



Cambridge Preparatory Academy

Salt Lake County

Charter School Information

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

1. Background Information

1a. Name of Proposed Charter School (*The name of the proposed charter school is how the school will be known and listed*): **Cambridge Preparatory Academy Salt Lake County (Cambridge Prep/CPA)**

1b. Name of Person Proposing (*The name of the applicant should be a Utah non-profit*):
Cambridge Preparatory Academy, Inc.

1c. Authorized Agent (*The authorized agent is the primary point of contact for this application. USU-CSF staff will contact this person regarding the proposal*):
Stan Lockhart

1d. Full Mailing Address (*Provide the best contact information for the authorized agent 1d-f*):
2473 North 1180 West, Pleasant Grove, UT 84062

1e. Phone Number: **801-368-2166**

1f. Email Address: **stanlockhartutah@gmail.com**

1g. Proposed school location(s) and the associated school district(s) in which the proposed school will rest. Also, include the names and contact information for the associated Superintendent(s). (*Identify the local school district within whose boundaries the proposed school, if approved, will reside. If the school is virtual and covers the state, note this*):

Murray, Utah

Rick K. Nye, Superintendent @ Granite School District
rknye@graniteschools.org

Dr. Anthony Godfrey, Superintendent @ Jordan School District
superintendent@jordandistrict.org

Jennifer Covington, Superintendent @ Murray City School District
jcovington@murrayschools.org

53G-5-306 and R277-552-2(9) requires that you provide a copy of the application to the school district in which the proposed charter school shall be located either before or at the same time as submitting the application with the USU-CSF. If you are proposing a regional or state-wide virtual school, and propose office space, then submit the application to the school district in which the office of your proposed school will reside. Also, provide the name of the person to whom you provided a copy, and the date you provide the copy of the application. Also include the person’s phone number and email address. If you emailed a copy of the application, provide a copy of the communication, including date and time stamp:

This application will be provided to:

Rick K. Nye, Superintendent of Granite School District; rknye@graniteschools.org; 385.646.4523

Dr. Anthony Godfrey, Superintendent of Jordan School District; superintendent@jordandistrict.org; 801.567.8323

Jennifer Covington, Superintendent of Murray School District; jcovington@murrayschools.org; 801.264.7456

These school districts represent the location of our planned school site, and the area where we anticipate drawing our student body from. A time stamped copy of the communication will be attached when submitted, prior to the November 4 deadline.

Learning Mission

2. Learning Mission

2a. State and describe the proposed school’s learning focused mission. Also, describe the societal need met through attainment of the mission.

The mission for Cambridge Preparatory Academy (CPA) will be “to provide the best educational experience to as many students as possible in a moral and wholesome environment.” CPA will deliver academic excellence and provide meaningful extracurricular activities for students in athletics, the arts, technology, entrepreneurship, and leadership. Academic excellence is not only accomplished by providing a proven and effective curriculum but also addressing and helping to develop the whole student. We will accomplish this by providing a safe environment in which students will develop the traits they desire to have, which will help them become contributing members of their communities.

2b. State and describe the proposed school’s vision for student learning.

The vision of CPA will be to “Learn. Lead. Change the World!” This vision provides both strategic and operational direction for the organization, its employees and the students, as well as their families. CPA will be a “learning organization,” which means that CPA leadership and employees will always be learning about and looking for innovative tactics, techniques, and procedures to improve every aspect of its operations to include academics, instruction, professional development, community involvement, curriculum, etc.

All CPA students will receive weekly, explicit, and innovative leadership training on the school's core values, which will be: Respect, Accountability, Integrity, Service, and Excellence (RAISE). Additionally, CPA teachers will innovatively weave and integrate CPA core values and leadership training into their daily instruction. In conjunction with this direct instruction, students will be given multiple opportunities throughout each year to apply the RAISE values to a variety of real-life situations. Over time, CPA students will become subject matter experts in leadership. CPA will become an innovative environment where young people will understand the importance of self-motivation, goal-setting, prioritizing, listening, teamwork, achievement, and life-long learning.

2c. Explain how the proposed school's mission and purpose is consistent with the USU-CSF mission, vision, and values listed above.

At CPA, we will place student learning as our top priority. It will be is our goal to achieve 100% student proficiency each year. In order to accomplish that goal, we will focus on the following areas: 1) Culture, 2) Effective Instruction, 3) Curriculum, 4) PLC, and 5) Graduation Rate.

Culture: We will seek to empower students to achieve their goals through their education in a safe environment. The results of these efforts will be CPA students who become active and results-oriented leaders in their homes, in their communities, throughout the state, the country, and the world. Students will understand that their education can be liberating and provide options for them throughout their academic and professional experiences. CPA will incorporate the RAISE values system as the cornerstone of the culture CPA seeks to build. Students will become motivated through their learning and leadership experiences while at our school, and will see their lives become more positive, happy, and successful.

Effective Instruction: Our teacher will focus on their primary objective of effective instruction as their Tier 1 intervention. This will allow all students to receive the "best education possible", as stated in CPA's mission statement. Teachers will hone their skills through powerful, hands-on professional development opportunities as well as through a mentoring program.

Curriculum: The principles and the curriculum selected have proven effective with students across the country. We plan to partner with the businesses near the school and each family for the benefit of every student in order to provide relevance and avenues to apply the principles and knowledge learned immediately. Our curriculum will focus not only on standards, but on the required skills students will need to achieve cultural literacy, such as effective collaboration, academic discourse practices, and co-constructing knowledge through positive relationships within the learning environment.

PLC: Teachers, staff, and administrators will form a Professional Learning Community. These stakeholders will meet weekly to review student data and determine areas of needed improvement as well as successes. We will utilize various systems to regularly monitor student achievement and understanding through regular formative, summative, and benchmark assessments with programs like Illuminate DnA, Fastbridge, and/or Academic Reading, weekly content and standards-based quizzes, and Unit Assessments. This will allow us to identify Tier II and Tier III students and introduce interventions for students in a timely manner in order to help them be successful.

Attendance: It is will be crucial that our students attend their classes regularly to gain the necessary knowledge and skills as well as to be immersed in the environment of learning. It is our belief that students who want to come to school are students who will learn and progress. Thus, it will be our responsibility to ensure a welcoming environment where students will feel safe and cared about.

Considering these focal points, it is our belief that the vision and mission of CPA align well with the mission, vision, and values of USU-CSF, including USU's mission of 100% proficiency and USU's core value of increased student learning.

2d. Describe the academic learning goals of the proposed school.

CPA will improve academic achievement as measured by formative and summative assessment tools with programs like Illuminate DnA, Fastbridge, weekly content and standards-based quizzes, and Unit Assessments, as well as external assessments such as RISE, ASPIRE, ACT, SAT, etc. These same assessments will provide an accurate measurement of student performance and provide accountability to the school and transparency to school stakeholders. Usage of assessment tools will facilitate CPA's achievement of 100% proficiency and SMART goals through the gathering and analysis of student data, enabling CPA to continue practices proven to be value-added and adjust course where areas of opportunity exist. CPA will establish a comparison for existing public schools that will challenge local schools to attain greater levels of performance.

We believe that all children can learn, and that achieving 100% proficiency across core subjects for all student demographics will be possible. As we work with USU-CSF to develop and enhance our teaching and learning methods, we will strive to reach every student and help him/her achieve that goal. There are a variety of potential approaches to reaching every student in such a way that they can perform to the best of their abilities. CPA is excited to partner with USU-CSF with the expectation that we will be able to leverage their knowledge, expertise, and resources to create a unique and effective educational option for students in the Salt Lake Valley.

2e. Describe other goals of the proposed school.

In addition to what has already been stated, CPA will be committed to the same educational goals/outcomes as Tony Wagner and Ted Dintersmith, which are stated in Most Likely to Succeed: Preparing Our Kids for the Innovation Era: "The overarching purpose of education is to: (1) Teach students cognitive and social skills; (2) Prepare students to be responsible, contributing citizens; (3) Build character; (4) Help students in a process of self-discovery; (5) Inspire students through the study of humanity's great works; and (6) Prepare students for productive careers."

CPA's vision, mission, and values will create a learning environment that is conducive to student success.

2f. State the legislative purpose(s) outlined in UCA 53G-5-104 which the proposed school addresses.

CPA will meet three of the seven purposes of charter schools defined in UCA 53G-5-104. CPA will utilize proven strategies which will improve student learning, increase choice of learning opportunities

for students, and to expand public school choice in an area where schools have been identified for school improvement, corrective action, or restructuring under the *No Child Left Behind Act of 2001* as reflected in the location of the school.

Program of Instruction

3a. Describe the educational philosophy to be espoused in the proposed school that will support student learning.

We will challenge and support. Students will gain new knowledge within the context of our culture, including important historical events and scientific information. Our students will study classic pieces of literature, music, and art to provide a backdrop that facilitates understanding. We will provide academic rigor and instructional support to continuously refine students' aptitudes to allow them to achieve their full potential. Teachers will differentiate instruction for each student effectively and appropriately by ensuring that Tier II and Tier III interventions are provided as needed, based on data from our universal screeners.

We will establish clear routines and procedures, which will be communicated regularly to students, parents, and teachers. All teachers will participate in bi-weekly (twice per week) collaborative teams or PLCs using evidence (benchmark data, quizzes, unit assessments) of student learning to inform and improve practices. Teacher teams will clearly articulate what every student must learn in their assigned grade level or subject area. Curriculum and assessments will be aligned to state and national standards, and they will prioritize the essential skills for each grade level or subject area so that it may be taught within the time available.

We will encourage patriotism. Our schools will embrace the principles of liberty and freedom that our country was founded upon. We will recite the Pledge of Allegiance each morning, encourage the study of our country's history, and host special events to honor those who have served our country, past and present.

We will teach effectively. Teachers will implement proven instructional strategies (7 EEL¹, White Boards, Venn Diagrams, Graphic Organizers², Think-Pair-Share) in each lesson, and they will be proficient in engaging each student in their classes. Teacher effectiveness will be monitored daily and teachers are provided with clear feedback through administrator observations, check-ins, evaluations, teacher self-reflections, and peer reviews. Teacher effectiveness will also be influenced by professional development opportunities that will be directly related to their instructional growth needs and goals.

¹ Schmoker, Mike, *Focus: Elevating the Essentials to Radically Improve Student Learning*, 2nd ed., Alexandria, Association of Supervision and Curriculum Development, 2018.

² Marzano, Robert J, et al. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Alexandria, Association for Supervision and Curriculum Development, 2001

We will prepare leaders using the RAISE curriculum. We will prepare our students to become the leaders of the future by infusing character education into every subject. We will include a RAISE leadership objective into each subject’s unit of study, through the daily practice of writing and discussing RAISE leadership, and by reinforcing how RAISE applies to our students personally, academically, and through civic responsibility. This will give students the first-hand opportunity to improve themselves and help their families and communities by directly applying their leadership knowledge. This will be completed through weekly leadership lessons and school-wide drives to support community organizations. We will prepare students with the skills and knowledge they need to be ready for college and a career after graduation.

3b. Provide a description of the intended educational programs that may be selected to support student learning.

With the idea that we aim to provide our students with a sense of cultural literacy, we will utilize the Core Knowledge Sequence as the bedrock of our educational program, serving as the foundation for all other subjects. This will provide a comprehensive and integrated approach to education, which will give students a solid foundation upon which they will be able to continue to build on throughout their educational careers.

ENGLISH

We will use the Core Knowledge Language Arts (CKLA) curriculum. Our teachers and curriculum development team will analyze the Utah State Standards and ensure the lessons, activities, and curriculum utilized specifically address those standards. We use research-based resources which will provide a mix of classical and contemporary texts, including Core Knowledge aligned novels, short stories, informational text, essays, and speeches. Additional anthologies, open-sourced texts, and primary source documents from the public domain will also be included. We will focus on inquiry-based essential questions that engage students. There will be an embedded instructional framework that provides whole class, small group, and independent work and performance. Our included writing resources will provide a guide to informational, argumentative, and narrative writing. An additional writing assessment grading tool will be included to provide students with immediate feedback. All learning levels will be engaged due to the inclusion of differentiation materials for ELL, Special Education, and Gifted students.

MATH

Our chosen math curriculum, Eureka Math — also known as EngageNY — is a complete curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming students have already learned and ensures students are prepared for what comes next. When implemented with fidelity, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem-solving, and prepare students to understand advanced math. It’s not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a “story,” Eureka Math builds students’ knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those who grew up memorizing mathematical facts and formulas, it has been

tested and proven to be the most successful method in the world. We will utilize Eureka Math as our foundational approach as we address the Utah State Standards, teaching the standards through the lens of Eureka Math.

SCIENCE

Adhering to the Core Knowledge Sequence, we will utilize the CKSci program for Kindergarten through 5th grade. Following which, we will use OpenSciEd to support the Core Knowledge Sequence for 6th through 8th grades. Science classes at all grade levels will include various technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations. OpenSciEd was built on the foundation of the crosscutting concepts embedded in the current Utah Science standards. It ensures that students meet engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges and hands-on activities. Science 9-12 similarly focuses on the Utah Science Standards for high school. It ensures students will meet the engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges, and hands-on activities appropriate for preparing students for college and career readiness. Students will experience science through a variety of resources including hands-on labs and online materials.

HISTORY & SOCIAL STUDIES

We will utilize Core Knowledge History & Geography for Kindergarten through 6th grades. This curriculum provides students with a vibrant physical and digital text including Lexile-appropriate charts, graphs, and primary source materials. The same principles are followed for 7th through 12th grades wherein a content-rich curriculum is selected based on its use of primary sources. Through studying primary source documents of the past, students are able to achieve social and civic competencies and display cultural awareness that applies to current events and beyond. To apply and hone these skills, students write informative and argumentative essays, conduct research and participate in civic debates. Inquiry-based essential questions provide the basis for each content area within the text. The text and additional ancillary resources provide students with the knowledge and skills to critically think, read, and write. It provides a basis for skills and content, which students will be able to use both in college and their careers. Embedded Document-Based Queries engage students to make connections between their learning and lives, providing them with the ability to reflect and make connections. Timelines, maps, charts, videos, and primary sources offer support with skills, such as analysis and interpretation. As stated previously, our teachers and curriculum development team will plan lessons directly from the Utah State Standards and ensure they are being addressed when using the curriculum we propose.

3d. Describe how the school will meet the needs of all students, including students with disabilities, students with advanced abilities and skills, students who are educationally disadvantaged, English language learners, etc.

Our program of instruction aligns with our Educational Philosophy. We have given significant consideration to developing products to address the instructional needs of students with disabilities. As a public charter school, CPA offers enrollment to all Utah residents. We do not and will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education.

We will commit to provide a free appropriate public education (FAPE), which includes a full continuum of services, including related services through employing and/or contracting with appropriately certified specialists. We fully understand and accept the responsibility to abide by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). We will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the students we serve. We will provide appropriate services to students who are gifted as well as students who are English Language Learners (ELL).

To ensure we are prepared to meet the needs of all students, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be provided to the staff. Appropriate members of our Special Education, Gifted, ELL, and Administrative team will attend all mandatory professional development (PD) and training offered through the Utah Department of Education. As part of the school’s ongoing PD plan, all staff members will participate in workshops and training for special education in the areas of HIPAA, FERPA, and Child Find. The training will include applicable timelines and procedures, and proper professional communication where identified students are concerned according to applicable laws.

3e. If any 9-12 grades will be served, describe the proposed graduation requirements.

CPA will offer accredited courses for each grade, including 9th through 12th grades. The courses offered will include ELA, History and Social Studies, Science, Math, Financial Literacy, Fine Arts, Career and Technical Education courses (CTE), and Languages. Students must pass each course with a grade of ‘D’ or higher to earn course credit. Failure to earn course credit will result in the student either retaking the required course or enrolling in a credit recovery course. Teaching faculty will make every effort to assist students in understanding course material and aid them as they learn to demonstrate proficiency through consistent “checks for understanding”, as well as formal assessments. In order to be promoted to the next grade or course, students must demonstrate proficiency in basic academic skills at the current grade level. ‘Proficiency’ is defined as achieving passing grades in both core and elective classes.

Students will be able to take a full course load over a four-year period and meet Utah and other university entrance requirements. This is one method we will prepare students for their future. The full course catalog will also include Honors, AP, and Dual Enrollment courses to further prepare students to reach their full potential through leadership development, comprehensive academic instruction, rigorous physical engagement and help prepare students for post-secondary success in the world of work, technical school, or college. Our graduation requirements are listed here along with Utah State Board of education high school graduation requirements:

Graduation Requirements

Cambridge Preparatory Academy		Utah SBE High School	
English	4 Credits	English	4 Credits
Math	3 Credits	Math	3 Credits
Science	3 Credits	Science	3 Credits
Social Studies	3 Credits	Social Studies	3 Credits
P.E.	1 Credit	P.E. (incl. Health)	2 Credits
Health	1 Credit	Directed Coursework	3.5 Credits
CTE / Fine Arts	2.5 Credits	(incl. Fine Arts, CTE, Fin. Lit., Digital Studies)	
Entrep. / Fin. Lit.	1 Credit	Electives	5.5 Credits
Computer Science	1 Credit		
Electives (Two Language credits for University admission)	4.5 Credits		
Total:	24 Credits	Total:	24 Credits

3f. Describe your preliminary plan and capacity for implementation of continuation of your educational program in the face of natural or a health-related disaster.

We will develop a comprehensive online education program that may be adapted to any disaster scenario. Part of that program will include the continuous integration of technology in the classroom. Our teachers will use a platform such as Google Classroom or Canvas to provide instructional materials for students on a weekly basis at minimum. In the event of a natural or health-related disaster, this practice will allow a smooth transition from classroom to at-home or distance learning since teachers, students, and parents will be accustomed to the use of the platform. Therefore, we will also be well-prepared to meet the needs of students who would be attending our schools if compelled to change methods due to a natural or health-related disaster.

Waivers

None requested.

Governance Structure

CPA will have a traditional Board of Directors, which will provide governance for the school. The selected ESP will work hand-in-hand with the Board in order to provide the best educational experience to as many students as possible, in a moral and wholesome environment.

CPA will be sponsored by Cambridge Preparatory Academy Inc, a legal organization set up for this purpose. CPA will utilize an ESP selected through the RFP process. CPA wishes to contract with an ESP that has a demonstrated record of competence and success, especially on a large scale. This ESP will handle all aspects of the educational back office operations, and through this will provide CPA with significant savings due to economies of scale and practiced area-specific expertise. The selected ESP will be held accountable for all aspects of their operations by the Board of Directors.

The Board of Directors is made up of the following individuals who have targeted experience which will aid CPA in delivering on its mission statement:

Name	Position	Area of Expertise	Previous Charter Affiliations
Stan Lockhart	Chairman	Education	Athenian Academy
Craig Zwick	Director	Finance / Budget	None
Laura Warburton	Vice-Chairman	Community	None
Jared Rhodes	Treasurer	Nonprofit Education	None
Sally Burningham	Secretary	Startup venture firm, education	None

Market Analysis

6a. Describe the characteristics of an appropriate site that supports your overall proposal and attainment of the proposed school’s purpose and mission.

CPA has located a site in Daybreak within a masterplan community, providing walkable access to a large number of local families. The location additionally provides easy accessibility to families reaching the campus by personal vehicle or public transportation.

6b. If a school site has been identified, describe it. If the school site has not been identified, describe the processes the governing board will use to find and acquire the school property.

The Governing Board of Cambridge Preparatory Academy has engaged with a developer in the process of locating and evaluating possible school sites. A site in Daybreak has been located that will allow

CPA to build a suitable K-12 campus that aligns with CPA’s mission and will facilitate CPA’s opening in Fall 2025.

6c. Justify why the proposed school’s educational program, and achievement of the school’s purpose and mission, are needed in the selected location.

While many Utah schools are extremely well-run and meet the needs of most of the children they serve each year, CPA’s unique mission of 100% proficiency positions it to attract students from a growing number of families who are seeking more emphasis on student proficiency, patriotism, a wholesome environment, and the pursuit of individual excellence. CPA will be the only school in Utah to have a primary goal of 100% student proficiency. CPA will use the RAISE character education curriculum to teach students the universal values of Respect, Accountability, Integrity, Service, and Excellence. CPA teachers, administrators, and staff will instill Enlightenment values, including the universal dignity of every individual.

6d. Provide demographic information for the selected location and interpret this information to demonstrate how it justifies siting the school within this demographic.

Cambridge Preparatory Academy has located an ideal location in Daybreak, Utah, situated in a primarily residential area where local children will be able to enroll and attend. This location is within suitable walking distance for many families while being located in a masterplan residential area that will facilitate convenient car access for families. Additionally, Daybreak is accessible through Utah Transit Authority’s Red Line light rail system, making CPA accessible via convenient public transit throughout the Salt Lake City metropolitan area.

We have highlighted South Jordan and the surrounding areas, to conduct our demographic and marketing survey. For these locations we have begun evaluating the demographics and current performance of nearby schools.

<i>City</i>	<i>Population</i>	<i>Growth % from 2010</i>	<i>School-aged Pop. (est.)</i>	<i>White</i>	<i>Hispanic</i>	<i>Median household income</i>
Herriman	59,179	36.8%	15,800	85.4%	8%	\$109,154
South Jordan	83,513	60.3%	19,626	85.9%	9%	\$111,774
West Jordan	116,664	12.4%	26,482	75%	22.3%	\$99,227
Riverton	44,599	15%	10,748	91%	7.9%	\$107,674

Source: U.S. Census Bureau

In reviewing academic performance data for this proposal, we selected public schools near Daybreak to define general performance representative of the target area. The percentages below reflect student achievement of Proficiency or Advanced Proficiency on state testing:

Elementary Schools	Language Arts	Math	Science
Herriman Elementary	66%	72%	72%
Riverton Elementary	58.3%	55.1%	54.3%
South Jordan Elementary	55.6%	49.3%	58.7%
Welby Elementary	48.1%	51.1%	49.7%
Elk Meadows Elementary	55%	48.5%	57.5%
Jordan Hills Elementary	65.6%	63.6%	65.5%
Copper Canyon Elementary	30.3%	32.3%	41.7%

Middle Schools	Language Arts	Math	Science
Mountain Creek Middle School	54.3%	58%	54.1%
Copper Mountain Middle School	39.4%	26.8%	45.2%
Oquirrh Hills Middle School	49.4%	40.4%	42%
South Hills Middle School	37.4%	26.9%	39.5%
Fort Herriman Middle School	50.7%	42.7%	54.8%
Elk Ridge Middle School	58. %	60%	60%

High Schools	Language Arts	Math	Science	Graduation Rate
Bingham High School	60.2%	40.8%	45.8%	95.6%
Copper Hills High School	36.2%	17.3%	15.8%	86%

Herriman High School	43.3%	17.8%	36.5%	96.5%
Mountain Ridge High School	43.2%	18.3%	26.3%	94%
Riverton High School	44%	26.7%	20.8%	93.9%
West Jordan High School	26.6%	11.1%	21.4%	80.2%

Source: Utah State Board of Education, RISE Achievement Scores 2023

6e. Describe the characteristics of the proposed charter school that set it apart from existing schools near the target location.

CPA will be the only school in Utah with the primary goal of 100% student proficiency. Parents and students in the Washington County area do not currently have a school option with the same dedication to student proficiency. CPA expect exemplary behavior from its students. We remove distractions to learning by implementing a strict dress code, a code of conduct, and reward system for good behavior. We take seriously our commitment to CPA’s mission of creating and maintaining a moral and wholesome environment, as stated in our answer to 6c.

Enrollment

7a. Year school will start: September 4, 2025.

7b. Grade levels served: K-12

7c. Does the proposed grade configuration match the resident district grade configuration?

Yes

No: Describe the difference.

7d.

	Grades and Specific Number of Students to be Served by Grade													Max Enrollment
	Year 1	K	1	2	3	4	5	6	7	8	9	10	11	
SY 25-26	12	12	12	12	12	12	12	245	185	178	154	115	40	1,820
	9	9	9	9	9	9	9							
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26-27	12	12	12	12	12	12	12	245	245	245	245	186	115	2,184
	9	9	9	9	9	9	9							
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	

SY 27-28	14	14	14	14	14	14	14	269	269	269	269	269	210	2,548
	1	1	1	1	1	1	1							

Signatures

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data and the information in this application are true and correct. This charter school application is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent	Stan Lockhart
Signature of Authorized Agent	
Name of Charter School Board Chair (if different than Authorized Agent)	<small>5A40498CC3E847A...</small>
Signature of Charter School Board Chair (if different than Authorized Agent)	

1. Executive Summary

Typically, in business documents, executive summaries are written for executives who may not have time to read the entire report. Its point is to summarize a longer report (or in this case, application) and it should be able to stand on its own. That is, the content in the executive summary is fully explained by the content contained therein. If a reader has to look to the application for explanation, then the executive summary does not stand alone. To test this, have a person who is not familiar with your proposal read the summary. When they conclude their read, ask them “Do you have any questions?” Use their questions to refine your summary to answer the questions that were raised, and repeat this process until there are no questions.

Applicant Instructions

Highlight key points of the application. State the school’s learning mission and briefly present your overall vision for how the school will operate. Describe the school’s overarching educational philosophy and the culture. Describe how your board originated and why it chose to propose this school.

Explain how this school will align with USU’s and CSF’s mission and vision. This section should be a brief overview of what you propose for your school, but be inclusive enough to cover the main points of your application. Be concise...weigh every word, phrase and sentence for contributory value. As noted previously, write to achieve “end of read objectives.”

At Standard Criteria

A response that meets the expected standard has two components. First, the element is addressed and second, the element is addressed with quality. Please note that “at-standard” does not guarantee authorization approval. The totality of evidence resulting from the process is used to make this determination. A response “at standard” will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Present a compelling 1 – 2 sentence mission statement that defines the purpose(s) of the school.*
- *Present a convincing and appropriate vision of what the school will look like if it is achieving its mission.*
- *Briefly describe the main points about the school including, but not limited to, the school’s location, anticipated population, and educational foundation.*
- *Explain how your board originated.*
- *Provide a compelling rationale for why the board chose to propose this school.*
- *Provide a compelling argument for why this school should be approved, including how this school will advance Utah State University’s mission and vision.*
- *Explain the unique differentiators associated with your proposed school that are not currently available to students in the market you are targeting.*

At CPA, our mission will be to provide the best educational experience to as many students as possible in a moral and wholesome environment. We will seek to empower students through their education in a safe environment. The results of these focused, innovative efforts will be CPA students who become active and results-oriented leaders in their homes and in all areas of their lives. Due to the leadership foundation formed and knowledge learned at CPA, students will have many options available to them throughout their academic and professional experiences.

