

## AMENDMENT REQUEST FOR SATELLITE SCHOOL

### Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with recommendations for authorizing charter schools and for monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5. Satellite schools require authorization from the Utah State Board of Education (SBE) following recommendation from the SCSB and enrollment in satellite schools is counted against the annual charter school enrollment goal set by the Legislature.

1. **Sponsoring Charter School:** Syracuse Arts Academy
2. **Street Address** 2893 W. 1700 S **Phone** (801) 779-2066
3. **City** Syracuse
4. **This is a school located in an area:** ( ) Rural (X) Urban
5. **Chief School Officer** Cameron Almond **Phone** (801) 928-1360
6. **The sponsoring charter school is located in which school district?** Davis School District
7. **Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference (Attachment 1).**
8. **Satellite School** Syracuse Arts Academy – North Campus
9. **Street Address** TBD **Phone** TBD
10. **City** Clearfield/West Point/Clinton
11. **This is a school located in an area:** ( ) Rural (X) Urban
12. **Chief School Officer** Cameron Almond **Phone** (801) 928-1360
13. **The satellite school is located in which school district?** Davis School District
14. **List all duly elected and appointed current board members of the school (Attachment 2).**
15. **Percentage of minority students at sponsoring school, percentage of minority students in sponsoring school’s district of residence, and estimated percentage of minority students at satellite school.**

The percentage of minority students enrolled at Syracuse Arts Academy (“SAA”) is slightly lower than the minority enrollment rate across Davis School District as a whole. For the 2012-13 school year, SAA reported a minority enrollment rate of 11%. In comparison, Davis School District reported

a minority enrollment rate of 14.9% for the 2012-13 school year. Taking this information into account, it is expected that the minority enrollment rate at the Syracuse Arts Academy satellite school (the “SAA Satellite”) will range from 11-14%.

16. **Percentage of students with disabilities qualifying for Special Education services at sponsoring school, percentage of students with disabilities receiving Special Education services in sponsoring school’s district of residence, and estimated percentage of students with disabilities needing Special Education services at satellite school.**

The percentage of students with disabilities receiving Special Education services at SAA is in line with the district of residence, Davis School District. The prevalence rate at SAA, based on the December 1, 2013 SCRAM report, was 9.12%. In comparison, Davis School District reported a prevalence rate of 10.33% for the 2012-13 school year. Taking into account the last three years of prevalence rates, it is expected that the percentage of students with disabilities needing Special Education services at the SAA Satellite will be between 8-10%.

17. **What makes this satellite school unique or needed?**

First and foremost, SAA’s dedication to accomplishing its mission makes it unique inasmuch as neither its district of residence nor its surrounding districts offer a focus on arts integration. SAA’s original charter application was for K-6, with a focus on the integration of the arts. The SAA Satellite will also begin as a K-6 school and strictly adhere to the mission of SAA, which is to *develop respectful, confident citizens in a solid educational environment enriched by artistic expression.*

The University of Tennessee at Chattanooga’s Southeast Center for Education in the Arts (SCEA) did an in depth needs assessment in the spring of 2013 and reviewed the integration of the arts at SAA. The following is an excerpt from their Executive Summary:

*The overarching atmosphere of a nurturing, highly affective and affirming community climate is evident at Syracuse Arts Academy. Student performance is strong, parents and students speak well of administrators and teachers, and colleagues respect and praise their peers. Clearly, Syracuse Arts Academy is doing lots of things right!*

SCEA proposed a professional development plan for SAA to continue its commitment to arts integration. Partnering and participating with SCEA has allowed SAA’s administration and staff to self-reflect on the good work they have already accomplished while setting school improvement goals specific to their mission. SAA’s board of trustees continues to demonstrate its dedication to SCEA’s needs assessment by allocating resources towards this professional development plan.

We believe SAA has proven that the integration of arts supports academic achievement, and we assert that our belief was affirmed when SAA received an “A” last year for its school grade. The integration of arts, the strong commitment to academic achievement, a dedicated governing board, exceptional administration and teaching staff and a strong parental support help make SAA successful in completing its mission and provide an exceptional, unique program to the students that attend the school.

The need for a satellite is evident by not only a large lottery pool, but also highly satisfied parents. Over the last two years SAA has had an average of 835 students that were actively waiting to get into the K-6 program. SAA starts their lottery program new every year, so parents applying are not carried over from year-to-year. Many parents report giving up on applying to school due to the lack of available seats at SAA. The lack of “new” enrollment opportunities can be attributed in great part to

the high parent satisfaction and re-enrollment rates at SAA. An example of stakeholder satisfaction can be seen in the past two years' stakeholder surveys wherein SAA has enjoyed an average overall parent approval rating of 98.3%.

18. **How will the satellite school address the needs of students with disabilities who will need Special Education services?**

At SAA, we believe that every student should have an equal opportunity to receive an education. At the SAA Satellite, all students will be entitled to a free and appropriate education, and individuals with disabilities will be afforded that same opportunity regardless of disability and severity. The SAA Satellite will offer a variety of program options for students based on their individual needs and as outlined in the student's Individualized Education Plan (IEP) by offering a full continuum of alternative placements. From least to most restrictive, the placements offered will be:

- *General Education with Supports/Consultation*: a service pattern in which special educators or related service providers work with the general education classroom teacher offering specialized teaching techniques, support, and assistance for the student with a disability in the general education classroom.
- *Resource Program*: a service pattern within each school where specialized instruction for students with disabilities is provided in a "pullout" type program. Students will receive instruction directly in a resource classroom for part of their school day.
- *Self-Contained Program*: a service pattern in which the majority, at least half, of instruction is provided by special educators and related service providers in a classroom specifically identified as the special education classroom.
- *Home and Hospital Program*: a service pattern in which the specialized instruction is provided within the home setting or is provided by an outside agency if the student is hospitalized. This option is available for students who are unable to attend school due to physical illness, injury or serious emotional problems.

In order to safeguard the appropriate implementation of special education services in the variety of program options, the SAA Satellite will adhere to Syracuse Arts Academy's Special Education Policy and Procedures Manual approved by the USOE in February of 2009. This Manual ensures students with disabilities or suspected disabilities will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, ADA, and Section 504. This manual will be used in coordination with the Utah State Board of Education Rules (August 2007) and incorporates the USOE's Special Education Guidelines (August 2008) for Specific Learning Disabilities (SLD), Least Restrictive Behavioral Interventions (LRBI) and Caseloads. The following areas are covered in this Manual:

- General Provisions (Program Description);
- Identification, Location, and Evaluation of Students (Child Find, Referral, Evaluation, Re-Evaluation, Eligibility Determination including SLD Classification, and Eligibility Classifications);
- IEP Development and Service Delivery (IEP Team Participants, IEP Development and Content, LRE, Initial Placement, IEP Changes, Transition Services, and LRBI);

- Procedural Safeguards for Students and Their Parents (Parental Participation, Independent Education Evaluation (IEE), Written Prior Notices, Dispute Resolution, Surrogate Parents, Confidentiality, and Discipline);
- LEA Eligibility and Responsibilities (Assessment and Reporting, Public Posting, Ensuring Services, Supervision, Personnel Standards, Early Intervening Services, and Caseloads); and
- Students with Disabilities in Other Settings (Private and Public School Placements).

