitt@usoe.k12.ut.us

In compliance of 53A-1a-501.8, the State Charter School Board shall enter into a charter agreement with each school operating under a charter issued by the State Board of Education. The following information is being requested to prepare to execute this agreement.

If you are seeking amendments to the charter that is currently in place with the State Board of Education, please include those amendments with these documents.

Name of Charter School Salt Lake Arts Academy

Chief Administrative Officer or Chair of Governing Board Amy Wadsworth (CAO)

Mailing Address 209 East 500 South

City Salt Lake City State Utah Zip 84111

County Salt Lake E-mail amy@saltlakeartsacademy.org

Daytime Phone 531-1173 Fax 531-7726

Form of Organization

[xx]Nonprofit Organization
[ ]Tribal Entity
[ ]Other_____

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Governing Body (Body responsible for the policy decisions of the school) (U.C.A.53A-1a-508)				
Member Type	**Number**	**Name**	**Name**	**Name**
Parent	**5**	**Diane Hill**	**Wanda Gayle**	**Katy Andrews**
		Michele Johnson	**Steve Baeder**	
Community Rep	**4**	**Daryl Barrett**	**Karen McLeese**	**Claire Turner**
		(opening)		

Target Population

Mission Statement (use only this space):

The mission of the Salt Lake Arts Academy is for all students to become thoughtful, capable contributors to the world community. Our goal is to launch young learners, who will one day take responsibility for shaping society's decisions and designs.

	Grades Served Please indicate all grades being taught													Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
Currently	K	1	2	3	4	5	6	7	8	9	10	11	12		
						x	x	x	x					215	1
Ultimate Size	K	1	2	3	4	5	6	7	8	9	10	11	12		
														No more than 300	1

School Calendar

[x]Standard [ ]Extended School Year Instructional Days 180
Start Date August 26, 2003

[ ]Alternate (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

Site Name Old Main Library

Site Address 209 E. 500 S.

City Salt Lake City Zip Code 84111 County Salt Lake

Site/Location Description:

We are temporarily housed in the old main library on Library Square. Our lease ends this coming June. We are in the process of negotiating for a location within close proximity to the Square, enabling our students to utilize the educational resources of the downtown.

Effectiveness Goals

Goal	**Specific Objectives** (What will be measured?)	**Measurement Criteria** (How you know it? – means of measuring data, percent mastery, etc.)	**Documentation on How Goals Have Been Achieved** (Including test scores)
1. Students will demonstrate proficiency of their science and math core curriculum.	Students will understand concepts that are specific to 5th, 6th, 7th, and 8th grade science and math.	1. Students will complete successfully lab work that relates, unit projects and tests. 2. They will receive 3 or better on their Spring CRT's.	At the end of our first year, spring 2004, the percentage of students receiving 3 or better on the CRT were: Science: 5th grade: 100% 6th grade: 87% 7th grade: 89% 8th grade: 68% Math: 5th grade: 76% 6th grade: 78% Pre-Algebra: 94% Algebra: 100% Geometry: 100%
2. Students will demonstrate their proficiency in writing for a variety of purposes including narrative persuasive informational expository	Students will understand the six writing traits and how to take a piece of writing through the process of brainstorming, webbing, draft and final versions.	Students will complete numerous writing projects that relate to topics and themes from their language arts and social studies curriculum. These papers will document the writing process and be measured on a rubric that follows the 6 writing traits.	Throughout the school year students created newspapers, brochures, poetry books, magazines, essays and short stories that embedded social studies content and responded to literature that they read.

