



**Wallace Stegner Academy
Charter School Application 2016-2017**

Required Information

I. Charter School Information			
1. Name of proposed charter school: Wallace Stegner Academy (WSA)			
2. Name of applicant: Anthony Sudweeks			
3. Authorized agent: Anthony Sudweeks			
4. Mailing address: Street, City, State, Zip 342 Edith Avenue, Salt Lake City, UT 84111			
5. Phone number: 801-884-7950		6. Email address: anthony.sudweeks@gmail.com	
7. District(s) where proposed charter school is located Salt Lake City School District			
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.) Submitted to McKell Withers (person) who works at Salt Lake City School District on December 9, 2014 .			
9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Anthony Sudweeks	anthony.sudweeks@gmail.com	Educator	President
Adam Gerlach	adamgerlach4@gmail.com	Educator	Vice-President
Reed Farnsworth	reedo610@gmail.com	Business/Finance	Treasurer
Dr. Sarah Vaghan	sarahmvaughan@gmail.com	Business/Grants	Secretary
Jeremy Schow	jschow@gmail.com	Marketing	Member
Andrew Bernstein	andrew.bernstein@gmail.com	Business	Member
11. Year school will start: 2016-2017		12. Grades served: K-8	
13. Number of instructional days: 180 minimum		14. Number of instructional hours: 990 Minimum	
15. Requested Enrollment Operational year 1: Grade K: 90 Grades 1-6: 540 Grades 7-8: 60 Grades 9-12: <u>0</u> Total: 690			

Operational year 2: Grade K: **90** Grades 1-6: **540** Grades 7-8: **150** Grades 9-12: 0 Total: **780**
 Operational year 3: Grade K: **90** Grades 1-6: **540** Grades 7-8: **180** Grades 9-12: 0 Total: **810**
 Does proposed grade configuration match resident district grade configuration? x Yes No

16. Target percentage of educationally disadvantaged students: **86%**

17. Is this application seeking special treatment under [UCA 53A-1a-501.9](#)?
 Yes No

18. Is this application seeking priority consideration under [UCA 53A-1a-502.5](#)?
 Yes No

19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment A). **N/A**

20. List persons whom you have designated as founding members of the school. Children/grandchildren of a Founding Member (an individual who has had a significant role in the development of a charter school application), children/grandchildren of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.

Anthony Sudweeks
 Adam Gerlach
 Reed Farnsworth
 Jeremy Schow
 Dr. Sarah Vaghan
 Andrew Bernstein

Wallace Stegner Academy intends to offer preferential enrollment to individuals who play a significant role in the start-up of the school. Founding Members will be composed of parents and community members who are designated by the Governing Board of Directors and submitted to the State Charter School staff prior to the opening day of school.

The percentage of students receiving Founding Member and staff preference will not exceed five percent (5%) of the ultimate enrollment.

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ The charter school will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers'

Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.

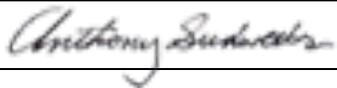
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ✓ The charter school applicant acknowledges that neither the chartering entity 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 who operate the charter school.
- ✓ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- ✓ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: **Anthony Sudweeks**

Signature of Authorized Agent 

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

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Executive Summary

“Culture is a pyramid to which each of us brings a stone”

-Wallace Stegner

The Wallace Stegner Academy (WSA) is a proposed charter school located on the west side of Salt Lake City designed to serve the specific needs of students who are at risk of academic failure. These students are often economically disadvantaged, language minority, and multicultural students. Many of these students are years behind their peers academically, which prevents them from accessing the curriculum and connecting to an academic school culture in a meaningful way. At WSA, students will close the academic achievement gap through research based, systematic, direct instruction in an environment that will foster not only academic growth, but growth as human beings and contributing members of their communities.

Instructional Methodologies

WSA will address the aforementioned problems through the use of a systematically designed curriculum and research-proven methodologies that meet the specific needs of individual students. These methodologies, as outlined in our charter application, may include data-driven instruction, direct instruction, ability-based math classes, ability-based reading classes, English Language classes for students who speak a language other than English at home, and ability-based language arts classes. All methodologies are designed to give students what they need most: deep understanding of subject matter, academic English, identity, power, confidence, and determination. Instructional Methodologies will be implemented by exceptional teachers, administration, and support staff as noted below.

Student Success through Teacher Empowerment and Training

“A **teacher** enlarges people in all sorts of ways besides just his subject matter.”

- Wallace Stegner

Teachers will be empowered with the necessary tools to accelerate students to grade level by the delivery of scaffolded, direct instruction based on the belief that curriculum should include a gradual release of responsibility from teacher to student. Teachers will also be engaged in developing their ability to make appropriate instructional changes based on student data. Their commitment and increased skills will drive their ability to maintain rigorous standards, write re-teaching action plans, and foster student learning.

Like most schools, teacher training will begin before the school year begins; however, WSA will be different in the sense that the training will not be isolated in quarterly or semiannual professional development trainings. The teachers at WSA will take part in a collaborative coaching culture that will include the following training aspects:

- *Administrators as coaches:* The administrators at WSA will take a role more akin to the coach of a soccer team, than that of a typical school principal. The administrator will be responsible for developing the talent of the teachers through hands-on training, demonstrations, making frequent informal evaluations, and regular feedback.
- *Peer coaching:* Peer coaching will be facilitated by scheduled sessions in which teachers can leave their classrooms to observe other teachers, a practice common in countries with high academic standards such as Japan and Finland. The observation is beneficial for both the observing teacher and the teacher being observed. After the observation, teachers will fill out a form that explains the most useful aspects of their peers' instruction as it relates to their own classes.
- *Professional Learning Committee and mentors:* All teachers will take part in a professional learning committee (PLC), and new teachers will be assigned a mentor. The PLCs will address teaching strategies, assessment data, classroom environment, and student behavior issues.

Through our focus on professional development, we will close the achievement gap within our student body, and we will monitor and adjust as necessary to ensure that this happens.

Rigorous School Culture and Character Development

WSA will create and uphold academic rigor and character development so that students learn to benefit from the rewards of educational empowerment and civic engagement. Ideals such as civility, work ethic, selflessness, and service to the community will form the school's cultural backbone.

At WSA, we are fully aware that no school can be successful without setting both instructional goals and school cultural goals simultaneously.

Wallace Stegner

Wallace Stegner (1909-1993) is the only Pulitzer Prize winning author to call Utah home. His writings on Utah and the American West depict an image of optimism, hope, and scholarship that we hope to instill into every WSA student.

Before winning the Pulitzer Prize in 1972 and the National Book Award in 1977, Stegner was an Eagle Scout and earned his undergraduate degree at the University of Utah in 1930. He also went on to become a professor at Harvard University, Stanford University, and the University of Wisconsin. We hope that his legacy will inspire students to excel, demonstrate a commitment to their country and state, and be proud to attend Wallace Stegner Academy.

Section 1: School Purpose

Purpose: Educational Choice for At-Risk Students

The Wallace Stegner Academy (WSA) will enhance learning opportunities for students who are at risk of academic failure (53A-1a-501.9). Students in this category are often English Language Learners (ELL) and economically disadvantaged. There are very few high performing schools serving this specific demographic. At WSA, students will receive a foundation of academic knowledge through the use of scientific and systematically designed curriculum delivered by passionate and enthusiastic teachers who will undergo bi-weekly trainings, participate in peer coaching, employ data-driven instructional strategies and direct instructional methods. All students will be given personally tailored, targeted interventions to aid them in the reaching of proficiency in all core-assessed areas.¹ The WSA charter has been designed by educational professionals that have developed these philosophies after years of work on the front line of our educational system and in the classroom with at risk students. Our personal experience has shown that the achievement gap *can* be closed through the methodologies adopted by WSA.

Mission

Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for at-risk students to close the achievement gap and achieve academic excellence through:

- Academic rigor
- Direct instruction
- Data-driven instruction
- Ability-based mathematics, language arts, and reading classes
- Positive learning environments
- Character development

Vision

The school will foster a community of academic rigor and citizenship as evident through its school-wide culture, after school activities, and civic-based community involvement. Our vision is to create a school that will in five years provide a critical and reliable alternative to mainstream education, especially for English Language Learners and students who struggle in a typical classroom. Furthermore, the majority of the school's student population will read at grade level, deploy academic language proficiently, and demonstrate developmentally proficient skills in writing and mathematics.

¹ <http://le.utah.gov/Interim/2013/html/00003966.htm>

Educational Foundation

As outlined below, our educational foundation meets and employs new and creative methods to meet the unique learning styles and needs of students.

- 1) Data-Driven Instruction. Data-driven instruction can mean many things depending on the school's implementation. Some schools refer to the fact that they may examine end of year exams, Scholastic Reading Inventories, or DIBELS scores; however, a true data-driven school uses an intricate system designed around accountability, rigor, re-teaching, and planning. The data-driven model WSA will implement is modeled after the highly successful model developed by Uncommon Schools, a charter school administrative organization in New Jersey. True data-driven instruction in essence is:

- Assessment
- Analysis
- Action
- Culture

This model has been extremely successful in hundreds of at-risk schools across the United States. This specific approach to data-driven instruction is unique in terms of how the school administrators interact and collaboratively measure and track student learning. As noted above, Uncommon Schools (a public charter school) designed this program to serve a similar population to our target population and has been able to close the achievement gap within three years of operation at the dozens of schools they manage. Uncommon Schools arguably have some of the best charter schools in the country, and they stand as evidence to this specific form of accountable, data-driven instruction.

This model is described in greater detail in Section 4: Program of Instruction.

- 2) Scientifically and Systematically Designed Curriculum. The curriculum will be developed around measurable goals with the needs of individual students considered at every step of the instructional process.²
 - a. All curriculum will include formative and summative assessments, both of which will provide feedback to all teachers, allowing them to constantly adapt instructional practices to better meet the needs of individual students. Formative assessments will be based on informal strategies such as choral response and individual student performance checks to more quantitative assessments that can be tracked and recorded on a daily or weekly basis. Summative assessments will provide teachers a reference tool with which to

² Dick, W., & Carey, L. (1990). The systematic design of instruction. New York: Harper Collins. Chapter 1: Introduction to instructional design (pp. 2-11)

evaluate both student performance, through demonstration of mastery, and their own performance, based on student demonstration of concept mastery.

- 3) Scaffolded Instruction. Scaffolding is a proven research based method of teaching that is highly recommended for English Language Learners and academically deficient students. Each lesson will be designed around the concept that all learning objectives should be taught in a spiral pattern.
 - a. Spiraled instruction enables students to repeatedly practice new concepts in order to transfer new knowledge from working memory to long-term memory, thus moving students toward performance levels of mastery. Specifically, teachers can achieve this by only spending 10% of each lesson on new skills, and the remaining 90% of instructional time is to be spent on practicing skills previously taught in earlier lessons.
 - b. In a scaffolded classroom, the teacher will introduce small aspects of the skills that are to be taught, and build upon those smaller aspects. For example, the teacher might begin teaching compound sentences by first introducing the concept of subjects and predicates. After the students understand the concepts of subjects and predicates, they can learn the functions of conjunctions and commas. After they have practiced and demonstrated their ability with subjects, predicates, conjunctions and commas, students can begin combining clauses to create compound sentences. Each piece of the instruction is intended to build upon the previous piece in order to obtain a mastery of the subject.

- 4) Academic Equality. Students have a fundamental right to instruction that is tailored to their specific needs regardless of grade level.³ This means that students would have an opportunity to attend an ability based Mathematics, Reading, and English Language Arts program on a daily basis in order to accelerate academic performance. WSA will meet all standards as outlined by the Utah State Core, but by ability grouping accelerated students and students needing re-teaching of standards not mastered, individual needs can be addressed.
 - a. When students are placed into their grade level Mathematics and Reading courses, regardless of their specific ability level, they can be buried in content that is inaccessible to them. This creates a situation where these students are not being provided with the curriculum they need, but it also can create students who are frustrated and may even hate school. On the opposite side of the spectrum, consider those students who excel at reading far above their peers. Accelerated students also deserve to be challenged. If not, boredom, frustration, and distaste for school often cause behavior problems.

³ Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

- 5) Emphasis on Factual Knowledge. Students should be given every opportunity and encouraged to learn a broad range of facts and skills. Having a wealth of knowledge in Science, Mathematics, History, and Literature reduces the likelihood of students' cognitive fatigue when attempting to reach higher levels of critical thinking, and it underscores their intelligence upon everyone they encounter.⁴
- a. It is a mistake to believe that one can ever be a great problem solver in the world without a good knowledge base. It is true that most adults in companies often collaborate with peers in problem solving meetings and that they use a great deal of problem solving skills in those sessions. However, these workers are not approaching these problems armed only with smart phones. They are entering these sessions with a lifetime of background knowledge and expertise. This knowledge and experience is what makes them professionals. The high tech workers of today who sit in strategic problem solving meetings at Apple and Google are not novices. They bring to the table a vast collection of industry specific facts and knowledge that they are able to draw upon in order to truly be able to solve real world problem.
 - b. Students need a bank of easily summonable facts in order to solve a complex story problem or compose an argumentative essay. Otherwise, the repetitious burden of figuring simple multiplication prevents them from mastering the problem. In the second case, students bogged down in the mire of simple grammar and spelling burn out before they can check an argument for rhetorical clarity or aesthetics.
 - c. The attempt to teach students problem solving in a vacuum and neglecting the need for memory handicaps students, while automaticity of recall frees them to confront problems with their full cognitive ability.
 - d. Therefore, WSA will explicitly teach facts and skills to automaticity and mastery in order to accelerate all students to higher levels of thinking.^{5 6}
- 6) Phonics Instruction. Reading programs should be phonics-based at first, and should later focus on the development of comprehension strategies and metacognition. It is critical that all students have the ability to decode fluently (the ability to translate printed words into language) prior to comprehension instruction, which is particularly true with English Language Learners.⁷

⁴ http://m.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/?single_page=true

⁵ Glenberg, A. M. (1979). Component-levels theory of the effects of spacing of repetitions on recall and recognition. *Memory and Cognition*, 7, 95–112.

⁶ Good, K., Bickel, R., & Howley, C. (2006). *Saxon elementary math program effectiveness study: Final report*. Charleston, WV: Author.

⁷ "Reading Mastery." : *What Works Clearinghouse*. Institute of Education Science, 28 Sept. 2006. Web. 22 Apr. 2014. <<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417>>

- 7) Academic Vocabulary. This should be fostered in every classroom, and in every grade, with focus on increasing difficulty as students advance into higher levels.⁸ Every lesson will have a language objective attached. Mastery of academic and content specific vocabulary will make grade level content more accessible to students particularly for English Language Learners.
- 8) English Language Mastery. Mastering the English language is an integral part of success in an ever-increasing global society.⁹ Mastery of the English language will define an individual as a competent reader, a concise and clear writer, and proficient in academic vocabulary.
- 9) Multicultural and International Perspectives. Multicultural and International studies of history and literature are vital to understanding the workings of the world.¹⁰ Students will study American, European, African, and South American history. Students may also participate in Latin courses in the upper grades. The study of Latin will not only help students become literate in English, but will also help students draw connections to words through etymology.

Mission Specific Goals

Measure	Metric	Goal
Closing the Achievement Gap for At-Risk Students	SAGE Test	The school's at-risk student population will perform as well or better than the state average within three years of operation
Positive Learning Environment	Student and Parent Survey	90% satisfaction within four years on specific learning environment survey questions
Advancement of English Language Learners	WIDA Assessment	All Students will test out of the ESL program within five years of continuous enrollment
Culture of Academic Rigor and	After school opportunities	70% of students will take part in

⁸ CHAMOT, A. U. and O'MALLEY, J. M. (1987), The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream. TESOL Quarterly, 21: 227–249. doi: 10.2307/3586733

⁹ http://www.census.gov/hhes/socdemo/language/data/acs/PAA_2005_Presentation%202005-03-28.ppt

¹⁰ But that's just good teaching! The case for culturally relevant pedagogy, Gloria Ladson-Billings Theory Into Practice Vol. 34, Iss. 3, 1995

community involvement		an after school activity within three years
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Governing Board and Charter Fidelity

The governing board will meet regularly to discuss the progress of the school’s mission and to review current evidence of school success provided by the director. The director of the school will also conduct a “State of the School” presentation annually to the board. This presentation will include a wide variety of data points such as: state assessment results, stakeholder surveys, and school budget reports. With this data, the board of directors will strive to ensure that the school is meeting its mission specific goals (further outlined in “Section 5: Performance Measures”).

Anticipated Population

Grade	2016/2017	2017/2018	2019/2019
K-6	630	630	630
7th	60	90	90
8th	0	60	90
Total:	690	780	810

Target Population

WSA is specifically designed for students at risk of academic failure. Further information can be found in the market analysis and program of instruction sections.

WSA will be a K-8 public charter school with a desired enrollment capacity of ninety students in each grade (between 28-30 students per classroom), with a total capacity of 810 students. This configuration meets the district grade-level configuration.

A Documented Need and an Innovative Approach

English Language Learners consistently thrive in accessible environments. Our school will provide this accessibility through direct systematic instruction in academic contexts. Teachers will be trained to avoid the assumption of background knowledge and background vocabulary. Teachers and administration will continually assess students’ basic skills and vocabulary in order to ensure students receive individually accessible instruction.

Teachers will be empowered with the necessary tools to accelerate students to grade level

through scaffolded, direct instruction based on the belief that curriculum should include a gradual release of responsibility.

Closing the achievement gap will invite students to participate in the higher-order academic discussions from which they may be currently alienated.

Homework Philosophy

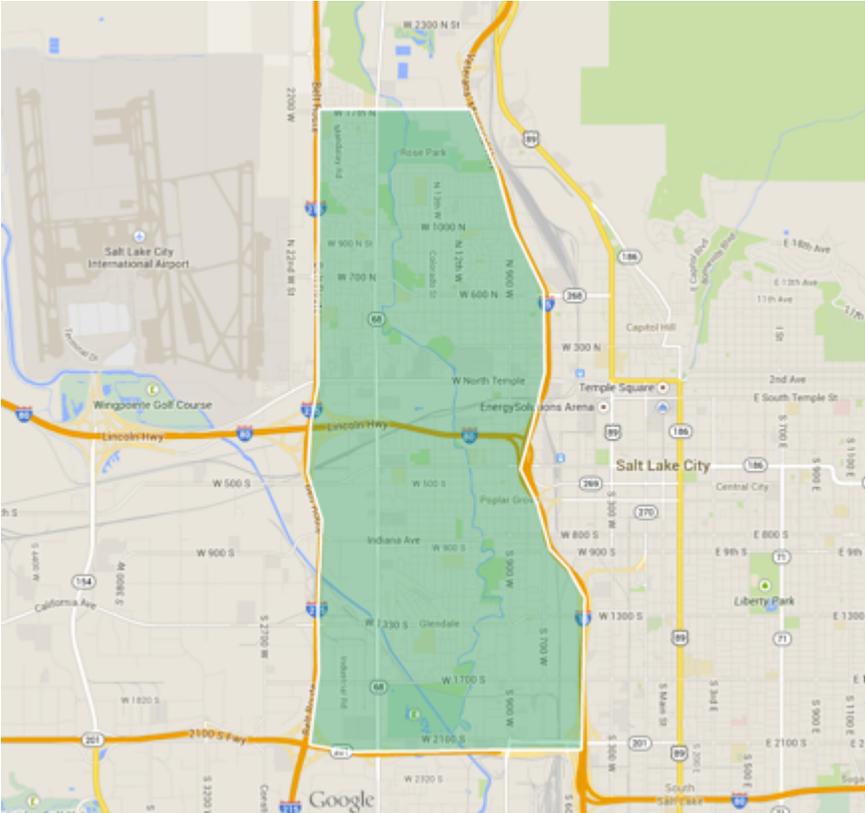
Homework is an important aspect of any student's education for two reasons. First, it is valuable for students to partake in what cognitive psychologists call "delayed test." To put this simply, it helps to practice new skill a little at first, take a break for a few hours, then come back and try it again. This technique helps students transfer new knowledge and skills from short-term memory to long-term memory. It is important to remember that "delayed test" is a technique *only used for practicing or reviewing previously learned materials. Students will never be expected to teach themselves new concepts as part of their nightly homework.*

Second, the ability to become organized and complete homework at home is a valuable skill that will help students be more prepared for the rigors of high school, college, and ultimately the work place.

The amount of homework will vary depending on the student's grade. Kindergarten and 1st grades may have only 15 minutes or so each night, second and third grade may have 30-40 minutes of homework, fourth through eighth may have as much as an hour each night. This at home practice will make students more successful in the classroom because the skills they learn in class will be easier to recall, and they will be more successful in life because they will have developed the fundamentally important skill of responsibility.

Section 2: Market Analysis

Proposed Geographic Location



Educational Landscape

According to the information presented in Utah’s school grading system, it is understandably disappointing to be a parent of a child attending a traditional school in the geographic region highlighted above. The landscape is disheartening. If you are an elementary school student residing in this area, you have a 61% chance of attending a school that earned a “C” letter grade last year. You only have 7% chance of attending a school that earned a “B”. You would have a 14% chance of attending a “D”. You would have a 21% chance of being in an “F” school. ***And you would have a 0% chance of attending an “A” school.*** This is the reality for over 9000 students currently attending school in our city. See chart below.

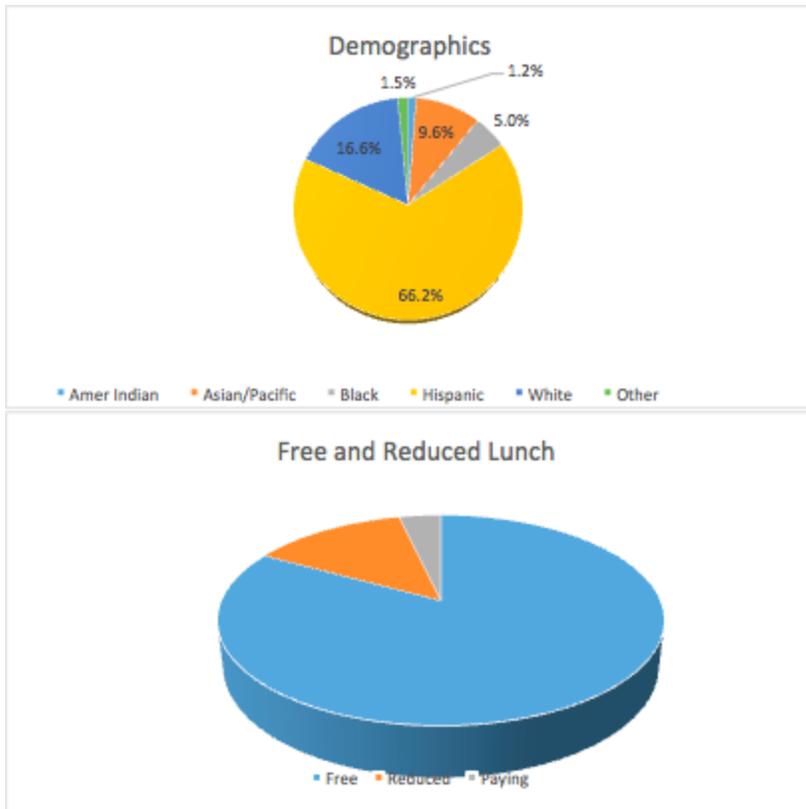
School	Letter Grade
BACKMAN SCHOOL	D
EDISON SCHOOL	C
FRANKLIN SCHOOL	C

MOUNTAIN VIEW SCHOOL	C
JACKSON SCHOOL	C
MEADOWLARK SCHOOL	F
NEWMAN SCHOOL	C
PARKVIEW SCHOOL	F
RILEY SCHOOL	D
ROSE PARK SCHOOL	C
GLENDALE MIDDLE	B
NORTHWEST MIDDLE	B
NORTH STAR SCHOOL	B
ESCALANTE SCHOOL	C
GUADALUPE SCHOOL	C
DUAL IMMERSION ACADEMY	F
SALT LAKE CENTER FOR SCIENCE	NOT GRADED

Schools within a Five Mile Radius

There are 97 schools within a five-mile radius of our proposed geographic location serving 28,390 students. However, this five-mile radius represents a huge swath of the Northern part of Salt Lake County. Because we intend to serve a rather specific group of students, we've based the majority of our school and demographic data around the two miles East-West between Interstate 15 and 6 miles North-South between Rose Park and 21st South, our proposed geographic location (see map above).





Community Trends and Shifts

Utah State Board of Education District 7 includes eleven state authorized charter schools; however, four of those charter schools are on the west side of the valley and only two are in Salt Lake City (2012-2013 Utah' Public Charter Schools Annual Report). There are tens of thousands of students who are at-risk, falling through the cracks and in need of more from our educational system. Currently there exists a huge disparity in school choice for our targeted geographic population.

Along with state authorized charter schools there are three district authorized charter schools in Salt Lake City School District; however only one of them is on the west side of the city and it is usually at its maximum enrollment of only 350. This lack of educational options is another disparity, and it excludes opportunity for our targeted population.

Size of School and Grades Serviced

Within three years of operation, WSA plans to have a maximum of 810 students being serviced in grades K-8. The board made the specific decision to serve students through the 8th grade due to the Salt Lake City School District's middle school and high school model (the district's middle school's serve either 6-8, or 7-8, and its high schools serve 9-12). Thus allowing students to stay with WSA through the 8th grade makes the transition to high school in the 9th grade simple.

With 28,390 students currently living within a five-mile radius. The maximum enrollments of WSA would represent 2.8 % of the students in this 5-mile radius. These numbers are in-line with state charter school enrollment projections. Further, the Governor's Office of Budget and Planning predicts that the number of school-aged children in Utah will grow by nearly 100,000 students in less than ten years. This growth in the student population will necessitate the construction of new traditional schools as well as new charter schools.

Unique School Characteristics

WSA will be the only school servicing this proposed geographic location that will offer the following:

- Direct instruction
- Data-driven instruction
- Ability based Math, Reading, and Language Arts classes for all students
- Character development curriculum
- Explicit Academic English Language classes for English Language Learners

No other schools offer this wide range of methods designed specifically around the needs of the students in our target area.

