

Louisa May Alcott Community School

New Charter School Application

November 14, 2025



A Note of Thanks: We would like to acknowledge and thank all who have supported our dream of becoming a Utah Public Charter School. We have been overwhelmed with the kindness, congeniality, and willingness to share expertise and processes. Thank you to the members of the Utah Charter School Board who provided a transparent and professional application process. Thank you to members of the Utah Association of Public Charter Schools (UAPCS) who reached out to provide support, contacts, and resources. Last, we would like to thank the many charter school directors and employees who were willing to share knowledge and advice during our listening and learning tour.

Table of Contents

Required Technical Information.....	3
Body of the Application	
Section 1: Executive Summary.....	7
Section 2: School-Specific Elements.....	9
Section 3: Program of Instruction.....	15
Section 4: Market Analysis.....	24
Section 5: Governance.....	53
Section 6: Staffing.....	58
Section 7: Business Plan.....	74
Section 8: Contracts.....	96
References.....	100
Appendix A: Background Information Sheets for Each Governing Board Member	
Appendix B: Articles of Incorporation	
Appendix C: Governing Board Bylaws	
Appendix D: Minutes from Governing Board Meetings	
Appendix E: Waiver Requests, as applicable	
Appendix F: Executed Contract(s) or MOUs, as applicable	
Appendix G: Start-Up Grant Application	
Appendix H: Only Applicable for a Public School Converting to Charter Status	
Appendix I: FY 26 Budget Workbook	
Appendix J: Application for Changes	

Required Technical Information

Proposed Charter School Name: Louisa May Alcott Community School

Name of Applicant(s): Louisa May Alcott Community School

Authorized Agent: Dr. Carrie Ashcraft

Mailing Address: 106 N 1230 E Springville, UT 84663

Phone Number: 801-471-1738

Email Address: alcottcommunityschool@gmail.com

New School Location and Location's School District(s): Mapleton, Utah, or near the Mapleton and Spanish Fork border. Both potential locations are within Nebo School District boundaries.

Date and To Whom Submitted at the District(s) Office:

Notice was provided to:

- Nebo School District Superintendent, Rick Nielson, through an email on Nov. 13th
- Nebo School District Asst. Superintendent Ben Ford, through an email on Nov. 13th
- Nebo School District Assoc. Superintendent Suzanne Kimball, through an email on Nov. 13th

Governing Board Information:

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Carrie Ashcraft	Board Chair	<ul style="list-style-type: none">• Pedagogy• Literacy• Elementary and Secondary-licensed teacher• Assessment and Program Evaluation• Accreditation	<ul style="list-style-type: none">• Teacher-Reagan Academy, Springville, Utah (2007-2013).• Children attended charter schools.• Previously a charter School board member

Signature: <i>Carrie Ashraft</i>			
Ken Bulpitt	Board Vice Chair	<ul style="list-style-type: none"> • Contracts • Business Management 	<ul style="list-style-type: none"> • Children attended Reagan Academy, Utah County Academy of Sciences
Signature: <i>Ken Bulpitt</i>			
Melanie Bott	Secretary	<ul style="list-style-type: none"> • Community Outreach • Early Childhood Education • City Planning • Business 	
Signature: <i>Melanie Bott</i>			
Reba Vest	Treasurer	<ul style="list-style-type: none"> • Teaching • Advising (education) 	<ul style="list-style-type: none"> • Children attended C.S. Lewis Academy, American Leadership Academy
Signature:			
Carl Spencer	Board Member	<ul style="list-style-type: none"> • Marketing • Community Outreach • Non-profit • School and Community Safety 	<ul style="list-style-type: none"> • Children attend a charter school
Signature: <i>Carl Spencer</i>			

Michelle Bulpitt	Board Member	<ul style="list-style-type: none"> • Early Childhood Specialist 	<ul style="list-style-type: none"> • Children attended Reagan Academy, Utah County Academy of Sciences • Previously a charter school board member
Signature: <i>Michelle Bulpitt</i>			
Cassidy Warren	Board Member	<ul style="list-style-type: none"> • Public Health • Nursing • Community Outreach 	<ul style="list-style-type: none"> • Child attends a charter school. • Husband works in a charter school.
Signature: <i>Cassidy J. Warren</i>			
Soana Grieder	Board Member	<ul style="list-style-type: none"> • Auditing • Taxes • Bookkeeping • Business Culture 	
Signature: <i>Soana Grieder</i>			

Charter School's Grade Configuration and Maximum Authorized Enrollment: 528

Projected Number of Students to be Served in Each Grade for Annual Projection Counts:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Yr 1	66	66	66	66	66	66	66	66						528
Yr 2	66	66	66	66	66	66	66	66						528
Yr 3	66	66	66	66	66	66	66	66						528
Yr 4	66	66	66	66	66	66	66	66						528
Yr 5+	66	66	66	66	66	66	66	66						528

Does the proposed grade configuration match the district of residence grade configuration?

Yes No

Explanation: The Nebo school district grade configuration includes Kindergarten through 5th grade in elementary schools, 6th and 7th grades in middle school, and 8th and 9th grades in Junior High Schools. We will include Kindergarten through 7th-grade students, as this will support a transition to Nebo junior high schools when students are in 8th grade.

Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule?

Yes No

Explanation:

I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the applicants and governing body of the proposed charter school.

Name of Authorized Agent: Carrie Ashcraft
Signature of Authorized Agent: <i>Carrie Ashcraft</i>

Section 1: Executive Summary

Mission: Our mission is to create and sustain a joyful educational environment where students and families develop strong connections to their community and the natural world. It is our aim to support intellectual curiosity, academic achievement, social and emotional resiliency, and compassionate citizenship through Place-based learning.

Vision: The Louisa May Alcott Community School promotes and facilitates Place-based Education for all students. We believe that students who fully engage in our curriculum have the potential to become confident learners with the skills to think critically, solve complex problems, and engage compassionately with others. We believe this approach to education contributes to a more purposeful and joyful life and has the potential to transform communities into hubs of innovation and belonging.

School Context

Community connection is a central aspect of our unique school model, and it is reflected in our name, the Louisa May Alcott Community School. The name is reminiscent of the literary and philosophical “Mecca” that developed in the community of Concord, Massachusetts in the 1800’s. The close relationships that developed between the Alcott, Emerson, French, Hawthorne, and Thoreau families, who worked, studied, wrote, and are now buried beside each other in Sleepy Hollow Cemetery, resulted in some of the most important literary and intellectual works in American History. As a community, these individuals developed the canon of American Literature and Transcendentalist ideals, which became the foundation of our American identity and culture.

Connection to the State Charter School Board Mission and Vision

Following this tradition, our school will be relatively small compared to other local elementary and middle schools. We welcome the community's use of facilities after school hours and aim to promote reciprocal relationships between the school and its neighbors. Planned features supporting this goal include a lending library, makerspaces, community meeting spaces, gardens, and a sports field accessible to residents in the evenings and weekends. These offerings underscore aspects of our mission intended to make the school a hub for community connection and learning experiences that promote wellness.

The Louisa May Alcott Community School will advance the State Charter School Board's Mission by providing "quality choice" and "innovation" as we adhere to the principles of Place-based Education. Furthermore, our emphasis on appropriate rigor for every student, including a strong emphasis on literacy, supports the board goals of "rigorous authorizing" and "supportive oversight" where all children have "access to an excellent education that meets their unique learning needs" (Utah State Charter School Board, n.d.).

Board Origination

This school was conceptualized by a group of committed citizens with a desire to use their collective experience to benefit the community. Over the last 20 years we have worked together as parents to support local public and charter schools - and on many other volunteer projects. Our paths crossed due to our desire to serve locally and has resulted in friendships and a commitment to better our communities. In short, we have also worked together as neighbors, community volunteers, colleagues, and stakeholders within a variety of contexts. We felt inspired to move forward with a shared vision for a school that has the potential to benefit generations of community members.

School Rationale

We believe the ideas set forth in this application have the potential to be transformational for students, families, and communities. We have purposely organized a board with diverse expertise and a unified commitment to quality education, oversite and accountability of public funds, and healthy communities. We chose to propose this school because we care deeply about the children and youth in our neighborhoods and believe we can provide an exceptional educational experience that is academically rigorous while also supporting student well-being. We are convinced that this school model, Place-based Education with a strong literacy emphasis, builds the capacity for academic excellence and strong community connections.

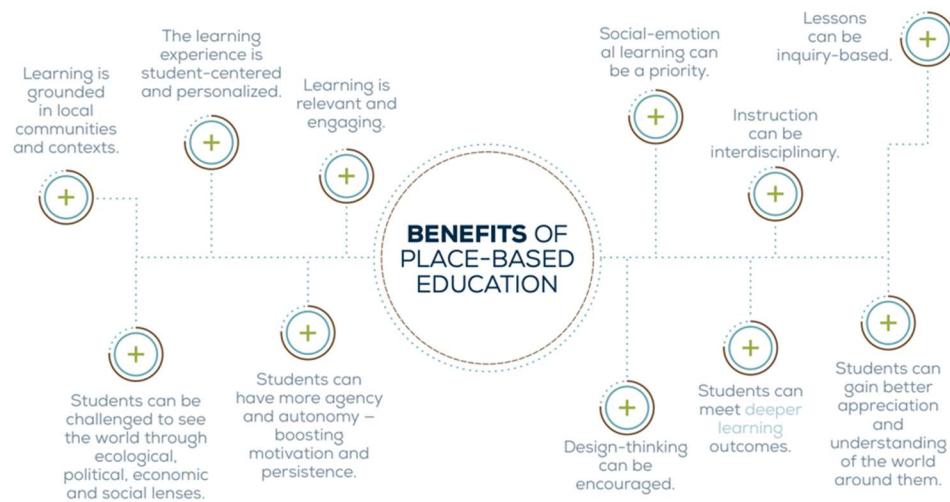
Section 2: School-Specific Elements

School Purpose, Unique Elements, and Defining Characteristics

The Louisa May Alcott Community School supports many of the *Legislative Purposes of Utah Charter Schools*. In this application, we chose to focus on *encouraging the use of diverse and innovative teaching methods*.

While some traditional public schools and charter schools incorporate aspects of Place-based Education, such as learner-centered instruction or an interdisciplinary focus, a full commitment to methods of Place-based Education includes the following **Community as Classroom, Learner Centered, Integration of Content and Place, and Community Impact** (Teton Science School, 2025). This model provides unique learning experiences for students that are not currently found within the proposed location.

This innovative model incorporates methods developed by individuals at the Teton Science School in Jackson, Wyoming, the Power of Place organization, and the Michigan Great Lakes Initiative, all leaders in Place-based Education. Key elements of Place-based Education include the inclusion of authentic locale and geography, immersive learning experiences, inquiry-focus, design-thinking principles, and student agency. Each element is woven throughout all aspects of the school, including curriculum, pedagogy, educator learning and training, messaging, artwork, and community outreach.



(What is Place-Based Education and Why Does it Matter, 2025)

Prioritizing Place-based Education as a method of instruction sets our school apart from others in the area. While the first half of the day is spent engaging with an appropriately challenging curriculum connected to the Place-based Education themes, the second half of the day is focused on “Applied Academics,” where students directly engage with the community and the natural world, connecting and applying directly what they are studying.

We will focus on one thematic question each year, and four aspects of the thematic question each quarter (about every nine weeks). Curriculum designed to support the questions

and themes are scaled up in terms of academic complexity for kindergarten through 7th grade students and will rotate on a four-year basis. This means that students who attend all eight years will go through each cycle twice at a different developmental level. Curriculum will be developed as well as acquired and aligned with the Utah Core Standards.

Louisa May Alcott Community School-The Four-Year Cycle

	Term 1	Term 2	Term 3	Term 4
Year 1: How can geography impact communities?	Mountains	Valleys	Deserts	Rivers, Lakes, and Waterways
Year 4: What do healthy communities need?	Infrastructure (transportation, energy, water, and safety)	Economic development, education, and innovation	Reliable information and local media sources	Arts and Recreation
Year 2: How can government benefit the community?	City Government and County Government	State Government	National Government	International Law and the Governments of nations.
Year 3: Why does compassionate citizenship matter?	Serving in the community	Philanthropy and giving	Mental and physical health	Beauty, Joy, Purpose

Additional characteristics of Place-based Education include strong partnerships with community; including mentors and experts who visit the school to co-teach, deliver guest lectures, and to collaborate on student projects. Other characteristics include facilitating opportunities for students to participate regularly in the community where they learn in the field, by participating in local events, and by taking part in project-based and service learning. The most important characteristic of Place-based Education is facilitating opportunities for students to make meaningful connections to their community and natural world as part of a focused and rigorous course of study.

Mission-specific Goals

The characteristics of Place-based Education have informed our mission specific goals:

School Goals:

1. By the end of each academic year, students will demonstrate measurable academic growth as evidenced by at least a 5% increase in proficiency on schoolwide assessments through participation in a well-designed curriculum, instruction, and assessment program that integrates Place-based Education principles and maintains appropriate academic rigor.
2. By the end of each academic year, students will demonstrate increased social and emotional resiliency through structured opportunities that promote the USBE SEL objectives as evidenced by improved outcomes on schoolwide SEL surveys and behavior data collected by teachers and administrators.
3. By the end of each academic year, students will demonstrate growth in compassionate citizenship through participation in Place-based Education experiences that connect learning to community needs, civic engagement, and environmental stewardship.

Rigorous and Realistic Outcomes

To achieve these goals, we have created an action plan that is realistic and aims for consequential academic outcomes for all students. Place-based Education research indicates elevated academic achievement because of engaging in the model. It follows that Place-based Education affords the opportunity for deeper learning due to the practices, tools, and processes available to students in an environment authentic to the discipline. For example, after students build conceptual understanding of abiotic and biotic populations in the classroom, conducting investigations about birds, fish, insect, and small mammal populations at Utah Lake, near the Jordan River, or at the Great Salt Lake with experts who know the ecosystems will likely lend itself to the application and evaluation levels of learning reflected in Blooms Taxonomy. In other words, students will learn conceptually and then apply what they have learned in authentic environments, leading to greater learning gains.

To achieve our first goal of student *academic gains* as they take part in Place-based Education, we will conduct baseline testing through a growth model assessment program, such

as the MAP assessment through the NWEA (NWEA, 2019). We will also review previous state testing data, if available, and classroom assessment data. Teachers, literacy specialists, the Director of Curriculum and Instruction, and a special education teacher (if needed) will examine the data and create a plan for each student. The plan will be communicated to families and enacted through differentiated instruction, small group instruction, and, if needed, individualized instruction with para-educators. Furthermore, we will offer optional after-school programs for students that need additional support. Ongoing classroom assessment and formal assessment methods will be used to track, reflect on, and adjust instruction.

Our second goal is to increase the social and emotional resiliency of students. Research shows that students develop social and emotional resiliency at greater rates when they participate in outdoor education programs, a key aspect of Place-based Education (Patchen, 2024) We also plan to support this goal by including the **Utah State Board of Education’s Social and Emotional objectives** within a ***Morning Meeting*** that will take place at beginning of each day. Teachers will facilitate the meeting in their classes. Administrators will take part in meetings at least once a month, rotating from class to class. Community members will also be asked to participate in the Morning Meeting once a month.

Place-based Education includes performance assessments that are often project-based. To further support our goal of ***greater social and emotional resiliency***, students will incorporate a **USBE social-emotional objective**. For example, a small group of students may choose to design a project related to their investigation of bird populations at Utah Lake for their summative assessment. They will be expected to include an SEL objective. For example, students could choose ***to set and achieve positive goals***. To achieve this outcome, the students may write clear goals for their project timeline and define specific roles for each group member. They may also

decide to build in “mini celebrations” as they accomplish aspects of the project included in their timeline. These goals would be shared with the teacher who would check-in regularly to evaluate the progress of both the project and the groups’ SEL goal.

To achieve the third mission-specific goal of *demonstrating growth in compassionate citizenship*, we will establish connections with nearby municipal offices, community organizations, and non-profit groups. We will actively seek out meaningful community service opportunities and partnerships. More specifically, we plan to identify opportunities related to the yearly themes. For example, in the first year as we will focus on the theme of mountains, valleys, deserts, and waterways, we plan to partner with the Utah Lake Authority to participate in “planting parties” where students help to restore native vegetation to the ecosystem.

We also plan to seek out partnerships with the Jordan River Collective, and the Division of Wildlife Resources. Likewise, in the third year as we are focusing on city, county, state, and national government, we will direct our efforts toward civic service. For example, opportunities to volunteer on campaigns and to carry out larger service projects after investigating the needs of the community. This may include facilitating a book drive for the city library or holding a mental health resource fair for children and youth at a local recreation center. We plan to establish the practice of *compassionate citizenship* as a regular part of our school culture and to embed it into the curriculum in meaningful ways.

Legally Permitted Enrollment Preferences

Based on legally permitted enrollment preferences, the Louisa May Alcott Community School will include the following enrollment processes and preferences.

- “If the number of applications described in Subsection (3)(a)(ii) exceeds the capacity of a program” we will select students on a random basis through a lottery.

Additionally, the following students will be given preference:

- “a child or grandchild of an individual who has actively participated in the development of the charter school”
- “a child or grandchild of a member of the charter school governing board”
- “a sibling of an individual who was previously or is presently enrolled in the charter school”
- “a child of an employee of the charter school”.
- “a student articulating between charter schools offering similar programs that are governed by the same charter school governing board”
- “a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board”
- “a student who resides within a two-mile radius of the charter school”.

Section 3: Program of Instruction

Philosophical Approach

The Louisa May Alcott Community School is envisioned as a joyful and inspiring school where children and youth thrive intellectually, emotionally, and socially. Central to our mission is a strong connection to community through *Place-Based Education*, a research-driven educational approach that fosters meaningful engagement between students, their communities, and the natural world. Through intentional curriculum design, we will provide the physical spaces, curriculum, technologies, tools, and supports necessary to promote healthy social and emotional development, high academic outcomes, critical thinking, and compassionate citizenship.

Place-Based Education connects classroom instruction to local contexts, including municipalities, neighborhoods, geographic features, and ecosystems, so the community becomes an extension of the classroom. Students learn from and with their community and surroundings by exploring the region's geography, locale, businesses, civic organizations, and historical landmarks. Instruction begins with the local and gradually expands to broader, global perspectives. Place-based Education has been implemented across the United States from Maine to Oregon; the model has strong roots in the Mountain West region through the Teton Science Schools in Jackson, Wyoming, and Victor, Idaho. The Teton Science School is the oldest formal K-12 Place-based Education organization in the United States and began in the 1960s when a high school biology teacher decided to turn Yellowstone National Park and the Grand Teton National Park into his classroom.

While several versions of the Place-Based Education model have emerged in recent years, we plan to use the guiding principles outlined by the Teton Science School (2025):

Community as Classroom, Learner Centered, Integration of Content and Place, and Community Impact. Place-based Education is intended to “immerse students in local heritage, culture, landscapes, opportunities, and experiences” (Fester, 2025, p. 44). Together, these ideas comprise the “place” a student lives in and the world they exist in from day to day. These community contexts are leveraged to ground meaningful curriculum and instruction.

Research, Evidence, Priorities, and Outcomes

Place-based Education has sound backing from respected scholars in the field of education. Research indicates that Place-based Education “can lead to higher academic outcomes”. The content included within the curriculum is often more relevant to the individuals living and working in the community than a more general course of study (Fester, 2025, p. 44).

Schools that enact Place-based Education have reported higher academic performance in both math and science. These schools also found there was higher “enthusiasm” and “motivation” among students and faculty (Fester, 2025, p. 45). Students graduating from school with a Place-based Education model report being more prepared for their future and thriving academically and in “every aspect” of well-being (Vandar Arc, 2020, p. 9).

In a national study of 40 schools, curriculum grounded in local contexts and the natural world produced “wide-ranging, positive effects on student learning,” including measurable gains in science, social studies, language arts, and mathematics (Brooks, 2019). Teachers and families also reported substantial growth in students’ problem-solving, critical thinking, and decision-making skills, as well as increased enthusiasm and engagement in learning. Notably, these benefits were consistent for students who spent part or all the school day outside the traditional classroom setting.

Place-based learning also addresses issues of student agency, equity, and community. Research purports that “Context matters” and that “time spent on a trip or in the community...is uniquely efficient” when it comes to delivering high-quality instruction that helps students to learn deeply. This approach to learning “creates bonds” among students and in the larger community, it “personalizes” education, and promotes “contributions” to the community (Vandar Arc, 2020, p. 10-12).

Place-based Education is uniquely positioned to facilitate student and teacher motivation because spending time in specific places “...can create moments of awe and wonder [and concern]”. These moments, when coupled with “student-led inquiry,” often lead to deeper learning experiences (Vandar Arc, 2020, p. 14). As students engage with their surroundings,

including the local ecosystems, geographic features, and community challenges, they develop a greater “awareness and compassion for others” (Midland School, 2025).

Place-based learning also has benefits for social and emotional health. Students who participate in Place-based Education report a greater “sense of belonging compared to those in the reference group” (Cureton-Hazard, 2025) and greater attachment to their communities (Yemini et al., 2023). Furthermore, students who take part in Place-based Education for at least half of their school day have been shown to develop greater resiliency in the areas of initiative, self-regulation, and attachment/relationships (LeBuffe and Naglieri, 2021).

During the pandemic, researchers in Minnesota examined resiliency rates among students in schools integrating outdoor and community-based activities. Using the Devereux Student Strengths Assessment (DESSA), they measured initiative, self-regulation, and relationships, defining resilience as the capacity to cope successfully with change, adversity, or risk. Students who regularly engaged in outdoor and community-based learning demonstrated significantly higher levels of resiliency compared to their peers in more traditional educational settings (LeBuffe & Naglieri, 2021).

Utah Core Standards

The Utah Core standards will be prioritized within unit and lesson plan development. We will develop a school curriculum map for each grade that aligns the Utah Core standards, the Great Minds curriculum, and Place-based learning principles. We will review this map annually for any necessary adjustments and improvements. All teachers will have access to the curriculum map and be accountable for teaching the standards through these curricula, utilizing Place-based Education methods. In the morning, students will participate in core subject areas including literacy and numeracy-focused instruction that is also supported in the afternoon working on

problems and applying what they are learning. We will seek out local features of the community, such as Utah Lake, Mount Timpanogos, Abravanel Hall, and so forth and tailor unit and lesson plans to incorporate local contexts. Assessment will include performance-based assessments tied to the Utah Core Standards.

In summary, the Louisa May Alcott Community School will offer a rigorous, interdisciplinary curriculum aligned with the Utah Core Standards. We will extend these learning experiences into the surrounding community and natural environment (Brooks, 2019). This structure ensures balance between academic rigor and application in the field to deepen learning.

Method of Instruction, Curriculum, Student Outcomes

We have already started to develop curriculum and resources to support the Place-based Education model and will ***complete the first year's curriculum and resources by June 30th, 2027.*** We will complete the ***following year's curriculum a year in advance***, so we are ready to present the curriculum and resources to the teachers and families of the school by July 1st of each year. The curriculum will be aligned to the Utah State Standards for each grade level.

We also plan to utilize the **Great Minds curriculum for literacy, math, and science instruction.** This program ***emphasizes Science of Reading principles*** while allowing room for instructor creativity and design input. The ***Great Minds curriculum includes Multilingual Learner supports*** and a specific curriculum for “newcomers” who do not speak English and would be on a Level 1 or “entering” on the World-Class Instructional Design & Assessment (WIDA) scale. Each of these programs support Place-based Education because they are Learner-centered, allow for connections to other curriculum (Interdisciplinary), and support Local to Global thinking and conceptions of place. Each of these programs and methods is used widely and has a long history of supporting students’ success. Furthermore, they support the mission and

vision through an emphasis on literacy and by promoting intellectual curiosity and academic achievement

We plan to *employ a literacy specialist* who will work directly with students who may have dyslexia or other reading and language processing needs. This individual will support our ***school-wide Multi-Tiered System of Support (MTSS)*** and provide ongoing teacher training. Research indicates that early reading intervention and targeted instruction are crucial for students with dyslexia, reading delays, and other language processing difficulties. Along with a literacy specialist, we will provide specific curriculum designed for readers that may need additional support such as ***Reading 180 and Lexia***. We also plan to help families understand that complex reading support is common for students. About 20% of the population requires some form of expert and nuanced literacy support. Each of these methods supports the school's mission of carrying out Place-based Education with an emphasis on literacy.

To ensure fidelity to the ***Utah Core Standards***, the faculty along with the Director of Curriculum and Instruction will create a ***digital curriculum map with a scope and sequence for each grade level***. The curriculum map will be updated each year to reflect ***the Place-based Education curriculum*** and resources aligned to the ***yearly themes***, and the purchased curriculum from ***Great Minds, Reading 180, and Lexia***.

Finally, teachers and community members associated with the Louisa May Alcott Community School will ***involve students in the day-to-day happenings and problems facing the community, locale, and surrounding areas***. Teachers will receive professional learning and support as they carry-out inquiry-focused units that provide opportunities for students to pose and consider questions. ***The Utah core standards, Place-based curriculum, and the programs***

mentioned in this section will be incorporated into unit plans and the quarterly themes (see Section 2).

Criteria for Grade Level Promotion

The education students receive as part of the Louisa May Alcott Community School in kindergarten through 7th grade will support promotion from one grade level to another by *following the Utah Core Curriculum aligned to the school model and curriculum*. By *adopting a school-wide academic growth accountability mind-set for all students*, and through *assessment analysis* that informs ongoing academic planning for students. Finally, students will be required to attend the number of days and hours set forth for public education students by the Utah State Board of Education, if any, for promotion to the next grade level.

Support for Students with Complex Needs

We are aware of and fully support state and federal laws that protect and support children with complex needs (disabilities). The laws protecting students with disabilities include the Individuals with *Disabilities Education ACT (IDEA)*, *Section 504 of the Rehabilitation Act*, and the *Americans with Disabilities Act (ADA)*. Together, these laws ensure all students receive a *“free and appropriate” education*. This means students in public schools have the *right to specific accommodations* and should be *protected against discrimination*.

Within our school, students will receive their accommodations and any needed services in the *least restrictive environment possible*. This means, when possible, students who receive accommodation through an *IEP (Individualized Education Plan) or a 504 plan will remain in and receive support in a traditional classroom environment with their peers*. An individualized Education Program (IEP) will be developed for students who qualify for special education services.

Furthermore, we intend to *employ an experienced special education leader* who will assist our faculty and staff in carrying out special education services and help our school to be a place of respect and belonging for students and families within our community. In support of Section 504 of the Rehabilitation Act, *we will actively prohibit discrimination based on disability in programs and activities that receive federal funding*. We will do this by providing reasonable accommodation and opportunities for all students. Additionally, we will provide opportunities for students with disabilities to participate in any extracurricular activities and use facilities. We plan to build or retrofit a building that will comply with all state and federal building requirements. While the *Great Minds curriculum, Reading 180, and Lexia* will provide support for students with more *complex reading needs*, we will also seek out additional curricula based on suggestions from our special education team and families.