The vision of CPA and the founding board of CPA will be: Learn. Lead. Change the World! This vision will provide both strategic and operational direction for the organization, its board, employees, students, and their families.

In order to cultivate this empowering culture, character education will be infused into every subject, giving students the opportunity to improve themselves and to become valuable members of their families and communities. These skills will continue to benefit students as they move on to higher education as well as in their careers. The principles and the curriculum selected have proven effective with students across the country and will provide a compelling challenge for our students. We plan to partner with the businesses near the school and with each family for the benefit of every student as well as to support CPA's integration into the community.

With academic excellence as one of our primary focal points, along with RAISE values and character education, we ensure our teachers are well-prepared with high quality curricula that will allow them to utilize direct instruction integrated with discovery learning and Socratic discussion. Our goal will be to achieve and maintain 100% student proficiency through tiered support, PLCs to analyze if students mastered the content and if reteach or remediation is needed in order to gain proficiency. We believe in preparing students with the cultural literacy they need to be better prepared for life after graduation.

Through our partnership with USU-CSF, we believe we will be able to achieve our goal of 100% student proficiency. Because CPA will be a "learning organization," we will always be learning about and seeking innovative tactics, techniques, and procedures to improve every aspect of our operations. We won't be satisfied until we achieve the goal of 100% proficiency. We believe that partnering with USU-CSF presents an unparalleled opportunity to continually evolve and improve all processes and operations in pursuit of our shared educational goals, without sacrificing our culture and mission, vision, and values of CPA.

The board of CPA originated out of a shared passion and desire to provide students with a high achieving educational option offered in a moral environment. The CPA board is made up of individuals with a wide variety of experiences, including involvement in the educational field, founding and operating both nonprofit and for-profit organizations, as well as a wealth of other experiences that will enable us to successfully shape and lead CPA. All members of the CPA board reside in and have deep ties to Utah and are profoundly committed to the best interests of our student population.

The mission of CPA will be unique in the Salt Lake area, which will position CPA to attract students from a growing number of families who are seeking more emphasis on patriotism, a wholesome environment, and the pursuit of individual and collective excellence. CPA will embrace the principles of liberty and freedom that our country was founded upon. CPA will employ the RAISE character

education program to teach students the universal values of Respect, Accountability, Integrity, Service, and Excellence. CPA teachers, administrators, and staff will instill these values not only through instruction, but by living the values themselves.

We have selected the area of Salt Lake County in the Murray and Jordan school districts to begin our demographic and marketing survey. We will make a final determination based on our surveys and parent meetings. The areas CPA seeks to site our school are within the Murray and Jordan school districts. The northern boundary of 3900 S, eastern boundary of 900 E, southern boundary of 13400 S, and western boundary of S 4800 W comprise the target area for CPA's location. The potential locations were selected after careful consideration of student and family needs and population to ensure CPA is both beneficial to the community as well as financially and operationally stable.

We will remove distractions to learning by implementing a strict dress code, a code of conduct, and reward system for good behavior. We will take seriously our commitment to CPA's mission of creating and maintaining a moral and wholesome environment. A comparable option to CPA does not exist in our target area, CPA will present a new and attractive school choice option for this market.

2. Charter Agreement – Exhibit A

All approved charter schools will sign a charter agreement that is a contract between them and their authorizer. This agreement will not include every detail expressed in a charter application. It will instead, include the items listed in this Exhibit A, which is to be representative of what is expressed in the rest of the application.

The Utah Charter Schools Act, legislated in 1998, is part of the state's strategic planning act for educational excellence. The purposes of Utah's charter schools, as a whole, are to:

- Continue to improve student learning;
- encourage the use of different and innovative teaching methods;
- create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- increase choice of learning opportunities for students;
- establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools;
- provide opportunities for parental involvement in management decisions at the school; and
- increase school choice in areas where a high proportion of schools are identified as Title I priority or focus schools or have received a school grade of F.

Applicant Instructions

Identify which purpose/purposes your proposed school is proposing to meet. Provide rationale for your selection(s).

List the school’s defining characteristics. The defining characteristics of the Charter School, as set forth in the application, are programs and processes that make this school unique and recognizably distinct from other schools. These characteristics will be included in USU-CSF annual reviews as assurances and will be included in School Accountability Measures.

Identify which enrollment preferences will be provided, as permitted by [53G-6-502](#).

*In this table identify two mission specific SMART goals, one comparative academic SMART performance goal, and one SMART student academic gain/value added goal. SMART goals are specific, **m**easurable, **a**ctionable, **r**elevant and **t**ime-bound. An example of a comparative goal is setting an ACT composite score goal relative to the national average. The academic goal should address the magnitude of academic gains students will make because they attend this school.*

	SMART Goal	Measure	Goal Performance Levels			
			Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific Goal 1	Stakeholders (students, teachers, and staff members) will demonstrate the RAISE values within the first four weeks of joining the school. Thereafter, stakeholders will continue to demonstrate the RAISE values through an increase in positive student and parent climate surveys, in concert with an increase in the number of service learning activity hours (ex. Peer-tutoring, community service).	Student and Parent School climate surveys Service learning activity hours	Student and parent climate surveys increased every year in the first five years of operation. Student surveys will include a section where students relay the number of RAISE-related occurrences. Student learning activity hours increase by at least 10% year over year for the first 5 years.	Student and parent climate surveys increased overall in the first five years of operation but did not experience five year over year improvements. Student surveys will include a section where students relay the number of RAISE-related occurrences. Student learning activity hours increase by at least 5% year over year for the first 5 years.	Student and parent climate surveys remain the same after the initial two years. Student surveys will include a section where students relay the number of RAISE-related occurrences. Student learning activity hours remain constant and do not increase year over year in the first 5 years.	Student and parent climate surveys decrease over time. Student surveys will include a section where students relay the number of RAISE-related occurrences. Student learning activity hours decrease year over year in the first 5 years.
Mission Specific Goal 2	Each student will receive a RAISE card in their first semester at CPA, rewarding them for demonstrating leadership skills. After the first year, every student will have received at least two RAISE cards and after five years, students will	All stakeholders will submit RAISE cards on a daily basis to students demonstrating leadership	Students will increase in the number of RAISE cards received by 20% each year.	Students will increase in the number of RAISE cards received by 10% each year.	Students will not demonstrate an increase or a decrease in the number of RAISE cards received each year.	Students will decrease in the number of RAISE cards received each year.

	show a 10% increase in the number of RAISE cards received each year.	skills and characteristics.				
Mission Specific Goal 3	The overall graduation rate will improve in students within the first 5 years of operation.	Graduation rate	Graduation rates increase in each of the first five years of operation	Graduation rates increase overall over the first five years but do not increase every year over year	Graduation rates remain the same after five years of operation	Graduation rates have decreased after five years of operation
Relative Academic Performance Goal	Cambridge Prep proficiency scores in reading and math will be At 100% by year 5, with at least 20% of CPA students being highly proficient.	State assessment scores	Proficiency scores in reading and math will be 30% above the state average by the second year, 35% above the state average by year 3, 40% above the state average by year 4, and in year 5 CPA students will achieve 100% proficiency with at least 20% being highly proficient.	Proficiency scores in reading and math will be 20% above the state average by the second year 25% above the state average by year 3, 30% above the state average by year 4, and in year 5 CPA students will achieve 100% proficiency.	Proficiency scores in reading and math are at the state average by the second year 10% above the state average by year 3, 15% above the state average by year 4, and 20% above the state average in year 5.	Proficiency scores in reading and math are below the state average by the second year, at the state average in year 3, 5% above the state average in year 4, and 10% above the state average in year 5.
Student Academic Gain Goal	CPA will rank in the 90th percentile rank in growth scores on the state assessment by year 5.	State assessment scores	Achieves 70 th percentile rank in reading and math growth scores on the state assessment by year 2, 75 th	Achieves a 70 th percentile rank in reading and math growth scores on the	Achieves a 65 th percentile rank in reading and math growth scores on the	Achieves below a 65 th percentile rank in reading and math growth scores on the

			<p>percentile rank in year 3, 82nd percentile rank in year 4, 90th percentile rank in year 5.</p>	<p>state assessment by year two.</p> <p>Achieves 70th percentile rank in reading and math growth scores on the state assessment by year 2, 72th percentile rank in year 3, 75th percentile rank in year 4, 80th percentile rank in year 5.</p>	<p>state assessment by year two.</p> <p>Achieves 60th percentile rank in reading and math growth scores on the state assessment by year 2, 65th percentile rank in year 3, 67th percentile rank in year 4, 70th percentile rank in year 5.</p>	<p>state assessment by year two.</p> <p>Achieves below 60th percentile rank in reading and math growth scores on the state assessment by year 2, below 65th percentile rank in year 3, below 67th percentile rank in year 4, below 70th percentile rank in year 5.</p>
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At Standard Criteria

A response that meets standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Identify compelling justification for meeting one or more of the purpose(s) of the charter school as outlined in [53G-5-104](#). One purpose is required*
- *Listed key characteristics match the overall purposes and unique elements of this school idea.*
- *Identify the legally permitted enrollment preferences the proposed school will employ.*
- *Mission specific goals match the overall purposes and unique characteristics of the proposed school.*
- *Academic goals are high and are consistent with USU-CSF's commitment to student learning.*

CPA is seeking authorization from USU-CSF in accordance with the Utah Charter Schools Act with the identified statutory purposes of continuing to improve student learning, and with the purpose of increasing the choice of learning opportunities for students. CPA will e is committed to driving student achievement forward and dedication to that goal provides the guiding force behind CPA's decision-making. CPA will be committed to pursuing USU-CSF's stated goal of 100% student proficiency. This goal is a primary reason CPA is seeking USU-CSF's authorization and arm-in-arm partnership moving forward. We believe this goal is setting the bar for success high and CPA has been conceived and designed with this lofty goal in mind.

CPA will meet three of the seven purposes of charter schools as outlined in [53G-5-104](#). CPA seeks authorization to continue to improve student learning, to increase choice of learning opportunities for students, and to create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school.

First, one of CPA's foremost goals is to continue to improve student learning. We will not stop until we have achieved 100% proficiency. We will be committed to facilitating this improvement through the implementation of proven instructional methods of direct instruction, the Socratic method, and discovery learning. We will be committed to providing content-rich curricula that allow our teachers to provide a foundation for cultural literacy in our students. If we identify any deficits in proficiency, we will be are committed to investigating the issue and identify working solutions. We will utilize schoolwide data, surveys, classroom observations, and PLC discussions to find any gaps. Campus administration and staff will continually monitor student progress and intervene prior to any large gaps in proficiency.

Second, CPA's focus on patriotism and cultivating a moral and wholesome educational environment will present a new choice of learning opportunities for students in the target area. While Utah has numerous successful and well-run schools that meet the needs of many children who attend them, CPA's mission and the values it is founded on will present a unique educational option that is currently unrepresented to the surrounding area. CPA's focus on the pursuit of individual excellence, on patriotism, and on providing a wholesome environment place CPA in a unique position to attract numerous families who seek an educational environment for their children that reflects these values.

In order to create a values-based environment, CPA will integrate the RAISE character education program to teach students the values and importance of Respect, Accountability, Integrity, Service, and Excellence. These values will permeate CPA from top to bottom, beginning with the founding Governing Board members. Additionally, a variety of courses and programs will be offered to our students to allow them to explore vocational-technical education, fine arts, athletics, and college level courses. Offering such programs and courses will allow our students to experience a well-rounded education, which will lead them to become values-driven, contributing members of society.

Third, educators at CPA will have the opportunity to actively shape the implementation of CPA's learning program. Through active participation in professional learning communities (PLC), we will strive to provide each student with individualized attention, differentiating instruction based on data in the most effective way possible for every student at CPA. Teachers will use common formative assessments and curriculum unit assessments to determine if students need any remediation in specific skills or standards. Annually, educators will be invited to participate in a more in-depth development and improvement of curriculum maps and pacing guides that will allow them to improve the quality of education of all CPA students. Administration will monitor instruction to ensure effective implementation of instruction and curriculum. Educators will receive timely feedback on instruction on how to improve student learning. Observation will focus on what students are doing and how they are visibly demonstrating proficiency in their daily lessons.

CPA will be defined by our values and our mission. CPA's mission will be to provide the best educational experience to as many students as possible in a moral and wholesome environment. This mission will be supported by CPA's emphasis on RAISE values, Respect, Accountability, Integrity, Service, and Excellence. These core values will be woven into all aspects of CPA's culture and educational programming. The emphasis of these values will allow CPA students to develop substantial leadership qualities that will provide them with lasting benefits in the classroom, the community, the family, and beyond as they carry the values instilled at CPA with them throughout their lives.

CPA's vision for student learning will be for students to "Learn, Lead, Change the World." CPA will be committed to developing leadership qualities in its students and is committed to instilling these qualities in all aspects of operation, including academics, instruction, community involvement, and professional development. We believe in helping students monitor their own progress by teaching them how to set goals, track goals, and re-evaluate. We believe students should be accountable for their learning. CPA's emphasis on the RAISE values will further impart positive leadership and character qualities into its students.

CPA will offer students the opportunity to engage in various service learning opportunities, including community service and peer tutoring. Service learning opportunities will assist in embedding RAISE values learned in the classroom, and will give students an opportunity to exercise these values. CPA will track the number of service learning hours students participate in and will continually measure changes in student hours, tracking year over year hour changes as part of our SMART goals. CPA will work to engage students in these service opportunities, working to train students to look for these opportunities organically as they incorporate RAISE values into their daily lives, and will set the expectation that participation in service learning opportunities is essential to success at CPA.

CPA will offer legally permitted enrollment preferences according to Utah Code 53G-6-502. The enrollment preferences CPA will be as follows: CPA may give an enrollment preference to: a child or grandchild of an individual who has actively participated in the development of the charter school, a child or grandchild of a member of the charter school governing board, a sibling of an individual who was previously or is presently enrolled in the charter school, a child of an employee of the charter school, a student articulating between charter schools offering similar programs that are governed by the same charter school governing board, a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board, a student who resides within up to a two-mile radius of the charter school and whose school of residence is at capacity, and a child of a military service member as defined in Section 53B-8-102.

CPA will offer these legally permitted enrollment preferences as we believe they will contribute to the CPA community and enable CPA to best serve the surrounding students and community. Many of these enrollment preferences will help to enable all children from a family to attend the same charter school, or provide assistance to individuals such as military servicemembers to find placement for their children. Through offering these enrollment preference opportunities CPA may more easily integrate into the surrounding community and deliver on our goals more comprehensively. As a public Charter School, CPA will offer enrollment to all Utah residents. CPA will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education.

As demonstrated in the table at the beginning of this section, at CPA, we have set high, but attainable goals. In order to accomplish our goals, we will focus on improving the following areas each year: 1) Culture, 2) Effective Instruction, 3) Curriculum, 4) PLC, and 5) Graduation Rate. Because we place student learning as our top priority, it is our goal to achieve 100% student proficiency each year, in addition to achieving the character-based goals we have set out.

3. Program of Instruction

Applicant Instructions

Provide a description of a complete and coherent educational program that includes sample curriculum and methods of instruction.

Discuss the philosophical approach to instruction and provide a description of how Utah Core Standards (UCS) will be addressed instructionally and how learning corresponding with UCS will be assessed in the proposed school.

Cite and apply research evidence to support the proposed learning outcomes to be achieved via your educational program and in attainment of your SMART student learning goals.

Our Program of Instruction will provide a learning environment conducive to the inculcation of critical skills that each student will need in order to succeed. Our hands-on training and leadership development will provide each student with experiences that will shape his/her mindset as (s)he develops into a leader of character. The coursework and curriculum will work hand-in-hand to build foundational knowledge that will give students confidence in themselves and their abilities.

The instruction methods and curriculum materials selected and identified in the Program of Instruction were chosen specifically due to their effectiveness in boosting student assessment scores. Direct instruction methods³, combined with opportunities for Problem Based Learning⁴, manageable class sizes, and extensive reading from classical literature lists all contribute to the success of each student. Studies show that programs such as Eureka Math and Core Knowledge Language Arts, when implemented with fidelity, improve student achievement up to 75%. As our teachers will implement these programs with complete fidelity, we anticipate students will attain the expected and desired outcomes.

Our core academic model will be rigorous, standards-based, and focused on effective Tier I instruction as our Tier 1 intervention. We will use the Core Knowledge Sequence as our base for content in Kindergarten through eighth grade and continue this curricular approach with classical and contemporary texts as well as primary resources in grades nine through twelve. Storytelling is woven throughout Core Knowledge and is especially beneficial as it allows the learner to place herself in the story, reinforcing values, lessons, and standards. Through the storytelling elements and rich literature, we will focus on inquiry-based essential questions that engage students and integrate the RAISE Values from the leadership curriculum. The Core Knowledge Sequence provides a detailed syllabus of specific content and skills taught in language arts, history, geography, mathematics, science, visual arts, and music⁵. The Core Knowledge Language Arts program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills⁶ (D) and grade-level text comprehension, while the Listening and Learning Strand is meant to enhance students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. Students work with classmates to synthesize the information by identifying similarities and differences, summarizing, and taking notes⁷. The careful integration of subject matter yields a strong foundation that covers what all children should learn to raise global awareness. In CKLA, the Listening and Learning portion, renamed the Knowledge Strand in the 2nd edition, allows students to be exposed to content covered in future grades by engaging with text read aloud by the teacher. Though these texts are generally too hard for students to read independently, they are able to comprehend orally and can contribute to a higher-level cognitive discussion, leading to enhanced development of vocabulary and background knowledge⁸. As the students' knowledge base widens with grade-level work, it also deepens when they are introduced to new material through the read-alouds that prepare them for future learning. Students will become academically competitive through study of the Core Knowledge Sequence content. Effective instruction

³ Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, New York, Routledge, 2009 pp. 204-206.

⁴ Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, New York, Routledge, 2009 pp. 210-211.

⁵ <https://www.coreknowledge.org/our-approach/core-knowledge-sequence/>

⁶ Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, New York, Routledge, 2009 pp. 132-133.

⁷ Marzano, Robert J, et al. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Alexandria, Association for Supervision and Curriculum Development, 2001

⁸ <https://www.coreknowledge.org/our-approach/core-knowledge-sequence/k-8-sequence/>

is specifically designed to narrow achievement gaps grade level by grade level through building knowledge upon knowledge⁹.

Math instruction at CPA will utilize a program such as Eureka Math, which is a conceptual math curriculum that allows for a combination of direct instruction techniques along with discovery or problem-based learning and involves the use of math manipulatives and pictorial elements to provide students the ability to build a solid math understanding for future success. Our social studies materials will utilize primary source documents to support our core model, curriculum, and methods of instruction. Our science curriculum, to include programs such as CKSci at grades K-5, OpenSciEd at grades 6-8, and CK12 at grades 9-12, will also support the Core Knowledge sequence in a discovery learning approach at all grade levels.

Within the Core Knowledge framework, CPA will also implement important structural elements to support disadvantaged students. These include ongoing disaggregation of student assessments, an integrated remediation and extension time during the school day, and a MTSS process that identifies students who are falling behind. Within the MTSS process, CPA will provide additional academic support, student tutoring, a full-service special education program, supports in place for homeless, migrant and military families, and an ELL program.

CPA will follow the State of Utah guidelines for high school graduation. To earn a high school diploma from CPA, students must satisfy these requirements by earning a passing grade to receive credit in each course.

CPA will add a quality K-12 school-choice option to the area's educational program through utilizing a proven, traditional literature-based program of instruction that also will provide opportunities for problem-based learning. This comprehensive and coherent, knowledge-based instructional model offers what students will need to establish a strong scholastic foundation.

CPA will offer a broad range of high school course offerings consistent with our mission. These offerings will ensure graduating students are able to move seamlessly on to the next steps of their education or career. CPA will be designed to ensure success for each student, which requires intentional and focused, long-term planning. All of this was taken into careful consideration as we selected our model, approach, and curriculum.

In 2016, the U.S. Department of Education conducted a study revealing the achievement gap between African American and Caucasian children has barely narrowed over the last 50 years, with an 87% difference in performance deficit between African American high school seniors compared with their Caucasian counterparts. Academic data historically reveals low-income students and minorities trail behind those not identified as low income or minority. In a study carried out in South Carolina, the data reveals similar outcomes and shows that students identified as low-income appear to be left behind, although the school as a whole is performing closely to the district and the state. Core Knowledge asserts that achievement gaps stem primarily from knowledge gaps. Essentially, the more knowledge one possesses, the quicker he/she can obtain additional knowledge because they can quickly assimilate previous knowledge into existing heuristics and mental structures. This theory is validated by the work

⁹ <http://www.ascd.org/publications/educational-leadership/may93/vol50/num08/The-Core-Knowledge-Curriculum%E2%80%94What's-Behind-Its-Success%C2%A2.aspx>

of Daniel T. Willingham of the University of Virginia. Dr. Willingham is a cognitive scientist that studies the learning process and has published several studies, articles, and books on the subject. According to Dr. Willingham, existing knowledge speeds and strengthens reading comprehension, learning, and thinking.¹⁰

With this theory as our foundation, it shows that filling knowledge gaps would then mitigate achievement gaps. This is, of course, the premise of the Core Knowledge Sequence. The Core Knowledge Sequence slowly eliminates achievement gaps by specifying the grade-by-grade knowledge that students must obtain. This ensures that all students have a broad range of knowledge that builds grade level by grade level and facilitates later learning. CPA will seek to reduce, and over time eliminate, achievement gaps within its student population through the use of the carefully crafted program of instruction through Core Knowledge. Added to the curriculum is a strong remediation program, the MTSS (process described later), and leadership development program. Collectively, these initiatives will establish a top-rated school where all children can succeed.

Traditional education seeks to understand humanity through classical sequencing and exploration of great literature, debate, and contemplation. The Core Knowledge Sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. Core Knowledge doesn't explicitly require adherence to a certain methodology of instruction.

However, Dr. E.D. Hirsch, the founder and chairman of the Core Knowledge Foundation, outlines the teaching methods that have been proven to deliver the best learning outcomes. He suggests Explicit (or Direct) Instruction be the primary method of content delivery, and supplemented with Socratic Instruction and discussion. CPA will utilize this proven method of teaching, combined with opportunities for discovery enhanced or problem-based learning where appropriate, to achieve the desired academic results.

The most significant source of support for explicit instruction comes from Project Follow Through. Project Follow Through ran from 1967 through 1977 and remains to this day the nation's largest educational experiment ever conducted. The study followed over 200,000 children through 22 different models of instruction and found "Students who received Direct Instruction had significantly higher academic achievement than students in any other programs."¹¹

We believe that the approach of providing our students with the very best academic and social opportunities, while actively instilling in them the RAISE values of Respect, Accountability, Integrity, Service, and Excellence aligns perfectly with our philosophical approach. The RAISE program intertwines each value into every aspect of the learning environment.

¹⁰ https://www.greatschools.org/south-carolina/lexington/710-Red-Bank-Elementary-School/#Race_ethnicity

¹¹ Project Follow Through. Data retrieved online from: <https://www.nifdi.org/what-is-di/project-follow-through> on November 23, 2015.

CPA will use a time-proven, traditional classroom approach organized into lessons that are planned for optimal engagement to facilitate learning, presented in small and manageable portions that allow for mastery by students. Through reading, analyzing, and studying classic literature and primary source documents, our students become culturally literate citizens able to think critically as they display cultural awareness. CPA graduates will be academically challenged and comprehensively prepared for the next steps they take in life.

We believe that through direct instruction, with consistent checks for understanding and reteaching when necessary, provides the opportunities that will challenge our students and lead them to perform beyond the bounds of their expectations. As such, they will experience unparalleled opportunities to develop confidence in their academic and leadership skills. Consistent checks for understanding and reteaching will prove essential in addressing the aforementioned achievement gaps (see page 29), and CPA believes identification of deficiencies at the earliest possible time is essential to developing student proficiency. In order to identify such opportunities, CPA may employ the Early Warning System currently in development by the state or a similar early warning system. Students' responsibilities include being attentive in class, participating in discussions, and completing assigned homework, projects, and other assessments. We believe we will be able to develop within our students an intrinsic motivation to become academically engaged, laying the foundation for success after students have completed their education at CPA.

We recognize that many students come from at-risk backgrounds, which potentially leads to a failure to maximize their individual potential. We will be dedicated to identifying the individual needs of each student, working to build support mechanisms within our sphere of influence, and striving to improve the mindset and expectations of achievement for each student. We believe that the student-teacher relationship¹² is crucial in influencing the students' achievement. We want them to know we care about their learning and want them to feel a sense of purpose and freedom to set goals and expectations for themselves and to accept that success requires continual refinement. This is critical to individual success.

Critical thinking skills are essential for success in today's world. Every class in our curriculum will be designed to help students learn and master these skills. We will strive to ingrain in them a strong moral foundation and a sense of universal ethics which contribute to great leadership. CPA will prepare students for success in all aspects of life, regardless of their chosen career, by cultivating in them all of the characteristics of an honorable and responsible citizen.

CPA's mission will be to "provide the best educational experience to as many students as possible." CPA believes that the best educational experience prepares students for life beyond secondary education and allows for each student to realize their full individual potential.

An important extension of CPA's overarching mission is our Academic Philosophy, "to partner with the family to challenge and support all students as they gain the skills and knowledge required to reach their individual potential and contribute positively to society." The various parts of this philosophy will inform all of our internal decisions relative to student learning, including curriculum, policies, procedures, etc.

¹² Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, New York, Routledge, 2009 pp. 132-133.

CPA students will receive instruction on the RAISE values and teachers incorporate these values into course materials in each subject including history, math, science, etc. They will do this in creative ways to illustrate the importance and ubiquity of these principles in everyday life. Students will be encouraged to apply the RAISE values to situations they commonly encounter which will enable them to respond properly when opportunities present themselves during interpersonal interactions.

To cultivate an inviting culture of acceptance and safety, CPA will adopt the highly successful and innovative RAISE Leadership Program. RAISE (Respect, Accountability, Integrity, Service, and Excellence) integrates our core values directly into the curriculum with weekly lessons and daily exercises. The program is based on principles gleaned from the most influential texts of the past century from prominent authors including Stephen R. Covey, Jim Collins, and John C. Maxwell. This program helps students take responsibility for their own success and encourages them to work collaboratively with those around them. The RAISE Leadership manual provides an opportunity for students to develop servant leadership skills in their highest forms. The program provides a common language and paradigm from which students can discuss their own behavior and the outcomes associated with those behaviors. It encourages students to set SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals both academically and personally, and guides them on the path to achieving those goals. RAISE holds students accountable to themselves and their parents for their progress. The program provides context and purpose to everything that happens within the school setting, assisting the students to develop a growth mindset, self-efficacy, self-management, and social awareness. The net effect of the program is that behavioral problems decrease, while student communication, engagement, and academic performance increases. The curriculum will allow students to develop skills that will benefit them in the classroom, the community, their homes, and their future.

