State Charter School Board
Expansion Application

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

The vision of the Utah State Charter School Board (SCSB) is that "every student has access to an excellent education that meets their unique leaning needs."

Submission

Due **July 1** for the next upcoming school year (e.g. July 1, 2016 for the 2017-2018 school year).

Expansion requests requiring significant facilities modification and a USBE project number, may be submitted early (November 1) to be heard at the January SCSB meeting.

Staff Eligibility Review

After receipt, SCSB staff confirms eligibility, to include academic performance and operational compliance. Staff determines whether the existing school meets the SCSB's Eligibility Criteria and Financial Performance Expectations. The applicant is notified if eligible to expand and whether additional information will need to be submitted. Operational compliance will be confirmed throughout the review period.

State Charter School Board Consideration

At the August SCSB meeting, board members will consider the Expansion request. Schools will have opportunity to answer questions. Although a vote will be taken that day, SCSB staff will notify the school of the SCSB decision within five business days following the vote.

Application Instructions

The Expansion Application template is a Microsoft Word document with checkboxes and text boxes for the applicant to respond to questions. Prepare your application package using the template, attachments/forms, and submission process approved by the Board. This template is designed to be completed and submitted **electronically**. Incomplete applications will be returned to the applicant.

Submit the application package electronically to rabecca.cisneros@schools.utah.gov .

Formatting Requirements:

- ☐ Only the following file types will be accepted: .pdf, .doc, .docx, .xls, .xlsx.
- ☐ Create a three-letter abbreviation for your school to use in place of your school's name at the beginning of each filename (e.g. ECS for Excelling Charter School).
- ☐ Fonts must be no less than **11 point.**
- ☐ The application calls for certain official documents to be scanned. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

DELETE THIS INSTRUCTION PAGE WHEN SUBMITTING THE APPLICATION

Applicant Assurances

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The Board Chair must sign the following agreement prior to submitting the application package.

Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Administratively Incomplete.

School Name: _**Salt Lake Arts Academy**_____

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Expansion Application process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than 1 July for the next school year and that late/incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board is subject to all Utah statutes regarding charter schools as well as all relevant federal, state and local laws, and requirements, and follows such.

The Applicant acknowledges that the charter school meets the eligibility requirements listed on the SCSB webpage and that there are no student health, safety, or welfare issues.

The Applicant acknowledges that the prior two years of academic data will be provided to the SCSB for its consideration of the application. Additionally, the academic data of other schools will be considered.

The Applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the Expansion Application and provide clarification to any questions.

The Applicant acknowledges that the school's governing board voted in an open and public meeting to request this expansion.

The Applicant acknowledges that the school's governing board must appear before the SCSB in an open and public meeting to request this expansion.

_____

Name of Board Chair (please print)

Signature of Board Chair /Date

School Entity Information

Name of School: Salt Lake Arts Academy

Name of School Administrator: Amy Wadsworth

Local School District: Salt Lake Arts Academy

Provide a statement describing the mission of the school: The mission of the Salt Lake Arts Academy is to prepare students to become confident and creative builders of their future, equipped through the arts and academics to take responsibility for shaping their communities.

Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	Current Charter Affiliations
Matt Nelson	Board Chair	None
Ron Zamir	Member	None
Alonzo Huntsman	Member	None
Scott Messersmith	Member	None
Luna Banuri	Member	None
Heather Soderquist	Member	None
Joaquin Mixco	Member	None
Jim Kreeck	Member	None
Jennifer Goldman-Luthy	Member Chair Elect	None
Julie Livers	Member	None
Denise Begue	Member	None
Andy Yorkin	Member	None
Chris Mautz	Member	None
Jeff Stevens	Member	None

Required Exhibits:

- [?] Minutes of the board meeting authorizing application for expansion.

Population and Enrollment

X By checking this box, I understand and agree that the enrollment policies must be consistent with state law and Board rule, and that increased enrollment of students cannot begin until the Expansion Application is approved.

Grade Levels to be Served: 5th - 8th

Projected Maximum Enrollment: 440

Note: When completing the table, be sure to indicate the school year in the box labeled SY. Schools are listed as SY with the two-digit year for the end of the year. For example: SY17 is the 2016-2017 school year. Start with the year you wish to begin the expansion. Please do not leave any boxes blank. If you do not plan to include a grade place a 0 in the box.

	Grades and Specific Number of Students Served by Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
SY 21						110	110	110	110				
	K	1	2	3	4	5	6	7	8	9	10	11	12
SY 22						110	110	110	110				
	K	1	2	3	4	5	6	7	8	9	10	11	12
SY 23						110	110	110	110				

Attach a clear, specific and concise response about the proposed target population. The expected page length for all five questions is no more than two pages.

