

CAMBRIDGE

◆ PREPARATORY ACADEMY ◆

K - 8 TUITION - FREE PUBLIC CHARTER SCHOOL

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Cambridge Preparatory Academy Charter Application
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Required Technical Information

1. Proposed Charter School Name: Cambridge Preparatory Academy
2. Name of Applicant(s): Cambridge Preparatory Academy, Inc.
3. Authorized Agent: Stan Lockhart, Cambridge Preparatory Academy Board Chair
4. Mailing Address: 2473 North 1180 West, Pleasant Grove, Utah 84062
5. Phone Number: 801-368-2166
6. Email Address: stan.lockhart@cambridgepa.org
7. **New School Location and Location's School District(s):** Cambridge Preparatory Academy has identified locations of interest in the city of Provo. These locations would be within the Provo City School District. Our primary proposed location would be [1724 South State Street, Provo, Utah](#). Should the primary location become unavailable, we are identifying alternative sites near the primary location to ensure operational stability. Upon approval of our application, we will take the necessary steps to secure the facility for the campus.
8. **Date and To Whom Submitted at the District(s) Office:** In accordance with [53-G-506](#), this application was provided to: Wendy Dau, Superintendent of Provo City School District, WendyD@Provo.edu: 801.374.4805. The School District represents the location of our proposed planned school site, and the area from where we anticipate drawing our student body. Communication with the application attached was sent on November 10, 2025, to Wendy Dau.
9. **Governing Board Information:** The CPA Board brings vast experience in Governance, Education, Finance, and Community Relations with a commitment to serve. The Board will be accountable for the operation of the school in accordance federal and Utah state laws. The Board will maintain responsibility for policy decisions and fiduciary oversight of the school and other purposes outlined in the charter agreement. The Board intends to contract with Charter One as the education service provider (EMO) for the school. Charter One will assist the Board to achieve the mission and vision of the school while providing comprehensive management services to the school.

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Stan Lockhart	Chair <small>DocuSigned by:</small> <i>Stan Lockhart</i>	Governance, Education	Yes, Athenian Academy
Signature:			
Laura Warburton	Vice Chair <small>DocuSigned by:</small> <i>Laura Warburton</i>	Community & Parent Relations	No
Signature:			
Richard Holt	Treasurer <small>DocuSigned by:</small> <i>Richard Holt</i>	Finance, Accounting	No
Signature:			
Jared Rhodes	Secretary <small>DocuSigned by:</small> <i>Jared Rhodes</i>	Non-Profit Education	No
Signature:			
Robert Bishop	Director <small>Signed by:</small> <i>Robert Bishop</i>	Governance, Education	No
Signature:			
Sally Burningham	Director <small>Signed by:</small> <i>Sally Burningham</i>	Education, Operations	No
Signature:			
Denise Bonnett	Director <small>Signed by:</small> <i>Denise Bonnett</i>	Community Engagement	No
Signature:			

10. **Charter School's Grade Configuration and Maximum Authorized Enrollment:** Upon approval, CPA will open in the 2027-2028 academic year with 450 students in grades K-8 and continue to operate with a maximum enrollment of the same configuration in the future years of operation.

11. **Does the proposed grade configuration match the district of residence grade configuration?**

☐ Yes
☒ No

Explanation: CPA will serve grades K-8 in one facility. The Provo City School District grade configurations serve elementary students in K-6 and middle school students in grades 7-8 with high school identified as grades 9-12.

12. Projected Number of Students to be Served in Each Grade for Annual Projection

Counts: CPA has projected the enrollment of 50 students per grade level in K-8 in year 1 and subsequent years.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1	50	50	50	50	50	50	50	50	50	0	0	0	0	450
Year 2	50	50	50	50	50	50	50	50	50	0	0	0	0	450
Year 3	50	50	50	50	50	50	50	50	50	0	0	0	0	450
Year 4	50	50	50	50	50	50	50	50	50	0	0	0	0	450
Year 5 +	50	50	50	50	50	50	50	50	50	0	0	0	0	450

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

☐ Yes
☒ No

Explanation: N/A, CPA is not proposing a waiver(s), special treatment, or priority consideration allowable by statute or rule at this time.

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: Stan Lockhart, Board Chair

Signature of Authorized Agent:

DocuSigned by:

Stan Lockhart

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Section 1: Executive Summary

Mission

The mission for Cambridge Preparatory Academy (CPA) will be “In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment.”

Vision

The vision of CPA is “Learn. Lead. Change the World!” This vision provides both strategic and operational direction for the organization, its employees and the students, as well as their families. CPA will operate with clear and effective governance, ensuring that the Board provides strategic oversight and accountability while the selected Education Service Provider (EMO) executes the charter with fidelity. Together, they will cultivate a learning organization committed to continuous improvement by using data, reflection, and innovation to enhance academics, instruction, professional development, community involvement, and curriculum. Through this shared commitment, CPA will model the very principles of growth and excellence it seeks to instill in every student.

School Location

The Board has engaged a proposed facility located at 1724 South State Street, Provo, Utah. Should the primary location become unavailable, we are identifying additional sites near the primary location. The locations are sought after with consideration of student and family needs and population to ensure CPA is both beneficial to the community and operationally stable. CPA will provide additional educational options to students from Provo City School District. Our marketing will also focus on the surrounding areas that include households within a 15 to 20-minute drive from Provo. This could potentially draw students from the communities This will potentially draw students from the additional communities of Orem, Springville, Mapleton, Benjamin, Salem and Spanish Fork.

Population

Cambridge Preparatory Academy (CPA) anticipates serving approximately 450 students in grades K-8 at full enrollment. The school will draw primarily from Provo and nearby communities that are experiencing consistent growth among young families seeking additional high-quality educational options. The student population is expected to reflect the demographic composition of the Provo City School District, which includes a diverse mix of families and a broad range of socioeconomic backgrounds. A more detailed demographic analysis of the surrounding community and target market is provided in the Market Analysis section of this application. CPA aims to serve this population by offering rigorous academics in a safe, values-based environment

that emphasizes leadership and excellence. As a public charter school, CPA will be open to all Utah residents and will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education.

Educational Foundation

CPA will be a school in Utah with the primary goal of 100% student growth. CPA will utilize the Core Knowledge Sequence as the bedrock of our educational program, serving as the foundation for all other subjects. This will provide a comprehensive and integrated approach to education, which will give students a solid foundation upon which they will be able to continue to build on throughout their educational careers. Our chosen math curriculum, Eureka Math² is a complete curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming students have already learned and ensures students are prepared for what comes next. When implemented with fidelity, Eureka Math² will dramatically reduce gaps in student learning, instill persistence in problem-solving, and prepare students to understand advanced math.

We will challenge and support our students. CPA students will gain new knowledge within the context of our culture, including important historical events and scientific information. We will provide academic rigor and instructional support to continuously refine student aptitude, allowing them to reach their full potential. Curriculum and assessments will be aligned to state and national standards.

CPA will deliver academic excellence and provide meaningful extracurricular activities for students in physical education, the arts, technology, and leadership. Academic excellence is not only accomplished by providing a proven and effective curriculum but also addressing and helping to develop the whole child. We will accomplish this by providing a safe environment in which students will develop leadership traits, which will help them become contributing members of their communities.

All CPA students will receive weekly, explicit, and innovative leadership training on the school's core values known as RAISE, which stands for Respect, Accountability, Integrity, Service, and Excellence. Additionally, CPA teachers will integrate CPA core values and leadership training into their daily instruction. In conjunction with this instruction, students will be given multiple opportunities throughout each year to apply the RAISE values to a variety of real-life situations. CPA will become an environment conducive to students' development of self-motivation, goal setting, prioritizing, listening, teamwork, achievement, and life-long learning.

We will encourage patriotism in our school, embracing the liberty and freedom upon which our county was founded. Students will recite the Pledge of Allegiance each morning. We will host special events honoring those who have served our country, past and present, by involving local community participation from law enforcement, first responders and others.

CPA expects exemplary behavior from its students. We remove distractions to learning by implementing a strict dress code, a code of conduct, and recognizing students who go above and

beyond to demonstrate the RAISE values. We will establish clear routines and procedures, which will be communicated regularly to students, parents, and teachers. We take seriously our commitment to CPA's mission of creating and maintaining a moral and wholesome environment. CPA will present a new and attractive school choice option for this community.

Cambridge Preparatory Board Origination

The CPA Board of Directors was founded from a shared commitment to provide families in Utah County with a high-quality educational option grounded in moral and wholesome values. Established more than five years ago, the Board has maintained strong continuity, with only one member retiring and three additional members joining to strengthen its collective expertise. Each Board member contributes a distinct skill set in governance, education, finance, or community engagement, ensuring balanced and informed oversight of the school. Two members are long-time residents of the very neighborhood where the proposed Provo facility will be located, bringing deep community knowledge, local relationships, and an authentic understanding of the families CPA will serve. All members reside in Utah and share a deep commitment to innovation, academic excellence, and family choice. Together, the CPA Board provides governance aligned with the mission to create a successful charter school dedicated to student growth and community partnership.

Rationale for Cambridge Preparatory Academy

While many Utah schools effectively serve students, families in the Provo area are increasingly seeking school environments that emphasize patriotism, character formation, and measurable academic growth. CPA's focus on 100% student growth, moral leadership, and a safe, structured environment responds directly to that demand. Through its integration of the Core Knowledge curriculum, Eureka Math², and leadership education, CPA will cultivate academically proficient, civically engaged students who demonstrate personal responsibility and integrity. CPA will provide a high-quality school choice option which will allow families to experience an all-inclusive K-8 campus style education in Provo.

Cambridge Preparatory Academy aligns with the SCSB mission and vision

CPA represents a powerful new school choice for families in Provo and the surrounding region that unites academic rigor, character education, and family partnership. CPA offers a distinctive comprehensive single-campus experience for families in grades K-8. Utah County is one of the fastest-growing counties in the nation and CPA will offer a high-quality school choice option in this rapidly growing area.

CPA will collaborate closely with SCSB to ensure ongoing accountability, transparency, and excellence. By providing rigorous academics, character education, and leadership training in an environment of respect and service, the mission and vision of CPA aligns with the mission and vision of the SCSB advancing quality choice, innovation, and student success. CPA will provide every student access to an education that meets their unique learning needs.

Section 2: School-Specific Elements

Legislative Purpose: (a) Continuing to improve student learning

Cambridge Preparatory Academy will improve academic achievement as measured by formative and summative assessment tools, for example: quizzes, unit assessments and benchmark and state standardized assessments (RISE, ASPIRE, ACT, SAT, etc.). These assessments will provide a measure of accountability and student performance. Usage of assessment tools will facilitate CPA's achievement of reaching 100% growth.

We believe that all children can learn, and that striving to achieve 100% growth across core subjects for all student demographic groups is possible. We will strive in Year 1 for a growth percentage rate above the local district and surrounding charters. In Year 2, we will strive for a 75% growth percentage rate and 100% growth by Year 3. We will work to develop and enhance our teaching and learning methods to meet their learning needs.

CPA will be committed to the same educational goals/outcomes outlined by Tony Wagner and Ted Dintersmith, in Most Likely to Succeed: Preparing Our Kids for the Innovation Era: "The overarching purpose of education is to: (1) Teach students cognitive and social skills; (2) Prepare students to be responsible, contributing citizens; (3) Build character; (4) Help students in a process of self-discovery; (5) Inspire students through the study of humanity's great works; and (6) Prepare students for productive careers." CPA's vision, mission, and values will create a learning environment that is conducive to student success.

Defining Characteristics of CPA

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

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

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

country.

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

We have five defining characteristics of our RAISE model: Respect, Accountability, Integrity, Service, and Excellence. We will prepare our students to become the leaders of the future by infusing character education into every subject. We will include a RAISE leadership objective into each subject's unit of study, through the daily practice of writing and discussing RAISE leadership, and by reinforcing how RAISE applies to our students personally, academically, and through civic responsibility. This will give students the first-hand opportunity to improve themselves and help their families and communities by directly applying their leadership knowledge. We will prepare students with the skills and knowledge they need to ensure they are prepared for secondary education upon promotion from our K-8 school.

Legally Permitted Enrollment Preferences

Cambridge Preparatory Academy (CPA) will follow Utah state charter school law and State Charter School Board (SCSB) requirements regarding enrollment and legally permitted preferences. Enrollment will be open to all students, subject to capacity, and will be conducted through a transparent and equitable lottery process. The following preferences are permitted and will be applied in accordance with law:

Enrollment Preferences

- **Returning Students**
 - Students enrolled at Cambridge Preparatory Academy will be given priority for re-enrollment each year.
- **Siblings of Enrolled Students**
 - Preference will be extended to siblings of students already enrolled at CPA.
- **Children of Founding Board Members and Employees**
 - In accordance with Utah law, preference will be given to children of founding governing board members and full-time employees of the school.
- **State/Federal Mandates**
 - CPA will comply with any enrollment priorities required by federal or state law, such as provisions for homeless students, children in foster care, or military-connected students.

All remaining applicants will be placed in a random lottery system to ensure fairness and compliance with applicable laws and regulations. CPA is committed to maintaining an open, transparent, and equitable enrollment process for all students.

Mission-Specific Goals

The following goals reflect the unique elements of the school mission to provide students with the best educational experience. These goals demonstrate the board's commitment to positive student outcomes while understanding what is realistically achievable.

Academic Excellence

- In Year 1, we will strive for a growth percentage rate above the local district and surrounding charters. In Year 2, we will strive for a 75% growth rate and 100% by Year 3.

Leadership and Character Development

- Provide 100% of students Leadership and Character Education through the RAISE curriculum.

Family and Community Engagement

- By Year 3, at least 80% of families will participate in one or more school-sponsored events or parent workshops annually, strengthening the partnership between families and the school.

Student Retention

- Maintain at least a 90% student retention rate year-to-year by providing a safe, supportive environment with academic interventions and enrichment opportunities for all students.

Together, these goals demonstrate a clear framework for advancing the mission and unique purposes of the school while ensuring measurable outcomes for students, families, and the community. These goals are rigorous yet realistic and demonstrate the board's commitment to positive student outcomes.

Section 3: Program of Instruction

Philosophical Foundation and Educational Approach

CPA aims to provide students with a sense of cultural literacy and will utilize the Core Knowledge Sequence (Developed by Dr. E.D. Hirsch) as the bedrock of our educational program. The Core Knowledge Sequence will serve as the foundation for all core subjects and will also align with the Utah Core Standards. The Core Knowledge Sequence and Eureka Math² will serve to provide a comprehensive and integrated approach to our educational program. As a proven framework for building foundational knowledge, our educational approach will ensure students acquire a deep understanding and cultural literacy.

CPA is committed to delivering the best educational experience to as many students as possible in a moral and wholesome environment where students can successfully develop intellectually, ethically, and socially through a structured, content-rich curriculum. CPA will draw upon our RAISE values to prepare them to become contributing members of their communities. This approach is further enhanced by providing students the opportunity to participate in extracurricular activities in physical education, the arts, and technology.

Instruction will be primarily delivered through explicit (direct) instruction, supplemented by Socratic discussion, as recommended by Hirsch. In using this approach, teachers present material in a clear, step-by-step manner, engaging students in dialogue to develop a deeper understanding of material. Student mastery is frequently assessed and the information gathered is used to differentiate instruction.

Curriculum and Instruction

CPA's comprehensive, instructional program will be aligned with Utah Core Standards, as the minimum academic standard. These standards will be embedded in detailed, grade-level curriculum maps, which teachers are expected to follow. Our instructional methods can be tailored to meet the needs of all students including those with an IEP or 504, and those who are Gifted, ELL, or educationally disadvantaged. Additionally, CPA will utilize Utah Educational Network (UEN) resources to include Utah Social Studies curriculum for fourth graders, "Utah Studies" course curriculum for seventh graders, and early literacy and STEM resources to further support academic achievement. [Curriculum Overview](#)

Curriculum Maps

The following standards-aligned curriculum will be implemented:

English Language Arts (ELA): Core Knowledge Language Arts (CKLA) (K–5) and SAVVAS (6–8)

CKLA (K-5), is a research-based program delivering systematic literacy instruction blending phonics, vocabulary, and comprehension within a knowledge-rich framework. It incorporates classical and contemporary texts and primary sources to build cultural literacy. Students engage with texts like *The Odyssey* and modern informational texts.

SAVVAS (6-8) provides a comprehensive standards-aligned program featuring advanced reading, writing, and critical thinking activities with diverse texts. Students explore complex literature and writing tasks. Writing instruction covers informational, argumentative, and narrative genres.

Mathematics: Eureka Math² (K-8)

Eureka Math² provides a coherent, sequenced program building conceptual understanding, procedural fluency, and problem-solving skills through a progression of modules. It teaches mathematics as a “story,” emphasizing why processes work (National Research Council, 2001). Topics progress logically with modules integrating real-world applications.

Science: CKSci (K–5) and SAVVAS (6–8)

CKSci (K–5) integrates Core Knowledge’s content-rich approach with hands-on inquiry, exploring life cycles, weather, and forces.

SAVVAS (6–8) provides a standards-aligned program covering Utah’s SEEd standards, including engineering, physical, life, and Earth sciences with interactive content such as labs and simulations that address real-world challenges.

History: Core Knowledge History & Geography (CKHG) (K–5), SAVVAS (6–8), UEN (4&7)

CKHG (K–5) provides content-rich, grade level-appropriate materials, including texts, maps, and Document-Based Queries (DBQs), fostering civic competence (Wineburg, 2001) covering the topics of ancient civilizations and U.S. History.

SAVVAS (6–8) provides a standards-aligned program with primary sources and multimedia for advanced historical analysis. Students will analyze primary sources like the Declaration of Independence and engage in civic debates.

UEN (4&7) provides standards-aligned curriculum to address Utah State Board of Education requirements for instruction in Utah Social Studies (geography, civics, etc.) in fourth grade and “Utah Studies” in seventh grade.

RAISE (Respect, Accountability, Integrity, Service, and Excellence)

In addition to the core curriculum outlined above, CPA will cultivate student leadership using the RAISE curriculum. Leadership principles and RAISE values will be taught explicitly through weekly RAISE lessons as well as being integrated into the teaching of every core subject. A RAISE leadership objective will be incorporated into each core subject’s unit of study. This promotes the daily practice of leadership principles and reinforces how RAISE values can be applied to students’ lives.

During RAISE lessons, time will be made for students to set individual SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals and develop action plans to meet those goals. In doing so, students practice holding themselves accountable for their learning and school experience.

RAISE provides context and purpose to everything that happens within the school setting, supporting students in developing a growth mindset, self-efficacy, self-management, and social awareness. As such, behavioral problems decrease, while student communication, engagement, and academic performance increases. The curriculum supports the development of skills that will benefit students in the classroom, the community, their homes, and their future. [RAISE Overview](#)

Explicit (Direct) Instruction

Explicit (direct) instruction is used across all grade levels as a highly structured teaching method that involves presenting new material through well-organized, step-by-step lessons, which ensures lesson clarity, and keeps students focused on essential content. In 1996, cognitive psychologists and researchers Marilyn J. Adams and Siegfried Engelmann, conducted a meta-analysis of over 34 studies that found direct instruction yields an average effect size of 0.60–0.70 on reading and math achievement, particularly for struggling learners and those from disadvantaged backgrounds. Between 1967-1995, Project Follow Through, found that direct instruction surpassed other approaches in student academic growth, especially among low-income students.

In a typical lesson, a cyclical format of “I Do, We Do, You Do” is followed. Teachers first model skills (I Do), followed by guided practice with students and providing immediate feedback (We Do), and gradually releasing responsibility to students through independent practice activities as mastery is demonstrated (You Do), thus maximizing student understanding and retention.

Assessment and Grade Level Promotion

Utah Core Standards and lesson objectives will be assessed through a variety of means including frequent checks for understanding during and after lessons (ex. exit tickets, think-pair-share, written responses, etc.), unit exams, benchmark exams (beginning, middle, and end-of-year), and Utah State standardized assessments (RISE, Acadience, KEEP). The combination of these assessments will provide a thorough evaluation of students’ progress towards standards mastery and will be used to inform future instruction as well as potential MTSS interventions.

Promotion from one grade level to the next will require students to successfully complete a full academic year of study. Students will be promoted if it is determined that they are able to succeed at the next grade level. School administrators and classroom teachers will work closely together when determining promotion recommendations for students. Recommendations will be formulated using information such as age, maturity, attendance, mastery of grade level standards (as evidenced by formative, summative, benchmark, and state assessment results), and course grades. [Assessment Overview](#)

Special Populations

CPA has given significant consideration to developing a program to address the instructional needs of all students including those with disabilities, or who are considered Gifted, ELL, or educationally disadvantaged.

As a public charter school, CPA offers enrollment to all Utah residents. We do not and will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education. We are committed to providing a free appropriate public education (FAPE), which includes a full continuum of services, including related services through employing and/or contracting with appropriately certified specialists.

We fully understand and accept the responsibility to abide by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). We will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the students we serve. We will provide appropriate services to students who are gifted as well as students who are English Language Learners (ELL).

To ensure we are prepared to meet the needs of all students, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be provided to the staff. Appropriate members of our Special Education, Gifted, ELL, and administrative team will attend all mandatory professional development and training offered through the Utah Department of Education.

As part of the school's ongoing professional development plan, all staff members will participate in workshops and training for special education in the areas of HIPAA, FERPA, and Child Find. The training will include applicable timelines and procedures, and proper professional communication where identified students are concerned according to applicable laws.

Multi-Tiered Systems of Support (MTSS)

CPA will utilize the MTSS process to identify and meet the learning needs of students who are performing below grade level. The MTSS Implementation Guide will be used as the basis for MTSS implementation. We have updated our process to reflect changes in state, federal law and best practices for our students. CPA will maintain two teams to support students: A Professional Learning Community (PLC) team and an MTSS team.

Each teacher will be a member of a grade-level-specific Professional Learning Community (PLC) team where they will work collaboratively to analyze student data. This data analysis will support the identification of students who are not meeting standards and will inform future instructional goals and differentiation methods.

The MTSS team, as appointed by the school's Director, will be responsible for supporting teachers and students through Tier 2 and Tier 3 of the MTSS process. The MTSS team will be responsible for reviewing school-wide data to support teachers in identifying students who need additional interventions, supporting teachers through the MTSS process, developing MTSS plans, and providing professional development as necessary. This team will also be responsible for ensuring that students who may have a disability are referred to the Special Education team for screenings and/or consideration of an evaluation for special education services.

All students at CPA will be provided additional support in areas of need during dedicated

intervention/extension times built into the school schedule. This may include additional instruction from a reading specialist, math interventionist, and/or social skills groups. The intervention block may also be used to group students from a particular grade based on data. Students will be moved to remediation or enrichment for skill development through differentiated instruction methods.

Interventionists, such as the reading specialist and instructional paraprofessionals, may support grade level teams to form smaller groupings of students during this time period to ensure students who need Tier 2 interventions are supported appropriately. Students in Tier 3 will receive core instruction, Tier 2 interventions, and additional intervention strategies through Tier 3, which will be provided by an interventionist such as a reading specialist, Special Education teacher, or other specialist.

All instructional staff at CPA will be trained in the MTSS process. This training will cover the purpose of MTSS, including how students are identified and how they might move through the MTSS tiers and what data should be collected throughout the process. Staff training will occur prior to the start of the school year and again during professional development days throughout the school year. The MTSS team will offer on-going professional learning as it becomes necessary or as it is identified through PLCs.

Any student who requires additional support through the MTSS process will have an MTSS intervention plan developed by the student's teacher and the MTSS team. This plan will include specific differentiated goals for improvement in the areas identified. Teachers and anyone else providing the intervention to the student, will track the student's progress as defined by the goal. This data will be used to assess students' progress toward their MTSS intervention goals.

ELL

ELL students will be provided supplementary services to ensure their growth and to support their core instruction. Through their individual service plans, students could be provided with the following:

- Pull Out ELL classes where students receive specific instruction in the English language.
- Differentiated instruction in core classes based on their limited English proficiency status.
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to foreign language dictionaries.
- Additional before/after school tutoring.
- Online or Digital Resources to support their knowledge of the English language which may include Rosetta Stone, iXL Google Translate, and English Central.

ELL students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL

program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student.

Qualified staff will be provided, ensuring at least one teacher has an English as a Second Language qualification. When CPA has 30 or more ELL students, a dedicated ESL teacher will be hired. CPA will utilize state and federal Title III funds to ensure ELL students are provided a qualified ESL teacher to oversee the program. CPA will use an assessment system that collects screening information, state assessment data, and formative and summative assessment data to create a learner profile for all students.

Gifted & Talented

Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the Gifted and Talented (GT) program. The learner profile for these referred students will be reviewed by the School Director, the student's teacher(s), and the GT teacher. If a student meets the criteria, parent permission for further evaluation will be obtained.

Students who demonstrate intellectual aptitude at the 97% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement two or more grade levels above their current grade level in reading and/or math will be considered academically gifted. Students may be intellectually and academically gifted.

In grades 2nd-8th, GT students participate in differentiated instruction in the regular classroom as well as extended learning during the enrichment block, which is built into the daily schedule for all students. Students will work on cross-curricular units that extend beyond the general lessons. This ensures students fully participate in the general core instruction with differentiation and have the opportunity to extend learning on a daily basis. In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student based on available data. Students may be accelerated an entire grade or for individual subject areas depending upon the individual student's needs. All acceleration decisions will require final approval by the CPA administration. The GT program will be reviewed by the CPA administrative team and GT teachers. The program will be modified as needed to meet the needs of students and families.