3a. Program of Instruction

Provide a description of the proposed method(s) of instruction to be used by the school and a method for assessing student learning and attainment of academic SMART goals, including, at a minimum, administering the statewide assessments described in Section [53E-4-301](#).

As mentioned previously, one of our five areas of focus will be effective instruction. We believe it is our role and responsibility to provide our teachers with the resources and tools they need to facilitate learning as well as to instill a love of learning.

Teachers will be trained extensively throughout each year in several ways to help them improve their instruction. We base our training model on Madeline Hunter’s Essential Elements of Effective Instruction, as detailed below¹³:

¹³ Hunter, R. (2004). Madeline Hunter’s Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools. Corwin.

- Teacher provides a preview/background/purpose for the lesson; to motivate, connect, provoke curiosity; may include embedded vocabulary from text(s) to be used in the lesson.
- Teacher clearly teaches/models/”thinks aloud” for each component of the lesson – one brief, manageable step/chunk at a time. Teacher is always “scanning” while teaching to ensure that all eyes are on the teacher during modeling. Each brief step must be immediately followed by guided practice.
- Teacher immediately gives students a chance to practice/process information and to demonstrate understanding or mastery of that brief step that was just taught or modeled, while the teacher “checks for understanding.”
- During and after guided practice for every small step/chunk in the lesson, the teacher uses strategies to check for understanding – that is, to quickly assess students’ progress or mastery (eg. By circulating to observe students’ work/answers, cold-calling a random sample of students, having students hold up white boards with work/answers).
- Information the teacher gathers during the guided practice/check for understanding is used to inform the teacher’s attempt to adjust instruction, that is, to reteach/clarify a portion of instruction until students are ready to move on to the next step
- When necessary the teacher may provide tutoring/small group assistance to those requiring additional help at the end of this cycle

CPA will be dedicated to ensuring students the highest standards of education in order to fulfill our mission and help students reach their full potential. This mission will be reached by the following best practices in the classroom:

Clear Learning Objective

In planning a lesson, the teacher considers the one main objective for the lesson that is aligned with academic standards, and indicates how student growth and achievement will be measured. This is stated in student-friendly vocabulary and written in a visible location visible to all students (preferably at the front of the classroom near the whiteboard). The teacher refers to the objective often throughout the lesson, particularly at the beginning and at the end. The objective indicates how the student will know they have accomplished the objective or how they will be measured.

Anticipatory Set

In order to best prepare students for the learning about to take place, it is vital that the teacher utilize background knowledge, help spark curiosity, and show relevancy. This is done in a brief window early during instructional time. The anticipatory set may include embedded vocabulary from text(s) that will be used in the lesson.

Small, Manageable Chunks

Teachers will be required to present their instruction in small, manageable chunks. This will help students break down the information in meaningful ways. Teachers will be asked to follow the cycle of Teach & Model, Guided Practice, Check for Understanding, Adjust & Reteach, and Independent Practice. This cycle is to be repeated multiple times throughout the lesson in order to present the material for students to accomplish the Clear Learning Objective. This presentation of material, utilizing direct

instruction in conjunction with Socratic discussion and discovery learning provides students the opportunity to achieve mastery of the content and standards presented.

Differentiated instruction

Differentiated instruction takes into account individual students' learning style and prior knowledge when developing effective lessons, benefiting students of all ability levels. Teachers will be expected to be familiar with students' academic history and performance levels in order to support differentiated instructional methods.

High Expectations

We believe whole-heartedly that all of our students can achieve success, which aligns with Dr. Harry K. Wong's beliefs that "you can accomplish anything with students if you set high expectations for behavior and performance by which you yourself abide."¹⁴ It will be vital to the success of our students that our teachers routinely set up high expectations from the first day of school and hold themselves and their students accountable throughout the year. In order to ensure effective communication and set forth clear expectations, students will be provided with a detailed syllabus at the beginning of the course that describes expectations for participation, communication, and course competencies. A schedule will also be established with clear due dates and an established pattern of activity. Each assignment will be required to include the learning objective as well as clear directions and expectations.

Classroom Management

A key component of effective instruction is effective classroom management. When teachers are capable of maintaining the engagement of their students for the duration of the lesson, the content is more likely to be learned and students are more likely to apply that content in their lives and in other subjects.¹⁵

All classroom instruction will be monitored through classroom observations by campus administration. Administration will be expected to be in classrooms daily and is expected to provide effective and timely feedback to instructional staff. Administration will specifically with the student learning and the visible evidence of engagement and mastery by students. If changes need to be made, that campus administration will coach the staff in effective practices and how to specifically improve. If further professional development is needed, it will be provided either through the Learning Management System or by an administrator or a model teacher. Educators will be expected to be reflective in their practices. In PLC's, teams may choose to visit other classrooms and work on specific skills together. Administration will be able to note if there are professional development needs for all staff based on their consistent observations and visits.

Formal observations include PLC effectiveness, data review, and records review (including IEP and 504 meeting attendance, documentation and implementation) in addition to classroom observations. This allows for the observer to better understand the whole picture of the teacher's effectiveness not only in the observable behaviors but also in student progress toward 100% proficiency.

¹⁴ Wong, H.& Wong, R. (1991). First Days of School. Harry K. Wong Publications.

¹⁵ Wong, H.& Wong, R. (1991). First Days of School. Harry K. Wong Publications.

Data-driven Instruction

Data driven instruction techniques which guide course preparation and presentation, creating an environment for attention to individual academic achievement. The data collected from universal screeners, diagnostic assessments, unit assessments and other formative assessments will be used to adjust instruction to better meet the needs of students and provide intervention, enrichment, or reteach opportunities as needed.

Summative assessments will be provided through the Illuminate assessment system. Illuminate will measure students' mastery of course competencies in alignment with Utah State Standards. The cut scores provided by the assessment system (eg. Illuminate DnA) are based on state testing information that gives us the ability to see who is or isn't mastering content. This allows teachers and students to set and incorporate additional RAISE goals, as well as incorporating SMART Goals. Illuminate assessments will also facilitate in-depth reviews of student data during PLC Team meetings, which will drive future instruction and increase student achievement.

State assessments will play a vital role in our data-driven instruction as additional data to better understand how well our students are prepared for progression through the school system as well as for life after high school. The data from state assessments in conjunction with our own internal data also provides data with which we can determine the effectiveness of the curriculum, professional development, and other teacher and staff resources. We will evaluate our internal assessments, comparing them to the results of the state assessments. This will allow us to provide high quality internal systems to predict performance on state assessments.

3b. Curriculum

Announce whether charter school personnel will use pre-prepared curricula or if personnel intend to develop their own curriculum. This announcement will determine if you use evaluation criteria A or B for this section.).

We intend to use pre-prepared curricula—use *evaluation criteria A*.

We intend to develop curriculum—use *evaluation criteria B*.

For pre-prepared curricula, identify the curriculum by name or by type and how school personnel will select curricula.

If school personnel will develop curriculum, discuss how this will be accomplished.

For either path, discuss how the curricula supports the overall learning mission and vision and school, as well as the strategies relevant or necessary for successful implementation of the curricula. Explain how the proposed curricula will meet the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

At CPA, curriculum will be seen as a resource to aid our teachers in their high-quality instruction. Selecting high quality curricula allows for our teachers to provide high quality, engaging content and to ensure they allow sufficient opportunities to address the standards. CPA will provide its teachers with a curriculum map that will be reviewed annually by teachers, school leaders, and education management organization personnel to ensure the pacing is on track and that the standards are being addressed adequately. Using the data from the students and from teachers, CPA will be able to select curricula to meet these needs. CPA has reviewed all curriculum choices in preparation for the opening of the school. Student performance data and review of hands-on experience with curriculum options have informed CPA's curriculum adoption choices. CPA will continuously review both student and teacher performance data in connection with the adopted curriculum choices. All observations of teachers will give special care to observing implementation of the curriculum and to the continued success of the adopted curriculum choices. These subjective observations will be combined with objective data including student performance and proficiency to ensure that CPA has adopted the curriculum models best suited for CPA's overarching goal of 100% proficiency.

The primary focus will be to allow students to build their background knowledge, which is a necessary element for cognitive decoding. Repeatedly visiting common themes in different areas of study (math, reading, etc.) creates a foundation of context for students which increases their ability to decode.

With the idea that we aim to provide our students with a sense of cultural literacy, we will utilize the Core Knowledge Sequence as the bedrock of our educational program, which will serve as the foundation for all other subjects. This will provide a comprehensive and integrated approach to education, which will give students a solid foundation upon which they will continue to build throughout their educational careers.

ENGLISH

We will base our approach to English Language Arts education on the Core Knowledge Sequence for grades one through eight and continue this curricular approach with classical literature in grades nine through twelve. CPA plans to use the Core Knowledge Language Arts (CKLA) curriculum for grades K-5. It is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content in which they have been engaged in since preschool. The Core Knowledge Language Arts Program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Listening and Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important that one understands that both strands are crucial for reading comprehension in later grades. One may feel that the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly, this is the area where one can expect to have the most immediate impact, but it is important that a person does not neglect language comprehension ability. It takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in

Kindergarten (if not before) and continue throughout the elementary and middle school years. If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in grades 4 and later.

In K–2, stories are 100% decodable—made up entirely of words and sound spellings the students have been taught, or “tricky words” that also have been explicitly taught. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills and what skills need further attention. These assessments include several diagnostic assessments that are used to determine any deficits that would be addressed in an intervention. The Skills strand also addresses handwriting, spelling, and writing process.

As in kindergarten through grade 3, in grades 4 and 5 CKLA presents materials rich in history, science, and literature, designed to both deepen and broaden students’ knowledge and skills. Compared to earlier grades, these CKLA units guide students through more sophisticated writing tasks.

Unlike the K–3 CKLA materials, grades 4 and 5 do not have two separate strands of instruction for Skills and Listening & Learning. With the strong foundation of reading skills and knowledge acquired in the K-3 CKLA program, students in grades 4 and 5 are increasingly able to tackle complex written text with rich academic content.

At all grade levels, we will use research-based resources, which will provide a mix of classical and contemporary texts, including Core Knowledge aligned novels, short stories, informational texts, essays, and speeches. Additional anthologies. Open-sourced texts, and primary source documents from the public domain will also be included. We will focus on inquiry-based essential questions that engage students. There will be an embedded instructional framework that provides whole class, small group, and independent work and performance. Our included writing resources will provide a guide to informational, argumentative, and narrative writing. An additional writing assessment grading tool will be included to provide students with immediate feedback. All learning levels will be engaged due to the inclusion of differentiation materials for ELL, Special Education, and Gifted students.

MATH

CPA will use Eureka Math or other similar conceptually-based math curriculum. Eureka Math is a complete Pre-K through Algebra 2 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming students have already learned and ensures students are prepared for what comes next. When implemented with fidelity, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem-solving, and prepare students to understand advanced math. It’s not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a “story,” Eureka Math builds students’ knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those who grew up memorizing mathematical facts and formulas, it has been tested and proven to be among the most successful methods in the world. We will utilize Eureka Math as our foundational approach as we address the Utah State Standards,

teaching the standards through the lens of Eureka Math. Eureka Math uses direct instruction techniques as well as hands-on math manipulatives.

SCIENCE

Adhering to the Core Knowledge Sequence and focusing on our intention to provide discovery learning opportunities, we will utilize the CKSci program for Kindergarten through 5th grade, or similar discovery learning curriculum. Following which, we will use OpenSciEd to support the Core Knowledge Sequence for 6th through 8th grades, or similar curriculum program. Science classes at all grade levels will include various technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations. OpenSciEd was built on the foundation of the crosscutting concepts embedded in the current Utah Science standards. It ensures that students meet engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges and hands-on activities. Science 9-12 similarly focuses on the Utah Science Standards for high school. It ensures students will meet the engineering and technology, physical, life, and Earth and space standards. It contains real-world challenges, and hands-on activities appropriate for preparing students for college and career readiness. Students will experience science through a variety of resources including hands-on labs and online materials.

HISTORY & SOCIAL STUDIES

Based on its alignment to the Core Knowledge Sequence, we plan to utilize Core Knowledge History & Geography for Kindergarten through 6th grades, or other, similar program that focuses on primary source documents. This curriculum provides students with a vibrant physical and digital text including Lexile-appropriate charts, graphs, and primary source materials. The same principles are followed for 7th through 12th grades wherein a content-rich curriculum is selected based on its use of primary sources. Through studying primary source documents of the past, students are able to achieve social and civic competencies and display cultural awareness that applies to current events and beyond. To apply and hone these skills, students write informative and argumentative essays, conduct research and participate in civic debates. Inquiry-based essential questions provide the basis for each content area within the text. The text and additional ancillary resources provide students with the knowledge and skills to critically think, read, and write. It provides a basis for skills and content, which students will be able to use both in college and their careers. Embedded Document-Based Queries engage students to make connections between their learning and lives, providing them with the ability to reflect and make connections. Timelines, maps, charts, videos, and primary sources offer support with skills, such as analysis and interpretation. As stated previously, our teachers and curriculum development team will plan lessons directly from the Utah State Standards and ensure they are being addressed when using the curriculum we propose.

CHARACTER DEVELOPMENT

As a key component of our school, students will participate in character development utilizing the RAISE character education. The RAISE values program will allow our students to live and breathe traditional character traits and develop leadership skills through weekly explicit instruction as well as integrated values embedded throughout the curriculum on a daily basis by their teachers. The program is founded on principles derived from lessons and daily exercises assembled from the works of prominent human development experts, such as Stephen R. Covey, Jim Collins, and John Maxwell. By utilizing this program, we believe we will be able to foster the moral and wholesome environment that

our families seek. This program allows students to develop leadership qualities and skills that will benefit them in the classroom, the community, the family, and beyond.

FINANCIAL LITERACY

At the 9-12 level, students will be exposed to Financial Literacy through utilizing the Dave Ramsey Financial Literacy curriculum (or similar program), which provides students with resources to evaluate finances from both micro and macro perspectives. The curriculum allows students to learn and utilize various financial strategies, from budgeting, to paying for college and investing. These learned skills and strategies provide students with a foundation to think critically and act independently regarding their own finances, as well as those of the broader local and national community. This course will meet the Utah General Financial Literacy Standards.

In connection with the Financial Literacy course, we will also offer an entrepreneurship course and plan to utilize the Elevate Entrepreneurship 101 curriculum. This curriculum provides students with a hands-on approach to financial education in a relevant and timely fashion. Students are given opportunities to generate their own income while at a stage in their lives when they have very low risk. They are able to explore their strengths and weaknesses and learn from entrepreneurs and other business people in their community as well as from the leadership principles taught and immediately applied in their coursework. This course aims to deepen the students’ understanding and mastery of the Utah General Financial Literacy Standards.

The proposed CPA curriculum was selected based on its strength academically within local and national schools. Additionally, all of the curriculum chosen by CPA demonstrates exemplary marks on EdReports, an independent reviewer of curriculum. CPA’s curriculum team has also conducted internal reviews of all curriculum considered for adoption to ensure alignment to state standards.

For example, Eureka Math and CKLA continue to demonstrate its strength locally, nationally, and on EdReports as well. Its alignment with state standards and rigorous curriculum allows students to excel.

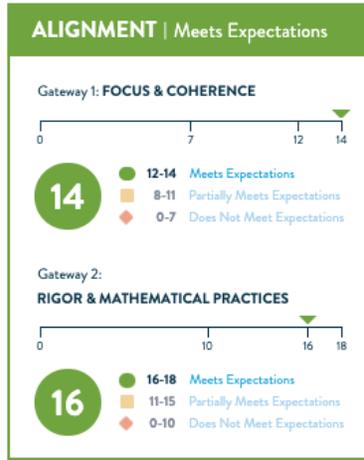
Eureka Math scoring on EdReports:



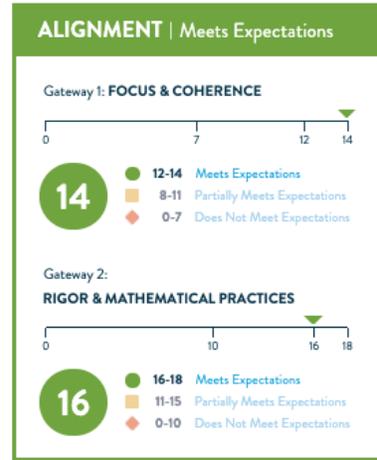
Third Grade



Fourth Grade



Fifth Grade



Sixth Grade



Seventh Grade



Eighth Grade



16

CKLA scoring on EdReports:

¹⁶ <https://www.edreports.org/reports/overview/eureka-math-2015>

Kindergarten



First Grade



Second Grade



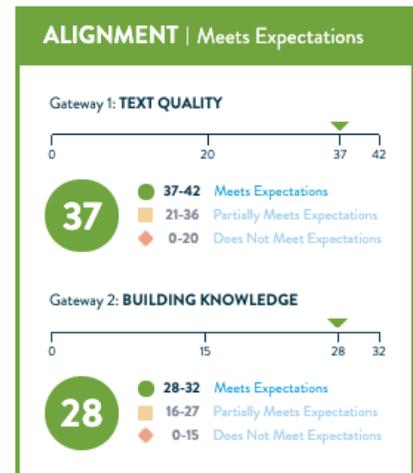
Third Grade



Fourth Grade



Fifth Grade



CURRICULUM REVIEW PROCESS

Student data will be collected through school-wide benchmarks, PLCs, and common assessments throughout the school year and will be used to determine deficiencies in current instructional materials through a systematic review process. This process will include teachers, members of the Curriculum Support Teams (CSTs), Curriculum & Data Specialists, and Campus Administration. As part of the systematic review process, teachers will collect data throughout the year that shows discrepancies or areas of concern that need to be addressed. After the Mid and End of Year Benchmarks, at least one team member per grade level will participate in bi-annual CST meetings to discuss these concerns with the members of the CST. These teams will analyze grade-level data to determine if there are gaps in proficiency or curriculum deficits relating to the standards via standards-based (Illuminate DnA) and skill-based (Illuminate FastBridge) benchmarks and state assessment data, as well as review

any anomalies that teachers and administration have concerns with. This process may lead to the need for an evaluation of curriculum, proposal made to the school board of new curricula, or other recommended resources. If more immediate needs are identified during the year, teachers can meet with campus administration to determine a more appropriate course of action until a CST review can be conducted.

The Administration and Curriculum teams will work together to assess the existing curricula through a classroom observation process that evaluates curricular effectiveness and validity via student learning progress and quality of teacher instruction. Similarly, the Curriculum Team will use this classroom observational data to appraise new curriculum and determine if the materials are consistent with our standards of academic rigor and CPA's mission, vision, and values.

We will use the Utah state standards to customize a standards-based Curriculum Map and standards mastery document for all grade levels that indicate the frequency of standards implementation and uncovers any deficits occurring within the existing curriculum materials.

Additionally, we will utilize Common Formative Assessments, Unit Assessments, and Benchmark assessments in conjunction with the curriculum materials to determine if students are not mastering the content and if additional materials are necessary. This practice will be an ongoing process that is completed during team PLC meetings with clear expectations, guidelines, and resources designated to clearly achieve the desired outcomes. Simultaneously, Administrators will be using the applicable classroom observation tools to make sure that curriculum and Curriculum Maps are implemented to fidelity. These evaluation tools will help us determine if instructional-based or curriculum-based deficiencies are contributing to low performance.

Finally, all Curriculum Maps have clear pacing guidelines indicated within the document to assist teachers with content delivery and ensure that all of the grade-level standards and curricular content needs are met. Based on these classroom observations, the Administration team will provide actionable and time-bound feedback to increase rigor within the instructional practice and content delivery. The administration will do fidelity checks utilizing curriculum observation tools to ensure implementation of the curriculum is done to fidelity. These tools and processes will also be used to evaluate and vet new curricular resources.

Included below are some examples of curriculum and instruction observation tools. This is not an exhaustive list but provides a good variety of the resources we use to gather classroom observational data to evaluate instructional practices and curriculum for both selection and retention.

[K-2 CKLA Skills Observation Tool](#)

[K-2 CKLA Listening and Learning Observation Tool](#)

[3-5 CKLA Observation Tool](#)

[K-5 Eureka Observation Tool](#)

[6-12 Eureka Math Observation Tool](#)

In addition to the aforementioned ongoing process, CPA's academic team will hold in-depth curriculum reviews (approximately every five years) to ensure that the curricular programs and resources continue to meet the most up-to-date research available and align to the school's vision,

mission, and values. The more formal process for curriculum review and adoption will include the following:

- Constant and continuous review of student data
- Constant and continuous review of teacher data and use of the curriculum
- Create a team that consists of content specialists, teachers, and campus administrators, performed annually.
- Contact major publishers for new programs.
- Research K-12 Programs via EdReports, What Works Clearing House, etc.
- Using an IMET evaluation such as one similar to EdReports, a team will review each curriculum and provide the appropriate scoring.
- Teams will analyze all products and make 3 recommendations to the campus administration and to the Governing Board.

Utilizing these tools as well as annual staff, student, and parent survey data, the CPA academic team will constantly be measuring the efficacy of the selected curriculum and resources.

EXCEPTIONAL STUDENT SERVICES

CPA will provide a free appropriate public education (FAPE) which includes a full continuum of services, including related services through employing and/or contracting with appropriately certified specialists. CPA fully understands and accepts the responsibility to abide by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). CPA will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the students we serve. CPA will provide appropriate services to students who are gifted as well as students who are English Language Learners (ELL).

We strongly believe that all students can learn and that all students can lead, regardless of their individual circumstances. To encourage both, CPA will use resources from the Eureka Math curriculum, the Core Knowledge Language Arts, and classic literature and primary source documents as the base of our core instruction. These programs provide support for the diverse needs of special student populations. The CKLA Assessment and Remediation guides provided through Core Knowledge and classical readings consist of skill-based instructional tools for interventions and scaffolded support for students in academic deficit. Additionally, these same guides can be used to provide acceleration to students who demonstrate consistent mastery and need a more rigorous application. Eureka Math also offers a variety of support tools for students with diverse needs. CPA staff will have intense training in the core curriculum to better understand the support available within the curricula. All of our students, including those identified as having a learning disability, our English Language Learners (ELL), homeless, military, and high-achieving students identified as gifted and talented, will be served well through these programs.

To ensure our staff meets the needs of all students, CPA will implement universal screening, diagnostic assessments, and progress monitoring. The universal screening includes both academic skills and standards-based proficiency. All data will be used within a tiered MTSS model. This

research-based initiative, along with the support provided in the highly regarded curricula we have chosen, will be used to identify and serve at-risk students, as well as those who may be gifted and talented. The MTSS process is designed to meet all students at the point of their academic and behavioral needs and is a process whereby students may enter and exit tiers for enrichment or remediation at multiple times throughout the school year. The MTSS process is flexible and used to ensure students are appropriately supported without the need for special education services when appropriate. However, the data gathered through the MTSS process can be used to refer students for a special education evaluation when appropriate.

The Multi-Tiered Systems of Support (MTSS) is a prevention system that enables teachers to effectively utilize the Professional Learning Community (PLC) process to identify students who require interventions and extension of learning. When PLCs utilize common formative assessments and other data sources to identify students who are not demonstrating mastery of content, they are able to identify students who require intervention and/or extension to prevent students from falling further behind and to provide students an opportunity for growth prior to an evaluation for special education services. MTSS is designed to support students in closing any gaps in their individual skills to prevent the need for specialized services. However, MTSS cannot be a barrier to a referral for a special education evaluation.

General MTSS Process

- Campus Director appoints MTSS Leader(s)
- MTSS Lead assembles the MTSS team to include administration, representation from all content areas, and specialists (sped, speech, OT, psychologist, reading specialist, etc.) as necessary.
- PLC teams determine students who require interventions based on data.
 - Data sources must include universal screenings and additional data sources which may include:
 - DNA Benchmarks
 - State Assessments
 - Attendance
 - Behavior
 - Classroom assessments
 - Diagnostic Assessments such as:
 - CKLA Phonological Awareness Screeners
 - CKLA Phonics Screeners
 - CKLA Multi-syllable Screeners
 - CKLA & Fastbridge Fluency & Comprehension Diagnostics
 - Specialist screenings or observations (Speech, OT, behavior, etc.)
- MTSS team meetings must be held at least twice a month to develop and review intervention plans. These team meetings must include the teacher(s) who will be responsible for implementing interventions and progress monitoring.
- Student progress monitoring of intervention plans must be reviewed at least every 6 weeks.

If an MTSS team has determined that a student should be referred for a special education evaluation, the MTSS leader will meet with the school psychologist to review progress monitoring prior to making the referral.

Given the variety of factors that could be causing the student's lower performance the MTSS team, including the student's teacher, will review both quantitative and qualitative data to develop an intervention plan that includes a goal(s) targeting a specific skill(s) unique to the student's individual circumstances. These plans will require the teacher to collect progress monitoring data weekly (at a minimum) for at least six weeks. The MTSS team will then review the student's progress and make a decision to either remain at the current tier, move up, or move down a tier. Generally, students should be able to perform the desired skill at least 80% of the time to show adequate skill mastery.

See the Cambridge Preparatory Academy MTSS Handbook attached as Appendix I for further information.

Students in need of intervention will be identified through regular assessments, classroom performance, and universal screening. These students will be referred to the MTSS team to determine what targeted intervention plan is appropriate for each student in addition to his regular classroom instruction and for how long the intervention should be conducted. Both academic and behavioral interventions will be recommended based on the needs of each student. At the end of the allotted time period, the data will be reviewed by the student's teacher and the MTSS team to determine the appropriate next steps.

CPA plans to utilize a universal screening tool such as DIBELS and/or FastBridge & DnA within Illuminate to provide a balanced view of the student's skills and performance levels. Illuminate has two benchmark components. It consists of a system that assesses how students perform on grade level standards-based assessments (Data and Assessment) and a universal screener (FastBridge) that assesses skill deficits both on grade level and below grade level.