Educationally Disadvantaged Populations

To address the needs of *educationally disadvantaged* students we will utilize a *product from Great Minds* that is specifically designed for students that need additional support or may be below grade level. For students who come mid-year due to school migration, including those experiencing homelessness, those with refugee status, and other reasons we will employ an assessment tool to gather details, ask the families if they would be willing to provide additional information about previous educational experiences, and employ *Multi-tiered System of Support (MTSS)*, if needed.

We are also committed to an asset-based mindset. This means that we will look for ways that challenging situations may have provided nuanced opportunities for student growth and resiliency, while also providing academic experiences that traditionally go unrecognized in school. We recognize that when a faculty and staff believe that students can learn and make

progress, students are more likely to make gains. Based on this understanding, we will prioritize and work toward a culture of *collective efficacy* within the school.

Assessment Student Outcomes

We expect that students who regularly attend the Louisa May Alcott Community School will maintain high academic standards or demonstrate growth through learning gains as measured through multiple data points. We value the insights that data can provide about our school and our students' progress over time, and we recognize that one data point in isolation cannot provide an accurate summary of a student's entire academic story. We also value transparency and plan to share information with families, the community, and other required agencies. The success of our school model will be demonstrated through academic growth, the social and emotional resiliency of students, and ongoing targeted program evaluation that includes families, teachers, administrators, community members, and others with a connection to the school.

We are *committed to participating in Utah's statewide assessments* to support our goal of academic achievement for all students through demonstrated growth. Additionally, we plan to track academic growth through *formative assessments, performance-based assessments*, and a *Value-Added Model (VAM) assessment, such as the MAP assessment by the NWEA*, as well as *surveys of families* with children attending the school. We also plan to study the *relationship between attendance and academic gains*.

Because the school model is intended to support students' social and emotional well-being, we will incorporate the *USBE standards for SEL* and measure student growth using *performance-based assessments*, surveys of families with children attending the school, and a tool such as the *Devereux Student Strengths Assessment (DESSA)*. We also plan to study any potential *relationship between Place-based Education, academic outcomes, social-emotional*

growth and resiliency, and disciplinary literacy. Finally, we will use Kane and Trochim's method for **Integrated Concept Mapping to support democratic accountability** methods for program evaluation. We will use *Groupwisdom* software to facilitate this process.

Section 4: Market Analysis

1. Identify the area in which the proposed charter school plans to be located.

The proposed charter school will be located in the tri-city corridor of southern Utah County, encompassing **Mapleton, Springville, and Spanish Fork**. The preferred campus location is within or immediately adjacent to Mapleton, centrally positioned along U.S. 89 between Springville and Spanish Fork. Mapleton is notably the only one of these three communities that does not currently have a charter school, creating a natural service gap the proposed school will fill.



Map A — “Tri-city corridor and proposed campus site in Mapleton Area”

2. Describe the education landscape in the identified area, showing a solid understanding of the community and surrounding schools.

The **Nebo School District** serves the **Mapleton–Springville–Spanish Fork** region with 59 schools and more than 47,000 students (Utah Data Gateway, n.d.; Wikipedia, 2025). Among these, **Mapleton School** ranks within the top 50 percent statewide, with 4th-grade proficiency rates of 63.8 percent in English Language Arts, 71.6 percent in Mathematics, and 74.1 percent in Science (SchoolDigger.com, 2025).

Performance and resources, however, vary substantially across the district. **Maple Ridge School** in Mapleton exemplifies strong outcomes: it serves 837 students, maintains a 23.5:1 student–teacher ratio, and has only 10.9 percent of students qualifying for free or reduced-price lunch. It ranks in the 93rd percentile statewide, placing it among Utah’s top 10 percent of elementary schools (Public School Review, 2025a).

In contrast, schools such as **Park School** and **Cherry Creek Elementary** face more significant socio-economic challenges. Park School has 59.8 percent of students eligible for free/reduced lunch and ranks near the 34th percentile statewide, while Cherry Creek Elementary shows 48.7 percent eligibility and a similar percentile rank (Public School Review, 2025b, 2025c).

This disparity underscores a growing concern: as the population in southern Utah County continues to expand, pressure on classroom capacity and teaching resources will intensify, likely widening the gap between high- and lower-performing schools. Maintaining individualized attention and equitable support will become increasingly difficult, especially in communities with higher needs.

A new charter school in the **Mapleton–Springville–Spanish Fork** area can help address these challenges by relieving overcrowding and providing a high-quality, adaptive instructional environment. Its design will emphasize:

- **Targeted class sizes** to ensure individualized learning;
- **Equitable intake**, aiming for a 30–40 percent free/reduced-lunch rate to reflect community diversity; and
- **Elevated academic standards** that support both enrichment and intervention for students at varying achievement levels.

By aligning with community demographics and addressing clear instructional gaps, the proposed charter school can strengthen Nebo School District’s overall educational ecosystem—promoting balance, accessibility, and equitable outcomes for all students in the tri-city corridor.

3) Provide a convincing rationale behind selecting this area for the proposed charter school; show the proposed school’s viability in the identified area.

The **Mapleton–Springville–Spanish Fork** region of southern Utah County is experiencing significant population growth, resulting in heightened demand for educational institutions.

Spanish Fork’s population is projected to increase from **44,623 in 2020 to 54,143 by 2030**, reflecting a substantial rise in the number of school-age children. **Mapleton’s population** has grown by **32.93 percent since 2020**, maintaining an annual growth rate of approximately **5.21 percent**, while **Springville** also shows consistent expansion, with a **2025 population of 35,562** and a modest annual growth rate of **0.65 percent** (Utah Demographics, 2025).

Despite Utah County's well-established public-school network, the dual pressures of population growth and shifting parental preferences have created an expanding demand for **alternative educational options**. A *Deseret News* report highlights that homeschooling has **doubled nationally since the COVID-19 pandemic**, while nationwide charter school enrollment has increased by **over 1.6 million students since 2010**, largely due to families seeking **flexibility, personalization, and smaller classroom environments** (Utah Children, 2025; Deseret News, 2025; K12 Dive, 2025).

Within Utah, this trend is particularly evident. The **Sutherland Institute** reports that approximately **5 percent** of Utah students are now homeschooled, and an estimated **52–53 percent** of parents would prefer their children experience at least one day per week of home-based education (Sutherland Institute, 2025). These data suggest a clear and sustained **shift in educational priorities** among Utah families.

Further evidence of this shift is reflected in statewide charter enrollment: approximately **12 percent** of Utah's public-school students now attend charter schools, **nearly double** the national average of around 6 percent, indicating robust local support for **school choice** (Deseret News, 2025). In Utah County specifically, the rise of homeschooling communities and the strong performance of established charter programs underscore families' desire for **diverse, adaptive learning environments** that provide both quality and choice.

In response to these demographic and cultural trends, a new charter school in the **Mapleton–Springville–Spanish Fork area** would directly meet community needs by offering:

- **Specialized curricula** tailored to individual learning profiles;

- **Smaller class sizes** with low student-to-teacher ratios; and
- **Innovative instructional delivery**, including project-based, hybrid, and flexible scheduling models.

This approach aligns with evolving county-wide educational demands, offering a **meaningful public alternative** that empowers families, supports diverse learning styles, and relieves pressure on traditional district schools. With a planned enrollment of approximately **528 students at full capacity**, the proposed Louisa May Alcott Community School would contribute to both **capacity relief** and **academic diversity** in one of Utah's fastest-growing education markets.

4) Provide the characteristics of the proposed charter school that set it apart from others in the target location

The proposed **Louisa May Alcott Community School (LMACS)**—also referred to as the *Mapleton Community Campus*—is purposefully designed to stand apart from existing educational options in the **Mapleton–Springville–Spanish Fork** corridor through its integrated learning model, community orientation, and commitment to equity and personalization.

Vision and Mission

LMACS is founded on a vision that students will achieve not only academic success but also develop social-emotional resilience and strong connections to both community and the natural environment. By emphasizing **place-based learning**, students engage directly with their own community, culture, and surroundings, connecting academic content to real-world contexts. This approach cultivates confident learners, critical thinkers, and compassionate citizens. Research

consistently demonstrates that place-based education fosters greater student engagement, deeper academic outcomes, and more meaningful connections to community and environment (Promise of Place, n.d.).

Place-Based and Project-Based Instruction

The LMACS curriculum integrates both **place-based** and **project-based** instructional strategies. Students investigate local landscapes, ecosystems, history, and civic issues as the foundation of inquiry. By addressing authentic, real-world problems rooted in the local community, learning becomes relevant, participatory, and student-driven. Studies show that such models strengthen motivation, enhance critical-thinking skills, and improve long-term achievement (Green Schools National Network, 2023).

Small Class Sizes and Differentiated Support

To ensure individualized learning, LMACS targets a **student-to-teacher ratio of $\leq 22:1$** across grades K–7 (serving approximately 528 students at full enrollment). This ratio is lower than that of most surrounding public schools, allowing for personalized instruction, stronger student-teacher relationships, and timely academic and social-emotional support. Research links small class sizes to higher student achievement, increased engagement, and improved well-being.

Community-Centered Location and Service-Gap Fulfillment

The campus will be situated in **Mapleton**, the only city in the tri-city area currently without a charter school. This location offers improved access for Mapleton families while also serving those from nearby **Springville** and **Spanish Fork**. By reducing travel barriers and filling an

existing service gap, the school expands educational choice and strengthens community connectedness within southern Utah County.

Summary

By combining a **locally grounded, project-based curriculum, small class sizes**, and an **inclusive community orientation**, LMACS delivers a distinctive educational model that both complements and enhances the existing educational landscape. The school's approach—rooted in engagement, equity, and innovation—makes it a compelling option for families seeking meaningful, personalized, and community-connected learning in the **Mapleton–Springville–Spanish Fork** area.

5) Describe the educational needs in the targeted area and show that the proposed charter school meets these needs

The **Mapleton–Springville–Spanish Fork** corridor of southern Utah County is undergoing rapid residential and demographic growth, creating multifaceted educational needs that extend beyond current district capacity.

Regional Growth and Demographic Pressure

In **Mapleton**, the population is estimated at approximately **14,500 residents** and increased by **5.5 percent** in just the past year. In 2024, the city issued **538 residential building permits**, nearly double the number issued in 2023 (City of Mapleton, 2024). **Spanish Fork** and **Springville** are experiencing similar surges in housing and family in-migration.

The **Nebo School District**, which serves the tri-city region, currently educates **over 47,000 students** and maintains an average **student-teacher ratio of $\approx 25.9:1$** (National Center for Education Statistics [NCES], 2024). This ratio, coupled with fast-rising enrollment, contributes to larger class sizes, facility strain, and reduced individualization for students, particularly in high-growth neighborhoods.

Key Educational Needs

These conditions reveal three interrelated educational needs in the target area:

1. **Capacity relief and local accessibility** – Rapid housing growth and a rising school-age population are intensifying pressure on district facilities. A new charter school provides much-needed capacity relief and localized access to families.
2. **Increased choice and innovation** – Parents are seeking instructional options that diverge from traditional district models, emphasizing flexibility, personalization, and real-world relevance.
3. **Equity of access and community-based education** – Mapleton remains the only city in the corridor without a charter school, meaning local families must commute or forego charter options entirely, limiting equitable access to public-school choice.

How the Proposed Charter School Meets These Needs

The **Louisa May Alcott Community School (LMACS)** directly addresses these regional needs through its design and mission:

- **Locally based K–7 campus:** Strategically located in the Mapleton–Springville–Spanish Fork area, the school will serve approximately **528 students** at full enrollment, reducing strain on nearby district schools and improving accessibility for local families.
- **Innovative instructional model:** Its **place-based, project-based, and blended-learning** approach promotes creativity, problem-solving, and engagement, providing a high-quality alternative within the public-school system.
- **Smaller class sizes and inclusive enrollment:** With a **student-teacher ratio $\leq 22:1$** , the school ensures individualized instruction while intentionally designing for **30–40 percent free/reduced-lunch eligibility** and robust multilingual and special-education supports.

Conclusion

By aligning its instructional approach and capacity targets with clear demographic and educational needs, the proposed LMACS provides a timely, equitable, and sustainable solution for families in the Mapleton–Springville–Spanish Fork corridor. Its smaller learning communities, innovative pedagogy, and inclusive enrollment practices are positioned to complement the Nebo School District while advancing educational quality and access for all students in southern Utah County.

6) Identify challenges in locating in the target area and adequately address them

Locating the proposed charter campus in the **Mapleton–Springville–Spanish Fork area** provides significant strategic advantages—such as community access, enrollment potential, and strong demographic growth—but also presents a set of practical and operational challenges. The following outlines key risk areas and corresponding mitigation strategies.

a. Regulatory and Compliance Challenges

The school must meet all **Utah State Charter School Board (SCSB)** requirements, including those outlined in **R277-552**, to demonstrate enrollment stability, community demand, fiscal viability, and operational readiness.

Mitigation:

Leverage the tri-city area's documented population growth and demographic data to support enrollment projections. Prepare and submit early evidence of community outreach, demand surveys, and sustainable budgeting to strengthen SCSB readiness benchmarks.

b. Funding and Infrastructure

Securing or developing a facility within the Mapleton–Springville–Spanish Fork corridor requires substantial upfront capital for construction, renovation, site preparation, furnishings, and equipment. Additionally, because state funding for charter schools in Utah is largely based on **student enrollment** through the **Minimum School Program (MSP)** and **Weighted Pupil Unit (WPU)** formulas, new schools often face early-year funding gaps before full enrollment (Utah State Board of Education, 2025).

Mitigation:

Develop a **phased finance plan** that incorporates bridge funding options, interim leases or modular facilities, and conservative budget assumptions for the first two years of operation. Include contingency allocations and cash-flow buffers within the start-up and operational budgets to offset initial revenue lags.

c. Land Cost and Site Acquisition

The tri-city corridor is a desirable residential and commercial region characterized by strong median household incomes and increasing real-estate valuations. For example, **Mapleton's median household income** was approximately **\$127,860 (2023 dollars)**—one of the highest in Utah County (Data USA, 2024). Comparable upward trends exist in Springville and Spanish Fork.

These dynamics drive higher land and lease costs for educational facilities, potentially lengthening the school's break-even timeline or requiring greater up-front fundraising. Suitable parcels may also compete with residential or commercial developers, limiting immediate availability.

Mitigation:

- i. Initiate early site due diligence with municipal planning and development departments across the corridor to identify parcels zoned or pre-approved for institutional or educational use.
- ii. Consider **interim lease or modular-building solutions** during the first operational year if permanent construction is delayed.
- iii. Explore **shared-use or partnership models** (e.g., faith-based campuses, municipal land, or community-center properties) to reduce land-cost burdens.
- iv. Incorporate conservative facility-cost assumptions and include land-acquisition risk in the start-up budget's risk-mitigation matrix.

d. Site and Location Considerations

Although the corridor's central location between **Springville, Mapleton, and Spanish Fork** provides ideal access for families, identifying a parcel with proper zoning, traffic ingress/egress, infrastructure, and parking capacity remains a logistical challenge.

Mitigation:

Engage early with civil engineers and city planners for **traffic and infrastructure assessments**. Secure preliminary site and zoning confirmations before authorization and include transportation and parking studies in the facility-planning phase.

e. Community Engagement and Positioning

While the absence of an existing charter school in Mapleton represents an opportunity, successfully building **community buy-in** across the tri-city region is critical. Many families accustomed to traditional district schools may initially be unfamiliar with the charter model.

Mitigation:

Implement a **multi-city outreach plan** engaging families in Mapleton, Springville, and Spanish Fork. Conduct information sessions, highlight equitable access goals (30–40 percent free/reduced-lunch eligibility), and demonstrate inclusive enrollment practices to ensure broad support and understanding of the school's mission.

f. Staffing and Curriculum Model

Recruiting educators aligned with the school's **place-based and project-based instructional model**, while also managing rapid enrollment growth, presents both human-resources and operational challenges.

Mitigation:

Adopt a **phased staffing plan** aligned with grade-level expansion. Offer competitive compensation and professional development packages emphasizing instructional innovation. Establish partnerships with local teacher-preparation programs at **Utah Valley University**, **Brigham Young University**, and other regional institutions to create a recruitment pipeline.

Conclusion

By proactively addressing challenges in compliance, finance, site acquisition, and community engagement, the Louisa May Alcott Community School is well positioned to establish a sustainable, high-quality educational facility serving up to **528 students** in the Mapleton–Springville–Spanish Fork corridor. The school's phased development plan, conservative budgeting, and collaborative community approach ensure feasibility and alignment with both state standards and local needs.

7) Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic

The enrollment projections for the proposed **Louisa May Alcott Community School (LMACS)** are grounded in demographic data, family choice trends, and observed schooling behaviors in the **Mapleton–Springville–Spanish Fork** area. These projections reflect both population growth and a realistic share of families who already pursue alternatives to traditional district schools.

Population and Enrollment Data

- The projected **K-7 population** in the tri-city area grows from approximately **15,303 in 2025** to **16,987 in 2030**.
- Based on these data, the table below estimates total enrollment rising from **13,069 students in 2025** to **14,627 students in 2030**, representing the number currently served by traditional schools.
- The proposed LMACS would serve roughly **528 students at full enrollment**, a modest share of the local K-7 population, well within historical and demographic capacity.

Projected Area K-7 Enrollment Age Students

	2025	2026	2027	2028	2029	2030
Springville*	5,833	5,871	5,910	5,948	5,987	6,026
Spanish Fork*	7,756	7,950	8,149	8,353	8,562	8,776
Mapleton*	1,713	1,798	1,888	1,983	2,082	2,186
Total	15,303	15,620	15,947	16,284	16,630	16,987
Estimated Enrolled⁷	13,069	13,362	13,663	13,974	14,295	14,627

Projected K-7 Aged Population vs Projected Public School K-7 Enrollment

	2025	2026	2027	2028	2029	2030
K-7 Aged Population	15,303	15,620	15,947	16,284	16,630	16,987
Estimated K-7 Enrolled	13,069	13,362	13,663	13,974	14,295	14,627
Diff. Assumed Alternative Schooled	2,233	2,259	2,284	2,309	2,335	2,360

Interpreting the “Gap”

The difference between the overall K-7 population and district enrollment—approximately **2,200 students in 2025**—represents children who are not enrolled in neighborhood public schools. This group includes:

- Homeschooled students,
- Students attending charter schools outside Nebo School District boundaries,

- Private-school students, and
- Students in virtual or alternative learning programs.

Recent Utah data show that **home-based schooling continues to expand**. A statewide survey conducted by the **Sutherland Institute** found that **about 52 percent of Utah parents** with school-age children prefer that their child receive at least **one day per week of home-based education** (Sutherland Institute, 2023).

Additionally, **charter schools now serve roughly 12 percent of all K–12 students statewide**, nearly double the national average, underscoring Utah's strong culture of school choice (Utah State Board of Education [USBE], 2025).

Together, these factors confirm the existence of a large “alternative-schooled” segment of families who are open to non-traditional education models—families that LMACS can realistically attract.

Why the Capture Rate Is Reasonable

- **No local charter option:** Mapleton currently has no charter school, forcing interested families to commute to Springville, Spanish Fork, or Provo. A local campus would fill this gap and reduce travel barriers.
- **Programmatic differentiation:** LMACS's **place-based, project-based, and blended-learning** design aligns with what many parents identify as desirable—smaller classes, hands-on learning, and stronger community engagement.

- **Incremental growth plan:** The projection assumes steady, modest year-to-year growth consistent with ongoing population and housing expansion (e.g., 538 new residential permits issued in Mapleton in 2024) and the statewide increase in charter participation.

Given these realities, capturing approximately **3–4 percent of the local K–7 population (≈ 528 students)** represents a **conservative and achievable** enrollment trajectory.

Conclusion

By accounting for existing “alternative schooling” behaviors, demographic growth, and the absence of a local charter in Mapleton, the proposed enrollment plan is both **data-driven and attainable**. The projected trajectory, from approximately **13,000 to 14,600** traditionally enrolled students region-wide over six years, supports a sustainable opening for LMACS. The school’s unique model, inclusive mission, and moderate scale provide a realistic foundation for reaching full enrollment and maintaining stability within the broader **Mapleton–Springville–Spanish Fork** education ecosystem.

8) Demonstrate a clear understanding of the students the school intends to and is likely to serve and present a persuasive explanation of how the proposed school is likely to meet the needs of the target population

The proposed **Louisa May Alcott Community School (LMACS)** is designed to serve families in the **Mapleton–Springville–Spanish Fork** corridor who are actively seeking high-quality, alternative educational models, those offering smaller classes, local access, innovative learning experiences, and strong academic and social-emotional support systems. A closer look at

regional student demographics and family preferences demonstrates both the **need** for and the **viability** of this model.

Target Student Profile

- Geography and Access:**

The tri-city corridor is home to a rapidly growing population of families with school-age children, creating a substantial base of potential students. Locating the campus within this corridor, particularly near Mapleton, the only one of the three cities without a charter school—fills a **geographic access gap** while maintaining proximity for families in neighboring Springville and Spanish Fork (Utah Demographics, 2024).

- Diverse Learner Needs:**

While Mapleton's population remains relatively homogeneous (\approx **93 percent White** in 2023), nearby Springville and Spanish Fork are more diverse and include an increasing Hispanic and multilingual population (World Population Review, 2024; Public School Review, 2024). The broader area's demographic shift reflects a need for **differentiated instructional support**, including services for English-language learners, special-education students, and gifted or accelerated learners.

- Family Educational Priorities and Choice Behavior:**

Parents across Utah County are demonstrating growing interest in flexible and innovative educational options. Families are increasingly moving beyond traditional district schools to pursue **charter, hybrid, and personalized learning models** that emphasize relevance and whole-child development (Deseret News, 2023; Sutherland Institute, 2023).

- **Support Need Segments:**

The school will intentionally serve a range of learner profiles, including students who:

- Require English-language or bilingual support (ELL),
- Qualify for special-education services,
- Benefit from social-emotional learning frameworks, and
- Thrive in enriched, hands-on, or project-based environments.

How the Proposed School Meets These Needs

- **Localized Access:**

By situating the campus in the **Mapleton–Springville–Spanish Fork** corridor, families gain convenient access to a high-quality charter option without long commutes. Localized proximity encourages parent participation, student consistency, and strong school–community relationships.

- **Small Class Sizes and Personalized Instruction:**

The school will maintain a **student–teacher ratio of $\leq 22:1$** , allowing teachers to know each student individually and tailor instruction to specific learning profiles. This balance of structure and flexibility supports learners across the academic spectrum—from those needing intervention to those ready for enrichment.

- **Innovative and Inclusive Instructional Model:**

LMACS's **place-based, project-based, and blended-learning** design integrates local history, natural systems, and community projects into academic content. Students apply classroom concepts in real-world contexts, promoting deep engagement, critical thinking, and resilience.

- **Intentional Diversity and Support:**

With a goal of **30–40 percent free/reduced-lunch eligibility**, inclusive enrollment practices, multilingual supports, and robust special-education services, the school will welcome a **broad cross-section of the community**. This approach ensures equitable access and mirrors the socioeconomic diversity of the region.

- **Community Culture and Belonging:**

By fostering relationships among students, families, and local partners, LMACS builds a culture of belonging and purpose. Community-connected learning increases student motivation and retention while reinforcing the school’s mission of civic engagement and empathy.

Conclusion

The proposed LMACS campus is purposefully designed to meet the educational, geographic, and social needs of families across the **Mapleton–Springville–Spanish Fork** area. It offers a **locally accessible, inclusive, and innovative** environment where every student—regardless of background or learning profile—can thrive. By aligning small class sizes, flexible pedagogy, and community-based instruction with the evolving priorities of Utah families, the school is positioned to attract, serve, and retain a vibrant and diverse student population of approximately **528 students**.

9) Justify why students will come to this school over another school, especially students in the target population

The decision to attend a particular school is driven by a combination of factors—**proximity, instructional quality, culture, innovation, and student fit**. For families in the **Mapleton–**

Springville–Spanish Fork corridor, the proposed *Louisa May Alcott Community School (Mapleton Community Campus)* presents a compelling value proposition that addresses these priorities while filling a geographic and programmatic gap.

Below are the key reasons students—especially those in the target population—are likely to choose this school, followed by evidence showing how these align with documented parental preferences and local market conditions.

Key Reasons for Student Choice

1. Geographic Access and Community Fit

- Mapleton remains the only city within the tri-city corridor that currently lacks a charter school. By locating within this area, the campus provides families with a **convenient, local charter option** without the commute burdens associated with traveling to Springville or Spanish Fork.
- Proximity reduces barriers to enrollment, especially for families seeking alternatives, working parents with limited time, and those valuing shorter travel times and deeper local engagement.

2. Smaller Class Sizes and Personalized Instruction

- Many district schools across the Nebo region operate with higher **student–teacher ratios**, limiting individualized instruction. LMACS targets a **ratio of $\leq 22:1$** , supporting strong teacher–student relationships, differentiated learning, and improved academic and social-emotional outcomes.

- Parents regularly identify “**small class size**” and “**individual attention**” as top priorities in school choice. A national study by *EdChoice* (2023) found that one-on-one attention was among the leading motivators for families choosing charter or private schools.

3. Specialized Programs, Innovation, and Choice

- The school’s **place-based, project-based, and blended learning** model emphasizes creativity, critical thinking, and student agency—providing a flexible, engaging alternative to traditional instruction.
- Utah-specific research confirms that parents are drawn to charter schools for their **personalized learning environments, innovative curriculum, strong community culture, and high expectations** (Hawthorn Academy, 2023).
- By offering specialized programming within a tuition-free public charter framework, the school meets increasing regional demand for **educational innovation and flexibility**.

4. Inclusive Mission and Socioeconomic Diversity

- LMACS is intentionally designed to serve a **diverse student body**, targeting **30–40 percent free/reduced lunch eligibility** and providing multilingual and special education supports.
- This inclusive approach distinguishes the school from others that may serve primarily high-need or high-income populations. Families with children who do not thrive in one-size-fits-all settings, such as **ELL learners, students with disabilities, or accelerated learners**, will find the smaller, inclusive model especially appealing.

5. Reputation, Accountability, and Performance Orientation

- Charter schools in Utah operate under performance contracts requiring strong accountability and measurable outcomes. This fosters innovation and parental confidence.
- Research from *Teachers College, Columbia University (2022)* found that competition and performance accountability among charter schools drive program quality and responsiveness.
- Many parents are also attracted to **mission-driven environments** where families are seen as partners rather than passive participants, enhancing school–home collaboration and community identity.