Special Populations and Teacher Licensure

In line with state guidelines, Special Education teachers and those that work with ELL and gifted populations will be required to obtain and maintain appropriate licensure for the position. The needs of students in these populations will be evaluated by the appropriate team(s) at the school level, typically the School Director, Assistant Director and the Special Education Teacher.

During registration, we will closely track the number of incoming students to ensure that we have sufficiently trained personnel on staff. The administration will review incoming student records from their previous schools to determine if IEPs or 504 plans exist. Once records are received, the Special Education teachers and administration will review the records and coordinate a plan to make sure it is appropriately implemented in the school setting. These teachers will use the

Utah Special Education accountability system to update, revise, and track each individual student's IEP. The administration will designate a staff member as the 504 coordinator who will create, update, and maintain 504 plans for all students with existing plans.

Educational Priorities

CPA's educational priorities (culture, effective instruction, curriculum, and PLCs), are meaningful as they reflect our mission to deliver "the best educational experience to as many students as possible in a moral and wholesome environment" and vision to "Learn. Lead. Change the World!". These priorities are managed through weekly PLC meetings, targeted professional development, and Multi-Tiered System of Supports (MTSS). Our priorities will be measured by setting specific growth targets (ex. 100% student growth by Year 3), and tracked via formative, summative, and state assessments. These priorities drive improved outcomes by aligning instruction with SMART goals, regularly analyzing data during biweekly PLCs, and implementing timely and relevant interventions.

Culture:

We will seek to empower students to achieve their educational goals in a safe, moral and wholesome environment, grounded in the RAISE values and supported by the RAISE curriculum. The anticipated results of these efforts will be students who become active and results-oriented leaders in their homes and in their communities. Students will understand that their education can be liberating and provide options for them throughout their academic and professional experiences. Through their experience at CPA, students will acquire the skills and background to lead a fulfilling and successful life and will graduate with the confidence to "Change the world!" as our vision implores.

Within the RAISE curriculum, students will set SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals, develop action plans, and work toward achieving those goals. In doing so, students will practice being accountable for their learning and school experience. RAISE provides context and purpose to everything that happens within the school setting, assisting the students in developing a growth mindset, self-efficacy, self-management, and social awareness. The net effect of the program is that behavioral problems decrease, while student communication, engagement, and academic performance increases. The curriculum will allow students to develop skills that will benefit them in the classroom, the community, their homes, and their future.

Effective Instruction:

During instruction, teachers' primary objective will be to deliver effective Tier 1 instruction framed by a Clear Learning Objective (CLO), followed by differentiated Tier 2 instruction (as needed) as part of the Multi-Tiered Systems of Support (MTSS) process, supporting our commitment to providing the "best education possible". Teachers will be well-prepared to deliver high quality instruction and will be well-versed in the MTSS process through participation in regular and meaningful, hands-on professional development, mentorship opportunities, and PLC.

Curriculum:

The selected curriculum as previously described is evidence-based and proven to be effective with all students including those who may be educationally disadvantaged. The curriculum is

focused not only on skills and standards mastery, but also on acquiring cultural literacy.

Professional Learning Community (PLC):

Teachers, staff, and administrators will form a PLC and will meet bi-weekly to review student data. PLC discussions will center on the analysis and interpretation of students' formative and summative assessment data, in order to address students' academic and developmental needs. PLC discussions will help inform instructional decisions, lesson plan design, and aid in the identification of students who may need additional MTSS intervention.

Section 4: Market Analysis

Target Population and Community

Cambridge Preparatory Academy (CPA) will focus on locations in Provo, Utah. This target population will focus on students within the Provo City School District. Our marketing will also encompass surrounding areas that include households within a 15–20-minute drive from Provo. This could potentially draw students from the communities of Orem, Springville, Mapleton, Benjamin, Salem and Spanish Fork.

Provo's estimated population is 115,496 as of 2024 and is projected to reach around 116,695 by 2025. This is evident of steady growth of about 1.1% annually. The combined populations of the additional communities we will draw from is recorded by the 2020 census as 99,727. The estimated current population has grown to over 115,000 with a projected 2030 of 130,000. Additionally, there are five neighborhoods (Lakeview, Cherry Hill, Sunset Heights East, Stonewood, and Lakeridge) in the southern portion of Orem, city with a combined 2025 population of approaching 19,000, bringing the total population of the communities we will draw enrollment from to approximately 245,000 residents by 2030. [United State Census Bureau](#)

It should be noted that the two southern most zip codes in Orem increase the potential enrollment population by another 55,000 residents. It is the 84058 and 84097 zip codes. This would swell the approximate targeted areas of marketing another 35,000 plus residents, or a total approach 280,000 residents.

Provo encompasses a diverse population. The median age of 23.4 years indicates younger individuals and families have interest in raising their families in Provo. The average household size is approximately 2.8-3.0 persons, including 0.8-1.0 school-age children per household. These figures are above the national average due to larger family sizes in Utah County. [U.S. Census Bureau American Community Survey \(ACS\)](#)

Provo's estimated population includes the racial makeup of 71.1% White (non-Hispanic), 18.9% Hispanic/Latino, 4.07% two or more races (non-Hispanic), and smaller percentages of Asian (2.5%), Native Hawaiian/Pacific Islander (1.5%), Black (1.08%), and American Indian/Alaska Native (1.03%). Provo's median household income is \$62,800, with a poverty rate of 22.3%, reflecting socioeconomic challenges particularly in central and western neighborhoods. West Provo, near Utah Lake, is experiencing notable growth driven by developments in adjacent Vineyard (population surging from under 1,000 in 2010 to over 20,000 by 2024, with 3-5% annual increases), fueled by net migration (58% of Utah County's 3% growth in 2024) and natural increase. This area includes new housing and infrastructure, attracting families with higher birth rates and contributing to regional expansion in the Provo-Orem metro area (projected at 875,000 residents by 2025). [Provo-Orem Metro Area Population \(1950-2025\) - Macrotrends](#)

The additional communities of Spanish Fork, Springville, Mapleton, and Salem are seeing significant growth, which includes younger families. Currently there are choice options in these communities, though no additional options to provide additional 'seats' as demand increases in

the coming decade.

There is a large and growing population of homeschool students in Utah County, many who are using the Utah Fits All scholarship. Our model will be attractive to many of these families, and we anticipate recruiting from within these groups.

CPA's mission aligns with these needs by offering a safe, values-based environment to foster 100% student growth, targeting families in Provo and nearby areas seeking alternatives that emphasize RAISE values (Respect, Accountability, Integrity, Service, Excellence).

Educational Landscape

Provo's educational landscape is made up of the Provo City School District and charter schools. Provo City School District serves approximately 13,956 students in the 2025-2026 school year, with demographics showing about 50% minority enrollment (32.5% Hispanic/Latino predominant), 45% economically disadvantaged, and 15% English learners. Proficiency rates are below state averages: 36.7% in English Language Arts (ELA), 20.9% in math, and 26.4% in science on RISE assessments (2024 data), with growth rates at 51.7% in ELA but lower in math (38.2%) and science (40.1%). Educational needs include closing achievement gaps for Hispanic/Latino and EL students, reducing chronic absenteeism (around 20-25% in some schools), and providing moral and leadership-focused programs amid rapid urban growth.

Provo City School District

The Provo City School District has 18 schools.

- 2 traditional high schools
- 1 alternative high school
- 2 middle schools
- 13 elementary schools
- K-12 web-based school.

There are currently three public charter schools located in Provo.

- Freedom Preparatory Academy
- Walden School of Liberal Arts
- Treeside Academy.

The proposed school's target demographics, including the population and development trends in the area.

Data Sources: [U.S. Census Bureau QuickFacts](#)
[US Census Data](#) for the Provo, Utah targeted area.

Performance and models of nearby competing public schools (district and charter).

<p>Provo School District 2023-2024 Data</p> <p>Provo Peaks School Achievement: ELA 51.2%, Math 47.9%, Science 52.6% Growth: ELA 47.4%, Math 39.6%, Science 56.6%</p> <p>Provost School Achievement: ELA 52.5%, Math 56.4%, Science 58.4% Growth: ELA 57.8%, Math 59.8%, Science 50.3%</p> <p>Rock Canyon School Achievement: ELA 63.0%, Math 63.4%, Science 68.8% Growth: ELA 51.0%, Math 55.6%, Science 54.8%</p> <p>Provo High Achievement: ELA 36.7%, Math 20.9%, Science 26.4% Growth: ELA 51.7%, Math 54.6%, Science 42.8% 4-year Graduation Rate: 83.6%</p> <p>Utah Report Card 2023-2024</p>	<p>Charter Schools 2023-2024</p> <p>Treeside Charter School Achievement: ELA 34.9%, Math 25.3%, Science 50.4% Growth: ELA 54.1%, Math 40.5%, Science 51.1%</p> <p>Freedom Preparatory Academy Achievement: ELA 39.7%, Math 38.6%, Science 36.6% Growth: ELA 50.2%, Math 40.8%, Science 39.3%</p> <p>Walden Schools Achievement: ELA 58.5%, Math 47.1%, Science 60.5% Growth: ELA 57.0%, Math 52.8%, Science 55.8%</p>
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Evidence of Demand

Demand for CPA is supported by statewide charter school trends, where 81,810 (12/3%) of students are enrolled in charter schools, with Utah County seeing high enrollment pressure. In Provo, charter enrollment has increased 15% since 2020 amid district stagnation, reflecting parental interest in additional educational options. Community surveys and discussions on platforms like X indicate 70-80% of parents in Provo and surrounding areas prioritize moral education and leadership. CPA’s mission and vision align directly with the priorities of the majority of Provo families. CPA’s projection of 450 students (50 per grade) is feasible, given oversubscribed local charters and Title I focus. [UCAP](#).

Letter of Support-Chamber of Commerce

Letter of Support-Boys and Girls Club

Competitive Landscape

Provo and surrounding areas offer the option both district and charter schools to families. Provo City District includes 22 schools with varying performance. Local Charters include Walden School of Liberal Arts (Provo, B grade, 379 students, strong in arts but variable academics), Karl

G. Maeser Preparatory Academy (Lindon, A+ grade, 635 students, high college prep), and John Hancock Charter School (Pleasant Grove, A- grade, 866 students). Nearby high-performing schools such as Reagan Academy (Springville) are waitlisted. District growth scores lag (50th percentile statewide), creating opportunities for CPA's targeted interventions.

Sources: Niche 2025 Rankings; Utah State Board of Education RISE 2024.

Meeting Needs and Differentiation

CPA addresses Provo's needs through 100% growth targets via culture, instruction, curriculum, and PLCs. It differentiates with RAISE integration, patriotism emphasis, and Tier 1-3 supports for diverse learners, filling gaps in moral education and community service.

Enrollment Projections and Strategies

CPA projects 450 students in Year 1, maintaining this for sustainability. Strategies include marketing in Provo and nearby areas, community events, and priority for Title I families. Retention targets 90%, with contingencies for lower enrollment.

Y1	K	1	2	3	4	5	6	7	8
450	50	50	50	50	50	50	50	50	50

Challenges

Locating a new charter school like Cambridge Preparatory Academy (CPA) in Provo, Utah, presents several challenges, particularly amid the area's rapid population growth and regulatory environment as of 2025. Key issues include escalating facility costs, stringent building regulations, and environmental concerns, but these can be mitigated through strategic planning and partnerships.

Facility Costs and Availability

Provo's housing and commercial real estate markets are strained by Utah County's 2.24% annual growth rate, with the Provo-Orem metro area population reaching 875,000 in 2025. This has driven up land and building prices, making it difficult for charters to secure affordable spaces without local tax bases, as noted in national reports on charter facility struggles. Utah charters face funding disparities, with administrative and facility costs often underfunded compared to district schools. To address this, CPA plans to leverage its partnership with Charter One, an education management organization experienced in site scouting and financing, budgeting \$20,000-\$50,000 for due diligence and prioritizing leasing over purchasing to reduce upfront costs. Start-up grants and state revolving loan funds for charters can further offset expenses.

Regulatory and Compliance Hurdles

Utah's school construction regulations, enforced by the Utah State Board of Education, require compliance with e-occupancy standards, fire codes, and seismic safety, which have led to violations in recent K-12 builds, such as noncompliant fire walls. New 2025 charter policies emphasize facility ecosystems and co-location with districts, but implementation can be

contentious due to limited district cooperation. In the event that our primary location is not available and CPA needs to pursue alternative locations, we will address this by engaging early with the Provo City School District for potential co-location opportunities and hiring legal counsel to ensure adherence to Utah Code 53G-5 and building permits, aiming for full compliance by conducting pre-approval site assessments.

Environmental Issues

CPA has a primary site which is a former school facility and plans to select backup sites outside flood-prone areas, incorporate sustainable designs (e.g., water-efficient systems), and partner with local environmental consultants to navigate regulations, ensuring the facility meets health and safety standards.

By proactively addressing these challenges through expert partnerships, financing, and compliance-focused planning, CPA can secure a suitable location in Provo to open in 2027-2028.

Evidence of Realistic Enrollment Projections

CPA's enrollment projections of 450 students school-wide (50 per grade K-8) starting in Year 1 (2027-2028) and maintained thereafter are realistic, supported by Utah County's rapid population growth and high demand for charter schools. As of October 2025, CPA currently has close to 180 families on our interest list with those numbers projected to increase significantly as we continue to market to area families.

Population Growth and Family Demographics

Utah County, encompassing Provo, has an estimated 752,138 residents in 2025, growing at 2.24% annually, driven by net migration (58% of increases) and natural growth. Provo's population is projected at 115,479-116,695 by 2025, with a youthful median age of 23.7 and household sizes averaging 2.98-3.34 persons, including 0.8-1.0 school-age children per household-higher than national averages due to family-oriented communities. Provo is a growth hotspot, adding thousands of families annually. This demographic supports CPA's enrollment goal of 450 K-8 students, aligning with district averages of 400-600 per school.

Charter School Demand in Utah County

Utah charter schools are seeing increased enrollment. This trend indicates a high demand from families looking for an alternative education option for their children. Provo's charter enrollment has risen 15% since 2020 indicating a shift toward school choice.

Provo families have indicated a demand for options like CPA's K-8, single-campus, values-based model. With 45% economically disadvantaged and 32.5% Hispanic students, a Title I-focused school model will appeal to underserved families.

These factors confirm the projections' feasibility, with potential for amendments if demand exceeds capacity.

Meeting the Needs of the Target Population

CPA intends to serve a diverse K-8 student body from Provo and surrounding areas within a 15–20-minute drive, focusing on Title I-eligible, underserved populations in a growing, youthful community. Provo's 2025 demographics include a population of 115,479-116,695, median age of

23.7, poverty rate of 22.3%, and 18.9% Hispanic/Latino residents, with households averaging 0.8-1.0 school-age children. These students face achievement gaps, with district proficiency at 36.7% in ELA and 20.9% in math on RISE assessments, below state averages, and chronic absenteeism at 20-25%. Hispanic and EL students show even lower rates (25-35%), compounded by language barriers and limited extracurriculars.

CPA meets these needs through its mission of providing a "moral and wholesome environment" with a student growth goal of 100%. The RAISE values (Respect, Accountability, Integrity, Service, Excellence) integrate weekly leadership training to build self-efficacy and reduce behavioral issues, fostering patriotism and community service in a safe learning environment. Effective Tier 1 instruction, data-driven PLCs, and aligned curriculum (e.g., Core Knowledge) address academic gaps, with interventions for ELs and economically disadvantaged students. Extracurriculars in athletics, arts, and technology engage families, while community partnerships provide relevance, persuasively closing gaps and empowering students to "Learn. Lead. Change the World."

Justification for Students Choosing CPA

Students, particularly from Provo's underserved Title I-eligible populations will choose CPA over district or other charter schools for its unique emphasis on a moral education, leadership development, and personalized growth, while addressing gaps in engagement and achievement.

Nearby charters focus on arts or general academics but lack CPA's RAISE curriculum, which weaves respect, accountability, and service into daily lessons to build self-motivation and reduce absenteeism. Oversubscribed high performers like Karl G. Maeser Preparatory Academy emphasize college prep but not moral wholesomeness.

For students facing socioeconomic challenges, CPA's Title I focus provides wraparound supports like bilingual outreach, Tier 1-3 interventions, and community partnerships, fostering a safe space where families feel supported. Research shows values-based programs boost engagement in diverse, low-income groups, leading to higher retention and growth. CPA's 100% growth goal, extracurriculars, and values-based education offer families a preference for this whole child approach.

Recruitment Plan

The Board understands how vital marketing is to the survival of a school and has partnered with Charter One and their in-house marketing team that has had great success in recruiting and retaining for some of the largest charter schools in the state. CPA's marketing strategy to meet our enrollment goal of 450 students (50 per grade level in K-8) will include a mix of social media and traditional marketing efforts. This includes targeted advertising on social media platforms such as Facebook and Instagram, as well as Google Ads. Traditional media placements will be featured through community publications, billboards, as well as other media outlets. In addition, CPA plans to advance community ties and engagement by hosting open houses, campus tours, information sessions, and a variety of local events designed to foster meaningful relationships with residents.

CPA has and will continue to implement a full-scale marketing plan that will reach a wide variety of demographics in the greater Provo area and surrounding communities. This marketing plan can include the following strategies:

Digital Marketing: Google Searches and display advertising paid social media, Over the Top (OTT) streaming media services, and website search engine optimization will be used. Digital marketing enables CPA to geo-target particular areas and demographics.

Traditional Marketing: Direct mailers, flyer drop distribution, trifold, word of mouth, and family and friends of the Board and local employees.

Community Event Marketing: Attend planned community events (i.e. city festivals, kid/family events, information sessions, and welcome events) to engage with the community and promote that the school plans to provide an exceptional learning environment for families and to assist students in their educational goals.

CPA will use a variety of communication strategies to inform potential families and community members about our school. Our digital marketing, traditional marketing, and community event marketing will be used to build an initial interest list for CPA. Individuals who sign up for the interest list will receive consistent communication via email, social media, and website postings regarding progress updates for campus construction and enrollment information. Once a family enrolls in the school, they will be transferred over to monthly newsletters from campus administration and teachers that pertain directly to the open/start of school.

Phase 1: Pre-Approval Marketing: CPA will market to interested interest through in person information sessions in Provo and nearby areas, via door-to-door canvassing, interest list communication, and social media platforms. Materials will be available in Bilingual formats.

Phase 2: Post-Approval Marketing: CPA will continue marketing and outreach efforts to families on our interest list as well and continued information sessions for new families. We will also promote CPA via local media and events such as Provo's Freedom Festival and other community family-oriented events.

Phase 3: Ongoing Monitoring and Adjustment: CPA will track progress monthly, adjusting with targeted ads on Facebook/Google and referrals from district Title I schools. If our anticipated enrollment is below 90% by June 2027, we will intensify efforts in high-growth areas to ensure we reach our anticipated enrollment projections.

Student Recruitment Timeline by Year

2025 (Two Years from Opening)

- Build interest list through various digital marketing and events
- Nurture interest list with updates via email communications, social media and website.
- In-person information sessions held in local venues for the general public
- Attend and market in person at local events in the target area

2026 (1 Year from Opening) Quarters 1-3:

- Continue building interest list Quarters 1-3: Continue nurturing interest list with updates via

email communications, social media and website.

2026 Quarter 4:

- Ramp up start of enrollment period with more marketing including: increased digital ads including OTT streaming ads.
- Distribute direct mailer to surrounding zip codes and communities, deploy magazine ads, participate in kid/family community events, sign up for a listing in local directories, as well as local business chambers in the greater Provo area.
- Open enrollment period begins. Implement an online enrollment system compliant with Utah Code 53G-6-502, using SchoolMint for lotteries. Prioritize siblings, founders' children, and underserved groups (e.g., ELs, economically disadvantaged) to ensure diversity.
- Consistently holding in-person information sessions.

2027 (Opening Year) Quarter 1:

- Continue marketing efforts from previous year but emphasize Call to Action of “Enroll Now” or “Construction Tours”.
- Open enrollment ends, lottery is conducted, and families are notified.
- Consistently holding in-person Q/A sessions, Welcome Events, Uniform Nights, etc.

2027 Quarter 2:

- Final enrollment push before the start of the school year.
- Provide campus tours which gives families the opportunity to ask questions in-person, see classrooms and campus amenities, and meet staff.

2027 Quarter 3: Opening of school year.

- We have learned from Charter One that the key to student recruitment (especially during the opening year) is making sure that the families feel like they are already a part of the school.
- Constant and clear communication is key along with plenty of opportunities with face-to-face interaction.
- Charter One has demonstrated success in marketing, student recruitment, and opening the largest charters across the state at full enrollment.
- We are confident in our joint efforts in recruiting and retaining efforts.
- The interest list numbers from the local community are already a testament to the continued success that CPA will see.

CPA's marketing plan is inclusive and targeted to Provo's diverse population ensuring a broad reach of the population. The CPA website and ads on Facebook/Google will target zip codes with high minority populations, using English/Spanish content to engage Hispanic families and ELs. We will promote marketing to attract a diverse enrollment, aligning with district demographics and promoting equity.

Section 5: Governance

Entity and responsibility

The entity that will hold the charter and be responsible during the development of the school (startup phase) is Cambridge Preparatory Academy, Inc., a Utah non-profit corporation established specifically for this purpose. This startup board consists of founding members with expertise in education, community leadership, and business to guide the initial development, including securing facilities, hiring key staff, and finalizing operational plans. The startup board will transition into the governance board upon school opening but may differ by adding up to two additional members with specialized skills in areas such as special education or parental involvement to ensure long-term oversight aligns with the school's mission of providing the best educational experience in a moral and wholesome environment. This evolution will be managed through the board's recruitment process outlined in the Bylaws to maintain continuity while enhancing governance capacity.

Nonprofit

After entering into a charter agreement, the charter school will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act.

Background Information

Background Information Sheets for each named governing board member, using the template provided in this application, are included in [Appendix A Background Information Sheets](#).

Entity Legal Status

Documentation of the entity's legal status, including [Appendix B-Articles of Incorporation](#), [Appendix C-Governing Board Bylaws](#), and [Appendix D reflect agenda/minutes from CPA board meetings](#).

Organization

The Board of Cambridge Preparatory Academy was organized five years ago for the purpose of creating a charter school. In anticipation of this charter application the Board formed Cambridge Preparatory Academy, Inc., in 2025 specifically to operate the proposed charter school and has no functions or operations independent of the school. The organization has no prior history or current activities outside of planning and developing Cambridge Preparatory Academy.

Articles of Incorporation

The Restate and Amended Articles of Incorporation [Appendix B-Articles of Incorporation](#) include the required 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. The Articles also include necessary language for the governing board to apply for 501(c)(3) status with the IRS and to take on debt on behalf of the corporation, should such actions be deemed necessary for the school's financial viability.

Bylaws

The [Appendix C-Governing Board Bylaws](#), outline the rules and procedures for how the nonprofit corporation will operate and be governed. They include provisions for: (a) the existence and responsibilities of officers (e.g., Chair, Vice Chair, Secretary, and Treasurer, with duties such as presiding over meetings, maintaining records, and overseeing finances); (b) the size of the board (5-7 members) and the manner and term of their election (nominated by current members and elected by majority vote); (c) removal of board members (for cause, such as failure to attend meetings or conflicts of interest, by a two-thirds vote); (d) how and when board meetings will be held (at least quarterly, with notice provided at least 7 days in advance); (e) who may call meetings (the Chair or any two members); and (f) how the board will function (through quorum requirements, voting procedures, and compliance with the Utah Open and Public Meetings Act).

Governing Board Structure

From the Bylaws the structure of the governing board is as follows: (a) number of board members: 5-7 members; (b) how board members are appointed: nominated by existing board members or through a recruitment committee, with appointment by majority vote of the board; (c) Each Director shall serve a two-year, renewable term with no limits. The Board may establish an alternating term schedule to minimize turnover. Each Director shall serve until his or her successor has been elected or until his or her death, resignation, or removal and (d) the number of meetings the board shall hold annually: at least 8 regular meetings, with additional special meetings as needed.

The members of the governing board (startup phase) are as follows:

Name	Current Employment	Relevant Experience
Stan Lockhart	Lobbyist	Extensive experience in education policy and community leadership in Utah; State Board of Education, significant engagement in public education and technology entities, founding member of Athenian eAcademy
Laura Warburton	Well Being Counseling	Founder of Live Hannah's Hope; experience on numerous non-profit entities to provide support for families and youth

Richard Holt	LDS Church Accountant	Financial management background; Internal Audit Director for 29 years for a not-for-profit organization ensuring fiscal responsibility
Jared Rhodes	Maak Impact	Experience in management of multiple for-profit social ventures; served on the boards of multiple non-profits in the State of Utah
Robert Bishop	Educator-Semi-retired	Education experience; over two decades as a high school teacher in Utah, United States House of Representatives, representing the First Congressional District of Utah
Sally Burningham	Homemaker	Former Educator; second grade teacher at Oak Hollow Elementary and experience in start-up support and funding for new companies
Denise Bonnett	Homemaker	Former Preschool owner/operator; leadership roles in civic and political service

Specific plans for recruitment of additional governing board members (for startup or governance phases) include outreach to parents, professional educators, and community members through public announcements on the school's website, social media, and local events in Provo. We will prioritize candidates with expertise in areas like special education, technology, or entrepreneurship to align with CPA's extracurricular focus.