Fastbridge consists of both computer-assisted assessment as well as 1:1 assessing for K-3. These benchmarks will occur three times a year, beginning, middle, and end of the year. All grade levels, K-12 will take both types of benchmark assessments. Fastbridge also has a component to monitor progress. Tier 2 students will be progress monitored every 2 weeks and Tier 3 students will be monitored weekly. Fastbridge provides not only risk categories but provides the staff and parents with information on phonemic awareness, phonics and fluency, and general reading skills. The system even provides a plan for each individual student which shows all the skills that are mastered and which skills need to be worked on. These plans also include recommended interventions that live within the system. Fastbridge consists of some diagnostic assessments. CKLA also has some diagnostic screeners such as phonics screeners, and multi-syllabic screeners for deeper analysis of skill deficits.

The DnA system also allows for assessment creation for the outcome and interim assessments as well common formative assessments, curriculum assessments, and quick flexible assessments that can be generated and scanned quickly for immediate feedback to students.

This comprehensive assessment system gives us a balanced approach to developing intervention plans for students. It allows us scoring rules that will help us determine individual student tiers.

Students identified as not showing adequate progress may be placed in Tier III. These students, commonly representing approximately fifteen percent (15%) of the student population, will need intervention in addition to the general instruction. Students in this group are referred to the MTSS

team and an Intervention plan will be developed. The MTSS plan includes designated intervention and enrichment time built into the school schedule for targeted instruction to be provided by an interventionist and/or the Student's teacher. Depending on the severity of the deficit, several interventions may be recommended over a period of time. Progress monitoring data will be used to determine the effectiveness of the intervention.

If Administration finds a large number of students being served in Tier 2 and/or Tier 3 it is likely that a larger problem resides within Tier 1. The administration will use the PLC process with their campus-wide team to review data and determine the root cause that could be an issue with instructional practices or the curriculum. The Administration will then conduct classroom observations and fidelity checks to gather more data regarding instructional practices and the fidelity of which the curriculum is used. That data should support the Administration in developing a plan to address the concern and improve Tier 1 instruction. This plan will include actionable and time-bound feedback to individual teachers and PLC teams. Simultaneously, the Administrative team will work collaboratively in PLCs to determine if there are gaps in the curriculum. Teams should look at grade-level data and if one instructor is performing on a higher level, teams should work together and learn from one another on effective instructional techniques and delivery.

The parent or guardian will be notified in writing that the student is receiving additional academic support. The team will implement appropriate measurable interventions and document the timeline for tracking the student's response to those interventions. Plans should include target goal trajectories that are intensive so gains can be made more aggressively. Plans should also include what adaptations or differentiation can be provided for the student to be more successful in Tier 1 Core instruction as well as plans for Intensive support will be provided with explicit & systematic interventions. The team will also schedule a follow-up meeting to review the student's progress. An interventionist and/or the student's teacher, with support from the MTSS team, will document the support and monitor the student's progress. The interventionist and/or the student's teacher will report back to the MTSS team. At the follow-up meeting, the team will review data, measure the success, and determine the next steps. If a student is showing adequate progress with interventions, the team may make the determination to either continue the interventions for additional time and then reassess the progress, or to return the student to Tier I. If the student is returned to Tier I, (s)he will continue learning through the regular classroom direct instruction.

It is important to note that the PLC process is crucial in both the identification of students with deficits as well as discussing best practices and finding solutions to best support those students. It provides a structure that allows grade-level teams, the MTSS team, and the school-wide team (led by campus administration) to review student data from multiple perspectives. This systematic review of student data serves multiple purposes for reviewing academic success including the effectiveness of instruction and curriculum selection of identifying students who need intervention or extension. When looking at academic data from a school-wide lens in addition to the classroom observation and evaluation data collected regarding teacher performance, campus administrators are able to identify problem areas and take action accordingly. For example, if the academic data and the teacher evaluation data show that one teacher's students are performing poorly in comparison to her peers, it is likely that the teacher's instructional practices are the cause. In another example, an administrator may identify that while teacher instructional practices are adequate students continue to perform poorly.

The root cause of this issue may be the curriculum. Due to the wide variety of needs, it is important to have enough team members who can provide decisions and expertise in constructing individual plans.

To ensure we are prepared to meet the needs of all students, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be provided to the staff. Appropriate members of our Special Education, Gifted, ELL, and Administrative SPED team will attend all mandatory professional development (PD) and training offered through the SPED departments associated with the Utah Department of Education. As part of the school's ongoing PD plan, all staff members will participate in workshops and training for special education in the areas of HIPAA, FERPA, and Child Find. Other training will include applicable timelines and procedures and proper professional communication where identified students are concerned according to applicable laws.

When students who are identified as having a disability and receiving special education services transfer to CPA, the IEP from the sending school will be requested and transferred to CPA. CPA will hold a comparable services meeting within 30 days of the Student's enrollment with the parents or guardians and other applicable members of the IEP team. In this meeting, the IEP team will review current data and the supports and services in the transferring IEP and determine if amendments to the IEP are necessary to ensure the student's success at CPA.

CPA will provide appropriate transitional services for the students who have an IEP and are 14 years of age or older. The IEP team will review applicable transition data to identify strengths, interests, and preferences to develop the Student's measurable post-secondary goals. This team will then align transition activities and services to allow the student to meet these goals. The activities and services may include but are not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation, or post school daily activities.

Gifted and Talented Students may also be referred to the MTSS team for additional support to extend and/or accelerate learning. In addition, these students may need intervention to support social and executive functioning challenges often associated with asynchronous development in students with exceptional intellect. Gifted and Talented Students will also be placed with teachers who are highly qualified and trained to provide effective gifted instruction.

3c. Select Programs

Report if the proposed school will offer any of the following programs. This will determine if you utilize evaluation criteria C, D, or E for this section.

We propose a career education focus—use at standard criteria D.

We propose to offer distance and/or online education—use at standard criteria E.

We propose to partner with a four-year college or university and offer early college options—use at standard criteria F.

Career Education

Provide the rationale for the program. Identify post-secondary and business partners. Describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.

Distance or Online Education

For the purpose of this proposal, distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are in separate physical locations. For the purpose of this proposal, online education is defined as courses accessed from a computer, tablet or other internet connected device. Programs may be distance education, online education, or a combination of distance and online education.

Offer rationale for selected program(s). If the proposed program contains a distance education component, describe how the proposed charter school will select and deliver its curricula to students in distance education settings. Also, describe who will provide primary instruction to students, and who will assess student learning. If the proposed program contains an online program component, describe how the selected online educational program aligns with the school's mission and whether it will be delivered live or asynchronously. Finally, identify if the program will be offered in a full-virtual format, or in a blended-learning format.

Four-Year College and/or University Affiliation

Identify and describe the affiliation the proposed school intends to hold with a four-year college or university, including a private college or university, or a community college. Address the specific purpose(s) of the affiliation and how the affiliation supports student learning and attainment of SMART goals. Describe your plans for developing the affiliation and any steps already taken. Include evidence supporting the likelihood of successfully establishing the proposed affiliation such as letters of support or other documentation of commitment from the college or university.

At Standard Criteria

A. *For all proposals, a response at standard will:*

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Identify the school's philosophical approach to educating students and ensure that educational priorities are meaningful, manageable, measurable, and focus extensively on student learning.*
- *Provide a description of a complete and coherent educational program that includes curriculum and method of instruction.*
- *Present clear criteria for promotion from one level to the next, or graduation.*
- *Show that the method of instruction aligns with the school's mission, vision, and overall educational priorities.*

- *Provide evidence or research to support that the method of instruction will lead to positive student outcomes for all students and attain identified SMART goals.*
 - *Provide a method for assessing student learning, with administration of statewide assessments being a minimum for assessing student learning.*
 - *Include a viable plan of how the school will provide for and ensure that students with special needs and educationally disadvantaged populations are met.*
 - *Provide a description of how you ensure a compliant implementation of the requirements of the Individuals with Disabilities Education Act (IDEA).*
 - *Provide a description of how you will ensure compliant implementation of all federal programs.*
- B. *If the school intends to use curricula that have already been developed, a response that is at standard will:*
- *Identify the curricula or types of curricula the school plans to use and the criteria employed to select the curricula.*
 - *Show how the selected curricula is consistent with the school’s mission, vision, and educational program design.*
 - *Provide evidence to show that the proposed curricula have previously produced positive student learning outcomes and for the student population targeted in the proposal.*
 - *A viable plan of how the school will provide for and ensure that the learning needs of special populations are met.*
- C. *If the school intends to develop curricula leading to attainment of Utah Core Standards following approval, a response that is at standard will:*
- *Present a viable plan for development of the curricula for core academic areas and demonstrate alignment with the Utah Core Standards.*
 - *Describe the processes for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development.*
 - *Provide evidence or research to support that the developed curriculum will lead to positive targeted student outcomes.*
- D. *If the school intends to focus on career education, a response that meets the standard will:*
- *Present a compelling rationale consistent with business and industry needs and student interests.*
 - *Identify post-secondary and business partners.*
 - *Include a convincing plan for transitioning students to work, further training, or higher education.*

- *A viable plan of how the school will provide for and ensure that the needs of special populations are met.*
- E. *If the school intends to affiliate with a four-year college or university and offer early college programs, a response that is at standard will:*
- *Present a compelling rationale for college or university affiliation that is foundational to the proposed school achieving its mission, vision, and educational program SMART goals.*
 - *Identify higher education partners and describe the likelihood of success of this affiliation.*
 - *Provide a viable plan of how the school will provide for and ensure that the needs of special populations are met.*

Career Education Options

At CPA, we plan to offer (Career & Technical Education) CTE courses as part of a vocational/technical career focus. CTE courses will offer our students the opportunity to earn a technical certificate during their high school years. Based on demand, staffing qualifications, and resources, we plan to offer a variety of CTE programs that help students earn an industry certificate as well as hands-on experience to better prepare them for life after graduation. Such course offerings may include, but are not limited to, Marketing, Graphic Design, Programming and Software Development, and Web Development. In addition to student interest, facility capabilities, and staffing qualifications and interest, courses will be selected based on local and national industry demand and potential for student success post-graduation.¹⁷

Early College Options

We intend to offer early college or dual enrollment options to allow students the opportunity to graduate with a high school diploma as well as an associate degree. We believe this is a key factor in fulfilling our mission to “provide the best educational experience.”

In order to offer these college-level courses, we will seek partnerships with nearby four-year universities and community colleges. We will establish connections with these institutions in the fall prior to year 1. We also hope to partner with Salt Lake Community College and Utah State University (USU) for more early enrollment options. The opportunity to partner on concurrent offerings with USU provide CPA the unique opportunity to engage in a partnership with its authorizer in the offering of courses. This partnership will provide advantages to CPA and our students as USU is intimately familiar with the goals and mission of CPA. This will facilitate a close partnership and will grant CPA the opportunity to pursue concurrent enrollment opportunities that USU believes are the most value added and will contribute to CPA’s proficiency goal in the most impactful way possible, while simultaneously giving CPA students the opportunity to earn college credits. Partnering with such institutions as USU will provide our students the opportunity to learn from some of the most qualified and well-trained minds in post-secondary education all while earning their high school diploma. By

¹⁷ <https://edynamiclearning.com/6-reasons-why-cte-is-so-important/>

partnering with USU, concurrent students would have the advantage of access to a low cost (\$5/credit) college education. Options at USU would allow students to stay on the CPA campus for access to these college courses.

In addition to partnering with USU on early/concurrent college course offerings, CPA hopes to partner with USU in hiring USU students as intern teachers, using the savings to hire master teachers or mentors for these interns. Employing a system with elements similar those explored by USU in “Waking Rip Van Winkle: A Proposal to Redesign the Education Workforce” would provide CPA with a cutting-edge teaching system that would foster both student proficiency and develop well trained teachers positioned to advance towards achieving 100% proficiency with their own students.

As permissible by the post-secondary institutions, we plan to offer both concurrent and dual enrollment courses. In order to offer dual enrollment courses, we understand that we must hire highly qualified teachers with a master’s degree in the subject area they plan to teach as a dual enrollment instructor. We will keep this in mind as we seek to hire teachers for our first year of opening.

Students will be prepared to take these college-level courses by taking the prerequisite honors courses during their earlier years. In some cases, students may be required to take placement exams or to demonstrate readiness through their GPA and previous coursework.

Because our goal is to offer students the opportunity to graduate with their associate degree, we will focus on offering a variety of General Education courses as dual/concurrent enrollment courses on our campus. Students will take these courses from familiar teachers who are trained and familiar with the essential elements of instruction as well as our CPA model and curricula. Then, as students begin to focus their coursework on subject-area specific courses, they will have the opportunity to take concurrent courses either by visiting the local post-secondary institution or by taking asynchronous courses online through the institution in a computer lab on our campus during the school day.

4. Market Analysis

A market analysis is a vital part of your application. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for the proposed school and the learning needs identified in the community to be served.

Applicant Instructions

Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited. Letters of support should be included in this section.

Establish the need for the school and its educational program in the selected community. Describe the target population of the school and explain in detail how the proposed mission, vision, program of instruction, performance measures, and services align with the educational needs of that population. Share the processes the board has used to reach out to the community. Finally, outline the plan for recruitment and enrollment of students. Explain how the school will publicize and market to a broad

cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, socioeconomic backgrounds and students with disabilities.

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Identify the area in which the proposed charter school will locate.*
- *Describe the education landscape in the identified area, showing a solid understanding of the community and surrounding schools.*
- *Provide a convincing rationale behind selecting the area for the proposed charter school (i.e., Show the proposed school’s learning viability in the identified area and the financial viability).*
- *Provide the characteristics of the proposed charter school that sets it apart from others in the target location.*
- *Describe the educational needs in the targeted area and show how the proposed charter school meets these needs.*
- *Identify challenges in locating in the target area and address them with significant certainty.*
- *Present evidence to indicate that the enrollment projections for each grade and for each year charter are realistic (i.e., Supported by evidence of actual or potential demand).*
- *Demonstrate a clear understanding of the students the school proposes to, and is likely to serve and present a persuasive explanation of how the proposed school is likely to meet the needs of the target population.*
- *Justify why students in the target population will elect to attend this school over another school.*
- *Describe a strong and reasonable recruitment plan that is likely to yield proposed enrollment.*
- *Explain how the marketing plan will reach a diverse population.*

NOTE: If applying for priority consideration under 53G-6-504, applicants must demonstrate how its proposed location(s) meet the definition of a “high growth area.” USU-CSF defines “high growth areas” as areas within a school district where enrollment has increased annually for the past five years. Applicants approved with this priority are required to give students living within a 2-mile radius of the proposed school an enrollment priority above all other students interested in attending the school.

Cambridge Preparatory Academy has located an ideal location in Daybreak, Utah, situated in a primarily residential area where local children will be able to enroll and attend. This location is within suitable walking distance for a large amount of families while being located in a masterplan residential area that will facilitate convenient car access for families. Additionally, Daybreak is accessible through Utah Transit Authority’s Red Line light rail system, making CPA accessible via convenient public transit throughout the Salt Lake City metropolitan area.

We have highlighted South Jordan and the surrounding areas, to conduct our demographic and marketing survey. For these locations we have begun evaluating the demographics and current performance of nearby schools.

<i>City</i>	<i>Population</i>	<i>Growth % from 2010</i>	<i>School-aged Pop. (est.)</i>	<i>White</i>	<i>Hispanic</i>	<i>Median household income</i>
Herriman	59,179	36.8%	15,800	85.4%	8%	\$109,154
South Jordan	83,513	60.3%	19,626	85.9%	9%	\$111,774
West Jordan	116,664	12.4%	26,482	75%	22.3%	\$99,227
Riverton	44,599	15%	10,748	91%	7.9%	\$107,674

Source: U.S. Census Bureau

In reviewing academic performance data for this proposal, we selected public schools near Daybreak to define general performance representative of the target area. The percentages below reflect student achievement of Proficiency or Advanced Proficiency on state testing:

Elementary Schools	Language Arts	Math	Science
Herriman Elementary	66%	72%	72%
Riverton Elementary	58.3%	55.1%	54.3%
South Jordan Elementary	55.6%	49.3%	58.7%
Welby Elementary	48.1%	51.1%	49.7%
Elk Meadows Elementary	55%	48.5%	57.5%
Jordan Hills Elementary	65.6%	63.6%	65.5%
Copper Canyon Elementary	30.3%	32.3%	41.7%

Middle Schools	Language Arts	Math	Science
Mountain Creek Middle School	54.3%	58%	54.1%
Copper Mountain Middle School	39.4%	26.8%	45.2%

Oquirrh Hills Middle School	49.4%	40.4%	42%
South Hills Middle School	37.4%	26.9%	39.5%
Fort Herriman Middle School	50.7%	42.7%	54.8%
Elk Ridge Middle School	58. %	60%	60%

High Schools	Language Arts	Math	Science	Graduation Rate
Bingham High School	60.2%	40.8%	45.8%	95.6%
Copper Hills High School	36.2%	17.3%	15.8%	86%
Herriman High School	43.3%	17.8%	36.5%	96.5%
Mountain Ridge High School	43.2%	18.3%	26.3%	94%
Riverton High School	44%	26.7%	20.8%	93.9%
West Jordan High School	26.6%	11.1%	21.4%	80.2%

Source: Utah State Board of Education, RISE Achievement Scores 2023

After conducting an analysis of Daybreak and South Jordan, Utah, as well as the surrounding areas, we are confident that CPA will meet projected student enrollment counts. The median age in South Jordan, Utah is 33.1 years old. South Jordan’s estimated population in 2022 was 83,513, a nearly 66% increase from 2010. According to the census reporter, nearly 32% of South Jordan’s population is under the age of 18. Further, 8.3% of the population is under five years old, indicating very high future student demand (all figures are derived from the *United States Census Bureau*).

The surrounding population demographics provide assurance of CPA’s viability moving forward. The large portions of the population in the surrounding area that are under 18 years old show a robust school-aged community and market for CPA to draw from. Further, with median ages in the early and middle thirties the community shows that the need for school choice and opportunity will remain a relevant issue long into the future.

Daybreak is an ideal site for CPA due to its population growth, as well as the growth of nearby communities. Daybreak is a master-planned community that will hold around 20,000 single family homes over the next two decades. Development of the community is well underway, with a strong population base already living in Daybreak. South Jordan as a whole represents one of the fastest growing communities in the United States, and Daybreak itself was home to one in every six houses built in Salt Lake County in 2022. Daybreak has been consciously designed with enhanced walkability, providing accessibility and walkability for local students that is fairly unparalleled in Salt Lake County.

Near Daybreak's southern border, Herriman, Utah is one of the nation's fastest growing cities. The US Census Bureau named Herriman the fastest growing city with a population over 10,000 residents in the country for the period running from 2010 through 2019. Herriman has also approved plans for the Olympic development, authorizing around 6,330 housing units as well as accompanying commercial space and associated development improvements.

Figures we have cited above show that Daybreak, South Jordan, and Herriman have over 35,000 school-aged children. This figure does not account for children under five years of age. According to census data, there are over 12,600 children living in these communities under five years of age. This indicates large and continued demand for schools in the area which CPA will capitalize on. Further, CPA will provide a necessary educational home for our students without the ongoing funding concerns many nearby districts have faced.

The above figures mean CPA will be located within a three-mile radius of over 30,000 homes. With a huge percentage of these homes being new construction, CPA will be able to capitalize on families new to the area, as well as families with young children searching for an educational choice that will take their students from kindergarten through their completion of high school.

Below please find a detailed breakdown of the demographics of the Jordan School District where CPA will be sited, as well as the Murray and Canyon school districts nearby which will make up a large part of the enrollment basin that CPA will draw from:

ACS-ED District Demographic Dashboard 2017-21

Jordan School District, Utah

[Change School District](#)

[SHARE](#) [CREATE PDF](#) [View State and National Statistics](#)

Community

Total Population
305,102

Median Household Income | [View](#)
\$102,533

Total Households
91,199

Race/Ethnicity



Year Structure was Built

56.1%
2000 and after

39.7%
1970-1999

4.1%
before 1970

Households with Broadband Internet | [View](#)
95.3%

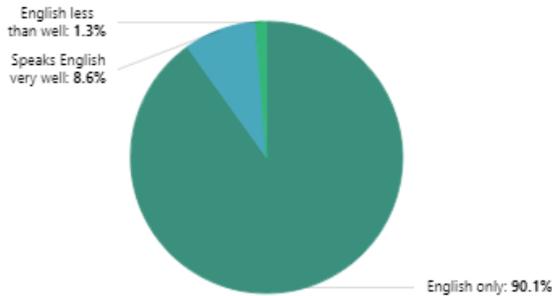
Housing Structure Type

House
84.8%

Apartments/Other
15.1%

Children in Public School

Language spoken at home (children 5 years and over)



Health

4.4% with a Disability | [View](#)

95.3% with Health Insurance coverage | [View](#)

Poverty and Benefits (in the past 12 months)

3.5% Families with income below the poverty level | [View](#)

3.7% Families with Food Stamp/SNAP benefits | [View](#)



Total Population
222,800

Median Household Income |
\$92,979

Total Households
76,879

Race/Ethnicity



Year Structure was Built

26.1%
2000 and after

58%
1970-1999

15.9%
before 1970

Households with Broadband Internet
92.2%

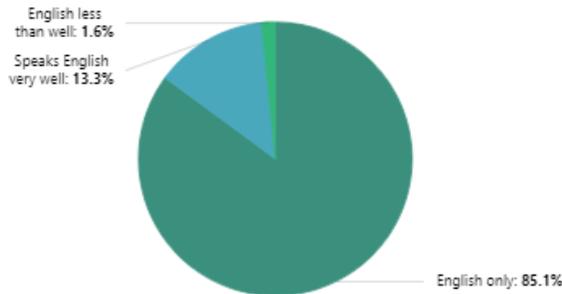
Housing Structure Type

House
74%

Apartments/Other
25.9%



Language spoken at home (children 5 years and over)



Health

5.1% with a Disability |

95% with Health Insurance coverage |

Poverty and Benefits (in the past 12 months)

5% Families with income below the poverty level |

5.5% Families with Food Stamp/SNAP benefits |

Community

Total Population **39,680**

Median Household Income | **\$71,866**

Total Households **15,290**

Race/Ethnicity



Year Structure was Built

18% 2000 and after

51.7% 1970-1999

30.3% before 1970

Households with Broadband Internet | **90.1%**

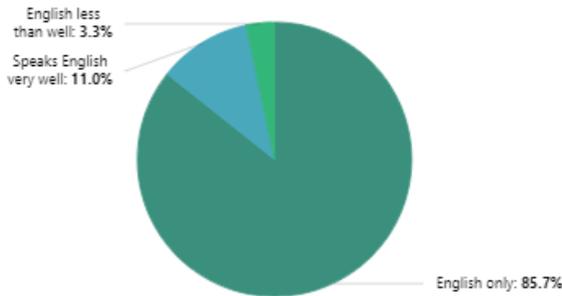
Housing Structure Type

House **58.5%**

Apartments/Other **41.4%**

Children in Public School

Language spoken at home (children 5 years and over)



Health

6.6% with a Disability

92.5% with Health Insurance coverage

Poverty and Benefits (in the past 12 months)

6.2% Families with income below the poverty level

5.5% Families with Food Stamp/SNAP benefits

While many Utah schools are extremely well-run and meet the needs of most of the children they serve each year, CPA’s unique mission positions it to attract students from a growing number of families who are seeking more emphasis on patriotism, a wholesome environment, and the pursuit of individual excellence. CPA will use the RAISE character education curriculum to teach students the universal

values of Respect, Accountability, Integrity, Service, and Excellence. CPA teachers, administrators, and staff will instill Enlightenment values, including the universal dignity of every individual.

CPA will expect exemplary behavior from its students. We will remove distractions to learning by implementing a strict dress code, a code of conduct, and reward system for good behavior. We will take seriously our commitment to CPA’s mission of creating and maintaining a moral and wholesome environment.

Identified Needs for Improved Pupil Achievement

Within the Core Knowledge framework, CPA will also implement important structural elements to support disadvantaged students. These include ongoing disaggregation of student assessments, an integrated remediation and extension time during the school day, and a MTSS process that identifies students that are falling behind. Within the MTSS process, CPA will provide additional academic support, student tutoring, a full-service special education program, supports in place for homeless, migrant and military families, and an ELL program.

All students new to CPA will be screened in cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help areas within 45 calendar days of the student’s enrollment. Any necessary hearing or vision screenings will take place when required at the CPA facility, near a student’s home, or in some cases, at the student’s home within 45 calendar days of the student’s enrollment. If concerns are noted in any area, follow-up and parent notification of concerns will occur within 10 school days. Follow up may include documentation of attempts to collect additional records, implementation of classroom interventions, or referral to the Multi-Tier Systems of Support Team (MTSS) or for a special education evaluation.

CPA will be prepared to implement a robust Multi-Tiered Systems of Support process which will provide a universal screening, consistent data collection, and progress monitoring of all students. Students identified through screening will be provided research and evidence-based interventions at increasing levels of intensity depending on the Student’s response to those interventions (RTI).¹⁸ Data for placement in the MTSS process and progress monitoring will be provided by the Illuminate Education Assessment Systems,¹⁹ which incorporates both assessment and administration of assessment, progress monitoring, and universal screening tools. CPA will use FastBridge, a subcomponent of Illuminate, as our MTSS universal screening tool. Each student will take a series of assigned assessments to be monitored three times per year (beginning, middle, and end of year). These results will then be analyzed by teachers and interventionists to establish a plan for remediation and intervention per individual student on a continuous basis. The school-based MTSS team or the student’s parent(s) can refer a student for an evaluation when a student is suspected of having a disability.

When a student is referred for an initial evaluation to determine if the student is eligible for special education and related services, the Multidisciplinary Evaluation Team (MET) including the student, the student’s parent(s), teacher(s), a special education teacher, school administrator, a school psychologist and related service providers (when appropriate), will meet to determine if an evaluation is needed and

¹⁸ ”Essential Components of RTI.: *Essential Components of RTI – Center on Response to Intervention*, rti4success.org/essential-components-rti.

¹⁹ ”Addressing the Whole Child.” *Illuminate Education*, 7 May 2020, www.illuminateed.com/.

if so, develop the evaluation plan. Once a student is determined eligible for special education and related services, an IEP will be implemented within 30 calendar days. Students who come to CPA with an IEP will be provided comparable services as soon as they begin their classes. Within 30 calendar days, the IEP team will meet and review the student’s IEP.