Competitive Advantage

Parents of all types want a great education for their children. If parents of children on the west side of Salt Lake City look at the proficiency rates of their neighborhood schools they might be surprised to see how many students are simply falling through the cracks. Average proficiencies in Math, Science, and Language Arts are disappointingly low. Parents want and need another public education choice that will ensure their child is not one of the 30%-50% of students who are not performing on grade level.

Parents also want their child to be treated as an individual with specific needs. They know that this kind of focused instruction will provide their students with the skills and educational foundation they will need in order to graduate from high school and go on to better their lives with a higher education.

High school graduation rates for English Language Learners at East High and West High (the two high schools for students within our proposed geographic location) are only 58% and 64% respectively. This is well below the state average, and it is a problem that needs to be addressed by a school that is designed specifically for these types of students.

Distinguishing Characteristics

- Direct Instruction
- Data-Driven Instruction
- Ability Based Math, Reading, and Language Arts Classes for All Students
- Character Development Curriculum
- Explicit Academic English Language Classes for English Language Learners
- Administrators who will spend the vast majority of their time focused on the instruction taking place in the school

WSA will provide English Language Learners with a needed opportunity to enrich their lives with a greater understanding of all academic subjects through a mastery of the Utah State Common Core with an emphasis on world affairs. WSA will address the needs of these students by providing them with ability based Math, Reading, and English language arts classes and the chance to thrive in a culture of academic rigor. This means that it would not be uncommon for students to have homework each and every night. Parents who want their children to hold themselves to a higher standard of achievement will appreciate the school's focus on rigor and academic success. WSA's instructional methodologies and commitment to academic rigor make it a unique and inviting choice for our targeted population.

WSA will also include character development across all grades. This will not only include basic politeness, but will also include increasing good judgment and acting in the best interests of themselves, their families, their schools, their community, and their country.

Section 3: Student Population

Wallace Stegner Academy (WSA) is requesting an enrollment capacity of 90 students in each elementary grade (28-30 students per classroom) and 60 students in the 7th grade in year one for a total enrollment capacity of 690 students. In year two, we plan on expanding our 7th grade to a capacity of 90 students and 60 students in the 8th grade. In year three, we plan to expand the 8th grade enrollment capacity to 90 students. The total student enrollment capacity in the first year will be 690. The second year capacity will be 780 students, and the total capacity will be 810 students in year three. The school-aged population of the intended geographic location is expected to increase by 9% over the next ten years.

Our prospective locations are situated in some of the most economically disadvantaged neighborhoods in the state. This area has a majority of students that are at high risk of academic failure and in need of a choice in learning opportunities. This is also a population that is largely unfamiliar with charter schools. This demographic is underserved by current charter schools, and our research indicates that there is a large amount of demand for a school such as WSA.

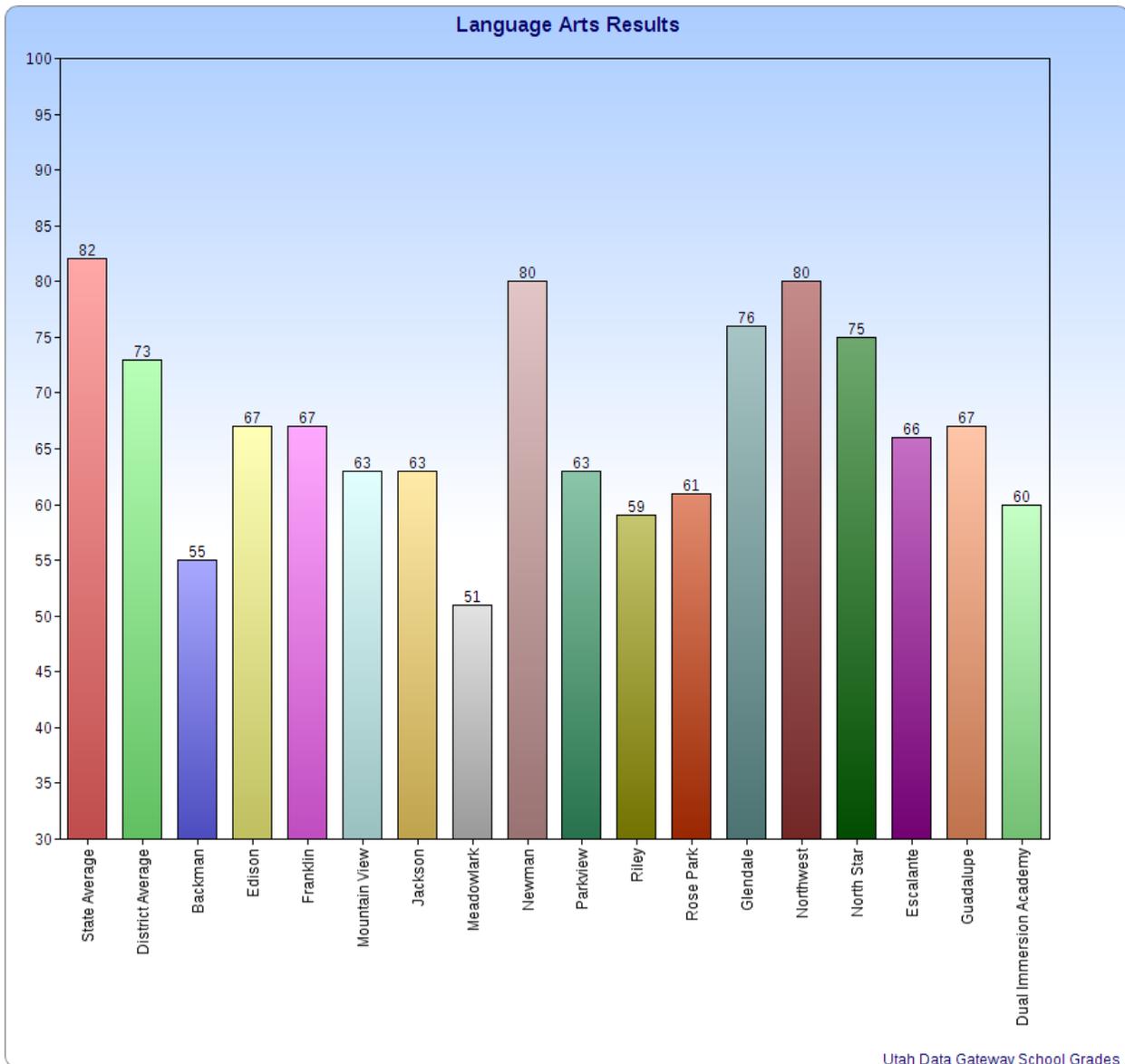
The vast majority of schools currently serving these students are low rated institutions with low

rates of student proficiency (see graph 1 on the next page depicting CRT Language Arts Proficiencies).

We acknowledge that the maximum class sizes are slightly higher than average charter school classrooms; however, it is common to have 28-30 students in general education classrooms throughout Utah. Through our experience, we have discovered that with WSA's students attending small (approx. 10-20 students per class) ability grouped math and reading classes every day, larger homeroom class sizes do not negatively impact student learning. At WSA we will prioritize our resources and focus on teacher quality rather than class size.

WSA target student population in the first two years

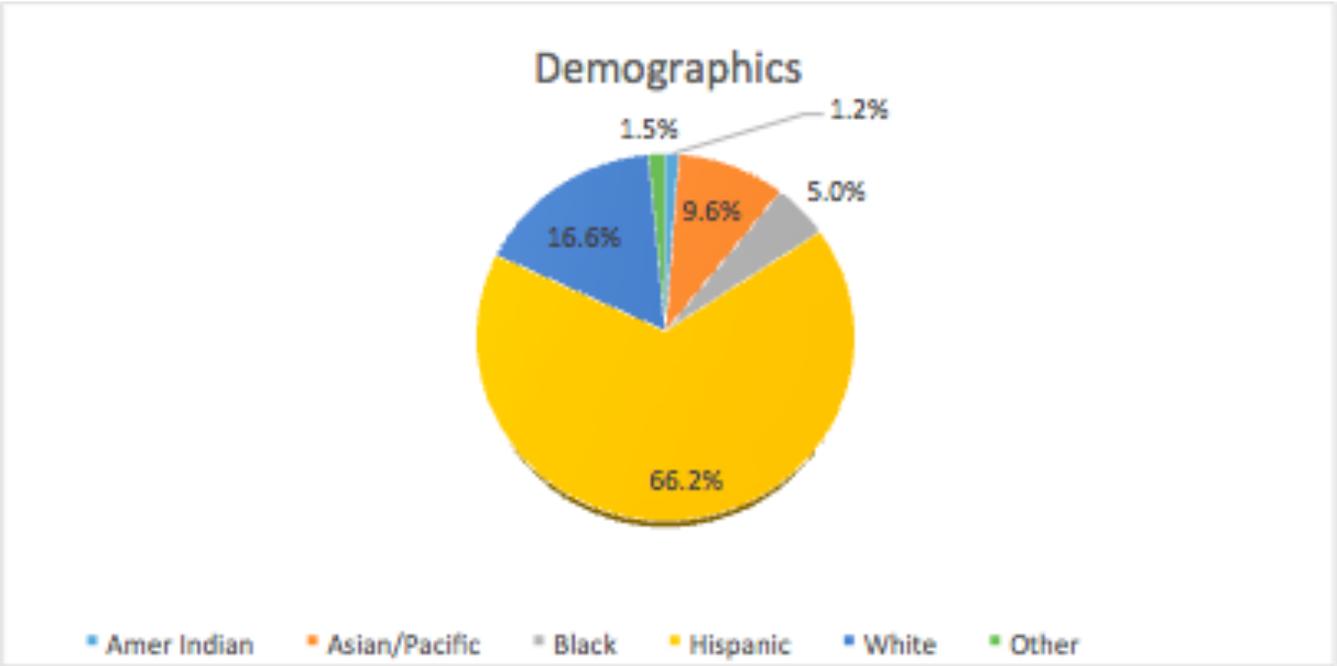
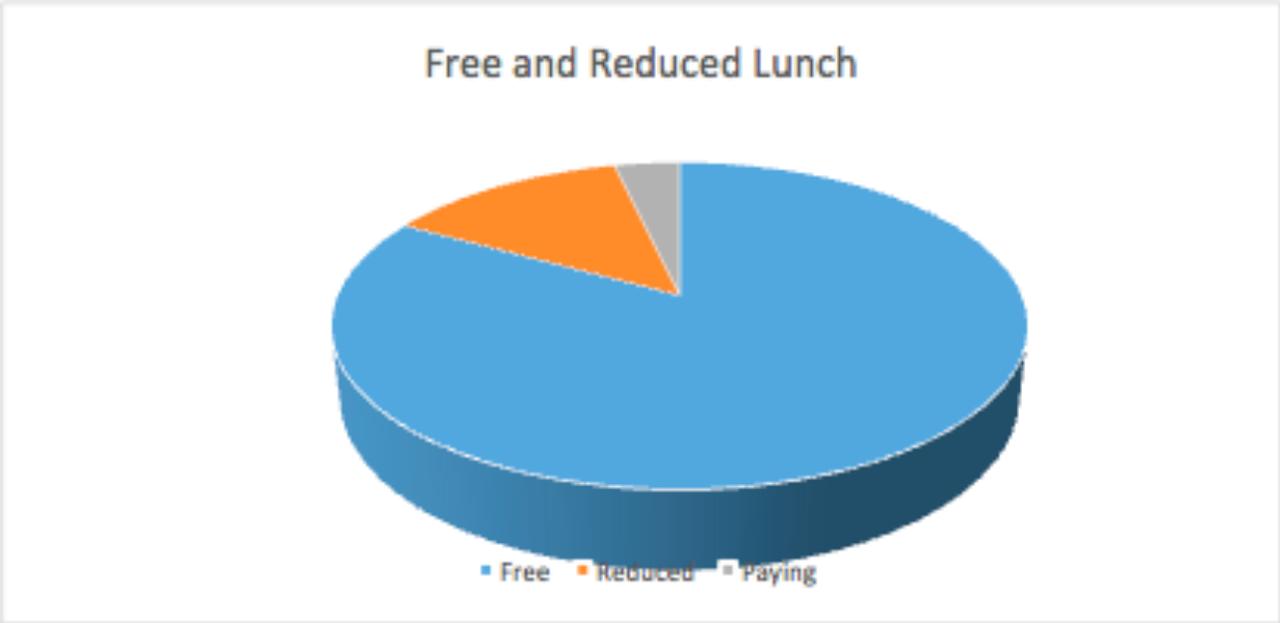
Grade	2016/2017	2017/2018	2018/2019
K-6	630	630	630
7th	60	90	90
8th	0	60	90
Total:	690	780	810



Graph 1 - Performance of schools in WSA target location for language arts in 2012

Student Population

The majority of students that WSA intends to serve are economically disadvantaged students (see pie chart below depicting students who are currently receiving free or reduced lunch in the proposed geographic locations). Further, the majority of these students are minority students, and many are classified as English Language Learners. A great number of these students are currently attending low performing schools.



Meeting the Needs of the Target Population

1) Addressing Individual Student Needs

Our targeted student population is subject to the problem of being several years behind

their peers in reading, mathematics, and writing. This phenomenon is commonly referred to as an “achievement gap,” and it is common amongst our target population which is comprised of low-income and English Language Learners. WSA will address the achievement gap by measuring the extent of the problem on an individual basis, and then placing the students in accelerated, ability based classes that are designed to provide each individual student with their specific needs in reading, writing, and mathematics. Accelerated classes, in this case, refers to the need to meet individual needs and accelerate specific learning, in most cases, to bring the student to grade level proficiency. Students will spend 50 minutes per day in these classes. Each student’s needs will be determined through a series of pre-tests that will be used in the placement of students in their Math, Reading, and Writing classes. Students can and will change frequently depending on teacher input and the pace at which individual students are learning.

2) Ability Based Method and English Language Learners

Nationally “turnaround schools” and “90-90-90” schools have implemented the same ability based method outlined in our charter. Our goal is to bring this model to a population of English Language Learners that do not have access to this method despite the fact that these students’ needs are perhaps greater than any other.

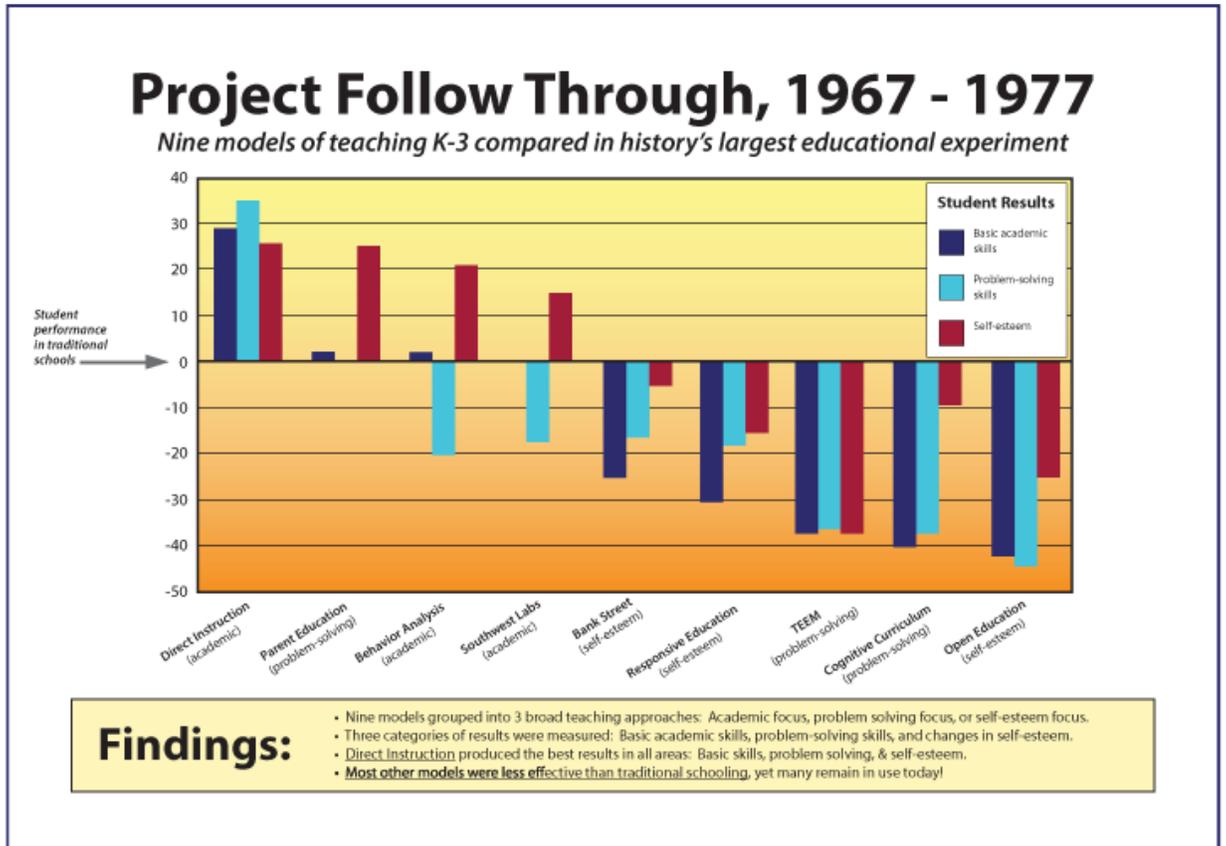
In order to meet this challenging goal of individualized class schedules and leveled groups, we have budgeted to have a number of paraprofessional educators that will assist classroom teachers in providing small and varied levels of instruction. If needed, we will also call upon other staff members, administrators, community volunteers and parent volunteers in order to achieve this goal. We are committed to following research based strategies and methods and believe strongly in the leveled groups to close the achievement gap. Our goal will be to make the ability based method work for all students.

English Language Learners are a primary target of our potential demographic, and we plan to offer these students an opportunity to reach academic success as documented in other sections of this application. This includes following all state and federal ELL requirements and assessments such as the WIDA standards.

3) Direct Instruction

Wallace Stegner Academy will employ the instructional method of Direct Instruction (DI) (not to be confused with the classical method of simply lecturing). Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction, eliminating misinterpretations, can greatly improve and accelerate learning. This method was first created as part of the

largest and most expensive educational research project called “Project Follow Through” conducted from 1967-1977 as part of the war on poverty initiative. It was specifically started with the goal of finding the best performing educational model for serving low-income and at-risk students. Project Follow Through included a number of teaching methods, but one method clearly outperformed others as it related to basic academic skills, problem solving skills and improved self esteem: this method is Direct Instruction (Graph 2).



Graph 2 - Student results from 200,000 participants from K-3 according to existing teaching methods between 1967-1977.

Despite the significant academic gains of students in this study (comprising more than 200,000 low-income and at-risk students), DI was criticized by the educational establishment because it did not conform to the common theories at the time.

Inasmuch as direct instruction is known for being most effective with novice learners, students at WSA will move from low-level skills to higher-level skills as the percentage of direct instruction decreases and moves towards other types of performance level activities and projects.

In order to address student’s needs at different levels of academic proficiencies, the school will employ the use of data-driven instruction (described in detail in several other

sections). This specific data-driven technique has been hugely successful in hundreds of schools and will assist WSA students in continuously achieving higher levels of understanding.

Identification of Students with Disabilities

When a student is enrolled in WSA, they will undergo a variety of assessments in order for them to be placed into their ability based Math, Reading, and English Language classes. These assessments will help with Child Find within our school population and will serve as an initial screen for students with disabilities who, if referred for an evaluation, will then undergo even more in-depth examination, testing, planning, goal setting and placement strategies with the special education director, parents, and teachers in order to provide the students with Individual Education Plans (IEP).

WSA is devoted to serving all students regardless of ability. This is particularly true when it comes to serving students with disabilities. The school will adhere to all state and federal laws and regulations regarding special education including, but not limited to, IDEA, ADA, and section 504 of the Rehabilitation Act of 1973.

Students with disabilities will be identified by:

- Parents who ask for a special education screening
- Teachers who may ask the special education director for a screening (with permission from parents)
- Pre-testing that may result in a parent approved special education screening
- Students who have already been identified as needing special education from previous institutions

Meeting the Needs of Students with Disabilities

Students with disabilities will be assigned to work with the special education director. The special education director will ensure that the student is being provided with all the required accommodations of the individual student's Individual Education Plan. This may include being fully integrated into a regular education classroom with preferential seating, extended time to complete homework, use of a calculator etc., or it may include more intensive accommodations that include extra ability based and uniquely tailored classes depending on the individual needs of the students.

Identification of English Language Learners

Students who speak a language other than English at home will be assessed with the same assessment the state of Utah uses to identify English Language Learners (ELL) students. A Home Language Survey will be part of our registration packet, and the WIDA assessment will be one of several assessments we use in order to determine the exact level of language class offered to

individual students. As ELL students are a major focus of our school, there will be several class offerings specifically designed to serve them through explicit instruction of academic English.

Homeless Students

As a school designed around serving low-income, disadvantaged, and language minority students, we naturally have a commitment to serving homeless students. Any reasonable accommodations for homeless students will be made.

Rehabilitation Act of 1973

Wallace Stegner Academy acknowledges the application of section 504 of the Rehabilitation Act of 1973 and is committed in ensuring compliance with the provisions contained in the Act.

Outreach and Recruitment Plan

The marketing strategies for WSA will take various forms. The vast majority of our marketing strategies will focus on attracting low-income, multicultural students, English Language Learners, and any other group of students who are at risk of academic failure. Examples of strategies we may implement include:

- Open houses – The administration, when hired, and/or the board of directors will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of charter schools and a detailed explanation of the school’s mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Due to the anticipated large percentage of Spanish speaking residents, all open houses will likely be presented in both English and Spanish. A number of open houses may be translated into alternative languages to accommodate various refugee groups from Burma, Somalia, Iraq, and Butan. Open houses will be advertised through our online marketing and print campaign.
- Website – Upon approval, WSA will launch a comprehensive website aimed at educating the public about the functions of charter schools in general, the curriculum and methods of our school, and information about how to register for the lottery. The site will also include a detailed frequently asked questions page, contact information, and all information required by Utah rule and/or law.
- Social media – The school will use the specific skill set of one of our board members who works as a social media and marketing professional at Ebay. This will mostly involve creating a content rich Facebook campaign designed around reaching and engaging our target demographics.
- Media outreach – We may write press releases and send them to any print, television,

and radio media sources.

- Outdoor advertising – We may utilize various forms of outdoor advertising, including billboards along the major routes in the area and yard signs. We may also launch an old-fashioned grassroots campaign by knocking on doors and delivering flyers.
- Direct mail – We have budgeted to send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- Community involvement – We will make connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. Inasmuch as our target population is not as familiar with charter schools as other populations throughout the state, we are committed to implementing a robust marketing plan to inform the community of the opportunities available at Wallace Stegner Academy.

Lottery and Enrollment

The school's goal is to serve low-income students, English Language Learners, and students who appreciate and require a larger and more globally based, multicultural curriculum. The design of the school was specifically created with these three categories of students in mind (see the market analysis and the program of instruction sections).

All of the students at WSA will be enrolled according to federal and state laws and regulations using a randomized electronic lottery program. WSA's Lottery Policy will be one that is conducted in a way that will be consistent, transparent, and legal. WSA will follow all of the laws that are related to the lottery and enrollment of students in the school (Utah Code 53A-1a-506 and R277-472-5)

Application process

All students will apply for admission either electronically or by filling out a paper application provided by the school to be placed into an electronic database. WSA will accept all eligible students who submit a timely application into the school's lottery and will give enrollment preference to children of founding members, students returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, students will be selected for that class, grade level or building through a random lottery process, except those applicants who have been provided preference as allowed in law and described above. After the initial open enrollment periods, applicants for any remaining slots will be selected to fill available positions through a random lottery. If an opening in the School occurs mid-year and no students remain from the lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

Lottery

Upon approval from the State Board, WSA will begin accepting applications commencing from December 2015/January 2016. If applications exceed available spots, WSA will conduct a randomly generated lottery in the second week of January. Additional lotteries may also be invoked if required. All relevant dates for enrollment will be published on WSA's website so that all interested parties will have an equal opportunity to submit an application.

Preferential Enrollment

WSA will offer preferential enrollment to certain categories of students as allowed by applicable laws and regulations (Utah Code 53A-1a-506 and R277-472-5).

- Preference will be given to children of founding members that have contributed significantly to the progress of the school as defined by the governing board. Founders will not be determined by monetary donations. Founders may only enroll one student using their preference.
- Preference will be given to siblings of students that have been previously accepted in the lottery. It is important to WSA to keep family members together.
- Preference will be given to children of employees working more than thirty hours per week for the school.
- The previous two categories shall not exceed 5% of the total student population.
- No students will be given priority notice or "guaranteed" admission to WSA. WSA will not make any enrollment decision or give preference to any students on any basis that is proscribed by applicable law, including federal civil rights laws and IDEA 2004.

Acceptance and Rejection of Admission

Parents of accepted students will be notified immediately of their acceptance.

Parents of accepted students may be given three (3) business days after notification of lottery results to accept or reject their student's admission to WSA. If parents do not respond within the allocated time frame, another student's name will be randomly selected to fill the position.

Enrollment

Upon a student's selection in the lottery and subsequent acceptance by the parents/guardians, enrollment forms will need to be completed within a prescribed timeframe (no less than two weeks). Parents that do not complete enrollment forms within the allocated time frame will be contacted by the WSA staff to ascertain if they intend to enroll their student or if they would like to withdraw their application.

Section 4: Program of Instruction

Educational Priorities

Wallace Stegner Academy students will achieve a solid foundation of academic proficiency in Reading, Mathematics, Science, and Social Studies. They will also reach a level of Academic English Language proficiency that is vital in the school's targeted population. In order to attain these goals (which will be evaluated through the use of interim assessments, and SAGE results), the school will use the following educational programs:

1) Ability-Based Reading and Math Classes.

WSA will address specific learning needs by providing many levels of Reading, Math, and English Language Arts courses to all students. Students will undergo a rigorous series of assessments in order to determine which courses best suit their educational needs. A student may be placed in one of as many as nine different levels of Math courses, as many as eight different levels of Reading courses, and as many as five levels of English Language Arts courses (including special courses designed specifically for English Language Learners).