19. **Written certification that the sponsoring charter school currently satisfies all requirements of state law and Board rule (Attachment 3).**
20. **Detailed description of governance structure for satellite school, including appointed and elected members (Attachment 4).**
21. **Municipality in which the satellite school will be located and general information regarding the physical facilities anticipated to serve the satellite school, as well as written certification that no later than 15 days after securing a building site, the sponsoring school’s governing board shall notify the school district of the exact school location (Attachment 5).**
22. **Information detailing the grades to be served, the number of students to be served by grade, and ultimate enrollment figures for the satellite school (add table rows as needed).**

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2015-16	100	100	100	104	108	108	108	-	-	-	-	-	-	728
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2016-17	100	100	100	104	108	108	108	-	-	-	-	-	-	728
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2017-18	100	100	100	104	108	108	108	-	-	-	-	-	-	728
Ultimate Enrollment	100	100	100	104	108	108	108	-	-	-	-	-	-	728

23. **Detailed financial plan for the satellite school for three fiscal years (Attachment 6).**
24. **Signed acknowledgement by sponsoring charter school governing board that they will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. Signed acknowledgement certifying board members’ understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 7).**
25. **Evidence the entire amendment request document was received by the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located, as required in Section 53A-1a-505(1) (Attachment 8).**

26. **Signed acknowledgement by sponsoring charter school governing board that the board understands the satellite school shall be held accountable to its own performance agreement with the chartering entity** (Attachment 9).
27. **Attach sponsoring charter school's financial balance sheets and evidence of attending mandatory financial trainings** (Attachment 10).
28. **Attach sponsoring charter school's executive summaries from UPIPS review for the past three years** (Attachment 11).
29. **Create table and graph outlining sponsoring charter school's student performance on all applicable standardized assessments (e.g., DWA, end-of-level CRT, U-PASS, AYP, etc.) for past three years** (Attachment 12).
30. **Create table and graph outlining sponsoring charter school's authorized enrollment, fall enrollment, and student re-enrollment rates for past three years** (Attachment 13).
31. **Summary description of educational services, assessment, and curriculum for the satellite school - must be consistent with the services, assessment, and curriculum currently being offered at the sponsoring charter school** (Attachment 14).
32. **Attach comments page from the sponsoring charter school's management letter from financial audits for the past two fiscal years** (Attachment 15).
33. **Summary description of administration, teachers, and other staff to be hired for satellite school** (Attachment 16).
34. **Signed agreement by sponsoring charter school's governing board to cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school** (Attachment 17).
35. **Is the satellite schools' curriculum fully aligned with the Utah Common Core Curriculum? If not, in what areas does the school deviate from the Core?**

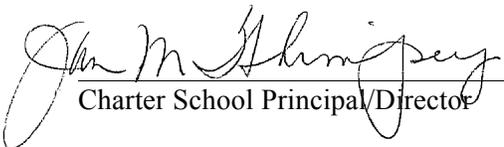
Yes, the Syracuse Arts Academy Satellite curriculum is fully aligned with the Utah Core Standards.

36. **Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?**

Brad Taylor performs and oversees the financial accounting for Syracuse Arts Academy. In addition to overseeing the day-to-day bookkeeping and payroll, Mr. Taylor advises board members and school directors on budgeting, annual state and federal reporting requirements, and state charter school funding rules. A copy of Mr. Taylor's resume is included below in Attachment 18.

  
\_\_\_\_\_  
Charter School Board Representative Signature

\_\_\_\_\_  
Date 4/22/14

  
\_\_\_\_\_  
Charter School Principal/Director

  
\_\_\_\_\_  
Date 4/22/14

## ATTACHMENT 1

### Founder Status & Percentage of Founder Preference

The following individuals comprise those who were given “founder” status as it applied to the establishment of Syracuse Arts Academy’s charter and preference in the school’s lottery:

Jennie Bair  
Shauna Bradford  
Janae Davenport  
Tami Olsen  
Tami Poe  
Vicky Veazie  
Chris Dallin  
Andrea Larkin  
Brian & Jana Truman  
Charlene Nelson  
Lyle Elmore

The table below depicts the number of students enrolled at Syracuse Arts Academy under founder preference, the total fall enrollment, and the percentage of students enrolled under founder status for the past three years:

	<b>Students Enrolled Under Founder Pref.</b>	<b>Total Fall Enrollment</b>	<b>Founder Enrollment Percentage</b>
<b>2011 Enrollment</b>	5	1,021	0.49%
<b>2012 Enrollment</b>	5	1,024	0.49%
<b>2013 Enrollment</b>	7	1,026	0.68%

**ATTACHMENT 2**  
**Board of Directors**

The following individuals are those duly appointed to serve as directors on the Syracuse Arts Academy Board of Trustees:

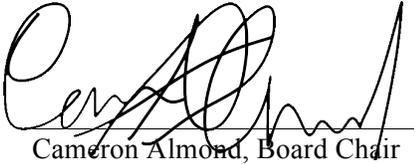
Cameron Almond, Board Chair  
Bryan DeGrange, Vice Chair  
Teresa Peacock, Financial Coordinator  
Jerrad Pullum, Assistant Financial Coordinator  
Nathan Schow, Board Project Manager

**ATTACHMENT 3**  
Certification of Compliance

CERTIFICATION OF COMPLIANCE

The Board of Trustees of Syracuse Arts Academy certifies that the school currently satisfies all requirements of state law and Board rule.

SYRACUSE ARTS ACADEMY



Cameron Almond, Board Chair

## ATTACHMENT 4 Governance Structure

Syracuse Arts Academy and the SAA Satellite will be governed by a single common board of trustees. The current board of trustees consists of the following individuals who serve in various capacities: Cameron Almond (Board Chair), Bryan DeGrange (Vice Chair), Teresa Peacock (Financial Coordinator), Jerrad Pullum (Assistant Financial Coordinator), and Nathan Schow (Board Project Manager). The primary governance responsibilities of the board of trustees are to: protect the legal interests of the charter school; determine the vision/mission and set policy; exercise sound legal and ethical practices and policies; manage liabilities wisely; advocate good external relations with the community, school districts, media, neighbors, parents, and students; hire and evaluate the administrator; practice strategic planning; ensure adequate resources and manage those resources effectively; and assess the organization's performance. In the event of a vacancy on the board (due to expiration of a trustee's term, death, resignation, removal, increased size of board, etc.), the board of trustees nominates and appoints individuals to fill the board vacancy.

In contrast to the governance responsibilities born by the board of trustees, the day-to-day management responsibilities of SAA and the SAA Satellite will rest with each school's director. The director of each school will serve as the chief administrator for the day-to-day operations of that school, as well as such other services and duties assigned by the board of trustees. As the administrative leader of their respective school, each director is accountable to the board of trustees for the successful day-to-day operations of their school. The director provides daily leadership for school staff and committees, and provides parents/stakeholders with information, and addresses their daily concerns. The directors' daily operational responsibilities also include maintaining the facility/grounds to ensure a safe environment that is conducive to learning, interpreting and implementing school policy, acting as the final arbitrator regarding student discipline, conducting teacher evaluations, and facilitating faculty meetings and in-service.

Teachers at SAA and the SAA Satellite serve as classroom administrators for the day-to-day operations. Teachers are responsible for understanding and implementing the Utah Core Standards as well as the school's instructional program and special emphasis. Teachers are responsible for the classroom instruction, conferring with parents/guardians to resolve student's behavioral problems, addressing parental concerns, monitoring of students and classroom assistants, establishment and enforcement of classroom rules, maintaining accurate and complete student records, and maintaining a safe classroom environment that is conducive to learning. Additionally, teachers are responsible for such other duties as are assigned by their school director or board of trustees.