We believe that comprehension problems stem from knowledge problems. Therefore, increased knowledge results in increased comprehension. At the time of this Charter submission, there is not a public-school choice option in Murray or Jordan that has adopted Core Knowledge and Hillsdale Literature as its primary curriculum. This planning committee would like that to change with CPA’s charter approval. This project has gained substantial support as a tuition-free school of choice that offers a traditional, knowledge-based curriculum with a heavy emphasis on leadership, national history, and patriotism. The Core Knowledge Sequence incorporates these values through its content-rich domains and builds a strong foundational base from which students can learn. Knowledge of content and vocabulary is fundamental for successful reading comprehension skills. The result of improved student comprehension skills also improves academic results on state assessments. Our students will be fully prepared and capable of competing academically in the global market.

CPA will implement a proven math curriculum that grows with our students throughout their educational careers. Eureka Math and similar curriculums offer a seamless syllabus with a common language that properly flows from teacher to teacher and grade level to grade level as students advance through school. Eureka Math uses a consistent language throughout the program. As the content advances, the vocabulary expands to deepen understanding of the meanings of mathematical terms and processes. Eureka Math assessments provide data points for portfolios that can travel vertically with the students and can be passed along from grade level to grade level for teacher review. This will allow teachers to hold data-based conferences with students and parents, give adequate attention to learning indicators, and determine individual rates of mastery. These data points enable teachers to meet students at their individual point of academic need and achievement.²⁰

CPA’s selected Direct Instruction model has shown greater improvement than other methods in student achievement across a variety of demographics, and we are confident that this will be the case for our targeted demographic as well.

MARKETING TIMEFRAME

In order to build a solid interest list and ensure we meet our enrollment goals, we will start marketing beginning in August 2024, intensifying marketing efforts as open enrollment approaches in November. We will offer tours in the facility as soon as we receive the Certificate of Occupancy after construction is complete. We anticipate that this will be upon delivery of the facility to CPA in Summer 2025. As CPA moves towards opening day, we will continually refine our marketing approach based on student and family feedback as well as recruiting results.

RECRUITING & MARKETING PLAN

²⁰ <https://www.edreports.org/resources/article/first-ever-free-consumer-reports-style-review-of-instructional-materials-released>

Our plan begins in August 2024 with an aggressive opening marketing campaign including paid Social Media spots and Search Engine Optimization efforts. This will get our name out with our contact information school website and a landing page where we can maintain our Interest List as well as provide simple instructions for open enrollment. The social media and SEO campaigns will continue through CPA's opening day in the fall of 2025, with new ads and updated search information reviewed and updated twice monthly.

At the outset of our marketing campaign, we will immediately target households with school-aged children in select zip codes near the desired location. Our proposed site in Daybreak enables us to reach thousands of households within a small radius of our school, providing an immense opportunity to bolster our enrollment from the local community. As our facility progresses, we will include photo and video updates on our social media outlets and conduct tours as soon as the building has the appropriate occupancy permits and certifications if necessary. Once CPA's school director has been hired, planned to occur in January 2025, the school director will feature prominently in these marketing videos on CPA's website, familiarizing possible families and the local community with CPA.

Beginning in Spring 2025, the school director will lead community marketing events promoting CPA that will occur at least monthly. These events will provide CPA with the opportunity to reach families face to face and will be a key opportunity to convey CPA's vision, mission, and values to potential families.

This start will provide sufficient time to market to the surrounding community and the greater SLC metro market in order to hit CPA's target enrollment numbers for our first year of operation. The combination of social media campaigns and in-person events will attract a wide variety of interested parents and students and guarantees there is something for everyone who is interested in enrollment opportunities at CPA.

Over the summer we will continue the previous activities and increase efforts in social media, direct mailing, in-person meetings, and personal tours of the completed facility and campus as soon as possible while continuing to host community events on our grounds or at a suitable nearby site. Our plan also includes 'pay-per-click' contact tracking methods to enable us to determine where our interest is coming from, with this information we will be able to target specific groups and consistently refine our marketing approach.

In addition to the active advertising and recruiting efforts outlined above, we will also advertise in community magazines, local newspapers, local print media, and other passive outlets. CPA will engage in target marketing to disadvantaged populations in the surrounding community to seek the enrollment of students from these groups. CPA will target communities located along the Utah Transit Authority's Red Line which runs through Daybreak. This will provide an opportunity for students to attend who may have found the location inaccessible due to distance or cost-related factors.

In combination with the above programs, we will leverage the CPA campus once obtained to draw students to the school and bolster our initial enrollment as well as increasing our enrollment throughout our first year of operation. Having enrollment events at the campus location prior, even prior to opening

of the campus to tours, will provide a physical component that will boost enrollment as prospective students will be able to see where they will have the opportunity to continue their education. CPA’s impressive physical facility located conveniently in Daybreak will provide built- in marketing and excite the surrounding community.

COSTS, COST SOURCE, COST VIABILITY

We will roll the cost of the Recruiting & Marketing Plan into the ESP. This means that we will not have any upfront costs leading up to opening the school until the first day of classes. Costs for the Recruiting and Marketing Plan are \$60,000, and breakdown as follows:

August through December social media plus direct mailing: \$4000/month = \$25,000

January through July social media, direct mailing, tours: \$5000/month = \$35,000

We are confident the costs associated with our marketing plan are viable and adequate to attract the projected student population as these costs are consistent within the industry, and in fact our plan is more aggressive than other school startups successfully begun and sustained by schools managed by reputable ESPs; we are confident this level of funding will be sufficient to reach our recruiting goals. CPA will select an ESP that has a demonstrated history of hitting enrollment targets and filling schools they manage to capacity.

CPA’s marketing approach has been demonstrably successful for successful existing charter schools in the past. The extended marketing period also allows ample time for gathering of data and reception of the campaign and CPA and will offer CPA with the opportunity to adjust the plan and improve targeted advertising implementation which will lead to higher success rates as day one approaches. The marketing costs associated with the Recruiting & Marketing Plan are rolled into the ESP

ENROLLMENT TARGETS AND PROCEDURES

CPA’s opening total enrollment of 1,820 students in our initial year of operation is displayed below with our expected student count by grade, expanding to 2,548 students by the third year of operation (2027-28 school year). We anticipate that the lower grades (K-10) will be slightly higher, while the upper grades (11-12) may be slightly lower at the outset. Year one enrollment targets will be as follows:

	Grades and Specific Number of Students to be Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
25-26	129	129	129	129	129	129	129	245	185	178	154	115	40	1,820

If all grades were to reach their maximum capacity, the total student population would be 1,820 in the first year of operation.

CPA will seek to market to and enroll a diverse population of students as part of CPA's vision to partner with and serve the surrounding community. CPA's marketing efforts will target as many potential students in the surrounding community as possible. By employing a wide variety of marketing methods, including digital and more traditional physical means, CPA will assure itself the widest possible marketing reach. This wide reach will facilitate CPA marketing reaching a diverse

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5. Governance

A governing board will serve a charter school through two phases of its development, startup and governance. The startup board plays an active role in founding the school and should include members with experience in opening a charter school, learning science, finance, education, law, real estate, and other expertise necessary in a startup business. Once the initial tasks of gaining a charter and commencing operations have been successfully achieved, board focus should turn to sustainable governance of the school, which may require board members with even more diverse experiences and capacities.

Applicant Instructions

Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance). Include a statement that, after entering into a charter agreement, the charter school will be organized and managed under [Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act](#). Complete a Background Information Sheet (Appendix A) for each named individual. Note: applicants must use the Background Information Sheet template provided in this application.

Provide documentation of the entity's legal status, including Articles of Incorporation (Appendix B), Bylaws (Appendix C), and approved minutes from the meeting(s) at which these documents were approved (Appendix D). To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter

school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation.

Bylaws are the rules and procedures for how a nonprofit corporation will operate and be governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (a) the existence and responsibilities of officers; (b) the size of the board and the manner and term of their election; (c) removal of board members; (d) how and when board meetings will be held, (e) who may call meetings; (f) and how the board will function.

From the bylaws, provide the following information regarding the structure of the governing board: (a) number of board members, (b) how board members are appointed, (c) the board members' terms of office, and (d) the number of meetings the board shall hold annually.

List the members of the governing board (startup) including their names, current employment, and relevant experience or qualifications for serving on the board. Describe any specific plans for recruitment of additional governing board members (startup or governance), including but not limited to, plans that would involve parental, professional educator, or community involvement in the governance of the school. Include a statement of assurance that the applicant shall, within 30 days of authorization, complete a background check on each member, as required by [53G-5-302](#). Most governing board members during the startup phase of the charter are selected because of their specific knowledge and ability and desire to help get the school up and running. However, these are not always the same individuals that are best suited for the governance phase. As such, governing board members during the governance phase require continual professional development to learn their roles and responsibilities. Describe the professional development plan for the governing board including how it will perform self-evaluation and evaluation of school management. Include an organizational chart showing relationships between the board and school leadership.

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Present proper documentation that the entity proposing to hold the charter is a Utah nonprofit corporation and that the governing board is aware of and follows Utah's Open & Public Meetings Act in conducting board and committee business.*
- *Demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation.*
- *In the case of pre-existing organizations, provide details of the operational relationship and the separation between the pre-existing organization and the governing board.*
- *Show the governing board's understanding of their governing role and ultimate responsibility of the school, including an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).*

- *Include Background Information Sheets for all identified governing board members and key administrators.*
- *Document that all governing board members and key administration have agreed to submit to a background check as required in law.*
- *Demonstrate the governing board's capacity to oversee the successful development and implementation of the education program presented in this application.*
- *Demonstrate the governing board's capacity to oversee the effective and responsible management of public funds.*
- *Demonstrate the governing board's capacity to oversee and be responsible for the school's compliance with its legal obligations.*
- *Demonstrate the governing board's capacity to represent the community well.*
- *Demonstrate the board has the capacity to found and sustain a quality school.*
- *Provide a strong plan for governing board participation in professional development, including self-evaluation and evaluation of school management (e.g., principal, ESP).*
- *Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy.*

CPA is aware of Utah's Open & Public Meetings Act and will operate in full compliance in conducting board and committee business when authorized and receiving state funds. The Governing Board of CPA is fully aligned in their commitment to operating in an open fashion in order to facilitate compliance with regulatory requirements as well as to promote community, especially parent involvement and engagement with CPA.

Cambridge Preparatory Academy, Inc. will be the charter holding entity if this application is authorized. This entity is a Utah non-profit corporation with plans to obtain IRS 501(c)(3) status at the soonest possible opportunity. It will conduct itself solely for charitable educational purposes. This organization was created specifically for the purpose of seeking authorization and bringing CPA to life and providing the Murray, South Jordan, and surrounding area with a high achieving school choice option. Cambridge Preparatory Academy, Inc. and the selected governing board members are in alignment that the sole purpose of this organization is to create a successful charter school committed to the goal of 100% student proficiency delivered in a moral and wholesome environment.

All governing board members and key administration of CPA have certified their willingness to undergo the required background checks in accordance with authorizer requirements.

BOARD OF DIRECTORS

The Board of Directors governs CPA. The Board will have no fewer than three but no more than seven members. The founding board, consisting of the members listed in this application, will govern the school according to the Bylaws. Should this board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes with authorizer approval.

The Board will follow a Policy Governance model. Operational and management decisions, as well as strategies will be left largely to the Administrative Leadership Team, which includes the Director of Operations (Director) and the Director of Academics. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing the Directors’ performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the Director.

Responsibilities of the Board of Directors may include but are not limited to:

- Protect the legal interests of CPA
- Determine the vision and mission of CPA and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents, and students
- Hire and evaluate the school Director and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school’s interests, minimize risk, and comply with requirements in rule or statute

The Governing Board is the ultimate policy-making body that establishes the curriculum, academic path and operation of the school, and is responsible for providing continuing oversight of school operations, including the responsibility of properly managing funds. The Board will hire administrators who are responsible for executing the procedural guidelines and budgetary limits approved by the Governing Board in partnership with the Educational Service Provider (ESP). The school’s faculty and staff will report directly to the administrators who will ensure that CPA’s mission and vision are fulfilled. The Director, hired by the board, is responsible for all aspects of school operations within the scope of his or her job description, including implementing policies and procedures and budgetary functions as adopted and approved by the Governing Board and in alignment with Utah State law. The school’s Board will contract with an ESP, in order to provide additional support and guidance to school administration. The Board is directly responsible to the Authorizer for the fulfillment of the terms of the Charter Agreement. The Board will consult with educational, legal and tax experts, as may be required, for the effective execution of its mission and policies.

Subject to the limitations of the Utah not-for-profit corporation law, the corporation’s Articles of Incorporation, and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law:

- Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law
- To conduct, manage and control the affairs and activities of the corporation
- To adopt, make and use a corporate seal
- To borrow money and incur indebtedness for the purpose of the corporation

- To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust
- To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property
- To assume any obligations, and enter into any contracts or other instruments
- To form and be a member or shareholder of a not-for-profit entity organized under the law of any state
- To carry out such duties as described in the Articles of Incorporation and Charter Contract

The Governing Board will perform the following duties, as well as any and all other duties specified in Utah Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Oversee operational policies, academic accountability, and financial accountability
- Annually adopt and maintain an operating budget
- Exercise continuing oversight over charter school operations
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable)
- Report progress annually to its Authorizer
- Receive annual SMART Goal progress reports to detail the progress CPA is making towards the achievement of these goals as well as to ensure CPA is staying true to its vision, mission, and values which are embedded in CPA's SMART Goals

Board Member Qualifications:

- Have a strong understanding of and ensure compliance with applicable local, state, and federal laws, standards, and regulations
- Consistently implement the educational program outlined in the School's charter
- Effectively communicate with and engage stakeholders in the vision and mission of the school
- Monitor school climate and take appropriate steps to ensure that it is conducive to student learning and professional development
- Monitor and evaluate the effectiveness of the curriculum and instructional programs
- Provide information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
- Treat all individuals with fairness, dignity and respect
- Respect diversity and implement instructional strategies, innovations, and activities that are research based and reflective of best practices

The Board will govern according to the Bylaws which stipulate the responsibilities and policies by which the Board is legally bound. Please see Bylaws for detailed information. The current size of the

governing board consists of five members. The number of directors shall be fixed by the Board of Directors, but in no event shall be less than three or more than seven, as stated in the Bylaws.

The Board of Directors will be members of the community. Members selected to serve as Board members according to the Bylaws will be tasked with holding regular meetings as needed for the efficient operation of the CPA. Members should be active in the community, but not so busy as to not have time to attend the various meetings that are required to provide adequate oversight to the school.

The number of directors shall be not less than three (3) nor more than seven (7). This number range may be changed only by amending these Bylaws. Directors shall be elected by a majority vote of the Board of Directors. The election shall be done at a meeting of the Board of Directors.

In addition to the five founding board members listed below, CPA will explore the option of filling remaining two spots allowed in the bylaws. CPA will pursue additions to the board that better position CPA to accomplish our goal of 100% student proficiency. Individuals with demonstrated experience and skill sets including accounting experience, ideally in the education field, and teaching experience and expertise, preferably with a background in assessments, would be looked upon highly by the board. A board member with experience in the educational policy field, for example as a legislator, in addition to teaching experience would provide CPA a valuable resource that would bolster CPA's long-term planning ability, as well as our capability to successfully navigate legislative and policy developments as well as challenges. CPA will also look to individuals with accounting experience and qualifications to bolster the financial expertise and knowledge of the board. In addition to these areas of expertise, CPA will pursue individuals who through expertise and experience show that they would be a valuable addition to the CPA team with their individual skillset and expertise.

The founding Board of Directors will consist of:

Stan Lockhart

Mr. Lockhart has worked in the technology and public service field for over 25 years. During this time, he has contributed to numerous important public policy and citizen initiatives. His efforts were instrumental in bringing thousands of jobs to Utah. Mr. Lockhart received his BS in Business Management and Spanish from Brigham Young University (1980-1987).

For over 24 years, Stan Lockhart has served as a Utah lobbyist. During this time, negotiating the two largest tax incentives in the history of the state. Mr. Lockhart is a recipient of the prestigious "Ronald Reagan Award" for his service in the Republican Party where he has served in virtually every grassroots position including chairman of the Utah Republican Party.

Mr. Lockhart has served on numerous Board of Directors, including for the Utah Alliance of Boys and Girls Clubs Board of Directors, a group that provides after school programming for children, as well as on the Board of Directors of Thanksgiving Point Institute, a 501c organization that seeks to support transformative family learning.

Mr. Lockhart is involved in significant ways with the Boy Scouts of America and the Utah Alliance of Boys & Girls Clubs. He is an Eagle Scout and a recipient of the Silver Beaver Award and BSA District Award of Merit. He is actively involved in his local community, having served on the Provo City Council for four years, the Provo Planning Commission, and the Provo Library Board.

Mr. Lockhart's dedication to serving his community and his proven track record in the public service field make him the ideal founding chair of the board of directors for CPA.

Stan's personal statement:

I offer my experience in public education, serving on boards and my skills in government and business to CPA as they seek to help every student become academically proficient, become their very best and achieve their hopes and dreams.

W. Craig Zwick

Mr. Zwick received his bachelor of science degree in business management and finance from the University of Utah (1966-1971). He is the current chairman and former president and chief executive officer of Zwick Construction Company. He served as executive director of the Utah State Department of Transportation for three years. In addition to these roles, Mr. Zwick has served as a member of the Utah Education Foundation, a member of the Utah Symphony board of directors, and as a member of the University of Utah Alumni Board.

Mr. Zwick served as a General Authority of The Church of Jesus Christ of Latter-day Saints. He has served as President of the Brazil, Brazil South, and North America Northeast areas, as well as serving in the presidencies of the Europe West and Europe Central Areas.

Mr. Zwick has been married to his wife, Jan Zwick, for 51 years. They are the proud parents of four children, 18 grandchildren, and three great-grandchildren. His lifelong commitment to service and extensive personal and professional achievements makes Mr. Zwick a valuable asset to the CPA board of directors.

Craig's personal statement:

With a demonstrated lifetime of service, and service-work, the opportunity to engage in such high level life affecting work, with the caliber of people engaged is very appealing.

Laura Warburton

Laura Warburton is the founder of a non-profit called Live Hannah's Hope, a vehicle to empower youth and reduce suicide through research, education, awareness, and advocacy.

In addition to founding and working passionately with Live Hannah's Hope, Laura has a unique ability to problem-solve and work with leaders to create functional laws. She has identified many solutions for Utah and has helped create many of Utah's suicide prevention laws. In 2018, Laura was honored with a citation from the Utah House of Representatives for her work as a young advocate in suicide prevention.

Laura has been a part of numerous public bodies, including the Weber County Planning Commission and Board of Adjustments, the SafeUT Commission, and the Snowcrest Jr. High School Land Trust. Her commitment to service and to aiding Utah's youth community make Laura a vital member of CPA's board of directors.

Laura's personal statement:

To serve as needed. To protect the integrity of the charter mission.

Jared Rhodes

Jared Rhodes currently serves as President of Maak Impact, a Utah-based nonprofit social innovation and design lab that partners with social problem solvers to design solutions that are sustainable, scalable, and impactful. As President, Jared works every day to achieve his goal to better understand problems and to work alongside impact-makers to do his part to innovate and design a more impactful world.

A Brigham Young University alum (attended 2012-2017), Jared has spent his time since college working as Director of Operations at Drive Ventures, founding member/manager of multiple for-profit social ventures, and has served on the Board of Directors for multiple nonprofits, including a local Utah County initiative to support women entrepreneurs. Jared has always been passionate about education and one of his earliest jobs was teaching Science, Technology, and Entrepreneurship to K-6 students. In addition, he also founded and managed an English as a Second Language (ESL) training school in multiple cities in Mexico and founded a technology training school helping un/underemployed people level up their tech skills to get jobs in technology. Jared continues to love and support education, especially innovative approaches to teaching and experiential learning.

Outside of work, his hobbies include reading, traveling, learning foreign languages, hiking, fishing, exploring his new home Utah and spending time with family and friends, especially his high school sweetheart now-wife, Kim, and his two little sons (Henson and Rhys).

Jared's Why: Recognize the infinite worth of individuals and work to enact impactful progress towards true equity within humanity.

Jared's personal statement:

Despite working in Innovation and Consulting capacities for most of my career so far, my heart (and my first few business ventures) belongs to education. I love and support education, especially innovative approaches to teaching and experiential learning, and I want every parent and child to have

the choice when it comes to where and how their children are educated. CPA provides that choice in high-impact areas and will not shy away from the goal of 100% student proficiency.

Sally Burningham

Sally Burningham received her Bachelor's degree in elementary education from Brigham Young University (1996-2000). After earning her degree, she worked as a second-grade teacher at Oak Hollow Elementary School located in Draper, Utah.

After her time teaching second grade, Sally continued to pursue her passion for education and children by serving as a parent volunteer in the Provo, Utah area by assisting teachers in classrooms on a weekly basis. She assisted children who required additional assistance with reading and began organizing the Junior Achievement program at the school she volunteered at.

Sally has four wonderful children who she has raised and taken an active role in assisting and preparing them for their educational experiences. She has a deep love for children and seeing them gain confidence in their abilities and begin to believe in themselves.

Sally is a great asset to the CPA board of directors with her education and real-world experience as a mother and volunteer in Utah's education system. Her organizational skills and eye for what needs to be done makes her an integral part of the CPA founding board.

Sally's personal statement:

As a former second grade teacher and a mother of 4 children, I am passionate about kids and education. I want our children to have every opportunity available to them and to be nurtured in a living environment instilling belief in themselves. I believe that CPA does that. I am excited to be a part of their mission and vision.

Governing Board Officers and Duties:

CHAIRMAN

The Board Chairman shall be the principal executive officer of the Organization and, subject to agreement of the full Board of Directors, shall in general supervise and control all of the business and affairs of the Organization. The Chairman shall, when present, preside at all meetings of the Board of Directors. The Chairman may sign, with the Secretary or any other proper officer of the Organization thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Organization, or shall be required by law to be otherwise signed or

executed; and in general shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board of Directors from time to time.

VICE-CHAIRMAN

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice-Chairman (or in the event there be more than one Vice-Chairmen, the Vice-Chairmen in the order of their election) shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice-Chairman shall have the authority to deposit, handle and disburse any funds. Any Vice-Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board of Directors.

SECRETARY

The Secretary of the Board shall ensure minutes of the proceedings of the Board of Directors are kept in one or more-minute books provided for that purpose and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall be custodian of the organization's records and of the seal of the Organization and see that the seal of the Organization is affixed to all documents, the execution of which on behalf of the Organization under its seal is duly authorized. The Secretary shall keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and in general, perform all duties incident to the office of the Secretary and such other duties as from time to time may be assigned to him/her by the Chairman or by the Board of Directors.

TREASURER

The Treasurer of the Board shall keep full and accurate account of the receipts and disbursements in books belonging to the Organization, and shall deposit all monies and other valuable effects in the name and to the credit of the Organization in such banks and depositories as may be designated by the Board of Directors, but shall not be personally liable for the safekeeping of any funds or securities so deposited pursuant to the order of the Board. The Treasurer shall disburse the funds of the Organization as may be ordered by the Board and shall render to the Chairman and Directors at the regular meeting of the Board, and whenever they may require accounts of all their transactions as Treasurer and of the financial condition of the Organization. The Treasurer shall perform the duties usually incident to the office of Treasurer and such other duties as may be prescribed by the Board of Directors or by the Chairman.

MEETING FREQUENCY

The Board of Directors will meet once a month, or as needed, and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from board members and school administrators, b) consider and adopt CPA policies, c) provide oversight of the school performance, and d) consider requests and concerns from parents, students, and teachers. A simple majority vote of the total board membership constitutes action by the

Board of Directors, except as noted in the Bylaws. The Board of Directors may not act unless a quorum of board members is present physically or via electronic means.

SUB COMMITTEES

The Board of Directors may, at its discretion, appoint and delegate special task forces or committees, or the school Director to investigate and research specific items related to school policy, procedure, programs, and curriculum and make recommendations to the board for potential action.

PARENT ORGANIZATION

The Parent Organization (Parent Involvement Committee, PIC) is composed of parents/guardians whose children attend the school. The PIC offers parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities. The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities
- Organizing and maintaining additional programs as directed by the Board
- Raising funds for supplementary materials and activities
- Assist the board in other areas such as serving on sub-committees, etc.

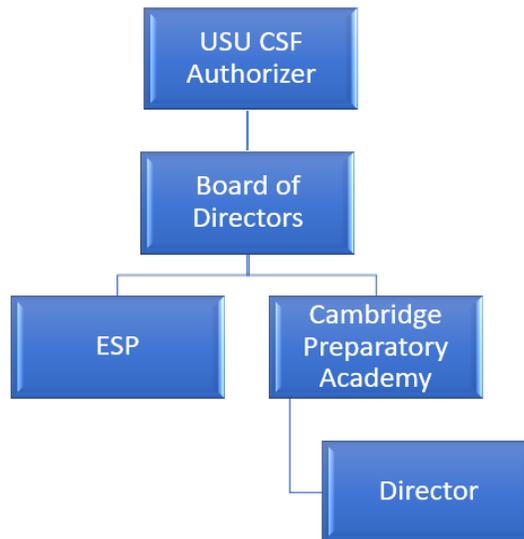
CORPORATE BOARD & GOVERNING BODY

All powers of the Corporation shall be exercised by and under the authority of the Board of Directors of Cambridge Preparatory Academy, Inc., and the property, business, and affairs of the Corporation shall be managed under the Board's direction. The Board is the ultimate policy-making body for the school, and will have the responsibility for the affairs and management of the school. The school governing board and corporate governing board of Cambridge Preparatory Academy, Inc. will consist of the same individuals who will serve in both capacities to represent the interests of CPA. The Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage school funds. Pursuant to the Articles of Incorporation, Cambridge Preparatory Academy, Inc. is a Utah non-profit corporation and will apply for 501(c)(3) federal tax-exempt status. As the parent organization, Cambridge Preparatory Academy, Inc. retains specified corporate functions as detailed in the Articles of Incorporation which include:

- Issuing new or additional membership interests
- Any corporate merger, consolidation, dissolution, or liquidation
- Any amendment to the Articles of Incorporation or bylaws
- Appointment of directors and/or designation of officers
- Financing

- Inability to pay debts, insolvency, or corporate bankruptcy

This included flow chart displays the high-level organizational and accountability structure of CPA:



CPA will require, per the agreement, that the selected ESP provide quarterly and annual progress reports, with an emphasis on the areas of Academics, Operations, and Finance.