Placement in these courses will be fluid in order to meet the needs of students who learn at different speeds, and it will be common for students to move up or down a level in order to better meet individual needs. This will allow students who are below, at, or above grade level to participate in a class that is specifically tailored to meet their needs on their level. The levels will be fluid in an effort to specifically tailor the instruction. The curriculum that will be used for the Reading classes will vary depending on the specific level, but the majority of classes will use Reading Mastery,¹¹ Corrective Reading,¹² and/or an ability-based novels study. The math classes will be similar in design and will use the following, or curriculum similar to, Corrective Mathematics,¹³ Saxon Math,¹⁴ and Math Expressions.¹⁵ Assessments will be given regularly in order to evaluate effectiveness of the programs, and to maintain appropriate placements of students in their classes. Any curriculum changes will be made based on assessments, best practices, research-based curriculum adaptations, and recommendations from a

¹¹ "Reading Mastery." : *What Works Clearinghouse*. Institute of Education Science, 28 Sept. 2006. Web. 22 Apr. 2014. <<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417>>.

¹² Slavin, Robert E., Cynthia Lake, Susan Davis, and Nancy A. Madden. "Effective Programs for Struggling Readers: A Best-Evidence Synthesis," *The Best Evidence Encyclopedia*. Johns Hopkins University School of Education Center for Data-Driven Reform in Education, June 2009, www.bestevidence.org. (accessed April 20, 2014).

¹³ Prychodzin, Angela M. et al. "Direct Instruction Mathematics Programs: An Overview and Research Summary." *Journal of Direct Instruction*, Vol. 4, No. 1. (2004): 53-84.

¹⁴ Resendez, M. & Azin, M. "Saxon Math and California English Learner's Performance." *Planning Research Evaluation Services*, (February 2007).

<http://forms.hmhco.com/saxonmathk5/pdf/research/sxnmath_ca_el_brief.pdf>

¹⁵ Viadero, Debra. "Study Gives Edge to 2 Math Programs." *Education Week* 28 (): 1-2. Print.

school curriculum committee.

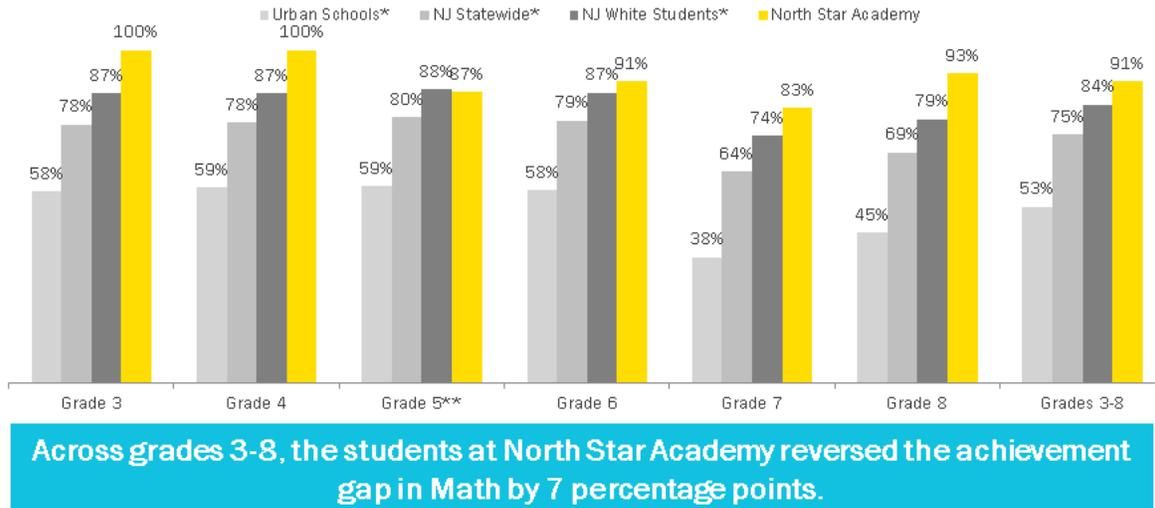
2) Data-Driven

An example of a school that implements our method of data-driven instruction is North Star Academy, located in one of the poorest areas in America: Newark, New Jersey. Through the implementation of this form of data-driven instruction, North Star Academy has been able to close the achievement gap and now this school is one of the top schools in the country (Graph 3).

New Jersey North Star Academy Math by Grade Level

NJASK Math Exam, Grades 3-8, 2014

% of Students Scoring "Advanced" or "Proficient"



*Note: 2014 NJASK comparative data will not be released until the end of 2014. 2013 data is being used in its place.

**Note: 71% of North Star 5th graders were in their first year at North Star.

Graph 3 - Comparison of North Star Academy's (Newark, New Jersey) Grade 3-8 student results in 2014 compared to other New Jersey schools.

Assessment

WSA will define standards and objectives based on the Utah Core Standards, and will define how they will be assessed. Our teachers will use their assessments as a starting point to instruction and not as an end point. The assessment items define the rigor. In an open-ended question it is the rubric that defines the rigor, and in a multiple choice question it is the options

that define the rigor. Using this definition of rigor, the Utah Core Standard's rigor is not defined by the standards and objectives; it is defined by the assessment (SAGE). Therefore, our commitment to preparing students for high school and college is defined by the rigor of our school's interim assessments. Our vision includes several key pieces of assessment:

- Every core-assessed subject will have a goal of giving six to eight interim assessments per grade.
- Assessments will be common amongst grade level teachers. This commonality provides our professional learning communities with a starting point in discussions around how best to deliver key pieces of the instruction.
- Assessments will be transparent and will be provided to teachers in advance. This enables teachers to plan specific skills, sub-skills, and objectives to the desired level of rigor inherent in the assessment. In other words, they will provide teachers with a road map.
- Assessments will be written to reflect a level of rigor equal to or greater than that of the SAGE assessment.
- Assessments are aligned with the content being taught.
- Assessments meet college-ready expectations.
- Assessments include building block questions that lead to appropriate rigor. These types of questions give teachers an obvious road map to guide their students into level four and five depth of knowledge type questions, and the assessment can work in a diagnostic fashion.

Analysis

The analysis of the data from our assessments will be immediate, usually within forty-eight (48) hours. After teachers have given the assessment, a report will be generated for them. This report will be simple to read and will provide teachers with valuable information identifying which students are proficient in which standards, and which standards need to be re-taught. Teachers then use the data analysis to construct what went right with their instruction, what went wrong with their instruction, and *why* it went wrong. (See the example data sheet in Appendix B.)

Teachers will regularly meet with an administrator in what is called an analysis meeting. This meeting will be teacher driven. The teacher will explain what went well in their instruction and what went wrong, with what student and why. The teacher will then explain their action plans.

Teachers will develop action plans that specifically detail which students (individual, small group, or whole class) will be re-taught which specific standards. The plan will also include how the instruction will differ from the first time the information was presented, and how it will be re-assessed in order to determine if the re-teaching effort was successful.

This analysis meeting is not only a meeting designed around creating action steps, but it is also a meeting where collaborative brainstorming will take place. The teacher will ask the

administrator for ideas and opinions on how best to move forward.

Culture

A true data-driven school must have a culture of student achievement and collaboration in order to be successful. This means that there are several key pieces of the school's organization that must be present.

- The calendar of assessments must be flexible enough for individual teachers to have the appropriate time to teach to mastery. It is completely illogical to assess an objective that has yet to be taught. This is unhelpful information for the teacher and it can be disheartening to a student.
- The interim assessments must be provided to teachers with enough time in advance for teachers to prepare. This means teachers must have each assessment weeks (if not months) in advance to beginning instruction. Data driven instruction does not work if teachers are handed assessments a week before the assessments are to be given to students.
- Assessments need to be transparent and adjustable. There will be times when teachers may disagree with assessment items. There must be flexibility to change or remove items.
- This process is explicit, collaborative, and requires a clear understanding of the framework; therefore, ongoing professional development around data-driven instruction must be provided to teachers and administrators.

3) Direct Academic Language Instruction

Few schools today still teach English explicitly. Being able to explain which articles to use in which situations, or how to write a compound or complex sentence is becoming a lost art. It is true that teaching grammar out of context is not very effective, but teaching grammar alongside a rigorous speaking and writing program is extremely effective.

At WSA, all students will have access to the majority of the same grammar instruction, but they will also have an ability grouped Language Arts class every day. This ability grouping will primarily be aimed at English Language Learners. The class curricula will vary based on levels, but some of the programs used will include Direct Instruction for Spoken English, and Reading Mastery Signature Series Language Arts.¹⁶ We will also use the WIDA assessment to determine student's class placement, and success of the courses.¹⁷

4) International Curriculum

¹⁶ M. Waldron-Soler, Kathleen , Ronald Martella, and Nancy Marchand-Martella. "The Research Base and Validation of Direct Instruction Programs." SRA/McGraw-Hill, n.d. Web. 14 May 2014.
http://www.mheresearch.com/product_info.php?segID=1&subID=2&proID=20&catID=2.

¹⁷ Andrea B. Hellman, "Assessment with P-12 English Language Learners." *Academia*, 2011,
http://www.academia.edu/466047/Assessment_with_P-12_English_language_learners.

Students at WSA will form a comprehensive student of the planet viewpoint and will construct a vast and varied understanding of the world through an international curriculum. Starting in the third grade students will spend each year studying a geographic region of the planet. This study will include geography, history, climate, government, economics, and culture. The curriculum will follow a guideline similar to the sample below:

Grade 3	Africa
Grade 4	South America
Grade 5	Europe
Grade 6	North America
Grade 7	Asia
Grade 8	World Cultures (economics, religions, governments)

In keeping with the international theme of the school, classrooms will be named after important cities in each region being studied by that grade. For example, the fourth grade classrooms would be named after Buenos Aires or Santiago. The library may be called the Alexandria Library.

Measuring and Reporting Academic Performance

The school will use all of its interim assessments, WIDA assessments, and SAGE assessments in order to ensure that the school is meeting its academic goals. The results may be made available to all interested parties, including parents and students via the schools website, parent teacher conferences, and by request.

The results of these assessments will drive instruction at the school as identified in the section above regarding data-driven instruction.

- Parents will receive a detailed report on their students’ yearly progress in all subjects.
- Parents, teachers, and board members will receive a detailed State of the School. This report may include such things as the school’s performance in comparison with neighborhood schools, the district, and statewide and national averages. Additionally, a State of the School will be prominently published on the school’s website annually.

Compliance with State Assessments

The school will follow all state rules and regulations in regards to assessment compliance. This will include absolute fidelity to the SAGE test requirements (or the designated state assessment) and annual teacher training on testing ethics.

Safe Learning Environment

Wallace Stegner Academy will have a zero tolerance policy towards any overtly dangerous or gang related activities. The school will be a place where success in school, community and family will be embraced. Students will receive monthly and yearly awards for academic improvement and success. Students will learn to be respectful in the classroom, school, and their communities. As part of the school's character development, students will learn life skills that will help them in all aspects of life, such as: honesty, integrity, hard work, respect, dependability, gratitude, and service. Students will also receive praise and accolades for demonstrating the character building instruction. As the students understand and apply their character development, the school will become a place where students hold doors for others, each student feels like a valuable part of their society, students help each other, people and their opinions are respected and honesty is valued.

Compliance With Laws Regarding Discipline

The school will comply with all laws regarding student discipline (UCA 53A-11-9) including an outright ban on corporal punishment.

Student Discipline and Policies for Discipline, Suspension, and Expulsion

While the school faculty will understand that the best student discipline program is one of prevention through character development and the positive reinforcement of appropriate behaviors, some discipline problems are inevitable. The vast majority of student discipline will involve discussions with interested parties including students, teachers, administration and parents, and may result in a loss of privileges such as the loss of a field trip. However, other common disciplines will exist such as eating a silent lunch or requesting a parent to join their student in class in order to demonstrate responsible behavior. A draft Student Discipline Policy is provided below.

Sample Student Discipline Policy

It is the policy of the Wallace Stegner Academy to require student conduct that produces a proper learning environment and respect for the personal, civil and property rights of all persons associated with the school community. The board authorizes school administrators to take appropriate action to preserve order in the school and to protect students, staff and patrons. Administrators will take disciplinary action when students

engage in activities which disrupt the educational environment, threaten or harm persons or property, or disrupt school activities. Criminal acts or disruptive behavior of any kind are prohibited and any student who engages in such activity will be subject to school disciplinary action including suspension or the recommendation of expulsion, prosecution, or both, according to this policy and the accompanying administrative procedures.

Students with qualified disabilities may be disciplined under this policy. The school administrator will establish separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act.

The purpose of this policy is to provide a safe, secure and positive school environment for all students and employees and one in which students have the opportunity to assume personal responsibility for their learning, behavior and good citizenship.

Corporal Punishment & Reasonable Physical Restraint:

Corporal punishment of a student is prohibited; however, school personnel may use reasonable physical restraint or force if necessary to protect a person from physical injury, to remove a violent or disruptive student or to protect property from being damaged.

Safe Schools:

The Wallace Stegner Academy prohibits student acts of violence, bullying, cyber-bullying, harassment, hazing, retaliation, aggression, disruptive behavior, use or possession of a weapon, criminal behavior, or gang activity, including the possession, use, wearing or displaying of any gang apparel or manner of grooming. These acts are prohibited on school grounds, at school-sponsored activities, or when students are being transported in school designated vehicles. Students are also prohibited from abetting, that is supporting, encouraging, and assisting in activities that violate this policy.

The board understands that members of certain groups, such as students with disabilities; students who are perceived to be overweight; students who are, or are perceived to be gay, lesbian, bisexual, or transgender; refugee and immigrant students; and students who are homeless, may be more likely to become targets of bullying, cyber-bullying, harassment, or hazing. To better protect all students, the WSA will take specific steps, as part of its discipline plan, to create a safe, supportive environment for all populations.

Drugs and Illegal Substances:

The Wallace Stegner Academy further prohibits any misuse of any substance and any unauthorized student use, possession, sale or distribution of alcohol, controlled substances, imitation controlled substances, or drug paraphernalia on school grounds,

at school-sponsored activities, or when students are being transported in school vehicles. Students are also prohibited from resorting, that is, being present knowingly and intentionally where, illegal or controlled substances or drug paraphernalia are displayed or used.

Defaming Statements:

No WSA employee or student shall be subjected to discrimination in employment or any school program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. WSA is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, facility use, accommodations and other Equal Employment Opportunity matters. WSA also provides equal access to school facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups.

Students will not knowingly make or publish false statements on the Internet, by fax, by cell phone or by any other means of communication that defame the character or reputation of a school employee or student. While students may have the right under appropriate circumstances to criticize school personnel or students, those rights do not include making false statements accusing school personnel or students of engaging in criminal or immoral acts that injure, harass or harm an individual.

Off Campus Violations:

Disciplinary sanctions may also apply to students whose conduct and involvement in a serious incident in locations other than on school grounds, at school-sponsored activities, or while being transported in designated vehicles threatens or does harm to the school, school property or persons associated with the school.

Tobacco:

Student possession or use of tobacco in school, at school sponsored activities, or on school grounds is prohibited by the WSA. It is against Utah State Law for students under the age of 19 to possess or use tobacco.

Persistently Dangerous Schools:

The Wallace Stegner Academy complies with the requirements of the federal No Child Left Behind (NCLB) Act as specified in Utah Administrative Code R277-483 Persistently Dangerous Schools.

Employee Duty to Report:

All employees will report to their principal or their immediate supervisor, any violations which they observe or become aware of regarding student conduct as outlined in this policy and accompanying procedures.

Parent/Guardian Engagement

Families will be asked to volunteer a minimum of twenty (20) hours per year. These volunteer hours may include helping teachers, participating in school events, helping with extra curricular activities, assisting in after school activities, or assisting the school in any way that the parent feels comfortable or knowledgeable.

Curricula

The hallways of WSA will echo with the sound of students' voices as they learn new academic vocabulary words and concepts. Teachers will employ choral response with students on a regular basis. Speaking in class helps students practice saying new words, it helps them transfer new words and concepts into long-term memory, provides instant feedback to teachers, aids self esteem, and perhaps most importantly it helps students to stay engaged.¹⁸ There is an enormous body of research that supports the concept that a primary indicator of student learning is the amount of focused academic learning time, and that when used by a master teacher, choral responses are an effective tool to keep students focused and engaged.¹⁹

Mainstream schools have conceded that student talk time is an especially important aspect of learning for English Language Learners so teachers have been taught to put children into groups and have them talk to each other, but this does not address an underlying problem for our target population. Our target population has shown that they do not struggle with Basic Interpersonal Communication Skills (BICS); they struggle with Cognitive Academic Language Proficiency Skills (CALPS), and students do not learn CALP when in an unsupervised group. Therefore, WSA students will be given explicit and direct instruction in CALPS with an emphasis in student learning outcomes rather than undirected and potentially unproductive student group time.²⁰ Evidence for this conclusion is easily found in the disparity in the level of reading comprehension among ELLs.

In order to ensure the success of this method of explicit and direct instruction, we will use our built-in interim assessments. The interim assessments will heavily rely on the acquisition of academic and content-based vocabulary. We will also use the WIDA assessment in order to

¹⁸ Grossen, B., Carnine, D., & Lee, C. (1996). *The effects of direct instruction and constructivism on middle school students' achievement and problem solving*. Eugene, OR: National Center to Improve the Tools of Educators, University of Oregon.

¹⁹ Miriam Ben-Peretz and Rainer Bromme, "What's All the Fuss About Instructional Time?," *The Nature of Time in Schools: Theoretical Concepts, Practitioner Perceptions*. Teachers College Press.
<http://webcache.googleusercontent.com/search?q=cache:gRbXfCJuc84J:larrycuban.files.wordpress.com/2012/10/2_-berliner-whats-all-the-fuss-about-instructional-time.doc+&cd=1&hl=en&ct=clnk&gl=us> (accessed 23 April, 2014).

<http://www.edpsycinteractive.org/topics/process/ALT.html>

²⁰Olenka Bilash, "BICS/CALP: Basic Interpersonal Communicative Skills vs. Cognitive Academic Language Proficiency." *educ.ualberta.ca*, May, 2009,
<<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/bics%20calp.html>>.

continue the development of the curriculum and monitor individual student progress.

Philosophical Approach for Improving Student Learning

The curricula for WSA will be selected, reviewed for efficacy, and adjusted based on the school's philosophical approach which revolves around several key components outlined in section 1:

- Scientifically and systematically designed curriculum based on measurable goals with the needs of individual students considered at every step of instruction.
- Scaffolded instruction that allows students to build upon previously learned skills.
- Academic equality. The right of every student to attend an ability-based Mathematics, Reading, and Language Arts class.
- The focused acquisition of facts and skills. We know that rote memorization has its place and is essential to problem solving.
- Reading programs should start with phonics and fluency and slowly become more focused on comprehension strategies.
- Academic vocabulary. Every lesson should begin with a language objective. Vocabulary allows students to access difficult subjects and texts.
- A mastery of the English language. ELLs have the right to an explicitly delivered English language class that is driven by results.
- Multicultural and international studies. Students derive a greater understanding of the world and their own self-image through studying the wider world beyond our borders.

Professional Development for Implementation of the Curriculum

WSA's professional development plan is vital and will be based upon these basic principles:

- *Administrators as coaches.* The administrators at WSA will take a role more similar to the coach of a soccer team, than that of a typical school director. The administrator will be responsible for developing the talent of the teachers by spending time training teachers in the classroom conducting demonstrations, making frequent informal evaluations, and giving constant feedback.
- *Peer coaching.* A large aspect of the coaching culture will take the form of peer coaching. This will be facilitated by scheduled sessions in which teachers can leave their classrooms to observe other teachers. This technique is commonly used in high performing education countries such as Japan and Finland. The observation is beneficial for both the observing teacher and the teacher being observed. After the observation has been performed, teachers will fill out a form that explains what was great about the instruction, what they learned from the instruction, and what the teacher may need to improve.
- *Professional Learning Committee and mentors.* All teachers will take part in a professional learning committee (PLC), and new teachers will be assigned a mentor. The PLCs will address teaching strategies, assessment data, classroom environment, and student behavior issues.

Section 5: Performance Measures

Alignment with Mission of the School

The ultimate goal of WSA is to become the number one performing school on the west side of Salt Lake County within 5 years. We expect to see our students demonstrating extraordinary proficiency scores on state assessments and going on to become leaders in their community.

Through extensive research and personal experience, the board of directors believes that WSA's carefully detailed curriculum and philosophy can and will produce an outcome yielding higher student proficiencies, a greater high school graduation rate, and a more satisfied and self-directed learning population.

Assessment is one of the central attributes of our school's model. As a state public school, we understand the need to participate in state testing and exams. We will use all forms of the state's SAGE test, DIBLES/DAZE assessments, and our own interim assessments. These assessments will provide invaluable information that will be used to determine the successes of individual curriculum pieces as well as guide our teachers in making day-to-day classroom decisions. (See, Data-Driven Instruction in Section 3.)

Measures and Metrics

The WSA is designed around five major goals that are not well represented in the current school system. These five goals are (1) mastery of each unit through direct instruction, (2) ability grouped math and reading classes yielding 1.5-2 years of growth per year, (3) a positive learning environment that develops student confidence through the recognition of their own academic success, (4) mastery of both academic and interpersonal English, and (5) a greater exploration of history, literature, grammar, and science through the use of data driven instruction.

Measure	Metric	Board of Director's Goal
Closing the Achievement Gap through above average growth for At-Risk Students	USOE testing/ Sage testing	90% of students make 1-2 years worth of growth within two year of continuous enrollment
Positive learning environment	Parent and student surveys	85% parent satisfaction within 2 years
Interpersonal and academic English language proficiency.	WIDA assessment	90% of students are English language proficient after 4 years of continuous enrollment.

Proficiency in State Common Core	USOE testing/ Sage Tests	80% proficient in grades K-6 within five years of school opening
Success for English Language Learners	WIDA assessment	Students identified as English Language Learners continuously enrolled for two years will make a minimum of one year's worth of growth.

Charter Performance Standards

WSA has reviewed the charter performance standard as set by the State Charter Board. WSA is committed to achieving excellence in all three areas of Governing Board Stewardship, Financial Performance and Sustainability, and Academic Performance and Student Engagement. These performance Standards are in alignment with our mission and educational philosophy at WSA.

High Expectations and Standards

Students will be expected to complete all homework in every subject on a nightly basis. They will also be expected to study and pass interim exams. This high level of student performance will be created through a school wide culture of high student academic expectations.

Teachers will ensure that students reach a level of mastery in each unit through careful analysis of interim assessment data and by re-teaching any missed objectives until all students can perform at a high level of competency.

Promotion

The promotion of individual students will be based on a number of rubrics including:

- Students progress through ability based Math, Reading, and ELA classes
- Sage assessments
- Parent input
- Student input
- DIBLES growth
- Teacher input

Timeline

The performance standards set forth by this section dictate that students attain a high level of proficiency within a short time frame. Our mission is to close the achievement gap for students who are at risk of academic failure. The board of directors feel that this mission outlined in the SMART goals above is at or above the goals of other public schools.

Closing the Achievement Gap

Educationally disadvantaged populations

- ✓ We intend to serve a large proportion of educationally disadvantaged students and choose one of the acceptable Comprehensive Performance Additional Measures. *Complete this section.*
- ☐ We intend to serve a large proportion of educationally disadvantaged students, but do not choose to employ one of the acceptable Comprehensive Performance Additional Measures. *Skip to the next section.*
- ☐ We do not intend to serve a large proportion of educationally disadvantaged students. *Skip to the next section.*

As indicated throughout our charter application WSA is striving to close the achievement gap (option 3) for educationally disadvantaged populations, inclusive of economically disadvantaged students and English Language Learners. Our mission specific goals directly address this.

WSA will use all state mandated assessments to measure growth. In addition, curriculum based assessments and software skill assessments in reading and math will be utilized for ability grouping. All assessments for curriculum will be research based, valid and reliable. Continual assessment of students is important to the instructional methodologies of WSA as outlined in Section 4: Program of Instruction. WSA ensures that they will be held to the same performance standards as other public schools through SAGE. Specific time frames are included in our mission specific goals. WSA will comply with all federal accountability standards and plans on applying for and qualifying for Title I funds. WSA will meet all Title I requirements for serving educationally disadvantaged students.

Section 6: Governance

Board of Directors' Role, Responsibilities, Assurances & Acknowledgements

Wallace Stegner Academy's governing board recognizes the significant impact of sound governance. Each member of WSA's board possesses unique expertise that will be utilized in the successful founding and operation of the school. The following sections detail the board's acceptance of its responsibilities and commitment to perform these duties to the highest standards:

Open & Public Meetings. The board acknowledges and understands that upon being approved as a Utah public charter school, it must comply with the provisions set forth in Utah's Open and Public Meetings Act (Utah Code Ann. §§ 52-4-101 *et. seq.*). Many of the board members are familiar with the application of the Open and Public Meetings Act to public meetings as it relates to public notice of meetings, minutes, recordings, closed meetings, penalties associated with violation of the act, and the proper procedure for curing violations. As recommended best practice, the board secretary (Sarah Vaughan) is charged with the responsibility of being the board's expert as it relates to open meetings laws/rules. Notwithstanding, the board will participate in annual training on the Open and Public Meetings Act and will work to ensure compliance with the act's terms.

Board Role and Responsibility. The board acknowledges and understands that it is the responsible governing body of Wallace Stegner Academy, and as such, the board charged with the responsibility to oversee the foundation and sustainability of the school's mission, vision, and goals. Several key aspects of these roles are defined in the school's bylaws, but other roles are set forth in the school's charter and charter agreement.

Implementation and Development of School Program. Wallace Stegner Academy's governing board fully understands the mission of the school and is committed to continually expanding each member's understanding of the school's unique educational model. The board has complete confidence in its directors, their backgrounds, and their capacity and desire to gain additional understanding as it relates to the effective governance of a Utah public charter school. With academic and practical experience in instructional design, educational strategy, classroom instruction, teacher recruitment, special education and public school administration, Mr. Sudweeks, Mr. Gerlach and Mr. Bernstein have worked diligently to set forth a program of instruction that meets the board's mission and philosophy. Mr. Farnsworth's background in the development of a successful international non-profit organization's mission, vision, philosophy, and operation, will assist the other board members as they seek to ensure the successful implementation and operation of WSA's academic program.

In addition, the board recognizes that much of the language used to describe the school's model is language that is primarily used in the field of education. Thus, board members who are not members of the educational community are committed to participate in ongoing professional board development focused on improving particular aspects of the school's model prior to the school's opening.