**ATTACHMENT 5**  
**Satellite Location & Construction Certification**

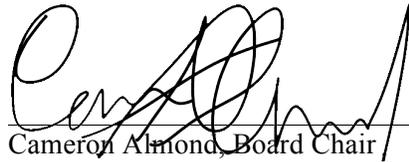
After a review of SAA's current waiting pool and the local demographics, the board of trustees has determined that the satellite school should be located in the West Point/Clearfield/Clinton area. This is based on the fact that of the 988 students currently in the SAA waiting pool, 356 students (36% of waitlist) reside in these three neighboring cities. Inasmuch as West Point is situated between Clinton and Clearfield, the board of trustees feels West Point would be the logical location for the SAA Satellite; however, recent conversations with landowners have turned up several viable options in Clearfield and Clinton as well. Following approval of this satellite school application, the board of trustees will make a final determination based on the most beneficial location available at that time.

The satellite school facility will consist of approximately 28 regular classrooms, two computer labs, library space, breakout rooms, teacher work rooms and break rooms, administrative office space, kitchen area, special education room(s), as well as staff restrooms, student restrooms, and storage space. A new school facility containing all these elements would require 6-8 acres and likely range in size from 50,000-53,000 square feet (or roughly 68-72 square feet per student).

CERTIFICATION OF DISTRICT NOTIFICATION

The Board of Trustees of Syracuse Arts Academy certifies that no later than 15 days after securing a building site, it will notify Davis School District of the exact location of the satellite school.

SYRACUSE ARTS ACADEMY

  
Cameron Almond, Board Chair

# ATTACHMENT 6

## 3-Year Financial Plan

<b>Charter School Name: Syracuse Arts Academy</b>									
Pro forma Budget	Year One - 2015-2016			Year Two - 2016-2017			Year Three - 2017-2018		
	Operational			Operational			Operational		
Number of Students:	1700			1700			1700		
Grade Distribution:	K-9			K-9			K-9		
<b>Revenue</b>	<b>Total</b>			<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students									
Fee Basis if applicable:									
State Funding	\$9,429,213			\$9,547,944			\$9,637,799		
Private Grants & Donations									
Source: (specify) Federal IDEA and NCLB and Food Service Reimbursements	\$531,641			\$531,641			\$531,641		
Loans									
Commercial									
Private									
Other (specify): State start-up grant/ lunch fees / misc. revenue	\$373,000			\$374,515			\$338,965		
<b>Total Revenue (see State Charter Funding Worksheet available at: <a href="http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx">http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx</a>)</b>	<b>\$10,333,854</b>			<b>\$10,454,100</b>			<b>\$10,508,405</b>		
<b>Expenses (insert lines as necessary to accommodate unique expenses)</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)									
Director or Principal	2.00	\$ 92,750	\$ 185,500	2.00	\$ 94,605	\$ 189,210	2.00	\$ 96,497	\$ 192,994
Other Administration: (specify) - Vice Principal	2.00	\$ 61,000	\$ 122,000	2.00	\$ 61,920	\$ 61,920	2.00	\$ 62,855	\$ 125,710
Office Manager	3.00	\$ 29,333	\$ 87,999	3.00	\$ 29,827	\$ 89,481	3.00	\$ 30,329	\$ 90,987
Other Administration: (specify)									
Teacher-Regular Ed	71.00	\$ 38,763	\$ 2,752,173	71.00	\$ 39,151	\$ 2,779,721	71.00	\$ 39,543	\$ 2,807,553
Teacher-Special Ed	4.50	\$ 37,833	\$ 170,249	4.50	\$ 38,212	\$ 171,954	4.50	\$ 38,594	\$ 173,673
Instructional Assistants	17.00	\$ 9,900	\$ 168,300	17.00	\$ 10,350	\$ 175,950	17.00	\$ 10,800	\$ 183,600
Instructional Assistants - Special Ed	10.00	\$ 10,800	\$ 108,000	10.00	\$ 10,908	\$ 109,080	10.00	\$ 11,017	\$ 110,170
Food Service Director	2.00	\$ 30,000	\$ 60,000	2.00	\$ 30,500	\$ 61,000	2.00	\$ 31,000	\$ 62,000
Food Service Assistants	9.00	\$ 6,480	\$ 58,320	9.00	\$ 6,545	\$ 58,905	9.00	\$ 6,610	\$ 59,490
Secretary	2.00	\$ 15,500	\$ 31,000	2.00	\$ 15,655	\$ 31,310	2.00	\$ 15,812	\$ 31,624
Business Manager/Bookkeeper									
IT Technician									
Program Facilitator/Instructional Support									
Speech & Language Therapist	2.00	\$ 37,833	\$ 75,666	2.00	\$ 38,212	\$ 76,424	2.00	\$ 38,594	\$ 77,188
Library/Media Specialist (Certified/Noncertified) (Circle)	2.00	\$ 17,100	\$ 34,200	2.00	\$ 17,271	\$ 34,542	2.00	\$ 17,444	\$ 34,888
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 44,000	\$ 44,000	1.00	\$ 44,440	\$ 44,440	1.00	\$ 44,884	\$ 44,884
Substitute Teachers (daily basis)			\$ 58,650			\$ 58,650			\$ 58,650
Teachers Aids and Paraprofessionals									
Bonuses			\$ 96,000			\$ 91,000			\$ 91,500
401(k) Match			\$ 60,410			\$ 61,156			\$ 62,169
Other: Payroll taxes for salaries and employee benefits			\$ 369,884			\$ 373,829			\$ 385,999
Employee Benefits (200)			\$ 847,800			\$ 894,900			\$ 942,000
Purchased Professional Services(300)									
Audiologist, Psychologist or related support services purchased through contract			\$ 65,000			\$ 65,000			\$ 65,000
Professional Employee Training and Development (330)			\$ 71,500			\$ 67,500			\$ 62,500
Official or Administrative Services in Support of Management (310)			\$ 622,500			\$ 622,500			\$ 622,500
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)			\$ 48,000			\$ 48,000			\$ 48,000
Legal (300)									
Audit Services (300)									
Web Site Development (300)									
Other: Tech Support			\$ 66,000			\$ 69,660			\$ 70,357
Purchased Property Services(400)									
Equipment or Vehicle Rental or Lease/Purchase Agreements									
Computer and related Equipment rentals									
Other Purchased Services (500)									
Travel (580)			\$ 7,400			\$ 7,550			\$ 7,626
Transportation (Student) (510-513)			\$ 23,000			\$ 23,230			\$ 23,462
Personnel and Wage Records and Data Management									
Supplies(600)									
Instructional and other general supplies (610)			\$ 205,000			\$ 196,275			\$ 190,351
Library Instructional Aids/Books/Periodicals(640/645)			\$ 29,400			\$ 26,000			\$ 15,000
Textbooks (641)			\$ 220,600			\$ 140,000			\$ 100,000
Audiovisual Materials (646)									
Software (670)									
Other (food and non-food purchases)			\$ 171,430			\$ 172,450			\$ 174,020
Other (printing; postage)			\$ 14,000			\$ 15,000			\$ 15,000
<b>Total Instruction, Administration &amp; Support</b>			<b>\$6,873,981</b>			<b>\$6,816,637</b>			<b>\$ 6,928,895</b>