As stated in the agreement, CPA may terminate the contract for cause with appropriate notice if the selected ESP is not fulfilling its obligations to the students, staff, and Board of CPA. CPA has a responsibility to provide a quality education to its students and this is its mission. Quarterly and annual updates will prevent major misalignments. CPA will require that the selected ESP will perform its obligations under the agreement in a comprehensive and timely manner to maintain complete compliance with authorizer requirements. CPA is confident that selecting an ESP through the RFP process with a demonstrated ability to fulfill the terms of the service agreement as a documented track record of success will bring confidence to the partnership that will be integral to the long-term success of CPA.

6. Staffing

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Your response should describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all staff on the organization chart in the Governance Section. The school leader description should especially be detailed including the desired qualifications and responsibilities. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.

Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Discuss how the plan supports sound operation and successful implementation of the school’s educational program and other elements of the charter agreement. Describe the instructional skills, experience, and professional development that teachers will need to have to be successful. Discuss how those needs are reflected in the plan for teacher recruitment.

In responding to this section, consider the following questions:

- What strategies does the school have for recruiting and retaining effective teachers?
- How do the staffing-related budget assumptions align with educational program needs?
- How does the staffing plan reflect the anticipated enrollment and growth of the school?
- How will the school determine appropriate experience, training, and skills of non-certificated instructional personnel?
- What will be the employer-employee relationship for staff at the school?
- How will the school handle employee evaluations?
- What will the school’s policy be on employment of relatives?
- How will the school ensure employees comply with the criminal background check requirements described in Section 53G-5-408?
- How the school will comply with 53G-5-302(2)(f)(iv) and assign at least one person to oversee human resource management duties as defined in 17B-1-805 and assure the person receives human resource management training as defined in the statute.

Hiring/Staffing Plan

CPA will follow proven industry standard hiring practices. We will calculate instructional staff hiring needs based on our enrollment numbers. Each class will have no more than 30 students per teacher. Once we reach 35 enrolled students per class, we will hire an additional teacher for that grade level. Similarly, once a special education teacher’s caseload reaches approximately 35 students, we will hire an additional special education teacher.

All applicants will apply online through our applicant tracking system where we screen for qualifications that meet CPA’s standards. When applicants have been successfully screened, the campus director will host on-site interviews, inviting certain applicants to present teaching samples to the instructional staff. Upon finding a fit, the campus director forwards the decision to Human Resources. HR will see the employee through the on-boarding process to day one of their employment.

During the interview process with teacher applicants, CPA will present scenarios to teachers relating to teaching approaches, challenges, and interactions with administration and coworkers in order to select the teachers that are the best fit for CPA. CPA will explore how teachers use data in their instructional approach, and how they work to improve the proficiency level of their students in response to learnings from educational data. The interview process will also present the goals of CPA to prospective hires, and explore how they will work towards those goals. An example of this is that CPA hires will be asked how they will implement the RAISE card system. We at CPA believe that one source of improvement towards 100% will come from teacher ideas and strategies that may then be adopted and leveraged schoolwide.

While it would be difficult to staff CPA solely with teachers that have achieved 100% student proficiency, CPA will seek to hire both highly experienced teachers with demonstrated proficiency success, as well as young teachers who show aptitude and a desire to learn, as well as aspiration to achieve 100% proficiency in their classrooms. A mix of highly experienced teachers who seek to achieve 100% proficiency and young teachers who are aspirational and hungry to achieve this standard will make CPA's PLC environment strong. With more experienced teachers mentoring and skilling-up newer teachers, and these newer teachers bringing enthusiasm and fresh ideas to the community CPA will engage in a cycle of constant improvement. All teachers at CPA will be evaluated at least annually. Evaluations will include examining the teacher's student data, teaching observations, and other factors that contribute to student success and proficiency.

CPA will rely on reviewing an applicant's past teaching history and experience, references, and candidate qualities rated by our recruiting tool Nimble. Nimble uses applicant data including the number of applications submitted and the past teaching experience of the applicant to determine the best candidates for the position. This process will enable CPA to locate the most qualified individuals to move to in-person interviews where further review of the candidate will take place.

CPA will place an extremely high priority on hiring administrative staff from its ranks if we are hitting our SMART goals. CPA will look internally for administrative hires in all cases. Administrative openings will first be opened to current CPA employees and a high priority will be placed on advancing individuals from CPA's ranks to administrative roles. CPA will look to outside candidates only when a suitable candidate cannot be located internally. CPA's priority in hiring will be to locate the best possible applicant for all positions and we believe that advancing high performing individuals already among CPA's ranks will facilitate development of the high achieving culture CPA will work to cultivate.

While CPA will place a priority on hiring internally, this priority will not supersede CPA's commitment to continuous improvement. CPA's chief goal in hiring administrative staff will be to hire the individual that moves CPA towards our 100% proficiency goal in all hiring cases. CPA will not seek to simply duplicate our processes and leadership structures repeatedly, but will seek continual incremental improvement of all processes and structures, as continual improvement is the sole path to improving student proficiency and to the achievement of CPA's goals. All external staff hired will undergo an extensive onboarding process to familiarize them with the goals and culture of CPA, including RAISE values, our SMART goals, and our 100% proficiency goal.

CPA will prioritize retaining and advancing teachers who demonstrate the ability to achieve 100% proficient in their classrooms. To fulfill the goal of 100% proficiency CPA must retain and leverage the teachers and administration who achieve this goal and who may help other teachers at CPA to move towards this standard. CPA will use all available USBE Gateway information to evaluate teaching applicants. This data will enable CPA to utilize real-world results to measure the results of applicant teachers. CPA will examine the past results achieved by teachers and consider factors including the grade level taught to determine effectiveness.

Our systems for hiring administrative staff and non-instructional staff will be similar to those used for instructional staff. However, for administrative staff, we will first open the application to internal candidates who are endorsed by their current administrative team. Ultimately, we recognize the value in developing and growing our team from within. Depending on the administrative position, resumes

might be evaluated by CPA’s executive leadership team as well. For non-instructional staff, resumes are reviewed by hiring managers on site. CPA will recruit at college employment recruitment fairs. We will also post on university sites, through the Utah Education Board, and specialized sites like the National Association of School Psychiatrists for specialty positions.

All Employees of CPA will receive training regarding employee benefits, worker’s compensation, and all other required information. In addition, directors and instructional staff will receive additional training from the IT department, special education department, and academics department. Instructional staff will attend a 10-day summer institute for academic orientation and training.

CPA will be prepared to tailor its hiring choices and targets in order to provide the best possible education for the target market and surrounding sociodemographic area. CPA will place a high level of emphasis on ESPs that have proven success with socioeconomically disadvantaged students, evidenced by factors including high performance at Title I-designated campuses socio-economically disadvantaged. This circumstance often requires additional resources to ensure that students are equipped to learn, relative to both teaching and non-teaching staff positions, and an ESP with proven achievement in this environment will prove essential to the fulfillment of CPA’s mission.

CPA will comply fully with Utah Code 53G-5-408 which requires criminal background checks on school personnel including employees of charter schools who do not hold a current Utah educator license issues by the state board, volunteers given significant unsupervised access to a student in connection with the volunteer’s assignment, contract employees who work at a charter school, and governing board members. CPA’s founding board members believe in the importance of complete legal compliance to provide our students with the safest and most effective educational environment possible.

CPA will ensure compliance with Utah Code 53G-5-302(2)(f)(iv) by assigning an individual to perform human resources management duties at CPA. This assigned individual will receive human resources training as defined in Utah Code 17B-1-805(1)(C), ensuring human resources functions are addressed and any situations may be responded to effectively.

COMPENSATION AND BENEFITS

Competitive compensation and benefit packages are crucial in both recruitment and retention efforts. As some of the heaviest line items in the budget, they are also key components in the success of the organization overall. CPA’s compensation strategy will be based on market comparisons while ensuring the school maintains financial health and viability. The management company’s HR department conducts annual compensation analyses to determine market rate for base salary, and also other compensation factors like PTO. After analysis is completed, HR will determine an internal salary scale and in coordination with the Campus Director will make salary recommendations for all candidates eligible for hire. These salary amounts are ultimately approved by the Executive Leadership Team and Board of Directors.

CPA will offer a benefits package that is competitive and provides employees with affordable options. Full-time staff that work an average of 30+ hours per week over 12 months will be eligible to participate

in the benefits plan. Additionally, CPA will benefit from the management organization's pool of employees and purchasing power, as the plans will be rated as a large employer vs. a small organization with less than 50 employees. Employer contributions will be determined by the Board of Directors.

CPA will not participate in state retirement, and instead will offer a 401k plan to all employees that includes a 50% to the dollar match up to 6% gross salary employee contribution. The school will benefit by being placed as an individual entity/plan under the umbrella of a larger plan. This allows the school to benefit as it relates to plan administrative expenses and Third-Party Administrator fees, all while allowing the Board of Directors to maintain autonomy as it relates to discretionary matching for all employees. Lastly, as expected, CPA will pay the payroll taxes, unemployment, workman's compensation and liability insurance for all employees.

CPA will attract high quality personnel due to the above average benefits package offered to employees. CPA will make a \$20 monthly deposit to all employees' Health Savings Account (HSA) if they are enrolled in a high deductible plan. CPA will open a Health Savings account for all eligible staff to enroll in.

CPA will provide all employees with a \$50,000 Basic Life Insurance and Accidental Death and Dismemberment coverage at no cost to employees.

Additionally, CPA will provide a health insurance option that is fully subsidized and free for employees to enroll in and subsidizes a portion of medical premiums for all tiers of coverage plans offered.

HIRING & ON-BOARDING

The Assistant Director for Academics will be ultimately responsible for final selection of all teachers and staff. The Director and Assistant Directors will assist the selected ESP with interviews. When the Director or an Assistant Director makes a recommendation for hire and HR validates credentials, an offer is initiated and sent by Human Resources. HR will take the employee through the on-boarding process and to the first date of employment. Initial training and review of policies and procedures will be conducted during on-boarding.

TRAINING

New Hire Induction

Upon contract acceptance, all new hires will receive informative videos that introduce them to the unique culture of CPA, as well as an overview of the five focus areas, 1) Culture, 2) Effective Instruction, 3) Curriculum, 4) PLC, and 5) Graduation Rate that we have identified will lead to our goal of achieving 100% student proficiency each year. In addition, new hires will receive asynchronous training modules that will introduce them to CPA's chosen curricula and instructional model. These training modules are designed for the adult learner and incorporate checks for understanding/assessments that require a minimum of 80% proficiency for passing. To further create

alignment regarding the unique culture at CPA, all new hires will complete the RAISE micro course for school staff where they will have the opportunity to acknowledge their intent and ability to implement the RAISE values in the classroom as well as create personal action items for each category.

By providing this information early on, new hires will be better prepared for the Summer Institute as they will have a frame of reference for the training provided as well as professional goals as they begin the school year.

The following goals have been established for this part of the training process:

- All new hires will complete and pass, with a minimum of 80% proficiency, the asynchronous culture, curriculum, and instructional overview modules prior to the ten-day Summer Institute.
- All new hires will complete the RAISE microcourse for school staff, acknowledge their acceptance of and intent to implement the RAISE curriculum, and identify professional goals in relation to each value prior to the ten-day Summer Institute

Ten Day Summer Institute

At CPA, we recognize that the goal of effective professional development is that the knowledge gained in the PD has a positive impact on student achievement. As Liu and Phelps (2020) state, “cognitive research shows that for knowledge to be maintained, it needs to be applied or used in a relevant setting. Without use, knowledge tends to move from being active and available to inactive and difficult to retrieve. This is especially the case if (PD) programs do not have sustained support or if the knowledge is not applied or used in daily classroom instruction.”²¹ With this in mind, all CPA employees will report to campus 10 days prior to the first day of school. The Summer Institute will build on the rudimentary, or foundational, knowledge that teachers received during the induction period and focus on the application thereof. Training during this time will be interactive and focus on school culture, instructional framework and curriculum. Teachers will engage in professional development in the areas of classroom management, Professional Learning Communities (PLC), assessment, data analysis and application in the classroom, as well as a review of curriculum maps. Administrative and support staff will also receive position specific training during this time.

Teachers will receive targeted lesson plan training on the 7 Elements of Effective Lessons (7EEL) instructional model based on Madeline Hunter’s Elements of Effective Lessons²². Each part of the lesson plan will be broken down into small, manageable chunks so teachers may cultivate their understanding of how to deliver quality, rigorous instruction using the curriculum materials and resources provided. Teachers will be able to put their learning into action as they will be given time to write the first two weeks of lesson plans for the upcoming school year in a workshop setting. This will allow members of the Administration and Curriculum teams to provide direction and feedback so that teachers are proficient at 7EEL lesson planning before the school year begins. Teachers will then be expected to

²¹ Liu, Shuangshuang, and Geoffrey Phelps. “Does Teacher Learning Last? Understanding How Much Teachers Retain Their Knowledge After Professional Development.” *Journal of Teacher Education*, vol. 71, no. 5, Nov. 2020, pp. 537–550, doi:10.1177/0022487119886290.

²² Hunter, Robin, and Madeline C. Hunter. *Madeline Hunter's Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools*. , 2004. Internet resource.

complete lesson plans weekly for the remainder of the school year. The completed lesson plans will be posted to a designated folder on the school intranet so the Administration and/or Curriculum teams can use them as a reference when conducting classroom observations and gathering relevant curriculum and instructional data.

Furthermore, Administrators will seek fidelity to the instructional model and assess academic rigor during the classroom observation process and feedback cycle. Teachers will meet with the Administration and/or Curriculum team members to discuss their lesson plans, as needed.

The information gathered during the classroom observation process and feedback cycle will be critical in order for the Administration and/or Curriculum teams to provide professional development that revisits lesson development and delivery elements that were learned/practiced during summer training to ensure that teachers grow in their ability to write effective lesson plans.

If growth and effective lesson delivery or development are not evident within the classroom observation process and feedback cycle, Administrators will write a Teacher Improvement Plan of which teachers will receive weekly coaching, based on their individual needs or deficits associated with lesson planning, delivery of instruction, and use of curricular resources.

The following learning targets have been established for the Summer Institute:

- All teachers and administrators will know, understand, and gain confidence in what effective instruction looks like in relation to CPA's chosen curricula, RAISE value integration, and analysis of student data to inform instruction.
- All teachers and administrators will demonstrate their ability to deliver instruction using the 7EEL model, RAISE integration, and student data during an interactive portion of the institute focusing on this topic. Topics and examples of student data will be provided.
- All teachers and administrators will observe, offer, and receive feedback in relation to their efforts to deliver instruction through CPA's instructional model. This practice will set the stage for what is expected throughout the school year.
- By the end of the Institute, all teachers and administrators will be on the path of cultivating a culture of continuous improvement by seeking and conducting (depending on role) observations, coaching, and feedback.
- All teachers and administrators will know and execute the elements of an effective PLC through an interactive portion of the Institute focusing on this topic.
- All teachers will know where to find curricular resources, maps, and other support materials on the CPA Google Drive and practice accessing them.
- All teachers and administrators will know, understand, and demonstrate their ability to create a classroom and school environment where students want to be in attendance through application of instructional and class management strategies.

The above learning targets ensure successful implementation of the CPA’s model by narrowing the training focus to the five key elements, 1) Culture, 2) Effective Instruction, 3) Curriculum, 4) PLC, and 5) Graduation Rate that have been identified for 100% student achievement.

To ensure transference of knowledge to the classroom, the following goals have been established:

- 100% of administrators will visit classrooms weekly to ensure effective and sustained implementation of Summer Institute training. Visits will be documented through the digital observation tool created specifically for CPA.
- 100% of teachers will submit digital lesson plans demonstrating their ability to effectively plan and implement the chosen curriculum, 7EEL, and RAISE integration.
- 100% of lesson plans will be verified during informal, formal, and drop-in observations.
- 100% of teachers will seek out peer, instructional coach, or administrative coaching and feedback at least once per quarter to further cultivate a culture of continuous improvement and ensure that effective instructional and class management strategies that support the CPA model are implemented.

Ongoing Training and Support Initiatives

To further ensure that the CPA model is fully realized, the following practices will be implemented on a daily, weekly, monthly and yearly basis.

A learning management system will be utilized to help CPA employees track professional development completed prior to the start of school as well as training(s) assigned during the year. Half-days built into the school calendar will be utilized as professional development opportunities. A member of the administrative team will be responsible for determining training topics and will utilize student data, employee feedback and professional judgement to coordinate training at the campus level. As an additional layer, team leads will be assigned in specific core content areas to help problem-solve within teams, and act as continuous mentors to new teachers and peers. At the conclusion of each academic year, and in coordination with the Assistant Director of Students, the District Director of Academics will evaluate student achievement data, growth, evaluations and feedback to put together a professional development plan for the campus that addresses school needs and improves student achievement.

Professional development plans will be created with the achievement of CPA’s SMART goals in mind. Our SMART goals relating to RAISE character education, student proficiency score increases, and student proficiency growth on state assessments form the cornerstone of the foundation CPA will build on to achieve our overall goal of 100% proficiency. Teachers will engage deeply with CPA’s SMART goals and professional development and evaluation opportunities will frequently center around CPA’s goals.

In addition, formal evaluations will be conducted for all staff annually. These evaluations are designed to encourage transparent communication between Administrators and employees, and to identify areas for growth as well as set personal and professional goals. CPA recognizes the need for continuous performance management and sets the expectation for Administrative staff that they will check in with staff frequently and redirect as necessary.

CPA will be committed to providing opportunities for teachers to grow professionally through formal coursework and through a collaborative Professional Learning Community (PLC). Teachers will participate in a variety of mandatory professional development and PLC activities which may include, but will not be limited to, the following:

Yearly

Each summer between school sessions, CPA will hold Intensive Summer Training (5-10 days) for all new and returning teachers and faculty. This training includes updates to curriculum, new software training, as well as recurring training for all faculty. Additionally, we provide specialized individual training for all new teachers, whether they have been teaching for many years, or are recent college graduates. This training sets the tone for their time at CPA and provides them with expectations for their role. Courses in the summer training may include, but are not limited to:

- LMS Optimization
 - Building & Customizing Courses
 - Data Management
- Curriculum Implementation
- Assessment
- Digital Citizenship
- Feedback & Grading Policies & Procedures
- Classroom Management in an Online and In-Person Environment
- Routines & Procedures
- Teaching Methods and Strategies
- Professional Expectations
- Academic Integrity

Monthly

CPA will hold 2-hour Professional Development sessions once per month specific to current school, student, and teacher needs. Examples of topics included in the monthly sessions include:

- Science Test Prep
- ACT/SAT Prep
 - Effective Instruction
- Building Relationships
- Student Engagement and Success Strategies
- Data & Goal Review
- Online and In-Person Classroom Management
- Review of “Yearly Courses” listed above, as needed

Weekly

CPA will hold weekly Professional Learning Community (PLC) Team Meetings. In these meetings, teachers with common subject areas and/or grade levels, such as all Algebra I teachers, collaborate on

lesson planning, classroom management, student assessment, and data-driven instruction, so that all students receive the same information and benefit from a broad range of experience and ideas. These PLCs will meet all year to ensure each teacher has the tools to provide the best possible education for each student. Meetings will be as follows:

- Twice per week; 90-120 minutes per week.
- Each session will focus on data review from benchmarks, unit assessments, and class quizzes to guide instruction. Sessions will also focus on instructional practices, student engagement ideas, and common lesson planning to ensure a cohesive educational experience for all students, based on data from common formative assessments.
- Team will consist of teachers, supporting staff as needed, and an Administrator as needed.

PLC meetings will focus on the following guiding questions²³:

1. What is it we want our students to know and be able to do (what are students to learn)?
2. How will we know if our students are learning (How will we measure or evidence student learning)?
3. How will we respond when students don't learn (How will we measure or evidence student learning)?
4. How will we extend learning for students who are highly proficient (What more could and should CPA do for the highly proficient and those students who learn at a faster rate than average)?
5. How will we increase our instructional competence (How do we continuously get better? How do we get better at getting better)?
6. How will we coordinate our efforts as a school (How will we coordinate or align our processes to produce increases in student learning)?

²³ Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.

PLC Agenda Document (Sample)		
Norms		
Outcomes from Last Week Date:	Teacher 1	
	Teacher 2	
	Teacher 3	
	Teacher 4	
Guiding Questions	What do we want our students to be able to do?	
	How will we know if each student has reached mastery?	
	How will we respond when some students do not learn it?	
	How will we extend the learning for students who have demonstrated mastery?	
Intervention/Enrichment Update		
SMART Goals		
Common Formative Assessment	What resources are being used for both intervention and enrichment?	
	Intervention -	
	Enrichment -	

ABOVE IMAGE is Sample Professional Learning Community Agenda Document

Daily

Members of the Professional Learning Community will collaborate daily with colleagues, Supervising Teachers, and Administrators to review student progress monitoring data with a focus on the guiding questions listed above.

Ongoing

CPA will begin, and maintain, operations with a culture of continuous improvement in all areas. As Ripely (2010) states, the constant learning approach by teachers and administrators is one of the keys to student success²⁴. As such, teachers will be encouraged/incentivized to participate in ongoing

²⁴ <https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>

external PD that supports the school’s Vision, Mission, and Values and that enhances their professional practice. A menu of qualifying courses is in development and will be available to CPA teachers through a dedicated LMS system that tracks professional development.

CPA will ensure that Institute and PD skills migrate into the classroom through a variety of measures including informal daily classroom observations, formal and informal evaluations, bi-annual PLCs with grade level team leads, grade level PLC meetings, teacher self-reflection, and post PD training feedback forms.

CPA will engage in a PLC continuous improvement cycle incorporating the following factors:

- Analyze the data to determine the impact on student learning
- Address weaknesses in learning and implementing specific strategies and ideas to support individual students
- Analyze the impact of the changes to discover what was and was not effective
- Develop strategies and ideas to build on strengths of students
- Apply new knowledge in the next cycle of continuous improvement

An additional measure to facilitate continuous improvement among teachers is to employ the filming of instruction for self-reflection, peer observation, and instructional coaching. The filming of instruction will optimize educator effectiveness by ensuring that adopted instructional practices are implemented, curriculum is taught with fidelity, school culture is upheld, teachers are creating an environment where students want to be, and that all aspects of student learning are taken into account during PLCs.

The following questions will guide self-reflection and peer observations conducted through filming:

1. What protocols and procedures am I (or colleague) reinforcing?
2. What am I hearing and seeing that tells me or my (or colleague’s) students are 100% engaged?
3. What am I hearing and seeing that tells me my (or colleague’s) students are on target with the learning objective?
4. How effective are the following interactions?
 - a. Teacher to Student
 - b. Student to Student
 - c. Student to Teacher
5. Are my (or colleague’s) “small manageable chunks” of instruction and checks for understanding leading to student learning? How do I know?

Monitoring

An Administrator or Supervising Teacher will monitor and track teacher effectiveness by:

- Observing live sessions daily.
- Recording and providing feedback related to teacher effectiveness/performance using CPA’s Teacher Evaluation Rubric.
- Reviewing lesson materials weekly.
- Tracking submission of updated lesson plans and grades.

- Monitoring teacher-student and teacher-parent communication.

Quarter 1		Course	Grade s Posted	D & F Reports	Date Range:									
					Week 2									
					Lesson Plan (LP)	LP Pacing	PLC	Grade Book (Updated)						
5/1	5/8	5/15	5/22	5/27				6/4						
9	Teacher 1	Algebra												
10	Teacher 2	Biology												
11	Teacher 3	Physics												
12	Teacher 4	Literature												

ABOVE IMAGE is *Sample Teacher Tracking Document*

Professional Development Attendance Documentation

Successfully completed Professional Development will be tracked using a database such as Cornerstone’s LMS and the Teaching Teams’ PLC Agenda document (See prior *Sample Professional Learning Community Agenda Document*).

Faculty members are, or will be, required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.

The Staffing Plan will be sufficient for the number of students attending CPA for several reasons. The Student-Teacher ratio will be adequate to provide excellent supervision and instruction for the student population.

Administration

Developing and maintaining a strong leadership on our campus will be of utmost importance. The role of the campus leader will be a heavy burden that can be made lighter with clear expectations, duties, and responsibilities. For administrators who are new to CPA or for staff interested in serving in an administrative role, opportunities will be provided to attend intensive training around leadership and campus operations.

6a. Required Employment Policies

The application should include the following three employment policies. Additional policies are permitted.

- *Compliance with the criminal background check requirements described in Section [53G-5-408](#)*
- *Employment of relatives within the charter school (see [53G-5-407](#) and [53G-5-409](#))*
- *Employee evaluations (see [53G-5-302\(f\)\(2\)](#))*

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment and target population.*
- *Include a staffing plan that appears viable and adequate for effective implementation of the proposed educational program and other elements of the charter agreement.*
- *Clearly delineate the roles and responsibilities for leading the day-to-day activities of the school.*
- *Present strategies for recruiting effective teachers that are realistic and reasonably likely to be effective.*
- *Include policies that appropriately address the requirements to comply with criminal background checks, the need for employee evaluations, and the school's position on employment of relatives within the charter school, as well as a process for complying with statute.*

RECRUITMENT

CPA understands the importance of not just recruiting staff to fill vacant positions but finding the right individuals to fill those positions. There will be a focus on not only vetting credentials, but ensuring there is a commitment to learning and making decisions that are in the best interest of students. In line with statute, CPA will not hire any candidate, teacher specifically, whose license has been revoked in the state of Utah, or by any other state, and all employees of CPA will be required to complete a valid Utah background check in accordance with state and federal guidelines, equal employment opportunity will be provided to all applicants and the recruitment process will not violate anti-discrimination provisions and will follow best practices.

Recruitment efforts will consist of the following:

- Coordinate with colleges and universities to offer intern and student teaching opportunities to eligible students
- Post on external sites such as college boards and larger career-based boards like LinkedIn, Indeed and ZipRecruiter
- Post on education specific boards
- Partner with Alternative Route to licensure (ARL) programs to allow educators completing a post-Bacc program to simultaneously teach and complete program requirements, especially critical for Special Education positions that are 'hard-to-fill' Such programs could include partnerships with local higher education institutions, or Troops to Teachers

- Participate in external job fairs in and out of state. Additionally, CPA will host internal job fairs, as needed
- Complete compensation analyses to ensure salary and benefits are in line with the market and attract high performing teachers. This may include pay-for-performance incentives
- Jobs will be posted on the school website and candidate applications will be housed in an applicant tracking system called Nimble (<https://www.hirenimble.com/>)

Employees of the school will be reflective of the community served. Lastly, this is not an exhaustive list of recruitment strategies and CPA recognizes that flexibility and adaptability is key to ensure the needs of students are met.

