

Daybreak Aspen Academy

2025 Charter Application



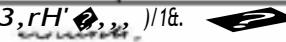
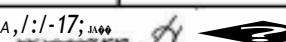
DAYBREAK
ASPEN ACADEMY

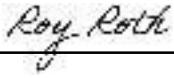
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Required Technical Information:

1. Proposed Charter School Name: Daybreak Aspen Academy
2. Name of Applicants: Mirra Hanks, Brittany Harden, Bethany Mogle, Krystelle Rose, Roy Roth, Chase Metcalf, and Lauren Martin
3. Authorized Agent: Mirra Hanks
4. Mailing Address: 11034 Lake Island Drive, South Jordan, UT 84009
5. Phone Number: 713-787-0899
6. Email: mirra.hanks@gmail.com
7. Date and To Whom Submitted at the District: November 15, 2025 to superintendent@jordandistrict.org and board@jordandistrict.org

Governing Board Information:

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Mirra Hanks	President	Technology, project management	No
Signature:			
Krystelle Rose	Vice President	Education	Yes, Mountain Sunrise Academy, Treaside Academy, Wasatch Charter School, Azure Fields Waldorf High School
Signature:			
Chase Metcalf	Treasurer	Finance	No
Signature:			
Lauren E. Martin	Secretary	Law (Attorney)	No
Signature:			
Bethany Mogle	Board Member - Development and Fundraising	Logistics, Planning, and Operations	No
Signature:			
Brittany Harden	Board Member - Compliance and Accountability	Insurance, process/procedures, defense litigation	No
Signature:			

Roy Roth	Board Member	Finance, economics	No
Signature: 			

9. Charter School's Grade Configuration and Maximum Authorized Enrollment: K-12 and max enrollment of 598

10. Does the proposed grade configuration match the district of residence grade configuration? Yes No

Explanation:

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1	46	46	46	46	46	46								276
Year 2	46	46	46	46	46	46	46							322
Year 3	46	46	46	46	46	46	46	46						368
Year 4	46	46	46	46	46	46	46	46	46					414
Year 5+	46	46	46	46	46	46	46	46	46	46				450

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

Yes No

Explanation: Immunization Exemption under the Utah Immunization Exemption Module & preference for the children of founding members in accordance with Utah Code §§3G-5-502.

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: Mirra Hanks
Signature of Authorized Agent: 

SECTION 1: EXECUTIVE SUMMARY

Mission Statement

Daybreak Aspen Academy nurtures each child's intellectual, artistic, and practical capacities through a developmentally aligned, nature-based, and creativity-driven education that integrates ethical technology use and real-world learning, preparing students to become grounded, capable, and future-ready individuals.

Vision Statement

We envision a K-12 learning community where students are deeply connected to nature, engaged in meaningful hands-on work, confident in their creativity, and equipped with ethical and innovative technological skills. Graduates leave as compassionate, self-directed critical thinkers who are prepared for higher education, modern careers, and purposeful lives.

Overview of the School

Daybreak Aspen Academy is a K-12 public charter school proposed for the Daybreak/South Jordan area of Utah. The school blends the timeless wisdom of Waldorf-inspired, whole-child education with the forward-looking skills demanded in a rapidly changing world, including ethical AI literacy, entrepreneurship, and interdisciplinary project-based learning.

The school meets a clear and documented community demand:

- 97% of surveyed families in the target area reported actively seeking a holistic, nature-based, creative school.
- 92% reported wanting such a school combined with real-world readiness and age-appropriate exposure to modern tools such as AI.

Families are no longer willing to choose between a nurturing environment and future readiness—they want both. Daybreak Aspen Academy is designed to meet that exact need.

How the Board Came Together

The founding board is composed of parents, educators, and professionals who came together after recognizing a shared desire: a school that honors childhood, fosters creativity and wellness, and meaningfully prepares students for a future shaped by artificial intelligence, entrepreneurship, and global change.

Each founding board member brings a critical area of expertise:

- Education & Waldorf Leadership: 20+ years of Waldorf experience, including the founding of Utah Waldorf charters.
- Finance: Certified financial professional with strong budgeting and forecasting skills.
- Law & Governance: Practicing attorney overseeing compliance and governance.
- Project Management & Tech: Operational leadership and cross-functional coordination in large tech companies.
- Logistics & Operations: Multi-year experience running large-scale operations and organizational systems
- Community Engagement: Deep understanding of parent needs, communication, and local networks.

This board was intentionally assembled to bring the exact combination of experience required to responsibly found, govern, and sustain a high-quality public school.

Rationale for the School

The Daybreak/South Jordan region is experiencing rapid growth among young families seeking:

- holistic, nature-oriented learning
- reduced screen time in early childhood
- emotional intelligence and social development

creative, arts-rich learning
responsible and thoughtful preparation for a tech-driven future

Existing schools do not offer this combination. While some emphasize high academics and others emphasize whole-child education, none integrate Waldorf-inspired developmental learning+ ethical AI literacy+ real-world project experiences.

Additionally, the nearest public Waldorf charter is across the valley and consistently full, confirming demand in this region.

Why This School Should Be Approved

Daybreak Aspen Academy directly advances the Utah State Charter School Board's mission by offering:

1. A new, innovative educational model that meaningfully blends whole-child learning with modern readiness.
2. A strong governance team with proven capacity in education, operations, finance, and compliance.
3. A phased, sustainable growth plan beginning with K-6 and expanding one grade per year, reducing high school risk.
4. A developmentally aligned curriculum that meets Utah Core Standards while leveraging evidence-based methods.
5. A responsible financial model prioritizing conservative facility costs, early reserves, and stable enrollment.
6. A program aligned to Utah's values: family-centered, nature-connected, and focused on character, service, and community.