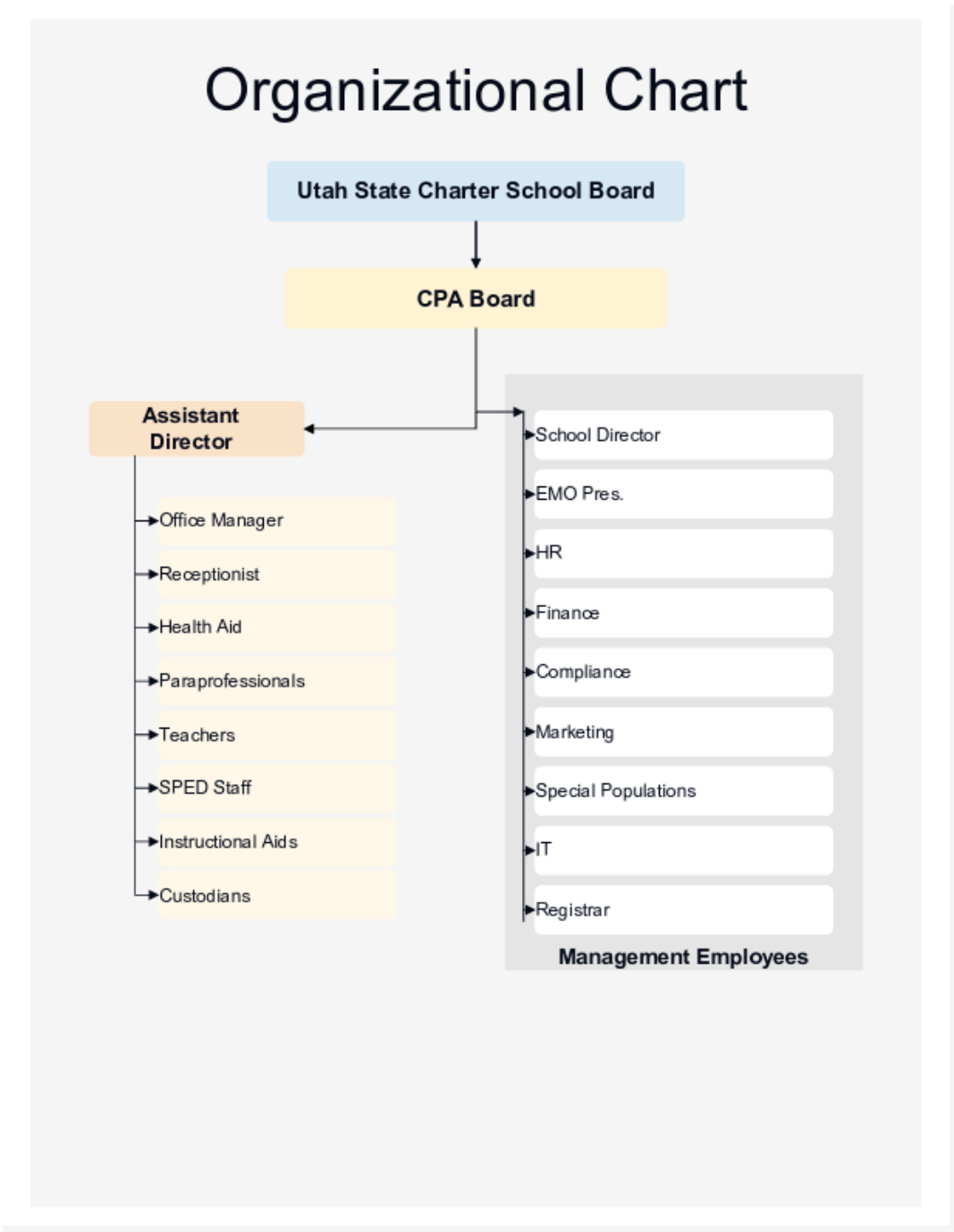
Background Checks

The applicant assures that, within 30 days of authorization, a background check will be completed on each board member as required by [53G-5-408](#).

Governing Board Responsibility and Roles

The professional development plan for the governing board includes annual training sessions on

charter school governance, financial oversight, legal compliance, and best practices in education, provided through partnerships with the Utah State Charter School Board (SCSB) and organizations like the Utah Association of Public Charter Schools. Board members will attend at least one external workshop per year, such as those offered by SCSB on board roles and responsibilities. Self-evaluation will occur annually via a confidential survey assessing board performance in areas like strategic planning, oversight, and mission alignment, with results reviewed in a dedicated meeting to develop an action plan. Evaluation of school management (e.g., the Director) will involve annual performance reviews tied to key metrics such as student growth targets (aiming for 100% growth by Year 3), budget adherence, and compliance, using tools like rubrics and data dashboards. The organizational chart is below.



The governing board understands its governing role as setting policy, providing strategic direction, and ensuring ultimate accountability for the school's success, without involvement in day-to-day operations. The board holds ultimate responsibility for academic performance, financial stability, legal compliance, and alignment with the mission to provide academic excellence in a safe, moral environment. The organizational chart illustrates relationships: the board oversees the School Director, who manages key employees; if Education Service Providers (EMOs) are contracted, they report to the Director with board approval.

Capacity

The governing board demonstrates capacity to oversee the successful development and implementation of the education program through members' combined expertise in education (e.g., curriculum and instruction focus), data analysis for student growth (targeting 100% by Year 3), and PLC implementation. The board will monitor progress via monthly reports on formative assessments, RISE scores, and interventions for Tier II/III students, ensuring alignment with CPA's philosophical approach to whole-student development.

The board's capacity to oversee effective and responsible management of public funds is shown by members with financial backgrounds, including experience in budgeting and non-profit management. Oversight includes approving annual budgets, reviewing quarterly financial reports, ensuring reserve funds meet state requirements, and conducting annual audits, all aligned with CPA's contingency plans for enrollment shortfalls.

Capacity to oversee legal obligations is supported by legal expertise on the board, ensuring compliance with [Utah Code \(e.g., 53G-5\)](#), administrative rules, and federal laws like IDEA for students with disabilities. The board will review compliance reports quarterly and mandate training for staff on topics like background checks and open meetings.

The board's capacity to represent the community well is evidenced by members' local ties in Provo, including community leadership roles. Recruitment plans emphasize diverse representation, and the board will engage stakeholders through town halls, surveys, and partnerships with local families and businesses to reflect the target population's needs.

The board has the capacity to found and sustain a quality school through its strategic planning skills, commitment to continuous improvement (e.g., via professional development, state provided trainings, and charter one trainings), and focus on long-term viability. Founding members' experience in startups, combined with phased growth targets, positions CPA for success in delivering its unique model of academic excellence and leadership development.

Section 6: Staffing

Organizational Structure

Cambridge Preparatory Academy will operate as a 501(c)(3) nonprofit corporation governed by a dedicated board of directors. The board, comprised of community members, parents, educators, and business leaders, will oversee the governance of the school. The board will focus on policy decisions, fiduciary responsibilities, legal compliance, and strategic oversight to review performance data, approve budgets, and ensure alignment with CPA's mission and vision.

Day-to-day management will be handled by the campus leadership team, led by a Director and Assistant Director. The EMO will support school operations and report to the board. They will assist the Director and Assistant Director with managing curriculum implementation, staff hiring, and student services, while collaborating with PLCs of teachers and administrators for instructional refinement.

Management Roles and Responsibilities

Director: The Director oversees all day-to-day operations and academics, serving as the chief administrator responsible for the school's strategic direction and overall performance. A Director has a range of responsibilities focused on managing the educational environment and supporting both students and staff. The role of a Director is multifaceted and demands strong leadership, organizational, and communication skills to create a positive and productive learning environment.

Responsibilities include but are not limited to:

- Develop and implement the school's mission, vision, and strategic goals to enhance academic performance and student well-being.
- Ensure adherence to district and state educational policies and regulations.
- Oversee and manage the school budget, allocate resources effectively, and ensure financial accountability.
- Supervise the development and implementation of curriculum and instructional programs to meet state standards and address students' needs.
- Evaluate and support teachers through observations, feedback, and professional development opportunities.
- Analyze student performance data to identify areas for improvement and implement strategies to enhance academic achievement.
- Develop and enforce school policies related to student behavior and discipline, ensuring a safe and respectful environment.
- Oversee student counseling and support services to address academic, emotional, and social needs.
- Foster a positive school culture that encourages student participation, leadership, and personal growth.
- Serve as a primary point of contact for parents, community members, and local organizations; communicate effectively about school events, policies, and student progress.

- Build and maintain partnerships with local businesses organizations, and higher education institutions to support educational opportunities and resources.
- Organize and support ongoing professional development.
- Model effective leadership and support the development of leadership skills among staff and students.
- Address and mediate conflicts between students, staff, or parents as they arise.
- Other duties as assigned.

Preferred Qualifications:

- Master's degree in Education, Public Administration or related field
- Certification in Educational Leadership or Principal certification
- Minimum of 5+ years teaching experience
- Experience in school administration, such as serving as an assistant principal or in other leadership roles
- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational skills and self-management to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability
- Loves children, loves people

Assistant Director (AD): The AD supports the Director's efforts with a primary focus on academics, acting as a deputy leader to enhance instructional quality and student outcomes. Assistant Directors work closely with the Director, parents, students, and teachers to ensure that all state and federal academic mandates are adhered to and that the set academic program at the campus fully prepares each student to be successful beyond their K-8 experience.

Responsibilities include but are not limited to:

- Observe teachers in the assigned content areas and provide feedback. Based on observation, utilize coaching strategies as necessary.
- Meet with parents and staff members as needed.
- Support the Campus director and teachers in areas outside of academics as needed such as: student discipline, traffic duty, etc.
- Oversee the completion of lesson plans, grades, meeting minutes and agendas, newsletters, etc.
- Assist the Campus Director in the creation of the agendas for all staff meetings and provide training as needed.
- Work with teachers to ensure the successful completion of the necessary retention/credit loss procedures.
- Assist the counseling department and the Student Information Systems team (SIS) to

complete all schedule changes based upon student enrollment, staffing, and academic concerns.

- Assist in the hiring of all paraprofessionals and teachers.
- Attend and lead summer training sessions as assigned by the Chief Academic Officer and School Director.
- Other duties as assigned.

Minimum Requirements:

- Bachelor's Degree in education or related field
- K-12 classroom experience
- Management experience in education or related field
- Lifelong learner
- Organized
- Communicates effectively
- Positive
- Team-Player, collaborative
- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational skills and self-management to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals.
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability
- Loves children, loves people

Preferred Requirements:

- Master's degree in Education or assigned field
- Knowledge of all state and federal academic mandates
- Knowledge of state funding for all academic programs
- Knowledge of requirements for a successful academic program
- Gifted/ Talented Endorsement or experience
- Special Education Certification or experience
- 504 Coordinator experience
- ELL Endorsement or experience

Enrollment and Staffing Projections

Enrollment Projections	Year 0	Year 1	Year 2	Year 3	Gen Ed. Teachers Needed
Total Student Enrollment	--	450	450	450	
Kindergarten	--	50	50	50	2
1 st Grade	--	50	50	50	2
2 nd Grade	--	50	50	50	2
3 rd Grade	--	50	50	50	2
4 th Grade	--	50	50	50	2
5 th Grade	--	50	50	50	2
6 th Grade	--	50	50	50	2
7 th Grade	--	50	50	50	2
8 th Grade	--	50	50	50	2
Staffing Projections	Year 0	Year 1	Year 2	Year 3	
Director	1	1	1	1	
Assistant Director	1	1	1	1	
Office Manager	1	1	1	1	
Receptionist	0	1	1	1	
Health Aide/Nurse	0	1	1	1	
Teacher - Kindergarten	0	2	2	2	
Teacher – 1 st Grade	0	2	2	2	
Teacher - 2 nd Grade	0	2	2	2	
Teacher – 3 rd Grade	0	2	2	2	
Teacher – 4 th Grade	0	2	2	2	
Teacher – 5 th Grade	0	2	2	2	
Teacher – 6 th Grade	0	2	2	2	
Teacher – 7 th Grade	0	2	2	2	
Teacher – 8 th Grade	0	2	2	2	
Teacher – Special Ed.	0	1-2*	1-2*	1-2*	
Teacher – ELL/GT	0	1-2**	1-2**	1-2**	
Paraprofessionals	0	5	5	5	
Specials Teacher – Music	0	1	1	1	
Specials Teacher – PE	0	1	1	1	
Specials Teacher – Tech	0	1	1	1	
Specials Teacher – Art	0	1	1	1	
Lunch Aide	0	2-3	2-3	2-3	
Food Service Providers	0	3	3	3	
SpEd Service Providers***	0				
Custodian	0	2	2	2	
Substitute Teachers	0	2	2	2	

*Based on number of students identified as Special Needs

**ELL/GT Teacher position may be split into a 1.5 position or two, full-time positions based on number of students identified as ELL or GT.

***Psychologist, OT, PT, ST

The staffing-related budget assumptions are crafted to support educational program needs by allocating funds for qualified teachers and support staff to meet curriculum requirements and student-teacher ratio goals for the 2027–2028 school year. Resources are prioritized for specialized roles, such as special education, to address diverse student needs and ensure compliance with educational standards. The budget also includes provisions for professional development to enhance staff skills, aligning with the school's academic objectives and anticipated enrollment growth.

CPA's staffing plan is designed to align with anticipated enrollment by allocating sufficient teachers and support staff based on projected student numbers for the 2027–2028 school year. It incorporates flexibility to ensure specialized roles, such as special education staff, are scaled to meet the diverse needs of an expanding student population.

Teacher Experience and Professional Development

Teacher Responsibilities include but are not limited to:

- Develop and implement lesson plans that align with the curriculum and educational standards.
- Use a variety of teaching methods and instructional materials to accommodate diverse learning styles and abilities.
- Engage students in active learning through discussions, hands-on activities, and projects.
- Set clear learning objectives and assess student progress toward these goals.
- Establish and maintain a positive, respectful, and inclusive classroom environment.
- Implement effective classroom management strategies to ensure a productive learning atmosphere.
- Address behavioral issues promptly and appropriately, in line with school policies.
- Design and administer assessments to evaluate student understanding and progress.
- Provide timely and constructive feedback on assignments and assessments.
- Maintain accurate records of student performance and progress.
- Identify and address the individual needs of students, including those with special educational needs or English language learners.
- Provide additional support and resources as needed to help students succeed.
- Differentiate instruction to meet the diverse learning needs of the classroom.
- Foster open communication with students, parents, and guardians regarding student progress, behavior, and any concerns.
- Hold parent-teacher conferences to discuss student development and address any issues.
- Collaborate with colleagues and participate in professional learning communities.
- Engage in continuous professional development to stay current with educational practices, technologies, and subject matter.
- Participate in school meetings, committees, and other professional activities as required.
- Prepare and submit reports, lesson plans, and other required documentation in a timely manner.
- Manage classroom resources and materials, ensuring their proper use and maintenance.
- Participate in school-wide initiatives and contribute to the development of school policies and programs.

- Provide guidance and support to students in their academic and personal development.
- Address and resolve any issues that may affect students' learning and well-being.
- Encourage and support student involvement in extracurricular activities and school events.
- Ensure a safe and secure classroom environment, following school safety protocols and procedures.
- Adhere to school and district policies, including those related to student health and safety.
- Other duties as assigned.

Candidates with the following qualities will thrive as part of our growing team:

- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational and self-management skills to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals
- Strong planning, execution and problem-solving skills
- Dependability

Required Qualifications:

- Bachelor's degree in Elementary Education or related field

Preferred Qualifications:

- Teaching Certificate *or* Content knowledge exams (AEPA, NES, Praxis)

In addition to holding the above listed qualifications, teachers will participate in up to two weeks of Summer Training before the school year begins. This critical period of time will be used to provide focused professional development sessions in curriculum and instruction, campus culture and environment, and policies and procedures. Approximately once per month, additional professional development sessions will be held to further address professional development needs.

Teacher Recruitment and Retention

Teacher recruitment will begin upon charter application approval with the goal of being fully staffed at least three weeks prior to the beginning of Summer Teacher Training.

Recruitment efforts will include:

- Job listings posted on CPA's website
- Job listings posted on online employment platforms
- Attendance at community and college recruitment fairs
- Frequent virtual and in-person CPA-sponsored job fairs
- Social media promotion

CPA will retain teachers by offering:

- A competitive salary and benefits package.
- Ongoing and high-quality professional development.

- Work-life balance.
- Modern technology (i.e., Teacher computers and projectors).
- A safe environment (i.e., security cameras, security doors).
- Robust curriculum, curriculum maps, and supporting resources.
- Consistent and high expectations for student behavior and learning.
- Consistent and high professional expectations for all staff.
- Supporting alternate pathways to certification (i.e. Alternate Pathway to Professional Educator License)

As candidates are interviewed and offered positions, the school's administration will prioritize those who demonstrate alignment with CPA's mission, vision, and values, and our explicit (direct) instruction model. Additionally, preference will be given to candidates who are certified and who have experience working with special populations (Special needs, ELL, Gifted, etc.), followed by a required background check. Non-certified candidates may be considered for instructional positions with demonstrated alignment to CPA's mission, vision, and values, and our instructional model, and who also possess related experience. Non-certified instructional candidates are also subject to a background and reference check.

CPA will evaluate non-certificated instructional personnel by reviewing their prior work experience in educational settings, focusing on roles involving student support or instruction. Relevant training, such as workshops, professional development courses, or specialized certifications, will be assessed to ensure alignment with instructional needs. Additionally, skills like communication, classroom management, and subject-specific knowledge may be verified through interviews, practical demonstrations, and reference checks.

Compliance with Criminal Background Check Requirements Policy

Per Utah Legislation 53G-5-408, the following individuals are required to submit to a criminal background check and ongoing monitoring as provided in Utah Code Section 53G-11-402:

- (1) an employee of a charter school who does not hold a current Utah educator license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure;
- (2) a volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer's assignment;
- (3) a contract employee, as defined in Section 53G-11-401, who works at a charter school;
- (4) a charter school governing board member.

CPA will require proof of completion of criminal background checks for all staff who do not hold a current Utah educator license, volunteers, contract employees, and governing board members before employment or service can be contracted. Results of criminal background check, for the DOJ, must be obtained by CPA before any person has unsupervised access to any CPA student.

Employment of Relatives

Per Utah Legislative Code 53G-5-409: Regulated Transactions and Relationships - Definitions - Rule Making:

(2)(a) Except as provided in Subsection (2)(b), a relative of a charter school officer may not be employed at a charter school.

(b) If a relative of a charter school officer is to be considered for employment in a charter school, the charter school officer shall:

- (i) disclose the relationship, in writing to the other charter school officers;
- (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
- (iii) abstain from voting on the issue;
- (iv) be absent from the portion of the meeting where the employment is being considered and determined.

(3) (a) Except as provided in Subsections (3)(b) and (3)(c), a charter school officer or a relative of a charter school officer may not have a financial interest in a contract or other transaction involving a charter school in which the charter school officer serves as a charter school officer.

(b) If a charter school's governing board considers entering into a contract or executing a transaction in which a charter school officer or a relative of a charter school officer has a financial interest, the charter school officer shall:

- (i) disclose the financial interest, in writing, to the other charter school officers;
- (ii) submit the contract or transaction decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
- (iii) abstain from voting on the issue;
- (iv) be absent from the portion of the meeting where the contract or transaction is being considered and determined.

Employee Evaluations

Per Utah Legislative Code 53G-5-302, all CPA employees shall participate in evaluations. Each employee will meet with his/her direct supervisor to complete at least one formal evaluation per year. The formal evaluation will, at a minimum, entail the following:

- Employee self-evaluation prior to formal evaluation.
- Formal evaluation conducted by Director or Assistant Director.
- Post-evaluation meeting with Director or Assistant Director to discuss results of formal evaluation, as well as strengths, opportunities for growth, and professional goals.

In addition to a formal observation, informal, spontaneous observations may be conducted throughout the year with the purpose of providing a real-time assessment of teaching practices and student engagement without the structured pressure of a formal evaluation. Informal evaluations will help identify strengths and areas for growth, inform targeted professional development, and ensure alignment with CPA's mission to provide the best educational experience, while promoting continuous improvement.

Section 7: Business Plan

Budget Section

Budget Section Cambridge Preparatory Academy (CPA) prioritizes a sustainable budget that emphasizes instructional excellence and student support, allocating substantial resources to staffing and materials to foster a moral, wholesome environment aligned with the school's vision of "Learn. Lead. Change the World!" This approach complies with Utah's Minimum School Program (MSP) under Utah Code Ann. §53F-2-102, building reserves to ensure long-term viability while supporting key charter elements like leadership training through RAISE values.

1. CPA's cash flow analysis for the preoperational year (FY 2027: July 1, 2026-June 30, 2027) and first two operational years (FY 2028 and FY 2029) is grounded in conservative, evidence-based assumptions from Charter One's experience with K-8 charters and Utah State Board of Education (USBE) funding formulas. For the preoperational year, inflows include a \$659,062 from startup grants and loans, with outflows at \$590,563, covering items like \$310,000 for classroom furniture, \$99,063 for supplies and materials, \$120,000 for a principal or school director, \$45,000 for an office manager, resulting in a balanced ending.

In Year 1 (FY 2028, 450 students), assumes per-pupil funding (\$10,256 average, based on \$4,674 WPU value and \$3,628 local replacement) distributed evenly, yielding \$5,108,827 total revenue (local \$187,920 from food services; state \$4,615,127; federal \$305,780 from Title I, IDEA, and Child Nutrition).

In Year 2 (FY 2029, 450 students), projects \$5,108,827 revenue (conservative hold with no specified growth), expenses \$4,540,391 (5% inflation on salaries), ending \$568,436. Fiscal priorities align with the educational program by dedicating 44% to staffing for 25:1 ratios and RAISE integration, aligning with charter goals. No debt; revenue-based rent for existing facility (capped 20%, \$1,035,000 Year 1) starts after the facility is occupied. If minor debt for renovations arises, 3-year schedule at 4% interest from surpluses, assuming 90% enrollment.

The following table summarizes key cash flow elements for the preoperational year and first two operational years:

Fiscal Year	Beginning Balance	Total Inflows	Total Outflows	Ending Balance
Preoperational (FY 2027)	\$0	\$659,062	\$640,563	\$18,500
Year 1 (FY 2028)	\$18,500	\$5,108,827	\$4,610,248	\$498,579
Year 2 (FY 2029)	\$517,079	\$5,108,827	\$4,540,391	\$568,436

2. To address cash flow challenges or shortfalls, CPA's contingency plans draw from Charter One's experience navigating enrollment dips in new schools, ensuring uninterrupted student

learning by protecting core programs. If enrollment falls below projected enrollment (e.g., 360 students in Year 1, reducing revenues to \$4,111,519), the Board would immediately activate a multi-phase response:

Phase 1 scales marketing efforts (increasing the \$70,000 budget to \$85,000 for targeted outreach in Provo/Orem, leveraging social media and community events to highlight the K-8 RAISE model);

Phase 2 defers non-essential expenses (5-10% budget, e.g., postponing \$20,000 in professional development while maintaining essential training for RAISE values);

Phase 3 adjusts staffing through attrition or part-time shifts in administrative roles, avoiding impacts on classroom instruction. For broader challenges like delayed state payments, Charter One has the ability to provide short-term advances. These measures, reviewed monthly by the Board, maintain at least 30 days' cash on hand and preserve resources for supporting student outcomes.

3. CPA's break-even enrollment is 360 students in Year 1 and 350 students in Year 2. The break-even enrollment numbers were calculated by dividing fixed costs by the per-student net contribution, adjusting variable costs to accommodate lower enrollment.

4. The attached [Charter School Budget](#) details the schools estimated revenues and expenditures for the first operational year, including a breakeven analysis.

5. The financial priorities directly support CPA's mission by allocating 44% to staffing for expert delivery of RAISE-focused programs and 20% max to facilities for safe, integrated K-8 spaces that foster community and growth.

6. Budgets for full enrollment and breakeven enrollment scenarios are provided. The budgets are based upon realistic revenue and expenditure assumptions for the first three years. It reflects revenue from grants and loans, and it includes repayment schedules for any loans.

ASSUMPTIONS

The following assumptions were made when preparing the budget:

1. We assume that CPA will receive the same funding as other Charter Schools in Utah.
2. We assume providing the required medical and healthcare options to all full-time employees in accordance with applicable laws and have budgeted accordingly.
3. We assume that our student enrollment will reach targeted numbers of 450 students during the first year.
4. We assume that the State will continue to pay the same Equalization Rate that is current. We did not factor in any increases in Equalization due to inflation, although we anticipate that they will occur.

5. We assume that the Marketing & Recruitment plan will be effective in enrolling students.
6. We assume maintenance staff will be two staff per building.
7. We assume our textbook expense to be as reflected in the budget provided.
8. We assume we will contract out the school psychologist.
9. We assume an average teacher salary of \$45,000 year.
10. We assume 28 students per class.
11. We assume that we will receive funding from the USBE Startup Grant.
12. We assume that we will receive funding from the USBE revolving loan.

EXPENDITURES NARRATIVE AND ASSUMPTIONS

Salaries

Salaries for positions in Year 1 before school opens will be covered by the Utah State Board of Education's startup fund as well as the USBE revolving loan until we begin classes in August 2027. We have listed some of the positions which will begin working prior to that date, noting that their salaries and wages will be covered by the USBE startup fund and revolving loan.