EMPLOYMENT POLICIES

CPA will comply with all applicable state and federal laws concerning employment at a charter school in Utah. In accordance with UCS 53G-5-408 any CPA employee who does not hold a current Utah educator license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure; any volunteer who is given significant unsupervised access to a student in connection with the volunteer's assignment, any contract employee as defined in UCS 53G-11-401 who works at CPA, and all CPA governing board members will be required to undergo criminal background checks.

CPA will carefully monitor the employment of any relative within the charter school in accordance with UCS 53G-5-407 and 53G-5-409. No employee shall receive any benefit due to employment of a relative and will not directly report to a relative.

CPA will perform employee evaluations in accordance with 53G-5-302(f)(2). In addition to performing these to ensure complete compliance with Utah law, these evaluations will aid in improving employee development.

STAFFING PLAN

Below are descriptions of the roles that individuals will hold at CPA and their associated responsibilities:

DIRECTOR

- Create and sustain a safe, moral and wholesome environment
- Develop and pursue annual goals that support the Mission, Vision, and Values
- Create and sustain a positive culture for students and staff and ensure that all CPA students, staff, and employees are treated with dignity and respect
- Create and sustain the conditions for academic achievement and growth, including establishing and meeting academic goals and ensuring academic standards are met
- Foster leadership education programs and development opportunities for staff and students
- Ensure personal conduct adheres to company values and complies with CPA policies

- Develop and implement effective procedures for financial performance, daily operations, oversight of athletic and extracurricular activities, and discipline among staff and students
- Enforce CPA policies and procedures, to include dress code, employee conduct, and student behavior
- Develop and nurture relationships with communities, parents, and external organizations to promote CPA's positive public image, sustain and grow enrollment, and encourage support for CPA
- Safeguard student, staff and corporate confidential information
- Establish local administrative procedures in areas that do not conflict with CPA corporate policies and that are limited to the campus
- Schedule and approve student activities and events
- Coordinate with HR through recruitment, on-boarding and when necessary, off-boarding

MINIMUM QUALIFICATIONS

- Background check
- Bachelor's Degree

PREFERRED QUALIFICATIONS

- Master's Degree
- 5+ years of teaching experience
- Leadership or school administrative experience
- Instructional coaching experience
- Demonstrated desire conveyed through the interview process and aptitude to achieve 100% proficiency with their students

A proven record of leading and mentoring teachers resulting in increased levels of student proficiency. We will ask Director applicants to provide evidence of their student proficiency track record, both in leadership positions and as a teacher.

ASSISTANT DIRECTOR OF STUDENTS

- Assume supervision on behalf of or in the absence of the Director
- Observe and evaluate teacher/staff performance using CPA's information/formal evaluation rubrics
- Effectively articulate performance expectations with staff
- Collaborate with the Director to provide professional development and coaching to staff as needed
- Collaborate with the Director to develop and enforce Performance Improvement Plans
- Oversee all benchmark, state and other required standardized testing
- Analyze and report student data
- Collaborate with the Director and Director of Academics to build Master Schedule and class rosters
- Attend IEP and 504 meetings, serving as PEA and 504 Coordinator, as needed
- Collaborate with the Director and SPED to oversee the MTSS process
- Build and maintain rapport with staff, students, and families

- Lead campus-wide initiatives and coordinate and attend campus events, as needed

MINIMUM QUALIFICATIONS

- Bachelor's Degree
- Background check

PREFERRED QUALIFICATIONS (additional desired qualifications are listed in Section B.1)

- Master's Degree
- 5+ years of teaching experience
- Leadership or school administrative experience
- Instructional coaching experience
- Demonstrated desire and aptitude to achieve 100% proficiency with their students
- A proven record of leading and mentoring teachers resulting in increased levels of student proficiency. We will ask Director applicants to provide evidence of their student proficiency track record, both in leadership positions and as a teacher.

ASSISTANT DIRECTOR FOR STUDENT SERVICES

GENERAL RESPONSIBILITIES

- Greet and be the face of CPA, show a great attitude, a “yes” mentality and an “eager to help” demeanor
- Keep the front office orderly, calm, clean and organized
- Answer enrollment questions and facilitate the enrollment process
- Maintain confidentiality for students, parents and staff
- Ensure proper student/visitor sign in and out
- Daily attendance
- General administrative and clerical support
- Receive and sort mail and deliveries
- Assorted filing and data entry
- Have a working knowledge of school policies, procedures and events for the purpose of communicating information to stakeholders

MINIMUM QUALIFICATIONS

- HS or equivalent
- Background check
- CPR/First Aid trained

PREFERRED QUALIFICATIONS

- Previous reception experience in a school setting
- Demonstrated desire conveyed through the interview process and aptitude to achieve 100% proficiency with their students

A proven record of leading and mentoring teachers resulting in increased levels of student proficiency. We will ask Assistant Director applicants to provide evidence of their student proficiency track record, both in leadership positions and as a teacher.

ASSISTANT DIRECTOR

- Respond to general inquiries within 24 hours from parents, teachers, administrators, district level staff, etc.
- Maintain calendar for Campus Administration, and schedule meetings, interviews, and events, as necessary
- Update curriculum inventory per District Academic policies and procedures
- Assist with execution of state-wide testing and scheduling as needed
- Assist with distribution of curriculum inventory to instructional staff and update inventory counts as needed
- Assist with creation of campus newsletter and distribution to families
- Cover front desk as needed and act as back-up to health office

MINIMUM QUALIFICATIONS

- HS or equivalent
- Background check

PREFERRED QUALIFICATIONS

- Prior experience with curriculum inventory and/or front office experience in a school setting
- Demonstrated desire conveyed through the interview process and aptitude to achieve 100% proficiency with their students

A proven record of leading and mentoring teachers resulting in increased levels of student proficiency. We will ask applicants to provide evidence of their student proficiency track record, both in leadership positions and as a teacher.

GENERAL EDUCATION TEACHERS/SPECIALS TEACHERS

GENERAL RESPONSIBILITIES

- Provide instruction to all assigned students according to the expectations set by Campus Administration and District personnel
- Assist with enforcing policies/procedures
- Respond to all email and phone calls within 24 hours from parents, teachers, and other key stakeholders
- Submit all lesson plans through specified platform each week
- Submit all grades in a timely manner and in accordance with Campus Administration expectations
- Create and update a classroom website for parents and students
- Communicate timely with parents of students with missing assignments and/or D's/F's
- Attend and contribute to PLC (Professional Learning Community) meetings
- Attend trainings, conferences and campus events as designated by Campus Administration

MINIMUM QUALIFICATIONS

- Appropriately certified or qualified in accordance with Utah Dept. of Education guidelines.
- Background check
- Bachelor’s degree in Education or related field

PREFERRED QUALIFICATIONS

- Master’s degree in Education or related field
- 3+ years’ teaching experience at JH/HS level.
- Educational background or teaching experience in the area of application. I.E. if a teacher is applying for an early elementary teaching position, experience and demonstrated knowledge and aptitude will make this candidate a high priority hire.
- Demonstrated desire conveyed through the interview process and aptitude to achieve 100% proficiency with their students

A proven record of achieving high levels of student proficiency. We will ask teacher applicants to provide evidence of their student proficiency track record.

OFFICE MANAGER/REGISTRAR

GENERAL RESPONSIBILITIES

- Ensure excellent Customer Service is maintained and questions and concerns are escalated properly
- Ensure front office is running smoothly and looks clean and professional
- Service/supplies for copiers as well as general maintenance (paper jams, etc.)
- Manage and maintain school calendars and website, assist and coordinate campus communication
- Assist with campus marketing; posting on social media, Instagram, Snapchat, etc.
- Assist with organizing and executing school functions; triage with campus visitors, plan and coordinate campus visits from key stakeholders and third parties
- Manage and train Receptionists - meet on an “as needed” or weekly basis to communicate information passed down from Administration, ensure personnel maintain excellent customer service, and support CPA mission/vision.
- Ensure that receptionists take lunch
- Keep an Inventory of supplies, submit orders according to supply order due dates
- Data entry into student information systems; includes but not limited to tax credits, reset passwords/login information for parents, add lunch money to accounts, and answer general inquiries related to the Student Information System
- Responsible for student enrollment and registration - includes: data entry into SIS, maintain compliant and up-to-date files
- Communicate with parents regarding enrollment and re-enrollment
- Campus key master - responsible for distribution of keys (check in/out process)
- Submit field trip requests; collect forms from staff, submit forms to transportation for approval. Once approved, add to campus and district calendars
- Respond to employee inquiries, student & teacher emergencies, and parent inquiries
- Answer general inquiries related to clocking in/out; fix entry errors for hourly employees

- Payroll - ensure time cards are entered for hourly staff and subs, responsible for staff absence reconciliation
- Utilize absence management system, teachers on call for last minute call-outs; coordinate staff to cover during prep hours
- Oversee maintenance of campus compliance binder
- First point of contact for Substitutes - sign them in/out, direct them to room
- Assist with execution of Fire Drills, Bus Evacuation Drills, Lock Down Drills as directed
- Assist with tours as needed
- Assist with coordination and execution of campus events as needed
- Meet with Campus Admin as directed

MINIMUM QUALIFICATIONS

- HS or equivalent
- Background check
- CPR/First Aid trained

PREFERRED QUALIFICATIONS

- 3-5 years' experience of Office Management related experience, preferably in a school setting

SPECIAL EDUCATION TEACHER/CASE MANAGER

GENERAL RESPONSIBILITIES

- Modify and develop daily curriculum techniques specific to students with different learning modalities
- Develop approved lesson plans to meet the standards of the curriculum within the classroom and assist in developing lesson plans for inclusion students
- Consistently communicate and correspond with parents, administrators, school psychologists and other professionals to set up and plan for IEP and Evaluation meetings
- Gather relative information from team members and write, revise, or update IEP and existing data reports
- Complete report cards and progress reports on each student's progress. Send out progress reports as required to maintain compliance
- Assist other professional staff in identifying and implementing interventions for students identified in the MTSS process
- Maintains compliance with special education documents. Includes but not limited to draft IEP's, prior written notice (PWN) and progress monitoring documents
- Directs activities of paraprofessional as needed

MINIMUM QUALIFICATIONS

- Bachelor's Degree in Special Education
- Valid Special Education Certification
- Background check

PREFERRED QUALIFICATIONS

- Master’s Degree in Special Education or related field
- 3+ years’ teaching experience
- Prior experience writing IEP’s and with Special Education compliance
- Demonstrated desire conveyed through the interview process and aptitude to achieve 100% proficiency with their students
- A proven record of achieving high levels of student proficiency. We will ask teacher applicants to provide evidence of their student proficiency track record.

PARAPROFESSIONALS

GENERAL RESPONSIBILITIES

- Review or re-teaches lessons with individual student or in small groups
- Communicate with students in a positive and patient manner
- Provide appropriate accommodations as required by the IEP
- Provide feedback to Case Managers regarding lesson plan implementation
- Assists with the implementation of class-wide and individual behavior management plans
- Help with morning and afternoon duty as assigned
- Assist with progress monitoring, specifically data collection
- Assist with proctoring state testing as needed

MINIMUM QUALIFICATIONS

- Background check
- Achieved passing scores on PRAXIS paraprofessional exam or 60+ credit hours in higher education completed or Associates degree completed
- CPR/First Aid certification

PREFERRED QUALIFICATIONS

- Previous experience working with students with special needs.

HEALTH AIDE

GENERAL RESPONSIBILITIES

- Provide appropriate emergency care of illness or injury to students and staff in accordance with school policy and procedure, and as directed by the RN
- Assist in the control of communicable diseases according to procedures
- Assist with Diabetic Medical Management, some insulin administration required
- Administer oral, inhaled, and topical medication to students as delegated by the RN (Injected medications may be given in an emergency)
- Maintains confidentiality of information learned regarding students and families
- Notify District RN and Director of serious incidents, significant health problems, referrals and possible child abuse.
- Complete reports and documentation per policy
- Review student immunization records to ensure state compliance. Follows up with parents according to policy to maintain state immunization compliance monthly

- Assist with Vision, Hearing, and any state required screenings as needed
- Provide health education to teachers, parents and students as needed
- Other duties as assigned

MINIMUM QUALIFICATIONS

- HS or equivalent
- CPR/First Aid certification

PREFERRED QUALIFICATIONS

- Prior healthcare experience/training such as EMT or other medical background as deemed appropriate by District RN
- Excellent written communication skills.

FOOD SERVICE STAFF

GENERAL RESPONSIBILITIES- Contracted to Sodexo

- Follow all safety and state regulations for food handling procedures and sanitation to ensure that safe conditions are maintained in the kitchen, food-serving areas, and in the dining area
- Set up serving lines and serve meal or meal components
- Operate, clean and sanitize all kitchen equipment
- Store food and supplies in accordance with instructions
- Assist with coordination of any food related activity in the kitchen or cafeteria
- Inspect food deliveries for quality and proper quantity
- Help with daily operations including preparing, cooking, serving, and storing food items
- Operate point of sale (POS) system and vending machines
- Other duties as assigned

MINIMUM QUALIFICATIONS

- Background check
- Valid Food Handler's Permit

PREFERRED QUALIFICATIONS

- Prior experience in food service industry, specifically in an educational setting
- HS or equivalent

CUSTODIAL STAFF

GENERAL RESPONSIBILITIES

- Clean building floors by sweeping, mopping, scrubbing, and vacuuming
- Gather and empty trash on a daily basis from classrooms and offices
- Service, clean, and supply restrooms. If supplies are running low, responsible for notifying Campus Director of needs so that appropriate purchases can be made
- Clean windows and mirrors in designated areas on campus or facility
- Dust furniture, walls, machines, and applicable equipment

- Set up, arrange and remove tables, chairs, ladders and scaffolding to prepare for events
- Monitor building security and safety
- Other duties as assigned

MINIMUM QUALIFICATIONS

- Background check

PREFERRED QUALIFICATIONS

- HS or equivalent
- Prior experience with custodial work

7. Business and Operations Plan

The business plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections; expenditure requirements; facility needs; transportation and food service plans; and pre-opening plan.

7a. Budget

Applicant Instructions

Provide a cash flow analysis for the preoperational year and first two years of operation (FY= July 1– June 30). Include an explanation and discussion of key financial assumptions. Explain how the fiscal priorities align with and support implementation of the educational program and other key elements in the charter agreement. If the school anticipates incurring debt for any reason, such as for acquisition of its facility, address the schedule for debt repayment and elaborate on the repayment assumptions and plan. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges in the early years of operation. Specify the school's break-even enrollment count and explain how this number was obtained. Use the Charter School Budget Template to detail the school's estimated revenues and expenditures for the first operational year, including a breakeven analysis.

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Present financial priorities that are consistent with and support goals and key elements of the plan, including the school's mission, educational program, staffing, and facility.*

- *Present realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including for any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.*
- *Demonstrate an understanding of available options for facilities acquisition and financing.*
- *Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years.*
- *Demonstrate a commitment to maintaining the financial viability of the school.*
- *Budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.*
- *Describe how you will ensure that restricted funds are only used for the purposes that they are given (e.g., special education and other sources of restricted funds).*

CPA will rely on the Utah State Board of Education’s startup fund and the Utah Charter School Startup & Implementation Grant for all necessary pre-opening expenses. CPA will remain open to reviewing future funding opportunities in concert with our authorizer that facilitate our goals.

The main start-up expenditure that will provide the largest impact to the success of CPA is the Marketing & Recruiting Plan budget. CPA’s marketing plan will be executed by our selected ESP. CPA estimates total marketing and recruiting expenses of \$25,000. This expense will be shouldered by the USBE startup grant, which CPA understands are monies that CPA will not have to pay back.

All restricted funds will be used only for purposes they are given. This will be ensured by the selected ESP’s Finance team with CPA Governing Board oversight, who have a wealth of experience handling these matters. Further, audits taking place at minimum annually will ensure continual compliance with restricted fund limits.

EXPENDITURES

Salaries

All positions will be covered by the Utah State Board of Education’s startup fund as well as the USBE revolving loan until we begin classes in August 2023. We have listed some of the positions which will begin working prior to that date, noting that their salaries and wages will be covered by the USBE startup fund and revolving loan.

Director. Our plan assumes a Director for the site, to begin in January of 2023. This will provide an appropriate amount of lead up time for all start-up tasks to be completed, including the hiring of administration and educational staff. Salary and benefits for the Director will be covered by the USBE startup fund and revolving loan until school begins. CPA understands that the USBE start-up grant provides funding nearly a year in advance of a school’s opening, however the January hiring of the Director provides the ideal time for startup in combination with salary cost savings.

Teachers. We assume no startup costs for teachers; their contracts start with the beginning of school.

Clerical. We assume no startup cost until the three-year budget begins.

Other Admin positions. We assume no startup cost until the three-year budget

Supplies.

All supplies will be covered by the USBE startup fund and revolving loan prior to the opening of CPA. All ongoing supplies are budgeted under Operations & Maintenance expenses under the three-year budget.

Instruction Consumables

We assume no startup cost; consumables will be carried under the three-year budget.

Operations & Maintenance (O&M)

Supplies. Office supplies for June and July leading up to opening are approximately \$3000. All costs including office supplies for June and July will be covered by the USBE startup fund and revolving loan. CPA will seek donations of classroom and office furniture to save on these costs.

Marketing & Recruiting Plan and personnel. In accordance with our Marketing & Recruiting plan, we assume \$25,000 for the August through July marketing plan.

Contracted Services

Curriculum and Resource Materials. We assume no startup cost; materials rolled into the three-year budget.

Student Information System. We assume no startup cost. Licensure will be rolled into the three-year budget.

Accounting. No startup cost. Accounting services provided by the selected ESP , with no fees until after the start of classes.

Legal fees. No startup cost. Legal services provided by the selected ESP with no fees until after the start of classes.

Information Technology. No startup cost. IT services provided by the selected ESP, with no fees until after the start of classes.

Building Rent/Lease/Loan. CPA will detail in the RFP process that the selected developer CPA will detail in our RFP that pre-opening costs must fall within budget allowances stemming solely from USBE

startup fund and revolving loan monies. CPA remains open to the possibility of buying or leasing facilities. In the case of leasing facilities, CPA will work to negotiate with the selected landlord to obtain favorable lease terms, including pursuing a triple-net lease, leveraging the potential improvements to the selected site that CPA may make over time (for example ADA facility compliance). The primary goal of CPA with regard to school facilities is to open with facilities that provide an optimal learning and experimental environment to our students. In addition to sufficient classroom and educational space, CPA will seek facilities that will support all activities that are part of a well-rounded and complete educational experience, including athletics and fine arts. CPA remains open to alternative financing opportunities in the future to facilitate providing the best possible facilities to our students. They covenant to deliver the building, school-ready by the start of classes in August 2023, including any permits required for a Certificate of Educational Occupancy.

Building and/or Land Improvements. Any building or land improvements will be funded by the USBE startup grant and revolving loan.

Food Service. All startup costs will be covered by the USBE startup grant and revolving loan until classes begin.

Property/Casualty/Liability Insurance. We will obtain a policy for the summer months. We assume \$12,000 insurance to cover all areas. This fee will be covered through the USBE startup grant and revolving loan.

Phone/Communications/Internet. All startup costs will be covered by the USBE startup grant and revolving loan.

Student/Office Furniture, Fixtures, and Equipment (FF&E). All FF&E expenses will be covered by the USBE startup grant and revolving loan.

Student Technology Equipment. All student technology equipment expenses will be covered by the USBE startup grant and revolving loan.

Office Technology Equipment. All office technology equipment expenses will be covered by the USBE startup grant and revolving loan.

Other leases and loan repayment. We assume no startup cost. These are deferred until the three-year budget.

ASSUMPTIONS

In addition to the assumptions included above, here are additional assumptions we made when developing our budget:

1. We assume that CPA will receive the same funding as other Charter Schools in Utah.

2. We assume providing the required medical and healthcare options to all full-time employees in accordance with applicable laws and have budgeted accordingly
3. We assume that our student enrollment will reach targeted numbers of 1183 the first year, 1428 the second year, and 1513 the third year.
4. We assume that the State will continue to pay the same Equalization Rate that they currently do. We did not factor in any rises in Equalization due to inflation, although we anticipate that they will occur.
5. We assume that the Marketing & Recruitment plan will be effective in bringing in students.
6. We assume maintenance staff will be two per one building
7. We assume our textbook expense as reflected in the provided budget.
8. We assume furniture and desks are included in the lease (as provided by the selected ESP according to CPA's RFP).
9. We assume we will contract out the school psychologist.
10. We assume an average teacher salary of \$45,000 per year.
11. We assume 28 students per class.
12. We assume that we will receive funding from the USBE Startup Grant.
13. We assume that we will receive funding from the USBE revolving loan.

CASH FLOW ANALYSIS: (first cash flow analysis is revised for resubmission)

New School Application – Cambridge Preparatory Academy – Salt Lake County

	FY22	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	FY24
Revenue														
Local Revenue		40,135	40,135	40,135	40,135	40,135	40,135	40,135	40,135	40,135	40,135	40,135	40,135	481,619
State Revenue		657,369	657,369	657,369	657,369	657,369	657,369	657,369	657,369	657,369	657,369	657,369	657,369	7,888,426
Federal Revenue		27,745	27,745	27,745	27,745	27,745	27,745	27,745	27,745	27,745	27,745	27,745	27,745	332,944
Other Revenue	300,000													
Total Revenue	300,000	725,249	8,702,988											
Expenses														
Salaries - Teachers		158,438	158,438	158,438	158,438	158,438	158,438	158,438	158,438	158,438	158,438	158,438	158,438	1,901,250
Salaries - Substitute Teachers		12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Salaries - Teacher Aides and Paraprofessionals		20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
Salaries - Other 1000-Instruction		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Attendance and Social Work Personnel		2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Salaries - Guidance Personnel		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Salaries - Health Services Personnel		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Salaries - Psychological Personnel		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Secretarial and Clerical		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Salaries - Other 2100-Student Support		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Media Personnel - Certified		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Media Personnel - Noncertified		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Other 2200-Instructional Staff Support		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Principals and Assistants		28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	340,000
Salaries - Secretarial and Clerical		11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
Salaries - Other 2400-School Administration		-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries - Operation & Maintenance of Facilities		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Salaries - Food Services		12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Retirement		8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	98,438
Social Security/FICA/Unemployment/WC		27,344	27,344	27,344	27,344	27,344	27,344	27,344	27,344	27,344	27,344	27,344	27,344	328,125
Health/Dental/Life Insurance		32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	393,750
Prof & Tech Services		110,975	110,975	110,975	110,975	110,975	110,975	110,975	110,975	110,975	110,975	110,975	110,975	1,331,698
Building/Land rentals		175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	2,100,000
Property Insurance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Liability Insurance		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Communication (telephone and other)		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Advertising		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Instructional Supplies		12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	147,875
Textbooks		38,940	38,940	38,940	38,940	38,940	38,940	38,940	38,940	38,940	38,940	38,940	38,940	467,285
Supplies - Operation & Maintenance of Facilities		4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	59,150
Furniture and Fixtures - Instruction		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Fees - Authorizer		19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721	19,721
Other Objects - Food Services		27,604	27,604	27,604	27,604	27,604	27,604	27,604	27,604	27,604	27,604	27,604	27,604	331,244
Total Expenses	-	740,456	8,668,536											
Excess or Deficiency of Revenues over Expenditu	300,000	(15,207)	34,452											
Cash Available	300,000	284,793	269,587	254,380	239,173	223,967	208,760	193,553	178,347	163,140	147,933	132,727	117,520	151,972

BREAK EVEN PROJECTION: (first break even analysis is revised for resubmission)

CHARTER SCHOOL WORKSHEET			
*****PROJECTION ONLY*****			
Cambridge Preparatory Academy			
	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	84	0.55	46.2
Estimated enrollment (1-3)	252	0.9	226.8
Estimated enrollment (4-6)	252	0.9	226.8
Estimated enrollment (7-8)	200	0.99	198
Estimated enrollment (9-12)	180	1.2	216
Special Ed enrollment (K)	8.4		
Special Ed enrollment (1-12)	88.4		
Special Ed (Self-Contained)	9.68		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)			
School Administrators (CACTUS)	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	913.8000	\$ 3,480,664
Professional Staff	0.059507	54.3775	207,124
Restricted Basic School:			
Special Ed--Add-on			
Spec. Ed. Self-Contained			
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		968.1775	\$ 3,687,788
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution			
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program			
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		2,640,714
Total Non-WPU			\$ 2,640,714
ESTIMATED Total All State Funding			\$ 6,328,502

CHARTER SCHOOL WORKSHEET

*****PROJECTION ONLY*****

Cambridge Preparatory Academy

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	84	0.55	46.2
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No. of Teachers (FTE) (CACTUS)			
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Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution			
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program			
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		2,640,714
Total Non-WPU			\$ 2,640,714
ESTIMATED Total All State Funding			\$ 6,328,502

PROJECTION (IF TARGET ENROLLMENT IS ACHIEVED): (first projection is revised)

CHARTER SCHOOL WORKSHEET

*****PROJECTION ONLY*****

Cambridge Preparatory Academy			
	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	84	0.55	46.2
Estimated enrollment (1-3)	252	0.9	226.8
Estimated enrollment (4-6)	252	0.9	226.8
Estimated enrollment (7-8)	280	0.99	277.2
Estimated enrollment (9-12)	315	1.2	378
Special Ed enrollment (K)	8.4		
Special Ed enrollment (1-12)	109.9		
Special Ed (Self-Contained)	11.83		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	21		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	42		
School Administrators (CACTUS)	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	1155.0000	\$ 4,399,395
Professional Staff	0.059507	68.7306	261,795
Restricted Basic School:			
Special Ed--Add-on			
Spec. Ed. Self-Contained			
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		1223.7306	\$ 4,661,190
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-w/PU Distribution			
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program			
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		3,227,236
Total Non-WPU			\$ 3,227,236
ESTIMATED Total All State Funding			\$ 7,888,426

BUDGET (first budget is revised for resubmission)

New School Application – Cambridge Preparatory Academy – Salt Lake County

Enrollment	1,183	1,428	1,513
	FY24	FY25	FY26
Revenue			
Local Revenue	481,619	581,362	615,967
State Revenue	7,888,426	9,522,123	10,088,916
Federal Revenue	332,944	401,896	425,819
Other Revenue	175,000	125,000	50,000
Total Revenue	8,877,988	10,630,382	11,180,702
Expenses			
Salaries - Teachers	1,901,250	2,570,400	2,723,400
Salaries - Substitute Teachers	150,000	175,000	200,000
Salaries - Teacher Aides and Paraprofessionals	250,000	275,000	300,000
Salaries - Other 1000-Instruction	-		
Salaries - Attendance and Social Work Personnel	35,000	70,000	70,000
Salaries - Guidance Personnel	50,000	100,000	100,000
Salaries - Health Services Personnel	70,000	140,000	140,000
Salaries - Psychological Personnel	-		
Salaries - Secretarial and Clerical	60,000	120,000	120,000
Salaries - Other 2100-Student Support	-		
Salaries - Media Personnel - Certified	-		
Salaries - Media Personnel - Noncertified	-		
Salaries - Other 2200-Instructional Staff Support	-		
Salaries - Principals and Assistants	340,000	420,000	420,000
Salaries - Secretarial and Clerical	140,000	140,000	140,000
Salaries - Other 2400-School Administration	-		
Salaries - Operation & Maintenance of Facilities	135,000	135,000	135,000
Salaries - Food Services	150,000	150,000	150,000
Retirement	98,438	128,862	134,952
Social Security/FICA/Unemployment/WC	328,125	429,540	449,840
Health/Dental/Life Insurance	393,750	515,448	539,808
Prof & Tech Services	1,331,698	1,063,038	1,118,070
Building/Land rentals	2,100,000	2,100,000	2,100,000
Property Insurance	25,000	25,000	25,000
Liability Insurance	40,000	40,000	40,000
Communication (telephone and other)	20,000	20,000	20,000
Advertising	25,000	65,000	85,000
Instructional Supplies	147,875	177,064	186,230
Textbooks	467,285	500,000	500,000
Supplies - Operation & Maintenance of Facilities	59,150	70,825	74,492
Furniture and Fixtures - Instruction	-	100,000	75,000
Other Fees - Authorizer	236,653	285,664	100,889
Other Objects - Food Services	331,244	396,628	417,160
Total Expenses	8,885,468	10,212,468	10,364,842

REVENUE

As noted in the budgets and based on our projected attendance levels, we show enough funds generated through Utah Equalization Funds to cover expenses.