## ATTACHMENT 6 3-Year Financial Plan

<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Purchased Property Services(400)									
Facilities Rental or Lease (440)			\$ 757,625			\$ 843,030			\$ 859,891
Water, Sewage, Disposal Services									
Property Tax			\$ 20,000			\$ 92,500			\$ 95,275
Equipment or Vehicle Rental or Lease/Purchase Agreements									
Custodial Services			\$ 66,000			\$ 73,000			\$ 74,400
Purchased Property Services (landscapping, snow removal, building repairs)			\$ 113,500			\$ 119,350			\$ 119,994
Other Purchased Services (500)									
Property/Casualty Insurance (520/521)			\$ 43,600			\$ 44,036			\$ 44,476
Advertising and Marketing			\$ 6,000			\$ 3,500			\$ 2,500
Printing and Binding									
Phone/Communications			\$ 20,450			\$ 20,655			\$ 20,861
Supplies (600)									
Operational Supplies			\$ 27,000			\$ 27,270			\$ 27,543
Utilities and other Expendable Supplies (610-630)			\$ 119,638			\$ 130,834			\$ 132,142
Property (700)									
Land & Improvements									
Buildings									
Technology-Related Hardware (Computers etc.)			\$ 217,500			\$ 135,000			\$ 120,000
Furniture & Other Equipment			\$ 184,000			\$ 100,000			\$ 86,000
Debt Service and Miscellaneous Costs (800)									
Fees/Permits & dues			\$ 19,000			\$ 19,185			\$ 19,372
Loan Payments: USDA Facility Loan			\$ 1,019,903			\$ 1,019,903			\$ 1,019,903
Other (security, copier lease)			\$ 8,000			\$ 10,000			\$ 10,000
<b>Total Operations &amp; Maintenance</b>			<b>\$ 2,622,216</b>			<b>\$ 2,638,263</b>			<b>\$ 2,632,357</b>
<b>Total Expenditures</b>			<b>\$9,496,197</b>			<b>\$9,454,900</b>			<b>\$ 9,561,252</b>
<b>Total Revenues</b>			<b>\$10,333,854</b>			<b>\$10,454,100</b>			<b>\$10,508,405</b>
<b>Budget Balance (Revenues-Expenditures)</b>			<b>\$837,658</b>			<b>\$999,200</b>			<b>\$947,153</b>
<b>Budget Balance as Percentage of State Funding Revenues</b>			<b>8.11%</b>			<b>9.56%</b>			<b>9.01%</b>

**ATTACHMENT 7**  
**Lease, Lease/Purchase, Contract Review Acknowledgement**

CERTIFICATION OF FACILITY DOCUMENTATION REVIEW

The Board of Trustees of Syracuse Arts Academy certifies that it will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9.

The Board of Trustees further certifies that its members understand that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking must occur no later than January 1st of the year the satellite school is scheduled to open.

SYRACUSE ARTS ACADEMY

  
\_\_\_\_\_

Cameron Almond, Board Chair

**ATTACHMENT 8**  
Evidence of District Notification

**Judy Nixon**  
*K-4 Principal*



**Jan Whimpey**  
*5-9 Principal*

April 21, 2014

Sheri Sauve  
Davis School District  
45 East State Street  
P.O. Box 588  
Farmington, Utah 84025

Sent via email to: [ssauve@dsdmail.net](mailto:ssauve@dsdmail.net)

Re: Syracuse Arts Academy Satellite School Application

Dear Sheri,

I wanted to begin by thanking you for all that you have done to improve education for students within Davis School District. The purpose of this letter is to notify you that Syracuse Arts Academy intends to submit an Amendment Request for Satellite School to the Utah State Charter School Board seeking approval to open a satellite charter school within Davis School District's boundaries for the 2015-16 school year. Please find a copy of the completed application attached to this letter. While we do not have a specific location selected at this time, we are exploring several options in the West Point, Clinton, Clearfield communities. We will notify the district as soon as a location is finalized. After your review of our application, please feel free to contact us with any questions, recommendations, or concerns.

Thank you for your time,

Cameron Almond, Board President  
Syracuse Arts Academy

Enclosure

**K-4 Building** • 2893 West 1700 South • Syracuse, UT 84075 • (801) 779-2066 • (801) 779-2087 fax

**5-9 Building** • 2965 West. 1700 South • Syracuse, UT 84075 • (801) 779-2066 • (801) 779-5209 fax

**ATTACHMENT 9**

**Acknowledgment of Individual Performance Agreement**

The Board of Trustees of Syracuse Arts Academy understands and acknowledges that the Syracuse Arts Academy satellite school will be held accountable to its own performance agreement with its chartering entity.

SYRACUSE ARTS ACADEMY

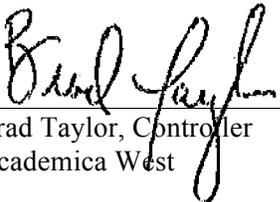
A handwritten signature in black ink, appearing to read 'Cameron Almond', is written over a horizontal line. The signature is stylized and cursive.

Cameron Almond, Board Chair

**ATTACHMENT 10**  
Evidence of Finance Training Attendance  
Syracuse Arts Academy Balance Sheet

CERTIFICATION OF FINANCE TRAINING ATTENDANCE

On behalf of Syracuse Arts Academy, I certify that I (or my designee) have attended all mandatory charter school financial trainings required by the Utah State Office of Education.

  
\_\_\_\_\_  
Brad Taylor, Controller  
Academica West

**ATTACHMENT 10**  
 Evidence of Finance Training Attendance  
 Syracuse Arts Academy Balance Sheet

10:08 AM  
 04/18/14  
 Accrual Basis

**Syracuse Arts Academy**  
**Balance Sheet**  
 As of March 31, 2014

	Mar 31, 14
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
8110-11 · US Bank - Series A Bond Fund	40,561.25
8110-12 · US Bank - Series B Bond Fund	5,843.34
8110-13 · US Bank - Bond Debt Reserve	567,318.06
8110-14 · US Bank - Coi & Acq Fund	87.80
8110-3 · PTIF USDA	161,649.53
8110-4 · PTIF	3,129,181.13
8110-5 · Zions Bank - Petty	3,812.74
8110-6 · Zions Bank - Operating	796,329.88
<b>Total Checking/Savings</b>	4,704,783.73
<b>Accounts Receivable</b>	
8130 · Accounts Receivable	
8133 · State	-0.35
8134 · Federal	286.42
<b>Total 8130 · Accounts Receivable</b>	286.07
<b>Total Accounts Receivable</b>	286.07
<b>Other Current Assets</b>	
8135 · Sales Tax Receivable	894.55
<b>Total Other Current Assets</b>	894.55
<b>Total Current Assets</b>	4,705,964.35
<b>Fixed Assets</b>	
8200 · Capital Assets net of Accum Dep	
8201 · Audio-Visual Materials	126,094.69
8202 · Furniture, Fixtures & Equipment	330,280.02
8203 · Textbooks	59,970.74
8204 · Computer Hardware	782,758.46
8205 · Capitalized Software	22,959.00
8206 · Capital Improvements	131,535.79
8207 · Library Books	25,245.38
8210-10 · Land - Elementary	780,000.00
8210-11 · Land - Jr High	625,000.00
8211-10 · Building - Elementary	5,828,245.00
8211-11 · Building - Jr. High	7,886,157.00
8299 · Accumulated Dep	-1,733,515.29
<b>Total 8200 · Capital Assets net of Accum Dep</b>	14,864,730.79
<b>Total Fixed Assets</b>	14,864,730.79
<b>Other Assets</b>	
9676 · Bond Issuance Cost	364,341.35
<b>Total Other Assets</b>	364,341.35
<b>TOTAL ASSETS</b>	<b>19,935,036.49</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
9510 · Accounts Payable	10,178.02
<b>Total Accounts Payable</b>	10,178.02
<b>Other Current Liabilities</b>	
9540 · Accrued Vacation	9,867.19
9615 · Payable to NDPA	1,913.66
9630 · Accrued Interest Payable	33,693.70
<b>Total Other Current Liabilities</b>	45,474.55
<b>Total Current Liabilities</b>	55,652.57