Alignment with Parent Preference and Market Conditions

- A national *EdChoice (2023)* survey found that charter school parents ranked **safety (37%)**, **academic quality and reputation (36%)**, and **character and values instruction (23%)** as top priorities influencing school selection.
- In Utah, both *Deseret News (2023)* and *Utah Children (2024)* report significant increases in **charter-school enrollment and homeschooling**, reflecting a sustained parental shift toward alternative education models.
- The Mapleton–Springville–Spanish Fork corridor’s “**choice gap**”, the absence of an existing charter school in Mapleton, indicates **latent demand** and low immediate competition, providing LMACS with a distinct **first-mover advantage** in serving local families.

Conclusion

Families in the **Mapleton–Springville–Spanish Fork** area are likely to choose the *Louisa May Alcott Community School (Mapleton Community Campus)* because it combines **convenient access, innovative instruction, small class sizes, and inclusive culture**—all attributes highly valued by parents seeking alternatives to traditional district schools.

Supported by demographic growth, unmet local charter access, and statewide trends toward personalized and flexible learning, the school offers a persuasive and data-backed case for strong enrollment demand across all student populations, up to its projected **528-student capacity**.

10) Describe a strong and reasonable recruitment plan that is likely to yield the requested enrollment.

To ensure the proposed **Louisa May Alcott Community School (Mapleton Community Campus)** meets its enrollment targets, the school will deploy a **multi-channel, data-informed recruitment strategy** across **Mapleton, Springville, and Spanish Fork**, with special emphasis on families seeking alternative educational models. The plan follows charter-sector best practices in **digital marketing, community outreach, and funnel analytics** (see References).

Key Recruitment Strategies

1) Community & on-site outreach

- Host **monthly information sessions** in Mapleton, Springville, and Spanish Fork (libraries, community centers, faith/community halls) to answer questions, provide program overviews, and collect interest cards.

- Participate in **local community events** (farmers' markets, city fairs, family nights) with a branded booth, **QR-code sign-ups**, and lottery reminders.
- Run **on-campus open houses** so families can meet staff, see classrooms, and experience the school culture first-hand.

2) Digital marketing & lead generation

- Launch a **mobile-optimized microsite** with virtual tours, parent testimonials, downloadable flyers, and an “**Inquire → Apply**” flow.
- Deploy **geo-targeted paid ads** (Google, Facebook/Instagram) to families searching for K–7 charter options, small class sizes, project-based/place-based learning.
- Use analytics to track **conversion by channel** (visits → inquiries → applications → offers → acceptances) and continuously **optimize creative, audience, and spend**.

3) Partnerships & referral networks

- Build partnerships with **libraries, youth orgs, rec programs, and community groups** to co-host info nights and widen trusted word-of-mouth.
- Launch a **Family Ambassador Program** (recognition, volunteer leadership opportunities) to encourage **peer referrals** from enrolled/committed families.

4) Sibling policy & retention incentives

- Implement a **sibling preference** consistent with Utah charter-lottery rules to lift yield among already-engaged families.

- Offer **early-application benefits** (priority orientation, early welcome events) to encourage timely completion and increase commitment.

5) Diverse-population outreach

- Provide **multilingual materials** (English + locally prevalent languages) and interpretation at info nights.
- Partner with community organizations serving **economically diverse families** (goal ~30–40% FRL), and host **application-assistance workshops** to reduce process barriers.
- Communicate clearly that the school **welcomes students with disabilities and multilingual learners**, outlining available supports.

Recruitment Timeline & KPIs (sized to a 528-seat target)

- **Phase 1 (12–18 months pre-opening):** Launch site + paid digital; begin monthly info sessions.
KPI: ≥ 400 qualified leads (inquiries) in CRM; cost-per-lead benchmark set.
- **Phase 2 (12–6 months pre-opening):** Open houses; Family Ambassador Program live; peak ad cadence.
KPI: ≥ 600 completed applications (aiming for ~1.1–1.2x apps per seat to ensure lottery depth and subgroup balance).
- **Phase 3 (6 months → lottery → Day 1):** Final push; sibling confirmations; welcome events; completion support.
KPI: Meet or exceed 528 offers accepted; yield $\geq 75\%$ from offers to enrollments; subgroup mix within target bands.

- **Retention & follow-up (Year 1 → Year 2):** Family engagement survey; monthly updates to waitlist/lead families.

KPI: ≥ 90% retention to Year 2; waitlist maintained for mid-year mobility.

Funnel Management & Reporting

- Maintain a **weekly dashboard** of reach, clicks, cost-per-lead, inquiries, applications started/completed, offers, acceptances, withdrawals, and enrolled headcount—**by geography and subgroup**, to keep diversity goals on track.
- Run **A/B tests** (ad creative, headlines, landing page variants), reallocating budget to highest-converting segments and zip-codes.
- Use **event-based attribution** (UTM parameters) to identify which touchpoints (e.g., open house + follow-up call) most strongly predict application completion.

11) Explain how the marketing plan will reach a diverse population, including students with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities

Effectively reaching a diverse student body requires intentional outreach, inclusive messaging, and the elimination of enrollment barriers. The proposed marketing plan for the **Louisa May Alcott Community School (Mapleton Community Campus)** is designed to engage families across racial, ethnic, linguistic, socioeconomic, and ability backgrounds, ensuring that diversity is not incidental, but purposefully built into recruitment and enrollment practices.

Key Strategies for Inclusive Outreach

- **Accessible Messaging and Materials**

All marketing materials, including flyers, website content, open-house invitations, and digital advertisements, will be designed with readability, accessibility, and linguistic inclusion in mind.

- Materials will be **screen-reader friendly**, visually clear, and available in **multiple languages** (English and the top non-English languages in the region).
- Messaging will feature diverse imagery and inclusive tone, showing that the school welcomes all learners, including those with disabilities.

Inclusive marketing research emphasizes that **representation, language, and tone** significantly influence whether families from underserved backgrounds perceive a school as welcoming (Washington Association of School Administrators, 2023).

- **Partnering with Community Organizations**

The school will partner with **trusted local organizations**, including programs serving multilingual learners (MLs), disability advocacy groups, and community service agencies, to distribute materials, host information sessions, and assist families with applications.

Evidence from *The Century Foundation* (2023) shows that charter schools that collaborate with trusted local institutions are more successful in building **diverse applicant pools** and **sustaining inclusive enrollment**.

- **Transparent and Equitable Enrollment Processes**

LMACS will implement an enrollment process that removes barriers for all families:

- **No application fees or academic prerequisites;**

- **Accessible online and paper applications;**
- **Plain-language explanations** of the lottery and waitlist process;
- **Translation and in-person assistance** for non-English-speaking families.

Such approaches align with national best practices for **equitable charter school enrollment** (U.S. National Library of Medicine, 2022).

- **Targeted Outreach for Economically Diverse Families**

To support the goal of **~30–40% free/reduced-price lunch eligibility**, outreach will include:

- Partnerships with **food banks, community centers, and family resource programs**;
- Distribution of flyers in neighborhoods with higher economic diversity;
- Hosting **application-assistance workshops** that clearly communicate that LMACS is tuition-free and provides free meals.

The *Century Foundation* (2023) notes that inclusive recruitment strategies must explicitly address **socioeconomic barriers** to ensure representative enrollment.

- **Inclusive Messaging for Students with Disabilities and Linguistic Needs**

Marketing will clearly state that the school **serves students with disabilities and multilingual learners**, highlighting available supports, inclusion philosophy, and parent collaboration.

Research by *Research for Action* (2022) emphasizes that explicit communication about inclusion and accommodations significantly increases engagement among families who might otherwise assume such programs are unavailable.

Implementation and Monitoring

- Develop a **multilingual website landing page** and ensure all key print materials are available in the top non-English language(s) in the region.
- Host at least **two “Application Support Nights”** annually for families new to the charter lottery system, offering translation and one-on-one guidance.
- **Track enrollment data** by subgroup (free/reduced lunch, ELL, and disability status) to ensure that the applicant pool reflects community demographics.
- If any subgroup appears under-represented, adjust strategy mid-year.
- Recruit **family ambassadors from diverse backgrounds** to participate in outreach; peer-to-peer communication increases trust and participation among historically underserved families (Charter School Center, 2023).

Conclusion

By integrating **inclusive marketing practices, transparent enrollment, community partnerships, and data monitoring**, the **Mapleton Community Campus** marketing plan goes beyond simply “reaching” diverse populations—it actively works to **engage, support, and enroll** them.

This purposeful approach reinforces the school’s mission of equity, access, and community representation, ensuring a student body that mirrors the full diversity of the **Mapleton–Springville–Spanish Fork** region.

Section 5: Governance

Responsible Entity

The Louisa May Alcott Community School has been organized as a non-profit entity within the State of Utah. This organization is run by a Board of Directors who will be responsible during the development of the school. At this point, we plan for the start-up Board to be the same Board who will govern the school. However, we do recognize that Board members may need to transition off the board at different points for a variety of reasons. In this case, we will seek to fill open positions that need to be filled with parents or grandparents of students, community partners, or educational professionals.

- After we have entered into a charter agreement, our charter school will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act.
- A Background Information Sheet for each board member can be found in Appendix A.
- Documentation of legal status including Articles of Incorporation, Board Bylaws, and approved minutes from the meeting where these documents were approved are included in Appendices B, C, and D.
- The board for the Louisa May Alcott School meets regularly to plan for the future of the school. We organized a board for the potential school during the spring of 2025. We have formalized our board status by writing By-laws and filing our Articles of Incorporation with the State of Utah. We continue to meet and move forward with plans to establish the Louisa May Alcott Community School, a Utah public Charter school.
- We have included "...language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school" within the Articles of Incorporation. We have also included language within stating that "...should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation".

Within the Bylaws, we have included procedures for how the nonprofit corporation will operate and be governed. For a complete report of the Governing Board's employment, experience, and expertise, see the Board members' background sheets in Appendix A.

Members of the Governing Board:

Carrie Ashcraft-Chair: Utah Valley University-Professor of Literacy and Director of Accreditation, licensed educator with over 15 years of teaching experience

Ken Bulpitt-Vice Chair: Team Teasdale business owner and Realtor with management experience in large and mid-size companies.

Reba Vest-Treasurer: Utah Valley University-Advising, Educator and Concurrent Enrollment expert

Melanie Bott-Secretary: President of the Springville-Mapleton Chamber of Commerce, business owner-animal hospital, and early childhood-complex needs experience

Carl Spencer: Keller-Williams, non-profit and community board experience, Police Chaplain, and Business owner

Soana Grieder: Retired, tax preparation, auditing, and business culture expertise

Cassidy Warren: Nurse; Community health expert

Michelle Bulpitt: Homemaker and early childhood education expert

Total Board members: A full Board is 8 and we can operate with between 5 and 8 members. If the Board falls below 5 members, we will call for a special election to bring the number to 5 or more.

Board member Appointment and Terms of Office: (see sections 3.5 and 3.8 from the Bylaws below)

3.5 Founding Board Members. To establish and maintain the intended vision and purpose of the Louisa May Alcott Community School, the Founding Board Members will serve an initial term of five years, unless they request to leave the Board or pass away. If a Founding Member leaves or dies within the first year of the school, they will be replaced by a newly elected Board Member who will serve the remainder of their term. In the event of a Founding Board Member's death,

the secretary will compile a list of candidates and present it to the Founding Board members, who will then elect each position by the Board's rules. Interested potential new board members will submit an application to the Board for review. New Board Members, replacing a Founding Board member, shall be elected by a majority vote of the current Governing Board members at each annual business meeting or during a special election during the first year. Founding Board Members may fill any open Board seat if they elect to return to the Board after an absence. Founding Board members may not be removed for differences in opinion on how to execute the mission and vision.

3.8 Terms of Service for Board Members (other than Founding Board Members). All new Board members are elected to a six-month probationary term. Board member terms (except for Founding Board members) will be 2 years in length and commence on June 1st, following the March election. After six months, the new member may immediately apply to the Board for the remaining 2-year term. A majority of the Board must approve the remaining term of service after the 6-month probationary term. Founding Board members are exempt from the probationary term. If the board membership drops below 5, vacancies will be filled within 60 days of the vacancy, and the new term will commence immediately. In this case, the Board member will serve from the date of election and two additional years after their election, and their term will end May 31st. If a Founding member leaves the Board and later rejoins the Board, they remain exempt from the probationary term. Officers will serve in their elected position for a two-year term. Board Members must serve on the Board for at least 12 months to be eligible to run for an officer position. Terms of service for Board positions shall end on May 31st at the end of the term.

4.3 Regular Meetings. Regular meetings of the Governing Board will be held monthly, at least ten times a year, at a time and place designated by the Board.

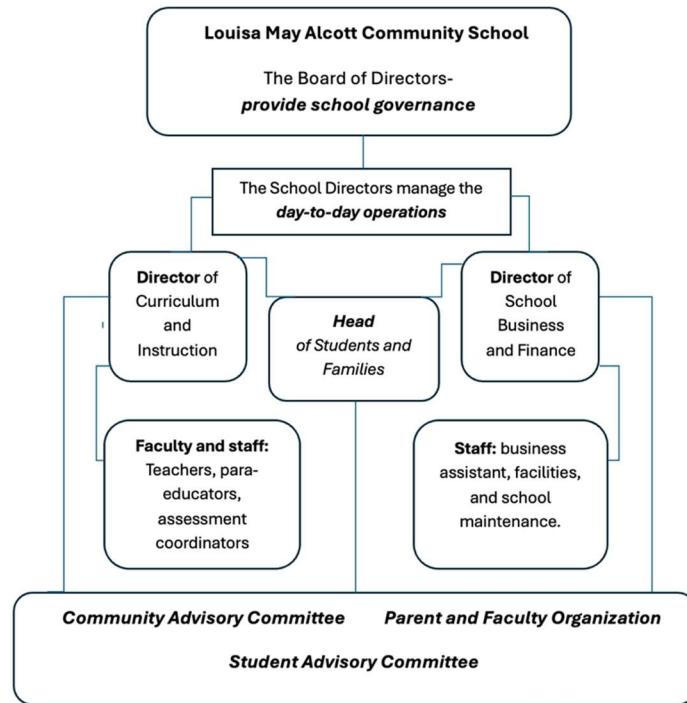
Background check on each member, as required by 53G-5-408.

Within 30 days of authorization Board members of the Louissa May Alcott Community School will complete a background check as required by 53G-5-408.

As the school is established and as Board members transition off the Board for various reasons over time, we plan to encourage parents, additional professional educators, and others in the community who have an interest on Place-based Education and who also have specific expertise that would benefit the school.

As a Board, four members attended a Charter School Governance Training session sponsored by the Utah Charter School Association. We have also begun a “listening tour” where we reach out to other charter schools and ask questions, including questions about the Board and school Governance. In the future, we plan to seek out more comprehensive board training for new boards and ongoing training as we move forward. We plan to build training into our Board sessions at least quarterly. When new board members transition onto the Board, we plan to have “new board member training” in place so they will feel comfortable and understand their role from the onset of their service.

The following organization chart deconstructs the relationships between the Board, School Management, and other school organizations and employee roles. We have positioned the Board at the top of the chart to demonstrate the role of the Board as providing school governance (management is the job of the school Directors) and to illustrate that the “ultimate responsibility of the school” rests with the Board.



Our Board Chair has experience creating Place-based Education (PBE) curriculum and is currently working on curriculum for Utah schools. She is also teaching teachers and pre-service educators how to design PBE materials, experiences, and curriculum. The same individual has extensive experience with program evaluation and accreditation, curriculum mapping, and is a professor of literacy tasked with preparing pre-service to obtain the Science of Reading knowledge and skills for the classroom and to pass the Utah Foundation of Reading Assessment (UFORA). Other members of the Board have experience in early childhood education and evaluation of students with complex needs. Though our thoughtful consideration of curriculum programs that will be acquired and used and our in-house curriculum to support Place-based Education, we believe we have the expertise needed to “...oversee the *successful development and implementation of the education program presented in this application*”.

It has been our goal to establish a board that has diverse skills and expertise to oversee the complexities of school management, including the management of public funds. Furthermore, we have also established a board that will act in an ethically and legally responsible manner. Four of our Board members have extensive and proven experience in business management, in both large and mid-sized

companies. Three of our Board members have experience in business adulting, tax preparation, and compliance reporting. We also have experts in Business culture, ethics, and marketing. Finally, we have also built a plan to retain a legal expert for the school into our budget, and we are in the process of forming an advisory committee that will include an attorney.

In terms of representing the community well, one of our Board members is the President of the Springville-Mapleton Chamber of Commerce and a member of the Mapleton Planning Commission. Other members work or have worked in public service and public education. One of our board members is the local Police Chaplain. All members of our Board are active in the community through connections to local education or local business.

Based on our diverse expertise in education, business, accounting and tax preparation, public service, and our shared commitment to our community, we believe that we have the “...capacity found and sustain a quality school”.

Section 6: Staffing

Describe the organizational structure of the school and its day-to-day operation.

The Louisa May Alcott Community School organization is based, in part, on models from Finland and Sweden which recognize that competent experts in school business operations, student and family support, and curriculum, instruction, and assessment come from different educational and professional backgrounds. These are very different roles that require different expertise. Based on this knowledge, we plan to have a ***Director of Curriculum and Instruction***, a ***Director of Business and Finance***, and a ***Head of Students and Families***. The administrative staff will also include one full-time and two part-time administrative assistants who will staff the front desk area during the day and complete individual, role-specific duties, including

attendance, student health and safety, and compliance and reporting. During the summer months and school vacation times, fewer office staff will be on-site.

The ***Board of Directors*** will hire the ***School Directors***. The ***School Directors*** will hire the ***Head of Students and Families*** and the ***administrative staff***. The ***Director of Curriculum and Instruction*** will hire teachers and other faculty and staff members directly involved with student instruction and academic support. The ***Director of Business and Finance*** will hire staff members directly involved in building maintenance, school budgeting and finance, and the school lunch program. See the ***Roles and Responsibilities*** section below for additional role specific details.

On a ***day-to-day basis***, the administrative staff will open and close the school and be on-site as students and families arrive and depart. The ***school day for students is 9 am to 3 pm***. During the school year, the ***office hours and days of operation will be 8:30 am to 4 pm Monday through Friday***. During the summer months, the school hours and days of operation will be 10 am to 2 pm on Tuesdays, Wednesdays, and Thursdays. At least three administrative staff members will be on-site, including one of the School Directors or the Head of Students and Families. Two or more support staff will always remain in the front office area. If this is not possible due to illness or other exceptional circumstances, additional support staff will be asked to move to these areas to support the safety and well-being of students and families.

Each grade level will include at least one ***full-time licensed teacher*** and ***additional part-time licensed teachers*** resulting in a goal of 22:1 student to teacher ratio in grades K-3, 24:1 in grades 4 and 5, and 26:1 in grades 6 and 7. Full-time teachers and staff members' contract hours are 8:30 am to 3:30 pm. Full-time teachers will help with afternoon student pickup and be available for meetings with parents and guardians. Part-time teachers will typically work 8:30 to

1pm or 12:30 pm to 3:30 pm. Students will attend classes from 9 am to 3 pm, including Core Academic Classes (Reading, ELA, Math, Science, and Social Studies) and Applied Academics Classes (STEM-Outdoor and Community Lab, STEAM-Makerspace, and STEM-Physical Education and Recreation, and STEAM-Arts).

Roles and Responsibilities

Director of Curriculum and Instruction: The Director of Curriculum and Instruction will ensure the educational goals of the school are carried out, both practically and philosophically. The Director will be or will become an expert in Place-based Education. This individual must also have knowledge and expertise with the Utah State Standards for K-12 Education. The Director of Curriculum and Instruction must have an advanced degree in education and understand general pedagogy and how it is connected to curriculum, instruction, and assessment. The Director of Curriculum and Finance will have a desire to work collaboratively with colleagues, students, families, and the community.

Director of Business and Finance: The Director of Business and Finance will ensure the school is fiscally sound and enacts ethical financial principles. This individual has extensive business management experience and will be or will become an expert in Utah school law, financial budgets, financial reporting. The Director of Business and Finance must have business related degree, at least a bachelor's degree. The Director of Business and Finance will have a desire to work collaboratively with colleagues, students, families, and the community and support the school mission and vision.

Head of Students and Families: The Head of Students and Families will have a background in school counseling or social work and experience working with students and families. This individual will coordinate behavior plans for students, address additional student needs beyond

the general classroom, and regularly consult with teachers and the administration. This individual will have excellent communication skills and be an expert in mental health, Social and Emotional Development and Resiliency. The Head of Students and Families will have a desire to work collaboratively with colleagues, students, families, and the community and support the school mission and vision.

Teachers: Teachers will be licensed educators, preferably with previous teaching experience. Teachers working in the school will actively support Place-based Education and be willing to become experts. Teachers will also become classroom literacy experts and willing to receive support to grow into a highly qualified educator who employs best practices in the classroom. Teachers will have a desire to work collaboratively with colleagues, students, families, and the community and support the school mission and vision.

Staff and Para-educators: Staff and para-educators with previous K-12 education experience are preferred. Staff and paraeducators will have a desire to work collaboratively with colleagues, students, families, and the community. These individuals will also support Place-based Education and be willing to learn the principles and support the school mission and vision.

Faculty and Staff Recruitment and Retention

We will advertise on Indeed and within local universities and on our website. It is our goal to pay teachers and staff comparatively. We also plan to focus on a positive school culture and environment, including compassionate citizenship. We plan to embrace the principles of Place-based Education within the school, which research demonstrates has positive implications for teacher motivation. Our staffing-related budget assumptions align with our education program needs, from a planning standpoint. Our plan for staffing plan reflects anticipated enrolment as detailed in the budget section of this proposal.

Employee Evaluations

The Director of Curriculum and Instruction will be evaluated by the Board of Directors annually. Fidelity to the mission and vision of the school, a focus on the school goals and academic achievement of students, and relationships with other school employees will determine the evaluation results.

The Director of Business and Finance will be evaluated by the Board of Directors annually. Fidelity to the mission and vision of the school, a focus on the school goals, and relationships with other school employees will determine the evaluation results. The financial status of the school and relationships with other school employees will determine the evaluation results.

The Head of Students and Teachers will be evaluated by the school directors annually. Fidelity to the mission and vision of the school, a focus on the school goals, and relationships with other school employees will determine the evaluation results. The work promoting mental health, Social and Emotional Development and Resiliency for students within the school will determine the evaluation results.

Teachers will be evaluated by the school directors annually. Fidelity to the mission and vision of the school, a focus on the school goals and academic achievement of students, and relationships with other school employees will determine the evaluation results.

Staff and Para-educators will be evaluated by the school directors annually. Fidelity to the mission and vision of the school, a focus on the school goals, and relationships with other school employees will determine the evaluation results.

Sample Policies

Compliance with Criminal Background Check Requirements Policy

Purpose: To protect student safety and comply with Utah Code Title 53G, Chapter 11, Part 4 and applicable USBE rules by requiring fingerprint-based nationwide criminal background checks, ongoing monitoring (“Rap Back”), and timely self-reporting for covered individuals associated with the School.

Definitions:

- **Licensed Educator:** An individual required to hold a Utah educator license through USBE. Background checks and monitoring are administered through USBE.
- **Non-Licensed Employee:** Any School employee not licensed by USBE (e.g., aides, custodial, office staff).
- **Contract Employee:** An individual employed by a contractor who performs services for the School.
- **Volunteer (covered):** A volunteer age 18+ who **will be given significant unsupervised access to a student** in connection with the volunteer assignment.
- **Governing Board Member:** A member of the school’s charter governing board.
- **Rap Back:** Ongoing criminal history status notifications tied to registered fingerprints.
- **Who Must Complete a Background Check (and when)**

The School **shall require** the following individuals, age 18 or older, to complete a nationwide, fingerprint-based FBI/BCI background check **and** be enrolled in ongoing monitoring **as a condition of employment or appointment:**

1. Non-licensed employees (pre-hire);
2. Contract employees (pre-assignment);
3. Volunteers with significant unsupervised access to students (pre-assignment);
4. Charter school governing board members (prior to seating).

Licensed educators are cleared through USBE’s process. Employment/assignment is contingent on USBE clearance and ongoing monitoring status as communicated to the school.

Process & Fees

- a) **Collection:** The School (HR Director/designee) collects personal identifying information, the required USBE/BCI/FBI consent, and—if applicable—fees.
- b) **Submission:** The School submits fingerprints for an FBI/BCI check and, if the initial results do not contain disqualifying information as determined under 53G-11-405, registers the individual for ongoing monitoring (Rap Back).
and only if the person is in a finalist pool of **no more than five** candidates.
- c) When an employee/volunteer relocates between Utah LEAs, the School will allow another LEA to “clone” the FBI Rap Back subscription/data as permitted by law to avoid duplicate enrollments.

Provisional Access

No individual covered by Section 4 may begin work or volunteer in a capacity with **unsupervised** student access until the school has received and reviewed initial background results. The School may assign supervised duties consistent with safety and law while results are pending at the School’s discretion.

Decision-Making & Due Process

- a) **Individualized review:** The School will review any criminal history information and make an individualized, job-related determination under §53G-11-405. The school will provide the individual with an opportunity to **review and respond** to the information and the reasons for potential disqualification before a final decision.
- b) **Confidentiality:** Background-check information is confidential and will be handled and stored consistent with state law; access is limited to authorized personnel with a need to know.
- c) **Notice of decision:** The School will provide written notice of any disqualification, including how to request review, consistent with §53-10-108 and §53G-11-405.

Ongoing Monitoring & Employment Actions

a) **Rap Back alerts:** If the School receives a Rap Back notification or other criminal-history information for a covered individual, the School will promptly assess the information and determine appropriate action (e.g., work restrictions, suspension, reassignment, or separation) consistent with 53G-11-405 and School policy.

b) **Licensed educators:** If USBE provides criminal history information on a licensed educator under 53G-11-403(5), the School will assess the educator's employment status consistent with 53G-11-405 and report to USBE as required.

Mandatory Self-Reporting (All Covered Individuals)

Any individual subject to this policy must **self-report** conviction, arrest, or offense information **as required by Utah Code 53G-11-406 and USBE rules**. For licensed educators, **USBE Rule R277-217** requires reporting an arrest/citation/charge for specified offenses **within 48 hours or as soon as possible** to the charter school director (or LEA designee); convictions or pleas in abeyance must also be reported within the same timeframe. The school will likewise make required reports to USBE.

Volunteers

- Volunteers **without** significant unsupervised student access may serve **without** a fingerprint background check but **must** be continuously supervised by a cleared employee and follow School volunteer procedures.
- Volunteers **with** significant unsupervised access must complete the full fingerprint check and be enrolled in Rap Back before assignment.

Contractors & Facility Users

Contractors whose personnel work on School premises or interact with students must ensure covered workers complete the required checks and monitoring before assignment. The School may require contract language, roster of submissions, and proof of clearance.

Board Members

All charter governing board members shall complete the fingerprint-based background check and Rap Back enrollment **before** taking office.