Management of Public Funds. The board is fully aware of the enormous responsibility involved with managing public funds. Therefore, the board is committed to adhering to sound budgeting principles, receiving and reviewing regular financial reports, adhering to applicable purchasing and procurement guidelines/rules, and conducting a thorough third-party financial audit each year to ensure proper management of public funds. We believe that the board is uniquely qualified to undertake this responsibility. While all board members have experience with managing budgets, Reed Farnsworth (Board Financial Coordinator/Treasurer) possesses a unique combination of financial experiences that will assist the board with its fiscal responsibilities and decisions. In addition to earning a *B.S.* in Business Management (Finance emphasis) from Brigham Young University and a *M.A.* in Applied Economics from John Hopkins University, Mr. Farnsworth has significant experience in financial analysis, banking, fundraising, and he spent four years as a Financial Analyst in the Fiscal Agency Unit of the Board of Governors of the Federal Reserve System in Washington, DC. He has vast experience in assessing budgets, identifying and mitigating financial risk, preparing and presenting financial and management data, and analyzing assets/liabilities. In addition to his past experience, Mr. Farnsworth will ensure attendance at future financial trainings to increase the board and administration's understanding of the proper management of public funds.

Legal Compliance. The board will ensure that the school operates within the bounds of applicable laws, rules, and regulations, and that the school meets all other applicable obligations. The board recognizes the wide range of applicable legal obligations that govern a public charter school. These legal obligations include public education law, public meetings law, government records law, employment law, corporate/non-profit law, special education law, and contract law to name a few. Each member of the board possesses unique experience and expertise that will ensure the school is operating in legal compliance. For example, Mr. Sudweeks, Mr. Gerlach and Mr. Bernstein have experience as it relates to rules governing regular instruction, special education, and school administration. Mr. Farnsworth has expertise in rules/law applicable to corporate set up, corporate governance, and financial regulations. Mr. Bernstein, Ms. Vaughan and Mr. Schow also have experience in human resources law, contracts, and general corporate formalities. The board's experience in these areas is a vital component of its overall ability to identify potential issues, mitigate risk, and engage the services of experts in various areas of law when prudent.

Community Representation. The board will work diligently to ensure its actions represent the community well. This includes conducting open meetings, respecting

public input, advertising for stakeholder/community involvement, etc. The board promotes the philosophy of modeling what is taught, and it is committed to performing its duties and responsibilities with the same respect and consideration that is expected of WSA students.

Duties and Responsibilities of Public Servants. The board acknowledges and understands the great amount of trust the public is placing with them in the management of Wallace Stegner Academy. As public servants, each board member is committed to conducting themselves in a way that signifies their position as a public servant by working ethically to fulfill the school's mission, following all laws and regulations regarding the school, and by managing the school's funds in a responsible manner. To assist the board members in their efforts to be good public servants, Mr. Sudweeks, Mr. Gerlach, Mr. Bernstein, and Mr. Farnsworth will draw on their non-profit and/or public service experience to provide valuable direction to the board.

Board Capacity to Found and Sustain WSAs Mission. The board of Wallace Stegner Academy comes from a variety of sectors and each member brings a specific skill set. Our board is completely capable of founding and sustaining the school and fulfilling its mission of creating greater learning opportunities for students who are at risk of academic failure. Mr. Sudweeks, Mr. Gerlach and Mr. Bernstein worked together to put forth the school's program of instruction, and they have followed the program in their own classrooms. Through her experience of conducting large-scale data collection and analysis projects, Ms. Vaughan has developed and exhibited team management skills that will be utilized to drive the school's success. Mr. Schow's background in marketing and leadership coupled with Mr. Bernstein's entrepreneurial and financial background will further assist the board in its effort to create and maintain a quality school.

Board Commitment to Ongoing Professional Development. The board of Wallace Stegner Academy recognizes the importance of ongoing professional development; therefore, the board is committed to continually work to improve its knowledge, skills, and understanding of effective board governance. The greatest indicator of the board's commitment to ongoing professional development can be found in their various backgrounds. All board members have exhibited a passion for continuing education and development, and the board as a whole intends to take advantage of the numerous professional development options, such as the Governing Board Online Training modules, the Utah Best Practices Guidance Handbook, and board development literature such as Charter School Board University.

Organizational Meeting Minutes

MINUTES OF THE ORGANIZATIONAL MEETING OF THE BOARD OF DIRECTORS OF WALLACE STEGNER ACADEMY

The following are the minutes of the organizational meeting of the Board of Directors of Wallace Stegner Academy, a Utah nonprofit corporation. The meeting was held electronically (via telephone) with the meeting hub located at 290 N. Flint St, Kaysville, Utah on September 29, 2014, at 4:00 p.m.

Present and participating in the meeting were directors Adam Gerlach, Jeremy Schow, Sarah Vaughan, Andrew Bernstein, Anthony Sudweeks, and Reed Farnsworth, constituting all of the directors of the corporation. The meeting was held in accordance with the provisions of the Bylaws, notice of the meeting was provided to all directors, and a quorum was present. Accordingly, the meeting was duly convened.

Anthony Sudweeks served as Chairman of the meeting and conducted the meeting in that capacity. After calling the meeting to order, the Chairman requested that Sarah Vaughan keep the minutes of the meeting.

The meeting proceeded to the election of Board officers. Upon motion duly made, seconded and unanimously carried, the following persons were elected to the offices indicated opposite their respective names, to serve during the ensuing year and until such time as their successors have been duly elected and shall qualify:

Anthony Sudweeks	President
Adam Gerlach	Vice-President
(Reed Farnsworth)	Treasurer
(Sarah Vaughan)	Secretary

Upon motion duly made, seconded and unanimously carried, the following resolution was adopted regarding the Bylaws of the Corporation:

RESOLVED: That the Bylaws of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted as the official Bylaws of the Corporation.

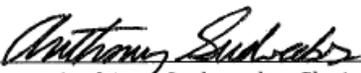
FURTHER RESOLVED: That the Bylaws of the Corporation shall be maintained at

the principal office of the Corporation in accordance with the requirements of the Utah Revised Nonprofit Corporation Act.

Upon motion duly made, seconded and unanimously carried, the following resolution was adopted regarding approval and ratification of the actions of the Incorporator of the Corporation:

RESOLVED: That all acts taken by the Incorporator of the Corporation and the undersigned Directors on behalf of the Corporation prior to its incorporation be and hereby are approved, ratified and affirmed.

There being no further business, the meeting was thereupon duly adjourned.


Name: Anthony Sudweeks, Chair

Articles of Incorporation

**ARTICLES OF INCORPORATION
OF
WALLACE STEGNER ACADEMY**
a Utah Nonprofit Corporation

RECEIVED
SEP 30 2014
Utah Div. of Corp. & Comm. Code
JBB

The undersigned, acting under the Utah Revised Nonprofit Corporation Act, Utah Code Ann. 16-6a-1001 et seq. (the "Act"), adopts the following Articles of Incorporation (the "Articles") and does hereby certify:

ARTICLE I

Name

The name of the Corporation shall be Wallace Stegner Academy, a Utah nonprofit corporation (the "Corporation").

ARTICLE II

Principle Office/Place of Business

The principal place of business in Utah and the mailing address of the Corporation shall be 342 Edith Avenue, Salt Lake City, Utah, 84111. The business of the Corporation may be conducted in all states of the United States, and in all territories thereof, and in such other locations around the world as the Board of Directors shall determine.

ARTICLE III

Purpose

The purposes for which the Corporation is formed are exclusively for charitable, benevolent and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"). In furtherance of these purposes, the Corporation may engage in all lawful activities and pursuits consistent with the powers described in the Utah Revised Nonprofit Corporation Act and authorized by Code Section 501(c)(3), including, but not limited to, operating a Utah Charter School and all activities related thereto. Furthermore, the Corporation is formed exclusively for purposes for which a corporation may be formed under the Utah Revised Nonprofit Corporation Act, and not for pecuniary profit or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons or organizations, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. The Corporation shall have the power to borrow money and to

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Date: 09/30/2014
Receipt Number: 5734513
Amount Paid: \$00.00

do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further, accomplish, foster or attain any such purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent provided in Code Section 501(h)), and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on: (a) by a corporation exempt from federal income tax as an organization described in Code Section 501(c)(3); or (b) by a corporation, contributions to which are deductible under Code Sections 170(c), 2055(a) and 2522(a).

ARTICLE IV

Members/Stock

The Corporation shall not have any class of members or stock.

ARTICLE V

Board of Directors

1. The property, business and affairs of the Corporation shall be managed by a Board of Directors. The number of Directors shall be no less than five (5), but may be up to seven (7), as fixed from time to time by the Bylaws of the Corporation. Should the number of Directors become less than five (5), the remaining Directors shall appoint a replacement by majority vote.
2. The Directors shall be elected in the manner set forth in the Bylaws of the Corporation.
3. The names and addresses of the natural persons who are serving as the current Incorporators of the Corporation are as follows:

Directors

Anthony Sudweeks
342 Edith Avenue
Salt Lake City, UT 84111

Adam Gerlach
674 N Dove Way
Farmington, UT 84025

Reed Farnsworth
610 E Center St
Centerville, UT 84014

Jeremy Schow
7545 S. Samano Ct
Midvale, UT 84047

Dr. Sarah Vaughan
829 E 400 S, Apt 106
Salt Lake City, UT

Andrew Berntstein
7087 Rialto Way
West Jordan, UT 84081

ARTICLE VI

Officers

The Officers of the Corporation shall be as set forth in the Bylaws.

ARTICLE VII

Distribution on Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to a state or local government, for a public purpose.

ARTICLE VIII

Registered Office/Agent

The name of the natural person who is to serve as the Registered Agent of the Corporation is Anthony Sudweeks. The address of the Corporation's registered office shall be 342 Edith Avenue, Salt Lake City, Utah. 84111.

ARTICLE IX

Amendment

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the whole number of Directors. Any such amendments shall be consistent with the Corporation's status as a tax-exempt organization under Code Section 501(c)(3).

ARTICLE X

Bylaws

The Board may adopt bylaws that are not inconsistent with law or these Articles for the regulation and management of the affairs of the Corporation.

ARTICLE XI

Indemnification

To the extent permitted or required by the Act and any other applicable law, if any Director or officer of the Corporation is made a party to or is involved in any proceeding because such person is or was a Director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines, amounts paid in settlement and reasonable expenses incurred by such person in such proceeding, and (ii) shall advance to such person expenses incurred in such proceeding.

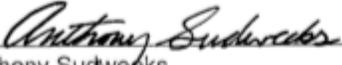
ARTICLE XII

Debts and Obligations

Neither the Corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the Corporation.

[Remainder of page left blank]

IN WITNESS WHEREOF, these Articles of Incorporation are hereby executed,
effective as of the 26 day of September 2014.



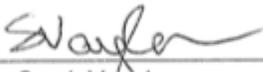
Anthony Sudweeks



Adam Gerlach



Reed Farnsworth



Dr. Sarah Vaughan



Jeremy Schow



Andrew Bernstein

ACCEPTANCE OF APPOINTMENT

The undersigned, Anthony Sudweeks, an individual resident of the State of Utah over the age of eighteen (18) years, named herein as the registered agent for the Corporation, hereby acknowledges and accepts the appointment as registered agent.



Anthony Sudweeks, Registered Agent

Bylaws

Bylaws of Wallace Stegner Academy

ARTICLE I - NAME AND PURPOSE

Section 1: The name of the organization is **Wallace Stegner Academy** (the “Corporation”).

Section 2: The Corporation is formed to manage, operate, guide, direct and promote the vision of Wallace Stegner Academy, a Utah public charter school in the State of Utah. The Corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE II – MEETINGS OF THE BOARD

Section 1: Annual Meeting. The Board of Directors of the Corporation (the “Board”) will hold an annual meeting for the purposes of the organization, selection of Directors and officers, and the transaction of any other necessary business.

Section 2: Regular Meetings. Regular meetings will be held as scheduled by the Board, with a schedule that has been published with proper notice. Regular meetings will be held without call or notice on such dates and at such times and places as may be from time to time fixed by the board.

Section 3: Special Meetings. Special meetings of the Board may be called at any time by the President, Secretary, or one-third of the members of the Board for any purpose.

Section 4: Notice. Special meetings of the Board and regular meetings that are held other than at regularly schedule times or place may be held only after the Directors and other members have received a notice of at least twenty-four (24) hours notice by a documentable form of communication.

ARTICLE III—BOARD OF DIRECTORS, OFFICERS

Section 1: Board Role, Size, and Composition. The Board is responsible for the overall policy and direction of the school and delegates the responsibility of daily operations to the administrator hired by the Board. The Board will consist of no fewer than five (5) and no more than seven (7) members. The members of the Board will be volunteers and will not receive compensation for their duties.

Section 2: Terms. Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the

terms for the initial Board of Directors shall be as follows: Board members not initially elected to Board officer positions shall serve two (2) year terms; the Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Treasurer shall serve three (3) year terms. Board members are eligible for re-election.

Section 3: Quorum. A quorum will consist of a majority of the current Board members. A quorum of Board members must be present at any meeting of the Board before any business can be transacted or motions can be made or passed.

Section 4: Officers and Duties. There shall be four (4) officers of the Board: President, Vice-President, Secretary, and Treasurer. The officers will be elected by a majority vote of the Board at the annual meeting of the Board, shall serve in the office to which they were elected for a term of one (1) year, and are eligible for re-election. No Board member may hold more than one office at any given time. Officers' duties are as follows:

- 1) **President:** The President will convene regularly scheduled Board meetings, preside or arrange for other members of the Board to preside at each meeting.
- 2) **Vice President:** The Vice-President will chair committees on special subjects as determined by the Board.
- 3) **Secretary:** The Secretary will be responsible for keeping records of Board actions including: taking minutes in all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to Board members, and assure that the corporate records are maintained.
- 4) **Treasurer:** The Treasurer will make a report at each Board meeting. The Treasurer will chair the finance committee, aid in the preparation of the budget, help in fundraising efforts, and make all financial information available to members of the Board and the public.

Section 5: Vacancies. Vacancies on the Board may exist due to the death, resignation or dismissal of any member. In order to fill such a vacancy, the Board may seek nominations and letters of application from the school community or members of the community at large. The Board will elect an individual to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

Section 6: Resignation, Termination and Absence of Board Members. Resignation from the Board must be in writing and given to the Secretary or President. If the resignation is effective at a future time, a successor may be selected before such time, to take the office as soon as the resignation date passes. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining members of the Board.

ARTICLE IV – COMMITTEES

Section 1: The Board may create special committees as needed to fulfill its responsibilities. The President of the Board will appoint all committee chairs.

ARTICLE V- DIRECTOR AND STAFF

Section 1: Director. The Board will hire the Director. The Director has responsibility for the day-to-day operations of the school, the adoption and implementation of curriculum, and carrying out the school's goals, mission and Board policies. The Director will attend all Board meetings, report on the progress of the school, answer any questions of the Board members and carry out the duties described in their job description. The Board can designate other duties to the Director as necessary.

ARTICLE VI – INDEMNIFICATION

Section 1: Indemnification of Directors and Corporation Agents. The Corporation hereby declares that any person who serves at its request as a Director, officer, employee, chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the Corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the Corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the Corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VI, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the Corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

Section 2: Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VI, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the Corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that,

despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

Section 3: Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VI, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

Section 4: Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the Corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the Corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment

Section 5: Advances of Costs and Expenses. The Corporation may pay costs and expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the Corporation as authorized by these Bylaws.

Section 6: Personal Liabilities of Directors and Officers. No Director or officer of the Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

ARTICLE VII – AMENDMENTS

Section 1: The Bylaws may be amended when necessary by a vote of two-thirds (2/3) majority of the Board.

IN WITNESS WHEREOF, these Bylaws are hereby executed, effective as of the 29th day of September 2014.



Anthony Sudweeks

Application Delivered to Superintendent

A copy of this application was delivered to McKell Withers, who works at Salt Lake City School District on September 30, 2014.

Delivered by: Anthony Sudweeks

Board Background Information

ANTHONY SUDWEEKS, MEd

Role with school:

Board Chair

Expertise

I nstructional Design, educational strategy, research and philosophy

Statement of Intent:

I intend to chair the board of directors in a manner that is professional and strategic. My background in Educational Psychology and Instructional Design has been beneficial in the development of this charter application and will continue to provide a foundation of academic excellence in the governance of the school.

Not-for-Profit History:

The vast majority of Mr. Sudweeks' professional career has been in the nonprofit and government sector. He spent several years working for the nonprofit, Utah Safety Council where he commonly assisted in matters of organizational governance, board member recruitment, budgetary planning, and strategic planning/ advancement of the mission of the organization. As part of his position there, he also held the title of executive director of a separate non-profit called the Utah Industrial Training Cooperative (UITC). In this position, he was responsible for the maintenance of the UITC's board of directors, and was solely responsible for the day to day operation of the UITC, which consisted of designing, updating, scheduling, and training safety courses for contractors working at the five major oil refineries in Utah.

Employment History:

Glendale Middle School (Salt Lake City School District) – June 2012-Current

6th Grade Classroom Teacher- Responsible for the education of students. Developed and presented professional development trainings for faculty regarding data-driven instruction, and direct instruction. Trained other faculty members in classroom best practices. Achieved high levels of student proficiencies, and assisted in greatly boosting the performance of the school. As a result of my contributions the school adopted math and reading interventions that led to the school being awarded "Best Middle School" by the Salt Lake City School district in 2013.

American Preparatory Academy - August, 2010-June 2012

6th Grade Classroom Teacher- Responsible for the education of students.

Utah Safety Council - January, 2008- August, 2010

Occupational Safety Training Coordinator/ Instructional Designer- Job duties included coordinating and managing the Utah Safety Council occupational safety-training program, as well as designing new curriculum including the state's first tow truck driver certification.

Utah Industrial Training Cooperative - August 2010-June 2012

Executive director- Maintained training compliance of board member organizations. Supervised UITC trainers, scheduled board meetings and assisted in board member recruitment, maintained UITC funding levels budget projections.

United Parcel Service - August, 2003- January, 2008

Safety Compliance Supervisor- Responsible for maintaining a wide range of trainings and certifications for over 300 employees.

Operational supervisor- Job duties included managing up to 50 employees.

Training Supervisor- Primary job duties included training employees how to work efficiently and safely,

Education History:

Education

- Masters Degree of Education at the University of Utah in Instructional Design and Educational Technology – 2012
- Bachelors degree of English at the University of Utah- 2007
- Associates degree of Science at Salt Lake Community college -2005

Certifications

- Utah - Teaching Certification (Elementary 1-8)
- Oregon - Teaching Certification ELE/ECE (Elementary self enclosed)

DR. SARAH VAUGHAN, PhD

Role with school

Board member

Expertise

Research, project management, grant applications, tutoring

Statement of Intent:

Dr. Vaughan is an agricultural consultant. Her project management skills garnered through her PhD studies and project work in small businesses will be critical to WSA to aid with project time frames, and budgets. She has also applied for, and received, government grants and scholarships. Sarah is passionate about education. She completed her PhD in 2014 at The University of Queensland in Australia where she also worked as a practical tutor of a third year university subject, and worked as an AusAid tutor for postgraduate international students who required additional assistance to complete their written assessments. Sarah is committed to improving the availability of a high quality education to disadvantaged students in Utah.

Furthermore, Sarah conducted large scale data collection and analysis projects as an agricultural scientist and throughout her PhD studies. She had to employ her own staff, hire contractors for equipment design and construction, provide leadership, delegate and work as part of a cohesive team in a time critical manner. Her skills in team management will be valuable to WSA as they scale up from application phase to an operational educational establishment. She will use her expertise to ensure that WSA is adhering to a high standard of teaching excellence.

Employment History:

Contract Researcher (Agricultural)

Multiple locations including Salt Lake City and Brisbane, Australia

2008 – Current

Working as an agricultural consultant has provided Sarah relevant experience project management skills including: quoting, budgets, time management, client communication, scientific writing and data analysis. These skills are critical for WSA board members to assist with keeping the School on track with projects from the application of the charter school through to the school being open and operational and beyond.

PhD Candidate

The University of Queensland

St Lucia, Australia

2008 –2013

Employed and managed up to three casual staff as well as up to three contractors at a time. Organized the logistics of large scale projects which included: hiring contractors to operate farming and waste management equipment, designing and organizing the construction, with metal fabricators, of new equipment, conducting safety and risk management assessments to keep the team safe and aware of hazards, working on farms with farm laborers and farm managers to operate crop protection equipment, ran stock take and purchased supplies.

Created the methodology and protocols for all experimental trials, ran laboratory analyses, conducted statistical analysis and wrote scientific reports including several publications in peer reviewed journals and conference proceedings.

Tutored for a third year Bachelor of Environmental Science subject 'Soil Plant Relationships'. Role included facilitating the weekly laboratory and glasshouse practicals for a group of around twenty students.

Tutored for AUSAID. This Australian government program allows international students access to extra tuition with written assessments when English is not their principal language.

Experience Sarah gained as a PhD student allowed her to develop skills on handling the logistics of large scale projects. She had to develop strong leadership and team management skills to ensure tasks were completed on time (deadlines were often affected by the weather). Also her experience as a tutor as given her insight into education systems, curriculum, and providing educational support for underprivileged students.

Peracto Pty Ltd
Research Officer
Tasmania, Australia
2005 – 2008

Peracto is a private company offering commercial research services to agrochemical, forestry and fertiliser companies.

Liaised with customers from industry and ag-chem companies to formulate protocols to suit product registration.

Client manager for international and local agricultural companies. This involved calculating quotes/ trial budgets, formulation of protocols and liaison with Peracto regional managers to manage trials conducted interstate and internationally.

Implemented and managed scientific trials for the agricultural industry for registration of agricultural products through the Australian Pesticides and Veterinary Medicine Authority. Including being in charge of up to five staff members.
Scientific report writing of trial results to an industry standard.

Sarah's work experience at Peracto has ensured she has a complete set of skills in project management, leadership, team management and client communication.

Biogreen Ltd
Graduate Research Scientist
Melbourne, Australia
(Part time – 30 hours per week during honors year)
2004 – 2005

Biogreen owns a peat mine and produces products for the gardening, viticulture, horticulture and agriculture industries

Designed and conducted scientific experiments on all current and potential products to improve knowledge of the product and determine potential market application.
Worked closely with sales and marketing representatives developing technical information for consumers.

Through her work at Biogreen Sarah developed expertise in writing, dealing with clients and learning about the marketing, sales, technical support and distribution behind commercial products. This experience will aid WSA during the advertising phase and lottery.

Education History:

PhD in Agricultural Science at The University of Queensland, St Lucia, Australia (2008-2013)
Bachelor of Agricultural Science at The University of Melbourne, Parkville, Australia (First Class Honors) (2002-2004)
Bachelor of Commerce/Bachelor of Science at Monash University, Clayton, Australia (2002-2001) 1st and 2nd Year completed.

JEREMY SCHOW

Role with school:

Board Member

Expertise

Marketing, business projections

Statement of Intent:

I intend to provide the board with my professional expertise in regards to marketing, and business management.

Not-for-Profit History:

None

Employment History:

Lineagen, Inc., Director of Sales & Reimbursement, April 2010-Current

Lineagen is an innovative diagnostics company focused on complex, genetically linked disorders where timely genetic insights can significantly improve patient outcomes. Reporting directly to the Chief Executive Officer I had complete leadership and executive level responsibility for mission-critical process and personnel related to sales, marketing, insurance reimbursement, appeals, and customer service. Joining the team prior to commercialization, I played a key role in the successful commercial launch and ongoing success of FirstStepDx and FirstStepDx evaluation service.

CHG Healthcare, Physician Search/Sales Manager, February 2009-April 2010

- Managed team of 7 sales representatives
- Team awarded highest sales volume in company history
- Headhunt for physician employment
- Prospect, qualify, and recommend potential candidates (physicians) for opportunities
- Coach physicians on interview skills, negotiated salaries, benefits & incentives
- Honored as Sales-manager of the Month every month since 2nd
- Physician personal placement ratio 1:3 (average is 1:8), team ratio 1:6 (average 1:15)
- Write sales scripts and train new hires

Worldmark by Wyndham, Senior Vacationing Account Manager, May 2008-February 2009

- Average sales \$39,000 per week (Average deal size \$9800)
- Awarded Salesman of the month 3 times (Largest Month \$260,000)
- Received Salesman of the week 12 times (Average of 40 peers on floor at any given time)
- Lead team to victory in Annual Sales Team Competition

- Personal mentor, and sales coach for 3 of the top performers in company
- Cold calling to owners to increase their annual vacation credits. This allows more vacation time and large profits for company.

Education History:

Bachelor of Science, University of Utah, Graduated December 2003

- Majors: Pre-Med, Behavioral Science & Health, Sociology
- Minors: Business, Sociology, Biology and Theatre

ADAM GERLACH

Role with school

Board Vice Chair

Expertise

Teaching, Recruitment of Teachers, Training of Employees

Statement of Intent:

Adam Gerlach is an innovative classroom teacher, teacher trainer and successful business owner. He has been a teacher for 9 years, working in several charter schools and is currently a classroom teacher in the Salt Lake City School District. As a teacher, Adam has had amazing success at teaching his students and helping other teachers in their pursuit of academic excellence. He has trained many successful teachers that are currently teaching in charter schools and public schools and has helped charter and public schools implement new and innovative ideas to better reach their students.

Upon meeting and training Anthony Sudweeks, he has found a brother with the same heart and passion for teaching at-risk students in the state of Utah. Their partnership has produced amazing results that have exceeded/doubled the performance of many other teachers in the same demographic. The students in their classes have achieved unparalleled growth and have become exemplary participants in their school and community.

After graduation from Weber State University, Adam purchased and expanded a small window cleaning and Christmas lights installation company. He has had hundreds of extremely satisfied clients, many of them are still original clients from when his company first began. Once he was able to make a living to support his family he chose to become an educator.

Mr. Gerlach will use his talents as both an educator and an employer in assisting and recruiting amazing, and talented educators for the school. He will also be a valuable asset in the training of new teachers in the school.