This school will serve families seeking meaningful alternatives and will strengthen educational diversity in the region.

This summary stands alone as a complete picture of the school's purpose, need, and readiness.

SECTION 2: SCHOOL-SPECIFIC ELEMENTS

Charter Purpose

The primary legislative purpose of Daybreak Aspen Academy is to encourage the use of different and innovative teaching methods. The school's Waldorf-inspired approach integrates:

- interdisciplinary thematic units
- arts and handwork
- outdoor learning
- storytelling as pedagogy
- experiential, project-based learning
- ethical AI literacy
- entrepreneurship and CTE-aligned real-world applications

This combination represents an innovative educational approach not currently available in the target area. A secondary purpose addressed is increasing choice of learning opportunities for students, as no comparable school exists within the South Jordan/Daybreak region.

Defining Characteristics of the School

Daybreak Aspen Academy is uniquely defined by the following key elements:

- **Waldorf-Inspired, Whole-Child Learning**
 - Developmentally aligned curriculum
 - Strong emphasis on arts, music, movement, handwork, and nature
 - Calm, structured daily rhythm supporting emotional regulation and focus
- **Ethical AI Literacy (Developmentally Sequenced)**
 - K-2: AI supports teachers, not students

- Grades 3-5: Media literacy and human vs. AI authorship
- Grades 6-8: Ethical inquiry, bias analysis, algorithm awareness
- Grades 9-12: AI for entrepreneurship, design, research, and innovation
 - ** Aligned with Utah's 2025 Executive Order on AI Education.
- **Real-World Learning & Life Skills**
 - Farmers Markets
 - Shark Tank-style entrepreneurial showcases
 - Hands-on STEM labs
 - Gardening, herbology, and sustainability projects
 - Cooking, cleaning, laundry rotation
 - Financial literacy, budgeting, investing
 - Internships and community partnerships
- **Nature-Based & Outdoor Education**
 - Daily outdoor time in early grades
 - Seasonal hiking, gardening, field studies
 - Use of local Daybreak ecological assets
- **Strong Community Involvement**
 - Parent partnership through committees, festivals, volunteering
 - Transparent governance with community representation
- **A Balanced Model** - The school intentionally blends:
 - the grounded, nurturing environment families want
 - the modern readiness and rigor required for future success

** No other school in the region offers this combination

Enrollment Preferences

Daybreak Aspen Academy will employ only the enrollment preferences legally permitted under Utah law:

- Currently enrolled students
- Siblings of enrolled students
- Children of founding board members (limited%)
- Children of school employees

**No preference will be given based on donations, volunteer hours, or family background.

Mission-Specific Goals

- **Academic & Innovation Goals**
 - 80% of students will meet or exceed Utah Core benchmarks by the end of Grade 3 (DIBELS/math).
 - 100% of high school students will complete an annual real-world project (entrepreneurship, STEM, design).
 - All students by Grade 8 will complete an Ethical AI and Digital Citizenship mastery portfolio.
- **Whole-Child & SEL Goals**
 - Students will show measurable growth in social-emotional competencies through annual surveys.
 - Each grade will participate in a seasonal community service experience.
- **High School Readiness Goals**
 - By Year 6, at least 30% of eligible students will participate in dual enrollment.
 - All seniors will complete a capstone project integrating research, community contribution, or entrepreneurship.

Commitment to Positive Student Outcomes

To ensure rigor and accountability:

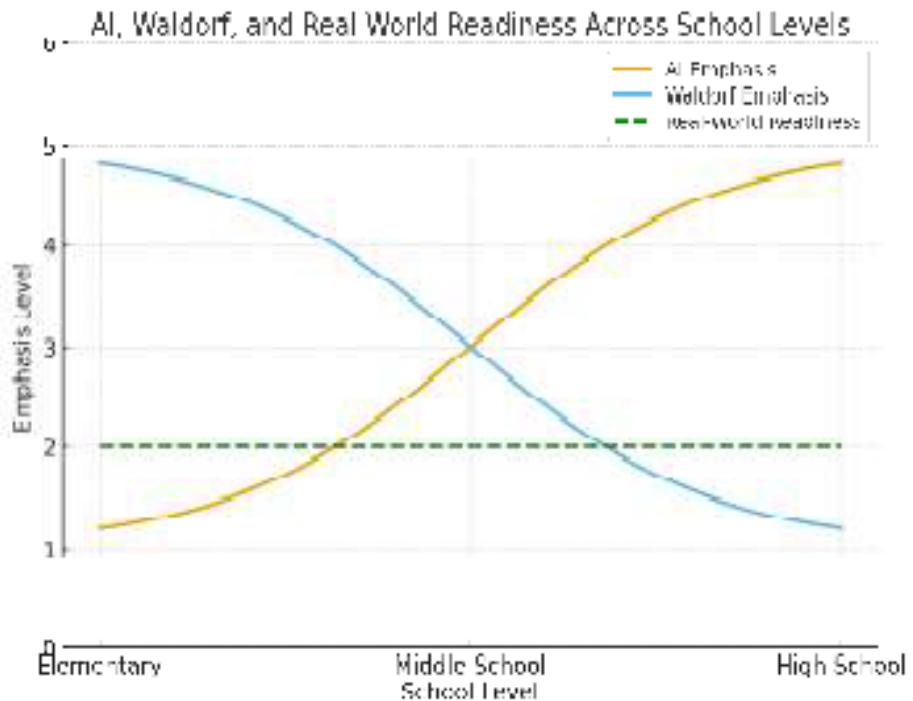
- All learning outcomes map to the Utah Core Standards.
- Teachers receive training in both Waldorf pedagogy and evidence-based academic instruction.