Recordkeeping & Privacy

The school will maintain records of clearances, Rap Back enrollment status, and any adverse actions in a secure system with restricted access, in accordance with state law and retention schedules.

Training & Acknowledgment

Covered individuals will receive notice of:

- what must be reported and how to report (including the 48-hour rule for educators),
- potential work restrictions during reviews, and
- confidentiality and non-retaliation.

Implementation Roles

- **HR Director (or designee):** Manages fingerprint submissions, enrollment, fee compliance, records, and adverse action workflow.
- **School Director:** Final employment/assignment decisions ensures required reporting to USBE for licensed educators.

Employment of Relatives Policy

Utah Charter School Employment of Relatives Policy

Purpose: The purpose of this policy is to ensure transparent and ethical employment practices that comply with **Utah's Public Officers' and Employees' Ethics Act** and the **Utah Charter Schools Act**, while permitting the employment of qualified relatives when it is in the best interest of the school and consistent with state law.

Definitions

- **Relative:** As defined in Utah Code 52-3-1, includes a spouse, child, parent, sibling, grandparent, grandchild, uncle, aunt, nephew, niece, first cousin, or the same relatives by marriage (in-laws).
- **Supervisor:** Any individual with authority to hire, evaluate, promote, discipline, or terminate another employee.
- **Immediate Family Member:** A spouse, child, parent, or sibling.
- **Governing Board:** The school's charter school governing board recognized under Utah Code 53G-5-302.

General Policy

The school **permits the employment of relatives** when such employment:

1. Is based on **merit, qualifications, and experience**.
2. Does **not create a direct supervisory relationship** between related individuals; and
3. Is **approved by the Charter School Governing Board** in accordance with the procedures below.

Prohibitions

1. A person may **not be the sole supervisor, evaluator, or alone determine compensation** for a relative employed at the School.

2. No employee may **use their position to influence** the hiring, promotion, or compensation of a relative.
3. Relatives may **not serve simultaneously** in positions where one has **fiscal oversight or signature authority** over the other.
4. No member of the **Charter School Governing Board** may use their position to influence the hiring or employment terms of a relative, except through the open, recorded board approval process described below.

Disclosure and Approval Procedures

Prior Disclosure

- Any applicant or employee who is a relative of a current employee, school administrator, or board member must **disclose the relationship in writing** before employment or assignment.
- The **School Director** or **HR Director** will submit a disclosure to the Governing Board Chair identifying the relationship and position.

Board Approval

- The **Governing Board** must formally **approve the employment of any relative** of a board member, administrator, or other employee in an **open meeting** prior to appointment or hiring.
- The **board minutes** must record the disclosure and the vote, ensuring transparency.

Annual Review

- The Board will **annually review and affirm** the employment of any relatives, ensuring continued compliance and documenting such approval in board minutes.

Mitigation of Conflicts

When a potential conflict of interest arises due to a familial relationship:

1. The **related supervisor** must recuse themselves from decisions regarding hiring, evaluation, discipline, or salary of the relative.

2. The School Director or Governing Board will **designate an alternative supervisor** or evaluator.
3. The HR Director or another designee will maintain a **conflict mitigation plan** on file.

Documentation

- All disclosures and approvals will be maintained in the **board's governance record**.
- The school will make such documentation available to auditors or the Utah State Charter School Board upon request.

Enforcement

Violations of this policy may result in disciplinary action, up to and including termination, in accordance with School policy and Utah law. Knowingly concealing a relationship or participating in prohibited supervision constitutes a violation of ethical standards and may be reported to the **Utah State Charter School Board**.

Approval and Signatures

Role	Signature	Date
Board Chair	_____	_____
School Director	_____	_____

Employee Evaluation Policy

Employee Evaluation Policy

Purpose: The purpose of this policy is to promote continuous professional growth, ensure accountability, and improve instructional and operational effectiveness within the School.

The evaluation system is designed to:

- Support educators and staff in improving practice;
- Provide data to inform employment decisions;
- Comply with Utah Code and USBE administrative rules governing evaluation systems; and
- Align with the mission and values of the Charter School.

This policy applies to:

- **Licensed Educators** (teachers, counselors, instructional specialists);
- **Administrators** (principals, directors, assistant directors); and
- **Classified/Non-licensed Staff** (paraprofessionals, office, custodial, and support employees).

Each group shall have evaluation criteria appropriate to their duties and aligned with Utah standards and School expectations.

Evaluation Philosophy

The School's evaluation framework is built on the following principles:

- **Fairness and Transparency:** Employees are informed of evaluation criteria and timelines at the start of employment or each school year.
- **Growth Orientation:** Evaluation emphasizes coaching, mentoring, and professional learning.
- **Compliance:** Evaluations meet the frequency, documentation, and reporting standards set by Utah law.

Evaluation Framework

Licensed Educators

The School shall implement an **Educator Evaluation System** that:

1. Uses **Utah Effective Teaching Standards** and **USBE Educator Evaluation Framework**
2. Includes **formal and informal observations, student growth indicators, and professional goal setting**;
3. Provides at least **one written evaluation annually** for all provisional educators and **biennially** for career educators, consistent with Utah
4. Ensures each educator receives **meaningful feedback, a summative rating, and professional development recommendations**.
5. Provides a **remediation plan** for educators whose performance is below expectations, with specific timelines and support strategies.

Administrators

Administrators shall be evaluated annually by the School Director or Governing Board designee using criteria aligned with:

- The **Utah Educational Leadership Standards**.
- School-specific goals (academic achievement, culture, fiscal management, compliance, and stakeholder engagement); and
- Demonstrated leadership in implementing Place-Based Education and charter-specific priorities.

Classified/Non-Licensed Staff

Non-licensed employees will be evaluated at least **annually** by their immediate supervisor.

Evaluation criteria include:

- Job performance and dependability;
- Communication and teamwork;
- Adherence to safety, ethical, and operational procedures;
- Contribution to the school's mission.

6. Evaluation Process

1. **Orientation:** Each employee will receive orientation on the evaluation process and criteria within the first 30 days of employment or school year.
2. **Goal Setting:** Employees collaborate with supervisors to set **annual professional goals**.
3. **Observation & Evidence:** Supervisors conduct walkthroughs, classroom observations, or task evaluations to gather performance evidence.
4. **Feedback Conferences:** Supervisors provide verbal and written feedback following observations.
5. **Written Summative Evaluation:** Each evaluation cycle concludes with a written summary, rating performance on established domains (e.g., "Highly Effective," "Effective," "Developing," "Unsatisfactory").
6. **Employee Acknowledgment:** Employees may attach written comments and must sign to acknowledge receipt (signature does not indicate agreement).
7. **Remediation (if needed):** Employees receiving "Developing" or "Unsatisfactory" ratings shall have a written improvement plan specifying expectations, resources, timelines, and follow-up observations.

7. Appeals and Due Process

An employee who disagrees with their evaluation may submit a **written appeal** within **10 business days** of receipt to the next-level supervisor or the School Director.

The School will provide a written response following review. Final appeals for licensed educators may be reviewed by the **Governing Board**, consistent with Utah Code.

8. Confidentiality

Evaluation records are confidential personnel documents under **Utah Code**.

Access is restricted to the employee, evaluator, HR Director, and authorized administrative personnel

Data Use & Reporting

The School may aggregate evaluation data for reporting to the **Utah State Board of Education** or **Utah State Charter School Board** as required by law. Individual evaluation results will not be publicly disclosed.

Professional Learning and Support

Evaluation results will be used to identify professional learning needs, develop coaching plans, and allocate resources that enhance instructional quality and employee effectiveness.

Enforcement

Failure to comply with the evaluation process, falsification of data, or non-implementation of required remediation steps may result in disciplinary action up to and including termination.

Approval and Implementation

This policy shall be reviewed **at least every three years** or upon changes to Utah law or USBE rules.

Role	Signature	Date
Board Chair	_____	_____
School Director	_____	_____

Section 7: Business Plan

Budget (1–10)

1. Cash-Flow Overview

The cash-flow analysis for **Louisa May Alcott Community School (LMACS)** covers the pre-operational year (FY 27) and the first two years of operation (FY 28–FY 29). It reflects disciplined assumptions, realistic enrollment projections, and clear fiscal priorities aligned with the educational program and charter agreement.

Fiscal Year	Description	Enrollment	Total Revenue (\$)	Total Expenditures (\$)	Net Position (\$)	Notes
FY 27 (Pre-Op)	Planning & Start-Up	—	500,000	342,200	157,800	Funded through start-up grant and Charter School Revolving Loan; reserve established (~32 %)
FY 28 (Op Yr1)	Initial Opening	528	6,314,174	6,216,903	97,271	Full enrollment target; one-time setup and furnishing costs
FY 29 (Op Yr2)	Stabilization Year	528	6,309,174	5,720,696	588,478	Surplus achieved; reserve approaches 5 % target

LMACS anticipates full enrollment of **528 students** beginning in Year 1 and sustained thereafter.

The budget applies conservative revenue assumptions, disciplined cost controls, and a phased facility financing plan.

Key Assumptions

- Facility expense \approx \$ 1.3 million per year (\approx 23 % of budget)
- Break-even enrollment \approx 440 students
- Annual reserve goal = 5 % of expenditures
- WPU growth assumption = 2 % per year
- Hybrid staffing model (mix of full- and part-time licensed teachers) balances instructional quality and benefit cost efficiency

Debt and Repayment Plan

LMACS anticipates financing its permanent facility through a **purchase or lease-purchase structure** allowing ownership while repaying an institutional investor over time. Early-year payments will be approximately **\$ 100,000–115,000 per month (\approx \$ 1.3 million annually)**, reflecting higher Mapleton-area land costs (\approx 23 % of the operating budget).

After 3–6 years of successful operation, LMACS plans to refinance through a long-term, tax-exempt bond via the **Utah Charter School Finance Authority**, reducing borrowing costs as market rates normalize (\approx 8.5–9 %).

This structure maintains ownership potential, predictable cash flow, and long-term stability.

2. Managing Shortfalls

If enrollment or revenue lag in early years, LMACS will defer non-essential purchases, use its 5 % reserve, adjust staffing or contracts, and draw on the Charter School Revolving Loan Fund as needed. The Finance Committee will review monthly cash-flow reports to ensure solvency and compliance with policy.

3. Break-Even Analysis

Break-even enrollment is ≈ 440 students, derived from total fixed costs (including personnel and facilities) divided by average per-pupil funding ($\sim \$ 14,500$). This remains well below the projected 528-student capacity.

While Year 1 requires full occupancy due to setup and furnishing costs, the school is exploring financing options that could reduce first-year facility payments, providing flexibility should enrollment fall modestly short of target.

During the budget development process, the school recognized that modestly increasing the average class size by **one to two students per classroom**—without adding staff—would strengthen overall fiscal stability. This small adjustment increases per-pupil revenue while keeping fixed personnel and facility costs unchanged, improving the long-term sustainability of the financial model.

4. FY 28 – Operational Year 1 Summary

Revenue

Source	Amount (\$)
State and Local (WPU + replacement)	5,729,900
Federal Programs (Title I, II, IDEA, etc.)	358,781
Local and Other	225,493
Total Revenue	6,314,174

Expenditures

Code	Category	Amount (\$)
100	Salaries	2,165,854
200	Employee Benefits	758,049
300	Purchased Professional & Technical Services	377,500
400	Property Services	12,000
500	Other Purchased Services	51,000
600	Supplies and Materials	800,000
700	Property (Capital Outlay)	625,000
800	Debt Service / Facilities	1,427,500
Total Expenditures		6,216,903

Narrative:

Year 1 reflects full start-up and facility costs, including furniture, fixtures, and technology investments. Salaries and benefits represent ≈ 50 % of spending, facility costs ≈ 23 %. The hybrid staffing model reduces benefit costs and reallocates funds toward place-based instruction, professional development, and community partnerships.

5. Financial Priorities

Budget priorities align with the mission: competitive teacher compensation, small class sizes, robust place-based learning, technology-rich classrooms, sound debt management, and steady reserve growth.

6. Three-Year Projection Summary

<i>Scenario</i>	<i>FY 27</i>	<i>FY 28 (528 Students)</i>	<i>FY 29 (528 Students)</i>
<i>Total Revenue</i>	500,000	6,314,174	6,309,174
<i>Total Expenditures</i>	342,200	6,216,903	5,720,696
<i>Net Position</i>	157,800	97,271	588,478
<i>Ending Fund Balance (% of Expenditures)</i>	32 %	1.6 %	4.9 %

At full enrollment, LMACS maintains a modest annual surplus and achieves the state's 5 % reserve threshold by FY 30.

7. Facility Financing Options

The Governing Board has evaluated multiple pathways for acquisition and financing, including developer purchase or lease-purchase arrangements (20–30 years), tax-exempt bond refinancing (after Year 3), the Utah Charter School Revolving Loan (up to \$ 500,000), CDFI bridge financing, and a future capital campaign.

Annual facility costs — approximately **\$ 1.3 million (≈ 23 % of total expenditures)**, remain sustainable under both break-even and full-enrollment scenarios.

Note on Start-Up and Revolving Loan Funding

LMACS has intentionally taken a conservative approach by not assuming the full amount of potential start-up or revolving-loan funds in its baseline projections. The school is eligible for additional support through the **ederal Charter Schools Program (CSP)**, administered by the **Utah State Charter School Board**, and may access up to **\$ 500,000 through the Utah Charter School Revolving Loan Fund** once approved.

While these resources are not reflected as committed revenues in the current budget, they represent available liquidity to strengthen reserves, offset early facility or equipment costs, and ensure adequate cash flow during the start-up phase. This conservative treatment prevents overstating revenue while acknowledging that the school has sufficient financing options to maintain stability in its early years.

8. Fiscal Safeguards

LMACS will maintain restricted reserves, conduct monthly variance reviews, and stage hiring to match enrollment. Optional spending in codes 500–700 will be deferred if revenues lag.

9. Financial Oversight

The Board requires monthly financial reports, quarterly variance analysis, and annual budget amendments. The Finance Committee monitors debt-service coverage and reserve compliance with state and lender standards.

10. Reserve Development Plan

<i>Fiscal Year</i>	<i>Projected Ending Fund Balance (\$)</i>	<i>% of Expenditures</i>	<i>Notes</i>
<i>FY 27 (Pre-Op)</i>	157,800	32 %	Reserve from start-up funds
<i>FY 28 (Op Yr 1)</i>	70,000	1.6 %	Below 5 %; offset by grants and loan funds
<i>FY 29 (Op Yr 2)</i>	240,000	4.9 %	Approaching target
<i>FY 30 (Op Yr 3)</i>	265,000	5.3 %	Meets and maintains state requirement

Board policy directs that at least 50 % of any annual surplus be allocated to reserves until the 5 % minimum is permanently achieved.

Finance (1–6)

1. Financial Oversight and Governance

Financial management at **Louisa May Alcott Community School (LMACS)** will be overseen by the **Governing Board Finance Committee**, with daily operations managed by the **Principal (Executive Director)** and **Business Manager**.

LMACS will utilize **QuickBooks Enterprise** or **CharterNet** for accounting, payroll, and financial reporting, ensuring full compliance with **Generally Accepted Accounting Principles (GAAP)** and the **Utah State Chart of Accounts**.

Internal controls will separate purchasing, recording, and reconciling duties. **Monthly financial statements**, including bank reconciliations and budget-to-actual comparisons, will be reviewed by the Finance Committee and presented during public board meetings.

The Governing Board will formally adopt an **annual budget each June** and conduct **quarterly variance reviews** to ensure fiscal transparency and accountability.

Financial oversight procedures are scaled to support the school's projected enrollment of **528 students**, with systems designed to sustain growth and maintain compliance as operations expand.

2. Record-Keeping, Audits, and Insurance

Financial and student records will be managed securely using **cloud-based systems** with encrypted access, restricted permissions, and regular backups. The Business Manager will ensure compliance with Utah's public-record retention and privacy standards.

An **independent Certified Public Accountant (CPA)** will perform annual audits in accordance with **state and federal charter-school requirements**. The school will prepare and submit an **Annual Financial Report (AFR)** to both the **Utah State Board of Education (USBE)** and the **State Charter School Board (SCSB)** each fiscal year.

LMACS will maintain comprehensive insurance coverage—including **general liability, property, vehicle (if applicable), workers' compensation, and directors' and officers' (D&O)** insurance—to protect the school, board, and employees from potential risk or liability.

3. Accounting and Fiscal Compliance

The school's accounting system will strictly adhere to **GAAP** and the **Utah State Chart of Accounts**. The Business Manager will participate annually in **USBE or SCSB fiscal-management training** to ensure alignment with current fiscal policies and reporting standards.

All transactions will be coded and reported under the **Uniform Chart of Accounts**, with monthly reconciliations tied to the general ledger.

Annual independent audits will confirm compliance with GAAP, state fiscal procedures, and federal regulations.

Budget planning and monitoring are calibrated to LMACS's **528-student capacity**, maintaining salary and benefit expenditures at approximately **50 % of total operating costs** and facility costs at approximately **23 %**, consistent with state benchmarks.

4. Student Information System and Data Management

LMACS will implement a **state-approved Student Information System (SIS)** fully integrated with **UTrEx** and **USBE reporting systems**. The SIS will manage enrollment, attendance, demographics, and eligibility for programs such as **free and reduced-price lunch, special education, and English learner services**.

The Business Manager and Principal will jointly oversee all data entry, verification, and compliance reporting.

Policies governing **data accuracy, verification, and privacy** will be formally adopted by the Governing Board to ensure adherence to **FERPA** and all applicable state and federal data-protection standards.

5) Financial Compliance and Reporting

LMACS is fully prepared to meet all financial-management obligations, including **annual audits, AFR submissions, insurance renewals**, and all required state reports.

The Business Manager will maintain a **compliance calendar** tracking all reporting deadlines to ensure timely and accurate submission to **USBE** and **SCSB**.

An independent CPA will be retained annually, and insurance coverage will meet or exceed **Utah State Risk Management** standards.

The school will maintain an **internal fiscal-compliance checklist** to verify adherence to SCSB expectations and to support board oversight of fiscal integrity.

6) Grant Administration and Federal Funds Management

All state and federal grants will be administered in accordance with **Uniform Grant Guidance (2 CFR 200)** and relevant state rules.

Each grant will be tracked through **separate cost centers** in the accounting system, and all expenditures will require **pre-approval** by the Principal and Business Manager before obligation.

The Business Manager will oversee **grant drawdowns, reimbursements, and documentation** to ensure that funds are used only for allowable purposes.

Grant reporting will meet all agency timelines and be verified through the **annual independent audit**, which will include confirmation of compliance with grant conditions and documentation requirements.

Closing Statement

LMACS's financial framework reinforces its mission to deliver **rigorous, community-connected, place-based learning** while maintaining long-term fiscal sustainability.

By combining disciplined budgeting, transparent governance, and professional oversight, the

school ensures that every dollar directly supports student learning, staff development, and the long-term health of the institution.

Facilities (1–8)

1. Facility Overview

Louisa May Alcott Community School (LMACS) will serve grades **K–7** through a **place-based, community-connected learning model** requiring flexible classrooms, shared collaboration areas, and outdoor environments that support experiential learning.

At **full enrollment of 528 students**, the school anticipates a \approx **40,000-square-foot facility** situated on approximately **five acres** of land.

Facility needs include:

- 20–22 classrooms (\approx 750–800 sq ft each)
- Multipurpose gymnasium / cafeteria
- Library / media center and breakout rooms
- Art and science classrooms
- Administrative and staff offices
- Outdoor learning spaces and playgrounds

The Governing Board intends to acquire a **purpose-built educational facility** through a **developer-financed or direct-purchase arrangement** within the **Mapleton–Spanish Fork–Springville area**.

This approach offers immediate occupancy, long-term ownership potential, and predictable cost control.

The budget allocates approximately **\$ 1.3 million annually** for facility financing and operations—**about 23 % of total expenditures**.

2. Preliminary Facility Concept and Design

While a final site has not been selected, LMACS is working with **experienced charter-school development and design professionals** to define facility specifications that align with the school's academic program and enrollment capacity.

Conceptual layouts include:

- 20 standard classrooms (\approx 750 sq ft each)
- Gym / multipurpose room (\approx 4,500 sq ft)
- Cafeteria and kitchen (\approx 3,000 sq ft)
- Library / media center (\approx 1,500 sq ft)
- Administrative area (\approx 2,000 sq ft)
- Two flexible project-based learning studios
- Outdoor play areas, recreation field, and secure parking

All areas will meet or exceed Utah public-school design standards and support flexible instructional use consistent with the LMACS mission.

3) Accessibility and Learning Environment

The facility will fully comply with **ADA** and **Section 504** accessibility standards. Accessible entrances, restrooms, classrooms, and playgrounds will be integrated throughout.

For any multi-level construction, elevators or ramps will ensure full accessibility.

Learning environments will promote collaboration, creativity, and hands-on engagement aligned with LMACS's place-based educational model.

4) Preliminary Facility Financing Structure

Initial discussions with **charter-school finance advisors** indicate that the school can likely **occupy and control its facility from the outset** while **building equity through structured payments** over time.

Illustrative terms include:

- Financing horizon: 20–30 years, with full ownership targeted within 7–10 years
- Base monthly payment: $\approx \$ 100,000\text{--}\$ 110,000$ ($\sim \$ 1.3$ million annually)
- Annual escalation: $\leq 2\%$
- Total facility investment: $\approx \$ 11\text{--}13$ million ($\approx \$ 275\text{--}325$ per sq ft)
- Target occupancy: June 2027

Cash-Flow Flexibility:

In consultation with a **charter finance consultant**, the Board explored the possibility of **structuring first-year payments at a lower level — approximately \$ 900,000 — then increasing to \$ 1.3 million by Year 2**. While no financing entity has been selected, this type of arrangement would provide **breathing room in the first operational year**, reduce the initial **break-even enrollment threshold**, and strengthen the school's overall fiscal resilience.

All facility financing and lease-purchase agreements will undergo **legal, financial, and board review** prior to execution.

5. Construction vs. Renovation

If an existing commercial or institutional property were utilized, tenant improvements could cost **\$ 100–\$ 120 per sq ft** (\approx \$ 4–5 million total).

However, given programmatic needs and E-occupancy requirements, **new construction remains the most efficient and sustainable solution**. A selected developer would oversee **turn-key design and construction**, completing the project within approximately **12–14 months** following financing close, with occupancy targeted for **Summer 2027**.

6. Site Selection and Timeline

Potential sites are being evaluated in the **Mapleton–Spanish Fork–Springville area** for accessibility, visibility, and proximity to residential growth zones.

Projected timeline:

- **Winter–Spring 2026:** Confirm authorization and development partner
- **Summer 2026:** Execute Letter of Intent (LOI) and begin design
- **Fall 2026:** Complete permitting and financing
- **Winter–Spring 2027:** Begin construction
- **Summer 2027:** Occupancy and final inspections

This schedule aligns with the **FY27 pre-operational** and **FY28 first-year operational budgets**.

7. Compliance and Certification

The Governing Board understands all facility requirements for **E-occupancy** under the **International Building Code (IBC)** and related state regulations.

LMACS will coordinate closely with architects, engineers, and local building officials to ensure all **permits, inspections, and certifications** are obtained prior to occupancy.

8. Budget Alignment and Long-Term Sustainability

A. Cost and Financing Summary

- Hard construction cost: \$ 275–325 per sq ft (\approx \$ 11–13 million)
- Sitework / utilities: 15–20 % of hard cost (\approx \$ 1.8–2.4 million)
- Professional services: \approx 9 % (\approx \$ 1.1 million)
- Permits and fees: \approx 2.5 % (\approx \$ 300,000)
- FF&E: \approx 9 % (\approx \$ 1.0 million)
- Technology and security: \approx 3.5 % (\approx \$ 400,000)

- Contingency: $\approx 6\% (\approx \$ 900,000)$
- Land acquisition: $\approx \$ 1\text{--}2$ million (if purchased directly)

B. Budget Integration

The **FY28–FY29 budgets** allocate approximately **\$ 1.3 million annually** under **Object Code 800** for facility financing, utilities, insurance, and maintenance.

At full enrollment (528 students), annual facility expenses represent $\approx 23\%$ of total **expenditures**, which is within Utah charter benchmarks and sustainable across all modeled scenarios.

The potential for **lower first-year facility costs**—if financing is structured to ramp up over two years—would further **strengthen cash flow** and **reduce the initial break-even point**, providing added flexibility during start-up.

C. Sustainability Metrics

- Annual facility cost $\approx 23\%$ of expenditures
- Reserve target $\geq 5\%$ by FY30
- Debt-service coverage ratio ≥ 1.10 (meets lender standards)

The Governing Board will maintain **strict fiscal oversight**, requiring **monthly financial reporting** to monitor facility expenses and ensure they remain sustainable, efficient, and equity-building over time.

Mission Alignment

The LMACS campus will reflect the school's mission of learning through community—providing spaces that bring students, teachers, and families together in meaningful ways while fostering curiosity and a sense of belonging throughout the Mapleton–Spanish Fork–Springville area.

Pre-Opening Plan (1–3)

1. Pre-Opening Overview and Action Plan

Following authorization, Louisa May Alcott Community School (LMACS) will implement a comprehensive **Pre-Opening Action Plan** addressing governance, staffing, compliance, facility development, and community engagement.

Milestones are organized by functional category with assigned responsibilities and target completion dates to ensure the school's readiness for its **planned July 2027 opening**.

<i>Category</i>	<i>Key Tasks</i>	<i>Responsible Party</i>	<i>Target Completion</i>
<i>Governance & Compliance</i>	Adopt board policies; complete governance training; approve fiscal procedures; file incorporation; secure EIN; open bank accounts	Governing Board Chair / Business Manager	Spring 2026
<i>Finance & Operations</i>	Establish accounting systems (QuickBooks Enterprise or CharterNet); finalize insurance coverage; execute facility financing agreement; confirm transportation plan	Business Manager / Principal	Summer–Fall 2026
<i>Academic Program</i>	Finalize curriculum maps; order instructional materials; develop assessments; adopt student handbook and discipline policy	Principal / Academic Team	Fall 2026

Personnel & HR	Recruit and hire principal (if not already hired), business manager, teachers, and support staff; complete onboarding and background checks	Principal / HR Consultant	Winter–Spring 2027
Facilities & Equipment	Oversee construction, inspections, and occupancy; order furniture, technology, and classroom supplies	Governing Board Facilities Lead / Owner's Rep	Summer 2027
Community Outreach & Enrollment	Conduct family information nights, marketing, and lottery; finalize student registration	Enrollment Coordinator / Principal	Ongoing to June 2027
Data & Compliance Systems	Configure SIS (Aspire or SchoolFront) with UTrEx integration; set up SPED/EL and child-nutrition tracking	Business Manager / IT Coordinator	Spring 2027
Readiness & Launch	Host staff orientation, board retreat, and “soft-open” events; verify emergency procedures	Principal / Governing Board	June–July 2027

2. Pre-Opening Timeline and Oversight

The pre-opening schedule will commence immediately upon **formal charter authorization (anticipated Winter 2026)** and continue through first-day operations in **July 2027**

Progress will be tracked in a shared digital project calendar reviewed monthly during public board meetings.