**ATTACHMENT 10**

Evidence of Finance Training Attendance  
Syracuse Arts Academy Balance Sheet

10:08 AM  
04/18/14  
Accrual Basis

**Syracuse Arts Academy  
Balance Sheet  
As of March 31, 2014**

	<u>Mar 31, 14</u>
<b>Long Term Liabilities</b>	
9670-10 · USDA Loan	7,864,813.59
9670-20 · Series 2010 A-1 Bond	3,991,894.12
9670-21 · Series 2010 A-2 Bond	2,927,388.91
9670-30 · Series 2010 B-1 Bond	392,194.62
9670-31 · Series 2010 B-2 Bond	392,194.63
<b>Total Long Term Liabilities</b>	<u>15,568,485.87</u>
<b>Total Liabilities</b>	15,624,138.44
<b>Equity</b>	
9859 · Retained Earnings	3,518,661.32
Net Income	792,236.73
<b>Total Equity</b>	<u>4,310,898.05</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>19,935,036.49</u></u>

**Syracuse Arts Academy UPIPS Executive Summary**



*Leadership...Service...Accountability*

February 11, 2014

Ms. Judy Nixon  
Special Education Director  
Syracuse Arts Academy  
2893 W 1700 S  
Syracuse, UT 84075

Dear Ms. Nixon,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. The USOE-SES will provide differentiated levels of monitoring and support to LEAs based on the LEA's level of need. Levels of need will be determined by an annual data review conducted by the USOE-SES. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, most of our efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement, scale-up, and sustain LEA-level systems change.

The USOE-SES has completed the annual data review for the 2013–2014 school year. As a result of the data review Syracuse Arts Academy has been preliminarily placed in the **Universal Monitoring Tier**. The data used in making this determination are included in the table below.

Data	2013 Risk Score	Data Source	Description	Comments
SEA Concerns	1		The LEA has no findings or warnings from any USOE Departments (Teaching & Learning, Assessment, Special Education, Data & Statistics, Finance, etc.)	

Syracuse Arts Academy UPIPS Executive Summary

Data	2013 Risk Score	Data Source	Description	Comments
Current APR	1	FFY 2011 APR Determination	The LEA meets requirements. The LEA is at or near the target for every indicator.	
Determination History	1	FFY 2009–2011 Determination History	The LEA is in “meets requirements” for at least 4 of the 5 prior years.	
Targeted Indicators	1	FFY 2011 APR Indicators 1, 2, 3 (math), 6, 7, 12, 13, 14	The LEA meets the target for all indicators within priority areas.	
Monitoring Results	1	Most recent LEA self-assessment or USOE on-site visit	The LEA had no findings of noncompliance or areas of concern in the most recent monitoring visit.	
LEA Internal Monitoring	3	UPIPS website or data provided by LEA	The LEA is not using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a representative number of IEP files annually.	This is a new requirement starting 2013-14 & SAA will be utilizing the UPIPS website to do file reviews on a yearly basis beginning 2013-14
PIP & Progress on PIP	2	LEA submitted PIP and/or PIP Progress Report	The LEA has submitted a Program Improvement Plan (PIP). The plan is late, does not address all areas of identified need, or does not include verifiable progress toward achievement of goals identified in the PIP.	As per Tiffany Owens (3/7/14), USOE this risk score was based on SAA’s old PIP (2011-12). Their new PIP (2012-13) located on their UPIPS website was approved by USOE. Note: The Executive Summary is now embedded within the PIP.
Dispute Resolution	1	2012–2013 Dispute Resolution Data	The LEA has no complaints or due process proceedings with findings.	

**ATTACHMENT 11**  
Syracuse Arts Academy UPIPS Executive Summary

Data	2013 Risk Score	Data Source	Description	Comments
Data Timeliness, Quality, and Trends	1	2012–2013 Data submissions	Data was accurate and submitted in a timely manner.	
Fiscal	2	2012–20123 Fiscal data	The LEA has one or more areas of concern related to the use of IDEA funds, as identified in the FiCAM Risk Rubric.	*Findings on the LEA annual audit, use of funds for voluntary CEIS, timely liquidation of funds *
Administration	1	2012–2013 Special education director and LEA leadership	The LEA has experienced and skilled leadership staff.	

If you disagree with the data or monitoring tier you have been placed in, please contact Tiffanie Owens within 30 days of this letter. If you have any additional questions, please call Tiffanie Owens at (801) 538-7806.

Sincerely,



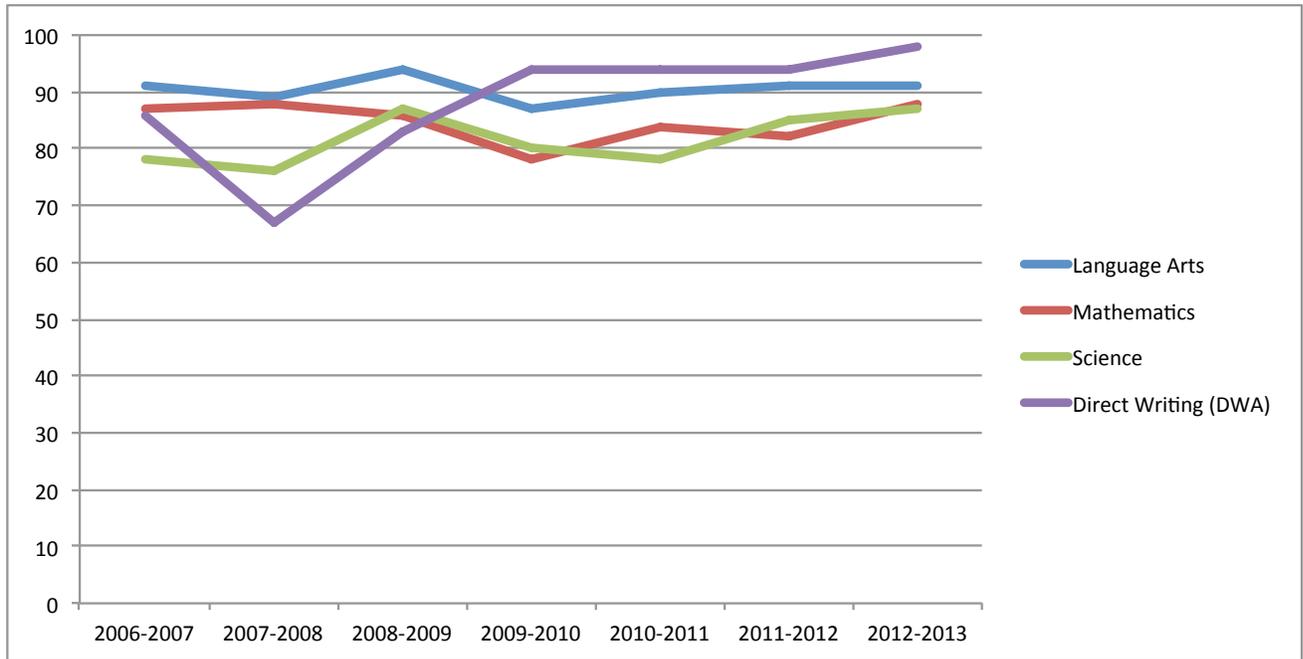
Tiffanie Owens  
Monitoring Specialist

\*Although concerns were raised no Audit findings were reported. Concerns revolved around liquation of funds & all LEAs using CEIS money have been identified as such.