7b. Finances

Describe the systems and procedures for managing the school’s finances and identify the staff position(s) that will be responsible for financial management. Describe how the school’s finances will be managed and who will be responsible for ensuring implementation of FERPA protections of student and financial records. Your response should address, among other things, the school’s plans in the following areas:

- **Provisions for an annual audit consistent with its LEA status;**
- **Development and dissemination of an annual financial report; and**
- **Providing required & recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.**

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Demonstrate understanding of the school’s financial management obligations.*
- *Present evidence that the school is prepared to adhere to generally accepted accounting practices.*
- *Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced priced lunch, SWD, and ELs enrollment.*
- *Demonstrate preparation to meet its insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.*
- *Ensure that any grants or federal programs the charter receives are administered according to established guidelines.*

CPA will engage with the selected ESP to manage the school’s finances. The selected ESP will work with CPA to ensure that from the outset the school’s finances are monitored closely and that all applicable laws and reporting requirements are followed. The selected ESP’s finance team will ensure that CPA meets all requirements while undergoing their required annual audit. The selected ESP’s expertise will ensure that CPA operates in full compliance with Generally Accepted Accounting Principles (GAAP). CPA will ensure that the ESP contracted with has proven experience with GAAP and charter school financial requirements.

The selected ESP will present the results and findings of CPA’s annual audit to the CPA Board, and will answer all questions board members may have. Additionally, the ESP will facilitate the

development and delivery of the annual financial report to the board, and ensure that this report provides a comprehensive and accurate illustration of CPA’s finances. CPA seeks an ESP with extensive experience in working with charter schools to ensure that CPA will be fully aware of and prepared for the financial responsibilities of operating a charter school.

The selected ESP will handle all grants and federal program application and administration for CP. Ideally, CPA will contract with an ESP that maintains staff dedicated to grant application and management. This expertise will prove valuable to CPA. The staff is experienced in administering any received federal programs or grants in full compliance with established guidelines and legal requirements.

CPA will operate in full compliance with FERPA regulations and will protect student and financial records. CPA will contract with an ESP that maintains a Student Information Services (SIS) team which will implement procedures to ensure that FERPA protections are adhered to, and that all student information software is in compliance with FERPA. This SIS team will track all enrollment and attendance at CPA, as well as any eligibility for discounted or free lunch.

CPA will provide all required liability insurance to indemnify the school, its teachers, staff, and board against tort claims that may arise. CPA will work with their selected ESP and capitalize on their experience with obtaining and maintaining all required insurance.

7c. Facilities

Discuss the school’s facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide a floor plan and a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities and meets ADA requirements for students, parents and community members.

To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements. To the extent that the facility will require renovation or “build out,” describe those plans including anticipated timing and cost.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

Provide evidence of your understanding that an *adjusted debt burden ratio of under 30%* on either a lease agreement or property purchase is required. The “Lease Adjusted Debt Ratio” is defined as “A school’s cumulative annual debt service payments, inclusive of cumulative annual lease payments, divided by the school’s unrestricted annual operating revenue.”

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Reflect a sound understanding of education facility needs, including the requirement for an occupancy building.*
- *Demonstrate knowledge of facility costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.*
- *Present evidence to support facility-related budget assumptions.*
- *Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.*
- *Demonstrate that the school's plan for acquisition of a facility is financially viable.*
- *Demonstrate that the building is ADA accessible.*
- *Provide evidence of your understanding that an adjusted debt burden ratio of under 30% on either a lease agreement or property purchase is required.*

The governing board will work with its partner developer selected through the RFP process, to locate a site that is suitable for a K-12 campus that meets the requirements and priorities listed above. CPA will place great value on partnering with a developer that has a long track record of success in locating and developing charter school facilities across the United States. An organization based in Utah would give CPA the added benefit of proximity to an important partner, also ensuring knowledge of local building regulations and requirements.

We have selected an area of Salt Lake County to begin our demographic and marketing survey. We will make a final determination based on our surveys and parent meetings. The areas CPA seeks to site our school are within the Murray and Jordan school districts. The northern boundary of 3900 S, eastern boundary of 900 E, southern boundary of 13400 S, and western boundary of S 4800 W comprise the target area for CPA's location.

Through the RFP process, CPA will work to partner with an established and experienced builder of educational facilities. All of CPA's facilities will be fully compliant with applicable law, including ADA requirements, making the building and all facilities easily accessible. A proven and experienced school developer's extensive experience in building educational facilities in combination with the wide-ranging expertise and understanding of the community of the CPA Governing Board will enable CPA to choose the best feasible site. Site consideration will involve ensuring that there is sufficient space for all necessary facilities, from occupancy buildings to other facilities on the campus that will support academic and extracurricular activities.

CPA believes that close cooperation with the chosen development partner will be essential to ensuring the school site selected will align with CPA's priorities and budget.

CPA will engage in the RFP process and provide the necessary information for developers to offer bids. Through working with a developer CPA will be able to determine whether sites are budget and size appropriate to best serve the goals CPA sets out to fulfill. A developer will also be in the best position to evaluate sites that may require renovation or demolition in accordance with CPA's projected budget.

CPA is committed to operating a financially responsible institution, and will enter into any lease or purchase agreements with the full understanding that an adjusted debt burden ratio of under 30% is required. CPA's adherence to this requirement is reflected in the 22% adjusted debt burden on leased property reflected in the attached budget. CPA will design the RFP to seek a school developer that is experienced in working with charter schools and facilitating these requirements.

7d. Pre-Opening Plan

Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school. Include a schedule for initiation, development, and completion of tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Key tasks should, at a minimum, include implementation of applicable legal requirements for public schools, required policies, student data systems, student data privacy, reporting, and financial management. Your responses must describe how you will evidence completion of tasks and evidence implementation of legal requirements and policies to your authorizer, and on a schedule prior to school opening.

Examples of federal legal requirements include but are not limited to: (1) Section 504 of the Rehabilitation Act; (2) The Americans with Disabilities Act (ADA); (3) The Individuals with Disabilities Education Act; (4) The Every Student Succeeds Act (ESSA); (5) McKinney-Vento, the Education for Homeless Children and Program which nests within ESSA; and (6) Family Educational Rights and Privacy Act (FERPA) regulations. Note: Applicants are to provide evidence of having secured access to the Desktop Monitoring Instrument (DMI) at <https://dmi.schools.utah.gov/Tracker/Security/Login.aspx> Applicants will demonstrate knowledge of other monitoring systems such as the Special Education Annual Reporting and Activity Calendar <https://schools.utah.gov/file/cfb7dbe1-68c6-4ecc-b895-eb64512> they will use to attend to all compliance and reporting activities.

Examples of Utah Code requirements include but are not limited to: (1) Title 53 C - School and Institutional Trust Lands Management Act; (2) Title 53 D - School and Institutional Trust Fund Management and Land Trusts Protection and Advocacy Office; (3) Title 53 E - Public Education System -- State Administration; (4) Title 53 F - Public Education System – Funding; (5) Title 53 G - Public Education System -- Local Administration <https://le.utah.gov/xcode/code.html> Applicants are to provide explicit evidence that school leaders and all board members have read all education codes shown above. Applicants are to describe their plan for implementation of all applicable codes in the proposed school prior to school opening.

Examples of Utah State Board of Education Administrative Rules requirements include but are not limited to: (1) Out of State Tuition Reimbursement; (2) School Counselor Direct and Indirect Services; (3) Funding for Charter School Students with Disabilities on an IEP; (4) LEA reporting and Accounting Requirements. There are 187 administrative rules. These rules may be downloaded as a single set of rules <https://rules.utah.gov/publicat/code/r277/r277.htm> Applicants are to provide explicit evidence that school leaders and all board members have read all rules. Applicants are to describe their plan for implementation of all applicable rules in the proposed school prior to school opening.

Additionally, your pre-opening plan must also address two other elements:

1. Describe the steps you will take to receive state start-up funds as noted in R277-552-3 (1-4).
2. Provide evidence that proposed school leaders and board members have read the Utah State Board of Education Special Education Rules <https://schools.utah.gov/file/bff61848-ae42-4265a654-6dae5f398507> and provide evidence that your proposed board has adopted a local copy of the rules. Note that local copies must meet the threshold requirements of IDEA law, but may where desired provide supports to students beyond these requirements. Before opening of the school, the board is to have an approved local copy in place that has been reviewed and approved by USBE staff and provide their authorizer with this evidence.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Demonstrate the applicant’s understanding of planning tasks is realistic in the timeframe between charter approval and opening.
- Reflect a sound understanding of resources required to complete tasks.
- Includes minimum key tasks.
- Includes evidence of a comprehensive recognition of federal laws associated with education and a plan to implement and activity comply with the requirements of these laws.
- Provides evidence of access and a plan for effective use of monitoring systems designed to comply with state and federal laws.
- Includes evidence of proposed school leaders and board members having read relevant Utah Code and Administrative Rules.
- Includes a plan for implementation of relevant Utah Codes and UBSE Administrative Rules prior to school opening.

The CPA Governing Board, the selected ESP, and the selected school developer will work hand in hand to complete all tasks necessary to guarantee CPA’s pre-opening process is handled competently and that the school opens on schedule.

After receiving authorizer approval in Spring 2022, CPA will move forward aggressively with determining the site location of the school. After acquisition of the site, CPA will work with the chosen school developer to understand the requirements of the site, the necessary building of new facilities or alteration of existing facilities, and implement a timeframe for the construction process. As stated in CPA’s marketing plan, the school facilities should be open in advance of classes starting, to enable prospective students and parents to tour the facilities, as well as to jump start community engagement and integration.

Selecting an ESP with a proven track record of compliance with state and federal regulations is an essential priority for CPA. CPA will engage with the selected ESP to adopt their methods of implementation for compliance with all applicable laws and regulations. These include Section 504 of the Rehabilitation Act, the ADA, McKinney-Vento, FERPA, as well as many other legal requirements that the selected ESP has experience implementing initial compliance processes and working closely with the school to ensure continued compliance during operation. The chosen ESP will work closely with CPA to ensure staff is familiar and comfortable with all student data services in use, and that the staff understand the legal requirements that go along with sensitive student, school, or financial information.

Engagement of the selected ESP’s finance team with CPA from initial stages will take place to ensure that implemented processes and procedures guarantee legal compliance, as well as set the school up for success even in pre-operational stages.

The CPA board members and school leaders will show proof that they have read the Utah State Board of Education Special Education Rules and the board will adopt a local copy of the rules in compliance with all relevant laws. This proof and adoption will be shown prior to CPA’s opening date. CPA will operate in full compliance with R277-552-3 (1-4) throughout the lead up to operational opening and will comply fully with authorizer requirements.

7e. Closure Plan

Provide a closure plan that documents key tasks to be completed should the school’s charter be terminated by USU-CSF or the Utah State Board of Education or voluntarily surrendered by the school. Include a plan for how you will actively and intentionally identify date-based closing activities that are either missed or are late. Additionally, provide a schedule for student and employee transitions. The plan should identify how to deal with records, reporting requirements, and distribution of financial reserves and assets. UCA§ [53G-5-503](#) outlines the closure process.

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*

- *Explain the school’s plan to self-evaluate its performance using the minimum standards and board determined targets, including the individuals responsible, frequency of evaluation, action plan following the evaluation, and school’s responsibility to notify its authorizer of any potential missed targets in advance of state reviews.*
- *Describe how and when evaluation results will be disseminated to stakeholders.*
- *Describe the support provided to the student and family when choosing a new school and registering for classes, ensure protection of student records, and follow-up the subsequent school year to ensure enrollment.*
- *Fully describe any support that will be offered to employees through the school’s closure.*
- *Explain plan for archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). Plan should include appointing an individual to be responsible for records and should follow 53G-5-403 and 34 CFR 80.32.*
- *Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of year report, etc.). Plan should include appointing an individual to be responsible for reports.*
- *Closure reserves should be reflected and clearly labeled in the budget, and should be explained in the detailed business plan.*

CPA will develop a detailed schedule upon notification from the authorizer that the charter is being terminated. Upon notice that CPA must cease operation, CPA will work with the authorizer to create an acceptable schedule for closure, and implement procedures to ensure that all tasks are completed on time, with assurances past tasks have been finished.

All required records maintained by CPA, including all student files, attendance records, transcripts, employment records, financial records, and asset inventories will be maintained through the closure process. In the initial stage of the closure process CPA will designate an individual responsible for all records and reporting requirements. Prior to closure CPA will engage in planning for mandated records retention obligations internally as well as with the authorizer in order to ensure full compliance with all applicable laws.

Upon closure CPA will disburse all remaining financial reserves and assets in accordance with IRS 501(c)(3) guidelines, as detailed in CPA’s Bylaws. The assets of CPA will be permanently dedicated for section 501(c)(3) purposes, or to the local, state, or federal government for public purposes. No assets will be disbursed to private individuals other than those provided in section 501(c)(3).

Prompt and accurate results will be disseminated regularly to all stakeholders. The CPA Governing Board will receive regular scheduled reports from the selected ESP during the closure process, providing comprehensive updates, detailing the status of all areas of the school’s closure in progress. CPA will follow Utah’s Open Meeting laws, making this information available to all stakeholders in the form of written meeting minutes and as recordings of whole meetings. Further, all stakeholders of CPA are welcome to attend the open meeting of the governing board to receive these updates first hand.

Parents of CPA will be notified at the earliest possible time of the impending school closure. Comprehensive notice will be provided, detailing the reasons behind the school closing and detailing the plans moving forward through the closure process.

After authorizer notification that CPA must cease operation, CPA will notify all students and their families as soon as possible in order to provide them with sufficient time to make plans for their transition. CPA directs students and their families to prepare resources that provide local education options in the area near CPA’s location, as well as in all areas where significant amounts of CPA students reside.

CPA will work to assist families by providing resources and assistance to aid with families’ transitions to a different educational option.

Additionally, CPA will endeavor to work closely with families who require specific assistance due to the needs of their family or child. CPA will follow up with parents and students through the school closure process to ensure that all students are enrolled in an educational option for the next school year, and will work to ensure that all students are enrolled prior to the end of the school year and closure of CPA.

Required reports will be submitted throughout CPA’s closure process, as well as after the closure has been finalized. The individual designated as responsible for reports will function in this role until all required reporting has been completed. The individual designated as responsible for reporting requirements at the outset of the closure process will function in this role during and after official closure of CPA.

8. Contracts

All applicants are asked to declare whether they have entered into any contracts prior to the submission of this application or intend to contract with an Education Service Provider (ESP) after approval (i.e., during the planning year or operational years). The term “education service provider” refers to any number of for-profit or non-profit organizations that contract with the governing board of a school to provide administrative/management services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers. After making the initial declaration, applicants should complete the remainder of the section only if they have entered into contracts for services prior to this application or if it intends to contract with an ESP.

Because contractors external to your proposed learning organization are vital to your success or failure in you achieving your mission, USU-CSF will carefully review proposed contracts across multiple dimensions, including for fiscal transparency. USU-CSF will review contracts before they are signed during the authorization process. If your proposed school is authorized by USUCSF, external contracts will continue to be reviewed throughout your affiliation with USU-CSF. Recognize that USU-CSF strongly discourages contracting with any organization prior to USUCSF’s review of the proposed contract.

Applicant Instructions

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school? Yes, we have entered into a contractual relationship for services. (Complete this section)

No, we have not entered into a contractual relationship for services. (Skip this section)

Does the board intend to have a contractual relationship with an ESP?

Yes, we intend to contract with an ESP. (Complete this section)

No, we do not intend to contact with an ESP. (Skip this section)

Complete this section if the school has entered into any contracts for services, such as building development, real property acquisition, or ESP services.

Disclose all such contracts (Appendix F) and provide the proposed contract or memorandum of understanding (MOU) between the school and the contractor including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal).

Discuss the school's decision to work with these businesses, in general, and the selected business in particular. Describe the planned relationship between the governing board, school administration, and the contractor, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the contractor. Describe the contractor's roles and responsibilities in relation to the school's management and governing board. Describe the governing board's performance expectations for the contractor. Discuss how the governing board evaluates the contractor's performance. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.

*Provide a summary of the contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contracted with this provider, with these schools contact information. Also, provide the name of the contracting business and contact information. **Finally, provide the contractor with a release of information allowing USU-CSF leadership to speak with representatives regarding the proposed contract.***

Complete this section if the school intends to enter into a contract for ESP services.

Describe the process the school will follow in the selection of an ESP and provide an assurance the process meets State law for procurement as outlined in [63G-6a](#). Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection. Additionally, describe how the supports offered by the ESP will be publicly transparent, while also securing information as required.

Discuss the school’s decision to work with an ESP, in general. Describe the planned relationship between the governing board, school administration, and the ESP, and how that relationship will further the school’s mission and educational program. Provide a clear description of the services to be provided by the ESP. Describe the ESP’s roles and responsibilities in relation to the school’s management and governing board. Describe the governing board’s performance expectations for the ESP. Discuss how the governing board evaluates the contractor’s performance.

If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.

If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

Provide a summary of the anticipated contractor’s history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contracted with this provider, with contact information. Also, provide the name of the contracting business and contact information. Finally, provide the contractor with a release of information allowing USU-CSF leadership to speak with representatives regarding the proposed contract.

At Standard Criteria

A response at standard will:

- *Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).*
- *Provide persuasive explanation of the reasons for the contracts, in general, and with the provider, in particular.*
- *Provide sense of how the proposed relationships will further the school’s mission and educational program.*
- *Provide evidence of the business’ success in serving student populations similar to your target population.*
- *Provide the names and contact information for anticipated contractors. Additionally, provide anticipated contractors with a release of information statement so they can engage USU-CSF staff about the potential or proposed contract.*
- *Provide a clear description of the services to be provided that align with good governance and administrative practices.*
- *Provide a coherent and convincing delineation of the roles and responsibilities between the governing board, management, and the contractor.*
- *Provide performance expectations that are consistent with the school’s accountability requirements and the means by which the governing board will hold the contractor accountable for meeting those expectations.*
- *Disclose and explain any termination or nonrenewal contracts for equivalent services for any other charter schools in Utah in the past 5 years.*

As Appendix F, provide a proposed contract or MOU between governing board and contractors containing proposed services, performance evaluation measures, fee structure, renewal termination provisions, and terms of property ownership (real, intellectual, and personal). This contract or MOU must be in accordance with State statute, Board rule, and State purchasing policy.

- *Provide a solid plan for the school in the case where the contract terminates.*
- *Develop a written monitoring plan to monitor and supervise the good or service provided by a third-party contractor to ensure compliance with laws and rules (R277-115).*

CPA will seek to contract with an Education Service Provider that has a long-running track record of compliance with statutory and regulatory requirements in the areas of Academics, Operations, and Finance. Experience in operating a successful network of schools for an extended period of time will be a major factor in CPA's selection.

The selected ESP will provide a host of back-office support that will free CPA's administrative staff and faculty to implement its mission of educating individual students. Routine back office tasks, which would normally take time away from opportunities to support students, will be handled by the ESP. CPA will be committed to student growth and performance. An ESP with expertise and experience in handling a large portion of administrative tasks will allow CPA to truly deliver outstanding educational experiences to students. Some of those tasks will include budgeting and finance operations, human resources functions, marketing and public communications, information technology development, academic curriculum development, special education services, and facilities management.

The ESP's focus on these back-office functions and their ability to provide curriculum and programs that have been vetted and tested in the real-world will enable CPA to focus on the specific goals they have set. CPA will focus on developing students and implementing effective components of patriotic culture into the school, while the selected ESP will provide the support listed above. By working as a team, CPA will be able to function more smoothly and students will receive a far superior educational experience.

If CPA was not able to partner with an ESP to provide these necessary services, more financial resources would have to be expended in order to meet its administrative obligations. A strong partnership between CPA and their ESP will save CPA money that would have been spent on additional staff members. Further, an ESP with a track record of success will provide CPA with a strong foundation for long term success.

CPA seeks an ESP that will be able to demonstrate alignment with the RAISE character education values, and will actively engage with the SMART goals CPA has adopted. An ESP that aligns with CPA's foundational values and understands the importance of RAISE, proficiency, and growth, all reflected in CPA's goals, will be the ideal partner to work with CPA towards our overall goal of 100% proficiency.

An ESP that has demonstrated experience with demographic and achievement groups very similar to CPA's target group, including their management of socio demographically disadvantaged students

including Title I schools will be an important factor in CPA’s evaluation of potential ESPs during the RFP process.

An ESP that can demonstrate their clients have shown significant improvement over the period of ESP management will be valued by CPA. CPA will seek an ESP that works closely with its partners to determine specific needs of each school student body to determine the best course of action to help improve their assessment results. There is no “cookie-cutter” approach to their support style; each school receives individualized attention and products specific to their needs. We are confident this type of individualized attention will provide CPA the best chance at fulfillment of its mission and goals, and help CPA to improve student achievement.

An ESP that will provide all-inclusive services and management to charter schools at all stages of operation, from before day one to management of successful established charter schools is the ideal candidate for CPA. CPA will seek an ESP with full-scale management services that include operations, curriculum, accounting, marketing, human resources, information technology, and compliance management. Below is a breakdown of the departmental services CPA seeks the selected ESP to deliver:

Operations

The ESP will handle day-to-day implementation of the processes, procedures, and policies of CPA under the direction and guidance of CPA’s Board of Directors.

Finance

The ESP will handle everything from payroll to expenses and forecasting to quarterly reports. An ESP with experience in the charter school financial environment where per-pupil funding levels are often significantly lower than at district schools will be prioritized by CPA. CPA will seek an ESP that has experience in and will competently handle daily, monthly, and annual financial reporting and obligations.

Accounting

The ESP will manage all aspects of accounting for CPA, including payroll, budgeting, bookkeeping, and bank reconciliation.

Human Resources

An ESP that has a knowledgeable and certified HR team and that is prepared to assist with all aspects of staffing is essential to CPA. The ESP’s human resources department will oversee the functions of recruitment, compensation, benefits, and HR compliance for CPA. Their HR team will work with CPA school leadership to ensure CPA has the necessary tools and resources to optimize all HR processes. From the beginning stages of recruiting and managing candidate applications, to on-boarding and training of new employees, the ESP’s HR team will assist and advocate for both the employee and CPA through all stages of the employment life cycle. The ESP’s HR team will administer all benefit programs, including health insurance, FMLA, retirement/401k, and all other compliance driven initiatives including workers compensation, employee policy and procedure implementation, and creation of the employee handbook with input from CPA leadership.

IT (Information Technology)

CPA will require an ESP with an IT team that has proven expertise in addressing charter school needs whether related to software required for state reporting, gaining efficiencies with web-based tools, or enhancing campus security with visitor tracking systems. The selected ESP will spearhead the implementation of efficient and effective IT infrastructure and programs at CPA.

Marketing

The selected ESP will handle marketing both prior to the opening of CPA in order to begin year one at a high level of enrollment, and after opening to ensure CPA is filled to 100% capacity with Students. An ESP that has demonstrated expertise in managing and implementing comprehensive marketing plans that comprise print, digital, and in-person events to take full advantage of all available marketing opportunities. An ESP that can demonstrate success with achieving charter school enrollment targets through enrollment and other indicators of interest will be viewed positively by CPA. CPA will also seek an ESP who can target marketing efforts to nearby socioeconomically disadvantaged populations to promote enrollment of students from this group.

Academics

CPA will require an ESP that takes their responsibility to educate seriously. A highly qualified academic team that will work diligently to instruct and train CPA's faculty, enabling them to engage students and enable them to become active participants in their own education is an ideal match for CPA.

Health

An ESP with an experienced health team will ensure that CPA's classroom layout, emergency processes, training, and health policy management meet and exceed any applicable standards, and provide students with a safe environment conducive to learning. An effective ESP will ensure CPA is compliant with all state health standards and regulations.

Exceptional Student Services

The selected ESP must maintain an ESS department that will support CPA compliance in programs involving Special Education, English Language Learners, Gifted and Talented students, and students who qualify for Section 504 protections. Staff that are knowledgeable about these programs and will provide support for implementation within the structure of CPA will prove essential to CPA's ESS program success.

Facilities

The selected ESP will maintain all facilities.

CPA will require, per the RFP, that the selected ESP provide quarterly and annual progress reports, with an emphasis on the areas of Academics, Operations, and Finance. Three areas integral to CPA's initial and long-term success.

As stated in the agreement, CPA may terminate the contract for cause with appropriate notice if the selected ESP is not fulfilling its obligations to the students, staff, and Board of CPA. CPA has a

responsibility to provide a quality education to its students and this is its mission. Quarterly and annual updates will prevent major misalignments. CPA requires that the selected ESP performs its obligations under the agreement in a comprehensive and timely manner to maintain complete compliance with all authorizer, Utah, and Federal laws and regulations.