Funding for all pre-opening tasks will come from:

- **Federal Charter School Program (CSP) start-up grant allocations,**
- **The Charter School Revolving Loan Fund** (up to \$500,000, if pursued), and
- Governing Board reserves outlined in the **FY27 Pre-Operational Budget**.

This layered funding approach ensures the school can meet all pre-opening obligations without overextending its initial operating cash flow.

3. Compliance and Readiness Verification

All foundational compliance and readiness milestones will be completed **prior to occupancy and student enrollment.**

Adopted policies, including fiscal management, procurement, data privacy, emergency preparedness, and governance, will be **formally approved and publicly posted.**

Student data systems (**Aspire or SchoolFront**) will be fully configured with **UTrEx integration** for accurate state reporting. Financial procedures will follow **GAAP** and the **Utah State Chart of Accounts.**

A final **Pre-Opening Board Meeting** will verify readiness, and complete documentation will be **submitted to the State Charter School Board (SCSB)** at least **30 days before opening** to ensure full compliance and operational approval.

Closure Plan (1–9)

1) Governance and Oversight

In the event of charter termination or voluntary surrender, **Louisa May Alcott Community School (LMACS)** will execute a structured **School Closure Plan** to ensure transparency, legal compliance, and the protection of students, staff, and assets.

The **Governing Board** will appoint a **Closure Committee**—comprising the Board Chair,

Principal, Business Manager, and legal counsel, to oversee and document each phase of the process from notification to final dissolution.

2) Ongoing Monitoring and Early Intervention

LMACS will undergo **annual evaluation** against academic, financial, and governance metrics defined in the charter agreement.

The Principal and Board Academic Committee will review performance data each semester and notify the **State Charter School Board (SCSB)** of any indicators trending below target.

If deficiencies arise, the school will implement a **formal improvement plan** prior to state corrective-action procedures, ensuring issues are addressed proactively to prevent escalation.

3. Stakeholder Communication

Evaluation results and performance updates will be shared transparently through **public board meetings**, the **school website**, and **annual reports**.

Families will receive concise summaries of progress toward improvement goals, and all communications will remain publicly accessible to ensure transparency and community trust.

4. Student Transition Plan

If closure becomes necessary, the **Principal** and **Registrar** will provide direct support to families to ensure smooth student transitions.

Key actions will include:

- Written notification of closure and enrollment transfer options

- Family information sessions and one-on-one placement counseling
- Coordination with nearby LEAs to confirm student re-enrollment
- Follow-up during the subsequent school year to verify successful placement

All student records will be transferred **within ten business days**, in compliance with **FERPA** and **Utah Code 53G-5-403**.

5. Employee Support and Finalization

LMACS will provide written notice to all employees consistent with **Utah labor law**, assist with re-employment referrals, and ensure access to **Utah Retirement Systems (URS)** resources.

Final payroll and benefits will be reconciled and paid **within 30 days** of closure.

6. Records Retention and Custodianship

The **Business Manager** will serve as **Records Custodian**, ensuring that all permanent student and employee records are digitized and archived in compliance with **Utah Code 53G-5-403** and **34 CFR 80.32**.

Following closure, all records will be transferred to the **SCSB** or the **USBE-designated repository** for long-term maintenance and retrieval.

7. Financial Close-Out and Reporting

The **Business Manager** and **Board Chair** will ensure timely completion and submission of all required final reports, including:

- Independent financial audit and **Audited Financial Report (AFR)**
- Federal and state grant close-out documentation
- Fixed-asset inventory and equipment-disposition certifications
- All reports will be submitted in accordance with **SCSB** and **USBE** timelines and procedures.

8. Designation of Reporting Officer

The **Board Chair** will formally designate the **Business Manager** as the **Reporting Officer**, responsible for coordinating all final filings, communications, and document submissions with both **SCSB** and **USBE** throughout the closure process.

9. Financial Preparedness and Closure Reserve

The LMACS multi-year budget includes a designated **Closure Reserve** equal to approximately **1 percent of annual expenditures** ($\approx \$ 60,000 - \$ 65,000$ based on the FY 28 budget).

This reserve ensures sufficient funds to cover audit, legal, and administrative costs required for an orderly wind-down of operations.

It enables the school to fulfill all contractual, legal, and reporting obligations through the completion of the closure process, ensuring a fiscally responsible conclusion to school operations.

Section 8: Contracts

1) Contract Status and Governance

Louisa May Alcott Community School (LMACS) has **not entered into any contracts** prior to the submission of this charter application.

The Governing Board intends to wait until the charter is formally approved before entering into any service agreements related to **construction, financing, or school operations**.

At this time, LMACS **does not plan to contract** with an **Education Service Provider (ESP)**, management organization, or any other external entity to operate or manage the school.

All **governance, management, and educational responsibilities** will remain under the direct authority of the **LMACS Governing Board**.

The Board recognizes that an ESP may include for-profit or non-profit organizations such as **Education Management Organizations (EMOs), Charter Management Organizations (CMOs), or comprehensive school design providers**.

While no such partnerships are currently planned, LMACS will fully comply with **Utah Procurement Code (Utah Code 63G-6a)** should future circumstances warrant the use of contracted services.

2. Contracts for Services (if applicable)

LMACS has **not entered into any contracts** for building development, real-property acquisition, or ESP-related services at this time.

All contractual relationships will be initiated **only after official authorization** and will undergo **independent legal review and formal board approval in a public meeting**.

If contracts are executed in the future, the school will meet all disclosure, documentation, and performance-reporting requirements, including submission of any executed agreements or memoranda of understanding (MOUs) as **Appendix F**.

Future contracts for construction, design, or financial services will:

- **Be procured competitively** in accordance with **Utah Code 63G-6a**;
- Include **defined deliverables**, evaluation measures, termination clauses, and ownership terms;
- Undergo **independent legal review** and receive **formal board approval** in a public session; and
- Be **disclosed to the State Charter School Board (SCSB)** as required.

If, after approval, LMACS selects a developer or contractor for facility construction, the Governing Board will conduct a **transparent Request for Proposals (RFP)** process, perform

due diligence on qualifications and past performance, and ensure that contract terms **advance the school's mission** while maintaining **fiscal integrity** and **legal compliance**.

3. Potential ESP Services (if considered in the future)

Although LMACS does not presently intend to engage an ESP, any future consideration of such services will follow a **rigorous and transparent process** to ensure accountability, mission alignment, and compliance with state law.

If an ESP relationship were ever contemplated, the Board would:

- i. Conduct a formal **RFP process** compliant with Utah Procurement Code 63G-6a;
- ii. Provide **written assurance** of full compliance with procurement and fiscal-policy requirements;
- iii. Perform **due diligence**, including reference checks, financial-capacity reviews, and analysis of prior performance;
- iv. Evaluate whether contracting for specialized services **best serves the interests of the school**;
- v. **Preserve full Governing Board authority** over governance, finance, and instructional decisions;
- vi. Define all **services, performance standards, and reporting requirements** within the contract;

- vii. Ensure any ESP role is **supportive only**, with management authority retained by the Board;
- viii. Establish **clear performance expectations**, including measurable outcomes, timelines, and fiscal accountability; and
- ix. Evaluate ESP performance annually using contractual metrics and **SCSB compliance standards**.

If an ESP were ever engaged for **curricular, instructional, or assessment services**, the Board would implement a **formal oversight framework** requiring regular reporting to the Academic Committee and review of student outcome data.

If an ESP provided **financial-management services**, all existing internal controls—such as **dual-signature approvals, independent annual audits, and monthly fiscal reviews** by the Board Finance Committee, would remain in full effect under Board policy.

4. Governance Assurance

At no point will the **Governing Board** delegate or relinquish its **statutory authority** to any contracted entity.

All contractual arrangements, whether for facility development, financial management, or instructional support, will remain **subject to full board oversight, public disclosure, and State Charter School Board (SCSB) review**. This ensures that **LMACS maintains ultimate accountability** for all financial, operational, and academic decisions under its charter.

References

Antioch University. (n.d.). *Center for place-based education.* <https://www.antioch.edu/centersinstitutes/centerplacebasededucation/>

Brooks, J. (2019). *Learning in context: Outcomes of place-based education across 40 U.S. schools.* National Institute for Education Research.

Census Reporter. (n.d.). *Mapleton city, Utah — ACS profile data.* https://data.census.gov/profile/Mapleton_city,_Utah?g=160XX00US4947950

Census Reporter. (n.d.). *Mapleton, UT — profile data.* <https://censusreporter.org/profiles/16000US4947950-mapleton-ut/>

Charter School Center. (2023). *Effective outreach and engagement strategies for diverse charter school enrollment.* National Charter School Resource Center. <https://charterschoolcenter.ed.gov/>

City of Mapleton. (n.d.). *General information.* https://www.mapleton.org/about/general_information/index.php

City of Mapleton. (2024). *Annual building permits and population report.* <https://mapleton.org/>

City of Spanish Fork. (n.d.). *Demographics.* https://www.spanishfork.gov/departments/community_development/demographics.php

Data USA. (n.d.). *Mapleton, UT profile.* <https://datausa.io/profile/geo/mapleton-ut/>

Data USA. (2024). *Mapleton, Utah — demographics and economic data.* <https://datausa.io/profile/geo/mapleton-ut/>

Deseret News. (2023). *Utah families increasingly turning to homeschooling and charter education models.* <https://www.deseret.com/>

Deseret News. (2023). *Utah parents shifting toward school choice and hybrid learning models.* <https://www.deseret.com/>

Deseret News. (2025). *Utah families drive growth in homeschooling and charter enrollment trends.* <https://www.deseret.com/>

EdChoice. (2023). *Schooling in America survey: What parents want.* <https://www.edchoice.org/>

EdTec. (n.d.). *Charter school enrollment and marketing best practices: Data-driven recruitment and retention.* <https://edtec.com/>

Finalsite. (n.d.). *School marketing strategies: Digital campaigns, enrollment funnels, and website optimization for K–12.* <https://www.finalsit.com/>

Gettingsmart. (2020). *What is place-based education and why does it matter?* <https://www.gettingsmart.com/wp-content/uploads/2020/04/What-is-Place-Based-Education-and-Why-Does-it-Matter-4.pdf>

Great Lakes Stewardship Initiative. (n.d.). *The power of place-based education.* <https://greatlakesstewardship.org/the-power-of-place-based-education/>

Green Schools National Network. (2023). *Benefits of project- and place-based learning in K–8 education.* <https://greenschoolsnationalnetwork.org/>

Hawthorn Academy. (2023). *Utah charter school family engagement and satisfaction report.* <https://hawthornacademy.org/>

IncomebyZipcode.com. (n.d.). *84664 Utah income statistics.* <https://www.incomebyzipcode.com/utah/84664>

JHU School of Education. (2024). *Utah — homeschooling statistics.* <https://education.jhu.edu/edpolicy/policy-research-initiatives/homeschool-hub/states/utah/>

K12 Dive. (2025). *Charter school enrollment growth since 2010.* <https://www.k12dive.com/>

LeBuffe, P., & Naglieri, J. (2021). *Resilience and well-being in outdoor learning environments: A post-pandemic analysis.* Minnesota Center for Child Development.

Livability. (n.d.). *Moving to Mapleton, UT — median income & home value.* <https://livability.com/ut/mapleton/>

Maine Department of Education. (2025). *Principles of place-based education.*

Michigan.gov. (n.d.). *Place-based education.* <https://www.michigan.gov/leo/boards-comms-councils/mistem/stem-toolbox/place-based-education>

National Center for Education Statistics. (2024). *Utah — Nebo School District profile and data.* <https://nces.ed.gov/>

Neil's Berg Research. (2025, February 22). *Utah County, UT population by age: 2025 update.* <https://www.neilsberg.com/insights/utah-county-ut-population-by-age/>

Point2Homes. (n.d.). *Mapleton, UT — household income & demographics.* <https://www.point2homes.com/US/Neighborhood/UT/Mapleton-Demographics.html>

Promise of Place. (n.d.). *What is place-based education?* <https://promiseofplace.org/>

Promise of Place. (2010). *The benefits of place-based education* (2nd ed.).
https://www.nps.gov/civic/resources/peec2010_web.pdf

Promise of Place. (2010). *The benefits of place-based education* (2nd ed.).
<https://promiseofplace.org/research-evaluation/research-and-evaluation/benefits-of-place-based-education>

Public Charters. (2024, August 12). *New report shows charter school enrollment grows across the nation.* <https://publiccharters.org/news/new-report-shows-charter-school-enrollment-grows-across-the-nation/>

Public School Review. (2024). *Springville public schools — student demographics and performance data.* <https://www.publicschoolreview.com/>

Public School Review. (2025a). *Maple Ridge School profile – Mapleton, UT.*
<https://www.publicschoolreview.com/maple-ridge-school-profile>

Public School Review. (2025b). *Park Elementary School profile – Spanish Fork, UT.*
<https://www.publicschoolreview.com/park-elementary-school-profile>

Public School Review. (2025c). *Cherry Creek Elementary School profile – Springville, UT.*
<https://www.publicschoolreview.com/cherry-creek-elementary-school-profile>

Research for Action. (2022). *Equity and access in charter school communications and recruitment.* <https://www.researchforaction.org/>

SchoolDigger.com. (2025). *Mapleton school test scores and ranking.*
<https://www.schooldigger.com/>

Sutherland Institute. (2023). *Utah parents' perspectives on home-based and hybrid education.*
<https://sutherlandinstitute.org/>

Sutherland Institute. (2024, December 11). *Public schools in 2025: Enrollment and key issues.*
<https://sutherlandinstitute.org/public-schools-in-2025-enrollment-and-key-issues/>

Sutherland Institute. (2025). *Homeschooling and hybrid education trends in Utah.*
<https://sutherlandinstitute.org/>

Teachers College, Columbia University. (2022). *Accountability, innovation, and competition in U.S. charter schools.* <https://www.tc.columbia.edu/>

Teaching Strategies. (2024, April 29). *Learning where you live: The power of place-based education.* <https://www.teachhub.com/teaching-strategies/2024/04/learning-where-you-live-the-power-of-place-based-education/>

Teaching in Higher Ed. (2020, December 31). *Place-based learning with Amy Sprowles and Matt Johnson*. <https://teachinginhighered.com/podcast/place-based-learning/>

The Century Foundation. (2023). *Diversity in charter schools: Equity-focused recruitment and enrollment practices*. <https://tcf.org/>

U.S. Census Bureau. (2023). *American Community Survey 5-year estimates: Mapleton city, Utah*. <http://censusreporter.org/profiles/16000US4947950-mapleton-ut/>

U.S. Census Bureau. (2023). *American Community Survey 5-year estimates: Spanish Fork city, Utah*. <http://censusreporter.org/profiles/16000US4971290-spanish-fork-ut/>

U.S. Census Bureau. (n.d.). *Population by age distribution — Utah*. <https://d36oiwf74r1rap.cloudfront.net/wp-content/uploads/Utah-Proj-Feb2022.pdf>

U.S. Census Bureau. (2023). *Mapleton city, Utah — QuickFacts*. <https://www.census.gov/quickfacts/fact/table/mapletoncityutah/PST045224>

U.S. National Library of Medicine. (2022). *Charter school access and equity: Policy approaches to inclusive enrollment*. <https://pmc.ncbi.nlm.nih.gov/>

UCAP (Utah Charter Access Point). (n.d.). *About charters: Utah*. <https://ucap.schools.utah.gov/Home/AboutCharters>

UCAP. (n.d.). *Enrollment metrics — Utah charter schools*. <https://ucap.schools.utah.gov/EnrollmentPerformanceMetrics>

Utah Children. (2024). *Utah education trends and family choice preferences*. <https://utahchildren.org/>

Utah Children. (2025). *Education choice and demographic change in Utah*. <https://utahchildren.org/>

Utah Data Gateway. (n.d.). *Nebo School District statistics*. Utah State Board of Education. <https://datagateway.schools.utah.gov/>

Utah Demographics. (n.d.). *Mapleton demographics*. <https://www.utah-demographics.com/mapleton-demographics>

Utah Demographics. (n.d.). *Spanish Fork demographics*. <https://www.utah-demographics.com/spanish-fork-demographics>

Utah Demographics. (2024). *Utah County population estimates and growth projections*. <https://www.utah-demographics.com/>

Utah Demographics. (2025). *Population growth and projections for Utah County cities.* <https://www.utah-demographics.com/>

Utah.gov. (n.d.). *Total Utah school-aged (5–17) population enrollments.* <https://www.utah.gov/pmn/files/933635.pdf>

Utah State Board of Education. (2024, October 18). *Slight enrollment dip seen at Utah public schools for 2024–25.* <https://www.deseret.com/utah/2024/10/18/public-school-enrollment-board-of-education-utah-secondary-primary/>

Utah State Board of Education (USBE). (2025). *Charter-school participation and state enrollment report.* <https://schools.utah.gov/>

Utah State Board of Education (USBE). (2025). *Minimum School Program (MSP) and Weighted Pupil Unit (WPU) funding framework.* <https://schools.utah.gov/>

Washington Association of School Administrators. (2023). *Inclusive school marketing: Strategies for equitable family engagement.* <https://www.wasa-oly.org/>

Wikipedia. (2025). *Nebo School District.* https://en.wikipedia.org/wiki/Nebo_School_District

World Population Review. (2024). *Mapleton, Utah — population and demographic trends.* <https://worldpopulationreview.com/>

Appendix A:

Background Information Sheets for Each Governing Board Member

Appendix A: Background Information

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Carrie Ashcraft

Position on Board:

Board Chair

Area of Expertise:

Areas of expertise include:

- Program accreditation
- Program assessment design and evaluation
- Curriculum development on the program, district, and class level
- Classroom instruction
- Classroom assessment practices
- Literacy instruction and coaching
- Education research (program evaluation, democratic processes, and Place-based Learning)
- Professional development and Professional learning for teachers
- Concurrent enrollment
- Student travel (abroad and domestic)

Statement of Intent Regarding Role on the Board:

If given the opportunity, I will serve as the Board Chair for the Louisa May Alcott Community School. I taught in Utah public schools and charter schools for over fifteen years. For the last nine years, I have been a faculty member in the School of Education at Utah Valley University. I currently serve as the Director of Accreditation and Assessment. I teach the Content Area Literacy courses for education students. Depending on the semester, I teach courses in classroom management, a capstone assessment course, and the History of American Education. I hold a current elementary and a secondary education licence.

The opportunity to serve as Chair of the Louisa May Alcott Community School has been a dream for many years. I have long considered the ideal education experience for K-12 students and how to design a school that supports academic achievement, social and emotional development, and meaningful learning that leads to a joyful life. After many years of working as an educator, studying methods and best practices, and considering educational models, I believe the Louisa May Alcott Community School has the potential to benefit students, families, and the community. As the Board Chair, I will champion the school's mission and vision as I believe this school design provides the best possible education for all students.

Not-for-Profit History Relevant to Board Role:

Charter school board
National accreditation committee (AAQEP)
Committee member, Utah Chapter of the Reading League

Employment History Relevant to Board Role:

Director of Accreditation and Assessment-Utah Valley University School of Education,
Assistant Professor-Utah Valley University School of Education
Nebo School District-Secondary ELA Teacher (Concurrent Enrollment)
Canyons School District 6th Grade Teacher and Team Lead
Reagan Academy Charter School-Teacher (Teacher of the Year)

Education History Relevant to Board Role:

B.A English Literature-Boise State University
Masters of Education (ELL emphasis)-Westminster University
PhD Curriculum and Instruction (Literacy emphasis)- Utah State University

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Carrie Ashcraft

Date:

2025-06-27

Name:

Ken Bulpitt

Position on Board:

Vice Chair

Area of Expertise:

- Strategic Management
- Financial Management
- Operations & Project Management
- Organizational Leadership
- Public Administration

Statement of Intent Regarding Role on the Board:

As Vice Chair of the founding board of the Louisa May Alcott Community School, I am committed to establishing a high-quality charter school that meets the academic and developmental needs of our students while remaining fiscally responsible and mission-driven. I will support the Board Chair in ensuring effective governance, strategic planning, and oversight of school leadership and operations. My background in business management enables me to contribute to sound decision-making in areas such as financial planning, organizational leadership, and compliance with state regulations. I will help foster a collaborative board culture focused on academic excellence, equity, and long-term sustainability. I am honored to help launch a school that prepares students for success while remaining accountable to our community and to state educational governance.

Not-for-Profit History Relevant to Board Role:

I have been actively involved in youth-focused nonprofit and community service organizations for nearly 30 years. This includes extensive leadership experience mentoring youth, organizing programs, and supporting families. I have also served in local leadership roles that involved oversight of community initiatives, volunteer coordination, and resource stewardship. Through these roles, I have developed a strong understanding of nonprofit governance, accountability, and strategic planning. These experiences have prepared me to contribute meaningfully to the charter school board by promoting transparency, mission alignment, and sustainable organizational practices. My background in business management further supports my ability to engage in long-term planning and responsible oversight.

Employment History Relevant to Board Role:

- Real Estate Brokerage Owner and Licensed Real Estate Agent, State of Utah
- General Manager of a Large Canadian Mushroom Farmer Cooperative

Education History Relevant to Board Role:

B.S. Business Management, Utah Valley University

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Ken Bulpitt

Date:

06/29/2025

Name:

Soana Grieder

Position on Board:

Founding Board Member and Treasurer

Area of Expertise:

Finance and audit, accounting, administration, and management.

Small business management

Accountability Builder™ Certification

Statement of Intent Regarding Role on the Board:

As a Treasurer, I will bring my experience as a small business owner and accounting specialist with an emphasis on contract revenue and records audit. In this role, my priority is to help organize and maintain fiscal efficiency and integrity. As a board member, I am committed to creating a collaborative environment where honest discussion and feedback focus on advancing the school's vision, promoting the academic, social, and emotional well-being of students, and fostering unity within the community.

Employment History Relevant to Board Role:

Small Business Owner - Medical Billing

Senior Acctg Specialist

Office Manager and Administrative Assistant

Certified Tax Preparer

Education History Relevant to Board Role:

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Soana Grieder

Date:

2025-06-27

Name:

Melanie Bott

Position on Board:

Founding Board Member and Secretary

Area of Expertise:

Governance & Board Leadership – Extensive experience serving on boards and commissions, ensuring accountability, strategic planning, and effective oversight.

Community Engagement – Skilled at building relationships and fostering collaboration among parents, educators, local leaders, and community stakeholders.

Strategic Planning & Growth Management – Background in planning for smart growth and sustainable development, relevant for guiding school expansion and resource allocation.

Advocacy for Families & Youth – Strong commitment to educational opportunities, mental health, and family-focused policies that support student success.

Fiscal Responsibility & Resource Stewardship – Experienced in budget management and ensuring efficient use of funds, essential for maintaining a financially healthy school.

Communication & Transparency – Proven ability to promote open dialogue, keep stakeholders informed, and encourage community involvement in decision-making.

Public Safety & Emergency Preparedness – Knowledgeable in creating safe learning environments, both physically and emotionally, for students and staff.

Statement of Intent Regarding Role on the Board:

I am seeking to serve as a board member and secretary for the Louisa May Alcott Community School in Mapleton, helping to create an educational environment where every child can thrive. With extensive experience in community leadership, not-for-profit boards—including Head Start and UAEYC—and governance roles on city committees and commissions, I bring strong skills in organization, strategic planning, and collaborative decision-making. I am committed to working with parents, educators, and the community to ensure thoughtful growth, fiscal responsibility, and programs that nurture both academic success and students' well-being. I look forward to contributing my expertise to help shape the school's vision and future.

Not-for-Profit History Relevant to Board Role:

- Secretary, Utah Association for the Education of Young Children (UAEYC) – Board member supporting early childhood education initiatives
- Board Member, Head Start and Early Childhood Education Programs – Advocated for family services and quality early learning
- Chair, Community Preparedness Committee – Organized emergency preparedness efforts and community education (community service role)
- Commissioner, Mapleton City Planning Commission – Participated in city planning and development decisions (community service role)

Employment History Relevant to Board Role:

- President & CEO, Springville-Mapleton Chamber of Commerce
 - Led strategic planning, fiscal management, and community partnerships for a member-based organization
 - Advocated for economic development and local business support
- Small Business Owner
 - Managed operations, budgeting, and customer relations
 - Developed skills in problem-solving, communication, and organizational leadership
- Parent Educator, Kids on the Move
 - Taught parents strategies to support early learning and development in their children, with a focus on early intervention and prevention
 - Developed and delivered educational programs and resources for families

Education History Relevant to Board Role:

- Master of Arts, Strategic Communication (Health Communication Certification)
Washington State University
- Bachelor of Arts, Human Development
Washington State University

- Early Childhood Education Teaching Certification

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Melanie Bott

Date:

2025-06-27

Name:

Michelle Bulpitt

Position on Board:

Founding Board Member

Area of Expertise:

- Early Childhood Education

Statement of Intent Regarding Role on the Board:

As a board member, I am committed to supporting the development of a charter school that prioritizes the whole child, engages families, and fosters a love of learning from an early age. My background in early childhood education—gained through years of direct experience with homeschooling, charter, and traditional school settings—gives me a broad understanding of educational approaches and family needs. I bring a parent's perspective grounded in hands-on experience, along with a passion for building nurturing, academically sound environments. I look forward to contributing to the school's long-term vision and to decisions that support students, educators, and the wider community.

Not-for-Profit History Relevant to Board Role:

I previously served as a board member for a charter school that our children attended. In that role, I participated in governance discussions, helped review school policies, and supported parent engagement initiatives. In addition to formal board service, I have volunteered extensively in classrooms and youth programs, often collaborating with educators to enhance learning outcomes. These experiences have helped me understand the importance of transparent decision-making, stakeholder collaboration, and the operational demands of running a successful nonprofit school.

Employment History Relevant to Board Role:

Education History Relevant to Board Role:

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Michelle Bulpitt

Date:

06/29/2025

Name:

Carl Spencer

Position on Board:

Founding Board Member

Area of Expertise:

Business owner and Real Estate Agent

Statement of Intent Regarding Role on the Board:

My priority is always doing what is best for my friends, clients, and community. I am committed to serving and supporting the community at every opportunity. In addition to my work, I am also the co-founder and CEO of NIL Real Estate. A collegiate athlete referral license program that spans across the US. I work closely with Keller Williams and the Leaders of Keller Williams to bring student athletes to KW and provide them with access to real estate education. I am a Quantum Leap Master instructor and a professional speaker through the National Speakers Association.

My real passion is service, which I do extensively in my local community. I serve on the Agent Leadership Council Board and have run the Master of Real Estate club, which is reserved for top-producing agents at the brokerage. I love serving, teaching, and educating others in any way I can.