Benchmark monitoring (DIBELS, formative assessments, NWEA-type benchmarks) ensures early intervention.

- Real-world learning outcomes are tied to rubrics and portfolios.
- High school programs incorporate CE, CTE, and WBL to expand student pathways.

**The board will monitor progress through an academic excellence committee, annual data reviews, and required state reporting.

SECTION 3: PROGRAM OF INSTRUCTION



A. Educational Philosophy

Daybreak Aspen Academy's instructional model blends three tightly integrated pillars:

1. Waldorf-Inspired, Whole-Child Education

Waldorf pedagogy emphasizes developmental readiness, storytelling, movement, nature connection, arts integration, and emotional intelligence. These practices cultivate imagination, focus, intrinsic motivation, and social-emotional grounding-core skills supported by cognitive research:

- Arts integration improves comprehension and retention (Learning & the Brain Institute).
- Experiential learning increases higher-order thinking (Kolb, 2015).
- Rhythm and routine strengthen executive function and emotional regulation (Diamond, 2016).

2. Real-World, Project-Based Learning

From kindergarten through high school, students learn by doing: gardening, cooking, building, budgeting, designing, collaborating, and solving real-world problems.

3. Ethical, Developmentally Appropriate AI & Technology Literacy

Aligned with Utah's statewide AI priorities, students gradually build digital discernment, ethical awareness, and applied innovation skills-introduced slowly, intentionally, and appropriately across grade levels.

These three pillars are not separate tracks; they form one cohesive K-12 identity, expressed differently at each developmental stage.

B. Utah Core Alignment

Daybreak Aspen Academy fully aligns with Utah Core Standards in every subject and grade.

Waldorf-inspired delivery enhances-not replaces-academic rigor.

Alignment Tools Include:

- Standards-based unit planning
- Daily learning objectives
- Evidence-based literacy and math curricula
- Formative, benchmark, and summative assessments
- Portfolios and project evaluations
- RISE, ACT, DIBELS, and Utah-required testing

All assessments are used to monitor progress, differentiate instruction, and ensure students meet or exceed proficiency expectations.

Daybreak Aspen Academy fully implements and teaches the Utah Core Standards in every grade and subject area.

All curriculum, unit plans, assessments, and instructional practices are aligned to the Utah Core. The school participates in all state-required testing, including RISE, DIBELS, and the ACT, as outlined in R277-404. Instructional hours and school days will meet or exceed the minimum requirements of R277-419.

C. Detailed Educational Program (Updated for K-5 Launch)

Grades K-2: Imagination, Foundations & Human Connection

Instructional Priorities:

- Evidence-based phonics
- Early numeracy through manipulatives
- Storytelling
- Seasonal rhythm and nature exploration
- Movement and music
- Handwork (knitting, beeswax modeling, watercolor)
- Sensory learning

Projects:

- Classroom gardens
- Weekly bread or soup days
- Nature journals
- Seasonal crafts

AI Use:

None student-facing. Teachers may use AI to improve lesson quality and efficiency.

Grades 3-5: Awareness, Skills & Critical Thinking

Instructional Priorities:

- Structured writing and grammar
- Math fluency+ conceptual understanding
- Outdoor science journaling
- Reading comprehension and authorship
- Integrated thematic units
- Group projects
- Classroom economy

Projects:

- Weather prediction journals
- Tree and plant mapping
- Class store with token budgeting

- Beginning engineering challenges

AI Use:

- Compare human vs. AI-generated writing
- Teacher modeling for planning and brainstorming
- Early media literacy ("How do we know what's true?")

Grades 6-8: Inquiry, Ethics & Applied Learning

(Phased in carefully after foundational years)

Instructional Priorities:

- Integrated humanities/science blocks
- Hands-on labs & engineering challenges
- Business design and budgeting
- Ethical decision-making
- Deeper literature & discussion-based learning

Projects:

- Solar ovens
- Farmers markets run entirely by students
- Sustainability & ecology initiatives
- AI bias analysis and ethics debates

AI Use:

- Logic checks
- Research support
- Bias detection
- Algorithm awareness

Grades 9-12: Mastery, Leadership & Real-World Readiness

(Added only after stable middle school build-out)

Instructional Priorities:

- Advanced coursework in math, science, humanities, arts
- Dual enrollment with USHE partners
- CTE pathways (Entrepreneurship, Digital Media, Environmental Science, AgriScience)
- Internships with local businesses and professionals
- Research, design thinking, and ethics
- Entrepreneurship and business creation

Projects:

- Shark Tank-style business pitches
- AI-assisted prototypes with process reflections
- Environmental impact studies
- Senior capstone integrating academic+ real-world skills

AI Use:

- Market research
- Prototyping
- Branding and design
- Data analysis
- Academic writing support with human-led revision and accountability

D. Cohesive K-12 Identity: How Waldorf+ Real-World + AI Form One School

A core component of Daybreak Aspen Academy's design is that it is one unified K-12 model, not an elementary Waldorf school and a separate tech-forward high school.

The progression looks like this:

1. K-2: Imagination ----> Observation ----> Relationship

Waldorf-inspired storytelling, movement, rhythm, and handwork develop:

- executive function
- creativity
- emotional intelligence
- attention stamina
- curiosity

These skills are essential prerequisites for future design, innovation, and ethical discernment.