## ATTACHMENT 12 Syracuse Arts Academy Assessment Data

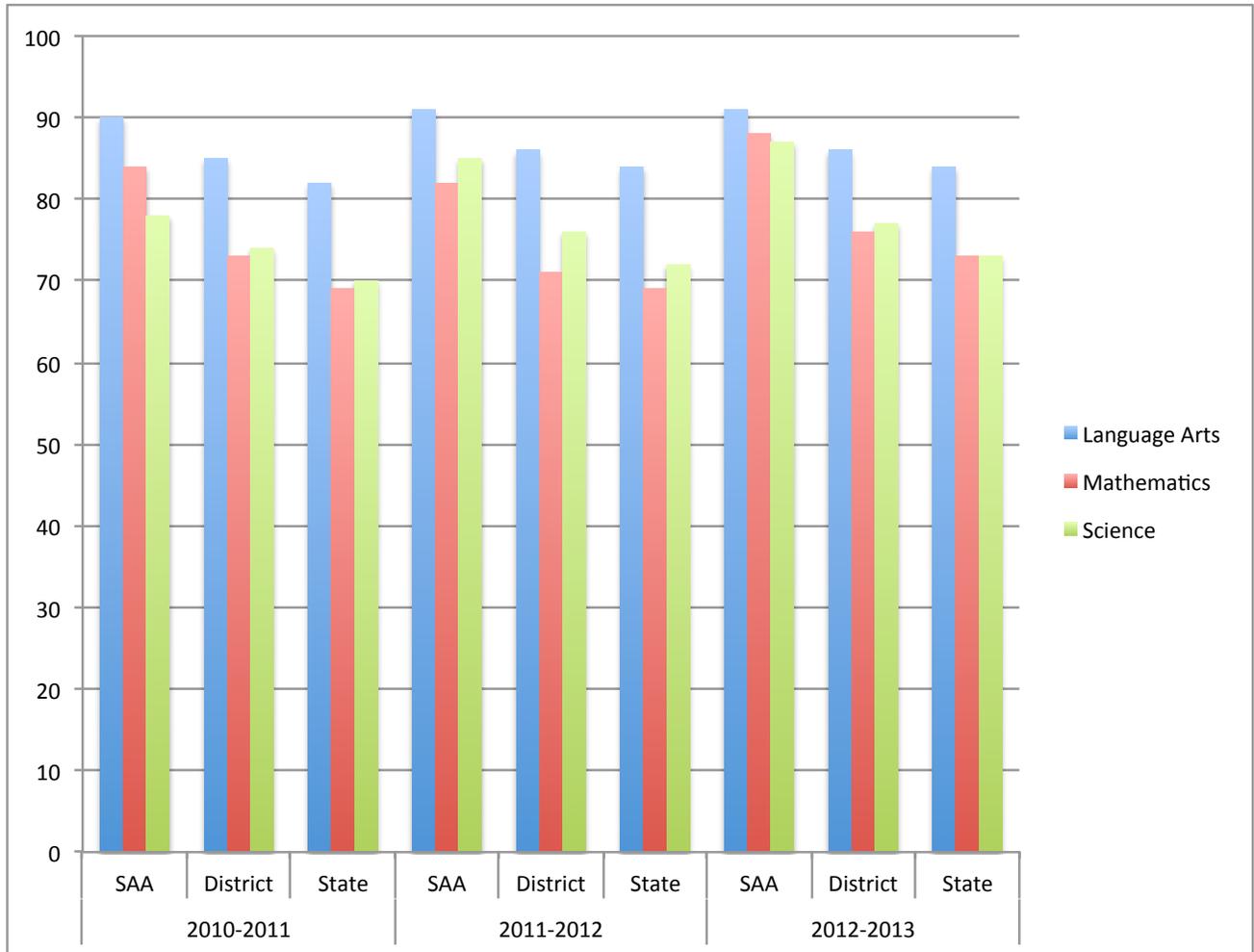
Syracuse Arts Academy; 3-Year Student Performance



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Language Arts</b>	91	89	94	87	90	91	91
<b>Mathematics</b>	87	88	86	78	84	82	88
<b>Science</b>	78	76	87	80	78	85	87
<b>Direct Writing (DWA)</b>	86	67	83	94	94	94	98

## ATTACHMENT 12 Syracuse Arts Academy Assessment Data

Syracuse Arts Academy; 3-Year Student Performance  
State & District Comparison



Proficiency Rate Comparisons									
	2010-2011			2011-2012			2012-2013		
	SAA	District	State	SAA	District	State	SAA	District	State
<b>Language Arts</b>	90	85	82	91	86	84	91	86	84
<b>Mathematics</b>	84	73	69	82	71	69	88	76	73
<b>Science</b>	78	74	70	85	76	72	87	77	73

UTAH SCHOOL REPORT

**SYRACUSE ARTS ACADEMY**

**2012-13**

Grades K-9

[Front Page](#)

**SYRACUSE ARTS ACADEMY**

Grades Tested: 03-09

- ▶ **Address:**  
2893 W 1700 S  
SYRACUSE, UT 84075
- ▶ **Phone:** (801) 779-2066
- ▶ **Principal:** Jan Whimpey
- ▶ **Number of Teachers:** 57
- ▶ **Enrollment:** 1024
- ▶ **Minority:** 11%
- ▶ **English Learners:** 1%
- ▶ **Low Income:** 25%
- ▶ **SWD:** 11%



**2013 Proficiency Points**

<b>Achievement Points</b>
<b>270/300</b>

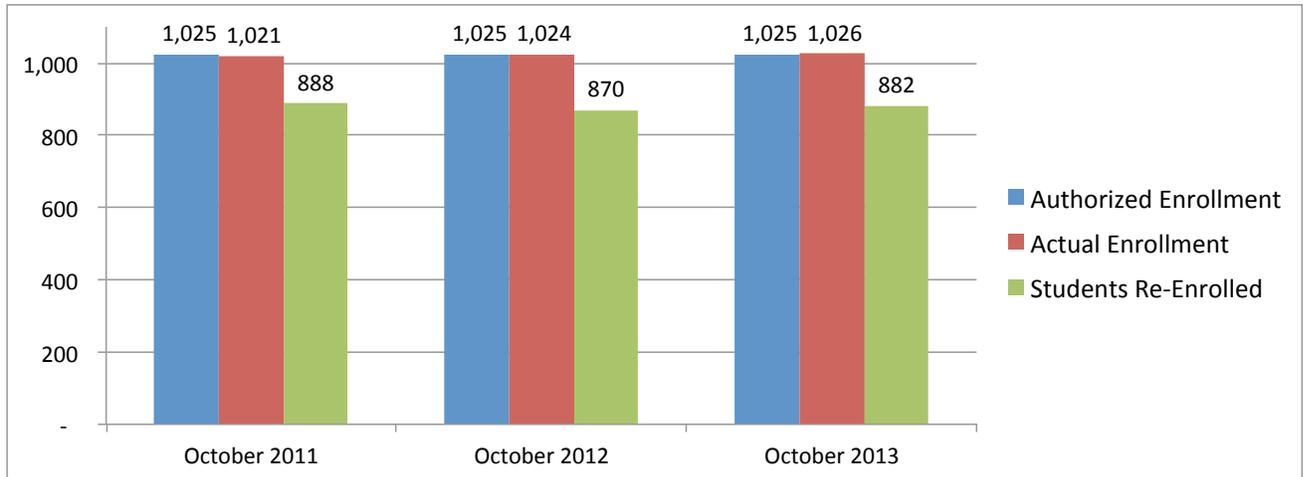
	Proficiency Rate	# of Tests	Points	Links
<a href="#">Language Arts</a>	<a href="#">91%</a>	676	78/86	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<a href="#">Mathematics</a>	<a href="#">88%</a>	603	75/86	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<a href="#">Science</a>	<a href="#">87%</a>	570	75/86	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<a href="#">Direct Writing (DWA)</a>	<a href="#">98%</a>	187	42/43	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<b>Overall</b>	<b>90%</b>	<b>2036</b>	<b>270</b>	

Other Reports
<a href="#">All Students Growth</a>
<a href="#">Below Proficient Growth</a>