Not-for-Profit History Relevant to Board Role:

I work closely with and volunteer my time with the Springville Police Department and Utah County Sheriff's Office as a Patrol Chaplain.

Employment History Relevant to Board Role:

I am a business and Real Estate professional.

Education History Relevant to Board Role:

I serve on a non-profit board related to community safety.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Carl Spencer

Date:

2025-06-27

Name:

Cassidy Warren

Position on Board:

Founding Board Member

Area of Expertise:

Community Health, Humanitarian Aid, Medical

Statement of Intent Regarding Role on the Board:

As a founding board member of the Louisa May Alcott Community School, I am committed to supporting education that empowers students through place-based learning, fosters academic growth, and nurtures emotional resilience. I believe deeply in the school's mission—values that are essential for developing thoughtful, grounded, and capable young people. I am eager to contribute to building a school that reflects the unique strengths of Utah and prepares students to thrive not just academically, but also emotionally, physically, and spiritually, encompassing all aspects of health.

Not-for-Profit History Relevant to Board Role:

Throughout my career as a health educator, I have served on numerous previous boards and community groups. Many of these groups tackled challenging community problems and relied on partnerships between public and private sector organizations to address them. In addition to my career experiences, I am also a mother. As a mother, I want what is best for my child and intend to help the Louisa May Alcott Community School meet the needs of my child and other children in the community.

Employment History Relevant to Board Role:

Nurse Practitioner - Vitality Health of Utah
Registered Nurse - Stonehenge of Cedar City
Health Educator - Centro Hispano

Education History Relevant to Board Role:

Master of Nursing - United States University

Bachelor of Nursing - Western Governors University

Bachelor of Community Health Education - Utah Valley University

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Cassidy J. Warren

Date:

2025-06-27

Name:

Reba Vest

Position on Board:

Founding Board Member and Treasurer

Area of Expertise:

Teaching
Curriculum Development
Student advising

Statement of Intent Regarding Role on the Board:

As a Treasurer, I will bring my experience as a previous charter school employee and advisor for students to the the Loiisa May Alcott Community School. am committed to a collaborating with the Board and future families.

Employment History Relevant to Board Role:

Utah Valley Univeristy-student advising
Adjuenct Professor-Anthropology
Licenced Secondary Educator

Education History Relevant to Board Role: B.A. History and Anthropology Master:: Anthropology

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:



Date: 11/10/2025

Appendix B:
Articles of Incorporation



Filed in the Office of	Filing Number
	251103635975B
Director, Division of Corporations and Commercial Code	Filed On
	October 31, 2025
Filed in the State of Utah	Entity Number
	14626607-0140
	Number of Pages
	3

***State of Utah
Department of Commerce
Division of Corporations and Commercial Code***

Domestic Nonprofit Corporation - Articles of Incorporation

ENTITY INFORMATION

Entity Name: Louisa May Alcott Community School

Entity Number: 14626607-0140

Effective Date: October 31, 2025

Effective Time: 12:20 PM

BUSINESS DETAILS

Duration Date: Perpetual

Assumed Name:

CHARITABLE ORGANIZATION QUESTIONNAIRE

Is the nonprofit corporation or foreign nonprofit corporation on behalf of which you are filing a charitable organization: Yes

Is the charitable organization required to file IRS Form 990, 990-EZ, 990-N, or 990-PF with the IRS: No

CORPORATION DETAILS

Voting Members:

Will the nonprofit corporation have voting members: No

Will the nonprofit corporation issue shares evidencing membership or interests in water or other property rights: No

Purpose Statement: The purposes for which the corporation is formed and the powers which it shall have are to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, to do any and all things hereinafter set forth, directly or through the ownership of other corporations or otherwise, to the same extent as natural persons might or could do in any part of the world, namely: To connect students to their community and the natural world through Place-based education, prioritizing literacy instruction, providing support for emerging technologies, and teaching responsible and ethical citizenship.

PRINCIPAL OFFICE INFORMATION:

Principal Office Address: 106 N 1230 E, Springville, UT 84663

Mailing Address: 106 N 1230 E, Springville, UT 84663

REGISTERED AGENT**Agent Type:** Individual**Name:** Carrie Ashcraft**Address:** 106 N 1230 E, Springville, UT 84663**ACTIVE PRINCIPAL INFORMATION****Title:** Chairman of the Board**Name:** Carrie Ashcraft**Address:** 106 N 1230 E, Springville, UT 84663**Title:** Vice President**Name:** Ken Bulpitt**Address:** 766 South 1040 East, Spanish Fork, UT 84660**Title:** Director**Name:** Reba Vest**Address:** 620 S Main , Payson, UT 84651**Title:** Incorporator**Name:** Melanie Bott**Address:** 2691 W Sheridan, Mapleton, UT 84664**Title:** Incorporator**Name:** Michelle Bulpitt**Address:** 766 South 1040 East, Spanish Fork, UT 84660**Title:** Director**Name:** Cassidy Warren**Address:** 160 N 400 E, Salem, UT 84653**Title:** Director**Name:** Carl Spencer**Address:** 312 W 100 N , Springville, UT 84663**Title:** Director**Name:** Soana Grieder**Address:** 150 N 1230 E, Springville, UT 84663**SUPPORTING DOCUMENTATION**Additional Articles

10312025120929262PM.pdf

REQUIRED SIGNATURES

- I declare that the information contained in this electronic submission is true and accurate.
- I affirm that I am legally authorized to sign this document.
- I acknowledge receipt of the below information:
 - The information provided in this form will be used by the Division to evaluate and complete your request. Failure to provide complete information as requested will result in the denial of your request as incomplete.
 - Information provided in this form is retained in accordance with state record retention laws. For specific information about the records retention for this form, please visit <https://corporations.utah.gov/records/>.
 - In order to comply with legal and regulatory requirements, we may share information provided in this form with authorized parties such as other government agencies, national licensing databases, contracted vendors, etc. Additionally, many items collected by the Division are classified as "public" under the Government Records Access and Management Act, Utah Code § 63G-2-101 et seq.
 - For more information on how the information you provide is shared, please refer to <https://corporations.utah.gov/records/>.
- **Electronic Signature:** Ken Bulpitt
Title/Capacity: Incorporator

ARTICLES OF INCORPORATION

OF

Louisa May Alcott Community School

We, the undersigned natural persons all being of the age of 18 years or more, acting as incorporators under the Utah Non-profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

ARTICLE I

The name of this Corporation shall be LOUISA MAY ALCOTT COMMUNITY
SCHOOL. ARTICLE II

The period of duration of this corporation is perpetual.

ARTICLE III

The purposes for which the corporation is formed and the powers which it shall have are to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, to do any and all things hereinafter set forth, directly or through the ownership of other corporations or otherwise, to the same extent as natural persons might or could do in any part of the world, namely: To connect students to their community and the natural world through Place-based education, prioritizing literacy instruction, providing support for emerging technologies, and teaching responsible and ethical citizenship.

- (i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers or other private persons, 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 herein;
- (ii) No substantial part of the activity of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the internal revenue code of 1954, as amended;

(iii) The corporation shall not carry on any other activities not permitted to be carried on by a corporation (a) exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue Law).

(iv) This corporation shall have no capital stock and shall not issue shares.

(v) The corporation shall not have voting members, and all corporate powers shall be exercised by or under the authority of the Board of Directors.

ARTICLE IV

The affairs of the corporation shall be managed and conducted by the Board of Directors. The number of Directors constituting the initial Board of Directors shall be eight. Thereafter, the number of Directors shall be fixed by the By-Laws. Provisions for regulating the internal affairs of the corporation will be outlined in the Bylaws.

ARTICLE V

The address of the initial registered office of the Corporation in this State shall be 106 N 1230 E Springville, UT 84663. The name of the initial registered agent of the Corporation at such address shall be Carrie Ashcraft. The registered office and registered agent may be changed in the manner provided by law without amendment of these Articles of Incorporation.

The address of the principal office of the Corporation in this State shall be 106 N 1230 E Springville, UT 84663.

I hereby acknowledge and accept appointment as Corporate Registered Agent.

Carrie Ashcraft 2025-06-27
Carrie Ashcraft / Corporate Registered Agent Date

ARTICLE VI

The names and addresses of the persons who are to serve as Trustees are elected and qualified are as follows:

Name _____ Address _____

106 N 1230 E
Springville, UT 84663

Ken Bulpitt 766 S 1040 E
Spanish Fork, UT 84660

Reba Vest 620 S Main
Payson, UT 84651

Melanie Bott 2691 W Sheridan St.
Mapleton, UT 84664

Michelle Bulpitt 766 S 1040 E
Spanish Fork, UT 84660

Cassidy Warren 160 N 400 E
Salem, UT 84653

Carl Spencer 312 W 100 N
Springville, UT 84663

Soana Grieder 150 N 1230 E
Springville, UT 84663

ARTICLE VII

The names and addresses of the incorporators are as follows:

Name	Address
Carrie Ashcraft	106 N 1230 E Springville, UT 84663
Ken Bulpitt	766 S 1040 E Spanish Fork, UT 84660

Melanie Bott 2691 W Sheridan St.
Mapleton, UT 84664

Michelle Bulpitt

766 S 1040 E
Spanish Fork, UT 84660

Cassidy Warren

160 N 400 E
Salem, UT 84653

Carl Spencer

312 W 100 N
Springville, UT 84663

Soana Grieder

150 N 1230 E
Springville, UT 84663

ARTICLE XIII

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments for distribution in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of Incorporation the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

ARTICLE IX

The private property of the Board of Directors shall not be subject to the payment of the debts of the corporation. The charter school authorizer, the State of Utah, and any of its agencies, are not liable for any debts or financial obligations incurred by the charter school or any individuals or entities operating it.

ARTICLE X

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned incorporators have executed these Articles of Incorporation in duplicate on this 27th day of June, 2025. Each incorporator affirms that they have read the foregoing Articles of Incorporation, know the contents thereof, and declare that the same is true to the best of their knowledge and belief.

Carrie Ashcraft 2025-06-27
Carrie Ashcraft / Incorporator Date

Ken Bulpitt 2025-06-27
Ken Bulpitt / Incorporator Date

Carl Spencer 2025-06-27
Carl Spencer / Incorporator Date

Cassidy J. Warren 2025-06-27
Cassidy J Warren / Incorporator Date

Melanie Bott 2025-06-27
Melanie Bott / Incorporator Date

Soana Grieder 2025-06-27
Soana Grieder / Incorporator Date

Michelle Bulpitt 2025-06-27
Michelle Bulpitt / Incorporator Date

Appendix C:
Governing Board Bylaws

Governing Board Bylaws

Bylaws for Louisa May Alcott Community School

Article I - Organization

1.1 Name. Louisa May Alcott Community School

1.2 School Direction. The Corporation will be directed by a Board of Trustees acting as the Governing Board or “The Board.”

1.3 Corporation Office. The Corporation shall maintain such offices, within the State of Utah, as the Board may from time to time designate.

Article II- Purposes

2.1 The Corporation has been formed and established to operate a Utah Charter School (the “School”) and to provide public education following Utah Charter School laws.

2.2 The corporation is organized exclusively for charitable and educational purposes.

2.3 The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not formed for profit or the personal financial gain of any person. The organization’s assets and income will not be distributable to or benefit the Trustees, officers, or other individuals. Both the assets and income shall be used for the sole purpose of promoting the corporation’s purposes as described in the bylaws. Nothing contained within the bylaws shall prohibit payments of compensation to employees and independent contractors for services provided that benefit the organization.

Article III The Governing Board, also referred to as “The Board”

3.1 General Powers. The business and affairs of the Louisa May Alcott Community School-Mapleton Campus shall be managed by the Governing Board, except as otherwise provided in the Utah Revised Nonprofit Corporation Act or as set forth in the Louisa May Alcott Community School- Articles of Incorporation. The Governing Board’s purpose is to ensure that the school’s administration is executing the school’s mission and vision, and to provide oversight of the school’s finances, budget, and performance.

3.2 Roles. The Governing Board positions include Chair, Vice-Chair, Treasurer, and Secretary. The number of Governing Board Members shall be seven. The Board may change the number of members to five, six, or seven, provided a majority vote is obtained at any regularly scheduled meeting. The Board may appoint or elect any additional officers or assistant officers as necessary to carry out its functions. Officer responsibilities will be defined by board rule and may be amended at the annual meeting. The

Treasurer reports on all financial aspects of the School and Corporation. The Treasurer is a voting member of the Board. The Chair calls and runs the meeting. The Chair works with the secretary to arrange the agenda. The Chair may delegate this responsibility to another officer. The Vice-Chair works closely with the Treasurer and is made aware of all financial obligations and updates. The Board Secretary is a non-voting position. The Board appoints the Secretary.

3.3 Responsibilities. Board members are required to attend at least seven regularly scheduled board meetings per year. At least four board meetings, including the Annual Meeting, must be attended in person; other board meetings may be attended online. Board members shall uphold the mission and vision of the school, fulfill responsibilities as indicated by the Governing Board Code of Conduct, and complete all state requirements for board members

3.4 Executive Director(s). The Executive Director will act as an advisor to the Board and attend board meetings.

3.5 Founding Board Members. To establish and maintain the intended vision and purpose of the Louisa May Alcott Community School, the Founding Board Members will serve an initial term of five years, unless they request to leave the Board or pass away. If a Founding Member leaves or dies within the first year of the school, they will be replaced by a newly elected Board Member who will serve the remainder of their term. In the event of a Founding Board Member's death, the secretary will compile a list of candidates and present it to the Founding Board members, who will then elect each position by the Board's rules. Interested potential new board members will submit an application to the Board for review. New Board Members, replacing a Founding Board member, shall be elected by a majority vote of the current Governing Board members at each annual business meeting or during a special election during the first year. Founding Board Members may fill any open Board seat if they elect to return to the Board after an absence. Founding Board members may not be removed for differences in opinion on how to execute the mission and vision.

3.8 Terms of Service for Board Members (other than Founding Board Members). All new Board members are elected to a six-month probationary term. Board member terms (except for Founding Board members) will be 2 years in length and commence on June 1st, following the March election. After six months, the new member may immediately apply to the Board for the remaining 2-year term. A majority of the Board must approve the remaining term of service after the 6-month probationary term. Founding Board members are exempt from the probationary term. If the board membership drops below 5, vacancies will be filled within 60 days of the vacancy, and the new term will commence immediately. In this case, the Board member will serve from the date of election and two additional years after their election, and their term will end May 31st. If a Founding member leaves the Board and later rejoins the Board, they remain exempt from the probationary term. Officers will serve in their elected position for a two-year term. Board Members must serve on the Board for at least 12 months to be eligible to run for an officer position. Terms of service for Board positions shall end on May 31st at the end of the term.

3.6 Spokesperson. One board member shall be designated as the Board spokesperson and is the only authorized individual who may speak on behalf of the Board for official business. No other board

members will speak to the media, public organizations, or private organizations regarding school business or represent the school to public or private organizations without permission from the Board.

3.7 Elections. Board members shall be elected or re-elected by the Governing Board at the Annual Meeting each March. Each Board Member shall hold office until their term has expired, and a successor has been elected and qualified, or until death, resignation, or removal from office. Board member elections for officer positions will be held annually, at the request of a board member, during the Annual Meeting in March. If no request is made for elections, no election will be held, and the current officer position will remain unchanged. Interested parties will submit an application to the Governing Board for review and consideration. Notice of request must be made to the Board Secretary at least 30 days prior to the Annual Meeting. The Secretary will compile a list of candidates for each office and present it to Board members, who will then elect the candidates for each position in accordance with Board rules. Board members may invite potential board members to apply or post open positions on the school's website

3.8 Terms of Service for Board Members (other than Founding Board Members). All new Board members are elected to a six-month probationary term. Board member terms (except for Founding Board members) will be 2 years in length and commence on June 1st, following the March election. After six months, the new member may immediately apply to the Board for the remaining 2-year term. A majority of the Board must approve the remaining term of service after the 6-month probationary term. Founding Board members are exempt from the probationary term. If the board membership drops below 5, vacancies will be filled within 60 days of the vacancy, and the new term will commence immediately. In this case, the Board member will serve from the date of election and two additional years after their election, and their term will end May 31st. If a Founding member leaves the Board and later rejoins the Board, they remain exempt from the probationary term. Officers will serve in their elected position for a two-year term. Board Members must serve on the Board for at least 12 months to be eligible to run for an officer position. Terms of service for Board positions shall end on May 31st at the end of the term.

3.9 Board Member Qualifications. Board members must meet the following qualifications and requirements to serve on the Board. They must have the ability to pass a formal background check, be at least 21 years of age, and be a resident of the state of Utah. Board members may not be current full-time employees of the school. Board members are required to sign and adhere to the Board Member Code of Conduct. Close relatives may not hold officer positions concurrently.

Board members (except Founding members) are limited to a maximum of four years of service. After the second year of the school, at least four Board Members shall be parents or grandparents of one or more children currently attending the school.

3.10 Voting. A majority vote requires a majority of those present and voting. In the event of a tie, the Board Chair's vote will break the tie.

3.11 Quorum. A quorum is defined as half of the board plus one. A majority of board members shall constitute a quorum. The Board may meet, vote, and carry out business if a quorum is present.

3.12 Removal from Board. Board members (other than Founding Members) may be removed at any time, with or without cause, by a majority vote of Board members, not including the board member who

is to be removed. Founding board members may only be removed for cause by a unanimous vote of the remaining Board members.

3.13 Compensation. Board members shall not receive compensation for their services. Board members shall not be disqualified from receiving reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity with Board approval.

3.14 Meetings. The Board shall meet monthly, ten times a year, with the Annual Meeting taking place in March each year. Board members are required to attend a minimum of eight meetings per year. Meetings will be announced, and the day and time will be publicly posted on the School website. Meetings will be held on the fourth Tuesday of each month at 4:00 p.m., unless a holiday or school break is planned, in which case the meeting will be rescheduled for the third Tuesday at 4:00 p.m. The agenda will be available two weeks prior to the meeting, and the public is invited to the public sessions. Meetings will take place at the school. If a Board member needs to join virtually, they may do so.

3.15 Utah Open and Public Meetings Act. The Board will fulfill its obligation to act in accordance with the Utah Open and Public Meetings Act.

Article IV- Business and Meetings

4.1 Annual Meeting. An annual business meeting shall be held once each calendar year to elect members to the board and to transact such other business as may come before the meeting. The annual meeting shall be held during the regularly scheduled board meeting time in March or as designated by the directors.

4.2 Governing Board Code of Conduct. The Governing Board shall re-adopt the Code of Conduct at each annual meeting by majority vote.

4.3 Regular Meetings. Regular meetings of the Governing Board will be held monthly, at least ten times a year, at a time and place designated by the Board.

4.4 Notice. All meetings will be open to the public and will be held and noticed under UCA 52-4-202 and any other applicable code.

4.5 Special Meetings. Special meetings may be requested by the Chair or a majority vote of the Board members.

4.5 Robert's Rules of Order (RRO). A simplified version of Robert's Rules of Order will be used to conduct Board Meetings.

4.6 Conflicts. If a conflict of interest occurs between a Board Member and the Corporation, the Board shall follow the conflict-of-interest policy adopted by the Board. The board member who has the conflict shall recuse themselves from voting on any issue when a conflict of interest exists and may not be present for any discussion of the issue.

4.7 Authority to Bd Corporation. Only The Board may authorize the execution of instruments as described in its policies, no director, school employee, officer, committee, or other agent shall have the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable monetarily for any purpose or in any amount.

4.8 Audits. The Board will comply with all statutory audit requirements.

4.9 Maintenance of Records. The Board will maintain at its principal place of business: 1) copies of all public records required by federal, state, and local laws. 2) Books and records for all financial accounts. 3) A list of names and addresses of its current board. 4) copies of all agendas and minutes, and 5) any other records required by law.

4.10 Inspection Rights. Each Board Member shall have the right during regular business hours to inspect, copy, and make extracts of all documents of the organization.

4.11 Liability of Directors. No Board Member shall be held personally liable, individually or collectively, for the debts, liabilities, or other obligations of the corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific criminal misconduct by said Board Member. We are aware that the bylaws of a Limited Liability Corporation typically do not cover the elements required of a public school.

4.12 Indemnification by Corporation of Directors, Officers, Employees, and Other Agents. To the extent that a person who is, or was, a Board Member, Director, Officer, employee or other agent of this organization has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the organization, or has been successful in defense of any claim, issue or matter therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding. If such a person either settles the claim or sustains a judgment against him or her. In that case, indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by these Bylaws, but only to the extent allowed by, and under the requirements of, applicable state and federal income tax codes.

4.13 Insurance for Corporate Agents. The Board will provide liability insurance for the Director and the other Agents of the School as deemed necessary.

4.14 Loans. The organization will not loan any money to a member of the Board, an employee, or any other individual or organization.

4.15 Deposits. All funds shall be deposited from time to time to the credit of the organization in such banks, trust companies, or other depositories as agreed to by the Board.

4.16 Gifts. Board Members may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of the organization.

Article V - Conducting Board Business

5.1 Meetings. The Board will vote on the schedule for the following year's general meeting during each Annual Meeting.

5.2 Agenda. The agenda will be prepared in accordance with Utah's Open Meeting law by the Board Secretary in consultation with the Board Chair. All items requiring a board vote must be included on the agenda. Agenda items requested by three or more board members will be placed on the agenda. The agenda will be made available to the public at least 24 hours in advance, as required by statute.

5.3 Closed Sessions. The Board may initiate closed sessions to discuss sensitive information. Closed session information will not be included in the minutes.

5.4 Altering the Charter or Charter Agreement. Requests from Board Members to open an item for discussion that would change the Charter or Charter Agreement must be approved by a majority. If the item is approved, it will be placed on the next board agenda. Additional permission may also be required from the Charter authorizer.

Article VI: School Administration

6.1 Executive Director. The Governing Board hires the school's Executive Director and reports to the Board. The Executive Director is responsible for day-to-day school operations and manages and collaborates with each of the Assistant Directors to carry out the school's vision and mission. The Executive Director will attend all Board meetings, report on school progress, and carry out additional duties described in the job description and additional responsibilities assigned by the Board. The Executive Director is responsible for hiring the Associate Director of Building Operations and Finance, and the Assistant Director of Students and Families. The Board must approve proposed individuals with a majority rule. All other employees are hired by the Executive Director, the Associate Director, or Assistant Director with permission of the Executive Director.

Article VII: Committees

7.1 The board will organize and form any committees required by state regulations. Those committees may include an audit committee, land-trust committee, and curriculum committee. The board will fill committee seats and hold committee meetings during or directly before or after regular board meetings.

7.2 Additional committees may be formed by the Governing Board as needed.

Article VIII: Amendments

8.1 The bylaws set forth in this document may be altered, amended, repealed, or added to by an affirmative vote of not less than two-thirds of the Governing Board. In all cases, the bylaws shall comply with Utah and Federal statutes and rules governing Charter Schools.

RESOLUTION:

These Bylaws of the Louisa May Alcott Community School were adopted on June 28th, 2025, by a majority vote of the Governing Board.

Signed,

Carrie Ashcraft, Board Chair

Carrie Ashcraft

2025-06-27

Melanie Bott, Board Secretary

Melanie Bott

2025-06-27

Appendix D:

Minutes from Governing Board Meetings

Louisa May Alcott Community School-Board of Trustees

Meeting Notice

106 N 1230 E Springville, UT 84663

June 27, 2025, 3:45 pm

Meeting starts: 3:48 pm

Attendance: Carrie Ashcraft, Melanie Bott, Ken Bulpitt, Michelle Bulpitt, Soana Grieder

Welcome: Carrie

Timekeeper: Melanie

Facilitator: Carrie

New Business:

Approve Articles of Incorporation

Move that we accept the Articles of Incorporation as they are presented.

Discussion: N/A

Motion: Ken 2nd: Soana Carries: 5/0

Approve Articles of Incorporation

Move that we accept the Board Bylaws as they are presented (5 min):

Discussion: N/A

Motion: Ken 2nd: Melanie Carries: 5/0

Board Member Appointments and Position (5 min)

Move that we appoint Carrie as Board Chair.

Discussion: Thanks, Carrie

Motion: Melanie 2nd: Michelle Carries: 4/0 (Carrie abstains)

Move that we appoint Ken Bulpitt as Vice-Chair.

Discussion: Thanks, Ken, we appreciate your service.

Motion: Carrie 2nd: Soana Carries: 4/0 (Ken abstains)

Move that we appoint Soana as Treasurer.

Discussion: Soana has auditing experience.

Motion: Carrie 2nd: Ken Carries: 4/0 (Soana abstains)

Other Business

General discussion of publicity, local charter schools, and future meetings

Move that we adjourn the meeting.

Motion: Carrie 2nd: Michelle Carries: 5/0

Meeting end: 4:29 pm

Next Meeting: July 15 @ 4 pm

Appendix E:
Waiver Requests, as applicable

(not applicable)

Appendix F:
Executed Contract(s) or MOUs, as applicable
(not applicable)

Appendix G:
Start-Up Grant Application



Utah State Charter School Board

Startup and Implementation Grant Application – New Charter Schools
Revised March 26, 2025

10008 Creek Run Way, Sandy, UT 84070

[UCAP Home - Utah Charter Access Point](#)

The Start Up and Implementation Grant provides financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$357,500 and maximum of \$440,000 (based on enrollment and eligible funds) distributed over two years. Funding is based on projected and actual enrollment.

The Startup and Implementation Grant is based on [UCA §53F-2-705](#) and USBE Rule R277-554-2.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599 328 Students</i>	<i>Projected Enrollment 528 Students</i>
<i>Start Up</i>	<i>\$275,000</i>	<i>Enrollment x \$137.50</i>	<i>\$320,100</i>
<i>Implementation</i>	<i>\$82,500</i>	<i>Enrollment x \$68.75</i>	<i>\$105,050</i>
<i>TOTAL</i>	<i>\$357,500</i>		<i>\$425,150</i>

Grant Assurances

Grant funds may only be used for the following:

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring, developing or aligning curriculum, and;
- Other initial operational costs, such as:
 - Costs associated with creating and implementing office functions;
 - Costs associated with the installation of computers, data systems, networks, and telephones;
 - Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 actual enrollment count.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings, and compliance with statute and rule. Failure to comply may result in a loss of funds. After the application is approved, the SCSB will send out instructions for the mandatory training.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.
- Email your completed application to Lisa.Cooper@schools.utah.gov and ensure that you receive an email response confirming receipt of your application.