2. Grades 3-5: Skill Building----> Authorship ---> Early Digital Discernment

Students shift into structured literacy, numeracy, research, and early critical thinking:

- writing
- math fluency
- nonfiction reading
- media awareness

They learn authorship first-so that later, when AI enters, they understand what original thinking feels like.

3. Grades 6-8: Inquiry---> Ethics -> Application

Middle school becomes the bridge where creativity meets responsibility:

- real-world business projects
- ethics-based discussions
- problem solving
- early engineering
- evaluating AI bias and accuracy

Waldorf's emphasis on story, art, and community becomes the foundation for understanding human-centered technology.

4. Grades 9-12: Mastery----> Purpose - > Ethical Innovation

High school is the natural evolution-not the departure-from the earlier grades:

- creativity---> design thinking
- storytelling -- > persuasive communication
- handwork --> prototyping
- nature studies - > environmental science
- SEL- > leadership & teamwork
- early media literacy-- > full AI literacy

The Waldorf roots become the innovation branches. Students graduate as: grounded, capable, emotionally intelligent, and ethically innovative individuals prepared for college, career, and life. This unified arc ensures the Board clearly sees: This is ONE school with ONE philosophy expressed developmentally from K-12.

E. Graduation Requirements (For Future High School)

Daybreak Aspen Academy will meet Utah's 24-credit requirement and add:

- AI+ Entrepreneurship Lab (9-12)
- Capstone project
- Four-year digital+ physical portfolio

- Service learning (40+ hours)

F. Special Programs

- Nature-based learning (year-round outdoor integration)
- Handwork, music, art, woodworking
- Financial literacy
- CTE pathways
- Dual enrollment (once HS opens)
- Internships with artisans, tradespeople, entrepreneurs, and technology leaders

G. Instructional Model in Daily Practice: How the Three Pillars Function in Real Classrooms

While Daybreak Aspen Academy's program is built on three research-supported pillars-Waldorf-inspired teaching, real-world readiness, and ethical AI literacy-the heart of our model lies in how these elements function together in the day-to-day life of students and teachers. This section provides additional clarity on implementation systems, teacher practice, and classroom routines, ensuring fidelity, rigor, and a fully compliant public-school environment.

1. Daily Classroom Experience: What Learning Looks Like

Elementary (K-5): Human-Centered Foundations with Utah Core Rigor

Daily instruction is structured around:

- Main Lesson Blocks (literacy, numeracy, science, social studies) tied directly to Utah Core Standards.
- Arts Integration (painting, form drawing, music, rhythms) used to reinforce grade-level standards.
- Nature & Movement Cycles supporting focus and executive function.
- Real-World Mini Projects that build early responsibility: classroom economy, garden care, bread days.

How the three pillars interact daily:

- A 3rd-grade writing block may begin with a short story (Waldorf), transition into structured writing aligned with Utah Core (academic rigor), and conclude with students comparing their own writing to an AI-generated sample (early AI discernment+ real-world authorship skills).

Middle School (6-8): Inquiry, Interdisciplinary Thinking & Ethical Tech Use

Middle school learning blocks combine:

- Integrated humanities/science/math units aligned to core standards.

- Hands-on engineering and business challenges (solar ovens, budgeting, market prep).
- Explicit ethical AI lessons, like analyzing bias in AI-generated texts or researching algorithm influence.

How the three pillars interact daily:

- Students may study water cycles in science (Utah Core), design a drought-resistant garden (real-world readiness), and use an AI tool to compare plant profiles while evaluating accuracy and bias (ethical AI literacy).

High School (9-12): Mastery, Pathways & Purpose

Once high school opens through phased expansion, daily learning emphasizes:

- College-prep coursework, including CE and rigorous Utah Core alignment.
- A daily entrepreneurship/AI design lab, where students prototype, test ideas, and engage in real-world problem solving.
- Internships and applied learning with local entrepreneurs, artisans, and Utah industry partners.

How the three pillars interact daily:

- A high school student may work on a capstone researching air quality in Salt Lake County:
 - analyze environmental science data (core rigor)
 - interview local businesses and create a mitigation proposal (real-world)
 - use AI for data modeling while documenting ethical considerations (AI literacy+ accountability)

2. Teacher Practice & Pedagogical Consistency

To maintain a cohesive K-12 model, teachers are trained yearly and supported through:

A. The "Rhythm + Rigor" lesson framework

Every lesson—regardless of grade—follows a predictable structure built on:

1. Warmth & Connection (movement, recall, story, Socratic conversation)
2. Academic Focus (explicit Utah Core instruction, guided practice, models)

3. Hands-On Application (project, lab, build, practice task)
4. Reflection (journaling, discussion, peer review)
5. Extension or Integration (art, nature, or tech lens depending on grade)

B. Teacher Collaboration Cycles

- Weekly team meetings to align Utah Core standards with Waldorf elements.
- Monthly cross-disciplinary planning to ensure project-based learning progresses vertically.
- Quarterly data reviews (DIBELS, benchmarks, formative assessments) to adjust instruction.

C. AI Professional Practice for Teachers

Teachers receive ongoing training (guided by experts like Dr. Stephanie Speicher) in:

- ethical use of AI for planning, differentiation, and communication
- modeling authorship, not dependency
- spotting bias and teaching student discernment

This ensures AI enhances teacher capacity without replacing human pedagogy.

3. How Academic Rigor Is Protected

The Board will want clarity here. Add this exact language:

A. Utah Core Drives All Planning

All unit plans begin with:

- Utah Core Standards
- clear "I can" learning objectives
- evidence-based structured curricula (phonics, numeracy, writing)

Waldorf elements enhance, never replace, required content.