Director: Our plan assumes a Director for the site, to begin in January of 2027. This will provide an appropriate amount of lead up time for all start-up tasks to be completed, including the hiring of administration and educational staff. Salary and benefits for the Director will be covered by the USBE startup fund and revolving loan until school begins. CPA understands that the USBE start-up grant provides funding nearly a year in advance of a school's opening, however the January hiring of the Director provides the ideal time for startup in combination with salary cost savings.

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

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

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

Supplies

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

Instruction Consumables

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

Operations & Maintenance (O&M)

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

Marketing & Recruiting Plan and personnel: We are conducting marketing activities to develop an interest list for the school. In accordance with our Marketing & Recruiting plan, we assume \$50,000 will be expended in the fiscal year prior to the school opening.

Contracted Services

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

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

Accounting: Accounting services will be provided by the selected EMO and included in their contract.

Legal fees: Legal services will be provided by the selected EMO.

Information Technology: IT services will be provided by the selected EMO. Computers are included in the budget.

Building Rent/Lease/Loan: CPA remains open to the possibility of buying or leasing facilities. In the case of leasing facilities, CPA will work to negotiate with the selected developer to obtain favorable lease terms, including limiting our lease costs to 20% of revenue. The primary goal of CPA regarding school facilities is to open with facilities that provide an optimal learning and experimental environment for our students. In addition to sufficient classroom and educational space, CPA will seek facilities that will support all activities that are part of a well-rounded and complete educational experience, including athletics and fine arts. CPA remains open to alternative financing opportunities in the future to facilitate providing the best possible facilities to our students. The lease will require a school-ready building by August 2027, including any permits required for a Certificate of Educational Occupancy.

Building and/or Land Improvements: Any building or land improvements will be included in the facility lease.

Food Service: Costs will be included in contract with Food Service Provider.

Property/Casualty/Liability Insurance: Board liability insurance will be secured upon receipt of a charter. All other required insurance is included in the budget.

Phone/Communications/Internet: We will apply for erate grant for internet services and phone services..

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

Student Technology Equipment: All student technology equipment expenses are included in the year 1 budget.

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

Other Leases and Loan Repayment: Repayment of the revolving loan is typically 5 years. Repayment of any start-up loans from the EMO is for 5 years.

REVENUE NARRATIVE AND ASSUMPTIONS

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

CPA is looking at both existing facilities and acquiring land and building a brand new facility. Regardless of the path taken, CPA plans to work with a school developer and will initially lease the facility from the developer. We will select a developer that is willing to share the risk on the school facility by committing to lease costs that won't exceed 20% of revenue.

The board takes its' responsibilities seriously regarding the governance and financial oversight of the school. We are prepared for any budget and cash flow challenges, particularly during the first three fiscal years. Strategies include:

1. Limiting lease costs to 20% of revenue. This will reduce the risk if we should experience low enrollment..
2. Preparing a breakeven budget. We realize we may need to reduce staff and control other variable expenses if we are faced with budget and cash flow challenges during the first three fiscal years.
3. Our contract with the EMO will stipulate that they can not take their fee if there is no money in the bank account.
4. There will be a monthly review of the balance sheet and budget reports by the EMO's.
7. CPA remains open to the possibility of buying or leasing facilities. In the case of leasing facilities, CPA will work to negotiate with the selected developer to obtain favorable lease terms, including limiting our lease costs to 20% of revenue. The primary goal of CPA

regarding school facilities is to open with facilities that provide an optimal learning and experimental environment for our students. In addition to sufficient classroom and educational space, CPA will seek facilities that will support all activities that are part of a well-rounded and complete educational experience, including athletics and fine arts. CPA remains open to alternative financing opportunities in the future to facilitate providing the best possible facilities to our students. The lease will require a school-ready building by August 2027, including any permits required for a Certificate of Educational Occupancy.

8. For budget challenges in Years 1-3, strategies include enrollment boosts, non-core cuts, grants, and Charter One support; quarterly monitoring for >5% reserves. Charter One has expressed its explicit commitment to ensure financial viability.

9. The board is committed to maintaining the financial viability of the school through financial oversight and monthly review of school budget and annual audits.

10. Budgets reflect >5% reserves, per Utah requirements.

Finance Section

1. Financial management uses GAAP-compliant systems like Sage Intacct, managed by Charter One's Finance Director with on-site oversight by the Governing Board, ensuring accurate tracking that supports educational priorities like timely material purchases for RAISE programs.
2. Finances are managed by Charter One under Board fiduciary oversight, with records protected via confidential systems compliant with FERPA (34 CFR Part 99). Provisions include: 1) Annual audits by USBE-approved CPAs per Utah Code Ann. §53G-5-404; 2) Annual reports disseminated via website and meetings; 3) \$1M/\$3M liability insurance, indemnifying against torts per §53G-5-505.
3. Adherence to GAAP is evidenced by Charter One's audited financials from similar schools, with policies for accrual accounting and segregation of duties.
4. Policies for tracking use Infinite Campus SIS, with daily attendance verification (target 95% for funding), FRL eligibility (40% assumed), SWD (10%), and EL (5%), audited annually per USBE R277-419. Charter One has extensive expertise using various SIS systems to ensure compliance with best practices. The board intends to adopt board policies to ensure such best practices are adhered.
5. Preparation includes pre-opening insurance procurement, audit contracts, and AFR submissions, all managed by Charter One for compliance purposes.
6. Grants/federal programs are administered by Charter One's grant management and compliance teams, with segregated accounts per guidelines (e.g., IDEA per 34 CFR 300).

Facilities

1. CPA's facility needs are based on its educational program emphasizing RAISE values, Core Knowledge curriculum, and extracurriculars like arts and entrepreneurship for 450 K-8 students, requiring ~40,000 sq. ft. for integrated learning spaces that promote moral development and community, including dedicated areas for group projects and character-building activities. The Governing Board plans to lease an existing facility to minimize startup risks and costs, allowing focus on program implementation rather than construction, with scalability for future growth. This size accommodates 25 classrooms, administrative offices, a cafeteria, gym, library/media center, and outdoor recreational space, ensuring all elements support personalized instruction, collaborative learning, and a wholesome environment aligned with the school's mission.
2. Potential facility at 1724 South State Street, Provo, is under negotiation: 25 classrooms (780 sq. ft. each for flexible grouping and technology integration), common areas (cafeteria 2,000 sq. ft. for lunch and events, gym 3,000 sq. ft. for physical education), administrative areas (offices 1,500 sq. ft. for staff and counseling), recreational space (playground 5,000 sq. ft. for outdoor activities), no community or residential facilities, ensuring all spaces support the wholesome environment; additional features include a library/media center (1,000 sq. ft.) and

restrooms (6 total, ADA-compliant). Negotiations are ongoing and pending charter approval, with no contract in place yet.

3. The facility will meet student needs by providing age-appropriate spaces for K-8 progression, with natural light, technology integration, and flexible areas for collaborative learning; assurance of accessibility for physical disabilities via ADA-compliant ramps, elevators, wide doorways, braille signage, adjustable desks, and assistive technology, verified through pre-occupancy audits by certified inspectors. These features ensure an inclusive environment that supports diverse learners, including those with disabilities, while fostering moral and academic growth through RAISE values.

4. Lease terms in negotiation: revenue-based capped at 20% (\$1,035,000 annual at full enrollment), 15-year term with renewal options, with a purchase option; draft agreement includes utilities inclusion, maintenance responsibilities by landlord. Prepared via Charter One for review upon approval. All terms are preliminary and subject to finalization post-charter approval.

5. Renovations include classroom refreshes (painting, flooring), ADA upgrades (ramps, restrooms), and technology wiring (smartboards, Wi-Fi), timed for spring-summer 2027 to avoid disruption, cost ~\$500,000 funded from reserves or grants, with phased implementation (e.g., admin first, classrooms second) and contractors selected via RFP for compliance. Costs are estimated based on Charter One's prior projects and will be confirmed during negotiations. These costs will be rolled into the lease expense and are currently anticipated in the current lease payment projections.

6. If primary site is unavailable, potential locations include alternatives in Provo within 5-mile radius (e.g., commercial buildings on State Street); process: evaluate via site visits, feasibility studies (structural, zoning), and cost analysis post-approval (by Jan. 2026), acquire lease by March 2026, renovate Jan.-June 2027, occupy July 2027, managed by Charter One with Board approval. This contingency ensures timely securing of a suitable facility without delaying opening.

7. Applicant reflects sound understanding of education facility needs: e-occupancy building required for educational use per USBE, incorporating fire safety (sprinklers, exits), seismic standards (bracing), energy efficiency (LED lighting, HVAC), and health codes (ventilation, sanitation) for K-8; design prioritizes natural ventilation, secure entry, and multipurpose spaces for RAISE activities, ensuring compliance and support for the program's emphasis on moral development.

8. Facility costs knowledge: leasing \$1,035,000 annual for \$11,500,000 project at 9% rate, purchasing would add ~\$1.2M/year in financing; building new ~\$200/sq. ft. (\$8M total), renovating \$43/sq. ft. (\$1.7M); all conform to health (ADA, ventilation), safety (fire codes), occupancy requirements via inspections, comparable to Provo market averages per recent USBE reports. These estimates inform budgeting and viability assessments.

9. Evidence for assumptions: Charter One's experience with similar leases, spreadsheet \$11,500,000 estimate based on Provo real estate data from 2024 appraisals, supported by USBE facility guidelines and local zoning studies. Market data confirms affordability and alignment with regional norms.

10. Proposed facility is adequate: 40,000 sq. ft. supports program with room for growth (up to 500 students), location in Provo targets population; plan for securing alternatives ensures appropriateness for RAISE-focused education, per Utah school standards (e.g., 50 sq. ft./student minimum). Adequacy is based on space allocations that enable reasonable class sizes, extracurriculars, and community-building.

11. Acquisition plan viability: The Proposed Lease aligns with revenues (20% cap), no debt, reserves cover contingencies, stress-tested with budget scenarios showing positive cash flow even at breakeven. Viability is enhanced by Charter One's support in negotiations and risk mitigation.

Pre-Opening Plan

Overview of Pre-Opening Phases

Cambridge Preparatory Academy's (CPA) pre-opening plan spans from charter approval (anticipated fall 2025) to school opening in August 2027, focusing on operational readiness to support its mission of providing the best educational experience in a moral and wholesome environment through rigorous academics and RAISE values (Respect, Accountability, Integrity, Service, Excellence). This plan aligns with Utah State Charter School Board (SCSB) requirements under R277-552, including mandatory workshops, readiness checklists, and compliance with federal and state laws such as IDEA (34 CFR Part 300) and FERPA (34 CFR Part 99). Responsibilities are assigned to the Governing Board, Charter One (EMO), and key hires like the School Director, with resources from startup grants (e.g., Utah Charter School Revolving Loan up to \$250,000) and Start up grant plus Charter One advances totaling \$659,062. Potential challenges, such as minor renovations at a potential facility (1724 South State Street, Provo) or enrollment shortfalls targeting 450 K-8 students from Provo and nearby areas like Orem and Springville, will be addressed through contingencies like extended timelines or enhanced marketing campaigns emphasizing the school's values-based approach.

The pre-opening period is divided into three phases: Immediate Post-Approval (Winter 2026), Planning and Development (2026), and Final Preparation (Early 2027). This structure follows SCSB timelines, requiring charter agreement execution by July 1, 2026, and completion of pre-operational tasks 18 months before opening. The plan ensures implementation of legal requirements, policies, student data systems (e.g., Data Management Interface or DMI for tracking enrollment, attendance, SWD, EL, and FRL), privacy protections, reporting (e.g., monthly enrollment to districts), and financial management, with evidence submitted to the authorizer quarterly. The plan's foundation is a \$659,062 planning year budget (FY 2027), primarily from grants and advances, covering property (including furniture and supplies), yielding a balanced ending \$68,500.

Resources are allocated to prioritize compliance and readiness, with Charter One providing expertise in grants, hiring, and facilities.

Governance and Compliance Setup: Immediately post-approval, the board finalizes its structure per bylaws, ensuring 5-7 members with diverse expertise (e.g., governance, finance, education). Policies are developed using SCSB templates, including special education rules adopted verbatim from USBE, with additional supports for SWD (10% projected). Training on

Open Meetings Act (Utah Code Ann. §52-4) and ethics occurs annually, fostering transparency and alignment with the school's vision of "Learn. Lead. Change the World!"

Facility Acquisition: Partnering with Charter One developers, secure a potential site at 1724 South State Street by January 2026, with revenue-based lease capped at 20% (\$1,035,000 annual at full enrollment). Minor renovations (~\$500,000 for classroom updates, ADA enhancements) funded via grants or rolled into the lease payment by the school developer.

Contingencies: If site unavailable, evaluate alternatives near Provo within 30 days; ensure e-occupancy certificate by June 2027 through inspections.

Hiring and Staffing: Director hiring starts January 2026 via competitive process, with prorated salary and focus on candidates experienced in K-8 charters and values-based education. Staff recruitment in 2027 prioritizes background checks per R277-552 and trainings on data privacy and RAISE integration. Charter One's HR supports to minimize costs and ensure diverse, qualified team.

Marketing and Enrollment: Charter One's marketing campaign has already been launched. But post-approval it will include website development, community events in Provo/Orem, and ads highlighting academic rigor and patriotism. Enrollment opens December 2026, with lottery procedures compliant with state rules (Utah Code Ann. §53G-6-502), aiming for 450 students while tracking demographics for Title I eligibility (40% FRL projected).

Systems Implementation: By December 2026, secure DMI and SIS access (e.g., Infinite Campus) for real-time tracking of attendance (95% target), SWD (10%), EL (5%), and FRL. Financial systems use Sage Intacct for GAAP compliance, with segregated accounts for grants and restricted funds.

Reporting and Financial Management: Set up annual audits and Audited Financial Report (AFR) submissions by March 2027; appoint the Director for ongoing reports to USBE and districts. Insurance is procured early, covering tort claims per §53G-5-505. This thorough approach, with built-in flexibilities, positions CPA for a successful 2027 opening, directly enhancing student outcomes through prepared infrastructure, compliant systems, and focused resources for a wholesome learning environment.

Detailed Timelines and Tasks

Below is a comprehensive schedule, adapted from successful Utah charter examples like Advantage Arts Academy and guidelines from the Utah State Charter School Board (SCSB). It includes initiation/completion dates, key tasks, primary responsibilities, and resource needs. The Governing Board will track progress via monthly meetings, using a readiness checklist per SCSB guidelines.

Phase	Completion Date	Task	Primary Responsibility	Resource Needs
Post-Approval	Upon Approval	Finalize and sign charter agreement;	Governing Board Chair /	No cost; SCSB-provided

Phase	Completion Date	Task	Primary Responsibility	Resource Needs
	(Jan. 2026)	complete board member background checks and register with Bureau of Criminal Investigation.	Charter One Legal Team	agreement template; \$500 for background checks.
Post-Approval	Upon Approval (Jan. 2026)	Attend mandatory post-proposal bootcamp and pre-operational workshops (e.g., governance, compliance).	Full Governing Board	SCSB workshops (free); travel expenses (\$1,000 total).
Post-Approval	Jan. 2026	Form committees (e.g., Hiring, Facility, Outreach); approve 2026-2027 planning year budget.	Governing Board / Charter One Finance Director	Charter One advance (\$409,062 total for pre-opening); budget template from USBE.
Post-Approval	Jan. 2026	Apply for 501(c)(3) status and Utah Charter School Revolving Loan/Startup Grant (\$150,000-\$250,000).	Board Treasurer / Charter One Grants Team	Legal review (\$2,000); grant application forms from USBE.
Planning & Development	Jan-Jun 2026	Secure lease for potential facility at 1724 South State Street, Provo; negotiate revenue-based terms (capped at 20%) and plan minor renovations.	Facility Committee / Charter One Developers	\$50,000 for site surveys/legal; renovation costs (~\$500,000 from grants).
Planning & Development	Jan-Jun 2026	Hire School Director (start date March 2026; salary \$120,000 prorated).	Hiring Committee / Charter One HR	Job postings (\$5,000); interviews; benefits package (\$30,000 prorated).
Planning & Development	Jan-Jun 2026	Develop and adopt required policies (e.g., enrollment, special education,	Governing Board / School Director (once hired)	Legal consultant (\$10,000); USBE Special Education Rules template.

Phase	Completion Date	Task	Primary Responsibility	Resource Needs
		employee evaluations, data privacy per FERPA).		
Planning & Development	Jul-Dec 2026	Launch marketing plan: Create school website, host community events, advertise enrollment targeting Provo and surrounding areas.	Outreach Committee / Charter One Marketing Team	Charter One marketing campaign: ads/website; graphic designer).
Planning & Development	Jul-Dec 2026	Secure access to student data systems (e.g., DMI, SIS like Infinite Campus); train on tracking enrollment, attendance, SWD/EL/FRL.	School Director / Charter One IT	System licenses (\$15,000); training sessions (\$5,000).
Planning & Development	Jul-Dec 2026	Procure insurance (liability \$1M/\$3M aggregate) and ensure tort claim indemnification.	Board Treasurer / Charter One	Premiums (\$20,000); broker fees.
Final Preparation	Jan-Jun 2027	Hire staff (teachers, admin; aim for 25:1 ratio); conduct background checks and trainings on RAISE values and curriculum.	School Director / Hiring Committee	Salaries/benefits (\$500,000 prorated); recruitment ads (\$10,000).
Final Preparation	Jan-Jun 2027	Open enrollment; process applications, hold lottery if needed; target 450 students.	School Director / Outreach Committee	Enrollment software (\$5,000); parent meetings (\$2,000 for materials).
Final Preparation	Jan-Jun 2027	Complete facility renovations; obtain e-occupancy certificate, fire/health inspections.	Charter One Developers / School Director	Inspections (\$10,000); contingency for delays.
Final Preparation	Jan-Jun 2027	Implement reporting systems	School Director / Charter One	Accounting software

Phase	Completion Date	Task	Primary Responsibility	Resource Needs
		(e.g., annual audit setup, financial reports); submit monthly enrollment reports to districts.	Finance	(\$10,000); auditor contract (\$15,000).
Final Preparation	Jun-Aug 2027	Complete USBE Readiness to Open Checklist; hold parent/teacher orientations emphasizing mission and vision.	Full Governing Board / School Director	Checklist (free from SCSB); event costs (\$5,000).
Final Preparation	Aug 2027	School opens: First day operations, including student record transfers and assessments calendar.	School Director	Operational supplies (\$20,000).

Challenges and Contingencies

Charter One will provide advances if funding lags, defer management fees, and assist with vendor negotiations. If enrollment lags (e.g., below 360 break-even), enhance marketing with focused Provo campaigns. Board will monitor quarterly, notifying SCSB of risks per R277-552.

Positive Impact on Student Learning

This plan ensures a fully compliant, resourced school from day one, enabling small classes for personalized instruction in Core Knowledge and RAISE, with accessible data systems for targeted support of SWD and EL students, fostering the vision of "Learn. Lead. Change the World!"

Closure Plan Overview

Cambridge Preparatory Academy (CPA) has developed a comprehensive closure plan to ensure an orderly, compliant, and student-centered wind-down process in the unlikely event of charter termination by the Utah State Charter School Board (SCSB) or Utah State Board of Education (USBE), or voluntary surrender by the school. This plan aligns with Utah Code Ann. §53G-5-504, which mandates timely notifications, student transitions, asset disposition, and record handling, as well as federal regulations under 2 CFR 200.334 for grant-related record retention. Drawing from sample protocols from the Utah Association of Public Charter Schools (UAPCS), the plan prioritizes minimizing disruption to students' education, supporting families and staff, and fulfilling all legal and financial obligations. Charter One, as the Education Service Provider (EMO), will assist the Governing Board in execution, leveraging experience from similar closures in other

states. The plan includes a closure reserve labeled in the budget to cover costs like audits, notifications, and transitions, explained as a contingency for dissolution in the business plan.

To proactively avoid closure, CPA integrates ongoing self-evaluation, as required. The Governing Board and School Director will conduct quarterly performance reviews using USBE minimum standards and board-determined targets (e.g., 100% student growth by Year 3, 80% satisfaction in RAISE programs). Evaluations involve data analysis from sources like RISE assessments, internal surveys, and stakeholder feedback. If targets are at risk, an action plan will be developed within 30 days, including interventions like curriculum adjustments or additional professional development. The school will notify the authorizer (SCSB) at least 60 days in advance of state reviews if projections indicate missed targets, allowing collaborative remediation.

Phases of Closure

The closure process is divided into four phases: Immediate Notification (Days 0-10 post-decision), Student and Employee Transitions (Days 11-60), Financial and Asset Wind-Down (Days 61-120), and Final Reporting and Archiving (Days 121+ or until complete). This structure follows §53G-5-504 timelines, ensuring all tasks are initiated promptly and completed efficiently. Contingencies for delays (e.g., legal disputes) include extending phases by up to 30 days with authorizer approval and escalating to Charter One for additional resources.

Detailed Timeline and Tasks

The following table outlines key tasks, based on Utah law, with initiation/completion dates relative to the closure decision date (Day 0). Responsibilities are assigned to the Governing Board, School Director, Charter One, or designated leads (e.g., Finance Lead). Resource needs draw from the remaining cash reserves.

Phase	Completion Date (Post-Decision)	Task	Primary Responsibility	Resource Needs
Immediate Notification	Day 1	Notify parents, staff, authorizer, creditors, and local districts (Provo City School District) of closure decision via certified mail, email, and website posting; include proposed closure date, transition plans, and contact hotline.	Governing Board Chair / Charter One Communications Team	\$2,000 for mailing/printing; hotline setup (\$500); no additional cost for website.
Immediate Notification	Day 3	Develop and distribute press release and talking points on closure reasons,	School Director / Charter One	\$1,000 for media distribution; meeting

Phase	Completion Date (Post-Decision)	Task	Primary Responsibility	Resource Needs
		history, and support plans; hold initial stakeholder meeting for Q&A.		venue (school facility, no cost).
Immediate Notification	Day 10	Notify state agencies (e.g., USBE, Utah Charter School Finance Authority if applicable), unions (if applicable), and benefit providers; assure maintenance of insurance/risk coverage through transition per §53G-5-504(8)(a).	Board Treasurer / Charter One Legal	Legal review (\$1,500); copies to authorizer (no cost).
Student and Employee Transitions	Day 30	Assist students/families in choosing new schools: Host school choice fairs, provide registration support, and individualized counseling; transfer records to receiving schools or districts with parent consent; follow up via phone/email in the next school year to verify enrollment.	School Director / Parent Outreach Committee	\$5,000 for fairs/materials; record transfer software (\$1,000); staff time (covered by reserve).
Student and Employee Transitions	Day 45	Provide employee support: Offer 1-month severance based on tenure, job placement assistance through Charter One network, COBRA information, and reference letters; notify of final payroll and benefits termination.	Governing Board / Charter One HR	Severance from reserve (\$20,000 estimate); placement services (no cost via network).
Student and Employee	Day 60	Complete final report cards/transcripts; notify parents of record	School Director / Faculty Lead	Printing/scanning (\$750);

Phase	Completion Date (Post-Decision)	Task	Primary Responsibility	Resource Needs
Transitions		access locations; ensure protection of student records during transfers (e.g., encrypted digital copies).		compliance with FERPA (no additional cost).
Financial and Asset Wind-Down	Day 90	Inventory assets (segregate state/federal-funded items); perform UCC search for liens; develop disposition plan (e.g., auction remaining assets after satisfying debts, offer to other charters first per H.B. 134).	Finance Lead (Charter One) / Board Treasurer	Inventory consultant (\$2,500); auction fees (\$5,000 from proceeds).
Financial and Asset Wind-Down	Day 120	Settle obligations: Pay staff, taxes, audits, creditors; distribute remaining assets per charter agreement (e.g., to donors or USBE); close bank accounts after clearing checks.	Board Chair / Finance Lead	Audit by CPA (\$7,500); legal fees for settlements (\$5,000).
Final Reporting and Archiving	Ongoing (up to 3 years)	Submit required reports: Final audit, grant reports (e.g., Title I), end-of-year financials to USBE and authorizer; appoint School Director (or designee if unavailable) as responsible individual.	Appointed Reports Lead (School Director) / Charter One	Audit contract (\$7,500); submission software (no cost).
Final Reporting and Archiving	Day 120 + ongoing	Archive records: Appoint School Director as custodian; maintain student/attendance/transcripts (7 years), employment/assets (3 years per 2 CFR	Appointed Records Lead (School Director) / Charter One IT	Storage fees (\$2,500 annually); digital encryption (\$1,000).

Phase	Completion Date (Post-Decision)	Task	Primary Responsibility	Resource Needs
		200.334); store at secure USBE-approved repository or digital platform.		

Challenges and Contingencies

Potential challenges include low parent engagement or financial shortfalls. Contingencies: Extend notification via social media if mail fails; use reserve funds for additional counseling if transitions delay; involve SCSB for disputes over asset distribution. If the Board abdicates, Charter One will coordinate with the authorizer to assume duties.

While closure is undesirable, this plan minimizes negative effects by prioritizing swift student placements to maintain educational continuity, empathetic employee support to preserve professional networks, and transparent processes to build trust. It ultimately reinforces accountability, ensuring resources are redirected to support Utah's public education system.

Closure Process

CPA will adhere to all requirements in the closure process and will support families and staff during this process.