Carrie Ashcraft

Carrie Ashcraft
Board Chair Signature

11/13/2025

Date

Budget - List total dollar amount required by category, as well as the details of what will be purchased in each category

If the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$160,000	\$2,165,854	\$2,165,854	\$4,491,708
<i>Additional info and Comments</i>	Funds provide start-up and ongoing salaries for instructional and operational staff. Louisa May Alcott Community School will implement a hybrid staffing model consisting of approximately one-third full-time certified teachers and the balance part-time licensed teachers, aides, and specialists. This model is designed to lessen the impact of benefit costs and allow more resources to be allocated toward place-based community learning and field-based instructional experiences.			
Employee Benefits (200)	\$67,200	\$758,049	\$866,342	\$1,691,591
<i>Additional info and Comments</i>	Includes state-mandated benefits for all full- and part-time staff listed under Salaries (100), including retirement, health, and payroll taxes. The hybrid staffing approach intentionally reduces benefit overhead to help sustain funding for experiential, place-based instruction and community learning opportunities.			
P & T Services (300)	\$50,000	\$377,500	\$377,500	\$805,000
<i>Additional info and Comments</i>	Covers contracted professional services such as legal, accounting, audit, HR, IT setup, and instructional consultants essential to charter start-up and implementation. Approximately \$250,000 of these funds are specifically allocated to place-based field instruction costs, partnerships, and community-based learning support.			
Property Services (400)	\$0	\$12,000	\$12,000	\$24,000
<i>Additional info and Comments</i>	Includes essential facility-related costs such as water and garbage services. The \$12,000 annual allocation is based on budget comparisons with other Utah charter schools of similar size and facility needs.			
Other Services (500)	\$12,000	\$42,000	\$42,000	\$96,000
<i>Additional info and Comments</i>	Includes insurance, communication services, transportation, advertising and marketing, and printing and binding costs, along with other contracted services necessary for school operations.			

Travel (580)	\$5,000	\$9,000	\$9,000	\$23,000
<i>Additional info and Comments</i>	Covers authorized travel for required USBE trainings and charter school conferences for board and administrative personnel. This also includes travel to other place-based learning institutions, oriented learning organizations, and conferences to strengthen program implementation and support experiential education design.			
Supplies and Materials (600)	\$20,000	\$800,000	\$467,000	\$1,287,000
<i>Additional info and Comments</i>	Includes classroom and library materials, textbooks, consumable supplies, and instructional software necessary to implement the educational program. Expenditures are higher in Implementation Year 1 due to the initial outfitting of classrooms and resource areas. The school plans to seek additional grant funding to offset ongoing instructional supply costs in subsequent years.			
Property (700)	\$28,000	\$625,000	\$323,500	\$976,500
<i>Additional info and Comments</i>	Funds support major equipment, furniture, fixtures, and technology infrastructure required to establish and operate the school facility. Implementation Year 1 includes significant setup expenses such as classroom furnishings, technology hardware, and the purchase of two surplus school buses to support field-based and place-based instruction. The school will pursue future grant opportunities to offset these capital costs.			
Total	\$342,200	\$4,789,403	\$4,263,196	\$9,394,799

Appendix H:

Only Applicable for a Public School Converting to Charter Status

(not applicable)

Appendix I:
FY 26 Budget Workbook

Pre-op Year

Operation Year 1

Operation Year 2

Louisa May Alcott Community School		FY 2026 / 27		
Pre-Operational Year		100% Enrollment		
Number of Students:		528		
Grade Configuration:		Enter Grade Range		
Revenue				
Food Services Sales to Students		528		
Student Activities		\$0		
Contributions and Donations from Private Sources:				
Source(s) (specify)		\$0		
Miscellaneous		\$0		
Total Revenue From Local Sources (1000)		\$0		
Estimated Total All State Funding		\$ -		
Charter School Revolving Loan		\$300,000		
Charter School Startup and Implementation Grant		\$200,000		
Total Revenue from State Sources (3000)		\$500,000		
Federal Child Nutrition Program		528		
Restricted Federal Grants-in-Aid Received via USBE (IDEA)				
Federal Elementary and Secondary Education Act of 1965 (ESEA)				
Total Revenue from Federal Sources (4000)		\$0		
Loan Proceeds (other than revolving loan)		\$0		
Commercial		\$0		
Other (specify)		\$0		
Budget from Surplus (For Budgeting Purposes Only)		\$0		
Total Revenue from Other Sources & Changes (5000 & 6000)		\$0		
		Total Revenue		
Expenditures		\$500,000		
		FTE/Number		
		Salary/Cost		
		Total		
--- SALARIES ---				
10.131	Salaries - Teachers Regular Ed	0.00	\$0	\$0
10.131	Salaries - Teachers Special Ed	0.00	\$0	\$0
10.132	Salaries - Substitute Teachers	0.00	\$0	\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0
10.198	Salaries - Other Classified Personnel	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				
21.140	Salaries - Other Licensed Salaries - Speech and Language Therapist	0.00	\$0	\$0
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.198	Salaries - Other Classified Personnel	0.00	\$0	\$0
Total - STUDENT SUPPORT Salaries (100)				
22.145	Salaries - Licensed Media Personnel	0.00	\$0	\$0
22.162	Salaries - Non-licensed Media Personnel	0.00	\$0	\$0
22.198	Salaries - Other Classified Personnel	0.00	\$0	\$0
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				
24.114	Salaries - Business Administrator	1.00	\$70,000	\$70,000
24.121	Salaries - Principals and Assistant Principals	1.00	\$90,000	\$90,000
24.152	Salaries - Secretarial and Clerical Personnel	0.00	\$0	\$0
24.198	Salaries - Other Classified Personnel	0.00	\$0	\$0
Total - SCHOOL ADMINISTRATION Salaries (100)				
26.181	Salaries - Operation & Maintenance Supervisors	0.00	\$0	\$0
26.182	Salaries - Custodial & Maintenance Personnel	0.00	\$0	\$0
24.184	Salaries - Technology Personnel	0.00	\$0	\$0
Total - OPERATION & MAINT OF FACILITIES Salaries (100)				

31.191	Salaries - Food Services Personnel	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - SALARIES (100)			\$160,000

--- EMPLOYEE BENEFITS ---

10.210	State Retirement - Instruction	0%	\$0	\$0
21.210	State Retirement - Student Support	0%	\$0	\$0
22.210	State Retirement - Instructional Staff Support	0%	\$0	\$0
24.210	State Retirement - School Administration	0%	\$160,000	\$0
26.210	State Retirement - Operation & Main of Facilities	0%	\$0	\$0
31.210	State Retirement - Food Services	0%	\$0	\$0
	Total - State Retirement			\$0
10.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0
21.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0
22.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$160,000	\$16,000
26.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0
31.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$16,000
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	0%	\$0	\$0
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	0%	\$0	\$0
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional Staff Support	0%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$160,000	\$32,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance	0%	\$0	\$0
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	0%	\$0	\$0
	Total- Medical Insurance/Dental Insurance/Group Life			\$32,000
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$0	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$0	\$0
22.290	Other Employee Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$0	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	12%	\$160,000	\$19,200
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0	\$0
31.290	Other Employee Benefits (<i>specify</i>) - Food Services	0%	\$0	\$0
	Total - Other Employee Benefits			\$19,200
	TOTAL EMPLOYEE BENEFITS (200)			\$67,200

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---

10.300	Purchased Prof & Tech Services - Instruction		\$0
21.300	Purchased Prof & Tech Services - Student Support		\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support		\$0
22.330	Employee Training and Development		\$8,000
24.300	Purchased Prof & Tech Services - School Administration		\$1,000
24.345	Audit, Accounting, & Other Business-type Services		\$35,000
24.349	Purchased Legal Services		\$5,000
24.350	Other Technical Services - Website Development		\$1,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		\$0
31.300	Purchased Prof & Tech Services - Food Services		\$0
	TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)		\$50,000

--- PURCHASED PROPERTY SERVICES ---

24.442	Rental of Equipment & Vehicles - Administration		\$0
24.443	Rental of Computers & Related Equipment		\$0
26.400	Purchased Property Services		\$0
26.410	Utility Services		\$0
26.441	Rental of Land & Buildings		
26.442	Rental of Equipment & Vehicles - Operation & Maintenance of Facilities		\$0
26.450	Construction Services		\$0
26.490	Other Purchased Property Services - Property Tax		\$0

TOTAL - PURCHASED PROPERTY SERVICES (400)				\$0
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation Services (To/From School)			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$0
10.530	Communication (telephone and other) - Instructional			\$0
21.530	Communication (telephone and other) - Student Support			\$0
24.530	Communication (telephone and other) - School Administation			\$0
26.530	Communication (telephone and other) - Operation and Maintenance of Fac			\$0
24.540	Advertising			\$10,000
10.550	Printing and Binding - Instruction			\$0
21.550	Printing and Binding - Student Support			\$0
24.550	Printing and Binding - School Administration			\$1,000
26.550	Printing and Binding - Operation and Maintenance of Facilities			\$0
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Staff Travel/Per Diem - Student Support			\$2,000
24.580	Staff Travel/Per Diem - School Administration			\$2,000
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$1,000
10.590	Inter-educational, Interagency Purchased Services			\$1,000
TOTAL - OTHER PURCHASED SERVICES (500)				\$17,000
--- SUPPLIES & MATERIALS---				
10.600	Supplies & Materials - Instruction	1	\$2,500	\$2,500
10.641	Textbooks	1	\$2,500	\$2,500
21.600	Supplies & Materials - Student Support	1	\$2,500	\$2,500
22.640	Books and Periodicals	1	\$2,500	\$2,500
22.644	Library Books	0	\$0	\$0
22.650	Supplies - Technology Related - Audio/Visual	1	\$5,000	\$5,000
24.600	Supplies & Materials - School Administration	1	\$5,000	\$5,000
26.600	Supplies & Materials - Operation & Maintenance of Facilities	0	\$0	\$0
26.620	Energy	0	\$0	\$0
26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$0
31.600	Supplies & Materials - Food Service	0	\$0	\$0
31.630	Food - Food Service			\$0
TOTAL - SUPPLIES & MATERIALS (600)				\$20,000
--- PROPERTY ---				
10.700	Property - Instruction			\$0
21.700	Property - Student Support			\$0
24.700	Property - School Administration			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0
31.700	Property - Food Services			\$0
31.790	Depreciation and Amortization (Kitchen Equipment)	\$ - 7		\$0
49.710	Land and Site Improvements			\$0
49.720	Buildings			\$0
27.732	School Buses			\$0
10.733	Furniture and Fixtures - Instruction			\$0
21.733	Furniture and Fixtures - Student Support			\$0
24.733	Furniture and Fixtures - School Administration			\$0
10.734	Technology Related Hardware - Instruction			\$5,000
21.734	Technology Related Hardware - Student Support			\$4,000
24.734	Technology Related Hardware - School Administration			\$5,000
10.736	Technology Sofware - Instruction			\$0

21.736	Technology Software - Student Support		\$4,000
24.736	Technology Software - School Administration		\$5,000
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support		\$0
24.739	Other Equipment - School Administration		\$5,000
TOTAL - PROPERTY (700)			\$28,000

--- DEBT SERVICE & MISCELLANEOUS ---

10.890	Miscellaneous Expenditures - Instruction		\$0
21.890	Miscellaneous Expenditures- Student Support		\$0
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$0
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$0
31.890	Miscellaneous Expenditures - Food Services		\$0
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services		\$0
10.810	Dues & Fees - Instruction		\$0
21.810	Dues & Fees - Student Support		\$0
24.810	Dues & Fees - School Administration		\$0
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$0
Total - Miscellaneous			\$0
45.830	Interest on Debt		\$0
45.840	Redemption of Principal		\$0
Total Debt Service			\$0
TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$0
Total Expenditures			\$342,200

1000	Local		\$0
3000	State		\$500,000
4000	Federal		\$0
TOTAL REVENUES			\$500,000
100	Salaries		\$160,000
200	Employee Benefits		\$67,200
300	Purchased Professional & Technical Services		\$50,000
400	Purchased Property Services		\$0
500	Other Purchased Services		\$17,000
600	Supplies & Materials		\$20,000
700	Property		\$28,000
800	Debt Service & Miscellaneous		\$0
TOTAL EXPENDITURES			\$342,200
Excess or Deficiency of Revenues over Expenditures			\$157,800
Other Sources of Funding (5000 & 6000)			\$0
Net Asset Balance (Fund Balance)			\$157,800
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			32%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			32%

CHARTER SCHOOL WORKSHEET

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

Louisa May Alcott Community School

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)	66	0.55	0
Estimated enrollment (FDK)	198	0.9	59.4
Estimated enrollment (1-3)	198	0.9	178.2
Estimated enrollment (4-6)	198	0.9	178.2
Estimated enrollment (7-8)	66	0.99	65.34
Estimated enrollment (9-12)	52.8	1.2	0
Special Ed enrollment (1-12)	5.808		
Special Ed (Self-Contained)	21		
Number of Teachers (K-6)	3		
Number of Teachers (7-12)	\$4,674		
WPU Value	22		
No. of Teachers (FTE) (CACTUS)	3		
School Administrators (CACTUS)	6		
Support Professionals			

Program Name	Rate	WPU Generated	Amount Generated
<i>WPU Programs</i>			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU * WPU Value - \$2/student	481.1400	\$ 2,247,792
Restricted Basic School:			
Special Ed-Add-on	10% of enrollment * WPU value	52.8000	246,787
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	5.8080	27,147
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.8354	3,905
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	26.4210	123,492
Class Size Reduction (K-8)	\$440.73/student K-8	49.7872	232,705
Total WPU Programs		610.9836	\$2,881,828
<i>Non-WPU Programs</i>			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		184,963
			60,720
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		4,979
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		82,405
Teacher and Student Success Program	\$241.27/WPU		147,412
Educator Professional Time	\$1,950.83/Teacher FTE		42,918
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		21,897
Student Health & Counseling	\$25,000 Base + \$27.27/student		39,399
Digital Teaching and Learning	\$20.97/student		11,072
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		287,392
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		9,312
School-Based Education Support Professional Stipend	\$1,000/FTE + Benefits at 28.3%		7,698
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		11,250
Local Replacement Dollars	Average \$3,628 per student		1,936,655
Total Non-WPU			\$ 2,848,072
ESTIMATED Total All State Funding			\$ 5,729,900

CHARTER SCHOOL WORKSHEET

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

Louisa May Alcott Community School

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)	60	0.55	0
Estimated enrollment (FDK)	180	0.9	54
Estimated enrollment (1-3)	180	0.9	162
Estimated enrollment (4-6)	58	0.9	162
Estimated enrollment (7-8)	47.8	0.99	57.42
Estimated enrollment (9-12)	5.258	1.2	0
Special Ed enrollment (1-12)	21		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	\$4,674		
Number of Teachers (7-12)	22		
WPU Value	3		
No. of Teachers (FTE) (CACTUS)	6		
School Administrators (CACTUS)			
Support Professionals			

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU * WPU Value - \$2/student	435.4200	\$ 2,034,197
Restricted Basic School:			
Special Ed-Add-on	10% of enrollment * WPU value	47.8000	223,417
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	5.2580	24,576
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.8021	3,749
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	24.3925	114,010
Class Size Reduction (K-8)	\$440.73/student K-8	45.0725	210,669
Total WPU Programs		553.4871	\$ 2,610,618
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU	\$	167,557
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		54,970
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		4,508
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student	74,601	
Teacher and Student Success Program	\$241.27/WPU	133,540	
Educator Professional Time	\$1,950.83/Teacher FTE	42,918	
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)	20,351	
Student Health & Counseling	\$25,000 Base + \$27.27/student	38,035	
Digital Teaching and Learning	\$20.97/student	10,024	
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE	287,392	
ESA-School Administrators	\$2,500 + Benefits/Admin FTE	9,312	
School-Based Education Support Professional Stipends	\$1,000/FTE + Benefits at 28.3%	7,698	
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE	11,250	
Local Replacement Dollars	Average \$3,628 per student		1,753,260
Total Non-WPU			\$ 2,615,416
ESTIMATED Total All State Funding			\$ 5,226,034

Louisa May Alcott Community School		FY 2027 / 28					
First Operational Year		100% Enrollment		Breakeven Enrollment			
Number of Students:		528		478			
Grade Configuration:		K-7		K-7			
Revenue							
Food Services Sales to Students		528	\$220,493	478	\$199,613		
Student Activities		\$0		\$0			
Contributions and Donations from Private Sources:							
Source(s) (specify) (Fund Raising)		\$5,000		\$5,000			
Miscellaneous		\$0		\$0			
	Total Revenue From Local Sources (1000)	\$225,493		\$204,613			
Estimated Total All State Funding		\$5,729,899.82		\$5,226,033.94			
Charter School Revolving Loan							
Charter School Startup and Implementation Grant							
	Total Revenue from State Sources (3000)	\$5,729,900		\$5,226,034			
Federal Child Nutrition Program		528	\$220,493	478	\$199,613		
Restricted Federal Grants-in-Aid Received via USBE (IDEA)		\$59,136		\$73,344			
Federal Elementary and Secondary Education Act of 1965 (ESEA)		\$79,152		\$71,657			
	Total Revenue from Federal Sources (4000)	\$358,781		\$344,614			
Loan Proceeds (other than revolving loan)		\$0		\$0			
Commercial		\$0		\$0			
Other (specify)		\$0		\$0			
Budget from Surplus (For Budgeting Purposes Only)		\$0		\$0			
	Total Revenue from Other Sources & Changes (5000 & 6000)	\$0		\$0			
	Total Revenue	\$6,314,174		\$5,775,261			
Expenditures		FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers Regular Ed	11.00	\$65,000	\$715,000	9.00	\$65,000	\$585,000
10.131	Salaries - Teachers Special Ed	3.00	\$65,000	\$195,000	2.00	\$65,000	\$130,000
10.132	Salaries - Substitute Teachers (subs + para professionals)	6.00	\$14,076	\$84,456	4.00	\$14,076	\$56,304
10.161	Salaries - Teacher Aides and Paraprofessionals (afternoon Specialty)	14.00	\$14,076	\$197,064	14.00	\$14,076	\$197,064
10.198	Salaries - Other Classified Personnel (Part Time Teachers)	14.00	\$21,505	\$301,070	14.00	\$21,505	\$301,070
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,492,590			\$1,269,438
21.140	Salaries - Other Licensed Salaries - Speech and Language Therapist	0.00	\$0	\$0	0.00	\$0	\$0
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$68,000	\$68,000	1.00	\$68,000	\$68,000
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	4.00	\$15,300	\$61,200	3.00	\$15,300	\$45,900
21.198	Salaries - Other Classified Personnel (Field Coordinators)	2.00	\$22,032	\$44,064	2.00	\$22,032	\$44,064

	Total - STUDENT SUPPORT Salaries (100)			\$173,264			\$157,964
22.145	Salaries - Licensed Media Personnel (classroom check out	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Non-licensed Media Personnel	0.00	\$0	\$0	0.00	\$0	\$0
22.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.114	Salaries - Business Administrator	1.00	\$90,000	\$90,000	1.00	\$90,000	\$90,000
24.121	Salaries - Principals and Assistant Principals	2.00	\$90,000	\$180,000	2.00	\$90,000	\$180,000
24.152	Salaries - Secretarial and Clerical Personnel		\$0	\$0	0.00	\$0	\$0
24.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - SCHOOL ADMINISTRATION Salaries (100)			\$270,000			\$270,000
26.181	Salaries - Operation & Maintenance Supervisors	1.00	\$65,000	\$65,000	1.00	\$65,000	\$65,000
26.182	Salaries - Custodial & Maintenance Personnel	2.00	\$32,500	\$65,000	1.00	\$32,500	\$32,500
26.184	Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - OPERATION & MAINT OF FACILITIES Salaries (100)			\$130,000			\$97,500
31.191	Salaries - Food Services Personnel (lunch Manager)	2.00	\$50,000	\$100,000	1.00	\$50,000	\$50,000
	Total - FOOD SERVICES Salaries (100)			\$100,000			\$50,000
	TOTAL - SALARIES (100)			\$2,165,854			\$1,844,902
--- EMPLOYEE BENEFITS ---							
10.210	State Retirement - Instruction (retirement match upto)	5%	\$1,492,590	\$74,630	5%	\$1,269,438	\$63,472
21.210	State Retirement - Student Support	5%	\$173,264	\$8,663	5%	\$157,964	\$7,898
22.210	State Retirement - Instructional Staff Support	0%	\$0	\$0	0%	\$0	\$0
24.210	State Retirement - School Administration	5%	\$270,000	\$13,500	5%	\$270,000	\$13,500
26.210	State Retirement - Operation & Main of Facilities	5%	\$130,000	\$6,500	5%	\$97,500	\$4,875
31.210	State Retirement - Food Services	5%	\$100,000	\$5,000	5%	\$50,000	\$2,500
	Total - State Retirement			\$108,293			\$92,245
10.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$1,492,590	\$149,259	10%	\$1,269,438	\$126,944
21.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$173,264	\$17,326	10%	\$157,964	\$15,796
22.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$0	\$0	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$270,000	\$27,000	10%	\$270,000	\$27,000
26.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$130,000	\$13,000	10%	\$97,500	\$9,750
31.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$100,000	\$10,000	10%	\$50,000	\$5,000
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$216,585			\$184,490
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	20%	\$1,492,590	\$298,518	20%	\$1,269,438	\$253,888
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	20%	\$173,264	\$34,653	20%	\$157,964	\$31,593
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional Staff Supp	0%	\$0	\$0	0%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$270,000	\$54,000	20%	\$270,000	\$54,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenanc	20%	\$130,000	\$26,000	20%	\$97,500	\$19,500
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	20%	\$100,000	\$20,000	20%	\$50,000	\$10,000
	Total- Medical Insurance/Dental Insurance/Group Life			\$433,171			\$368,980
10.290	Other Employee Benefits (specify) - Instruction	0%	\$1,492,590	\$0	0%	\$1,269,438	\$0

21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$173,264	\$0	0%	\$157,964	\$0
22.290	Other Employee Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$0	\$0	0%	\$0	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	0%	\$270,000	\$0	0%	\$270,000	\$0
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$130,000	\$0	0%	\$97,500	\$0
31.290	Other Employee Benefits (<i>specify</i>) - Food Services	0%	\$100,000	\$0	0%	\$50,000	\$0
Total - Other Employee Benefits				\$0			\$0
TOTAL EMPLOYEE BENEFITS (200)				\$758,049			\$645,716
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES --- (outside services)							
10.300	Purchased Prof & Tech Services - Instruction	(Placed based field instruction cost)	\$250,000				\$250,000
21.300	Purchased Prof & Tech Services - Student Support		\$20,000				\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support		\$0				\$0
22.330	Employee Training and Development		\$40,000				\$40,000
24.300	Purchased Prof & Tech Services - School Administration		\$5,000				\$5,000
24.345	Audit, Accounting, & Other Business-type Services (audit _ consult)		\$50,000				\$50,000
24.349	Purchased Legal Services		\$0				\$0
24.350	Other Technical Services - Website Development		\$2,500				\$2,500
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		\$5,000				\$5,000
31.300	Purchased Prof & Tech Services - Food Services		\$5,000				\$5,000
TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)				\$377,500			\$377,500
--- PURCHASED PROPERTY SERVICES ---							
24.442	Rental of Equipment & Vehicles - Administration		\$0				\$0
24.443	Rental of Computers & Related Equipment		\$0				\$0
26.400	Purchased Property Services		\$0				\$0
26.410	Utility Services	(water garbage)	\$12,000				\$12,000
26.441	Rental of Land & Buildings		\$0				\$0
26.442	Rental of Equipment & Vehicles - Operation & Maintenance of Facilities		\$0				\$0
26.450	Construction Services		\$0				\$0
26.490	Other Purchased Property Services - Property Tax		\$0				\$0
TOTAL - PURCHASED PROPERTY SERVICES (400)				\$12,000			\$12,000
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation Services (To/From School)		\$0				\$0
24.520	Insurance (other than employee benefits - e.g. D&O)		\$2,500				\$2,500
45.521	Property Insurance		\$10,000				\$10,000
45.522	Liability Insurance		\$9,000				\$9,000
10.530	Communication (telephone and other) - Instructional		\$0				\$0
21.530	Communication (telephone and other) - Student Support		\$0				\$0
24.530	Communication (telephone and other) - School Administration		\$2,500				\$2,500
26.530	Communication (telephone and other) - Operation and Maintenance of Facilities		\$0				\$0
24.540	Advertising		\$5,000				\$5,000
10.550	Printing and Binding - Instruction		\$12,000				\$12,000

21.550	Printing and Binding - Student Support			\$0			\$0
24.550	Printing and Binding - School Administration			\$1,000			\$1,000
26.550	Printing and Binding - Operation and Maintenance of Facilities			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Staff Travel/Per Diem - Student Support (mileage or rental car)			\$5,000			\$5,000
24.580	Staff Travel/Per Diem - School Administration			\$3,000			\$3,000
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$1,000			\$1,000
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$51,000	\$51,000		

--- SUPPLIES & MATERIALS---

10.600	Supplies & Materials - Instruction	1	\$150,000	\$150,000	1	\$149,000	\$149,000
10.641	Textbooks	1	\$50,000	\$50,000	1	\$50,000	\$50,000
21.600	Supplies & Materials - Student Support	1	\$20,000	\$20,000	1	\$20,000	\$20,000
22.640	Books and Periodicals	1	\$10,000	\$10,000	1	\$7,500	\$7,500
22.644	Library Books	1	\$20,000	\$20,000	1	\$20,000	\$20,000
22.650	Supplies - Technology Related - Audio/Visual (chorme books or lab model)	1	\$20,000	\$20,000	1	\$20,000	\$20,000
24.600	Supplies & Materials - School Administration	1	\$10,000	\$10,000	1	\$10,000	\$10,000
26.600	Supplies & Materials - Operation & Maintenance of Facilities	1	\$150,000	\$150,000	1	\$150,000	\$150,000
26.620	Energy (gas & electricity)	1	\$35,000	\$35,000	1	\$35,000	\$35,000
26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$0			\$0
31.600	Supplies & Materials - Food Service	1	\$85,000	\$85,000	1	\$85,000	\$85,000
31.630	Food - Food Service			\$250,000			\$250,000
TOTAL - SUPPLIES & MATERIALS (600)				\$800,000	\$796,500		

--- PROPERTY ---

10.700	Property - Instruction			\$0			\$0
21.700	Property - Student Support			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.790	Depreciation and Amortization (Kitchen Equipment)	\$ - 7		\$0	\$ - 7		\$0
49.710	Land and Site Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses	(public surplus x 2)		\$40,000			\$40,000
10.733	Furniture and Fixtures - Instruction			\$240,000			\$240,000
21.733	Furniture and Fixtures - Student Support			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$35,000			\$35,000
10.734	Technology Related Hardware - Instruction			\$200,000			\$200,000
21.734	Technology Related Hardware - Student Support			\$0			\$0
24.734	Technology Related Hardware - School Administration	(network, server, computers, etc)		\$100,000			\$100,000