B. Balanced Assessment System

Students are assessed using:

- formative checks for understanding
- standards-based rubrics
- writing and math benchmarks
- RISE, DIBELS, and ACT (as required by R277-404)

Art, storytelling, and project work reinforce learning, not substitute assessment.

C. Intervention & Acceleration

Students receive:

- small-group targeted interventions
- structured literacy instruction
- acceleration pathways (CTE, CE, enrichment clusters)

This guarantees no child "falls through the cracks," a concern sometimes raised about Waldorf schools.

4. Real-World Readiness Structures (K-12)

A. Life & Career Skills Progression

- K-2: gardening, chores, bread days, rhythm routines
- 3-5: classroom economy, early business math, responsibility roles
- 6-8: farmers market leadership, budgeting, engineering challenges
- 9-12: internships, capstone, entrepreneurship lab, pathway certifications

B. Weekly Project Block

Every grade has a protected project block to ensure:

- hands-on learning

- collaboration
- experimentation
- problem-solving
- design cycles

The block scales developmentally from simple craft projects to full business launches.

5. AI Literacy Progression: Slow, Ethical, Intentional

Your existing chart is excellent - this adds depth:

K-2:

AI supports the teacher only; students engage in authorship, imagination, and oral language.

3-5:

Students compare AI vs. human writing, begin digital citizenship, and learn what "technology creation" means.

6-8:

Students use AI for logic checking, reverse engineering texts, analyzing bias, designing small business ideas, and examining algorithms.

9-12:

Students master ethical use, document their process, and use AI as a tool for:

- prototyping
- research analysis
- branding
- coding support
- capstone design

This ensures students are creators, not consumers.

6. Classroom Culture, Discipline & Social-Emotional Development

A. Rhythm & Routine

Daily rhythm reduces behavioral issues and promotes safety, predictability, and grounding.

B. Restorative & Positive Discipline

- community circles
- natural consequences
- conflict resolution
- restorative conversations
- explicit SEL instruction

Compliant with R277-608.

C. Relationship-Based Teaching

Teachers stay with students longer (looping when appropriate), strengthening belonging and reducing behavior incidents.

7. Special Populations: Embedded Supports in Daily Practice

Give the Board clarity:

- **SPED:** co-teaching, multisensory instruction, structured literacy, early identification, and full IDEA compliance.
- **MLL:** SIOP strategies, visuals, sentence stems, vocabulary routines, and progress monitoring.
- Economically Disadvantaged Students: access to supplies, meals, after-school support, and project materials.
- Gifted Students: enrichment clusters, accelerated tasks, project leadership roles.

Programming feels "Waldorf," but supports are fully public-school compliant.

8. Ensuring Cohesion: One K-12 School, Not Two Models

The Board's biggest fear is split identity. This solves it:

A. One developmental arc

- K-2----> imagination ----> sensory foundation----> executive function
- 3-5----> authorship----> structured literacy ----> early discernment
- 6-8----> inquiry----> interdisciplinary systems---> ethics
- 9-12----> mastery----> innovation -----> leadership

B. Consistent pedagogy across grades

- storytelling
- discussion
- reflection
- hands-on application
- nature integration
- ethical thinking

C. Faculty alignment

All teachers complete:

- Waldorf-inspired pedagogy basics
- Utah Core-aligned training
- ethical AI training
- project-based instruction training
-
-

Summary of Expert Insights Informing Our Design

1. Ethical AI instruction must be about transformation-not just "using the tools."

Dr. Dover emphasized that most schools today are approaching AI in a limited, incremental way ("look what this tool can do"), rather than recognizing AI as a transformational shift similar to the early days of the internet. He encouraged us to design an AI program that reshapes thinking, teaching, and workflow-rather than simply adding AI as another gadget. This reinforced our plan to build a K-12 progression that cultivates discernment, ethics, creativity, and human judgment before tool fluency.

2. The key design question is not "Will you use AI?"-but how you will sequence AI across K-12.

According to Dr. Dover, every school must intentionally determine AI's role in its instructional identity. For Daybreak Aspen Academy, this led us to adopt a developmentally sequenced AI integration model that aligns with Waldorf foundations and real-world readiness:

- K-5: AI is used by teachers only. Students focus on imagination, authorship, literacy, numeracy, and social-emotional grounding-ensuring a strong human-centered foundation.
- 6-8: Students begin guided interaction with AI as an object of inquiry-evaluating accuracy, bias, logic, tone, and ethical implications. AI supports thinking but does not replace it.
- 9-12: The program transitions into an AI-First High School, where AI becomes a design and productivity partner in entrepreneurship, research, prototyping, data analysis, and capstone projects. Students learn process transparency, accountability, and advanced ethical decision-making.

This intentional sequencing allows us to remain Waldorf-inspired in the early years, reflective and critical in middle school, and AI-forward in high school, ensuring graduates are both grounded and future-ready.

3. "Responsible use" is not about restriction; it is about teaching discernment.

Dr. Dover noted that searching for experts in "responsible AI use" will attract professionals deeply engaged in ethics, bias, policy, and media literacy-an area still emerging but critically important. His perspective reinforced our decision to introduce AI literacy not as a productivity tool in the early grades, but as a thinking discipline focused on authorship, originality, digital citizenship, and critical comparison between AI-generated and human-generated work.

4. The goal is not to avoid AI-but to ensure that students understand how it changes the nature of work and thinking.

Many schools avoid AI out of fear, which leaves students unprepared for modern careers. Dr. Dover advised that readiness in today's world means understanding how AI shifts workflows, creativity, accuracy, communication, and productivity. This strengthened our commitment that by high school, students will:

- use AI with transparency and documentation,
- evaluate results critically,
- understand limitations and risks, and
- apply AI in design, entrepreneurship, research, and innovation.