3. Students will demonstrate their understanding of music, dance, visual arts, drama, photography and film making techniques as they integrate ideas and historical events gleaned from their other coursework including science, language arts and social studies.	2003 – 04 Students will understand how to create a large mural from a small design through the use of a grid. They will understand essential art concepts to create perspective, a sense of time, relationship, balance and rhythm across multiple artistic mediums. They will learn how to take an idea from an outline, to a script, to a finished film. 2004 – 05 Students will become proficient in using a variety of visual arts mediums. Students will identify elements of music while listening, creating and performing. Students will reveal their understanding of character development and motives through the construction of original dramatic scenes that are based on literature and social studies content.	2003 – 04 Students will complete the process to produce mural artwork. Students will produce original 5 minute videos that tell a story. Students will use dance to convey a theme or an idea. Students will show how music is influenced by culture and historical time. 2004 – 05 Students are creating an original theatrical piece that uses all of the arts to tell the story of a troupe of actors on their route west. The year is 1871. While traveling, they encounter the numerous "stakeholders" of American history who helped shape the American personae. All students are participating in music, set design, acting, writing, dancing, or production. This will be performed on May 5 and 6, 2005 on the main floor of our current space.	2003 – 04 7/8 grade students designed, drew and painted 4 16' x 6' murals depicting the faces of civil rights during the past century. These hang in the foyer of our school. 5/6 grade students designed, drew and painted 3' x 6' murals depicting images that reflect quotations from Martin Luther King's speeches. These hang in our cafeteria. 7/8 grade students wrote, directed, choreographed, acted, filmed and edited four original videos that were presented to the other students in spring 2004. All students collaborated in writing, singing, playing, dancing and acting in our end of the year final production "The Power of One" – an exploration of civil rights during the 20th century. We performed for over 500 people at the Jeanne Wagner theatre March 2004.

4. Students will understand what it means to be a part of the downtown community and value its resources.	Students will know how to use the public library for research as well as for personal interest. Students will understand social etiquette when walking or traveling on mass transit. Students will demonstrate proper audience decorum during presentations, programs, fieldtrips, etc. Students will know where important cultural resources are located in the downtown and what can be found there.	For their research project on "Telling the Story of Our City", students will collect data from the public library, including microfiche; learn how to find primary source material from museums such as the Chase Museum, the Daughters of the Utah Pioneers, Pioneer State park, MUAH, etc. These sources will be listed in the bibliographic section of their project. Students will create a map of the downtown that reflects the location of current buildings and shows where historical buildings once stood. Student behavior will be monitored and evaluated by their teachers and peers after attending concerts, plays, educational presentations, and other community programs.	2004 – 05 Story Boxes illustrating important findings from Louis and Clark Expedition. Dramatic presentations exploring specific events that took place during the Westward expansion. Students attended performances at Abravanel Hall, the Capital Theatre, PTC, Kingsbury Hall where their audience behavior was evaluated. On May 25, 2005, students present their research projects that use various arts mediums to tell the story of Salt Lake City. Information will be collected from downtown resources.

Provide information to the following:

A. A description of the school's library or access to a library. The description may include location, size, staffing, and estimates of size and types of collection.

Our library is the Main Library. Our charter is built upon the premise that we need to teach students how to use the resources in our downtown. We also have many apple computers that are available for research and student work.

B. The school's plan for providing administrative and supervisory services. These may include, but are not limited to supervision and improvement of instruction, interpretation of student and school progress and performance, community relations, staff professional development, counseling, employment issues, discipline, student placement, responsibilities for operation and maintenance of school plant, management of school equipment and supplies, preparation and completion of federal and state reports, assistance and support to teachers.

Teachers are under the administrative supervision of the principal, Amy Wadsworth. They are held to the professional standards outlined in their faculty handbook. Novice teachers are under the guidance of a mentor teacher on staff. Teachers are released with a paid substitute to attend conferences and workshops that increase their teaching proficiency. Curricular departments meet monthly to share ideas and address problems.

The entire staff meets every Friday afternoon to discuss procedures, reflect on student and school progress, and share information. The faculty participate on committees to review behavior policy, our schedule / curricular integration, and how we are sharing information with the community and our students.

The administrative staff meets weekly to set goals, complete reports, review budgets, and project upcoming issues.

C. The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, monthly budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures among others.

Budgets are created annually with figures provided by USOE. Once budgets are created these are taken to the governing board for approval. Should there come a need to transfer funds from line item to line item, this is taken before the board for approval and included in monthly minutes.

Monthly, the board is given a profit and loss statement, and also a year to date balance sheet of funds in our bank accounts. These are noted in the monthly board minutes.