10.736	Technology Software - Instruction		\$10,000			\$10,000
21.736	Technology Software - Student Support		\$0			\$0
24.736	Technology Software - School Administration		\$0			\$0
27.735	Non-Bus Vehicles		\$0			\$0
10.739	Other Equipment - Instruction		\$0			\$0
21.739	Other Equipment - Student Support		\$0			\$0
24.739	Other Equipment - School Administration		\$0			\$0
TOTAL - PROPERTY (700)			\$625,000			\$625,000

--- DEBT SERVICE & MISCELLANEOUS ---

10.890	Miscellaneous Expenditures - Instruction		\$0			\$0
21.890	Miscellaneous Expenditures- Student Support		\$0			\$0
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$0			\$0
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$20,000			\$15,000
31.890	Miscellaneous Expenditures - Food Services		\$0			\$0
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services		\$0			\$0
10.810	Dues & Fees - Instruction		\$2,500			\$2,500
21.810	Dues & Fees - Student Support		\$0			\$0
24.810	Dues & Fees - School Administration	(main assc. Upacs \$8/student)	\$5,000			\$5,000
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$0			\$0
Total - Miscellaneous			\$27,500			\$22,500
45.830	Interest on Debt		\$1,300,000			\$1,300,000
45.840	Redemption of Principal		\$100,000			\$100,000
Total Debt Service			\$1,400,000			\$1,400,000
TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$1,427,500			\$1,422,500
Total Expenditures			\$6,216,903			\$5,775,118

1000	Local		\$225,493		\$204,613
3000	State		\$5,729,900		\$5,226,034
4000	Federal		\$358,781		\$344,614
TOTAL REVENUES			\$6,314,174		\$5,775,261
100	Salaries		\$2,165,854		\$1,844,902
200	Employee Benefits		\$758,049		\$645,716
300	Purchased Professional & Technical Services		\$377,500		\$377,500
400	Purchased Property Services		\$12,000		\$12,000
500	Other Purchased Services		\$51,000		\$51,000
600	Supplies & Materials		\$800,000		\$796,500
700	Property		\$625,000		\$625,000
800	Debt Service & Miscellaneous		\$1,427,500		\$1,422,500
TOTAL EXPENDITURES			\$6,216,903		\$5,775,118

Excess or Deficiency of Revenues over Expenditures			\$97,271			\$143
Other Sources of Funding (5000 & 6000)			\$0			\$0
Net Asset Balance (Fund Balance)			\$97,271			\$143
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			2%			0%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			2%			0%

CHARTER SCHOOL WORKSHEET

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

Louisa May Alcott Community School

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)	66	0.55	0
Estimated enrollment (FDK)	198	0.9	59.4
Estimated enrollment (1-3)	198	0.9	178.2
Estimated enrollment (4-6)	198	0.9	178.2
Estimated enrollment (7-8)	66	0.99	65.34
Estimated enrollment (9-12)	52.8	1.2	0
Special Ed enrollment (1-12)	5.808		
Special Ed (Self-Contained)	21		
Number of Teachers (K-6)	3		
Number of Teachers (7-12)	\$4,674		
WPU Value	22		
No. of Teachers (FTE) (CACTUS)	3		
School Administrators (CACTUS)	6		
Support Professionals			

Program Name	Rate	WPU Generated	Amount Generated
<i>WPU Programs</i>			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU * WPU Value - \$2/student	481.1400	\$ 2,247,792
Restricted Basic School:			
Special Ed-Add-on	10% of enrollment * WPU value	52.8000	246,787
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	5.8080	27,147
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.8354	3,905
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	26.4210	123,492
Class Size Reduction (K-8)	\$440.73/student K-8	49.7872	232,705
Total WPU Programs		610.9836	\$2,881,828
<i>Non-WPU Programs</i>			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		
		184,963	60,720
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		
Enhancement for Accelerated Students AP & IB			4,979
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		
Teacher and Student Success Program	\$241.27/WPU		
Educator Professional Time	\$1,950.83/Teacher FTE		
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		
Student Health & Counseling	\$25,000 Base + \$27.27/student		
Digital Teaching and Learning	\$20.97/student		
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		
School-Based Education Support Professional Stipend	\$1,000/FTE + Benefits at 28.3%		
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		
Total Non-WPU Programs	Average \$3,628 per student		
Total Non-WPU			\$ 1,936,655
			\$ 2,848,072
ESTIMATED Total All State Funding			\$ 5,729,900

CHARTER SCHOOL WORKSHEET

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

Louisa May Alcott Community School

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)	60	0.55	0
Estimated enrollment (FDK)	180	0.9	54
Estimated enrollment (1-3)	150	0.9	162
Estimated enrollment (4-6)	49	0.9	135
Estimated enrollment (7-8)	43.9	0.99	48.51
Estimated enrollment (9-12)	4.829	1.2	0
Special Ed enrollment (1-12)			439
Special Ed (Self-Contained)			
Number of Teachers (K-6)	\$4,674		
Number of Teachers (7-12)	18		
WPU Value	2		
No. of Teachers (FTE) (CACTUS)	6		
School Administrators (CACTUS)			
Support Professionals			

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU * WPU Value - \$2/student	399.5100	\$ 1,866,432
Restricted Basic School:			
Special Ed-Add-on	10% of enrollment * WPU value	43.9000	205,189
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	4.8290	22,571
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.7761	3,627
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	22.8102	106,615
Class Size Reduction (K-8)	\$440.73/student K-8	41.3951	193,480
Total WPU Programs		508.3914	\$ 2,397,914
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		153,905
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		50,485
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		4,140
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		68,515
Teacher and Student Success Program	\$241.27/WPU		122,660
Educator Professional Time	\$1,950.83/Teacher FTE		35,115
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		19,145
Student Health & Counseling	\$25,000 Base + \$27.27/student		36,972
Digital Teaching and Learning	\$20.97/student		9,206
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		235,139
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		6,208
School-Based Education Support Professional Stipends	\$1,000/FTE + Benefits at 28.3%		7,698
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		-
Local Replacement Dollars	Average \$3,628 per student		1,610,212
Total Non-WPU			\$ 2,359,398
ESTIMATED Total All State Funding			\$ 4,757,312

Louisa May Alcott Community School		FY 2028/2029				
Second Operational Year		100% Enrollment			Breakeven Enrollment	
Number of Students:		528			439	
Grade Configuration:		Enter Grade Range			Enter Grade Range	
Revenue						
Food Services Sales to Students		528	\$220,493		439	\$183,326
Student Activities		\$0			\$0	
Contributions and Donations from Private Sources:						
Source(s) (specify)		\$0			\$0	
Miscellaneous		\$0			\$0	
Total Revenue From Local Sources (1000)		\$220,493			\$183,326	
Estimated Total All State Funding		\$5,729,899.82			4,757,312.08	
Charter School Revolving Loan						
Charter School Startup and Implementation Grant						
Total Revenue from State Sources (3000)		\$5,729,900			\$4,757,312	
Federal Child Nutrition Program		528	\$220,493		439	\$183,326
Restricted Federal Grants-in-Aid Received via USBE (IDEA)		\$59,136			\$67,360	
Federal Elementary and Secondary Education Act of 1965 (ESEA)		\$79,152			\$65,810	
Total Revenue from Federal Sources (4000)		\$358,781			\$316,497	
Loan Proceeds (other than revolving loan)		\$0			\$0	
Commercial		\$0			\$0	
Other (specify)		\$0			\$0	
Budget from Surplus (For Budgeting Purposes Only)		\$0			\$0	
Total Revenue from Other Sources & Changes (5000 & 6000)		\$0			\$0	
Total Revenue		\$6,309,174			\$5,257,136	
Expenditures		FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost
--- SALARIES ---						
10.131	Salaries - Teachers Regular Ed	11.00	\$65,000	\$715,000	8.00	\$65,000
10.131	Salaries - Teachers Special Ed	3.00	\$65,000	\$195,000	2.00	\$65,000
10.132	Salaries - Substitute Teachers + Para	6.00	\$14,076	\$84,456	4.00	\$14,076
10.161	Salaries - Teacher Aides and Paraprofessionals + Afternoon Specialty	14.00	\$14,076	\$197,064	16.00	\$14,076
10.198	Salaries - Other Classified Personnel (Part Time Teachers)	14.00	\$21,505	\$301,070	14.00	\$21,505
Total 10 (1000)-INSTRUCTION Salaries (100)				\$1,492,590		\$1,232,590
21.140	Salaries - Other Licensed Salaries - Speech and Language Therapist	0.00	\$0	\$0	0.00	\$0
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$68,000	\$68,000	1.00	\$68,000
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0
21.152	Salaries - Secretarial and Clerical	4.00	\$15,300	\$61,200	4.00	\$15,300
21.198	Salaries - Other Classified Personnel (Field Coordinators)	2.00	\$22,032	\$44,064	3.00	\$22,032
						\$66,096

	Total - STUDENT SUPPORT Salaries (100)			\$173,264			\$195,296
22.145	Salaries - Licensed Media Personnel	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Non-licensed Media Personnel	0.00	\$0	\$0	0.00	\$0	\$0
22.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.114	Salaries - Business Administrator	1.00	\$90,000	\$90,000	1.00	\$90,000	\$90,000
24.121	Salaries - Principals and Assistant Principals	2.00	\$90,000	\$180,000	2.00	\$90,000	\$180,000
24.152	Salaries - Secretarial and Clerical Personnel		\$0	\$0	0.00	\$0	\$0
24.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - SCHOOL ADMINISTRATION Salaries (100)			\$270,000			\$270,000
26.181	Salaries - Operation & Maintenance Supervisors	1.00	\$65,000	\$65,000	1.00	\$65,000	\$65,000
26.182	Salaries - Custodial & Maintenance Personnel	2.00	\$32,500	\$65,000	1.00	\$32,500	\$32,500
26.184	Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - OPERATION & MAINT OF FACILITIES Salaries (100)			\$130,000			\$97,500
31.191	Salaries - Food Services Personnel (lunch Manager)	2.00	\$50,000	\$100,000	1.00	\$50,000	\$50,000
	Total - FOOD SERVICES Salaries (100)			\$100,000			\$50,000
	TOTAL - SALARIES (100)			\$2,165,854			\$1,845,386
--- EMPLOYEE BENEFITS ---							
10.210	State Retirement - Instruction	10%	\$1,492,590	\$149,259	10%	\$1,232,590	\$123,259
21.210	State Retirement - Student Support	10%	\$173,264	\$17,326	10%	\$195,296	\$19,530
22.210	State Retirement - Instructional Staff Support	0%	\$0	\$0	0%	\$0	\$0
24.210	State Retirement - School Administration	10%	\$270,000	\$27,000	10%	\$270,000	\$27,000
26.210	State Retirement - Operation & Main of Facilities	10%	\$130,000	\$13,000	10%	\$97,500	\$9,750
31.210	State Retirement - Food Services	10%	\$100,000	\$10,000	10%	\$50,000	\$5,000
	Total - State Retirement			\$216,585			\$184,539
10.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$1,492,590	\$149,259	10%	\$1,232,590	\$123,259
21.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$173,264	\$17,326	10%	\$195,296	\$19,530
22.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$0	\$0	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$270,000	\$27,000	10%	\$270,000	\$27,000
26.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$130,000	\$13,000	10%	\$97,500	\$9,750
31.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$100,000	\$10,000	10%	\$50,000	\$5,000
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$216,585			\$184,539
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	20%	\$1,492,590	\$298,518	20%	\$1,232,590	\$246,518
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	20%	\$173,264	\$34,653	20%	\$195,296	\$39,059
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional Staff Support	0%	\$0	\$0	0%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$270,000	\$54,000	20%	\$270,000	\$54,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance	20%	\$130,000	\$26,000	20%	\$97,500	\$19,500
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	20%	\$100,000	\$20,000	20%	\$50,000	\$10,000
	Total- Medical Insurance/Dental Insurance/Group Life			\$433,171			\$369,077
10.290	Other Employee Benefits (specify) - Instruction	0%	\$1,492,590	\$0	0%	\$1,232,590	\$0

21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$173,264	\$0	0%	\$195,296	\$0
22.290	Other Employee Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$0	\$0	0%	\$0	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	0%	\$270,000	\$0	0%	\$270,000	\$0
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$130,000	\$0	0%	\$97,500	\$0
31.290	Other Employee Benefits (<i>specify</i>) - Food Services	0%	\$100,000	\$0	0%	\$50,000	\$0
Total - Other Employee Benefits				\$0			\$0
TOTAL EMPLOYEE BENEFITS (200)				\$866,342			\$738,154

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---

10.300	Purchased Prof & Tech Services - Instruction	(Placed based field instruction cost)	\$250,000		\$250,000
21.300	Purchased Prof & Tech Services - Student Support		\$20,000		\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support		\$0		\$0
22.330	Employee Training and Development		\$40,000		\$40,000
24.300	Purchased Prof & Tech Services - School Administration		\$5,000		\$5,000
24.345	Audit, Accounting, & Other Business-type Services		\$50,000		\$50,000
24.349	Purchased Legal Services		\$0		\$0
24.350	Other Technical Services - Website Development		\$2,500		\$2,500
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		\$5,000		\$5,000
31.300	Purchased Prof & Tech Services - Food Services		\$5,000		\$5,000
TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)			\$377,500		\$377,500

--- PURCHASED PROPERTY SERVICES ---

24.442	Rental of Equipment & Vehicles - Administration		\$0		\$0
24.443	Rental of Computers & Related Equipment		\$0		\$0
26.400	Purchased Property Services		\$0		\$0
26.410	Utility Services		\$12,000		\$12,000
26.441	Rental of Land & Buildings		\$0		\$0
26.442	Rental of Equipment & Vehicles - Operation & Maintenance of Facilities		\$0		\$0
26.450	Construction Services		\$0		\$0
26.490	Other Purchased Property Services - Property Tax		\$0		\$0
TOTAL - PURCHASED PROPERTY SERVICES (400)			\$12,000		\$12,000

--- OTHER PURCHASED SERVICES ---

27.510	Student Transportation Services (To/From School)		\$0		\$0
24.520	Insurance (other than employee benefits - e.g. D&O)		\$2,500		\$2,500
45.521	Property Insurance		\$10,000		\$10,000
45.522	Liability Insurance		\$9,000		\$9,000
10.530	Communication (telephone and other) - Instructional		\$0		\$0
21.530	Communication (telephone and other) - Student Support		\$0		\$0
24.530	Communication (telephone and other) - School Administration		\$2,500		\$2,500
26.530	Communication (telephone and other) - Operation and Maintenance of Facilities		\$0		\$0
24.540	Advertising		\$5,000		\$5,000
10.550	Printing and Binding - Instruction		\$12,000		\$12,000

21.550	Printing and Binding - Student Support			\$0			\$0
24.550	Printing and Binding - School Administration			\$1,000			\$1,000
26.550	Printing and Binding - Operation and Maintenance of Facilities			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Staff Travel/Per Diem - Student Support			\$5,000			\$5,000
24.580	Staff Travel/Per Diem - School Administration			\$3,000			\$3,000
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$1,000			\$1,000
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$51,000	\$65,000		

--- SUPPLIES & MATERIALS---

10.600	Supplies & Materials - Instruction	1	\$25,000	\$25,000	1	\$25,000	\$25,000
10.641	Textbooks	1	\$30,000	\$30,000	1	\$30,000	\$30,000
21.600	Supplies & Materials - Student Support	1		\$0	1		\$0
22.640	Books and Periodicals	1	\$0	\$0	1	\$0	\$0
22.644	Library Books	1	\$2,000	\$2,000	1	\$2,000	\$2,000
22.650	Supplies - Technology Related - Audio/Visual	1	\$0	\$0	1	\$0	\$0
24.600	Supplies & Materials - School Administration	1	\$0	\$0	1	\$0	\$0
26.600	Supplies & Materials - Operation & Maintenance of Facilities	1	\$40,000	\$40,000	1	\$40,000	\$40,000
26.620	Energy	1	\$35,000	\$35,000	1	\$35,000	\$35,000
26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$0			\$0
31.600	Supplies & Materials - Food Service	1	\$85,000	\$85,000	1	\$77,500	\$77,500
31.630	Food - Food Service			\$250,000			\$230,000
TOTAL - SUPPLIES & MATERIALS (600)				\$467,000	\$439,500		

--- PROPERTY ---

10.700	Property - Instruction			\$0			\$0
21.700	Property - Student Support			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.790	Depreciation and Amortization (Kitchen Equipment)	\$ - 7		\$0	\$ - 7		\$0
49.710	Land and Site Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$50,000			\$50,000
21.733	Furniture and Fixtures - Student Support			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$3,500			\$3,500
10.734	Technology Related Hardware - Instruction			\$250,000			\$250,000
21.734	Technology Related Hardware - Student Support			\$0			\$0
24.734	Technology Related Hardware - School Administration			\$10,000			\$10,000

10.736	Technology Software - Instruction		\$10,000			\$10,000
21.736	Technology Software - Student Support		\$0			\$0
24.736	Technology Software - School Administration		\$0			\$0
27.735	Non-Bus Vehicles		\$0			\$0
10.739	Other Equipment - Instruction		\$0			\$0
21.739	Other Equipment - Student Support		\$0			\$0
24.739	Other Equipment - School Administration		\$0			\$0
TOTAL - PROPERTY (700)			\$323,500			\$323,500

--- DEBT SERVICE & MISCELLANEOUS ---

10.890	Miscellaneous Expenditures - Instruction		\$0			\$0
21.890	Miscellaneous Expenditures- Student Support		\$0			\$0
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$0			\$0
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$50,000			\$48,250
31.890	Miscellaneous Expenditures - Food Services		\$0			\$0
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services		\$0			\$0
10.810	Dues & Fees - Instruction		\$2,500			\$2,500
21.810	Dues & Fees - Student Support		\$0			\$0
24.810	Dues & Fees - School Administration		\$5,000			\$5,000
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$0			\$0
Total - Miscellaneous			\$57,500			\$55,750
45.830	Interest on Debt		\$1,300,000			\$1,300,000
45.840	Redemption of Principal		\$100,000			\$100,000
Total Debt Service			\$1,400,000			\$1,400,000
TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$1,457,500			\$1,455,750
Total Expenditures			\$5,720,696			\$5,256,790

1000	Local		\$220,493		\$183,326
3000	State		\$5,729,900		\$4,757,312
4000	Federal		\$358,781		\$316,497
TOTAL REVENUES			\$6,309,174		\$5,257,136
100	Salaries		\$2,165,854		\$1,845,386
200	Employee Benefits		\$866,342		\$738,154
300	Purchased Professional & Technical Services		\$377,500		\$377,500
400	Purchased Property Services		\$12,000		\$12,000
500	Other Purchased Services		\$51,000		\$65,000
600	Supplies & Materials		\$467,000		\$439,500
700	Property		\$323,500		\$323,500
800	Debt Service & Miscellaneous		\$1,457,500		\$1,455,750
TOTAL EXPENDITURES			\$5,720,696		\$5,256,790

Excess or Deficiency of Revenues over Expenditures			\$588,478			\$345
Other Sources of Funding (5000 & 6000)			\$0			\$0
Net Asset Balance (Fund Balance)			\$588,478			\$345
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			9%			0%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			9%			0%

Charter School Name: Louisa May Alcott Community School								
Pro forma Budget	Year One		Year Two		Year Three			
	Planning/Operational (Circle)	Operational	Operational	Operational	Enter Grade Range	K-7	Enter Grade Range	
Number of Students:	528		528			439		
Grade Distribution:	Enter Grade Range		K-7		Enter Grade Range			
Revenue	Total		Total		Total			
Local Funding including anticipated fees from students	\$0		\$220,493		\$220,493			
Fee Basis if applicable:								
State Funding	\$200,000		\$5,729,900		\$5,729,900			
Private Grants & Donations	\$0		\$5,000		\$0			
Source(s) (specify)								
Loans	\$300,000		\$0		\$0			
Commercial	\$0		\$0		\$0			
Private	\$0		\$0		\$0			
Other (specify): Federal Funding	\$0		\$358,781		\$358,781			
Total Revenue (see State Charter Funding Worksheet available at: http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	\$500,000		\$6,314,174		\$6,309,174			
Expenses (insert lines as necessary to accommodate unique expenses)	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary
Salaries (100)								
Director or Principal	1.00	\$ 90,000	\$90,000	2.00	\$ 90,000	\$180,000	2.00	\$ 90,000
Other Administration: (specify)	-	\$ -	\$	-	\$ -	\$	-	\$ -
Teacher-Regular Ed	-	\$ -	\$	11.00	\$ 65,000	\$715,000	11.00	\$ 65,000
Teacher-Special Ed	-	\$ -	\$	3.00	\$ 65,000	\$195,000	3.00	\$ 65,000
Instructional Assistants	-	\$ -	\$	14.00	\$ 21,505	\$301,070	14.00	\$ 21,505
Secretary	-	\$ -	\$	4.00	\$ 7,650	\$61,200	4.00	\$ 7,650
Business Manager/Bookkeeper	1.00	\$ 70,000	\$70,000	1.00	\$ 90,000	\$90,000	1.00	\$ 90,000
IT Technician	-	\$ -	\$	-	\$ -	\$	-	\$ -
Program Facilitator/Instructional Support	-	\$ -	\$	-	\$ -	\$	-	\$ -
Speech & Language Therapist	-	\$ -	\$	-	\$ -	\$	-	\$ -
Library/Media Specialist (Certified/Noncertified) (Circle)	-	\$ -	\$	-	\$ -	\$	-	\$ -
Counselor (Certified/Noncertified) (Circle)	-	\$ -	\$	-	\$ -	\$	-	\$ -
Substitute Teachers (daily basis)	-	\$ -	\$	6.00	\$ 14,076	\$84,456	6.00	\$ 14,076
Teachers Aids and Paraprofessionals	-	\$ -	\$	14.00	\$ 14,076	\$197,064	14.00	\$ 14,076
Other:	-	\$ -	\$	5.00		\$212,064	5.00	
Employee Benefits (200)			\$67,200			\$712,549		
Purchased Professional Services(300)								\$814,342
Audiologist, Psychologist of related support services purchased through contract			\$ -			\$ 20,000.00		\$ 20,000.00
Professional Employee Training and Development (330)			\$ 8,000.00			\$ 40,000.00		\$ 40,000.00
Official or Administrative Services in Support of Management (310)			\$ 1,000.00			\$ 5,000.00		\$ 5,000.00
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)			\$ -			\$ 250,000.00		\$ 250,000.00
Legal (300)			\$ 5,000.00			\$ -		\$ -
Audit Services (300)			\$ 35,000.00			\$ 50,000.00		\$ 50,000.00
Web Site Development (300)			\$ 1,000.00			\$ 2,500.00		\$ 2,500.00
Other: Food Services			\$ -			\$ 5,000.00		\$ 5,000.00
Purchased Property Services(400)								
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$ -			\$ -		\$ -
Computer and related Equipment rentals			\$ -			\$ -		\$ -
Other Purchased Services (500)								
Travel (580)			\$ 4,000.00			\$ 8,000.00		\$ 8,000.00

Transportation (Student) (510-513)		\$ -	\$ -	\$ -	\$ -
Personnel and Wage Records and Data Management		\$ -	\$ -	\$ -	\$ -
Other - Insurance - D&O, Tuition, Food Service Management, Interagency purchased services		\$ 1,000.00		\$ 2,500.00	\$ 2,500.00
Supplies(600)					
Instructional and other general supplies (610)		\$ 10,000.00		\$ 180,000.00	\$ 25,000.00
Library Instructional Aids/Books/Periodicals(640/645)		\$ 2,500.00		\$ 30,000.00	\$ 2,000.00
Textbooks (641)		\$ 2,500.00		\$ 50,000.00	\$ 30,000.00
Audiovisual Materials (646)		\$ 5,000.00		\$ 20,000.00	\$ -
Software (670)		\$ 9,000.00		\$ 10,000.00	\$ 10,000.00
Other (printing; postage)		\$1,000		\$348,000	\$348,000
Total Instruction, Administration & Support		\$312,200		\$3,769,403	\$3,648,196
Operations & Maintenance		Total		Total	Total
Purchased Property Services(400)					
Facilities Rental or Lease (440)		\$ -	\$ -	\$ -	\$ -
Water, Sewage , Disposal Services		\$ -	\$ 12,000.00		\$ 12,000.00
Property Tax		\$ -	\$ -	\$ -	\$ -
Equipment or Vehicle Rental or Lease/Purchase Agreements		\$ -	\$ -	\$ -	\$ -
Custodial Services		\$		\$175,500	\$182,000
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)		\$		\$19,000	\$19,000
Advertising and Marketing		\$10,000		\$5,000	\$5,000
Printing and Binding		\$		\$	\$
Phone/Communications		\$		\$2,500	\$2,500
Supplies (600)					
Operational Supplies		\$		\$150,000	\$40,000
Utilities and other Expendable Supplies (610-630)		\$		\$35,000	\$35,000
Property (700)					
Land & Improvements		\$		\$	\$
Buildings		\$		\$	\$
Technology-Related Hardware (Computers etc.)		\$14,000		\$300,000	\$260,000
Furniture & Other Equipment		\$5,000		\$315,000	\$53,500
Debt Service and Miscellaneous Costs (800)					
Fees/Permits & dues		\$		\$7,500	\$7,500
Loan Payments		\$		\$1,400,000	\$1,400,000
Other (security, copier lease)		\$1,000		\$26,000	\$56,000
Total Operations & Maintenance		\$30,000		\$2,447,500	\$2,072,500
Total Expenditures		\$342,200		\$6,216,903	\$5,720,696
Total Revenues		\$500,000		\$6,314,174	\$6,309,174
		Balance		Balance	Balance
Budget Balance (Revenues-Expenditures)		\$157,800		\$97,271	\$588,478
Budget Balance as Percentage of State Funding Revenues		31.56%		1.54%	9.33%

Appendix J:
Application for Changes

APPLICATION FOR CHANGES TO CHARTER SCHOOL PROPOSAL

CHARTER SCHOOL INFORMATION

Name of Proposed Charter School: Louisa May Alcott Community School
Board Chair: Carrie Ashcraft

THE GOVERNING BOARD REQUESTS THE STATE CHARTER SCHOOL BOARD (SCSB) CONSIDER THE FOLLOWING CHANGES TO OUR PROPOSAL.

Location: _____

Main educational component. Summarize the significant changes:

Mission:

X Governing board members:

Name	Position	Charter Affiliations
Reba Vest	Treasurer	Reba's children attended CS Lewis Charter School and American Leadership Academy

Year school will start: _____

EXPLAIN THE REASON FOR THE REQUESTED CHANGE.

We believe it is beneficial to add an additional Board member with direct experience in education, as this expertise will strengthen our governance and support informed decision-making.

Additionally, there is no designated section on this form to update the school's proposed enrollment. In our full application, we have adjusted the total projected enrollment from 480 to 528 students for budgetary and operational reasons. This adjustment reflects a planned increase from 60 to 66 students per grade or 2 additional students per class.