CPA shall appoint the School Director (or designee if unavailable) as responsible individual for closure responsibilities on the school site and relating to records and reporting. The plan to archive and maintaining records upon school closure, CPA will appoint the School Director as custodian to maintain student/attendance/transcripts per Utah law. All Final audits, grant reports (e.g., Title I), an end-of-year financials will be submitted by the School Director and the EMO (Charter One).

All student records will be maintained by the school for release upon request from parents, schools or authorizers.

Students/families will receive assistance in choosing new schools to fit their needs. CPA will host school choice fairs, provide registration support, and individualized counseling; transfer records to receiving schools or districts with parent consent; follow up via phone/email in the next school year to verify enrollment.

In order to provide employee support during the school closure, CPA will offer severance based on tenure, job placement assistance, COBRA information, and reference letters; notify of final payroll and benefits termination.

CPA will use cash reserves identified in the budget for the closure process in the chart above.

Section 8: Contracts

a. Entered Contracts

The governing board of Cambridge Preparatory Academy has not entered into any contracts for services, such as building development, real property acquisition, or EMO services, prior to the submission of this application. However, the board intends to contract with Charter One, an Education Management Organization (EMO), as an Education Service Provider after approval, during the planning year and operational years. As such, the following addresses the requirements for intending to contract with an EMO.

b. Intended Contracts

i. The school will follow a competitive procurement process for the selection of an EMO, including issuing a Request for Proposals (RFP) to multiple potential providers, evaluating proposals based on criteria such as service quality, cost, alignment with the school's mission, and proven track record, and selecting the provider through a board vote. This process will be completed upon charter approval to inform planning, with contract execution to occur only upon authorization.

ii. The applicant assures that the procurement process will meet state law for procurement as outlined in Utah Code Title 63G, Chapter 6a (Utah Procurement Code), including requirements for fair and open competition, conflict of interest disclosures, and documentation of the selection process to ensure transparency and value for public funds.

iii. The contractor will be selected through a formal evaluation of RFP responses, with due diligence efforts including reviewing the EMO's financial statements, auditing reports from managed schools, conducting site visits to existing schools (e.g., American Leadership Academy campuses in Arizona), interviewing references from other charter boards and administrators, analyzing student performance data from managed schools, and verifying compliance history with state education authorities. Legal counsel will review proposed contract terms to ensure alignment with Utah charter school laws.

iv. The school's decision to work with an EMO, in general, stems from the need to leverage specialized expertise in charter school operations, allowing the governing board to focus on strategic oversight, policy-setting, and community engagement rather than day-to-day management. An EMO will provide scalable support in areas like compliance, finance, and academics, which is particularly valuable for a new charter school like CPA aiming for rapid achievement of 100% student growth by Year 3, while maintaining a focus on its mission of delivering academic excellence in a moral and wholesome environment.

v. The planned relationship will position the governing board as the ultimate authority for policy and oversight, with the school Director serving as the primary liaison to the EMO. The EMO will handle operational execution, reporting regularly to the Director and board on key metrics such as student outcomes, budget adherence, and compliance. This structure will further CPA's mission by enabling efficient implementation of its educational program, including culture-building initiatives, effective instruction, and PLCs, while ensuring resources are directed toward student

leadership development in athletics, arts, technology, entrepreneurship, and community service.

vi. Charter One will provide comprehensive services, including but not limited to: academic support (curriculum alignment and professional development), financial management (budgeting, accounting, and payroll), human resources (recruitment, training, and compliance), information technology (systems setup and maintenance), marketing and enrollment support, facilities management, and regulatory compliance with state and federal education laws.

vii. Charter One's roles and responsibilities will include managing daily school operations under the direction of the school Director, providing data-driven recommendations to the board on academic and financial matters, ensuring adherence to CPA's charter agreement, and supporting the implementation of the school's unique elements such as SMART goal-setting for students and Tier 1-3 interventions. The EMO will report to the school management and governing board, with no authority to override board policies.

viii. The governing board's performance expectations for Charter One include achieving or exceeding CPA's growth targets (e.g., above local district rates in Year 1, 75% in Year 2, 100% in Year 3), maintaining full compliance with Utah education laws, ensuring financial stability with no audit findings, supporting enrollment at 450 students, and fostering a positive school culture as measured by annual stakeholder surveys.

ix. The governing board will evaluate Charter One's performance annually through a formal review process, including analysis of key performance indicators (KPIs) such as student proficiency and growth on RISE assessments, financial audits, enrollment data, compliance reports, and feedback from staff, parents, and students. The evaluation will involve third-party audits if needed, with contract renewal or termination based on results, as outlined in the agreement.

A summary of Charter One's history includes its founding in early 2015, with a focus on building, launching, and managing charter schools nationwide. It has experienced growth by expanding from 13 Arizona-based schools to supporting campuses in Arizona, North Carolina, and South Carolina. Relevant performance data from schools it has worked with includes American Leadership Academy campuses in Arizona, where several have achieved A-ratings for K-6, with examples like the Queen Creek campus ranked #45 in Arizona, featuring a 92% graduation rate and 51% AP participation. For Wake Preparatory Academy in North Carolina, the school earned a C performance grade (64%) in 2024, with graduation rates ranging from 81.3% to 93.5% over recent years. Bonnie Cone Classical Academy in North Carolina has 55% reading and 52% math proficiency, with some grades exceeding state averages (e.g., 78.2% in 4th-grade reading). Charter One currently does not manage any schools in the state of Utah. [Charter One Annual Report](#)

1. Charter One will provide services related to curricular and instructional management, including alignment with Utah Core Standards using approaches like Core Knowledge, and student

assessments. Oversight and monitoring will include the board reviewing reports on instructional effectiveness, student growth data, and alignment with CPA's mission; assessment practices; and board authority to direct changes if outcomes fall short of targets.

2. Charter One will provide financial management services, such as budgeting and accounting. Internal controls will include segregated duties (e.g., separate approval and reconciliation processes), monthly financial reports to the board, independent annual audits, board approval for major expenditures, and compliance with generally accepted accounting principles (GAAP), Governmental Accounting Standards Board (GASB), and Utah charter school financial rules to prevent conflicts and ensure transparency.

Appendix A: Background Information Sheet

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

Name: Richard Holt

Position on Board: Treasurer

Area of Expertise: Accounting/CPA

Statement of Intent Regarding Role on the Board: Serve as needed with emphasis on the financial matters of the board

Not-for-Profit History Relevant to Board Role: Served as audit committee chairman for 12 years for a not-for-profit organization as well as general board member.

Employment History Relevant to Board Role: Employed as an Internal Audit Director for 29 years for a not-for-profit organization.

Education History Relevant to Board Role: BS in Accounting from Utah State University, Certified Public Accountant.

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:

A handwritten signature in black ink, appearing to read "Richard Holt", written over a horizontal line.

Date: June 10, 2025

Appendix A: Background Information Sheet

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

Name: Jared Rhodes

Position on Board: Secretary

Area of Expertise: Non-profit education, technology

Statement of Intent Regarding Role on the Board: Despite working in Innovation and Consulting capacities for most of my career so far, my heart (and my first few business ventures) belongs to education. I love and support education, especially innovative approaches to teaching and experiential learning, and I want every parent and child to have the choice when it comes to where and how their children are educated. CPA provides that choice in high-impact areas and will not shy away from the goal of 100% student proficiency.

Not-for-Profit History Relevant to Board Role: Director of Operations at Drive Ventures, and has served on the Board of Directors for multiple nonprofits, including a local Utah County initiative to support women entrepreneurs. Jared has always been passionate about education and one of his earliest jobs was teaching Science, Technology, and Entrepreneurship to K-6 students.

Employment History Relevant to Board Role: Jared currently serves as President of Maak Impact, a Utah-based nonprofit social innovation and design lab that partners with social problem solvers to design solutions that are sustainable, scalable, and impactful. He is also a founding member/manager of multiple for-profit social ventures

Education History Relevant to Board Role: As President, Jared works every day to achieve his goal to better understand problems and to work alongside impact-makers to do his part to innovate and design a more impactful world.

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Applicant's Signature:  boxSIGN 4Z3YXXK1-135W93KK

Date: Jun 25, 2025

Appendix A: Background Information Sheet

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

Name: Laura Warburton

Position on Board: Vice Chairwoman

Area of Expertise: Community, parent support

Statement of Intent Regarding Role on the Board: To serve as needed. To protect the integrity of the charter mission.

Not-for-Profit History Relevant to Board Role: Founder of Live Hannah's Hope, a non-profit dedicated to providing support with families dealing with suicide. She has identified numerous solutions relative to suicide, enough so that in 2018 she was honored with a citation by the Utah House of Representatives, for her work in suicide prevention.

Employment History Relevant to Board Role: Working with numerous non-profit entities to provide support for families and youth.

Co-owner of The Wellness Center

Current Boards -

HMHI Parents Families Council

Utah Brain Injury Council

SafeUt Parents and Families Advisory Committee - Chair

QPR Master Trainer

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

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Applicant's Signature:  box SIGN 1XZ8QQL1-4658JQP9

Date: Jun 21, 2025

Appendix A: Background Information Sheet

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

Name: Sally Burningham

Position on Board: Director

Area of Expertise: Start-up, education

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

Not-for-Profit History Relevant to Board Role: She has volunteered at the schools of her four children for many years. This included starting a Junior Achievement at the school where she volunteered.

Employment History Relevant to Board Role: She received her BA in Education, and taught at Oak Hollow elementary school in Draper, Utah.

Education History Relevant to Board Role: She received her BA in Education, and taught at Oak Hollow elementary school in Draper, Utah. In addition, she provided direct support to her husbands firm, which specializes in providing start-up support and funding for new companies.

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:


box SIGN 13PYQQR4-4658JVJP

Date: Jun 22, 2025

Appendix A: Background Information Sheet

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

Name: Stan Lockhart

Position on Board: Chairman of the Board

Area of Expertise: Education, leadership

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

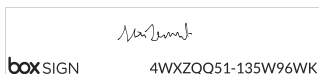
Not-for-Profit History Relevant to Board Role: Utah Alliance of Boys and Girls Clubs Executive Directors, Boy Scouts of America, Thanksgiving Point Board of Directors, Provo City Council, Provo Planning Commission, Provo Library Board, the Utah State Board of Education and Chairman of both the Utah County and Utah State Republic Parties.

Employment History Relevant to Board Role: He has served as a lobbyist for over twenty-five years, with significant engagement in public education and technology entities. He also served on the State Board of Education, which provides a very modest compensation. In his profession he has negotiated and led two of the largest tax incentives in the history of the state of Utah.

Education History Relevant to Board Role: Utah State Board of Education, founding Board member of Athenian eAcademy, numerous clients and volunteer efforts related to education and education technology policy.

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Applicant's Signature:


box SIGN 4WXZQQ51-135W96WK

Date: Jun 20, 2025

Appendix A: Background Information Sheet

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

Name: Rob Bishop 801-600-3785

Position on Board: Director

Area of Expertise: Education, leadership

Statement of Intent Regarding Role on the Board: To serve to provide a school choice option with the ELA model with focus upon our mission and vision and student performance.

Not-for-Profit History Relevant to Board Role: Numerous to include the Utah Shooting Sports Club, Up Close Civics Education, community and church related volunteer opportunities. I also served as a missionary for the Church of Jesus Christ of Latter Day Saits to Germany from 1970 to 1972.

Employment History Relevant to Board Role: High School teacher from 1974 to 2002. Teaching History, German and Government. I also worked with Close-Up, which focuses on civics. From 2003 to 2021 served in the United States House of Representatives, representing the First Congressional District of Utah.

Education History Relevant to Board Role: In addition to over two decades as a teacher, I earned a bachelor degree in Political Science from the University of Utah.

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Applicant's Signature:  Signed by:
30B2839D32B34B2...

Date: 6/27/2025

K Denise Bonnett

ROLE ON BOARD

Member

STATEMENT OF INTENT

I live in close proximity to the new charter school and am deeply invested in the well-being of this community. As a board member, my goal is to ensure that all students are cared for and given the best educational opportunities. Our community, in particular, will benefit from having a great educational choice—one that not only prepares students for success and confidence educationally, but also enables them to be successful in life and become great contributors to our community and our country.

NOT-FOR-PROFIT HISTORY

I have been actively involved in this community for over 35 years. I served as Neighborhood Chair and have participated in many neighborhood-wide efforts and initiatives. All of my children attended the local public schools, and I have dedicated significant time to volunteering—serving two years as PTA President and another two years as Vice President, along with various other responsibilities.

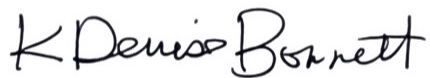
In addition, I have held leadership roles in civic and political service, including serving as Legislative District Chair and Precinct Officer. My ecclesiastical leadership roles have further deepened my understanding of community needs and the importance of service-oriented leadership.

For 12 years, I owned and operated a preschool. This experience helped me appreciate how much parents care about their children, their children's education, and deepened my commitment to helping each child achieve success in their education. Although it was a for-profit business, I often offered tuition-free enrollment to families facing financial difficulties. I list it in the not-for-profit section because I felt it was a type of service I provided.

EDUCATION HISTORY

Brigham Young University, Provo, Utah

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.



K Denise Bonnett

Filed in the Office of <i>Adam Watson</i> Director, Division of Corporations and Commercial Code Filed in the state of Utah	Filing Number 251001584989B Filed On September 25, 2025 10:50 AM Entity ID 14592591-0140 Number of Pages 4
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**RESTATED AND AMENDED
ARTICLES OF INCORPORATION
OF
CAMBRIDGE PREPARATORY ACADEMY, INC.**

Pursuant to the Utah Revised Nonprofit Corporation Act (Title 16, Chapter 6a, Utah Code Annotated), the undersigned, being the Board Chair of Cambridge Preparatory Academy, Inc. (the "Corporation"), a Utah nonprofit corporation originally incorporated on July 22, 2025, under Entity Number 14592591-0140, hereby certifies that the Board of Directors has duly adopted the following Amended and Restated Articles of Incorporation (the "Amended Articles") at a meeting held on September 23, 2025. These Amended Articles amend, restate, and supersede the original Articles of Incorporation in their entirety to ensure compliance with applicable laws, including requirements for charter schools under Utah Code Title 53G, Chapter 5, and for organizations seeking tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").

ARTICLE I: NAME

The name of the Corporation is Cambridge Preparatory Academy, Inc.

ARTICLE II: DURATION

The duration of the Corporation is perpetual.

ARTICLE III: REGISTERED OFFICE AND AGENT

The address of the Corporation's principal office is 2473 N 1180 W, Pleasant Grove, UT 84062. The name of its registered agent at such address is Stan Lockhart.

ARTICLE IV: PURPOSES

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code. The primary purpose of the Corporation is to govern and manage the operations of one or more public charter schools, including Cambridge Preparatory Academy, a K-8 charter school located in Provo, Utah, to provide high-quality education, promote student achievement, foster academic excellence, and support community development in compliance with the Utah Charter Schools Act (Utah Code Title 53G, Chapter 5), other applicable state and federal laws, and the Corporation's charter agreement with the Utah State Charter School Board (the "Authorizer").

To accomplish these purposes, the Corporation may engage in related activities, including but not limited to curriculum development, teacher training, facility management, extracurricular

programs in athletics, arts, technology, entrepreneurship, and leadership, and any other activities that further its exempt purposes. The Corporation is authorized to engage in any and all lawful activities permitted under Section 501(c)(3) of the Code and the Utah Revised Nonprofit Corporation Act, provided such activities support its charitable and educational mission.

Notwithstanding any other provision of these Amended Articles, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE V: LIMITATIONS AND PROHIBITIONS

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by Section 501(h) of the Code), 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.

The Corporation shall not engage in any transaction or activity that would disqualify it from tax-exempt status under Section 501(c)(3) of the Code.

Neither the Authorizer nor the State of Utah, including any agency of the State, shall be liable for the debts or financial obligations of the Corporation, the charter school it operates, or any persons or entities that operate the charter school.

ARTICLE VI: POWERS

In furtherance of its purposes, but subject to the limitations in Article V, the Corporation shall have all powers granted to nonprofit corporations under the Utah Revised Nonprofit Corporation Act, including but not limited to the power to:

- Acquire, own, lease, or dispose of real and personal property;
- Enter into contracts;
- Sue and be sued in its own name;
- Borrow money and incur debt on behalf of the Corporation, including securing such debt with mortgages or pledges of its assets, provided that any such action is approved by the Board of Directors and complies with applicable laws and the Corporation's charter agreement;
- Apply for and maintain tax-exempt status under Section 501(c)(3) of the Code;
- Accept gifts, grants, donations, and bequests; and

- Do all other acts necessary or expedient for the administration of its affairs and the attainment of its purposes.

ARTICLE VII: MEMBERS

The Corporation shall have no voting members. All governance authority shall reside with the Board of Directors.

ARTICLE VIII: BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of Directors, the number, qualifications, election, terms, and powers of which shall be as provided in the Bylaws. The initial directors are those named in the original Articles of Incorporation or as subsequently appointed pursuant to the Bylaws.

The Corporation shall not issue shares evidencing membership or interests in water or other property rights.

ARTICLE IX: DISSOLUTION

Upon the dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit organizations that are organized and operated exclusively for charitable or educational purposes and that have established their tax-exempt status under Section 501(c)(3) of the Code, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in 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 exempt purposes. No private individual shall be entitled to share in the distribution of any Corporation assets upon dissolution.


ARTICLE X: INDEMNIFICATION

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and agents against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of their service to the Corporation.

ARTICLE XI: AMENDMENTS

These Amended Articles may be amended by a two-thirds vote of the Board of Directors at a duly called meeting, provided that no amendment shall be made that would alter the Corporation's exempt purposes under Section 501(c)(3) of the Code or violate its charter agreement.

IN WITNESS WHEREOF, the undersigned has executed these Amended and Restated Articles of Incorporation this 23rd day of September, 2025.


box SIGN 4WXZQQ51-1V5W66KJ

Stan Lockhart
Board Chair and Incorporator,
Cambridge Preparatory Academy, Inc.

BYLAWS OF
Cambridge Preparatory Academy
A Non-Profit Corporation
Approved July 25, 2025

Article 1: Name and Offices

Section 1.01 Name

The name of the corporation shall be Cambridge Preparatory Academy (hereafter, the "Corporation" or "School").

Section 1.02 Principal Office

The principal office of the Corporation in the State of Utah shall be located at:

2473 North 1180 West
Pleasant Grove, UT, 84062

The Board of Directors may change the principal office in the State of Utah from time to time.

Section 1.03 Other Offices

The Board of Directors may establish branch offices where the Corporation is qualified to conduct its activities.

Article 2: Members

The Corporation shall have no stock or members. Approval by the Board of Directors is sufficient for any action that would otherwise require approval by a majority or all members. All rights that would otherwise vest in members shall vest in the Directors (Utah Code Ann. § 16-6a-818; 16-6a-601).

Article 3: Directors

Section 3.01 General Power

The Board of Directors shall manage the Corporation's property and business affairs, including the operation of a charter school pursuant to Utah law. The Board of Directors must act consistently with federal law, state law, the Articles of Incorporation, and these Bylaws (Utah Code Ann. §§ 16-6a-818; 53G-5-406).

Section 3.02 Number

The authorized number of Directors shall be at least five (5) but not more than seven (7) until changed by an amendment to these Bylaws by the Board of Directors. The Board of Directors shall fix the number of Directors, which shall comprise the entire Board of Directors.

Section 3.03 Selection and Term of Office

The Board of Directors shall elect Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election shall be held as soon as conveniently possible after the scheduled meeting date. Each Director shall serve a two-year, renewable term with no limits. The Board may establish an alternating term schedule to minimize turnover. Each Director shall serve until his or her successor has been elected or until his or her death, resignation, or removal.

Section 3.04 Filling of Vacancies

If any vacancy is caused by the death, resignation, or removal of a Director, the remaining Directors, by majority vote, shall elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor shall serve until the next regular election of Directors. If the number of Directors is increased as provided in these Bylaws, the current Directors, by majority vote, shall elect the additional Directors to hold office until the next regular election of Directors. No reduction in the authorized number of Directors shall remove any Director before the expiration of his or her term.

Section 3.05 Resignation

Any Director may resign by giving written notice to the Corporation's Secretary. The resignation shall be effective when the Secretary receives the notice unless the notice specifies a later effective date. If the resignation is effective at a later date, a successor may be elected before that date but shall not take office until the resignation becomes effective.

Section 3.06 Removal

A Director may be removed for cause by a two-thirds vote of all Directors then in office. The action shall be taken at a regular meeting of the Board of Directors or at a special meeting called for that purpose. The proposed removal must be announced in the notice and sent to the Directors at least 48 hours before the meeting (Utah Code Ann. §§ 16-6a-818; 16-6a-808).

Section 3.07 Compensation of Directors

No stated salaries shall be paid to Directors for their services, but each Director may receive reimbursement from the Corporation for reasonable expenses incurred on behalf of the Corporation.

Article 4: Meetings

Section 4.01 Place of Meeting

The Board of Directors shall hold its meetings at the Corporation's principal office or another designated Utah location.

Section 4.02 Annual Meeting

The Board of Directors shall hold its annual meeting during the month of May at the usual meeting time established by the Board of Directors for electing Directors for the ensuing year and to transact other business that may be properly brought before the Board.

Section 4.03 Regular Meetings

The Board of Directors may hold regular meetings as determined by majority resolution of the Board of Directors. The resolution may authorize the Chair to fix the specific date and place of each regular meeting, in which case notice of the meeting date and place must be given in the manner provided in these Bylaws. The notice need not specify the business to be transacted nor the purpose of the meeting unless specifically required by Utah law or these Bylaws. The Board shall meet no less than eight (8) times during the fiscal year, as required by state law Utah Admin. Code R277-470-6.

Section 4.04 Special Meetings

Special meetings of the Board of Directors may be called by the Chair or at the direction of not less than a majority of the Board of Directors, or as otherwise provided by law. The Board of Directors may only transact the specific corporate business announced in the notice for the special meeting.

Section 4.05 Public Notice of Meetings

Except as otherwise specifically provided in these Bylaws, the Board shall post public notice of each meeting on the official website of the Corporation, pursuant to Article 33C of Chapter 143 of the Utah Code Title 52, Chapter 4 (Open and Public Meetings Act) and Utah Code Ann. §§ 16-6a-818; 52-4-202. The attendance of any person at any meeting constitutes a waiver of notice (Utah Code Ann. §§ 16-6a-818; 16-6a-816), except if a Director attends a meeting for the express purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 4.06 Quorum

The presence of a majority of the Directors then in office constitutes a quorum to transact business at all meetings of the Board of Directors (Utah Code Ann. §§ 16-6a-818; 16-6a-824). If less than a quorum is present, a majority of those present may adjourn the meeting to a different place and time.

Section 4.07 Meetings by Telephone or Video Conference

Any annual, regular, or special meeting may be held by conference telephone or video communication equipment, provided all Directors participating can hear one another (Utah Code Ann. §§ 16-6a-818;16-6a-820). All participating Directors shall be considered present in person at the meeting for all purposes.

Section 4.08 Required Vote

Except as otherwise provided in these Bylaws or the Articles of Incorporation, the action of a majority of the Directors at a meeting at which a quorum is present is the action of the Board of Directors (Utah Code Ann. §§ 16-6a-818; 16-6a-824).

Article 5: Officers

Section 5.01 Election, Tenure, and Compensation

The officers of the Corporation shall be the Chair, Vice Chair, Secretary, and Treasurer. The offices of Secretary and Treasurer may be combined into one position. The Board of Directors shall elect the officers at each annual meeting. If no election is held at the annual meeting, the election shall be held as soon as conveniently possible after the scheduled meeting date. Each officer shall serve until his or her successor has been elected or until his or her death, resignation, or removal. Officers must be Directors. No officer may sign, acknowledge, or verify any instrument in more than one capacity if the law or these Bylaws require the instrument to be signed, acknowledged, or verified by two or more officers. All officers are subject to removal at any time by the majority vote of the Board of Directors (Utah Code Ann. § 16-6a-818).

Section 5.02 Powers and Duties of the Chair

The Chair may execute all authorized bonds, contracts, or other obligations in the name of the Corporation after approval by the Board of Directors. Unless otherwise limited by the Articles of Incorporation or these Bylaws, the Chair has all powers and authority permitted by the chair of a nonprofit corporation under Utah law. The Chair is an ex-officio member of all standing committees and shall perform any other duties assigned by the Board of Directors. The Chair or the Chair's designee shall be the presiding officer at each Board meeting.

Section 5.03 Powers and Duties of the Vice Chair

The Vice Chair has all powers and authority permitted by the vice chair of a nonprofit corporation under Utah law. The Vice Chair shall perform any other duties assigned by the Board of Directors or the Chair. In the absence of the Chair, the Vice Chair shall perform the duties of the Chair.

Section 5.04 Powers and Duties of the Secretary

The Secretary shall:

- Give notice of all meetings of the Board of Directors and all other notices required by law, the Articles of Incorporation, or these Bylaws;
- Keep minutes of the meetings of the Board of Directors;
- Perform all other duties assigned by the Directors or the Chair. Unless otherwise limited by the Articles of Incorporation or these Bylaws, the Secretary has all powers and authority permitted by the secretary of a nonprofit corporation under Utah law. The duties of the Secretary may be assigned to a third party by contract or by corporate resolution.