<b>SYRACUSE ARTS ACADEMY</b>	<b>2012-13</b>						
<b>Grades K-9</b>							
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>SYRACUSE ARTS ACADEMY</b></div> <p>Grades Tested: 03-09</p> <ul style="list-style-type: none"> <li>▶ <b>Address:</b> 2893 W 1700 S SYRACUSE, UT 84075</li> <li>▶ <b>Phone:</b> (801) 779-2066</li> <li>▶ <b>Principal:</b> Jan Whimpey</li> <li>▶ <b>Number of Teachers:</b> 57</li> <li>▶ <b>Enrollment:</b> 1024</li> <li>▶ <b>Minority:</b> 11%</li> <li>▶ <b>English Learners:</b> 1%</li> <li>▶ <b>Low Income:</b> 25%</li> <li>▶ <b>SWD:</b> 11%</li> </ul>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>School Performance</b> ▼ School ▲ State</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p align="center"><b>Total point score*</b></p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black; padding: 5px;"> <b>Total Points</b> 520/600         </td> <td style="width: 33%; text-align: center; border: 1px solid black; padding: 5px;"> <b>Growth Points</b> 250/300 <small>State: 189</small> </td> <td style="width: 33%; text-align: center; border: 1px solid black; padding: 5px;"> <b>Achievement Points</b> <u>270/300</u> <small>State: 246</small> </td> </tr> <tr> <td style="text-align: center; border: 1px solid black; padding: 5px;"> <b>All Students</b> <u>157/200</u> </td> <td style="text-align: center; border: 1px solid black; padding: 5px;"> <b>Below Proficient</b> <u>93/100</u> </td> <td></td> </tr> </table> <p style="font-size: small; margin-top: 10px;">* Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.</p>	<b>Total Points</b> 520/600	<b>Growth Points</b> 250/300 <small>State: 189</small>	<b>Achievement Points</b> <u>270/300</u> <small>State: 246</small>	<b>All Students</b> <u>157/200</u>	<b>Below Proficient</b> <u>93/100</u>	
<b>Total Points</b> 520/600	<b>Growth Points</b> 250/300 <small>State: 189</small>	<b>Achievement Points</b> <u>270/300</u> <small>State: 246</small>					
<b>All Students</b> <u>157/200</u>	<b>Below Proficient</b> <u>93/100</u>						

## ATTACHMENT 13 Syracuse Arts Academy Enrollment Data

The graph and table below depict Syracuse Arts Academy's fall enrollment, authorized enrollment, and re-enrollment for the past three years.



	Enrollment Capacity	Actual Enrollment	Re-Enrollment Rate
1-Oct-11	1,025	1,021	87%
1-Oct-12	1,025	1,024	85%
1-Oct-13	1,025	1,026	86%

**Summary Description of Satellite School Services**

The mission of Syracuse Arts Academy is to *develop respectful, confident citizens in a solid educational environment enriched by artistic expression*. The SAA Satellite will follow SAA's commitment to providing challenging subjects in the arts (dance, music, theater, and visual arts) with rigorous content and high achievement standards. Due to the challenging nature of these subjects, the SAA Satellite will have on staff an Art Integration Specialist, as SAA currently does. SAA has many components that help strengthen their learning community; these foundational building blocks will also be central to the SAA Satellite. Some of those foundational building blocks include:

- Coordination of the volunteer program to make sure parents are given a volunteer position that corresponds to their abilities and schedule;
- Getting parents enthused about supporting the arts as an integral part of their child's education;
- Hiring and rewarding teachers who can implement lesson plans that include art activities, and have the ability to self-evaluate the effectiveness of their teaching methods, and possess the desire to learn;
- Hiring an Art Integration Specialist who is dedicated to providing teachers with a resource for ideas for arts integration into daily lesson plans;
- The formation of partnerships with artists-in-residence and other local arts providers such as performances by Ballet West and participation in Opera by Children;
- Establishing an effective forum for teachers to share ideas as well as significant collaboration time;
- Providing faculty and staff with significant professional development opportunities;
- A dedication to fully fund projects that support the goal of arts integration;
- Showcase student art displays and student performances;
- Artistic performances involving all students;
- Integrated curriculum;
- Project based learning;
- Peer assisted learning;
- Incorporation of technology;
- Creative scheduling of academic units of study (i.e. several weeks of intensive study centered on one topic or subject such as operettas or other arts focuses);
- Interdisciplinary units of study;
- Multi-age classes, when appropriate;
- Opportunities to study with community experts, especially those whose expertise lie within arts integration;
- Student involvement in and responsibility for some aspects of the curriculum and for their learning environment, which includes participation in the planning of a performance, set design and decoration, rehearsal, etc.; and
- The SAA Satellite will adhere to SAA's commitment to rigorous educational programs and will rely primarily on the effectiveness of its teachers and supportive administration.

The SAA Satellite will have grade level teams focusing on skill building strategies such as conducting parent conferences, managing the classroom, and crafting lesson plans. All curriculum courses will be aligned with the Utah Core Standards and enhanced with a thematic emphasis on the arts. A wide spectrum of activities will be integrated into the curriculum supporting the educational goals and overall academic success for students. Additionally, increased emphasis will be placed on student proficiency in reading to increase the likelihood of student success across the curriculum.

## ATTACHMENT 14

### Summary Description of Satellite School Services

Following is an overview of the curriculum:

#### Language Arts

The SAA Satellite will be implementing Utah's Literacy Model in identifying Tier 1, 2, and 3 students according to their reading ability and provide specific interventions. Appropriate interventions include small group instruction, in school tutoring, learning centers that focus on specific fluency and/or phonemic awareness. Students will also have the opportunity to read both fiction and non-fiction books related to themes. Arts integration will also be based on the five essential components of effective reading instruction, incorporating effective strategies and techniques. Research clearly shows that these approaches significantly support students' reading and writing achievement.

#### Writing Program

All students will have multiple opportunities to write across the curriculum daily to communicate effectively for a variety of purposes and audiences. Student journals encourage students to write when given specific prompts, incorporate grammar instruction, monitor spelling, and focus on improvement and growth throughout the year. Students will be required to produce informational text through book reports, cause and effect reports, compare and contrast essays, etc. The new Utah Core Standards provide multiple opportunities to incorporate reading and writing throughout the curriculum.

#### Mathematics

Currently SAA uses Go Math by Houghton Mifflin and My Math by McGraw Hill as their K-6 math curriculum. The SAA Satellite plans on using the same math curriculum, but as student outcomes are analyzed from the new SAGE testing, curriculum changes in math will be explored, for both campuses. The commitment to mathematics instruction will not be the "textbook" but rather the research-based strategies encouraged by the new state mathematics standards, with an emphasis on problem solving and higher order thinking skills.

#### Social Studies

The Social Studies curriculum will be aligned to Utah Core Standards. Thematic units of study are designed to integrate and address the four key areas of the Social Studies curriculum: 1) Time, Continuity, and Change (History); 2) People, Places, and Environments (Geography); 3) Government and the Citizen (Civics and Government); and 4) Production, Distribution, and Consumption (Economics). The Arts emphasis enriches the curriculum as society has historically recorded history through multiple modes of self-expression.

#### Science

The Science curriculum will be aligned to Utah Core Standards. Hands-on scientific projects will be incorporated into the curriculum to fully guide the students through the various levels of the scientific method. Manipulatives, experiments, surveys, research, and technology will be all integrated into the various units to enhance the learning experience. Scientific skills that enhance students' ability to perform well on the Core Assessment Test will be integrated into each unit.