Not-for-Profit History:

From 2008-2010 I served on the board for the Call Meadows HOA. As a member of the HOA board I was involved as a go to man for all things. I was able to help in the preparation of the budget, the solicitation and review of bids for work to be done and involved in many special projects to make the HOA a better place. I have also served as a ScoutMaster in the Boy Scouts of America. As Scoutmaster I had the responsibility of teaching youth important skills and responsibilities. I was also responsible for fund-raising for the unit that I was a part of.

In 2003 I was the lead in collecting clothing and monetary donations for the Frodsham Community Christmas in Farmington UT. The Frodsham Community Christmas is a an event

that gives food, clothing, toys and Christmas presents to guests from women's shelters, homeless shelters, Head Start programs, Safe Harbor shelters, and families just down on their luck identified throughout the county. I was able to help collect thousands of pounds of clothing and money for this annual event. I also volunteered and supervised 20 other people in the preparation, staging and gifting of the clothing to the families that were in need.

Employment History:

I have been a small business owner for most of my life. When I was in Jr. High and High School I was the owner of a small landscaping business. I was responsible for all of the bookkeeping and client relationships. Before I had a driver's license I used to hire my brother's friends to take me from job to job. From 2000 I have managed a small window cleaning company with about 500 clients. During this time I successfully maintained all of the accounting, management, hiring and training of employees. I have hired and successfully trained dozens of employees to perform their jobs to the approval of my clients. This experience will help me in finding and training of new teacher candidates. I also feel that this experience will be valuable in keeping long-lasting relationships with the clients of the WSA, the parents and students.

For the last 9 years I have been employed as a schoolteacher at two charter schools, American Preparatory Academy (5 years) and Legacy Preparatory Academy (1 year), and a public school in Salt Lake School District (3 years). During my time as a teacher I have been involved in many aspects of managing a school. I have attended Hiring Fairs and identified quality potential teaching candidates. I have trained numerous teachers to become successful teachers in their classroom. I have given trainings to the entire faculty for behavior management and best educational practices. I have served multiple times as a team lead responsible for the advancement of curriculum and placing of students into ability based groups. I have also been a part of many data meeting where data-driven instruction has been used to inform teaching practices and create plans for better student achievement. I will be able to use these skills in the achievement of the schools mission.

Education History:

I attended Weber State University from 2000-2004 and graduated with a Bachelors of Science in Psychology and a minor in Child and Family Studies.

I became a teacher in 2006 and have attended numerous trainings. I have attended a positive behavior intervention training called CHAMPS that has helped me to understand how to teach and develop students expectations in classrooms and schools. I have attended a 6-traits of writing seminar that has helped me learn how to better teach writing to my students. I have been to many trainings on developing and delivering Explicit Direct Instruction. I am currently

working on my ESL endorsement through Brigham Young University so that I can better serve my ESL and ELL students. As a teacher I currently hold a Level License 2 Certificate. I will be able to use my vast training and experience in hiring and developing teachers in the WSA

ANDREW BERNSTEIN, MEd

Role with school

Board Member

Expertise

Education, School Administration, Special Education

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

I have spent close to a decade teaching and supporting students and their families in title one schools. Five years in a self-contained unit and the other three as a sixth grade teacher at Glendale Middle School. I have extensive training and real-world experience working with students coming from lower income and migrant families as a teacher and administrative intern. I am fully committed to the Wallace Stegner Academy and its vision. I am familiar with the teaching techniques and academic strategies that will be used to instruct students at WSA. I am currently using them today with great success.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have been a schoolteacher in one form or another for majority of my life. I initially began as a Special Education teacher at Kennedy Junior High School. At Kennedy, I spent a lot of my time working with my students to teach them socially acceptable behavior by employing techniques such as behavior modification and positive reinforcement. I also worked with parents,

administrators, testing specialists, social workers, and teachers to develop individual educational plans (IEPs) designed to promote students' educational, physical, and social development with continuous monitoring and follow up. I had the challenge of modifying the general education curriculum for special-needs students. I met frequently with parents and guardians to provide guidance in using community resources, and to teach skills for dealing with students' impairments. I administered standardized ability and achievement tests, and interpreted their results to determine students' strengths and areas of need.

While working at Kennedy, I had the opportunity to successfully complete an Assistant Administrator Internship and complete my Masters Degree in Education Administration. During my time as an intern, I was involved in many of the administrative tasks that occur at a school. Some of the opportunities that I was able to administer and reinforce school student personnel program to include counseling and disciplining students in the areas of attendance and behavior problems. I had the opportunity to Plan and supervise school student activity programs. I aided individuals and groups with guidance for personal problems, educational objectives, and social and recreational activities. I had the responsibility of supervising students during assemblies and athletic events. I participated in the evaluation of teacher performance, assisted with the student teacher program, and observed a principal during placement interviews and the hiring process. I planned and administered in-service teacher training. I also had the chance to act as the principal in absence of the principal.

For the last couple of years I have had the privilege of working at Glendale Middle School in the Salt Lake School District. During my time here I have seen how explicit instruction and achievement level grouping can change the lives of students. I have gone from seeing Glendale as one of the worst schools in the state of Utah to becoming the highest performing middle school in Salt Lake. During this transition I have been able to see students exceed expectations and achieve their goals of academic achievement. I have watched student behavior problems virtually disappear because their academic needs were being met.

I feel that my experience as a Special Education Teacher and Administrative Intern will be beneficial to the WSA. I believe that I will be able to guide their Special Education Department to meet the needs of their students. I am confident that I will be able to assist the administration in guiding the school according to the mission of the school and Board.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I attended Westminster College, Salt Lake City, Utah in 2005 and received my Bachelors of Arts Degree in Elementary Education with a Minor in Special Education

In March of 2010 I attended the University of Phoenix, Salt Lake City, Utah and achieved a Masters Degree in Education Administration.

I have also received the following additional trainings during my time as a teacher. ESL endorsement received Spring 2008. REACH diversity training completed in November 2007. SIOP training completed in November 200. Woodcock-Johnson III training completed in March 2006.

REED FARNSWORTH

Role with school

Treasurer/Financial Coordinator

Expertise

Finance

Statement of Intent:

As a passionate believer in continuing education, I'm pleased to apply to join the Board of Wallace Stegner Academy in the Finance position. Early in my career, I've seen the importance of education and thus tried to bring opportunities to less fortunate, leading expeditions to Guatemala, Nepal and Kenya. I am sure that the formal education training in Finance and Applied Economics from BYU and Johns Hopkins respectively as well as my work experience in financial consulting, central banking and entrepreneurship will greatly assist WSA.

Not-for-Profit History:

I am involved as a Co-Founder, and Director of Economic Development in the creation of a Non-Profit organization called Singular Humanitarian Experience (SHe). As a Co-Founder of SHe I was involved in the development of the vision, direction and purpose of the organization including organizational strategy, structure, and roles and responsibilities.

SHe is an organization that travels to developing countries to help establish and maintain; education, health and economics. In 2010, I was able to Co-lead the inaugural expedition of 43 participants to Nepal, coordinating workshops, travel, food, sleeping, and service arrangements with Nepalese staff. As an expedition, we completed 2,056 hours of service in the areas of education, health and economics. We assessed 5 classrooms, trained 15 school directors, 7 midwives and 50 rural health promoters, treated 150-200 patients, prepared and administered a trekking survey and consulted on small business projects in trekking, jatropha, honey and small hydro.

In 2011 I was able to Co-lead the inaugural expedition of 45 participants to Kenya, coordinating travel, food, sleeping, service arrangements and workshops with local Kenyan staff. As an expedition, we completed over 1,400 hours of service in the areas of education, health, economics and construction. We painted a school, raffled off a goat on market day, provided consultations on hotels, clothing shops, and a milk factory, treated over 180 patients, sent back over 50 prescription eyeglasses and filled in for the teachers on strike.

Some other accomplishments that I was involved with during my tenure at SHe involve organizing 280 participants from many different countries in 6 expeditions. The SHe organization has completed more than 15,000 hours of in the areas of education, health,

economics and construction. We were also able to break ground on the first hospital and secondary school in the Polochic Valley of Guatemala largely due to funds from our expeditions to Guatemala.

Employment History:

I have worked in many fields in the industry of finance following my graduation from Brigham University. In 2005, I worked with the Beneficial Life Insurance Company. During my time at Beneficial Life my major responsibilities involved working with clientele through personal marketing and contacting. I initiated client financial planning designed to help clients understand and determine their financial needs, products and goals. I also customized short and long-term financial programs that provided maximum returns by analyzing client's personal risk aversion and market volatility.

In 2006 I worked at New Day Financial, LLC in Columbia, MD as a Senior Management Banker. During my time there, I Identified and managed mortgage needs of around nine new clients per day. Qualified prospective borrowers through analyzing credit reports, asset values, application, and bankruptcy statements for debt-consolidation mortgages. I was responsible for handling 100% of the firm's Spanish-speaking clients. I also managed and coordinated efforts of the processing, underwriting, funding and closing departments on all clients.

From 2006-2008 I worked for Hollister Group LLC in VIENNA, VA as a Financial Analyst / Senior Consultant. My main responsibilities were to perform market research for a large Puerto Rican bank using Bloomberg data, proprietary benchmarking models and prepayment vectors to determine key economic variables, specific to Puerto Rico, used in pricing, valuing and stress testing pools of loans in the bank's mortgage servicing rights (MSR) portfolio. I developed and presented executive roles and responsibilities for CFO, CRO, and EVP in the quarterly and annual valuation process of the \$6 Billion MSR portfolio. I established the framework for helping the bank adhere to its new MSR Policy and address crucial gaps in leadership reporting and accounting. I managed the evaluation of prospective MSR vendors for the client. I provided market research and analysis, developed proprietary business system requirements and scorecard, evaluated selected vendors via a scorecard methodology, and summarized and presented results to senior-level management.

From 2008-2012, I worked for The Board Of Governors Of The Federal Reserve System in Washington, DC as a Financial Analyst in the Fiscal Agency Unit During my time with the Federal Reserve I Identified and assessed the budget, schedule and business requirements risk for the multimillion dollar Treasury collection and cash modernization project and help ensure that risks are effectively managed and mitigated. I had the responsibility to analyze and assess

Reserve Bank budgets and policies associated with fiscal and central bank account management services. I also served as Financial Systems Analyst in the Bank Credit and Internal Accounting Unit. I prepared and presented Executive Briefings to senior management forecasting possible changes to Bank Credit data stemming from the Dodd Frank Act and new accounting regulations. I Served as Unit Lead Analyst for reporting on Money Market Mutual Funds, Discount Window Borrowings and Large Banks (over \$40B) to Monetary Affairs Division. I developed analytics, through SAS and Excel, to insure the accuracy of all discount window borrowings. I prepared biweekly SAS reports for Monetary Affairs Division on cumulative borrowings, net change, and amount borrowed based upon Term Auction Facility (TAF) auction results. I coordinated with Reserve Banks to collect and analyze specific assets and liabilities from banks with total net assets over \$40B in order to prepare and present weekly reports to Monetary Affairs Economists. I also prepared weekly reports for Monetary Affairs Division on the mergers, redemptions, subscriptions and variances for all Retail, Institutional and General Purpose Money Market Mutual Funds (\$3.6T market).

From 2012-2014, I started the first “all-you-can-fly” subscription based airline. I participated in all of the executive strategic decisions including plane type, route, pricing, team build out and fundraising. As part of the fundraising team, I created and modeled a 5 year forecast of the financial statements including the Balance Sheet, Income Statement and Cash Flow Statement. In addition to producing the financial model, I assisted in the designing and producing the pitch decks which we used to raise \$4M+ in our Series A, \$5M+ in our Series B in equity financing and over \$5M+ in debt financing. Also sat on the Board of the company, updating and working with the investors and key shareholders.

In addition to the strategic decisions of the company my day to day CFO work included managing all the day to day bookkeeping, finance and cost operations including setting up payroll, benefits, credit card processing, internal reimbursement process, invoicing, banking and aircraft insurance. Included in that role is the responsibility to negotiate and optimize the plans with the vendors.

The organization has generated over \$3M in revenue in the first 7 months of operations and over 74 jobs in 4 different geographical locations.

The experience of starting and running an airline has provided invaluable experience that I will be able to bring to WSA.

Education History:

I attended Brigham Young University from 1997-2004 with a brief hiatus to serve a two-year LDS mission. I graduated from the Marriott School of Management with a Bachelors of Science in Business Management with a Finance Emphasis. My minor was in Spanish. I feel that being able to speak Spanish fluently will make communication with Hispanic families attending WSA more effective.

I attended John Hopkins University in Washington, DC from 2009-2011. I graduated from the John Hopkins Zanvyl Krieger School of Arts and Sciences with a Masters of Arts in Applied Economics

The education that I received at both BYU and John Hopkins University enabled me to work at and handle many different types of job tasks. I am confident that I will be able to help develop, maintain and manage the finances of WSA.

Section 7: Staffing

Wallace Stegner Academy expects to include teachers, administrators, and the community in a collaborative effort to create a true learning community to meet the needs of every student. All will be encouraged to use their skills, ideas and creativity to help our students to attain academic proficiency and bridge the achievement gap. WSA intends to have one teacher for every 30 students in grades K-8. All employees of the school will have to pass a background check as required by school policy and law.

Grades K-3

In kindergarten and first grade we plan on having one paraprofessional per class as an aid to the teacher in these formative ages.

The utilization of teachers (12), paraprofessionals (17), and sped teachers (2), *during ability-based groups*, will bring the student to educational staff member ratio to approximately 12:1. This will enable WSA to give more intensive and personalized support in areas of greatest need. Other employees (administrative or support) may also be utilized as needed to further reduce the numbers.

	Grades	Students	Teachers/Paras	Ratio
Reading and Math Groups	K-3	360	31	12:1

Grades 4-6

The utilization of teachers (9), paraprofessionals (11), and sped teachers (2), *during ability-based groups*, will bring the student to educational staff member ratio to approximately 12 to 1. This will enable WSA to give more intensive and personalized support to students in the areas of greatest need. Other employees (administrative or support) may also be utilized as needed to further reduce the numbers.

	Grades	Students	Teachers/Paras	Ratio
Reading and Math Groups	4-6	270	22	12:1

Grades 7-8

Students that are still in need of ability based groups in these grades may also be included in the ability based groups of the 4-6 grades. The Math and Language Arts teachers would assist in this instruction as well.

	Grades	Students	Teachers/Paras	Ratio
Reading and Math Groups	7-8	180	14	13:1

ELL Students

The goal of WSA is to have all students test out of the ESL program within five years of continuous enrollment. The achievement of this goal will be made possible through our ability based groups. If a student is struggling in English Language proficiency, those needs will be addressed in their ability-based groups as their ability in that specific area will be low. We may also have an additional portion of the day that these students may receive more assistance towards our goal of proficiency if necessary.

At-Risk Students

This model of ability-based grouping is extremely effective in aiding At-Risk students (*see*, Program of Instruction). Many At-Risk students are significantly behind their peers in Reading and Math. These ability based groups are designed to identify the areas of most need, target those areas as quickly as possible, and help get the students to grade level as soon as possible. When a student is challenged at their ability level with a goal of reaching grade level quickly, they will perform much better in other aspects of school and life.

Roles and Responsibilities

In order to accomplish the goals and mission of Wallace Stegner Academy, it goes without saying that prudent governance that supports professional administrative and instructional staff is key to the school's success. The board of directors considers itself a governing board and will focus its energies on governance matters. After the initial development and start-up period, in which much more hands-on work will be required from board members, the board of directors will step back from the management of the school and give the administration the authority and responsibility to run the school and accomplish the objectives established by the board. The board of directors will then monitor, evaluate, and hold the administration accountable for the performance of administrative duties. In contrast to the administration's role, the classroom teacher is responsible for the effective day-to-day management of their classroom. This includes general organization, discipline, instruction and classroom management.

There are several key responsibilities of the administration. First, they are responsible to the board of directors for the implementation of institutional procedures and policies. Second, the administration will be responsible for the implementation, development and refining of curriculum and programs. Third, they will be the supervisors of admission.

Management Needs & Priorities

Due to WSA's educational model, school enrollment capacity (810 students), and target population, the board of directors has determined that the school will be best served with two

directors (the “Directors”) overseeing daily operations of the school. The board of directors will seek Directors that are available to assist teachers with discipline and parent issues, are able to make quick decisions, are experienced in the implementation and management of school policies, understand school finances and budgeting, and can guide and direct professional development in an effort to improve instruction at WSA; this means that the Directors will function as coaches and trainers of teachers to develop a highly effective and motivated professional teaching staff.

Directors’ Responsibilities:

- Supervise administrative assistants with an effective blend of supervision, delegation of authority, accountability, and evaluation of results
- Implement effective student discipline procedures and oversee hearings and appeals that conform to all relevant laws, policies and procedures
- Ensure that administrative functions are performed successfully, effective administrative procedures are developed, policies and school procedures are implemented, and innovative planning is continuous
- Interact with staff and facilitate meeting the needs of staff and/or students as needed
- Develop board reports, staff communications, meeting coordination, parent interactions, and staff information reviews
- Attend or conduct meetings of constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions
- Perform other duties, such as mentoring teachers, providing professional development opportunities, and instructing teachers on how to interpret school testing data for targeted instruction
- As master teachers, the Directors will be responsible for the training of teachers and the facilitation of peer coaching and mentoring
- The Directors will be responsible for evaluating the performance of the teachers on an annual basis
- Implementation of data-driven instruction
- Facilitation of data assessment meeting with teachers

DIRECTOR QUALIFICATIONS

Minimum qualifications for the Director positions are:

- Possess a Bachelor’s degree or higher
- Preference will be given to candidates who have had at least three years successful teaching experience
- Be licensed or certified educator by the State of Utah
- Successfully pass an FBI background check
- Preference will be given to candidates working towards or having obtained a Master’s level education and those who possess an administrative endorsement

- Have expertise on issues of instruction and the curriculum and assessments required by the State of Utah
- Agree to ensure that school curriculum meets curriculum required by the State of Utah
- Enthusiastic commitment to WSA's mission, philosophy and goals

The Director positions will be evaluated annually, based on mutually agreed upon criteria/goals of the board of directors, and the Directors. Administrative services and teacher training shall be the primary function of the Directors. The Directors may also choose from among the faculty those with particular skills or experience to support other services. These services shall be to improve the function of the school and to be in compliance with all federal and state laws.

Staffing Plan

TEACHER QUALIFICATIONS

WSA intends to recruit and retain teachers that are innovative, engaging, and highly qualified. We will have three (3) teachers for each grade in grades K-6 for a total of 21 teachers. We will also have 2 special education teachers, and five (5) other teachers for junior high and other programs (PE, Art, Music). All teachers will be hired by the Directors of the school based upon the qualifications listed below. Teachers will report directly to the Directors. As required by the State of Utah, all teachers will hold a license with areas of concentration and endorsements as required by the Utah State Office of Education (See R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure as provided in Rule R277-503

Qualifications include but shall not be limited to:

- Be licensed or certified by the State of Utah and meet highly qualified standards as determined by NCLB
- K-3 teachers will hold a Level 1, 2, or 3 license with an early childhood area of concentration
- Grade 1-6 teachers will hold a Level 1, 2, or 3 license with an elementary area of concentration
- Grade 7-8 teachers will hold a Level 1, 2, or 3 license with a secondary area of concentration and an endorsement in the assigned teaching subject
- Complete job duties with minimal supervision
- Agree to teach WSA's curriculum, while meeting curriculum required by the State of Utah
- Commitment to WSA's mission, philosophy, and goals
- Previous experience teaching in a similar type of school and demographic
- The desire to learn dynamic, engaging, and data driven teaching techniques

We expect all of our teachers to have a work history that shows reliability, honesty, strong work ethic, problem solving skills, innovation, willingness to learn, and teamwork. If the Directors are unable to obtain teachers who are already Highly Qualified, the Directors will set a plan in place

with each teacher to ensure he/she is Highly Qualified within a reasonable amount of time. If additional coursework is required, the directors and teacher will agree to a plan and timeline to reach Highly Qualified status.

Special Education Teacher Qualifications

Special education teachers will play a vital role in the success of our school. As such, we will look for special education teachers that have similar qualifications as regular education teachers. Teachers that work with students with disabilities will meet qualifications that have been outlined in IDEA 2004 as well as the qualifications outlined by NCLB.

Paraprofessional Qualifications

It is anticipated that WSA will also employ 23 teacher's aides or paraprofessionals, individuals who work under the supervision of a teacher or other licensed/certified professional and will be Highly Qualified as determined by NCLB. Paraprofessionals must meet *at least one* of the following qualifications:

- Have completed at least two years of post-secondary study. Must have a minimum of 48 semester (or 60 quarter) hours from an accredited institution of higher education;
- Obtained an Associate's (or higher) degree from an accredited institution of higher education; or
- Have met a rigorous standard of quality and demonstrate knowledge of and the ability to assist in instructing reading and mathematics through a formal state assessment.

Responsibilities of Teachers and Support Staff

Teacher responsibilities will include, but are not limited to:

- Support the policies, curriculum, and mission of the school, administration and board of directors
- Perform instructional duties as set forth in the school's Teacher Handbook and in accordance with the requirements of the USOE
- Participate in professional development activities of the school
- Act in a professional, respectful manner whenever conducting school business, or as a representative of the school
- Maintain a positive attitude when representing the school, both on school property and off school grounds
- Comply with policies and procedures
- Work collaboratively with staff by sharing best practices, mentoring, modeling, and actively engaging in professional development activities.
- Maintain a positive classroom environment
- Use data-driven instruction to inform their teaching practices
- Perform other duties as requested by the Directors

Responsibilities of Paraprofessionals

Paraprofessionals will play an integral role in the delivery of individualized instruction to the students at WSA. Paraprofessional will perform instructional duties as outlined by the Directors under the direction of their assigned teachers, including:

- Support the policies, curriculum, and mission of the school, administration and board of directors
- Maintain a positive attitude when representing the school
- Assist in student supervision
- Promote interest and enthusiasm
- Encourage students
- Assist in assessment of students
- Assist in grading student work
- Assist with paperwork and recordkeeping
- Assist the teacher to maintain a positive environment
- Assist the teacher in the implementation of data-driven instruction
- Perform other duties as requested by the administration

Responsibilities of Office Staff

- Support the policies and mission of the school, administration and board of directors
- Manage visitors to the school—welcome, assist, and screen according to school policy
- Maintain student late arrival and early checkout records
- Present a positive and welcoming public face for the school
- Receive and route all incoming calls
- Convey messages to staff
- Support teachers with attendance notifications, arranging substitute teachers, mailings, etc.
- Manage school supplies, and janitorial needs
- Manage school records, including student and employee attendance, grades, student records, etc.
- Work effectively with other school personnel
- Attend staff and team meetings as requested by the Director
- Assist with meeting preparations
- Manage teacher boxes and incoming mail
- Promote school policies and procedures
- Perform other duties as requested by the administration

Special Education Director's responsibilities

- Support the policies, curriculum, and mission of the school, administration and board of directors
- Collaborate with and inform the Directors on special education issues
- Train teachers and staff in regards to Special Education laws, policies and IEP's
- Assist in developing policies, programs, and other standards within the special education program
- Represent the school's special education program to the community
- Assist in hiring, training, and evaluation involving special education personnel
- Coordinate, conduct, and interpret formal and informal base measures
- Attend parent teacher conferences
- Create Individualized Educational Plans (IEPs) and Section 504 Plans in accordance with federal and state laws
- Coordinate, attend, and facilitate IEP meetings
- Implement individualized instruction
- Collaborate with general education teachers
- Collect data on student behaviors
- Develop Behavioral Intervention Plans
- Monitor student progress and communicate information to parents
- Coordinate contract services, such as SLP, OT, PT, nursing, etc.
- Perform other duties as requested by the Directors

Background Checks

As required by *Utah Code Ann. 53A-1a-512.5* and in order to protect the students at Wallace Stegner Academy, all of the school's staff, as well as any volunteers who will have any significant unsupervised time with students, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers and community members, will submit to a criminal background check prior to beginning employment or service at the school. The Directors must ensure that all background checks are complete, up to date, and maintained in the school's employee files.

The school will only hire individuals whose background checks do not reveal offenses that the Directors determine pose an unreasonable risk to the school community. Background checks will be renewed periodically throughout individuals' service with the school and with their change of status.

Recruitment of Teachers

In order for WSA to be successful, hiring capable teachers will be of the utmost importance. To find and recruit teachers, WSA will attend college hiring fairs, use social media, and advertise

on a variety of teacher/employment related websites. WSA may also use the underutilized pool of ARL teachers. All new hires will need to achieve Highly Qualified status as defined by the Utah State Office of Education.

Wallace Stegner Academy is an Equal Opportunity Employer and will operate in compliance with the Americans with Disabilities Act (ADA). WSA will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against any applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

Staffing Needs and Budget

As noted in Section 8 – Business Plan, the board of directors has projected the salaries on the budget based on expected averages for the positions listed. While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$37,000; the board made this budget assumption based on payroll data from three similarly sized charter schools in their first year of operation. This results in a projected payroll expenditure of \$1,036,000 for 28 Full Time Equivalencies (FTE).

It is anticipated that of these 28 FTEs, 2 will be special education teachers, serving the needs of special education students as we strive to provide all students with the free and appropriate education required by law.

Each benefits-eligible teacher is budgeted to receive the opportunity to enroll in health, dental, life, and other benefits. To meet this goal and provide a benefits package competitive with surrounding schools and districts, we have set aside 15% of salary costs for eligible employees (Teachers and Administrative Staff). It is undecided if WSA will provide benefits in a traditional, employer contribution manner, or if WSA will provide each benefits eligible employee with a benefit stipend. At the time of opening for the 2016-2017 school year, the board of directors will examine the environment, contact brokers, issue any necessary RFPs, and consult current law to ensure the best insurance options for the staff and WSA are selected.

Wallace Stegner Academy does not anticipate participating in the Utah State Retirement System, but does plan to provide a 401(k) match up to 4% for all eligible employees who choose to contribute.

WSA plans on hiring for the first operational year one-half (.5) guidance counselor that will serve the first year Jr. High students. In addition, WSA will hire one (1) non-certified hourly media assistant.

WSA plans on hiring two (2) full-time directors, as well as one (1) full-time administrator who will split his or her time between administrative duties and in-class room teacher development. WSA also plans on hiring one (1) full-time secretary as well as one (1) part-time hourly secretary to assist in the front office.