Section 5.05 Powers and Duties of the Treasurer

The Treasurer shall:

- Have custody of all funds and securities of the Corporation;
- Keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation;
- Deposit all moneys and other valuables in the Corporation's name and credit in depositories designated by the Board of Directors;
- Disburse the funds of the Corporation as ordered by the Board of Directors after taking proper vouchers for such disbursements;
- Furnish to the Chair and the Board of Directors an annual budget;
- Furnish to the Chair and the Board of Directors, upon request, an account of transactions as Treasurer and of the Corporation's financial condition;
- Furnish to the Board of Directors and donors, within 60 days from the date the Corporation's 990-PF is filed, a written report of the Corporation's activities, receipts, and disbursements during the tax year for which the 990-PF was filed. Unless otherwise limited by the Articles of Incorporation or these Bylaws, the Treasurer has all powers and authority permitted by the treasurer of a nonprofit corporation under Utah law. The duties of the Treasurer may be assigned to a third party by contract or by corporate resolution.

Section 5.06 Agents

The Board of Directors may designate agents of the Corporation as it considers necessary or advisable.

Article 6: Committees

Section 6.01 Committees of the Board of Directors

The Board of Directors may, by majority vote, designate one or more committees, each consisting of at least two Directors. Non-Board members may be appointed to serve on committees. The

number of members of a committee shall be no less than two and no more than half the total number of the Board of Directors. The designation of committees and delegation of authority shall not relieve the Board of Directors or any individual Director of any responsibility imposed by law (Utah Code Ann. §§ 16-6a-818; 16-6a-825).

Section 6.02 Term of Office

Each committee member shall serve until his or her successor is appointed, unless the committee is terminated sooner by the Board of Directors, or the member is removed or resigns from the committee. Unless otherwise provided in the resolution designating a committee, each committee member shall serve at the pleasure of the Board of Directors.

Section 6.03 Chair

Unless otherwise provided in the resolution designating a committee, each committee shall appoint a chairperson by majority vote of the committee.

Section 6.04 Vacancies

Vacancies in the membership of any committee may be filled by appointments in the same manner as the original appointments were made.

Article 7: Liability and Indemnification

No Director or officer of the Corporation shall be personally liable for the payment of the Corporation's debts and liabilities, except as any Director or officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the Corporation's debts shall not apply where such relief is inconsistent with provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3). Subject to the foregoing, the Corporation shall indemnify every Director or officer, and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred, as well as any amount paid upon judgment, in connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or officer of the Corporation (Utah Code Ann. §§ 16-6a-818; 16-6a-901 et seq.). This indemnification is provided as Directors and officers act for the Corporation's benefit and is exclusive of all other rights to which a Director or officer may be entitled.

Article 8: Corporate Seal

The Corporation shall not have a seal. If a seal is required for any corporate transactions, the words "Corporate Seal" followed by the signature of one or more officers on behalf of the Corporation shall constitute a proper affixing of the seal.

Article 9: Financial Matters

Section 9.01 Delegation by the Board of Directors

The Board of Directors may authorize any officer, employee, or agent to enter into contracts or to sign and deliver instruments in the name of the Corporation. The authority may be general or confined to specific instances.

Section 9.02 Authority over Certain Funds

If the Corporation is a beneficiary of a charitable lead trust, charitable remainder trust, or other similar trust (Charitable Trust) established by a Director, officer, or substantial contributor to the Corporation, such Director, officer, or substantial contributor is prohibited from acting on matters concerning funds received from the Charitable Trust. The Director who establishes a Charitable Trust must adhere to the Conflict of Interest Policy. Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the Corporation's financial records, as provided in Section 9.07. For purposes of this section, "substantial contributor" has the same meaning as provided in Internal Revenue Code Section 507(d)(2)(A).

Section 9.03 Deposits

All Corporation funds shall be deposited to the credit of the Corporation at banks, trust companies, or other depositories selected by the Board of Directors. The Board may authorize any officer, employee, or agent to select such depositories.

Section 9.04 Checks and Drafts

All checks, drafts, and other orders for payments of money, notes, or other evidences of indebtedness by the Corporation must be signed by officers, agents, or employees selected by the Board of Directors, in the manner determined by majority resolution of the Board.

Section 9.05 Loans

The Corporation is prohibited from making loans or borrowing funds unless specifically authorized by a resolution of the Board of Directors. The authority may be general or confined to specific instances. The Corporation shall not make loans to its Directors or officers.

Section 9.06 Investments

The Corporation's funds may be invested in investments selected by the Board of Directors or an investment manager appointed by the Board. In making investments, the Board or investment manager shall balance the need to preserve principal, produce income and capital gains, and achieve long-term growth of the Corporation's assets.

Section 9.07 Separate Account

The Corporation shall segregate any funds received from a Charitable Trust into a separate accounting line item in the Corporation's financial records. The separate account shall be

administered to allow tracing of funds into and out of the account. The account must be administered and distributed by a separate fund committee, and the Director, officer, or substantial contributor who established the Charitable Trust shall not possess any power over this account or committee.

Section 9.08 Expenses

The Board of Directors shall pay all expenses of the Corporation, including custodian, management, legal, and accounting fees, first from revenue and then from principal assets.

Article 10: Conflict of Interest Policy

The Corporation shall adopt a conflict of interest and anti-nepotism policy pursuant to Utah law (Utah Code Ann. §§ 16-6a-818; 53G-5-406(b)).

Article 11: Dissolution of Assets

If the Corporation is granted a charter to operate a public charter school by the Utah State Board of Education and is subsequently dissolved, or the charter is terminated or not renewed, all net assets purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located (Utah Code Ann. §§ 16-6a-818; 53G-5-410). To the extent the Corporation possesses assets not subject to such distribution, upon termination, dissolution, or winding up, the Directors shall, after paying or making provision for all liabilities, distribute all remaining assets to one or more organizations organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, and to which contributions are deductible under Section 170(c)(2), or to federal, state, or local governments for public purposes (Utah Code Ann. § 16-6a-1405).

Article 12: Miscellaneous Provisions

Section 12.01 Fiscal Year

The fiscal year of the Corporation shall end on the last day of June.

Section 12.02 Singular and Plural; Gender

Unless the context requires otherwise, words denoting the singular may be construed as plural, and words of the plural may be construed as singular. Words of one gender may be construed as another gender as appropriate within the context. The word "or" in a list of more than two items may function as both a conjunction and a disjunction as the context requires or permits.

Section 12.03 Headings of Articles, Sections, and Subsections

The headings of Articles, Sections, and Subsections are included solely for convenience and reference and have no significance in the interpretation or construction of these Bylaws.

Section 12.04 Reference to Laws

All references to the Internal Revenue Code are to the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States revenue law. References to the laws of Utah are to the laws as now in force or later amended.


Article 13: Amendments

The Board of Directors may amend, alter, or repeal these Bylaws or any provision thereof and may make additional Bylaws. Amendments may only be implemented after approval by the Utah Office of Charter Schools or the Utah State Board of Education, as required by

CERTIFICATE OF SECRETARY

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned does hereby certify that the undersigned is the Secretary of American Leadership Academies of Utah, a nonprofit corporation duly organized and existing under the laws of the State of Utah; that the above and foregoing Bylaws were duly and regularly adopted by the Board of Directors of the Corporation; and that these Bylaws are now in full force and effect.

DocuSigned by:

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7/25/2025

Authorized Officer, Cambridge Preparatory Academy



CAMBRIDGE PREPARATORY ACADEMY

Agenda of a Governing Board Meeting of Cambridge Preparatory Academy

I. Board Meeting **MINUTES**

- a. **Agenda of a Meeting of the Governing Board of Cambridge Preparatory Academy.**
- b. **Held virtually via Zoom @ <https://us02web.zoom.us/j/82855351888>**
- c. **One-tap dial In: +13462487799,,82855351888#**
- d. **Held on Tuesday, November 4, 2025, at 7:00 PM (MST)**

II. **ROLL CALL** Call to order by Chairman Stan Lockhart at 7:11PM

[Recording in progress]

- a. **Stan Lockhart, Laura Warburton, Sally Burningham, Jared Rhodes, Robert Bishop, Richard Holt, Denise Bonnett**
Present: Denise Bonnett, Stan Lockhart, Laura Warburton, Rob Bishop, Jared Rhodes
Excused: Richard Holt, Sally Burningham
Guests: Matt Throckmorton
Quorum present

IV. **CONSENT ITEMS**

- a. Minutes from October 15, 2025 Board meeting [LINK](#)

Motion by Chairman Lockhart, seconded by Vice Chair Laura Warburton, without objection 5-0-2

V. **ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)**

- a. **Final Review and approval of CPA Application [LINK](#)** Presented by Matt Throckmorton
 - Stan wants to ensure that we have addressed points raised by SCSB Clint Biesinger regarding the budget ratios, which is to say approximately 60% personnel, 20%



facilities, 20% other costs. This is properly handled both within the budget, reflected in Section 7 Budget narrative.

- Denise Bonnett points out a correction to be made, which is the grade configurations within Provo School District. We have listed K-5. She read this and then researched and verified the correct grade configurations for the LEA is elementary is K-6, Middle is 7 and 8, with High school serving grades 9-12. This is found on Page 3, question 11. This needs to be corrected.
 - **Motion** to approve with the grade configuration correction by Jared Rhodes, seconded by Denise Bonnett.
 - Discussion to motion: Stan stressed that this document is working towards approval, meeting the charter document prompts and the information requested by the SCSB. This document reflects those requirements, though the operation of CPA by Charter One will include many great things not requested of the application. And example discussed was HOPE Squads, raised by Laura Warburton.
 - Roll Call vote was held, with 5-0-2.
- b. **Final Review and approval of CPA Budget** [LINK](#) presented by Matt Throckmorton
- Matt reviewed the structure of the budget, explaining the importance of the Board to fully “own” every line item. Examples of cash flow, full enrollment versus breakeven enrollment, revenue versus expenses, how to calculate ‘days cash on hand’, importance to set financial goals with the objective of obtaining bond financing within two to three years, to save money on facility costs, and the need for ‘days cash on hand’ of around 75-days to have a strong bond offering. All of these items are the boards responsibility.
 - Stan noted that authorizers are typically cynical of applicants that project full enrollment day one, thus the importance of continued, aggressive and smart marketing by Charter One with board participation. Matt noted the importance of the board tracking the ‘break even’ enrollment, in support of Stan’s significant point.
 - **Motion** to approve the CPA Application budget by Denise Bonnett, seconded by Jared Rhodes;
 - Discussion to the motion: Laura asked for the salary of the school director, which is projected at \$95,000. She noted a highly successful charter school that is paying their director far in excess of this amount, which she felt was inappropriate. The CPA Board then discussed, and Matt emphasized that the CPA Board is responsible for all budgetary decisions, such as salaries. This is part of the board’s fiduciary responsibility.
 - Stan and Matt explain that the CPA Board will have monthly financials, which will allow the board to track all expenses, to ensure fiscal oversight.
 - Matt explained the process of annually approving a budget, which includes two public meetings, and while the final review of this budget is about 30-minutes, the annual process will include many hours of simply reviewing all line items, more than twice, to ensure fiscal responsibility.
 - Laura asked how the budget is built, and what collaboration with staff, parents and Charter One leadership. Matt explains the process, which will take feedback through informal and formal means, and base-lined on the prior year budget, to make adjustments. Emphasizing the Board role.
 - Rob noted with his significant budget oversight experience that the larger the budget, the more difficult it is to understand details. And this process requires trust with all parties involved. The famous President Ronald Reagan quote of ‘trust but verify’ was cited, which is a key



responsibility of the CPA Board. Matt emphasized the importance of the CPA Board to be engaged, no question is out of bounds, and this is entirely the Board's proper role.

- Stan noted that it is easy to spend money out of the classroom, though the desire is to maximize money spent in the classroom. This is a shared value of Charter One. He notes that when the school is in operation he intends to stop by a couple times a week, to quietly remain in the background to observe what is taking place, to be fully informed. He invited all board members to be very engaged.
- Rob emphasized that right now we have theory, though down the road this moves to reality. The board strongly supported this statement.
- Voice Vote, 5-0-2

c. **Update on next steps and activities** by Matt Throckmorton

- Matt notes marketing, training and professional development in preparation for the January review and approval by the SCSB. Once we know the January SCSB format is known, it will be immediately shared with the CPA Board. With marketing Matt raised the possibility of cottage meetings. Denise is very confident these will be successful, though there was a desire by the board to wait until either the charter is approved, or if the SCSB encourages the CPA Board to seek a waiver for August 2026 opening.
- Matt reminded the CPA Board that Charter One staff will send out the final, corrected charter application for signatures. Stan will sign twice, everyone else will sign once. Once we have signatures, the charter application will be sent to Provo School District Superintendent Wendy Dau, with that information added to the charter. The completed charter application will be sent to the CPA Board, and for Stan to send to the SCSB staff for final submission. The due date is Friday November 14.
- Stan reminded the CPA Board of his prior email to Paul Kremer asking for guidance on the waiver. We have not heard back. The direction was given to Matt to follow up with Paul the next day to get feedback and guidance.

d. Other items No other items

VII. **ADJOURNMENT** (No motion or vote required.) by Chairman Stan Lockhart at 8:06PM

The next board meeting is Tuesday December 2 at 7PM.



CAMBRIDGE PREPARATORY ACADEMY

MINUTES of a Governing Board Meeting of Cambridge Preparatory Academy

I. Board Meeting Agenda **Call to Order by Chairman Stan Lockhart at 8:34PM**

- a. Agenda of a Meeting of the Governing Board of Cambridge Preparatory Academy, Inc.
- b. Held virtually via Zoom @
<https://us06web.zoom.us/j/84208014079?pwd=7ltMXJkRJTj9TzX3ZKiPDzzYOd1Ewy.1>
- c. Dial In: +19292056099 Meeting ID: 842 0801 4079 Passcode: 049271
- d. Held on Tuesday, October 21, 2025, at 8:30 PM (MST)

II. ROLL CALL

- a. Stan Lockhart, Laura Warburton, Sally Burningham, Jared Rhodes, Robert Bishop, Richard Holt, Denise Bonnett
Present: Laura Warburton, Denise Bonnett, Stan Lockhart, Rob Bishop, Sally Burningham, Richard Holt, Jared Rhodes – **All present, quorum met**
Guests: Rob Nielsen, Matt Throckmorton

IV. CONSENT ITEMS

- a. Minutes from September 15, 2025 Board meeting LINK
Motion by Chairman Stan Lockhart, seconded by Vice Chair Laura Warburton, without objection passes unanimously.

V. ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. Update concerning CPA's Application by Matt Throckmorton
Proceeding on projected pace. The application should be finalized for final board review and edits towards a final board approval. Rough draft should be ready within a week. Matt will send to Board once rough draft is assembled.



-Stan clarified the balance between the CPA Board of Directors and Charter One, with a clear discussion about governance versus management, and proper oversight by the CPA Board of Directors.

-Laura requested the rough draft to be in PDF so board members can make comments, suggestions, requests and questions without everyone having different edits. The Charter One team will respond to all guidance by the board and update one master document for edits.

-Question by Chairman Lockhart regarding the possible opening in August of 2026. He recited the conversation he previously had with SCSB Board Member Clint Biesinger and SCSB Executive Director Paul Kremer. Those two SCSB leaders had previously stated that CPA could ask for a waiver to open a year early, though it would be a 'hail Mary' request. Stan raised the point that now would be the timing to inquire if that is still an option. The CPA Board agreed with Stan, who determined that he would send an email to Clint, Paul and cc Matt Throckmorton, making the inquiry. He will note that CPA has already addressed the biggest challenges of a new charter school, which includes having a building, having school leadership, and a very large interest list, approaching 300 kids. He also noted that if we are granted a waiver in January, CPA would be within the normal season of time to recruit new teachers and all students. In January is when all existing schools are recruiting teachers and students. In short, CPA is very well prepared to open August of 2026, if allowed by the SCSB. Stan will send an email to ask the appropriateness of this waiver.

-Laura Warburton asked the question regarding the next CPA Board meeting, which is Item d. of this agenda. It was determined that CPA will keep the regularly scheduled meeting, which is the first Tuesday of November, even though it is election day. Matt Throckmorton raised the request from Charter One staff to move the meeting to earlier than the current 8:30 PM, to address the late hour for Charter One staff. The CPA Board determined without motion they would meet at 7PM.

- b. Update concerning letters of support by Matt Throckmorton. Stan noted that they were already two completed letters of support, meeting the expectation of the proposal. Laura referenced the highly respected Greg Hudnall as a leader very likely to write a letter of support. She will reach him to make the request.
- c. Update concerning Utah State Board offerings [LINK](#) C1 Recommendations [LINK](#) by Matt Throckmorton presented the full list, which was created by the State Office of Education and provided to Howard Stephenson. Charter One had gone through this list and noted the many free offerings that will work seamlessly with Charter One curriculum, etc. This list was provided by the State for public schools in Utah. Stan and Laura noted several additional areas that CPA would like to engage such as STEM meetings and supports, and traveling to listen to the Utah symphony. This is an ongoing discussion of opportunities and integration, beginning with the technical items noted by Charter One academic team. Stan and Laura both referenced an 'early warning' system that has worked well, that they would like to engage. It is also noted that as soon as CPA



is approved, they will need to reach out to the State to ensure they are approved for use. Many of these offerings have limited spaces. Academically, the board stressed that tools that will lead to CPA having ‘master teachers’ employed. They see great value in these tools helping teachers reach their maximum abilities.

- d. Discussion concerning CPA board meeting times – Addressed as part of item a.
- e. Conflict of Interest Policy to adopt LINK – Matt Throckmorton explains that this policy is necessary to submit the 501C3 application to the IRS. It includes both a policy, as well as a conflict of interest statement. Laura asked about a 501C3 she leads, which provides support for suicide prevention, if that would pose a conflict of interest. It was noted that Laura is not paid for her non-profit work, and a conflict of interest requires first a public notification, which Laura just provided. There is no conflict of interest.
Motion to approve policy and statement by Stan Lockhart, seconded by Laura Warburton, without objection, unanimously approved.
- f. Start-up Grant LINK presented by Matt Throckmorton. This is the start-up grant, which is part of the charter application and administered by the SCSB. Richard Holt raised awareness of the 10-year provision, which could require a charter school to repay the funds. He wanted to ensure the other board members were aware of this item. The board was grateful for his attention to that detail.
Motion to approve the Start-up Grant by Stan Lockhart, seconded by Laura Warburton, without objection, unanimously approved.
 - Stan made the request that Charter One provide an updated board training on Board Liability, as well Board & Officer Insurance. Matt will ensure this is conveyed to Charter One personnel. Matt also noted that the Utah Association of Public Charter Schools has related board training sessions.
 - Denise noted that she has talked to many people about cottage meetings, and there is significant interest. She noted that many friends live in the area and bus their children to distant charter schools, and would love a quality option much closer. She expressed concern that cottage meetings for a 2027 opening are premature. It was raised that the CPA Board would hold off until Stan receives an answer from SCSB leaders about a waiver for 2026. If it is favorable we will begin aggressively holding cottage and public meetings.
 - A request was made for an update of the building, to include a PDF showing building layout, etc. The Board wants a formal tour at some point soon.

VII. ADJOURNMENT by Stan Lockhart at 9:32PM

- a. **No motion or vote required.**



CAMBRIDGE PREPARATORY ACADEMY

Agenda of a Governing Board Meeting of Cambridge Preparatory Academy

I. Board Meeting Agenda

- a. **Agenda of a Meeting of the Governing Board of Cambridge Preparatory Academy, Inc.**
- b. **Held virtually via Zoom @**
- c. **Held on Tuesday, June 24, 2025 at 8:30 PM (MST)**

II. ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Sally Burningham, Jared Rhodes, Robert Bishop, Richard Holt**
Present: Laura Warburton, Stan Lockhart, Richard Holt, Sally Burningham, Jared Rhodes
Not Present: Rob Bishop (technology issue - monitored through cell phone communication with Chairman)
Call to order at 8:35 PM by Stan Lockhart
Chairman Lockhart introduces and thanks board members and staff as we move forward.
Guests introduce themselves.
Matt updated the board on the disposition of the building

IV. INFORMATIONAL

a. Standing Items

1. **Board Biographies** Jared Rhodes needs to sign the document, Rob Bishop needs to complete and sign the biography.

V. ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

Discussion as to the possibility of changing the name. If there is a name change, now would be a great time. Richard Holt noted that he likes the name Cambridge Prep. Stan noted that changing the name could change the energy associated with past activities. Stan noted the associated with a world class



institution, as well 'prep' signifies that we are preparing students. No name change is being made.

- a. **Discussion and possible action concerning an approval of Cambridge Preparatory Academy's Charter Proposal.** Stan led a discussion reviewing the proposal, comparing it to the Utah State University document as proposed. The SMART goal was changed to 'growth' from 'proficiency.' Richard really likes 100% growth, as it is achievable, very aggressive. Laura asked how we identify 'growth.' Laura noted high confidence in the model and partners to deliver the model being put forward.
Motion to approve the proposal for submission, by Laura. Second by Richard. Voice Vote, unanimous.
- b. **Discussion and possible action concerning updated Marketing and Open House plans. Addressed**
- c. **Discussion and possible action concerning Cambridge Preparatory Academy's Bylaws.** Motion to approve updated bylaws by Laura, seconded by Richard.
Unanimous vote.

VII. ADJOURNMENT

- a. **No motion or vote required. Motion by Richard, seconded by Laura. Unanimous at 9:31 PM**

Cambridge Preparatory Academy

Meeting of the Board of Directors

Board Meeting Minutes

Held on September 18, 2024, at 8:30 PM

Stan Lockhart called the meeting to order at 8:33 PM on September 18, 2024.

ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Jared Rhodes, Sally Burningham, Richard Holt, Robert Bishop**

Stan Lockhart – Present; Laura Warburton – Present; Jared Rhodes – Present; Sally Burningham – Absent; Richard Holt – Present; Rob Bishop – Absent

INFORMATIONAL

(Discussion only, per ARS 38-431.02(K))

- a. **Standing Items**

1. **Request for Future Agenda Items**
2. **Future Meeting Dates**

ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. **Discussion and possible action concerning future actions of Cambridge Preparatory Academy.**

Stan Lockhart provided the board an update concerning the developments concerning Cambridge Preparatory Academy. Mr. Lockhart discussed that the acquisition of property in Daybreak appears impracticable at this time. Mr. Lockhart, the Board, and advisors discussed possible paths forward for CPA including the transfer of authorizers, facilities purchase and lease options, and viable financial paths to the opening of the school in appropriate facilities.

Laura Warburton moved to authorize Cambridge Preparatory Academy to move forward with actions including submitting a transfer application to the Utah State Charter School Board, and authorizing Chairman Lockhart as well as the Education Management Organization to meet and converse to discover and explore future

options for Cambridge Preparatory Academy. Richard Holt seconded the motion. All voted in favor, none opposed. The motion passed unanimously.

ADJOURNMENT

The meeting was adjourned at 9:35 PM.

Cambridge Preparatory Academy

Meeting of the Board of Directors

Board Meeting Minutes

Held on July 2, 2024, at 8:30 PM

Stan Lockhart called the meeting to order at 8:32 PM on July 2, 2024.

ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Jared Rhodes, Sally Burningham, Richard Holt, Robert Bishop**

Stan Lockhart – Present; Laura Warburton – Present; Jared Rhodes – Present; Sally Burningham – Absent; Richard Holt – Present; Rob Bishop – Absent

INFORMATIONAL

(Discussion only, per ARS 38-431.02(K))

- a. **Standing Items**

1. **Request for Future Agenda Items**
2. **Future Meeting Dates**

ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. **Discussion and Introduction to EMO Staff**

Stan Lockhart opened up the meeting by introducing the Business Development Team from CPA's Educational Management Organization. Mr. Lockhart gave the floor to the members of the team who introduced themselves to the board and described their roles in the opening process for charter schools.

The Board members introduced themselves to the Business Development Team and described their backgrounds, areas of expertise, and the reasons they have sought involvement in bringing Cambridge Preparatory Academy to fruition.

The Business Development Team provided an updated related to the opening marketing plan for CPA and informed the board of relevant timelines to the opening process.

The Board did not take any vote or action concerning this matter

ADJOURNMENT

The meeting was adjourned at 9:31 PM.

Cambridge Preparatory Academy

Meeting of the Board of Directors

Board Meeting Minutes

Held on June 11, 2024, at 8:30 PM

Stan Lockhart called the meeting to order at 8:30 PM on June 11, 2024.

ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Jared Rhodes, Sally Burningham, Richard Holt, Robert Bishop**

Stan Lockhart – Present; Laura Warburton – Present; Jared Rhodes – Present; Sally Burningham – Present; Richard Holt – Present; Rob Bishop – Absent

INFORMATIONAL

(Discussion only, per ARS 38-431.02(K))

- a. **Standing Items**

1. **Request for Future Agenda Items**
2. **Future Meeting Dates**

ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. **Executive Session Pursuant to Utah Statute to Discuss Matters Involving Real Estate.**

Laura Warburton moved to enter executive session. Richard Holt seconded the motion. All voted in favor, none opposed. The motion passed unanimously.

The Board did not take any vote concerning this matter.

ADJOURNMENT

The meeting was adjourned at 9:24PM.

Cambridge Preparatory Academy

Meeting of the Board of Directors

Board Meeting Minutes

Held on May 7, 2024, at 8:30 PM

Stan Lockhart called the meeting to order at 8:30 PM on May 7, 2024.

ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Jared Rhodes, Sally Burningham, Richard Holt, Robert Bishop**

Stan Lockhart – Present; Laura Warburton – Present; Jared Rhodes – Absent; Sally Burningham – Absent; Richard Holt – Present; Rob Bishop – Present

INFORMATIONAL

(Discussion only, per ARS 38-431.02(K))

- a. **Standing Items**

1. **Request for Future Agenda Items**
2. **Future Meeting Dates**

ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. **Discussion concerning Cambridge Preparatory Academy**

The Board was provided with an update concerning the progress of Cambridge Preparatory Academy to secure contracts related to land and the development of school facilities. The Board was advised that the due diligence process concerning the contracts is ongoing, and that there will likely be near immediate action concerning contracts to be brought to the board for their approval.

The Board did not take any vote or action concerning this matter

- b. **Financial Update from Richard Holt**

Richard Hold provided an update concerning his meeting with Cambridge Preparatory Academy's pro-forma finances related to the future operations of the school. Mr. Holt advised that he had met with the school's Education Management Organization to

discuss the pro-forma and possible budget numbers, and that discussion took place concerning updating CPA's projected financials.

The Board did not take any vote or action concerning this matter

ADJOURNMENT

The meeting was adjourned at 8:47 PM.

Cambridge Preparatory Academy

Meeting of the Board of Directors

Board Meeting Minutes

Held on April 9, 2024, at 8:30 PM

Stan Lockhart called the meeting to order at 8:31 PM on April 9, 2024.

ROLL CALL

- a. **Stan Lockhart, Laura Warburton, Jared Rhodes, Sally Burningham, Richard Holt, Robert Bishop**

Stan Lockhart – Present; Laura Warburton – Present; Jared Rhodes – Present; Sally Burningham – Present; Richard Holt – Present; Rob Bishop – Absent

INFORMATIONAL

(Discussion only, per ARS 38-431.02(K))

- a. **Standing Items**

1. **Request for Future Agenda Items**
2. **Future Meeting Dates**

ACTION ITEMS (Items for Consideration, Discussion, Direction, and Possible Action)

- a. **Discussion and update concerning Cambridge Preparatory Academy.**

Stan Lockhart provided the board an update concerning the developments concerning Cambridge Preparatory Academy. Robert Nelsen provided an update to the board and informed the board of the current statue of due diligence concerning CPA's land acquisition and development matters. Mr. Nelsen also discussed recruitment and marketing plans in progress to facilitate CPA's Fall 2025 opening date.

The Board did not take any vote concerning this matter.

ADJOURNMENT

The meeting was adjourned at 8:43PM.

Appendix E: Waiver Requests Not Applicable

Appendix F: Executed Contracts or MOUs Not Applicable



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</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	\$275,000	<i>Enrollment x \$137.50</i>	\$330,000
<i>Implementation</i>	\$82,500	<i>Enrollment x \$68.75</i>	\$110,000
<i>TOTAL</i>	<i>\$357,500</i>	<i>\$409,062.50</i>	<i>\$440,000</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.

DocuSigned by:
Stan Lockhart
5A40498CC3E847A...

Board Chair Signature

10/23/2025

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)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Employee Benefits (200)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
P & T Services (300)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Property Services (400)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Other Services (500)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Travel (580)	\$	\$	\$	\$
<i>Additional info and Comments</i>				
Supplies and Materials (600)	\$ 99,062.50	\$	\$	\$ 99,062.50
<i>Additional info and Comments</i>	Staff Computers and Phones, Front Office Supplies, Materials, and Printers, Teacher Workroom Supplies, Materials and Printers, Student Materials and Computers			



Property (700)	\$ 310,000	\$	\$	\$ 310,000
Additional info and Comments	Classroom and Office Furniture			
Total	\$	\$	\$	\$ 409,062.50



Appendix H: Conversion Documents Not Applicable



October 18, 2025

To Whom It May Concern,

I am pleased to write this letter of support on behalf of Cambridge Preparatory Academy and to endorse their application to establish a K–8 campus in the southeast Provo area.

I am personally acquainted with the Chair of their Board and have been impressed by his experience, commitment, and vision for quality education. I am confident in his ability to establish and operate an excellent school. Moreover, I believe this school will have strong community appeal and support, given the growing demand for educational options in the area.

As you are aware, Provo and the southern part of Utah county are among the faster growing communities in Utah. Families here need additional high-quality educational opportunities for their children. I have no doubt that Cambridge Preparatory Academy will meet this need and make a meaningful contribution to the community.

Thank you for your time and consideration. I look forward to seeing this important project come to fruition.

Sincerely,

A handwritten signature in blue ink, appearing to read "Curtis Blair". The signature is fluid and cursive, written over a horizontal line.

Curtis Blair
President & CEO
Utah Valley Chamber of Commerce



BOYS & GIRLS CLUBS
OF UTAH COUNTY

Administrative Offices

702 E. 1910 S. #3
Provo, UT 84606
(801) 371-6247

10/20/2025

To Whom It May Concern,

I am pleased to write this letter of support on behalf of Cambridge Preparatory Academy and to endorse their application to establish a K–8 campus in the southeast Provo area. For over 15 years I have known the chair of their Board, Stan Lockhart, and have been impressed by his experience, commitment, and vision for quality education. During my time knowing Stan I have experienced his passion for helping others as he served as a board member, board president, and lifetime honorary board member for the Boys & Girls Club. I am confident in his ability to establish and operate an excellent school. Moreover, I believe this school will have strong community appeal and support, given the growing demand for educational options in the area.

As you are aware, Provo and the southern part of Utah county are among the faster growing communities in the state of Utah. Families here need additional high-quality educational opportunities for their children. I have no doubt that Cambridge Preparatory Academy will meet this need and make a meaningful contribution to the community. Thank you for your time and consideration. I look forward to seeing this important project come to fruition.

Sincerely,

David Bayles
CEO
Boys & Girls Clubs of Utah County

New School Application Budget

Green fields are entry fields. All other fields are formulas, labels or blank fields.

Formula fields can be overwritten as necessary. Please do not overwrite label fields.

Some label fields may require additional information be added to the field. If this is the case the label field is shaded green.

Proforma for Revolving Loan

The budget on this tab is for the Revolving Loan and is based on last year's Proforma Revolving Loan Template for the Revolving Loan application. This application comes from USBE and is subject to change. If the template is changed the school may not be able to submit the budget on this tab with the Revolving Loan application. If changes do occur we will make sure the schools are informed.

Amounts do not need to be added to the Proforma Budget for the Revolving Loan, however some labels may require details to be added. Please ensure that the labels shaded in green are updated if there are budgeted amounts for the line items.

The budget on this tab is to be used solely for the Revolving Loan application and **should not** be submitted with the New School application.

After all tabs have been completed it is recommended that the following be done:

- Move the Proforma for Revolving Loan tab to a new book.
- Copy the entire sheet in the new book and paste using Paste Special and choosing Values and Number Formats.

If you require assistance completing the budget template or have any questions please feel free to reach out to me at lisa.cooper@schools.utah.gov

Cambridge Preparatory Academy			FY _27____		
FY26			100% Enrollment		
Number of Students:			0		
Grade Configuration:			K-8		
Revenue					
Food Services Sales to Students			0	\$0	
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					
Charter School Startup and Implementation Grant			\$409,062		
Total Revenue from State Sources (3000)			\$409,062		
Federal Child Nutrition Program			0	\$0	
Restricted Federal Grants-in-Aid Received via USBE (IDEA)			\$0		
Federal Elementary and Secondary Education Act of 1965 (ESEA)			\$0		
Total Revenue from Federal Sources (4000)			\$0		
Loan Pceeds (other than revoving loan)			\$250,000		
Commercial			\$0		
	Other (specify) Start up loan from Charter One		\$250,000		
Budget from Surplus (For Budgeting Purposes Only)			\$0		
Total Revenue from Other Sources & Changes (5000 & 6000)			\$250,000		
Total Revenue			\$659,062		
Expenditures			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)				\$0
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)			\$0
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)			\$0
24.114	Salaries - Business Administrator	0.00	\$0	\$0
24.121	Salaries - Principals and Assistant Principals	1.00	\$120,000	\$120,000
24.152	Salaries - Secretarial and Clerical Personnel	1.00	\$45,000	\$45,000
24.198	Salaries - Other Classified Personnel	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$165,000
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)			\$0
31.191	Salaries - Food Services Personnel	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - SALARIES (100)			\$165,000
--- 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%	\$165,000	\$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 Insur	10%	\$0	\$0
21.220	Social Security Contributions/Workers' Compensation/Unemployment Insur	10%	\$0	\$0
22.220	Social Security Contributions/Workers' Compensation/Unemployment Insur	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemployment Insur	10%	\$165,000	\$16,500
26.220	Social Security Contributions/Workers' Compensation/Unemployment Insur	10%	\$0	\$0

31.220	Social Security Contributions/Workers' Compensation/Unemployment Insur	10%	\$0	\$0
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$16,500
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	0%	\$165,000	\$0
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			\$0
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	0%	\$165,000	\$0
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			\$0
	TOTAL EMPLOYEE BENEFITS (200)			\$16,500
--- 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			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$0
24.345	Audit, Accounting, & Other Business-type Services			\$0
24.349	Purchased Legal Services			\$0
24.350	Other Technical Services - Website Development			\$0
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)			\$0
--- 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			\$0

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 Administration			\$0
26.530	Communication (telephone and other) - Operation and Maintenance of Facilities			\$0
24.540	Advertising			\$50,000
10.550	Printing and Binding - Instruction			\$0
21.550	Printing and Binding - Student Support			\$0
24.550	Printing and Binding - School Administration			\$0
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			\$0
24.580	Staff Travel/Per Diem - School Administration			\$0
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$50,000
--- SUPPLIES & MATERIALS---				
10.600	Supplies & Materials - Instruction	99063	\$0	\$99,063
10.641	Textbooks	0	\$0	\$0
21.600	Supplies & Materials - Student Support	0	\$0	\$0
22.640	Books and Periodicals	0	\$0	\$0
22.644	Library Books	0	\$0	\$0
22.650	Supplies - Technology Related - Audio/Visual	0	\$0	\$0
24.600	Supplies & Materials - School Administration	0	\$0	\$0
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)				\$99,063
--- 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			\$310,000
24.733	Furniture and Fixtures - School Administration			\$0
10.734	Technology Related Hardware - Instruction			\$0
21.734	Technology Related Hardware - Student Support			\$0
24.734	Technology Related Hardware - School Administration			\$0
10.736	Technology Software - Instruction			\$0
21.736	Technology Software - Student Support			\$0
24.736	Technology Software - School Administration			\$0
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			\$0
TOTAL - PROPERTY (700)				\$310,000
--- 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, & Constructuon 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		\$640,563	

1000	Local		\$0
3000	State		\$409,062
4000	Federal		\$0
TOTAL REVENUES			\$409,062
100	Salaries		\$165,000
200	Employee Benefits		\$16,500
300	Purchased Professional & Technical Services		\$0
400	Purchased Property Services		\$0
500	Other Purchased Services		\$50,000
600	Supplies & Materials		\$99,063
700	Property		\$310,000
800	Debt Service & Miscellaneous		\$0
TOTAL EXPENDITURES			\$640,563
Excess or Deficiency of Revenues over Expenditures			-\$231,501
Other Sources of Funding (5000 & 6000)			\$250,000
Net Asset Balance (Fund Balance)			\$18,500
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			5%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			-57%

CHARTER SCHOOL WORKSHEET

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

Cambridge Preparatory Academy

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)		0.55	0
Estimated enrollment (FDK)	50	0.9	45
Estimated enrollment (1-3)	150	0.9	135
Estimated enrollment (4-6)	150	0.9	135
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (1-12)	45		
Special Ed (Self-Contained)	4.95		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	4		
WPU Value	\$4,674		
No. of Teachers (FTE) (CACTUS)			
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	414.0000	\$ 1,934,136
Restricted Basic School:			
Special Ed--Add-on	10% of enrollment * WPU value	45.0000	210,330
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	4.9500	23,136
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.7834	3,662
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	23.2565	108,701
Class Size Reduction (K-8)	\$440.73/student K-8	42.4323	198,329
Total WPU Programs		525.4722	\$2,478,293
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		159,076
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		51,750
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		4,244
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		70,232
Teacher and Student Success Program	\$241.27/WPU		126,781
Educator Professional Time	\$1,950.83/Teacher FTE		-
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		19,485
Student Health & Counseling	\$25,000 Base + \$27.27/student		37,272
Digital Teaching and Learning	\$20.97/student		9,437
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		8,000
Local Replacement Dollars	Average \$3,628 per student		1,650,559
Total Non-WPU			\$ 2,136,834
ESTIMATED Total All State Funding			\$ 4,615,127

CHARTER SCHOOL WORKSHEET

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

Cambridge Preparatory
Academy

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)		0.55	0
Estimated enrollment (FDK)	50	0.9	45
Estimated enrollment (1-3)	110	0.9	99
Estimated enrollment (4-6)	125	0.9	112.5
Estimated enrollment (7-8)	75	0.99	74.25
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (1-12)	36		
Special Ed (Self-Contained)	3.96		
Number of Teachers (K-6)	11.4		
Number of Teachers (7-12)	3		
WPU Value	\$4,674		
No. of Teachers (FTE) (CACTUS)			
School Administrators (CACTUS)			
Support Professionals			

Program Name	Rate	Generated	Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU * WPU Value - \$2/student	330.7500	\$ 1,545,206
Restricted Basic School:			

Special Ed--Add-on	10% of enrollment * WPU value	36.0000	168,264
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1% (10% enrollment * 10% of enrollment * \$2,200 Base for EL, (impact fee \$12.00 * 10% of enrollment)	3.9600	18,509
Special Ed-State Programs		0.7234	3,381
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	19.6052	91,635
Class Size Reduction (K-8)	\$440.73/student K-8	33.9458	158,663
Total WPU Programs		421.0244	\$ 1,985,657
Non-WPU Programs			
Related to Basic Programs:			
Distribution	\$302.73/Total WPU		\$ 127,457
Charter Funding Base	greater of 1% or 1% of enrollment (if greater than 2,000 students)		41,400
Focus Populations			
Students G&T	\$9.43/student grade K-8		3,395
Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		56,185
Teacher and Student Success Program	\$241.27/WPU		101,581
Educator Professional Time	\$1,950.83/Teacher FTE		-
Salary Supplement for Highly Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		16,703
Student Health & Counseling	\$25,000 Base + \$27.27/student		34,817
Digital Teaching and Learning	\$20.97/student		7,549
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		-
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		-
Center Based Education Support Professional Stipends	\$1,000/FTE + Benefits at 28.3%		-

Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		6,450
Local Replacement Dollars	Average \$3,628 per student		1,320,447
Total Non-WPU			\$ 1,715,983
Funding			\$ 3,701,641

Cambridge Preparatory Academy		FY_28___					
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		450			360		
Grade Configuration:		K-8			K-8		
Revenue							
Food Services Sales to Students		450	\$187,920		360	\$150,336	
Student Activities		\$0			\$0		
Contributions and Donations from Private Sources:							
	Source(s) <i>(specify)</i>	\$0			\$0		
Miscellaneous		\$0			\$0		
Total Revenue From Local Sources (1000)		\$187,920			\$150,336		
Estimated Total All State Funding		\$ 4,615,127.18			\$ 3,701,640.62		
Charter School Revolving Loan							
Charter School Startup and Implementation Grant							
Total Revenue from State Sources (3000)		\$4,615,127			\$3,701,641		
Federal Child Nutrition Program		450	\$187,920		360	\$150,336	
Restricted Federal Grants-in-Aid Received via USBE (IDEA)		\$50,400			\$55,238		
Federal Elementary and Secondary Education Act of 1965 (ESEA)		\$67,460			\$53,968		
Total Revenue from Federal Sources (4000)		\$305,780			\$259,542		
Loan Pceeds (other than revolving loan)		\$0			\$0		
Commercial		\$0			\$0		
	Other <i>(specify)</i>	\$0			\$0		
Budget from Surplus (For Budgeting Purposes Only)		\$0			\$0		
Total Revenue from Other Sources & Changes (5000 & 6000)		\$0			\$0		
Total Revenue		\$5,108,827			\$4,111,519		
Expenditures		FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers Regular Ed	18.00	\$60,000	\$1,080,000	14.40	\$60,000	\$864,000
10.131	Salaries - Teachers Special Ed	2.00	\$60,000	\$119,880	2	\$60,000	\$95,904
10.132	Salaries - Substitute Teachers	2.00	\$25,000	\$50,000	2.00	\$25,000	\$50,000
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$30,000	\$120,000	3.00	\$30,000	\$90,000
10.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,369,880			\$1,099,904
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	\$40,000	\$40,000	1.00	\$40,000	\$40,000

21.142	Salaries - Guidance Personnel	0.00	\$55,000	\$0	0.00	\$55,000	\$0
21.143	Salaries - Health Services Personnel	1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.198	Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$120,000			\$120,000
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	0.00	\$0	\$0	0.00	\$0	\$0
24.121	Salaries - Principals and Assistant Principals	2.00	\$95,000	\$190,000	2.00	\$95,000	\$190,000
24.152	Salaries - Secretarial and Clerical Personnel	2.00	\$40,000	\$80,000	2.00	\$40,000	\$80,000
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	2.00	\$45,000	\$90,000	2.00	\$45,000	\$90,000
26.182	Salaries - Custodial & Maintenance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
26.184	Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$90,000			\$90,000
31.191	Salaries - Food Services Personnel	3.00	\$25,000	\$75,000	2.00	\$25,000	\$50,000
	Total -FOOD SERVICES Salaries (100)			\$75,000			\$50,000
	TOTAL - SALARIES (100)			\$1,924,880			\$1,629,904
--- EMPLOYEE BENEFITS ---							
10.210	State Retirement - Instruction	3%	\$1,369,880	\$41,096	3%	\$1,099,904	\$32,997
21.210	State Retirement - Student Support	3%	\$120,000	\$3,600	3%	\$120,000	\$3,600
22.210	State Retirement - Instructional Staff Support	3%	\$0	\$0	3%	\$0	\$0
24.210	State Retirement - School Administration	3%	\$270,000	\$8,100	3%	\$270,000	\$8,100
26.210	State Retirement - Operation & Main of Facilities	3%	\$90,000	\$2,700	3%	\$90,000	\$2,700
31.210	State Retirement - Food Services	3%	\$75,000	\$2,250	3%	\$50,000	\$1,500
	Total - State Retirement			\$57,746			\$48,897
10.220	Social Security Contributions/Workers' Compensation/Unemploy	10%	\$1,369,880	\$136,988	10%	\$1,099,904	\$109,990
21.220	Social Security Contributions/Workers' Compensation/Unemploy	10%	\$120,000	\$12,000	10%	\$120,000	\$12,000
22.220	Social Security Contributions/Workers' Compensation/Unemploy	10%	\$0	\$0	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemploy	10%	\$270,000	\$27,000	10%	\$270,000	\$27,000
26.220	Social Security Contributions/Workers' Compensation/Unemploy	10%	\$90,000	\$9,000	10%	\$90,000	\$9,000

31.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$75,000	\$7,500	10%	\$50,000	\$5,000
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$192,488			\$162,990
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	6%	\$1,369,880	\$82,193	6%	\$1,099,904	\$65,994
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	6%	\$120,000	\$7,200	6%	\$120,000	\$7,200
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	6%	\$270,000	\$16,200	6%	\$270,000	\$16,200
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance of Facilities	6%	\$90,000	\$5,400	6%	\$90,000	\$5,400
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	6%	\$75,000	\$4,500	6%	\$50,000	\$3,000
	Total- Medical Insurance/Dental Insurance/Group Life			\$115,493			\$97,794
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$1,369,880	\$0	0%	\$1,099,904	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$120,000	\$0	0%	\$120,000	\$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%	\$90,000	\$0	0%	\$90,000	\$0
31.290	Other Employee Benefits (<i>specify</i>) - Food Services	0%	\$75,000	\$0	0%	\$50,000	\$0
	Total - Other Employee Benefits			\$0			\$0
	TOTAL EMPLOYEE BENEFITS (200)			\$365,727			\$309,682
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$153,265	123,345.56		\$123,346
21.300	Purchased Prof & Tech Services - Student Support			\$153,265	123,345.56		\$123,346
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$153,265	82,230.37		\$82,230
22.330	Employee Training and Development			\$102,177	82,230.37		\$82,230
24.300	Purchased Prof & Tech Services - School Administration			\$0			\$0
24.345	Audit, Accounting, & Other Business-type Services			\$0			\$0
24.349	Purchased Legal Services			\$0			\$0
24.350	Other Technical Services - Website Development			\$0			\$0
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)			\$561,971			\$411,152
--- 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			\$0			\$0
26.441	Rental of Land & Buildings			\$1,035,000			\$1,035,000

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)			\$1,035,000			\$1,035,000
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation Services (To/From School)			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$50,000			\$50,000
45.522	Liability Insurance			\$25,000			\$25,000
10.530	Communication (telephone and other) - Instructional			\$20,000			\$20,000
21.530	Communication (telephone and other) - Student Support			\$0			\$0
24.530	Communication (telephone and other) - School Administration			\$0			\$0
26.530	Communication (telephone and other) - Operation and Maintenance			\$0			\$0
24.540	Advertising			\$70,000	85,000.00		\$85,000
10.550	Printing and Binding - Instruction			\$0			\$0
21.550	Printing and Binding - Student Support			\$0			\$0
24.550	Printing and Binding - School Administration			\$0			\$0
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			\$0			\$0
24.580	Staff Travel/Per Diem - School Administration			\$0			\$0
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$165,000			\$180,000
--- SUPPLIES & MATERIALS---							
10.600	Supplies & Materials - Instruction	450	\$125	\$56,250	360	\$125	\$45,000
10.641	Textbooks	450	\$395	\$177,750	360	\$395	\$142,200
21.600	Supplies & Materials - Student Support	0	\$0	\$0	0	\$0	\$0
22.640	Books and Periodicals	0	\$0	\$0	0	\$0	\$0
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Supplies - Technology Related - Audio/Visual	0	\$0	\$0	0	\$0	\$0
24.600	Supplies & Materials - School Administration	0	\$0	\$0	0	\$0	\$0
26.600	Supplies & Materials - Operation & Maintenance of Facilities	450	\$150	\$67,500	360	\$150	\$54,000
26.620	Energy	0	\$0	\$0	0	\$0	\$0

26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt		\$0			\$0
31.600	Supplies & Materials - Food Service	0	\$0	\$0	0	\$0
31.630	Food - Food Service		\$0			\$0
TOTAL - SUPPLIES & MATERIALS (600)			\$301,500			\$241,200
--- 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		\$0			\$0
21.733	Furniture and Fixtures - Student Support		\$0			\$0
24.733	Furniture and Fixtures - School Administration		\$0			\$0
10.734	Technology Related Hardware - Instruction		\$0			\$0
21.734	Technology Related Hardware - Student Support		\$150,000			\$150,000
24.734	Technology Related Hardware - School Administration		\$0			\$0
10.736	Technology Software - Instruction		\$0			\$0
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)			\$150,000			\$150,000
--- DEBT SERVICE & MISCELLANEOUS ---						
10.890	Miscellaneous Expenditures - Instruction		\$0			\$0
21.890	Miscellaneous Expenditures- Student Support					\$0
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$0			\$0
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$0			\$0
31.890	Miscellaneous Expenditures - Food Services		\$106,170			\$106,170
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Constructuon Services		\$0			\$0

10.810	Dues & Fees - Instruction		\$0		\$0
21.810	Dues & Fees - Student Support		\$0		\$0
24.810	Dues & Fees -School Administration				\$0
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$0		\$0
	Total - Miscellaneous		\$106,170		\$106,170
45.830	Interest on Debt		\$0		\$0
45.840	Redemption of Principal		\$0		\$0
	Total Debt Service		\$0		\$0
	TOTAL - DEBT SERVICE & MISCELLANEOUS (800)		\$106,170		\$106,170
Total Expenditures			\$4,610,248	\$4,063,108	

1000	Local		\$187,920		\$150,336
3000	State		\$4,615,127		\$3,701,641
4000	Federal		\$305,780		\$259,542
TOTAL REVENUES			\$5,108,827	\$4,111,519	
100	Salaries		\$1,924,880		\$1,629,904
200	Employee Benefits		\$365,727		\$309,682
300	Purchased Professional & Technical Services		\$561,971		\$411,152
400	Purchased Property Services		\$1,035,000		\$1,035,000
500	Other Purchased Services		\$165,000		\$180,000
600	Supplies & Materials		\$301,500		\$241,200
700	Property		\$150,000		\$150,000
800	Debt Service & Miscellaneous		\$106,170		\$106,170
TOTAL EXPENDITURES			\$4,610,248	\$4,063,108	
Excess or Deficiency of Revenues over Expenditures			\$498,579		\$48,411
Other Sources of Funding (5000 & 6000)			\$0		\$0
Net Asset Balance (Fund Balance)			\$498,579		\$48,411
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			10%		1%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			10%		1%