This aligns with Utah's emphasis on college and career readiness and supports students' long-term success.

5. This field is evolving rapidly-schools must remain adaptive.

Dr. Dover emphasized that the field of AI ethics and pedagogy is still forming. His advice reinforced our commitment to ongoing professional learning, including consulting higher-education faculty, partnering with experts in ethical AI, and updating curriculum annually as technology, research, and state guidance evolve.

How This Strengthens Our Model

This expert-informed approach shows that Daybreak Aspen Academy:

- is taking a thoughtful, research-aligned approach to AI,
- protects childhood and foundational skills in early grades,
- gradually builds digital discernment,
- and offers AI-forward high school readiness designed for the realities of modern work and higher education.

It demonstrates that our proposal is not reactionary or trend-based, but grounded in due diligence, ethical awareness, and forward-thinking design.

Official AI Architecture Advisor

Daybreak Aspen Academy is also supported by Brian Hanks, an AI Architecture professional at Salesforce, who will serve as the school's Official Advisor on AI Architecture & Emerging Technologies. In this advisory capacity, Mr. Hanks provides ongoing insight into:

- AI system architecture and design trends,
- emerging AI capabilities and tools,
- future industry developments that should inform curriculum planning.

His continued involvement ensures that our AI literacy framework remains current, ethically grounded, and aligned with real-world technological evolution. This support allows the school to adapt responsibly as AI advances, while maintaining fidelity to our developmental, Waldorf-inspired model and Utah Core academic expectations.

- Service learning (40+ hours)

F. Special Programs

- Nature-based learning (year-round outdoor integration)
- Handwork, music, art, woodworking
- Financial literacy
- CTE pathways
- Dual enrollment (once HS opens)
- Internships with artisans, tradespeople, entrepreneurs, and technology leaders

Daybreak Aspen Academy follows all Utah State Board of Education administrative rules related to instruction and student services, including:

- R277-404: Participation in all state assessments (RISE, DIBELS, ACT).
- R277-419: Required minimum instructional hours and school days.
- R277-726: Full compliance with IDEA, Section 504, and Special Education service delivery requirements.
- R277-608: Student discipline procedures, including safe schools policy, restorative practices, and due process.

Special Education (IDEA Compliance) - Daybreak Aspen Academy complies fully with IDEA, ADA, Section 504, Utah Special Education Rules (R277-726), and all federal and state requirements for identifying, evaluating, and serving students with disabilities.

Section 4: Market Analysis

1. Proposed Location - Daybreak Aspen Academy is proposed to be located in South Jordan, Utah, within the growing Daybreak community of Salt Lake County. The Daybreak area continues to expand rapidly with new residential developments and young families, creating strong demand for additional educational options. The proposed campus will be centrally located, offering easy access via Bangerter Highway and Mountain View Corridor, and will include transportation partnerships to serve students from South Jordan, Riverton, Herriman, and West Jordan.

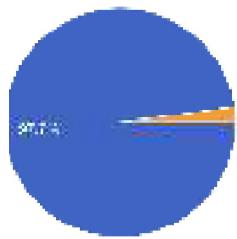
2. Education Landscape

- **Community Context:** South Jordan is a thriving suburban community of approximately 80,000 residents, characterized by high family density and a strong emphasis on education. It is part of the Jordan School District (JSD), one of the largest in Utah, serving more than 56,000 students across 68 schools. The area's rapid growth has contributed to overcrowded classrooms and an increased demand for innovative educational options.
- **Current Educational Offerings:** While JSD provides strong academic programs, instruction is primarily traditional and standardized. Several local charter schools offer niche focuses, such as:
 - Early Light Academy (K-9, South Jordan): Classical education.
 - American Academy of Innovation (6-12, South Jordan): Project-based and innovation-focused.
 - Ascent Academy (K-9, West Jordan): College preparatory model.
 - Mountain Sunrise Academy (K-6, Saratoga Springs) and Wasatch Charter School (K-8, Holladay): Waldorf-inspired schools located outside South Jordan.
- Despite multiple charter options, no Waldorf-inspired K-12 school exists in South Jordan. This creates a significant opportunity for a model emphasizing creativity, social-emotional learning, and experiential education.

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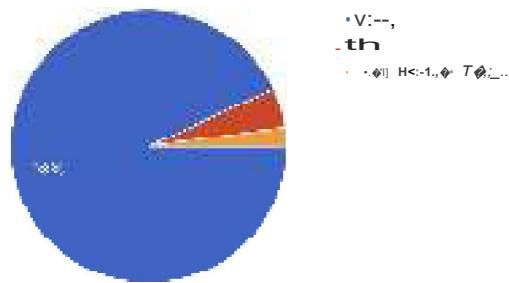
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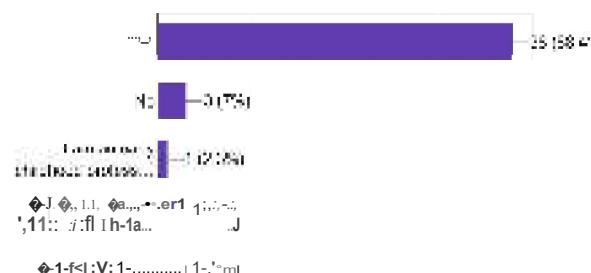
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3. Rationale for Location and Viability

Why South Jordan? South Jordan's combination of rapid population growth, young family demographics, and limited school choice make it an ideal location for a Waldorf-inspired charter school. Surveys and community outreach indicate that over 70% of respondents expressed interest in enrolling their children in a school offering a creative, holistic model.