Implementation of Education Program

Wallace Stegner Academy expects to include teachers, administrators, and the community in a collaborative effort to create a true learning community to meet the needs of every student. All will be encouraged to use their skills, ideas and creativity to help our students to attain academic proficiency and bridge the achievement gap. WSA intends to have one teacher for every 30 students in grades K-8. In grades K-1, WSA intends to have one paraprofessional per class as an aid to the teacher in these formative ages. In grades 2-6 WSA will have 0.5 paraprofessionals per class (1.5) per grade. All paraprofessionals will aid teachers as needed and help teach achievement-leveled groups to meet the needs of all students. All employees of the school will have to pass a background check as required by school policy and law.

Revoked or Suspended Licenses

Teachers that have had their license suspended or revoked by the State Board of Education will not be employed by WSA.

Employer/Employee Relationship

Under Utah State Law, WSA is exempt from the Utah Orderly Termination Act. All employees at WSA are considered at-will and may be terminated at any time with or without cause. Notwithstanding, WSA will dismiss employees only when it determines that such action is in the best interest of the school.

All employees will be held to the same professional standards while in the presence of children and parents and will be expected to follow them. The Directors will evaluate the performance and professionalism of the teachers and staff and determine if it is in the best interest of the school, the students, and the overall mission and vision of the school to discipline or terminate an employee at any given time.

Anti-Nepotism Policy

Due to the numerous perceived and actual problems that charter schools have faced, the board of directors has determined that it will adopt an Anti-Nepotism Policy prior to making its first hiring decision. The purpose of the policy is to ensure that the recruitment, selection and advancement of school employees will be made on the basis of demonstrated work, knowledge, skills, and abilities. As such, the school will comply with the following guidelines regarding employment of relatives:

- Any relative desiring to work at WSA must have a minimum of two years prior work experience related to their desired position
- An employee may not directly supervise a relative

- Applicants must disclose the names of relatives currently employed by the school on the employment application
- An employee will not participate in any part of the employee evaluation process for their relative
- An employee will not participate in the hiring process of a relative
- A relative of a board member may not be an employee of the school

Section 8: Business Plan

The board of directors understands that in order to accomplish the mission of Wallace Stegner Academy, the board and the administration must be diligent in making sound financial decisions. This includes ensuring that the school is exercising discretion with its expenses, including, but not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. We are committed to being a fiscally responsible non-profit charter school that operates in compliance with all state and federal financial reporting requirements and files reports in a timely and accurate fashion. As stewards of taxpayer dollars, the board of directors and administration will review monthly and yearly budgets for both state and federal funds to ensure the monies spent promote the school's mission and vision.

NOTE: Annual Budgets (100% and 75% enrollment), Year One Cash Flow, and Funding Worksheets can be found in Appendix C.

Planning Year

With a scheduled fall 2016 school opening, Wallace Stegner Academy intends to hire two directors (the "administration"). The administration will be hired in January 2016 and will be assigned to perform pre-opening duties in conjunction with the pre-opening checklist provided by the Utah State Charter School Office, as well as pre-opening duties assigned by the board of directors. It is anticipated that these start-up activities will include: recruiting and registration of students, recruiting and hiring faculty and staff with the skills to help the school fulfill its mission and vision; procurement of textbooks, library books and materials; outfitting the various classrooms and office space with furnishings; implementing the technology plan; writing the Teacher Handbook and preparing a Parent and Student Handbook.

Both of these positions will be subject to available funding from the Utah Charter School Revolving Loan. The school understands that under *Utah Admin. R277-480*, a school may request the lesser of \$1,000 per "pupil based on approved enrollment capacity of the first year" or \$300,000. WSA plans on petitioning the Charter School Revolving Account Committee for \$250,000 of funding, and has included this amount in the planning year budget, along with the principal and interest payments back to the state beginning in the first year of operations. In addition, WSA anticipates receiving funds from the Utah State Charter School Implementation and Start Up Grant. The amounts budgeted are based on the amounts awarded to charter schools in May 2014 for the 2014-2015. These amounts include \$261.10 per student for planning year, \$126.41 per student for the first operational year, and \$89.43 for the second operational year, but not to exceed \$300,000 for the 3 total years. As such, for the Planning Year, WSA has included \$180,159 based on the above formula.

The school's directors are anticipated to work over the last six months of the 2015-2016 fiscal year at an annual rate of \$50,000 each (pro-rated on the budget at \$25,000 to cover six (6)

months of employment during the planning year). It is not anticipated that WSA will provide the directors access to benefits during this planning year, but provisions for such can be made if necessary. Both directors will be offered health and other benefits along with other staff members beginning in July 2016. Such benefits are listed in more detail in #4 Payroll & Benefits of the first year narrative of this section on the next page.

Wallace Stegner Academy plans on purchasing computers for the directors' use to complete the necessary tasks during the planning year, but it is not anticipated that any office space will be leased or rented during the planning year to accomplish this work prior to occupying the completed school buildings. A small amount of money (\$3,000) has been allocated to provide the Directors with supplies (filing cabinet, printer, office supplies, etc.) for the initial planning phase.

WSA has also set aside funds during the planning year for purchased services and insurance. In preparation for the expenses associated with the capital facilities plan, Wallace Stegner Academy has budgeted \$5,000 for legal fees (300 – Purchased Professional Services under the Building Acquisitions section). These fees will be used to retain an attorney to review and advise the school on contracts, leases or purchase agreements for facilities, etc. Another \$2,500 has been allocated for website development and \$7,500 for marketing, for a total of \$10,000 (300 – Purchased Professional Services under WSA Administration section). Wallace Stegner Academy will secure a fidelity bond in an amount consistent with *Utah Admin. R628-4-4*. WSA will ensure that the bond it receives is issued by a corporate surety licensed to do business in the state of Utah and having a current A.M. Best Rating of "A" or better. WSA has budgeted \$1,500 to purchase insurance during the planning year. This bond will be renewed annually to remain in compliance with the aforementioned Utah Administrative Code.

2016-2017 School Year

1. Enrollment: Wallace Stegner Academy has applied to open its doors in August 2016. WSA anticipates having a first year enrollment of 690 students in grades K-7.
2. Revenue: During the 2016-2017 fiscal year, Wallace Stegner Academy has budgeted to receive \$3,722,594 (for the 690 students) from the State of Utah's WPU and non-WPU funding programs. In determining this amount, WSA has used the charter school funding worksheet provided by the State of Utah (updated as of 5-13-2014) on the charter school section of the state's website:
<http://www.schools.utah.gov/charterschools/Funding>.

In addition, WSA has included an extra \$87,223 in the first year of operations as an awarded amount from the charter school start-up grant program. To determine this amount, WSA used as a base the \$126.41 awarded per student to schools in their first year of operations during the 2014-2015 fiscal year. If changes to this amount or other yearly amounts occur, WSA will make the necessary increases or decreases

to both the revenue amount and related expenses to proper expenditure of the grant funds as well as maintaining a healthy, viable budget.

WSA has estimated the amount of IDEA and Title Funds it may receive in the 2016-2017 school year using existing charter schools of similar size and located in similar municipalities. WSA has also included a small amount of revenue stemming from student activities and student fees, but has not included any local revenue that may be derived at a school level from donations, Parent-Teacher Organizations (PTO) fundraisers, or other sources.

3. First Year Major Expenses (excluding payroll):

- a. Classroom Furnishings – \$115,000 has been budgeted in 2016-2017 to allow Wallace Stegner Academy to outfit WSA with student and teacher desks, library tables and bookcases, front office furniture, computer desks, etc. In addition, smaller amounts have been set aside for additional property needed in each function of WSA. An extra \$34,000 has been allocated for additional property needs in instruction, student support, instructional staff support, school administration, and operations and maintenance of the building. \$64,000 has also been budgeted to outfit WSA with the necessary equipment to operate a food service program complying with National School Lunch Program (NSLP) guidelines established by the USDA.
- b. Computer Equipment – Wallace Stegner Academy has budgeted \$220,000 for the purchase and setup of computer and networking equipment in its first year of operation. The amount budgeted will provide for two (2) computer labs, staff computers, administrative computers, suite licenses, network and server infrastructure as well as peripheral items.
- c. Text, Curriculum, & Library Materials– \$103,500 has been allocated for the purchase of classroom textbooks. An additional \$20,000 has been budgeted for library books, periodicals, and audiovisual materials for WSA’s media center.

4. Payroll & Benefits: The projected salaries shown on the budget are based on expected averages for the positions listed.

- a. Teachers - While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$37,000. The board made this budget assumption based on payroll data from three similarly sized charter schools in their first year of operation. As a result, we anticipate a total payroll expenditure of \$1,036,000 for 28 Full Time Equivalencies (FTE).

It is anticipated that of these 28 FTEs, 2 will be Special Education teachers, serving the needs of Special Education students as WSA strives to provide all students with the free and appropriate education required by law.

Each benefits-eligible teacher is budgeted to receive the opportunity to enroll in health, dental, life, and other benefits. To meet this goal and provide a benefits package competitive with surrounding schools and districts, WSA has set aside 15% of salary costs for eligible employees (Teachers and Administrative Staff). It is undecided if WSA will provide benefits in a traditional, employer contribution manner or if WSA will provide each benefits eligible employee with a benefit stipend. At the time of opening for the 2016-2017 school year, the board of directors will examine the environment, contact brokers, issue any necessary RFPs, and consult current law to ensure the best insurance options for the staff and WSA are selected.

WSA does not anticipate participating in the Utah State Retirement System, but does plan to provide a 401(k) match up to 4% for all eligible employees who choose to contribute.

- b. Staff Support Services – WSA plans on hiring for the first operational year one-half (.5) guidance counselor that will serve the first year Jr. High students. In addition, WSA will hire one (1) non-certified hourly media assistant.
 - c. Administration – WSA plans on hiring two (2) full-time directors, as well as one (1) full-time administrator who will split his or her time between administrative duties and in-class room teacher development. WSA also plans on hiring one (1) full-time secretary as well as one (1) part-time hourly secretary to assist in the front office.
5. Food Service: Wallace Stegner Academy plans on providing its student population with a school lunch program that meets the requirements of the National School Lunch Program. In order to meet this goal, WSA has set aside \$64,000 for the necessary food service equipment. This amount was based on information provided by charter schools that opened during the 2014-2015 year and are running a National School Lunch Program.

WSA will staff the program with a lunch manager, along with two and a half (2.5) hourly food service assistants. It is anticipated that the lunch manager will be familiar with the requirements of the National School Lunch Program, will attend required state meetings, file required state reports, and meet all federal guidelines as well as local health regulations.

6. Audit and Controls: Wallace Stegner Academy recognizes that the board of directors is responsible to ensure WSA complies with all state-mandated reports and

deadlines and instituting proper controls to mitigate risk factors that exist in a business environment. WSA will comply with *Utah Code Ann.* Section 51-2a-201. With this in mind, WSA will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by State Law.

For the planning year, it is anticipated that revenues and/or expenditures of WSA will be less than \$500,000. As such, WSA will contract with an independent CPA firm to create a financial report “in the manner prescribed by the state auditor” in accordance with *Utah Code Ann.* Section 51-2a-201. For each subsequent year of operation, WSA plans on receiving more than \$500,000 in revenues and expenditures and will thus engage an independent CPA firm to conduct an audit of WSA’s finances and produce the required report. The audit report will be delivered to both the USOE and the Utah State Auditors’ Office by November 30 each year in compliance with state requirements.

WSA will submit required monthly financial reports in the planning year, followed by required quarterly financial reports beginning in the first operational year. WSA will also ensure that all other reports including the Annual Financial Report, Annual Program Report, October 1st Enrollment Count and Membership Reporting, and annual IRS Form 990 preparation and filing are created and submitted in accordance with the methods and deadlines prescribed by the state and federal government.

7. Contract Services: While the board of directors has not determined whether it intends to engage an education service provider, has not published an RFP for an education service provider services, and has not entered into any agreements or signed a memorandum of understanding or letter of intent regarding management services, Wallace Stegner Academy would like to have the option to contract with a full-service educational management company for many of the business requirements. The services that WSA may seek from an ESP include: initial and on-going board training, state and federal compliance, Special Education consulting, Director mentoring, finance training, monthly and annual budget preparation, bookkeeping, employee recruitment, human resource management, payroll, UCA and grant application preparation, building maintenance, and other special projects and research as directed by WSA’s board of directors and Director.

To ensure that these services could be procured in addition to the other operational expenses outlined herein, we have included these fees in our budget and used expense projections based on information obtained from other Utah charter schools using a full-service management company. The amount budgeted is \$269,000 for 2016-2017. If Wallace Stegner Academy determines that contracting with a management company is in the school’s best interest, it will comply with the State of Utah’s purchasing and procurement procedures, publish a Request for Proposals, and consider all qualified applicants before entering into any contract or agreement with an education service provider.

An additional \$27,000 has been budgeted to purchase IT support services above and beyond the cost of initial network and computer installation. Other services such as snow removal, landscaping, custodial, special education services such as speech and occupational therapy, web development, etc. may also be handled on a contract basis.

8. Fundraising: Wallace Stegner Academy has included no local donations in the initial budgetary process. It is anticipated that any fundraising will be done by a parent organization for the direct benefit of WSA. Any donations that are given directly to WSA will be considered additional revenue and will supplement, not replace, regularly budgeted funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations may be used at the discretion of the board of directors and/or administration.
9. Balanced Budget: In accordance with *Utah Code Ann.* Section 53A-3-303 and 304, Wallace Stegner Academy will appoint a business manager. WSA's Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the board of directors and the administration will review the budget and reports as outlined in the section covering fiscal procedures. This includes the board of directors appointing a board member (Financial Coordinator) to review and report on the ongoing financial activities of the school. The Financial Coordinator (or the board of directors) will ensure that the administration is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting activities to the Utah State Office of Education Board and the State of Utah in a timely manner. Examples of financial reports that will be submitted in accordance with state statute or USOE requirements include: Annual Financial Report and Annual Program Reports by October 1st of each year, Monthly Financial and Enrollment Summary reports monthly for the first year and quarterly for each additional year thereafter; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

A focus on the board of directors' financial oversight will provide checks and balances to ensure the proper expenditure of school funds and oversee the cash flow activities of the school. WSA will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures.

10. Cash Flow: Cash flow is a critical element of the financial picture for first year charter schools. With so many demands on cash at the beginning of the year, WSA must ensure it can meet its obligations. The school understands that it needs to purchase the majority of its furniture, computers, textbooks, supplies, and food service equipment early in the year. Even with favorable terms from vendors, WSA

will have a large outlay of cash in the first quarter of the year. In addition, WSA will not have access to most, if not all, of its Federal Funds until after the Utah Consolidated Application is approved and made available for reimbursement.

In response to these concerns, WSA has put together a cash flow analysis of its needs for the first year of operation. Revenues and expenses have been placed in the month in which the cash inflow or outflow will likely occur. A copy of that cash flow analysis is included below in Appendix C. According to the analysis, WSA is able to maintain a positive cash flow throughout the year, with a high of \$673,091 at the end of July 2016, and a low of \$14,988 at the end of January 2017. WSA will manage its relationships with vendors, its landlord, and others to ensure that WSA negotiates favorable payment terms while also meeting its cash obligations.

11. Other major expenses: In addition to the salaries and benefits as outlined in #4, WSA anticipates hiring other staff, including:

Seventeen (17) Teacher Aides and Paraprofessionals (encompassing both regular education and Special Education) at a total of \$248,400 annually.

To support WSA's staff in implementing the mission and vision of the charter, WSA has budgeted line items for instructional and operating supplies, materials, and professional development.

\$21,000 has been budgeted for professional development activities in 2014-2015. These activities include workshops and in-school training, all consultant fees and travel expenses, and teacher resource materials.

For the first year of operations, \$100,000 has been budgeted for instructional and administrative supplies for students, administrators, and teachers. Included in this amount is the state-mandated allotment for standard classroom materials and supplies, general supplies for the teacher workroom, front office supplies, and other necessary items.

As noted below, WSA anticipates leasing one (1) building of approximately 63,180 square feet. It is estimated that the building will cost \$16.33 per square foot annually.

In addition to this lease expense (anticipated being \$917,093 in its first operational year based on its occupation of 320 days of the 365 days in the fiscal year), WSA has budgeted the following amounts to ensure that the facility meets the needs of its mission:

- a. \$54,000 for custodial services. It has not been determined whether or not WSA will contract for these services or hire employees to fill this role, but for budget purposes it has been listed as a purchased service.
- b. \$61,916 (\$0.98 per square foot) for utilities such as electricity, natural gas, water, sewage, garbage collection, etc.
- c. \$16,500 for general liability insurance and property insurance (including the building and contents owned by WSA).
- d. \$15,000 for janitorial and operational supplies. This includes bathroom products, cleaners, brooms, mops, towels, and other items.

2017-2018 School Year

1. Enrollment: Enrollment will increase to 780 students for the 2017-2018 school year serving grades K-8.
2. Revenue: We anticipate \$4,245,402 in State Regular WPU and Non-WPU funding Year Two. We have also budgeted \$32,618 in additional start-up funds as discussed in the previous years and has also estimated a 1% total increase in funding between the base year (2016-2017 funding worksheet described in the revenue section of Year One) and the 2017-2018 school year.
3. Year Two Major Expenses (excluding payroll):
 - a. Classroom Furnishings & Equipment– We have budgeted \$75,000 to allow for additional items in the classroom, as well as new growth. We have also budgeted an additional \$57,925 for additional, function specific property needs.
 - b. Computer Equipment - \$145,000 has been budgeted for Year Two technology. This is mainly targeted at additional computers for student use as well as additional computers for growth.
 - c. Text, Curriculum, & Library Materials – \$75,750 has been budgeted for additional textbooks and classroom sets for students. An additional \$20,050 has also been budgeted for library books, periodicals, and audio visual materials.
4. Payroll & Benefits: An increase of 5% in the cost of insurance has been budgeted beginning in the second operational year. Historically, health care insurance costs have averaged approximately an 8% increase in Utah²¹. WSA will be contributing more than half of this anticipated increase, if historical trends hold up. This will help alleviate anticipated increases in health care costs to the employees.

²¹ <http://www.online-health-insurance.com/coverage-by-region/utah-health-guide-page-12.php>

Staffing for WSA is anticipated for the following areas:

- a. Teachers – WSA has budgeted \$1,158,470 in salaries for an estimated 31 Full Time Equivalencies (FTE).

It is anticipated that of these 31 FTEs, 2 will be Special Education teachers, serving the needs of Special Education students as WSA strives to provide all students with the free and appropriate education required by law.

- b. Staff Support Services – With the additional Jr. High students, WSA plans on moving the guidance counselor from a part-time to a full-time position.
- c. Administration – Administrative staffing at the Wallace Stegner Academy will continue as scheduled from the first operational year, with slight increases in salaries and cost of benefits.
- d. Teacher Aides and Paraprofessionals – The number of Teacher Aides and Paraprofessionals, for both the regular classroom and Special Education, will be increased to 18.5 at an estimated annual cost of \$272,700.

5. Audit and Controls: WSA will continue to follow procedures under *Utah Code* 51-2a-201, as well as reviewing the annual audit performed by the independent CPA firm. Upon receipt and review of the annual audit report, Wallace Stegner Academy's board of directors will oversee that the management company acts upon and addresses all comments that arise from the independent audit. The administration and the management company will be requested to report on the progress of these items regularly in board meetings and other correspondence with the board of directors, in particular with the board member appointed to oversee finances (Financial Coordinator).

6. Balanced Budget: The board of directors will continue to follow procedures adopted in the planning year and first year of operation. The board of directors will approve an annual budget in compliance with state law before the beginning of each fiscal year and the board of directors and the administration will continue to review the budget at least monthly to assure financial stability.

The Financial Coordinator from the board of directors will also continue to review and report on the on-going financial activities of the school, measuring and reporting on items related to the budget and cash flow and any additional items as deemed necessary. The Financial Coordinator in conjunction with the board of directors will continue to ensure that the administration is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting WSA's activities to the board of directors and the State of Utah.

2018-2019 School Year

1. Enrollment: Enrollment will increase to 810 students for the 2018-2019 school year.
2. Revenue: We anticipate \$4,456,769 in State Regular WPU and Non-WPU funding Year Two. WSA has not counted on any additional start-up funds as discussed in the previous year, but has estimated a 1% total increase in funding between the 2017-2018 and 2018-2019 school year.
3. Year Three Major Expenses (excluding payroll):
 - a. Classroom Furnishings & Equipment– WSA has budgeted \$50,000 to allow for additional items in the classroom, as well as budgeting \$43,354 for additional, function specific property needs.
 - b. Computer Equipment - \$130,000 has been budgeted for Year Three technology. WSA will invest in additional student devices and teacher devices to meet the charter goals of WSA.
 - c. Text, Curriculum, & Library Materials – \$75,750 has been budgeted for additional textbooks and classroom sets for students. An additional \$20,050 has also been budgeted for library books, periodicals, and audio-visual materials, creating a robust media center with an ever increasing catalog of titles and materials.
4. Payroll & Benefits: An additional increase of 5% in the cost of insurance has been budgeted for the third operational year, again with the expectation that we will contribute more than half of the anticipated increase in insurance costs.

Staffing for WSA is anticipated at the following levels:

- a. Teachers – One (1) additional teacher will be required for the 2018-2019 school year, plus a small amount has been set aside for staff increases. WSA has budgeted \$1,207,798 in salaries for the estimated 32 Full Time Equivalencies (FTE).
 - b. Staff Support Services – No change in the number of staff, but a small amount has been set aside for staff increases.
5. Audit and Controls: WSA will continue to follow procedures established in previous years.
 6. Balanced Budget: The board of directors will continue to follow procedures adopted in the planning year and first two years of operation.

Low Enrollment & School Closure Funds

Wallace Stegner Academy has gone to great planning lengths to assure the school can operate at lower than capacity enrollment levels. Under each year, we have prepared an alternate budget to show that, with as low as 75% enrollment, WSA can operate and further its mission (see, Appendix C). These low enrollment budgets include the understanding that some costs, such as a facility lease, will most likely not change due to the enrollment numbers of WSA. As such, each 75% budget shows the entire amount of the estimate least payment being paid.

Other items kept consistent include benefit and payroll tax costs, as well as average salaries. The board of directors acknowledges that it would have to operate with fewer teachers, but has tried at length to keep the teacher-student ratio as low as possible. Other items that are variable include instructional supplies and materials, hourly employees, additional administrative help, furniture, and technology.

Within each year, WSA is able to serve the needs of the students at 75% enrollment while also keeping in reserves a percentage of total revenues greater than 5%.

In addition, in case of either voluntary or involuntary closure, WSA has ensured that its net fund balance is greater than the necessary closure amount as determined by the state's formula. WSA understands that these funds are needed to fund Purchased Property, Debt Service, and Other Items during the approximately two (2) months it may take to wrap up operations of WSA at the end of any given year.

Fiscal Responsibility, Assurances & Compliance

The board of directors understands it will be accountable for the responsible management of the school's financial resources and assets. As such, Wallace Stegner Academy commits to ensure that sound fiscal procedures are in place before WSA opens its doors. The board of directors further understand that WSA must follow all purchasing requirements applying to qualifying goods and services as outlined in the Utah State Procurement Code

The board of directors recognizes the need to abide by applicable laws and regulations, including *Utah Code Ann.* Section 53A-1a-508, and makes the following assurances and acknowledgements:

- (i) Fiscal procedures will be consistent with generally accepted financial management standards; and
- (ii) Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of Wallace Stegner Academy or persons or entities who operate WSA.

Financial Records/Reporting & Budget Process

In accordance with state guidelines, Wallace Stegner Academy's board of directors will request and require that the business manager provide it with current budget reports and financial statements at each regularly scheduled board meeting. The board of directors will also request that the Director meet with the business manager to review the budget (and subcategories of the budget, such as restricted Title and Special Education Funds) in detail before each regularly scheduled board meeting, and as need arise. The board of directors may request at any time that its representative in charge of finances be allowed to attend these meetings or schedule additional budget meetings as the board of directors see fit.

Wallace Stegner Academy will adhere to Generally Accepted Accounting Principles as constituted by the Financial Accounting Standards Board ("FASB"). WSA will ensure that all applicable areas of the Utah Money Management Act are followed. Cash collected at WSA will be reconciled daily in the presence of two authorized individuals, sealed in tamper-proof envelopes, and deposited daily, whenever practicable, but not later than three days or as otherwise required by applicable rules governing WSA's cash management.

In accordance with state law, Wallace Stegner Academy will, prior to June 30th of the current fiscal year, prepare an annual operating budget for the next fiscal year. The board of directors will adhere to a balanced budget, such that anticipated revenues exceed anticipated appropriations. The budget will be designed so that WSAs priorities, as established by the board of directors, are met. All budgets and budget amendments will be voted upon in a public meeting in accordance with the Utah Open and Public Meetings Act. Subject to appropriation limits with object codes and other restrictions, Wallace Stegner Academy reserves the right to reallocate funds from one line item in the budget to another as prescribed by the board of directors if purchasing practices or conservation result in an expenditure different from the budgeted amount. The board of directors may choose to add undistributed reserves from WSA's operational budget to the following year and/or may reallocate them to the current fiscal year's budget, at its discretion. The budget and cash flow projections utilized by Wallace Stegner Academy will provide sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail documentation.

In addition, Wallace Stegner Academy understands and will comply with all applicable fiscal rules/regulations, including completion and submission of an annual financial audit of the current fiscal year conducted by an independent certified public accounting firm by November 30th of the following fiscal year, submission of October and December student counts in accordance to state mandated deadlines, Utah Money Management reports, wages and benefits negotiation reports, Utah Transparency Act reports and updates, October 1st AFR and APR submissions, and any other regular enrollment and financial reports as required by the State Office of Education.

Purchasing Policies & Procedures

Wallace Stegner Academy will adopt a Purchasing/Disbursement policy and will adhere to the Utah State Procurement Code as set forth in UT Admin Code R33-3 *et seq.* The applicable provisions of these procurement rules provide:

- (i) for purchases less than \$1,000, WSA may select the best source without seeking quotes;
- (ii) for purchases over \$1,000 and up to \$50,000, WSA should secure at least two quotations, which can be received by email, telephone, or facsimile (Note: quotes should be documented and filed for auditing purposes, and therefore, written quotes will be the preferred method of receiving information from providers); and
- (iii) for purchases exceeding \$50,000, a formal bid process will be utilized.

