

Exhibit A

1. Name of the charter school: **Guadalupe Charter School**
2. Charter school applicant: **Guadalupe Center Educational Programs, Inc.**
3. Location: The charter school shall be established in **Salt Lake City**, located within the boundaries of the **Salt Lake City School District**, which is material to authorization.
4. Mission statement: Guadalupe Charter School mission is transforming lives through education. This will be done by focusing on individual student growth, by sustaining high quality educators, and by fostering collaborative relationships with parents and families.
5. The purpose of Guadalupe School is:
 - A. Continue to improve student learning by providing high quality individualized instruction.
 - B. Encourage the use of different and innovative teaching methods by using a balanced literacy approach to guide reading and writing at all levels.
 - C. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program by providing ongoing in-service opportunities that exceed state licensure requirements.
 - D. Increase choice of learning opportunities for students by providing a continuum of educational services for at-risk children and families.
 - E. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools and ongoing daily process.
 - F. Provide greater opportunities for parental involvement in management decisions at the school level by actively engaging parents in significant and substantial ways so parents become learning partners with students and teachers.
6. Key elements of the charter school:
 - a. Develop academic English language proficiency among English language learners.
 - b. High quality instruction to each student according to their academic needs including:
 - i. high quality Tier I instruction
 - ii. student specific Tier II and Tier III interventions
 - iii. high quality instructional staff enhanced through:
 1. observation and assessment resulting in individualized coaching
 2. professional development targeted to regulatory compliance and effective instructional technique
 3. mentoring program for Level 1 teachers
 - c. Engages families in order to extend the learning experience beyond the school day.
 - d. Emphasizes English language instruction, using a balanced literacy program allowing for whole group direct instruction, small group teacher facilitated instruction, inactive classroom activities, and student directed independent activities.
 - e. Maintains a small child/adult ratio of 1:14 or lower on average.
 - f. Provides a hands-on, child centered learning environment full of choice and exploration.
 - g. Committed to combating chronic absenteeism, though interventions such as providing student transportation.

- h. Provides longer instructional time, such a longer school day, an extended school year calendar, or a Summer Institute program.
- i. Provide all communication to parents in both English and Spanish.
- j. Parents are empowered to actively engage in their child’s education. The overarching goal is 100% parent involvement in Parent Teacher Conference and volunteering that supports the school, curriculum development, and student learning.
- k. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.
- l. Will not offer distance or online education, as it is defined by the Utah State Board of Education.

7. First school year: School year 2007-2008

8. Grade levels and maximum enrollment

Operational Year	Grades	Total Enrollment
2007-2008	K-3	100
2008-2009	K-3	100
2009-2014	K-4	125
2014-2015 (amended)	K-6	280
2015-2016 (amended)	K-6	300

9. Enrollment preferences provided:

- A. Siblings of currently or previously enrolled students
- B. Children of school employees
- C. Educationally disadvantaged students, through a weighted lottery, including
 - i. Low income students
 - ii. English language learners

10. Structure of governing board:

- A. Number of board members: 5 to 7
- B. Appointment of board members: The board will be comprised of (2) or more members of the agency board of trustees and two (2) or more parents of children currently enrolled in the charter school program, and the final member may also include at-large members. Parents are elected by the standing parent body and the agency representatives are selected the agency board of trustees.
- C. Board member’s terms of office: All members shall serve at the discretion of the Board of Trustees with no specific term of office with the exception of the parents whose term shall end once they no longer have a student attending the Charter School.
- D. Meetings: Regular board meetings, not less than six (6) per year.

11. Additional school specific standards used to assess School Achievement and the Charter School Performance Standards:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Student Relative Academic Graduated over 5 year increments??	Students making one or more year's growth as assessed by DIBELS or current state mandated reading assessment tool.	≥66%	55-65%	40-55%	≤39%
English Language Proficiency	Students will meet their proficiency plan annually according to the WIDA assessment.	≥.60	.45--.59	.44-.30	≤.29
Student Academic Growth	Students achieving growth target as defined by state accountability system	≥65% +	41% - 64%	31-40%	≤30%

12. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

13. Financial and Governance Measures: As defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).