Competitive Advantage: Daybreak Aspen Academy offers a unique educational model in a landscape dominated by classical and STEM-based charters. Its emphasis on whole-child development, hands-on learning, and arts integration directly addresses community demand for creativity and balance in education.

4. Distinguishing Characteristics - Daybreak Aspen Academy sets itself apart through its Waldorf-inspired, holistic approach that integrates academics, arts, and practical skills to nurture intellectual, emotional, and physical growth.

Holistic and Arts-Integrated Curriculum

- Interdisciplinary instruction connecting math, science, history, and the arts.
- Daily creative work including painting, woodworking, music, and handcrafts.
- Nature-based education emphasizing environmental stewardship and sustainability.

Experiential and Real-World Learning

- Project-based learning across all grade levels.
- **Farmers Market Program:** Students design, create, and sell products, learning entrepreneurship and teamwork.
- **Herbology and Wellness Programs:** Connect science and culture through hands-on learning.
- **"Shark Tank" Project:** High school students pitch business ideas to community mentors.
- **Dual enrollment, internships, and capstone projects** that integrate academic learning with real-world application.

Community Collaboration and Inclusivity

- Strong parent and community engagement in school governance.
- Robust support for students with disabilities, multilingual learners, and economically disadvantaged families.
- Partnerships with local businesses, artisans, and colleges for mentorship and experiential education.

Student Outcomes

Graduates will demonstrate:

- Mastery of Utah Core Standards.
- Strong creative, critical thinking, and problem-solving skills.
- Empathy, resilience, and readiness for college and career pathways.

5. Educational Need & Market Evidence

Educational Needs and How Daybreak Aspen Meets Them

South Jordan's educational landscape is academically strong yet heavily standardized. Jordan School District's student-to-teacher ratio averages 21:1, and most instruction is traditional and assessment-driven. Families in the Daybreak area increasingly seek creative, experiential, and whole-child learning opportunities not offered by existing schools.

Daybreak Aspen Academy directly meets this need by introducing a Waldorf-inspired K-12 model that integrates academics, arts, and practical skills through hands-on, developmentally aligned teaching. The school will serve as a public, tuition-free option for families who value imagination, critical thinking, and social-emotional growth alongside state-aligned academic rigor

Daybreak Aspen Academy (2)

6. Challenges in Locating in the Target Area and Mitigation

Facility Availability & Cost: South Jordan's growth limits affordable school sites. The founding board will work with commercial developers and the Daybreak Community Association to identify suitable space and explore phased leasing to control start-up costs.

Competition for Attention: Several high-performing charters already operate nearby. Daybreak Aspen differentiates itself through its unique holistic program and early community partnerships with local arts groups, small businesses, and nature centers.

Perception of the Waldorf Model: To address community unfamiliarity, the school will host public information nights, open-classroom demonstrations, and community workshops to build trust and understanding.

Transportation & Accessibility: A centrally located site near transit routes and coordinated carpool and busing plans will ensure equitable access.

7. Evidence Supporting Enrollment Projections

Your proposal projects:

- **Year 1:** 276 students (K-5)
- **Year 2:** 322 students (K-6)
- **Year 3:** 368 students (K-7)
- **Year 4:** 414 students (K-8)
- **Year 5:** 460 students (K-9)
- **Year 6:** 506 students (K-10)
- **Year 7:** 552 students (K-11)
- **Year 8:** 598 students (K-12)

Evidence of Demand:

- Community survey (2024) found over 70 percent of respondents interested in enrolling children in a Waldorf-inspired public school Daybreak Aspen Academy (2)
- Two existing Utah Waldorf charters-Wasatch Charter (Holladay) and Mountain Sunrise (Saratoga Springs)-report waitlists and full enrollment, demonstrating proven statewide demand for this model.
- Utah's overall charter-school enrollment continues to rise (~13 percent of K-12 students), validating market receptiveness.

These data confirm the projection as both realistic and conservative.

8. Understanding and Meeting the Needs of Target Students

Target Population: Families in South Jordan and neighboring cities seeking balanced academics and creativity; children from diverse cultural and socioeconomic backgrounds; and students who benefit from hands-on, individualized learning.

How the School Will Serve Them:

- Differentiated, multisensory instruction meeting Utah Core Standards.
- Inclusive supports: IEPs under IDEA, SIOP for multilingual learners, trauma-informed counseling, and a community resource hub
- Nature- and arts-based curriculum building social-emotional skills and self-confidence.
- Parent-teacher collaboration reinforcing home-school partnerships. These approaches align with research on improved engagement and retention through experiential learning and arts integration (Kolb 2015)

9. Why Families Will Choose Daybreak Aspen

Families will enroll because the school uniquely provides:

- A Waldorf-inspired environment unavailable in South Jordan.
- Daily arts, movement, and outdoor education, not secondary electives.
- Integrated entrepreneurship programs (Farmers Market, Shark Tank) teaching real-world skills.
- Smaller class sizes and strong community culture emphasizing belonging.
- A track record of success among comparable Waldorf charters statewide, indicating confidence in academic outcomes and student well-being.

10. Recruitment Plan

Recruitment will emphasize authentic community engagement and multiple outreach channels:

- **Information Sessions & Open Houses:** Held monthly at libraries, Daybreak Community Center, and local parks
- **Community Partnerships:** Collaboration with early-childhood centers, homeschool co-ops, and local arts organizations to reach families directly.
- **Digital Campaign:** Dedicated website, SEO-targeted ads, and social-media content highlighting creative learning and student stories.
- **Referral Program:** Word-of-mouth ambassadors among founding families.
- **Enrollment Timeline:** Interest list opens 12 months before launch; application window six months prior; lottery held per Utah Code requirements.
- **Retention Plan:** Parent orientation, student mentorship, and consistent communication to minimize attrition.