Wallace Stegner Academy will implement a fixed asset inventory system that, in accordance with federal guidelines, will track all of WSA's fixed assets. This inventory system will rely on WSA's Capitalization & Expense Policy, which will be approved by the board of directors prior to the purchase of any items. The board of directors will also adopt procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. Regular inventory counts will be performed and the board of directors will hold the administration, teachers, and custodial/maintenance staff responsible to inventory items assigned to their classroom, office, or role at WSA.

Wallace Stegner Academy has not entered into any agreements with any developer or construction company for the purpose of facility planning, construction, or other high value expenditures. When such a time does arise, WSA will adhere to the policies and procedures outlined in this section to ensure that such expenditures are incurred in compliance with applicable rules and in an effort to further enhance the program offered at WSA.

Finally, all fiscal policies and procedures will comply with a conflict of interest policy that will be adopted by the board of directors in an open meeting and will govern board action in accordance with applicable state and federal law.

Emergency Expenditures

An emergency purchase is the purchase of goods or services that are so badly needed that WSA will suffer financial or operational damage if they are not secured immediately. If the board of directors determines that an "emergency" exists, they may amend the budget and authorize an emergency expenditure.

Mandatory Attendance at Finance & Statistics Training

Wallace Stegner Academy will have a board of directors representative attend school finance and statistics training and all required finance training will be completed *prior to* the first day of school. Wallace Stegner Academy will also take the measures necessary so that its representative(s) attend future trainings as announced or provided to ensure accounting and management of WSA's resources are in compliance with any revisions to rules and laws governing WSA.

Business Administrator

The Business Administrator will be required to maintain all financial, accounting, payroll, and other records in support of Wallace Stegner Academy operations.

Scope. The Business Administrator will report to the board of directors and/or WSA's director as best decided upon by the board of directors itself. The Business Administrator is the custodian of WSA's funds and records by action of the board of directors and is responsible for preparing reports (both regular and as requested) for the director's and board of directors' purpose, and at their discretion. The Business Administrator must work within State and Federal guidelines, policies and procedures and in compliance with all state legislation as well as applicable generally accepted accounting principles.

Job Duties:

- Administer WSA's financial system in order to ensure accuracy and timeliness. Activities include, but are not limited to:
 - Keeping accurate information within the accounting software and general ledger of all revenues received, their sources, availability, and federal and state allowable expenditures to ensure funds are spent according to state and Federal program rules
 - Reconciling of bank accounts
 - Preparing adjusting journal entries
 - Maintaining information on supplier accounts

- Oversee financial policies and procedures adopted by the board of directors. Activities include, but are not limited to:
 - Ensuring uniform budgeting, accounting, and auditing procedures and forms are followed as approved by the Utah State Board of Education
 - Ensuring that adequate internal controls are in place to safeguard the charter school's funds
 - Assisting with the implementation and updating of WSA's fixed asset system
 - Ensuring that deposits are made in accordance with board policy

- Ensuring that all purchases are made in accordance with WSA’s purchasing policy and in accordance with the Utah State Procurement Code
 - Ensuring that all purchases that meet WSA’s Capitalization and Expense Policy are accounted for in an accurate manner.
- Coordinate the day-to day financial activities of WSA. Activities included, but are not limited to:
- Processing of accounts payable
 - Preparing disbursements
 - Assisting in cash collection, receipt issuance, reconciliation, and deposit
 - Maintaining the Purchase Order system
 - Collecting employee information and documentation
 - Preparing bi-weekly and semi-monthly payrolls
- Update the board of directors and Administrator of WSA’s activities. These include, but are not limited to:
- Attending board meetings
 - Preparing monthly income statements, balance sheets, or, as requested, written reports of the charter school’s receipts and expenditures.
 - Assisting in the preparation of the annual budget and budget amendments
 - Coordinating the annual audit with the independent CPA firm engaged by the board of directors
 - Assisting the principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State of Board of Education
- Other duties as required by the board of directors or Director

School Facility

The building is one of the most important assets of any school, and the WSA board of directors understands that the functionality of the building will greatly impact the success of the school’s mission. Although WSA’s educational model does not require a specialized building, it is important that the building is a safe place for students in which learning and inspiration can take place. We have reviewed numerous facility/location options and provided the results below.

Facility Needs

After careful consideration of general facility needs and the current available properties, the board of directors has come to the conclusion that leasing a newly constructed building is probably the most realistic and beneficial facility option. We reached this conclusion after reviewing the process that over 20 Utah charter schools followed in securing a facility following approval of their charter. While this route is potentially more of an investment; however, there

are very few available existing commercial buildings in the area and even fewer that could be converted into a school. It is our intent to utilize the landlord/tenant relationship to build a strong financial track record in preparation for securing long-term financing options. As we move forward with this process over the coming months, we will keep all options open with the intent of securing the best facility for the most reasonable cost. In order to make this plan a reality, the board of directors understands that several key steps must be taken. First, the board must select a site. The board has analyzed and will continue to analyze the following factors in selecting a location:

- Neighborhood demographics and the educational community including district school and charter schools, distance to residential areas, transit, traffic etc.
- The location's size and ability to accommodate the site plan including outdoor space, and parking should be between 5-7 acres.
- Required demolition of existing structures
- Safety concerns including crime rates, traffic, and general safety

The board of directors has assessed these factors as they relate to currently available properties and has provided several sample properties below:

The first parcel is located at 1955 West Bending River Court in Salt Lake City. This property consists of a divisible 11 acres being offered at \$6 per square foot. This location has excellent ingress and egress, low traffic conditions, is conveniently located near highway 201 and I-215, has access to all utilities, and does not have any structure that would need to be demolished. The location is near four district schools and one charter school (Dual Immersion Academy - 1155 West Glendale Drive). However, this property is not located within a residential neighborhood. The area surrounding this location is mostly undeveloped and commercial which make it slightly less desirable.

Another example is a six-acre parcel located at 1751 South 1045 West in Salt Lake City. This site is undeveloped and has access to all utilities. The property is located on a quiet street with convenient access from 2100 South and 1700 South. The west border of the property provides access to the Jordan River and open space. This location is near Riley Elementary and Glendale Middle but is not as close to existing charter schools as the first location. The site provides good neighborhood access and is highly visible due to its proximity to a park and Raging Waters. While the property is not listed, we have engaged a real estate agent who is optimistic about this option following approval of our charter. We have identified numerous additional properties that meet the needs of Wallace Stegner Academy, and we look forward to analyzing locations and finalizing our site selection following approval of the WSA charter.

In addition to an appropriate location for our building, the facility itself must offer the necessary amenities to support an educational program. We have looked at charter schools of similar size, and we have determined that the WSA facility should have the following: Office and admin space (3,800 sq/ft), 27 regular classrooms (22,680 sq/ft), 2 special ed rooms (1,680

sq/ft), restroom facilities (3,000 sq/ft), teacher workspace and lounge (1,000 sq/ft), storage space (2,200 sq/ft), library (2,700 sq/ft), common areas (7,200 sq/ft), kitchen (2,500 sq/ft), additional tech/breakout rooms (2,400 sq/ft), cafeteria (4,770 sq/ft), and a gym/multipurpose room (9,250 sq/ft). A facility containing all of the preceding amenities would consist of approximately 63,180 sq/ft or 78 square feet per student. After an exhaustive review of school buildings, we are confident that the facility described above will be more than adequate for our educational program and target location.

Facility Costs & Financing

To provide evidence in support of the board's facility budget assumption, the board utilized a lease comparison approach that involved the investigation of 13 leases of comparable charter school facilities. The scope of the search extended through Utah, Salt Lake and Davis counties and involved 13 comparable charter school facilities. Of the 13 facilities, all schools secured occupancy in their first year of operation by entering into long-term leases. The lease terms ranged from 13-30 years, with the majority following a 20-25 year term. The 2014 rental rates on an annual basis were between \$13.35 per square foot and \$18.87 per square foot, with an average rate of \$16.35 per square foot. Although these comparables are similar structures, each facility possessed unique features that make it difficult to project an exact number for WSA's facility at this point. Therefore, the board looked at average expenses associated with site prep, off-site improvements, impact fees, permitting, insurance, and other incidentals associated with a school development.

After a review of the potential sites and the current market in the target area, the board determined it would be reasonable to project an annual lease rate of \$16.35 which is the average lease rate of the 13 facilities in our study. As evidenced by our lease comparison, we believe this is very realistic and gives us room to adjust for a lower rate, smaller parcel or a slightly smaller building. More importantly, this rate is financially viable as evidenced by our budget contained in *Appendix C*.

As noted above, it is very unlikely that an initial purchase of our facility will be an option. Therefore, to secure the facility described above, the school will need to enter into a lease agreement with a reputable developer. There are several experienced developers throughout the state from which the board could choose. Working with a second-party developer would shift much of the risk and expense of constructing a new facility from WSA to another party. This relationship also facilitates compliance with applicable health, safety, and occupancy requirements by shifting the compliance burden to the developer via the lease document.

2015-2016 Start-Up Checklist

Wallace Stegner Academy recognizes the challenges faced by charter schools in the start-up year. In order to meet the demands of opening a new school, WSA intends to follow

recommended USOE checklists as well as utilize the following timeline as a framework to accomplish start-up tasks within a realistic time frame.

UPON APPROVAL
Charter School Agreement finalized and signed.
Board Member background checks completed.
GBOT logins received & start modules.
Apply for 501(c)(3) status.
Land & location search and procurement process starts.
RFP for building contractor.
JUNE 2015
Board Members and terms approved.
2015-2016 Budget reviewed and approved.
JULY 2015
Board Meeting calendar created with policy approvals and reports deadlines included.
Board Member annual Open Meetings Act Training.
Advertise for a Director/Principal.
Create strategies to accomplish Charter School Agreement goals.
Startup/Implementation Grant created and submitted.
Marketing Plan created.
AUGUST 2015
Procedures for enrollment applications, student registrations, and student transfer procedures created.
Marketing Plan finalized and print materials and website creation underway.
SEPTEMBER 2015
Marketing begins and website approved and posted.
Director/Principal application review and interviews begin.
OCTOBER 2015
Post notification of enrollment timelines.
Groundbreaking on school location.
NOVEMBER 2015
Procedure for screening and hiring faculty, staff, and volunteers created.
Employment agreement created.
Attend Fall Finance Training.
Director hired with determined start date according to funding (plan for January).
RFP for IT services.
DECEMBER 2015
Facility Financing Contract submitted to USOE for review.
Parent meetings start being held monthly.
JANUARY 2016
Facility Financing Contract finalized and signed.

Enrollment opens and registration begins.
Insurance procured.
FEBRUARY 2016
Furnishing and Equipment needs RFP.
Curriculum needs determined.
Hiring for faculty and staff begins.
MARCH 2016
School Calendar and Bell Schedule reviewed and approved.
Enrollment reports start being submitted monthly to local districts.
Procedure for administering state assessments created along with the calendar and analysis schedule.
APRIL 2016
Attend 504 Training.
Attend Spring Finance Training.
Accreditation application submitted.
MAY 2016
Attend CACTUS Training.
SNAP plan and parking lot traffic plan created and coordination with city starts.
Request records from transferring schools.
JUNE 2016
Parent Teacher Organization created and volunteer groups prepped for school start.
Board Members and terms approved.
2016-2017 Budget reviewed and approved.
Attended ASPIRE Training.
RFP for grounds care.
RFP for cleaning services.
JULY 2016
Board Member annual Open Meetings Act Training.
Order curriculum materials.
Approve Founding Member list.
Facilities finalized and building deliveries begin.
AUGUST 2016
Teacher preparation and professional development.
Ribbon Cutting Ceremony and school tours.
First day of school.

Section 9 Education Service Provider

At this time, the board of directors has *not* determined whether it intends to contract with an education service provider. Notwithstanding, the board would like to maintain the option to explore professional management options, advertise an RFP, review proposals, interview applicants, and make a final determination based on the best interests of the school.

Appendix A

Not Applicable

Appendix B

Not Applicable

Appendix C: Budget Sheets

Planning Year

Charter School Name: Wallace Stegner Academy		Fiscal Year: 2015-2016		
Revenue		Planning Year		
Total Revenue From Local Sources (1000):		\$0		
Charter School Startup Grant		\$180,159		
Charter School Revolving Loan		\$250,000		
Total Revenue from State Sources (3000):		\$430,159		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000):		\$0		
Private Grants & Donations :		\$0		
Source(s) (specify)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (specify)		\$0		
Total Revenue from Other Sources (5000):		\$0		
Total Revenue		\$430,159		
Expenditures		Number	Salary or Cost	Total
-- SALARIES --				
10.131	Salaries - Teachers			\$0
10.132	Salaries - Substitute Teachers			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals			\$0
10.100	Salaries - Other 1000-INSTRUCTION			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$0
21.141	Salaries - Attendance and Social Work Personnel			\$0
21.142	Salaries - Guidance Personnel			\$0
21.143	Salaries - Health Services Personnel			\$0
21.144	Salaries - Psychological Personnel			\$0
21.152	Salaries - Secretarial and Clerical			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$0
22.145	Salaries - Media Personnel - Certified			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0
24.121	Salaries - Principals and Assistants	2.00	\$25,000	\$50,000
24.152	Salaries - Secretarial and Clerical			\$0
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$50,000
26.100	Salaries - Operation & Maintenance of Facilities			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - FOOD SERVICES			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0
45.100	Salaries - Building Acquisition			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$50,000
-- BENEFITS --				
10.210	Retirement - INSTRUCTION	0%		\$0
21.210	Retirement - STUDENT SUPPORT	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	0%		\$0
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL RETIREMENT			\$0
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$0

22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$5,000
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$5,000
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	0%		\$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	0%		\$0
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$0
10.200	Other Benefits (<i>specify</i>) - INSTRUCTION	0%		\$0
21.200	Other Benefits (<i>specify</i>) - STUDENT SUPPORT	0%		\$0
22.200	Other Benefits (<i>specify</i>) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.200	Other Benefits (<i>specify</i>) - SCHOOL ADMINISTRATION	0%		\$0
26.200	Other Benefits (<i>specify</i>) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.200	Other Benefits (<i>specify</i>) - FOOD SERVICES	0%		\$0
45.200	Other Benefits (<i>specify</i>) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)			\$0
	TOTAL ALL BENEFITS (200)			\$5,000
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$10,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			
31.300	Purchased Prof & Tech Services - FOOD SERVICES			
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$5,000
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$15,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			
26.460	Construction and Remodeling			
45.400	Purchased Property Services			
45.460	Construction and Remodeling			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0
--- OTHER PURCHASED SERVICES ---				
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$1,500
26.500	Other Purchased Services - BUILDING ACQUISITION			
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$1,500
--- SUPPLIES ---				
10.600	Instructional Supplies - INSTRUCTION			
10.641	Textbooks - INSTRUCTION			
21.600	Supplies - STUDENT SUPPORT SERVICES			
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			
24.600	Supplies - SCHOOL ADMINISTRATION			\$3,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			
31.600	Supplies - FOOD SERVICES			
31.630	Food - FOOD SERVICES			
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR			
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR			
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			

TOTAL - ALL SUPPLIES (600)					\$3,000
--- PROPERTY ---					
10.700	Property (Instructional Equipment) - INSTRUCTION				
21.700	Property - STUDENT SUPPORT SERVICES				
22.700	Property - INSTRUCTIONAL STAFF SUPPORT				
24.700	Property - SCHOOL ADMINISTRATION				\$3,000
26.700	Property - OPERATION & MAINT OF FACILITIES				
31.700	Property - FOOD SERVICES				
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES				
45.710	Land and Improvements				
45.720	Buildings				
45.731	Machinery				
45.732	School Buses				
45.733	Furniture and Fixtures				
45.734	Technology Equipment				
45.735	Non-Bus Vehicles				
45.739	Other Equipment				
TOTAL - ALL PROPERTY (700)					\$3,000
--- OTHER OBJECTS ---					
10.800	Other Objects- INSTRUCTION				
21.800	Other Objects- STUDENT SUPPORT SERVICES				
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT				
24.800	Other Objects- SCHOOL ADMINISTRATION				
26.800	Other Objects - OPERATION & MAINT OF FACILITIES				
31.800	Other Objects - FOOD SERVICES				
45.800	Other Objects - BUILDING ACQUISITION & INSTR				
	TOTAL - ALL OTHER OBJECTS				
10.810	Dues and Fees - INSTRUCTION				
21.810	Dues and Fees - STUDENT SUPPORT SERVICES				
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT				
24.810	Dues and Fees -SCHOOL ADMINISTRATION				
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES				
	TOTAL - ALL DUES AND FEES				
TOTAL - OTHER OBJECTS (800)					\$0

1000	Total Local				\$0
3000	Total State				\$430,159
4000	Total Federal				\$0
TOTAL REVENUES					\$430,159
100	Salaries				\$50,000
200	Employee Benefits				\$5,000
300	Purchased Professional and Technical Services				\$15,000
400	Purchased Property Services				\$0
500	Other Purchased Services				\$1,500
600	Supplies				\$3,000
700	Property				\$3,000
800	Other Objects				\$0
TOTAL EXPENDITURES					\$77,500
Excess or Deficiency of Revenues over Expenditures					\$352,659
Other Sources of Funding (5000)					\$0
Net Asset Balance (Fund Balance)					\$352,659
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)					82%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)					82%
Necessary Closure Fund (2 months Purchased Prop Serv + Other)					\$0

1st Operational Year

Charter School Name: Wallace Stegner Academy		Fiscal Year: 2016-2017					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		690		518			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$52,000		\$39,000			
Student Activities		\$30,000		\$22,500			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$82,000		\$61,500			
State Educational Funding		\$3,722,594		\$2,787,808			
Implementation Grant		\$87,223		\$87,223			
Total Revenue from State Sources (3000)		\$3,809,816		\$2,875,030			
Lunch and Breakfast Reimbursement		\$223,000		\$167,250			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$114,540		\$85,905			
No Child Left Behind (NCLB)		\$221,652		\$166,239			
Total Revenue from Federal Sources (4000)		\$559,192		\$419,394			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$352,659		\$352,659			
Total Revenue from Other Sources (5000)		\$352,659		\$352,659			
Total Revenue		\$4,803,667		\$3,708,583			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	28.00	\$37,000	\$1,036,000	21.00	\$37,000	\$777,000
10.132	Salaries - Substitute Teachers	280.00	\$90	\$25,200	210.00	\$90	\$18,900
10.161	Salaries - Teacher Aides and Paraprofessionals	17.00	\$14,612	\$248,400	11.00	\$14,727	\$162,000
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$1,309,600			\$957,900
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	0.50	\$45,000	\$22,500			\$22,500
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical			\$0			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)				\$22,500			\$22,500
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$12,150	\$12,150	1.00	\$12,150	\$12,150
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$12,150			\$12,150
24.121	Salaries - Principals and Assistants	2.50	\$90,000	\$225,000	2.00	\$90,000	\$180,000
24.152	Salaries - Secretarial and Clerical	1.50	\$31,000	\$46,500	1.00	\$31,000	\$31,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	0.50	\$90,000	\$45,000	0.00	\$90,000	\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)				\$316,500			\$211,000
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)				\$0			\$0
31.100	Salaries - FOOD SERVICES	3.50	\$15,000	\$52,500	3.00	\$15,000	\$45,000
Total 31 (3100)-FOOD SERVICES Salaries (100)				\$52,500			\$45,000
45.100	Salaries - Building Acquisition			\$0			\$0
Total 45 (4500)-BUILDING ACQUISITION Salaries (100)				\$0			\$0
TOTAL - ALL SALARIES (100)				\$1,713,250			\$1,248,550
--- BENEFITS ---							
10.210	Retirement - INSTRUCTION	4%		\$52,384	4%		\$38,316
21.210	Retirement - STUDENT SUPPORT	0%		\$0	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	4%		\$12,660	4%		\$8,440
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
TOTAL - ALL RETIREMENT				\$65,044			\$46,756
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$130,960	10%		\$95,790
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$2,250	10%		\$2,250
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$1,215	10%		\$1,215
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$31,650	10%		\$21,100
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$5,250	10%		\$4,500
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0	10%		\$0
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF				\$171,325			\$124,855
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	15%		\$196,440	15%		\$143,685
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0

24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	15%		\$47,475	15%		\$31,650
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$243,915			\$175,335
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES	0%		\$0	0%		\$0
45.200	Other Benefits (specify) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL OTHER BENEFITS (specify)			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$480,284			\$346,946
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$65,000			\$48,750
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$27,000			\$18,900
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$21,000			\$14,700
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$269,000			\$207,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$0			\$0
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$0			\$0
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$382,000			\$289,350
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$1,047,446			\$942,701
26.460	Construction and Remodeling			\$0			\$0
45.400	Purchased Property Services			\$0			\$0
45.460	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$1,047,446			\$942,701
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$41,000			\$36,900
26.500	Other Purchased Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$41,000			\$36,900
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION			\$75,000			\$56,250
10.641	Textbooks - INSTRUCTION			\$103,500			\$77,625
21.600	Supplies - STUDENT SUPPORT SERVICES			\$5,000			\$3,750
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$5,000			\$3,750
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$15,000			\$11,250
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			\$2,500			\$1,875
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$2,500			\$1,875
24.600	Supplies - SCHOOL ADMINISTRATION			\$10,000			\$7,500
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$15,000			\$11,250
31.600	Supplies - FOOD SERVICES			\$18,000			\$13,500
31.630	Food - FOOD SERVICES			\$162,500			\$121,875
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						\$0
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						\$0
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						\$0
	TOTAL - ALL SUPPLIES (600)			\$414,000			\$310,500
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION			\$12,000			\$9,000
21.700	Property - STUDENT SUPPORT SERVICES			\$3,000			\$2,250
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			\$3,000			\$2,250
24.700	Property - SCHOOL ADMINISTRATION			\$10,000			\$7,500
26.700	Property - OPERATION & MAINT OF FACILITIES			\$6,000			\$4,500
31.700	Property - FOOD SERVICES			\$64,000			\$48,000
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures			\$115,000			\$80,000
45.734	Technology Equipment			\$220,000			\$145,000
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			\$453,000			\$298,500

-- OTHER OBJECTS --						
10.800	Other Objects- INSTRUCTION			\$6,000		\$4,000
21.800	Other Objects- STUDENT SUPPORT SERVICES			\$1,000		\$750
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT			\$1,500		\$1,125
24.800	Other Objects- SCHOOL ADMINISTRATION			\$4,000		\$3,000
26.800	Other Objects - OPERATION & MAINT OF FACILITIES			\$6,500		\$4,750
31.800	Other Objects - FOOD SERVICES			\$3,000		\$2,250
45.800	Other Objects - BUILDING ACQUISITION & INSTR					
	TOTAL - ALL OTHER OBJECTS					
10.810	Dues and Fees - INSTRUCTION			\$2,500		\$2,000
21.810	Dues and Fees - STUDENT SUPPORT SERVICES			\$1,000		\$750
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT					
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$7,000		\$5,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			\$15,000		\$15,000
	TOTAL - ALL DUES AND FEES					
	TOTAL - OTHER OBJECTS (800)			\$47,500		\$38,625
	Total Building Acquisition & Instruction (4500)			\$280,000		\$192,375
830	Interest			\$5,000		\$5,000
840	Redemption of Principal			\$60,656		\$60,656
	Total other financing sources (uses) and other items			\$65,656		\$65,656
1000	Total Local			\$82,000		\$61,500
3000	Total State			\$3,809,816		\$2,875,030
4000	Total Federal			\$559,192		\$419,394
	TOTAL REVENUES			\$4,451,008		\$3,355,924
100	Salaries			\$1,713,250		\$1,248,550
200	Employee Benefits			\$480,284		\$346,946
300	Purchased Professional and Technical Services			\$382,000		\$289,350
400	Purchased Property Services			\$1,047,446		\$942,701
500	Other Purchased Services			\$41,000		\$36,900
600	Supplies			\$414,000		\$310,500
700	Property			\$433,000		\$298,500
800	Other Objects			\$47,500		\$38,625
	TOTAL EXPENDITURES			\$4,558,479		\$3,512,073
	Excess or Deficiency of Revenues over Expenditures			-\$107,471		-\$156,148
	Other Sources of Funding (5000)			\$352,659		\$352,659
	Net Asset Balance (Fund Balance)			\$245,188		\$196,511
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			6%		6%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)			-2%		-5%
	Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$182,491		\$163,554