#### Art Emphasis

"Through creative enhancing techniques such as dance or movement, drawing and music, all children, especially the underprivileged children, can advance their development" (serendip.brynmawr.edu). Music, visual arts, drama and dance integration are the initial focus of an arts emphasis for SAA and its satellite school. School staff will be working toward the goal of integration of the arts into the core. The focus at SAA has been to improve the quality of arts instruction in the classroom by enhancing

## **ATTACHMENT 14**

### Summary Description of Satellite School Services

professional development that combines arts-based teaching strategies with standards-based instruction and assessment. The intent is to build the capacity of teachers through artists-in-residence and partnerships with other local arts providers. The SAA Satellite will have the same focus, and it will work with its sister school to share artists-in-residence and partnerships when appropriate.

#### *Assessment*

Syracuse Arts Academy has a strong academic achievement history. The SAA Satellite will maintain the focus on academic achievement for all students through data driven instruction. Both formative and summative state assessments (SAGE, DIBELS) and curriculum-based assessments will provide school wide, grade level, and student specific data. Regular data analysis by administration and staff will guide student specific interventions and enrichment activities. The SAA Satellite will incorporate a multi-tiered system of supports (MTSS) focused on meeting the academic and behavioral needs of all students.



**Independent Auditor’s Report on Compliance and on Internal Controls Over  
Compliance in Accordance with the *State of Utah Legal Compliance Audit Guide***

To the Board of Directors  
Syracuse Arts Academy

***REPORT ON COMPLIANCE***

We have audited the Syracuse Arts Academy’s compliance with the general and major state program compliance requirements described in the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2013.

The general compliance requirements applicable to Syracuse Arts Academy are identified as follows:

School Fees

The Academy received the following major assistance programs from the State of Utah:

Minimum School Program

***Management’s Responsibility***

Compliance with the requirements referred to above is the responsibility of Syracuse Arts Academy’s management.

***Auditor’s Responsibility***

Our responsibility is to express an opinion on Syracuse Arts Academy’s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *State of Utah Legal Compliance Audit Guide*. Those standards and the *State of Utah Legal Compliance Audit Guide* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Syracuse Arts Academy and its major programs occurred. An audit includes examining, on a test basis, evidence about Syracuse Arts Academy’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Syracuse Arts Academy’s compliance with those requirements.

***Opinion***

In our opinion, Syracuse Arts Academy, complied, in all material respects, with the general compliance requirements identified above and the compliance requirements that are applicable to each of its major state programs for the year ended June 30, 2013.

[www.eidebailly.com](http://www.eidebailly.com)

***REPORT ON INTERNAL CONTROL OVER COMPLIANCE***

Management of Syracuse Arts Academy is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit, we considered Syracuse Arts Academy's internal control over compliance to determine the auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Syracuse Arts Academy's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses in internal control over compliance. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses may exist that have not been identified.

***Purpose of Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Eide Bailly LLP*

Ogden, Utah  
October 28, 2013



**Schmitt, Griffiths, Smith & Co.**  
CPAs & Business Advisors

Stuart L. Tholen, CITP, CPA  
Dan C. Milne, MIM, CMA, CPA  
Nikki J. Thon, MAcc, CPA  
Kenneth D. Jeppesen, MAcc, CPA  
Eric C. Johnson, MAcc, CFP, CPA  
Brett A. Dagley, MAcc, CPA  
  
Harlan P. Schmitt, MBA, CPA  
Brent H. Griffiths, MBA, CPA  
Sherman H. Smith, MBA, CPA  
Mark C. Furniss, CPA

**INDEPENDENCE AUDITOR'S REPORT ON LEGAL  
COMPLIANCE IN ACCORDANCE WITH THE  
STATE OF UTAH LEGAL COMPLIANCE AUDIT GUIDE**

**To the Board of Directors of  
Syracuse Arts Academy, Inc.**

We have audited the accompanying financial statements of Syracuse Arts Academy, Inc., (the "Academy") a nonprofit corporation, for the year ended June 30, 2012, and have issued our report thereon dated October 31, 2012. As part of our audit, we have audited the Academy's compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; and special tests and provisions applicable to each of its major State assistance programs as required by the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2012. The Academy received the following major assistance programs from the State of Utah (passed through the State Office of Education):

Minimum School Program

The management of the Academy is responsible for its compliance with the compliance requirements identified above. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued, by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

Our audit does not provide a legal determination on the Academy's compliance with these requirements.

The results of our audit procedures disclosed no instances of noncompliance with the requirements referred to above.

In our opinion, Syracuse Arts Academy, Inc. complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility matching, level of effort, or earmarking; reporting; and special tests and provisions that are applicable to each of its major state assistance programs for the year ended June 30, 2012.

**ATTACHMENT 15**  
**Annual Financial Audit – Management Letters**

The report is intended solely for the information and use of management of the Academy and is not intended to be and should not be used by anyone other than these specified parties. However, the report is a matter of public record and its distribution is not limited.

*Schmitt, Giffels, Smith & Co.*

October 31, 2012

**ATTACHMENT 16**  
**Satellite School Staffing – Summary Description**

The following list comprises a summary description of administration, teachers, and other staff hired for the Syracuse Arts Academy satellite school:

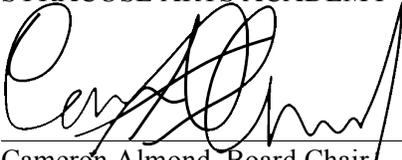
- (1) Director/Principal
- (1) Vice/Principal
- (1) Office Manager
- (1) Secretary
- (24) Teachers – Regular Ed
- (1.5) Teachers – Special Ed
- (3) Kindergarten Teachers
- (2) Teachers for the Arts
- (7) Instructional Assistants
- (4) Instructional Assistants – Special Ed
- (1) Food Services Director
- (3) Food Services Assistants
- (1) Library/Media Specialist

**ATTACHMENT 17**  
**Audit & Monitoring Compliance**

CERTIFICATION OF COMPLIANCE WITH AUDITS & MONITORING

The Syracuse Arts Academy Board of Trustees hereby agrees to cooperate with audits and monitoring associated with determining whether the charter school fully satisfies the requirements to apply for a satellite school.

SYRACUSE ARTS ACADEMY

  
\_\_\_\_\_  
Cameron Almond, Board Chair

Syracuse Arts Academy: Accountant Information

Brad Taylor  
290 North Flint Street  
Kaysville, UT 84037

Telephone: (801) 444-9378  
Email: [brad@academicawest.com](mailto:brad@academicawest.com)

**Education**

Weber State University – Ogden, Utah  
*Masters of Accountancy*, May 2004  
*Bachelor of Arts*, May 2003  
Major: Accounting      Minor: Spanish  
Cumulative GPA: 3.98      Major GPA: 3.98

**Educational Highlights**

Goddard MPAcc Scholar – Top Three Post-Graduate  
Goddard Scholar – Top Ten Business School Graduate  
Member of Beta Gamma Sigma scholastic fraternity  
Member of Deloitte & Touche University State Case Seminar–2003

**Work Experience**

2004 – 2005

Deloitte & Touche - Salt Lake City, UT

Audit Staff – Field work and preparation of annual financial statements for companies both publicly and privately traded. Tested inventory, A/R, A/P, long-term liabilities, and cash as presented on balance sheets.

2005 - Present

Academica West - Kaysville, Utah

CFO - Responsible for oversight of all accounting and finance activities. Oversee staff of 8 in annual audits, IRS 990 filings, and debt compliance requirements for 14 charter schools currently in operation. Organize and comply with all state financial reporting requirements. Manage schools' cash flows and budgeting in coordination with corresponding principals and board members.

**Skills and Abilities**

Strong interpersonal skills with a superior understanding of audit processes and non-profit businesses. Able to organize and oversee a staff that responds to accounting needs of charter schools, including, but not limited to, payroll, accounts payable, budgeting, cash flow management, state and IRS reports, and so forth. Experienced in QuickBooks and other accounting programs. Strong understanding of state reporting requirements. Fluent in Spanish.