CHARTER SCHOOL WORKSHEET

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

**Cambridge Preparatory
Academy**

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)		0.55	0
Estimated enrollment (FDK)	50	0.9	45
Estimated enrollment (1-3)	150	0.9	135
Estimated enrollment (4-6)	150	0.9	135
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (1-12)	45		
Special Ed (Self-Contained)	4.95		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	4		
WPU Value	\$4,674		
No. of Teachers (FTE) (CACTUS)			
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	414.0000	\$ 1,934,136
Restricted Basic School:			
Special Ed--Add-on	10% of enrollment * WPU value	45.0000	210,330
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	4.9500	23,136
Special Ed-State Programs	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.7834	3,662
Career and Technical Ed.		0.0000	

Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	23.2565	108,701
Class Size Reduction (K-8)	\$440.73/student K-8	42.4323	198,329
Total WPU Programs		525.4722	\$2,478,293
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		159,076
Charter Funding Base			51,750
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		4,244
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		70,232
Teacher and Student Success Program	\$241.27/WPU		126,781
Educator Professional Time	\$1,950.83/Teacher FTE		-
Salary Supplement for Highly- Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		19,485
Student Health & Counseling	\$25,000 Base + \$27.27/student		37,272
Digital Teaching and Learning	\$20.97/student		9,437
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		-
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		-
School-Based Education Support			
Professional Stipends	\$1,000/FTE + Benefits at 28.3%		-
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		8,000
Local Replacement Dollars	Average \$3,628 per student		1,650,559
Total Non-WPU		\$	2,136,834

ESTIMATED Total All State Funding			\$ 4,615,127

CHARTER SCHOOL WORKSHEET

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

Cambridge Preparatory Academy

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)		0.55	0
Estimated enrollment (FDK)	50	0.9	45
Estimated enrollment (1-3)	110	0.9	99
Estimated enrollment (4-6)	115	0.9	103.5
Estimated enrollment (7-8)	75	0.99	74.25
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (1-12)	35		
Special Ed (Self-Contained)	3.85		
Number of Teachers (K-6)	11		
Number of Teachers (7-12)	3		
WPU Value	\$4,674		
No. of Teachers (FTE)			
(CACTUS)			
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	321.7500	\$ 1,503,160
Restricted Basic School:			
Special Ed--Add-on	10% of enrollment * WPU value	35.0000	163,590
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	3.8500	17,995

	(10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)		
Special Ed-State Programs		0.7167	3,350
Career and Technical Ed.		0.0000	
	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	19.1995	89,738
Student at Risk Add-on		33.0029	154,256
Class Size Reduction (K-8)	\$440.73/student K-8		
Total WPU Programs		409.6691	\$ 1,932,088
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		124,019
	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		
Charter Funding Base			40,250
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		3,301
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		54,625
Teacher and Student Success Program	\$241.27/WPU		98,841
Educator Professional Time	\$1,950.83/Teacher FTE		-
	\$5,573 + 30.58/student		
Salary Supplement for Highly-Needed Educators	(including SPED Self-contained)		16,394
	\$25,000 Base +		
Student Health & Counseling	\$27.27/student		34,545
Digital Teaching and Learning	\$20.97/student		7,340

Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		-
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		-
School-Based Education Support Professional Stipends	\$1,000/FTE + Benefits at 28.3%		-
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		6,250
Local Replacement Dollars	Average \$3,628 per student		1,283,768
Total Non-WPU		\$	1,669,331
ESTIMATED Total All State Funding		\$	3,601,419

Cambridge Preparatory Academy				FY __29__					
Second Operational Year				100% Enrollment		Breakeven Enrollment			
Number of Students:				450		350			
Grade Configuration:				K-8		K-8			
Revenue									
Food Services Sales to Students				450	\$187,920	350	\$146,160		
Student Activities				\$0		\$0			
Contributions and Donations from Private Sources:									
Source(s) (specify)				\$0		\$0			
Miscellaneous				\$0		\$0			
Total Revenue From Local Sources (1000)				\$187,920		\$146,160			
Estimated Total All State Funding				\$ 4,615,127.18		\$ 3,601,418.84			
Charter School Revolving Loan									
Charter School Startup and Implementation Grant									
Total Revenue from State Sources (3000)				\$4,615,127		\$3,601,419			
Federal Child Nutrition Program				450	\$187,920	350	\$146,160		
Restricted Federal Grants-in-Aid Received via USBE (IDEA)				\$50,400		\$53,704			
Federal Elementary and Secondary Education Act of 1965 (ESEA)				\$67,460		\$52,469			
Total Revenue from Federal Sources (4000)				\$305,780		\$252,333			
Loan Poceeds (other than revoving 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				\$5,108,827		\$3,999,911			
Expenditures				FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost	Total
--- SALARIES ---									
10.131	Salaries - Teachers Regular Ed			18.00	\$60,000	\$1,080,000	14.00	\$60,000	\$840,000
10.131	Salaries - Teachers Special Ed			2.00	\$60,000	\$120,000	2.00	\$60,000	\$120,000
10.132	Salaries - Substitute Teachers			2.00	\$25,000	\$50,000	2.00	\$25,000	\$50,000
10.161	Salaries - Teacher Aides and Paraprofessionals			4.00	\$30,000	\$120,000	3.00	\$30,000	\$90,000
10.198	Salaries - Other Classified Personnel			0.00	\$0	\$0	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)					\$1,370,000			\$1,100,000
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	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.142	Salaries - Guidance Personnel			0.00	\$55,000	\$0	0.00	\$55,000	\$0
21.143	Salaries - Health Services Personnel			1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.144	Salaries - Psychological Personnel			0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical			1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.198	Salaries - Other Classified Personnel			0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)					\$120,000			\$120,000

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	0.00	\$0	\$0	0.00	\$0	\$0
24.121	Salaries - Principals and Assistant Principals	2.00	\$95,000	\$190,000	2.00	\$95,000	\$190,000
24.152	Salaries - Secretarial and Clerical Personnel	2.00	\$40,000	\$80,000	2.00	\$40,000	\$80,000
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	2.00	\$45,000	\$90,000	2.00	\$45,000	\$90,000
26.182	Salaries - Custodial & Maintenance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
26.184	Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0
	Total - OPERATION & MAINT OF FACILITIES Salaries (100)			\$90,000			\$90,000
31.191	Salaries - Food Services Personnel	3.00	\$25,000	\$75,000	2.00	\$25,000	\$50,000
	Total - FOOD SERVICES Salaries (100)			\$75,000			\$50,000
	TOTAL - SALARIES (100)			\$1,925,000			\$1,630,000
--- EMPLOYEE BENEFITS ---							
10.210	State Retirement - Instruction	3%	\$1,370,000	\$41,100	3%	\$1,100,000	\$33,000
21.210	State Retirement - Student Support	3%	\$120,000	\$3,600	3%	\$120,000	\$3,600
22.210	State Retirement - Instructional Staff Support	3%	\$0	\$0	3%	\$0	\$0
24.210	State Retirement - School Administration	3%	\$270,000	\$8,100	3%	\$270,000	\$8,100
26.210	State Retirement - Operation & Main of Facilities	3%	\$90,000	\$2,700	3%	\$90,000	\$2,700
31.210	State Retirement - Food Services	3%	\$75,000	\$2,250	3%	\$50,000	\$1,500
	Total - State Retirement			\$57,750			\$48,900
10.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$1,370,000	\$137,000	10%	\$1,100,000	\$110,000
21.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$120,000	\$12,000	10%	\$120,000	\$12,000
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%	\$90,000	\$9,000	10%	\$90,000	\$9,000
31.220	Social Security Contributions/Workers' Compensation/Unemployment Insurance	10%	\$75,000	\$7,500	10%	\$50,000	\$5,000
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$192,500			\$163,000
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	6%	\$1,370,000	\$82,200	6%	\$1,100,000	\$66,000
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	6%	\$120,000	\$7,200	6%	\$120,000	\$7,200
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	6%	\$270,000	\$16,200	6%	\$270,000	\$16,200
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance	6%	\$90,000	\$5,400	6%	\$90,000	\$5,400
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	6%	\$75,000	\$4,500	6%	\$50,000	\$3,000
	Total- Medical Insurance/Dental Insurance/Group Life			\$115,500			\$97,800
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$1,370,000	\$0	0%	\$1,100,000	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$120,000	\$0	0%	\$120,000	\$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%	\$90,000	\$0	0%	\$90,000	\$0
31.290	Other Employee Benefits (<i>specify</i>) - Food Services	0%	\$75,000	\$0	0%	\$50,000	\$0
	Total - Other Employee Benefits			\$0			\$0
	TOTAL EMPLOYEE BENEFITS (200)			\$365,750			\$309,700
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$153,265	\$119,997		\$119,997
21.300	Purchased Prof & Tech Services - Student Support			\$153,265	\$119,997		\$119,997
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$153,265	\$79,998		\$79,998
22.330	Employee Training and Development			\$102,177	\$79,998		\$79,998
24.300	Purchased Prof & Tech Services - School Administration			\$0			\$0
24.345	Audit, Accounting, & Other Business-type Services			\$0			\$0
24.349	Purchased Legal Services			\$0			\$0
24.350	Other Technical Services - Website Development			\$0			\$0
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)			\$561,971			\$399,991
--- 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			\$0			\$0
26.441	Rental of Land & Buildings			\$1,035,000			\$1,035,000
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)			\$1,035,000			\$1,035,000
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation Services (To/From School)			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$75,000			\$75,000
45.522	Liability Insurance			\$25,000			\$25,000
10.530	Communication (telephone and other) - Instructional			\$20,000			\$20,000
21.530	Communication (telephone and other) - Student Support			\$0			\$0
24.530	Communication (telephone and other) - School Administration			\$0			\$0
26.530	Communication (telephone and other) - Operation and Maintenance of Facilities			\$0			\$0
24.540	Advertising			\$70,000			\$70,000
10.550	Printing and Binding - Instruction			\$0			\$0
21.550	Printing and Binding - Student Support			\$0			\$0
24.550	Printing and Binding - School Administration			\$0			\$0
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			\$0			\$0
24.580	Staff Travel/Per Diem - School Administration			\$0			\$0
26.580	Staff Travel/Per Diem - Operation and Maintenance of Facilities			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$190,000			\$190,000
--- SUPPLIES & MATERIALS---							
10.600	Supplies & Materials - Instruction	450	\$125	\$56,250	350	\$125	\$43,750
10.641	Textbooks	450	\$395	\$177,750	350	\$395	\$138,250
21.600	Supplies & Materials - Student Support	0	\$0	\$0	0	\$0	\$0
22.640	Books and Periodicals	0	\$0	\$0	0	\$0	\$0
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Supplies - Technology Related - Audio/Visual	0	\$0	\$0	0	\$0	\$0
24.600	Supplies & Materials - School Administration	0	\$0	\$0	0	\$0	\$0
26.600	Supplies & Materials - Operation & Maintenance of Facilities	450	\$50	\$22,500	350	\$50	\$17,500
26.620	Energy	0	\$0	\$0	0	\$0	\$0
26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$0			\$0
31.600	Supplies & Materials - Food Service	0	\$0	\$0	0	\$0	\$0
31.630	Food - Food Service			\$0			\$0
TOTAL - SUPPLIES & MATERIALS (600)				\$256,500			\$199,500
--- 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			\$0			\$0
21.733	Furniture and Fixtures - Student Support			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
10.734	Technology Related Hardware - Instruction			\$0			\$0
21.734	Technology Related Hardware - Student Support			\$100,000			\$100,000
24.734	Technology Related Hardware - School Administration			\$0			\$0
10.736	Technology Software - Instruction			\$0			\$0
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)			\$100,000		\$100,000
--- DEBT SERVICE & MISCELLANEOUS ---					
10.890	Miscellaneous Expenditures - Instruction		\$0		\$0
21.890	Miscellaneous Expenditures- Student Support				\$0
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$0		\$0
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$0		\$0
31.890	Miscellaneous Expenditures - Food Services		\$106,170		\$106,170
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Constructuon Services		\$0		\$0
10.810	Dues & Fees - Instruction		\$0		\$0
21.810	Dues & Fees - Student Support		\$0		\$0
24.810	Dues & Fees -School Administration				\$0
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$0		\$0
	Total - Miscellaneous		\$106,170		\$106,170
45.830	Interest on Debt		\$0		\$0
45.840	Redemption of Principal		\$0		\$0
	Total Debt Service		\$0		\$0
TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$106,170		\$106,170
Total Expenditures			\$4,540,391	\$3,970,361	

1000	Local		\$187,920		\$146,160
3000	State		\$4,615,127		\$3,601,419
4000	Federal		\$305,780		\$252,333
TOTAL REVENUES			\$5,108,827	\$3,999,911	
100	Salaries		\$1,925,000		\$1,630,000
200	Employee Benefits		\$365,750		\$309,700
300	Purchased Professional & Technical Services		\$561,971		\$399,991
400	Purchased Property Services		\$1,035,000		\$1,035,000
500	Other Purchased Services		\$190,000		\$190,000
600	Supplies & Materials		\$256,500		\$199,500
700	Property		\$100,000		\$100,000
800	Debt Service & Miscellaneous		\$106,170		\$106,170
TOTAL EXPENDITURES			\$4,540,391	\$3,970,361	
Excess or Deficiency of Revenues over Expenditures			\$568,436		\$29,550
Other Sources of Funding (5000 & 6000)			\$0		\$0
Net Asset Balance (Fund Balance)			\$568,436		\$29,550
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			11%		1%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)			11%		1%

Charter School Name: Cambridge Preparatory Academy

Pro forma Budget	Year One			Year Two			Year Three		
	Planning/Operational (Circle)			Operational			Operational		
Number of Students:	0			450			350		
Grade Distribution:	K-8			K-8			K-8		
Revenue	Total			Total			Total		
Local Funding including anticipated fees from students	\$0			\$187,920			\$187,920		
Fee Basis if applicable:									
State Funding	\$409,062			\$4,615,127			\$4,615,127		
Private Grants & Donations	\$0			\$0			\$0		
Source(s) (specify)									
Loans	\$0			\$0			\$0		
Commercial	\$0			\$0			\$0		
Private	\$250,000			\$0			\$0		
Other (specify): Federal Funding	\$0			\$305,780			\$305,780		
Total Revenue (see State Charter Funding Worksheet available at: http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx)	\$659,062			\$5,108,827			\$5,108,827		
Expenses (insert lines as necessary to accommodate unique expenses)	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)									
Director or Principal	1.00	\$ 120,000	\$120,000	2.00	\$ 95,000	\$190,000	2.00	\$ 95,000	\$190,000
Other Administration: (specify)	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Teacher-Regular Ed	-	\$ -	\$ -	18.00	\$ 60,000	\$1,080,000	18.00	\$ 60,000	\$1,080,000
Teacher-Special Ed	-	\$ -	\$ -	2.00	\$ 60,000	\$119,880	2.00	\$ 60,000	\$120,000
Instructional Assistants	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Secretary	1.00	\$ 22,500	\$45,000	3.00	\$ 40,000	\$120,000	3.00	\$ 40,000	\$120,000
Business Manager/Bookkeeper	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
IT Technician	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Program Facilitator/Instructional Support	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Speech & Language Therapist	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Library/Media Specialist (Certified/Noncertified) (Circle)	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Counselor (Certified/Noncertified) (Circle)	-	\$ -	\$ -	-	\$ 55,000	\$ -	-	\$ 55,000	\$ -
Substitute Teachers (daily basis)	-	\$ -	\$ -	2.00	\$ 25,000	\$50,000	2.00	\$ 25,000	\$50,000
Teachers Aids and Paraprofessionals	-	\$ -	\$ -	4.00	\$ 30,000	\$120,000	4.00	\$ 30,000	\$120,000
Other:	-		\$ -	5.00		\$155,000	5.00		\$155,000
Employee Benefits (200)			\$16,500			\$348,627			\$348,650
Purchased Professional Services(300)									
Audiologist, Psychologist of related support services purchased through contract			\$ -			\$ 153,264.80			\$ 153,264.80
Professional Employee Training and Development (330)			\$ -			\$ 102,176.53			\$ 102,176.53
Official or Administrative Services in Support of Management (310)			\$ -			\$ -			\$ -
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)			\$ -			\$ 306,529.60			\$ 306,529.60
Legal (300)			\$ -			\$ -			\$ -
Audit Services (300)			\$ -			\$ -			\$ -
Web Site Development (300)			\$ -			\$ -			\$ -
Other: Food Services			\$ -			\$ -			\$ -
Purchased Property Services(400)									
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$ -			\$ -			\$ -
Computer and related Equipment rentals			\$ -			\$ -			\$ -
Other Purchased Services (500)									
Travel (580)			\$ -			\$ -			\$ -
Transportation (Student) (510-513)			\$ -			\$ -			\$ -
Personnel and Wage Records and Data Management			\$ -			\$ -			\$ -
Other - Insurance - D&O, Tuition, Food Service Management, Interagency purchased services			\$ -			\$ -			\$ -
Supplies(600)									
Instructional and other general supplies (610)			\$ 99,062.50			\$ 56,250.00			\$ 56,250.00

Library Instructional Aids/Books/Periodicals(640/645)			\$ -			\$ -		\$ -
Textbooks (641)			\$ -			\$ 177,750.00		\$ 177,750.00
Audiovisual Materials (646)			\$ -			\$ -		\$ -
Software (670)			\$ -			\$ -		\$ -
Other (printing; postage)			\$			\$		\$
Total Instruction, Administration & Support			\$280,563			\$2,979,478		\$2,979,621
Operations & Maintenance			Total			Total		Total
Purchased Property Services(400)								
Facilities Rental or Lease (440)			\$ -			\$ 1,035,000.00		\$ 1,035,000.00
Water, Sewage , Disposal Services			\$ -			\$ -		\$ -
Property Tax			\$ -			\$ -		\$ -
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$ -			\$ -		\$ -
Custodial Services			\$			\$107,100		\$107,100
Other Purchased Services (500)								
Property/Casualty Insurance (520/521)			\$			\$75,000		\$100,000
Advertising and Marketing			\$50,000			\$70,000		\$70,000
Printing and Binding			\$			\$		\$
Phone/Communications			\$			\$20,000		\$20,000
Supplies (600)								
Operational Supplies			\$			\$67,500		\$22,500
Utilities and other Expendable Supplies (610-630)			\$			\$		\$
Property (700)								
Land & Improvements			\$			\$		\$
Buildings			\$			\$		\$
Technology-Related Hardware (Computers etc.)			\$			\$150,000		\$100,000
Furniture & Other Equipment			\$310,000			\$		\$
Debt Service and Miscellaneous Costs (800)								
Fees/Permits & dues			\$			\$		\$
Loan Payments			\$			\$		\$
Other (security, copier lease)			\$			\$106,170		\$106,170
Total Operations & Maintenance			\$360,000			\$1,630,770		\$1,560,770
Total Expenditures			\$640,563			\$4,610,248		\$4,540,391
Total Revenues			\$659,062			\$5,108,827		\$5,108,827
			Balance			Balance		Balance
Budget Balance (Revenues-Expenditures)			\$18,500			\$498,579		\$568,436
Budget Balance as Percentage of State Funding Revenues			2.81%			9.76%		11.13%

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CONT.	FY27	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28
Medical Insurance/Dental Insurance/Group Life -													
Food Services		375	375	375	375	375	375	375	375	375	375	375	375
Purchased Prof & Tech Services - Instruction		12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Purchased Prof & Tech Services - Student Support		12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Purchased Prof & Tech Services - Instructional Staff Support		12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Employee Training and Development		8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515
Rental of Land & Buildings		86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250
Property Insurance		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Liability Insurance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Communication (telephone and other) -													
Instructional		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Advertising	50,000	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
Supplies & Materials -													
Instruction	99,063	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688
Textbooks		14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813
Supplies & Materials - Operation &													
Maintenance of Facilities		5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625
Furniture and Fixtures -													
Student Support	310,000												
Technology Related													
Hardware - Student													
Support		12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Miscellaneous													
Expenditures - Food													
Services		8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848
Total Expenses	640,563	523,894	523,987	524,080	524,173	524,266	524,359	524,452	524,545	524,638	524,731	524,824	524,917
Excess or Deficiency of Revenues over													
Expenditures	18,500	(98,159)	(98,252)	(98,345)	(98,438)	(98,531)	(98,624)	(98,717)	(98,810)	(98,903)	(98,996)	(99,089)	(99,182)

Cash Available	18,500	(79,659)	(177,911)	(276,256)	(374,694)	(473,224)	(571,848)	(670,565)	(769,375)	(868,278)	(967,273)	(1,066,362)	(1,165,544)
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CONT.	FY28	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29
Medical Insurance/Dental Insurance/Group Life -													
Food Services	4,500	375	375	375	375	375	375	375	375	375	375	375	375
Purchased Prof & Tech Services - Instruction	153,265	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Purchased Prof & Tech Services - Student Support	153,265	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Purchased Prof & Tech Services - Instructional Staff Support	153,265	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772	12,772
Employee Training and Development	102,177	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515
Rental of Land & Buildings	1,035,000	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250	86,250
Property Insurance	50,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Liability Insurance	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Communication (telephone and other) -													
Instructional	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Advertising	70,000	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
Supplies & Materials -													
Instruction	56,250	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688
Textbooks	177,750	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813
Supplies & Materials - Operation &													
Maintenance of Facilities	67,500	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875
Furniture and Fixtures -													
Student Support													
Technology Related													
Hardware - Student Support	150,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Miscellaneous													
Expenditures - Food													
Services	106,170	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848
-	-												
-	-												
-	-												
-	-												
Total Expenses	4,610,248	519,189	519,282	519,375	519,468	519,561	519,654	519,747	519,840	519,933	520,026	520,119	520,212
Excess or Deficiency of Revenues over													
Expenditures	498,579	(93,453)	(93,546)	(93,639)	(93,732)	(93,825)	(93,918)	(94,011)	(94,104)	(94,197)	(94,290)	(94,383)	(94,476)

Cash Available	(1,258,997)	(1,352,544)	(1,446,183)	(1,539,915)	(1,633,741)	(1,727,659)	(1,821,670)	(1,915,775)	(2,009,972)	(2,104,263)	(2,198,646)	(2,293,122)
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CONT.	FY29
Revenue	
Local Revenue	187,920
State Revenue	4,615,127
Federal Revenue	305,780
Other Revenue	
Total Revenue	<u>5,108,827</u>

Expenses	
Salaries - Teachers	
Regular Ed	1,080,000
Salaries - Teachers	
Special Ed	120,000
Salaries - Substitute	
Teachers	50,000
Salaries - Teacher Aides	
and Paraprofessionals	120,000
Salaries - Other Classified	
Personnel	-
Salaries - Other Licensed	
Salaries - Speech and	
Language Therapist	-
Salaries - Attendance and	
Social Work Personnel	40,000
Salaries - Guidance	
Personnel	-
Salaries - Health Services	
Personnel	40,000
Salaries - Psychological	
Personnel	-
Salaries - Secretarial and	
Clerical	40,000
Salaries - Other Classified	
Personnel	-
Salaries - Licensed Media	
Personnel	-
Salaries - Non-licensed	
Media Personnel	-
Salaries - Other Classified	
Personnel	-
Salaries - Business	
Administrator	-

CONT.	FY29
Salaries - Principals and Assistant Principals	190,000
Salaries - Secretarial and Clerical Personnel	80,000
Salaries - Other Classified Personnel	-
Salaries - Operation & Maintenance Supervisors	90,000
Salaries - Custodial & Maintenance Personnel	-
Salaries - Technology Personnel	-
Salaries - Food Services Personnel	75,000
State Retirement - Instruction	41,100
State Retirement - Student Support	3,600
State Retirement - Instructional Staff Support	-
State Retirement - School Administration	8,100
State Retirement - Operation & Main of Facilities	2,700
State Retirement - Food Services	2,250
Social Security Contributions/Workers' Compensation/Unemployment Insurance - Instruction	137,000
Social Security Contributions/Workers' Compensation/Unemployment Insurance - Student Support	12,000

CONT.	FY29
Social Security Contributions/Workers' Compensation/Unemployment Insurance - Instructional Staff Support	-
Social Security Contributions/Workers' Compensation/Unemployment Insurance - School Administration	27,000
Social Security Contributions/Workers' Compensation/Unemployment Insurance - Operation & Maintenance of Facilities	9,000
Social Security Contributions/Workers' Compensation/Unemployment Insurance - Food Services	7,500
Medical Insurance/Dental Insurance/Group Life - Instruction	82,200
Medical Insurance/Dental Insurance/Group Life - Student Support	7,200
Medical Insurance/Dental Insurance/Group Life - Instructional Staff Support	-
Medical Insurance/Dental Insurance/Group Life - School Administration	16,200
Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance of Facilities	5,400

CONT.	FY29
Medical Insurance/Dental Insurance/Group Life - Food Services	4,500
Purchased Prof & Tech Services - Instruction	153,265
Purchased Prof & Tech Services - Student Support	153,265
Purchased Prof & Tech Services - Instructional Staff Support	153,265
Employee Training and Development	102,177
Rental of Land & Buildings	1,035,000
Property Insurance	75,000
Liability Insurance	25,000
Communication (telephone and other) - Instructional	20,000
Advertising	70,000
Supplies & Materials - Instruction	56,250
Textbooks	177,750
Supplies & Materials - Operation & Maintenance of Facilities	22,500
Furniture and Fixtures - Student Support	
Technology Related Hardware - Student Support	100,000
Miscellaneous Expenditures - Food Services	106,170
Total Expenses	4,540,391
Excess or Deficiency of Revenues over Expenditures	568,436

Cash Available

Building

Project estimate	11,500,000.00	11500000
Lease rate	9%	9
Annual Lease	1,035,000.00	