1st Operational Year Cash Flow

Charter School Name: Wallace Stegner Academy		Fiscal Year: 2016-2017												
First Operational Year		100% Enrollment												
Number of Students:		690												
Grade Configuration:														
STARTING CASH ON HAND		\$352,659	\$672,674	\$242,971	\$149,558	\$79,922	\$25,287	\$18,679	\$12,071	\$29,263	\$46,455	\$63,647	\$80,839	
Revenue														
Child Nutrition Program (CNP) and Lunchroom Sales	\$52,000	\$0	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727	\$4,727
Student Activities	\$30,000	\$0	\$15,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Other	\$0													
Total Revenue From Local Sources (1000)	\$82,000													
State Educational Funding	\$3,722,594	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216
Implementation Grant	\$87,223	\$87,223	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from State Sources (3000)	\$3,809,816	\$397,439	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216	\$310,216
Lunch and Breakfast Reimbursement	\$223,000	\$0	\$0	\$0	\$0	\$0	\$24,778	\$24,778	\$24,778	\$24,778	\$24,778	\$24,778	\$24,778	\$24,778
Donated Commodities (CNP)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restricted Federal Through State	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)	\$114,540	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,363	\$16,363	\$16,363	\$16,363	\$16,363	\$16,363
No Child Left Behind (NCLB)	\$221,652	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$31,665	\$31,665	\$31,665	\$31,665	\$31,665	\$31,665
Total Revenue from Federal Sources (4000)	\$559,192	\$0	\$0	\$0	\$0	\$24,778	\$24,778	\$24,778	\$72,805	\$72,805	\$72,805	\$72,805	\$72,805	\$72,805
Private Grants & Donations:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loans:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Commercial	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contributions and Donations from Private Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward	\$352,659	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from Other Sources (5000)	\$352,659	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Available Cash		\$750,098	\$982,890	\$553,187	\$484,551	\$414,916	\$408,308	\$401,700	\$395,092	\$412,284	\$429,477	\$446,669	\$463,861	
Expenditures:	Number	Salary or Cost	Total											
--- SALARIES ---														
10.131 Salaries - Teachers	28.00	\$37,000	\$1,036,000	\$0	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182	\$94,182
10.132 Salaries - Substitute Teachers	280.00	\$90	\$25,200	\$0	\$0	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520
10.161 Salaries - Teacher Aides and Paraprofessionals	17.00	\$14,612	\$248,400	\$0	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840
10.100 Salaries - Other 1000-INSTRUCTION			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,309,600	\$0	\$94,182	\$121,542								
21.141 Salaries - Attendance and Social Work Personnel			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.142 Salaries - Guidance Personnel	0.50	\$45,000	\$22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875
21.143 Salaries - Health Services Personnel			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.144 Salaries - Psychological Personnel			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.152 Salaries - Secretarial and Clerical			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.100 Salaries - Other 2100-STUDENT SUPPORT			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$17,500	\$1,875										
22.145 Salaries - Media Personnel - Certified			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.162 Salaries - Media Personnel - Noncertified	1.00	\$12,150	\$12,150	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013	\$1,013
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$12,150	\$1,013										
24.121 Salaries - Principals and Assistants	2.50	\$90,000	\$225,000	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750
24.152 Salaries - Secretarial and Clerical	1.50	\$31,000	\$46,500	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875	\$3,875
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION	0.50	\$90,000	\$45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$316,500	\$26,375										
26.100 Salaries - Operation & Maintenance of Facilities			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.100 Salaries - FOOD SERVICES	3.50	\$15,000	\$52,500	\$0	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250
Total 31 (3100)-FOOD SERVICES Salaries (100)			\$52,500	\$0	\$5,250									
45.100 Salaries - Building Acquisition			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL SALARIES (100)			\$1,708,250	\$29,263	\$123,444	\$156,054								
--- BENEFITS ---														
10.210 Retirement - INSTRUCTION	4%		\$52,384	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365	\$4,365
21.210 Retirement - STUDENT SUPPORT	0%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.210 Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.210 Retirement - SCHOOL ADMINISTRATION	4%		\$12,660	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055	\$1,055
26.210 Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.210 Retirement - FOOD SERVICES	0%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45.210 Retirement - BUILDING ACQUISITION	0%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL RETIREMENT			\$65,044	\$5,420										
10.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$130,960	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913	\$10,913
21.220 Social Security/FICA/UNEMP/WCF - STUDENT S	10%		\$1,750	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146	\$146
22.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$1,215	\$101	\$101	\$101	\$101	\$101	\$101	\$101	\$101	\$101	\$101	\$101
24.220 Social Security/FICA/UNEMP/WCF - SCHOOL AD	10%		\$31,650	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638	\$2,638
26.220 Social Security/FICA/UNEMP/WCF - OPERATION	10%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.220 Social Security - FOOD SERVICES	10%		\$5,250	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438
45.220 Social Security/FICA/UNEMP/WCF - BUILDING A	10%		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$170,825	\$14,235										

2nd Operational Year

Charter School Name: Wallace Stegner Academy		Fiscal Year: 2017-2018					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		780		585			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$58,783		\$44,087			
Student Activities		\$33,913		\$25,435			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$92,696		\$69,522			
State Educational Funding		\$4,245,402		\$3,177,286			
Implementation Grant		\$32,618		\$32,618			
Total Revenue from State Sources (3000)		\$4,278,021		\$3,210,904			
Lunch and Breakfast Reimbursement		\$252,087		\$189,065			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$129,480		\$97,110			
No Child Left Behind (NCLB)		\$250,563		\$187,922			
Total Revenue from Federal Sources (4000)		\$632,130		\$474,098			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$245,188		\$196,511			
Total Revenue from Other Sources (5000)		\$245,188		\$196,511			
Total Revenue		\$5,248,034		\$3,950,034			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
-- SALARIES --							
10.131	Salaries - Teachers	31.00	\$37,370	\$1,158,470	23.00	\$37,370	\$859,510
10.132	Salaries - Substitute Teachers	310.00	\$90	\$27,900	230.00	\$90	\$20,700
10.161	Salaries - Teacher Aides and Paraprofessionals	18.50	\$14,741	\$272,700	12.50	\$14,835	\$185,436
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,459,070			\$1,065,646
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	1.00	\$45,450	\$45,450	0.50	\$45,450	\$22,725
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical			\$0			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$45,450			\$22,725
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$12,272	\$12,272	1.00	\$12,272	\$12,272
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$12,272			\$12,272
24.121	Salaries - Principals and Assistants	2.50	\$90,900	\$227,250	2.00	\$90,900	\$181,800
24.152	Salaries - Secretarial and Clerical	1.50	\$31,310	\$46,965	1.00	\$31,310	\$31,310
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	0.50	\$90,900	\$45,450	0.00	\$90,900	\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$319,665			\$213,110
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0			\$0
31.100	Salaries - FOOD SERVICES	3.50	\$15,150	\$53,025			\$39,769
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$53,025			\$39,769
45.100	Salaries - Building Acquisition			\$0			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$1,889,482			\$1,353,523
-- BENEFITS --							
10.210	Retirement - INSTRUCTION	4%		\$58,363	4%		\$42,626
21.210	Retirement - STUDENT SUPPORT	4%		\$1,818	4%		\$909
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	4%		\$12,787	4%		\$8,524
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$72,967			\$52,059
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$145,907	10%		\$106,565
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$4,545	10%		\$2,273
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$1,227	10%		\$1,227
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$31,967	10%		\$21,311
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$5,303	10%		\$3,977
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$188,948			\$135,352
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	15%		\$206,262	15%		\$159,847
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	15%		\$6,818	15%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0

24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	15%		\$49,849	15%		\$31,967
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$262,928			\$191,813
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES	0%		\$0	0%		\$0
45.200	Other Benefits (specify) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL OTHER BENEFITS (specify)			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$524,844			\$379,225
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$65,650			\$49,238
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$27,270			\$20,453
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$21,210			\$15,908
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$300,500			\$225,375
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$0			\$0
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$0			\$0
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$414,630			\$310,973
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$1,203,364			\$1,083,028
26.460	Construction and Remodeling			\$0			\$0
45.400	Purchased Property Services			\$0			\$0
45.460	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$1,203,364			\$1,083,028
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$41,410			\$37,269
26.500	Other Purchased Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$41,410			\$37,269
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION			\$75,750			\$55,000
10.641	Textbooks - INSTRUCTION			\$78,000			\$50,000
21.600	Supplies - STUDENT SUPPORT SERVICES			\$5,050			\$3,500
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$5,050			\$3,500
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$15,600			\$10,000
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			\$2,525			\$1,750
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$2,525			\$1,750
24.600	Supplies - SCHOOL ADMINISTRATION			\$10,100			\$7,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$15,150			\$10,000
31.600	Supplies - FOOD SERVICES			\$18,180			\$12,000
31.630	Food - FOOD SERVICES			\$164,125			\$123,094
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$392,055			\$277,594
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION			\$12,120			\$8,000
21.700	Property - STUDENT SUPPORT SERVICES			\$3,030			\$2,000
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			\$3,030			\$2,000
24.700	Property - SCHOOL ADMINISTRATION			\$10,100			\$7,000
26.700	Property - OPERATION & MAINT OF FACILITIES			\$6,060			\$4,000
31.700	Property - FOOD SERVICES			\$15,000			\$5,000
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures			\$75,000			\$40,000
45.734	Technology Equipment			\$145,000			\$85,000
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			\$269,340			\$153,000

--- OTHER OBJECTS ---						
10.800	Other Objects- INSTRUCTION			\$6,060		\$4,242
21.800	Other Objects- STUDENT SUPPORT SERVICES			\$1,010		\$707
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT			\$1,515		\$1,061
24.800	Other Objects- SCHOOL ADMINISTRATION			\$4,040		\$2,828
26.800	Other Objects - OPERATION & MAINT OF FACILITIES			\$6,565		\$4,596
31.800	Other Objects - FOOD SERVICES			\$3,030		\$2,121
45.800	Other Objects - BUILDING ACQUISITION & INSTR					
	TOTAL - ALL OTHER OBJECTS					
10.810	Dues and Fees - INSTRUCTION			\$2,525		\$1,894
21.810	Dues and Fees - STUDENT SUPPORT SERVICES			\$1,010		\$758
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT					
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$7,070		\$5,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			\$95,000		\$95,000
	TOTAL - ALL DUES AND FEES					
	TOTAL - OTHER OBJECTS (800)			\$127,825		\$118,205
	Total Building Acquisition & Instruction (4500)			\$285,450		\$212,043
830	Interest			\$2,787		\$2,787
840	Redemption of Principal			\$62,869		\$62,869
	Total other financing sources (uses) and other items			\$65,656		\$65,656
1000	Total Local			\$92,696		\$69,522
3000	Total State			\$4,278,021		\$3,209,904
4000	Total Federal			\$632,130		\$474,098
	TOTAL REVENUES			\$5,002,846		\$3,753,524
100	Salaries			\$1,889,482		\$1,353,521
200	Employee Benefits			\$524,844		\$379,225
300	Purchased Professional and Technical Services			\$414,630		\$310,973
400	Purchased Property Services			\$1,203,364		\$1,083,028
500	Other Purchased Services			\$41,410		\$37,269
600	Supplies			\$392,055		\$277,594
700	Property			\$269,340		\$153,000
800	Other Objects			\$127,825		\$118,205
	TOTAL EXPENDITURES			\$4,862,950		\$3,712,814
	Excess or Deficiency of Revenues over Expenditures			\$139,897		\$40,710
	Other Sources of Funding (5000)			\$245,188		\$196,511
	Net Asset Balance (Fund Balance)			\$385,085		\$237,221
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			8%		6%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			3%		1%
	Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$221,865		\$200,205

3rd Operational Year

Charter School Name: Wallace Stegner Academy		Fiscal Year: 2018-2019					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		810		608			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$58,783		\$44,087			
Student Activities		\$33,913		\$25,435			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$92,696		\$69,522			
State Educational Funding		\$4,462,268		\$3,352,242			
Implementation Grant		\$0		\$0			
Total Revenue from State Sources (3000)		\$4,462,268		\$3,352,242			
Lunch and Breakfast Reimbursement		\$252,087		\$189,065			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$129,480		\$97,110			
No Child Left Behind (NCLB)		\$250,563		\$187,922			
Total Revenue from Federal Sources (4000)		\$632,130		\$474,098			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$385,085		\$237,221			
Total Revenue from Other Sources (5000)		\$385,085		\$237,221			
Total Revenue		\$5,572,179		\$4,133,083			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
-- SALARIES --							
10.131	Salaries - Teachers	32.00	\$37,744	\$1,207,798	23.00	\$37,744	\$868,105
10.132	Salaries - Substitute Teachers	320.00	\$90	\$28,800	230.00	\$90	\$20,700
10.161	Salaries - Teacher Aides and Paraprofessionals	18.50	\$14,888	\$275,427	12.50	\$14,983	\$187,290
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,512,025			\$1,076,095
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	1.00	\$45,905	\$45,905	0.50	\$45,905	\$22,952
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical			\$0			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$45,905			\$22,952
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$12,394	\$12,394	1.00	\$12,394	\$12,394
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$12,394			\$12,394
24.121	Salaries - Principals and Assistants	2.50	\$91,809	\$229,523	2.00	\$91,809	\$183,618
24.152	Salaries - Secretarial and Clerical	1.50	\$31,623	\$47,435	1.00	\$31,623	\$31,623
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	0.50	\$91,809	\$45,905	0.50	\$91,809	\$45,905
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$322,862			\$261,146
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0			\$0
31.100	Salaries - FOOD SERVICES	3.50	\$15,302	\$53,025			\$39,769
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$53,025			\$39,769
45.100	Salaries - Building Acquisition			\$0			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$1,946,213			\$1,412,356
-- BENEFITS --							
10.210	Retirement - INSTRUCTION	4%		\$60,481	4%		\$43,044
21.210	Retirement - STUDENT SUPPORT	4%		\$1,836	4%		\$918
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	4%		\$12,914	4%		\$10,446
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$75,232			\$54,408
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$151,203	10%		\$107,610
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$4,590	10%		\$2,295
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$1,239	10%		\$1,239
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$32,286	10%		\$26,115
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$5,303	10%		\$3,977
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$194,621			\$141,236
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	15%		\$216,575	15%		\$161,414
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	15%		\$7,158	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0

24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	15%		\$52,341	15%		\$39,172
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$276,075			\$200,586
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES	0%		\$0	0%		\$0
45.200	Other Benefits (specify) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL OTHER BENEFITS (specify)			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$543,927			\$396,230
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$66,307			\$49,730
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$27,543			\$20,657
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$21,422			\$16,067
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$303,505			\$227,629
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$0			\$0
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$0			\$0
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$418,776			\$314,082
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services			\$1,215,398			\$1,093,858
26.460	Construction and Remodeling			\$0			\$0
45.400	Purchased Property Services			\$0			\$0
45.460	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$1,215,398			\$1,093,858
	--- OTHER PURCHASED SERVICES ---						
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$41,824			\$37,642
26.500	Other Purchased Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$41,824			\$37,642
	--- SUPPLIES ---						
10.600	Instructional Supplies - INSTRUCTION			\$76,508			\$55,000
10.641	Textbooks - INSTRUCTION			\$78,780			\$40,000
21.600	Supplies - STUDENT SUPPORT SERVICES			\$5,101			\$3,825
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$5,101			\$3,825
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$15,756			\$11,817
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			\$2,550			\$1,913
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$2,550			\$1,913
24.600	Supplies - SCHOOL ADMINISTRATION			\$10,201			\$7,651
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$15,302			\$11,476
31.600	Supplies - FOOD SERVICES			\$18,362			\$13,771
31.630	Food - FOOD SERVICES			\$165,766			\$124,325
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$395,976			\$275,516
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - INSTRUCTION			\$12,241			\$9,181
21.700	Property - STUDENT SUPPORT SERVICES			\$3,060			\$2,295
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			\$3,060			\$2,295
24.700	Property - SCHOOL ADMINISTRATION			\$10,201			\$7,651
26.700	Property - OPERATION & MAINT OF FACILITIES			\$6,121			\$4,590
31.700	Property - FOOD SERVICES						
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures			\$50,000			\$35,000
45.734	Technology Equipment			\$130,000			\$80,000
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			\$214,683			\$141,013

-- OTHER OBJECTS --					
10.800	Other Objects- INSTRUCTION		\$6,121		\$5,000
21.800	Other Objects- STUDENT SUPPORT SERVICES		\$1,020		\$765
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT		\$1,530		\$1,500
24.800	Other Objects- SCHOOL ADMINISTRATION		\$4,080		\$4,000
26.800	Other Objects - OPERATION & MAINT OF FACILITIES				
31.800	Other Objects - FOOD SERVICES				
45.800	Other Objects - BUILDING ACQUISITION & INSTR				
	TOTAL - ALL OTHER OBJECTS				
10.810	Dues and Fees - INSTRUCTION		\$2,550		\$1,913
21.810	Dues and Fees - STUDENT SUPPORT SERVICES		\$1,020		\$765
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT				
24.810	Dues and Fees -SCHOOL ADMINISTRATION		\$7,141		\$5,356
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES		\$96,900		\$96,900
	TOTAL - ALL DUES AND FEES				
	TOTAL - OTHER OBJECTS (800)		\$120,362		\$116,198
	Total Building Acquisition & Instruction (4500)		\$256,483		\$201,198
830	Interest		\$1,530		\$1,530
840	Redemption of Principal		\$64,126		\$64,126
	Total other financing sources (uses) and other items		\$65,656		\$65,656
1000	Total Local		\$92,696		\$69,522
3000	Total State		\$4,462,268		\$3,352,242
4000	Total Federal		\$632,130		\$474,098
	TOTAL REVENUES		\$5,187,094		\$3,895,862
100	Salaries		\$1,946,211		\$1,412,356
200	Employee Benefits		\$545,927		\$396,230
300	Purchased Professional and Technical Services		\$418,776		\$314,082
400	Purchased Property Services		\$1,215,398		\$1,093,858
500	Other Purchased Services		\$41,824		\$37,642
600	Supplies		\$395,976		\$275,516
700	Property		\$214,683		\$141,013
800	Other Objects		\$120,362		\$116,198
	TOTAL EXPENDITURES		\$4,899,157		\$3,786,895
	Excess or Deficiency of Revenues over Expenditures		\$287,937		\$108,967
	Other Sources of Funding (5000)		\$385,085		\$237,221
	Net Asset Balance (Fund Balance)		\$673,022		\$346,187
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		13%		9%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)		6%		3%
	Necessary Closure Fund (2 months Purch Prop Serv + Other)		\$222,627		\$201,676

Revenue – 1st Operational Year 100%
CHARTER SCHOOL WORKSHEET
FY 2016-2017
*******PROJECTION ONLY*******

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	90	0.55	49.5
Estimated ADM (1-3)	270	0.9	243
Estimated ADM (4-6)	270	0.9	243
Estimated ADM (7-8)	60	0.99	59.4
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	4	0.1	0.4
Special Ed ADM (K)	9		
Special Ed ADM (1-12)	60		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	23		
Number of Teachers (7-12)	5		
WPU Value	\$2,972	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	28		
School Administrators (CACTUS)	3		
Prior Year WPUs	0		
Low Income Students-prior year	414		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	594.9000	\$ 1,768,043
Professional Staff	0.05951	35.4007	105,211
Restricted Basic School:			
Special Ed--Add-on	1.0000	66.9500	178,020
Spec. Ed. Self-Contained	1.0000	2.0000	5,944
Special Ed Pre-School	1.0000	4.0000	11,888
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		180,759
Total WPU Programs		703.2507	\$ 2,249,865
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 19,902
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		18,202
Enhancement for Accelerated Students	\$5 per student		3,450
Other			
School Land Trust Program	\$49.35 per student		34,052
Reading Achievement Program	\$15.81 per student-Guarantee Program		5,692
	\$1.49 per K-3 student		-
	\$30.82 per low income student		12,759
Charter Administrative Costs	\$100 per student		69,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		146,020
ESA-School Administrators	\$3,104 per qualified administrator		9,312
Library Books and Resources	\$0.98616 per student	692	682
Local Replacement Dollars	Average \$1,660 per student		1,148,720
Total Non-WPU			\$ 1,467,791
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	23	4,056
		5	882
Total One Time			\$ 4,937
ESTIMATED Total All State Funding			\$ 3,722,594

Revenue – 1st Operational Year 75%
CHARTER SCHOOL WORKSHEET
FY 2016-2017
*******PROJECTION ONLY*******

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	67.5	0.55	37.125
Estimated ADM (1-3)	202.5	0.9	182.25
Estimated ADM (4-6)	202.5	0.9	182.25
Estimated ADM (7-8)	45	0.99	44.55
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	3		
Special Ed ADM (K)	7		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	17		
Number of Teachers (7-12)	4		
WPU Value	\$2,972	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	21		
School Administrators (CACTUS)	4		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	446.1750	\$ 1,326,032
Professional Staff	0.05951	26.5505	78,908
Restricted Basic School:			
Special Ed--Add-on	1.0000	50.2125	133,515
Spec. Ed. Self-Contained	1.0000	1.5000	4,458
Special Ed Pre-School	1.0000	3.0000	8,916
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		135,569
Total WPU Programs		527.4380	\$ 1,687,399
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 14,926
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		13,652
Enhancement for Accelerated Students	\$5.00 per student		2,588
Other			
School Land Trust Program	\$49.35 per student		25,539
Reading Achievement Program	\$15.81 per student-Guarantee Program		4,269
	\$1.33 per K-3 student		-
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		51,750
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		109,515
ESA-School Administrators	\$3,104 per qualified administrator		12,416
Library Books and Resources	\$0.960162 per student	519	512
Local Replacement Dollars	Average \$1,660 per student		861,540
Total Non-WPU			\$ 1,096,706
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	17.25	3,042
		3.75	661
Total One Time			\$ 3,703
ESTIMATED Total All State Funding			\$ 2,787,808

Revenue – 2nd Operational Year 100%
CHARTER SCHOOL WORKSHEET
FY 2017-2018
*******PROJECTION ONLY*******

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	90	0.55	49.5
Estimated ADM (1-3)	270	0.9	243
Estimated ADM (4-6)	270	0.9	243
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0	0.1	0
Special Ed ADM (K)	4		
Special Ed ADM (1-12)	69		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	23		
Number of Teachers (7-12)	8		
WPU Value	\$2,972	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	31		
School Administrators (CACTUS)	3		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	684.0000	\$ 2,032,848
Professional Staff	0.05951	40.7028	120,969
Restricted Basic School:			
Special Ed--Add-on	1.0000	73.2000	194,639
Spec. Ed. Self-Contained	1.0000	2.0000	5,944
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		204,337
Total WPU Programs		799.9028	\$ 2,558,736
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 22,637
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		20,576
Enhancement for Accelerated Students	\$5 per student		3,900
Other			
School Land Trust Program	\$49.35 per student		38,493
Reading Achievement Program	\$15.81 per student-Guarantee Program		5,692
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		78,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		161,665
ESA-School Administrators	\$3,104 per qualified administrator		9,312
Library Books and Resources	\$0.98616 per student	782	771
Local Replacement Dollars	Average \$1,660 per student		1,298,120
Total Non-WPU			\$ 1,639,166
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	23	4,056
		8	1,411
Total One Time			\$ 5,466
ESTIMATED Total All State Funding			\$ 4,245,402

Revenue – 2nd operational Year 75%
CHARTER SCHOOL WORKSHEET
FY 2017-2018
*******PROJECTION ONLY*******

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	67.5	0.55	37.125
Estimated ADM (1-3)	202.5	0.9	182.25
Estimated ADM (4-6)	202.5	0.9	182.25
Estimated ADM (7-8)	112.5	0.99	111.375
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	3		
Special Ed ADM (1-12)	52		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	17		
Number of Teachers (7-12)	4		
WPU Value	\$2,972	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	21		
School Administrators (CACTUS)	4		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	513.0000	\$ 1,524,636
Professional Staff	0.05951	30.5271	90,727
Restricted Basic School:			
Special Ed--Add-on	1.0000	54.9000	145,979
Spec. Ed. Self-Contained	1.0000	1.5000	4,458
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		153,252
Total WPU Programs		599.9271	\$ 1,919,052
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 16,978
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		15,432
Enhancement for Accelerated Students	\$5.00 per student		2,925
Other			
School Land Trust Program	\$49.35 per student		28,870
Reading Achievement Program	\$15.81 per student-Guarantee Program		4,269
	\$1.33 per K-3 student		-
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		58,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		109,515
ESA-School Administrators	\$3,104 per qualified administrator		12,416
Library Books and Resources	\$0.960162 per student	586.5	578
Local Replacement Dollars	Average \$1,660 per student		973,590
Total Non-WPU			\$ 1,223,073
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	17.25	3,042
		3.75	661
Total One Time			\$ 3,703
ESTIMATED Total All State Funding			\$ 3,177,286

Revenue – 3rd operational Year 100%
CHARTER SCHOOL WORKSHEET
FY 2018-2019
*******PROJECTION ONLY*******

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	90	0.55	49.5
Estimated ADM (1-3)	270	0.9	243
Estimated ADM (4-6)	270	0.9	243
Estimated ADM (7-8)	180	0.99	178.2
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0	0.1	
Special Ed ADM (K)	4		
Special Ed ADM (1-12)	72		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	23		
Number of Teachers (7-12)	9		
WPU Value	\$2,972	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	32		
School Administrators (CACTUS)	3		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	713.7000	\$ 2,121,116
Professional Staff	0.05951	42.4701	126,221
Restricted Basic School:			
Special Ed--Add-on	1.0000	76.2000	202,616
Spec. Ed. Self-Contained	1.0000	2.0000	5,944
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		212,196
Total WPU Programs		834.3701	\$ 2,668,093
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 23,613
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		21,368
Enhancement for Accelerated Students	\$5 per student		4,050
Other			
School Land Trust Program	\$49.35 per student		39,974
Reading Achievement Program	\$15.81 per student-Guarantee Program		5,692
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		81,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		166,880
ESA-School Administrators	\$3,104 per qualified administrator		9,312
Library Books and Resources	\$0.98616 per student	812	801
Local Replacement Dollars	Average \$1,660 per student		1,347,920
Total Non-WPU			\$ 1,700,608
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	23	4,056
		9	1,587
Total One Time			\$ 5,643
ESTIMATED Total All State Funding			\$ 4,462,268

Revenue – 3rd operational Year 75%
CHARTER SCHOOL WORKSHEET
FY 2018-2019

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

Wallace Stegner Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	67.5	0.55	37.125
Estimated ADM (1-3)	202.5	0.9	182.25
Estimated ADM (4-6)	202.5	0.9	182.25
Estimated ADM (7-8)	135	0.99	133.65
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	3		
Special Ed ADM (1-12)	54		
Special Ed (Self-Contained)	1.5		
Number of Teachers (K-6)	17.25		
Number of Teachers (7-12)	6.75		
WPU Value	\$2,972		
No. of Teachers (FTE) (CACTUS)	24		
School Administrators (CACTUS)	4		
Prior Year WPUs	0		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	535.2750	\$ 1,590,837
Professional Staff	0.05951	31.8526	94,666
Restricted Basic School:			
Special Ed--Add-on	1.0000	57.1500	151,962
Spec. Ed. Self-Contained	1.0000	1.5000	4,458
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		159,147
Total WPU Programs		625.7776	\$ 2,001,070
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 17,710
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		16,026
Enhancement for Accelerated Students	\$5.00 per student		3,038
Other			
School Land Trust Program	\$49.35 per student		29,980
Reading Achievement Program	\$15.81 per student-Guarantee Program		4,269
	\$1.33 per K-3 student		-
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		60,750
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		125,160
ESA-School Administrators	\$3,104 per qualified administrator		12,416
Library Books and Resources	\$0.960162 per student	609	601
Local Replacement Dollars	Average \$1,660 per student		1,010,940
Total Non-WPU			\$ 1,280,888
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	17.25	3,042
		6.75	1,190
Total One Time			\$ 4,232
ESTIMATED Total All State Funding			\$ 3,352,242