1. Describe the population of the school that includes a demographic profile listing the percentage of minority students, the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, academic performance of students entering the school, and distance travelled by current students.
2. Compare the description in question one (1) to the local school district of the sponsoring school.
3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population. Include current wit list numbers as well as what makes this school unique or needed.
4. Describe the enrollment practices, processes, and policies of the school.

5. Describe the enrollment timeframe that will be implemented and shared with the public.

Facilities

Does this expansion of student enrollment require a new facility or a significant structural change to an existing facility?

XX Yes (Complete Section A)

□ No (Skip Section A)

Section A: Facilities Plan for Expansion

Attach the following information regarding the new facility or structural change.

A-1. Attach renderings or describe the facility size and layout suitable for implementing the Educational Plan. If renderings are not available, provide the date when the documents will be submitted to SCSB staff.

A-2. Describe the timeline for completion of the facility by the start date.

A-3. Describe the financing requirements needed for this facility project. As required by statute, submit all contracts to SCSB prior to entering into any facility contracts.

Charter Fidelity

1. Describe the manner in which the school is meeting each key element and/or goal. Supply appropriate data, as applicable.

Metric or Key Element	How Meeting?	Data
The purpose of the Salt Lake Arts Academy 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 on the arts.	In 5th Grade, every student moves through Level I in each of the arts offered -- music, dance, drama, and visual arts, with each subsequent year building increased proficiency as students select the art form they wish to pursue more deeply. By 8th Grade, students are performing at a Level 3 in one or more art forms.	We have held on average 10 student performances each year. Students attend over 10 field trips each year in the downtown.
The Academy will provide an intimate learning community that is responsive to the unique characteristics of 10-14-year old students. Classes will be small to insure a personalized learning environment where students are taught in flexible groupings.	We have maintained a curricular program that is built around differentiated instruction and assessment. Students are provided choices to demonstrate mastery of concepts and skills.	Our report card measures students in Proficiency as well as PEPR (Preparation, Effort, Participation, Risk-taking) as well as CAB (Collaboration, Attitude and Behavior)

The Academy students will use the arts to expand and deepen their knowledge in the Sciences, Social Sciences, Mathematics, and Literature.	Teachers have designed curriculum and assessment to offer students a variety of performance opportunities to demonstrate the depth of their understanding. Based upon Bloom's Revised Taxonomy, the highest measure of achievement is a student's ability to ***create.***	Students are assessed on a 4 point rubric with the extension of a 5 for students who are highly proficient and go beyond. The teachers have developed "SLArts Challenge" projects that require students to creatively demonstrate their degree of understanding.
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 to bear.	We have not had many student teachers assigned to our school, but have welcomed and worked with numerous college students who are in the early stages of their program.	We have participated with Arts Bridge Scholars, Salt Lake Community College, and Westminster.
The faculty will include specialists from the community with expertise in specific fields. These staff members will work in collaboration with a certified teacher.	We have partnered with Arts Bridge, RDT and Ririe Woodbury Dance Company for a 3 year residency.	Residency with Ririe Woodbury Dance.
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.	Humanities classes draw from the Utah Language Arts Core curriculum and use reading selections that connect with the historical content and themes. The past 4 years have focused on the theme of Elements of creating a better world.	For 2019, we have used the theme of "fire" to explore the "spark of innovation, crucible of beliefs, trail blazers and extinguishing fear.
In the 5th and 6th grades, students will explore the arts through 4	In 5th Grade, every student moves through Level I in each	

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.	of the arts offered -- music, dance, drama, and visual arts, with each subsequent year building increased proficiency as students select the art form they wish to pursue more deeply. For the 2019 school year, arts teachers have connected to the school theme of Fire through the social studies time frame of the Reformation, Renaissance and Exploration.	
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.	All 7th and 8th grade students have one hour in the arts daily. Some students have two arts classes each day. We have maintained highly proficient faculty to teach all of the arts.	Students move from Level 1 to Level 3 in their selected art form. They perform multiple times during the school year.

Business Plan

A school that does not meet all four of the financial indicators on the CSPS Accountability Framework does not meet the SCSB's expectations and must submit additional information as part of its application.

Does the financial performance of the sponsoring school meet the SCSB's financial performance expectations?

XX Yes

□ No

Required Attachments:

Most recent audited financial report (AFR)

Annual program report (APR)

Audited financial statement

If answer is no, Financial Performance Information: In a detailed, yet concise response, address each Financial Performance indicator in which the school did not meet.