These strategies mirror successful recruitment models used by other Utah charters and support the planned growth curve.

11. Marketing for Diversity and Inclusion

Daybreak Aspen's marketing plan intentionally reaches a racially, linguistically, and socioeconomically diverse audience:

- **Multilingual Materials:** Marketing flyers and web content in English and Spanish; translation available for Arabic and Tongan communities common to Salt Lake County.
- **Targeted Outreach:** Presentations at community centers, faith organizations, and non-profits serving low-income families.
- **Digital Accessibility:** ADA-compliant website and captioned videos.
- **Inclusive Messaging:** Advertising emphasizes creativity and belonging for *all* students, including those with disabilities or special needs.
- **Community Scholar Program:** Partnerships with local non-profits to sponsor supplies and field trips for economically disadvantaged students.

Together, these actions ensure that recruitment reaches the full demographic breadth of South Jordan and neighboring communities, reflecting Daybreak Aspen Academy's commitment to equity and access for every child.

Section 5: Governance

1) The charter will be held by Daybreak Aspen Academy Inc, a Utah nonprofit corporation formed specifically for the purpose of establishing and developing Daybreak Aspen Academy. During the development phase, the startup board is responsible for the design, planning, authorization tasks, community outreach, charter application development, compliance preparation, and establishing foundational policies.

This startup board consists of individuals selected for their expertise in education, Waldorf pedagogy, AI/technology integration, nonprofit management, finance, and Utah charter development.

Difference Between Startup Board and Governance Board

Once the school is authorized and enters its operational phase, the Governing Board (post-opening) may expand to include additional members—particularly parents, community representatives, and professionals with governance-aligned competencies. The Governance Board will shift responsibilities from development to:

- Long-term strategic oversight
- Annual evaluation of the Executive Director
- Fiscal oversight and compliance
- Policy creation and monitoring
- Ensuring fidelity to the school's Waldorf-inspired and AI-integrated educational mission.

Members with highly technical startup expertise may step off once the school is operational, making room for board members with priorities in long-term governance, parent representation, and community partnership.

2) Statement of Assurance:

Upon entering into a charter agreement, Aspen Daybreak Academy Charter School will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act, and will operate exclusively as a Utah nonprofit corporation.

Public School Requirements (Free, Open, Non-Discriminatory Admissions): Daybreak Aspen Academy operates as a free, public, nonsectarian school open to all students as required by Utah Code Title 53G-5. The school does not charge tuition, uses a lottery when applicants exceed available seats, and does not discriminate on any protected class. The school complies with all transparency laws, including the Utah Open and Public Meetings Act (OPMA) and GRAMA.

3) The background information sheet (Appendix A) is attached for each board member and incorporated herein by reference.

4) Documentation of Daybreak Aspen Academy's legal status, including Articles of Incorporation (Appendix B), Bylaws (Appendix C), and approved minutes from the meetings at which these documents were approved (Appendix D) are attached and incorporated herein.

5) Daybreak Aspen Academy does not function independent of the operation of the proposed school.

6) The attached Articles of Incorporation include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. The Articles of Incorporation also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation.

7) Daybreak Aspen Academy's bylaws set forth internal rules and procedures, including such issues as:

- (a) the existence and responsibilities of officers;
- (b) the size of the board and the manner and term of their election;
- (c) removal of board members;
- (d) how and when board meetings will be held;
- (e) who may call meetings;
- (f) and how the board will function.

8) From the bylaws, provide the following information regarding the structure of the governing Board:

- (a) number of board members,
- (b) how board members are appointed,
- (c) the board members' terms of office, and
- (d) the number of meetings the board shall hold annually.

9) The members of the governing board (startup) including their names, current employment, and relevant experience or qualifications for serving on the board are as follows:

There are no additional plans to recruit additional board members at this time.

10) Daybreak Askpen Academy shall, within 30 days of authorization, complete a background check on each member, as required by 53G-5-408.

11) Board Professional Development & Evaluation Plan:

The Governing Board will participate in annual professional development that includes:

- Utah Association of Public Charter Schools (UAPCS) governance training

- Annual training on Utah Open & Public Meetings Act (OPMA)
- Financial oversight and fraud-prevention training
- Waldorf mission-specific orientation
- Ethical AI use in education workshops

Self-Evaluation

Board members will be expected to conduct an annual self-assessment using a rubric measuring governance effectiveness, financial oversight, mission fidelity, and strategic planning.

School Management Evaluation

The board will evaluate the Executive Director annually based on:

- Student outcomes
- Enrollment and retention
- Staff culture and performance
- Financial stewardship
- Mission fidelity (Waldorf+ responsible AI integration)

Organizational Chart - (Described textually; graphic can be provided)

Board of Directors

...
Executive Director

...
School Leadership (K-8 Lead, HS Lead, AI Program Coordinator)

...
Faculty & Staff

...
Students & Families

12) The governing board understands its role as:

- The ultimate legal and fiduciary authority
- Responsible for policy-making, not daily operations
- Evaluator of the Executive Director
- Guardian of the school mission
- Ensurer of legal compliance

The board does **not** run day-to-day operations, hire teachers, or manage curriculum delivery.

Organizational Chart (Expanded Version)

Board of Directors



Community Groups (Parent Association, Volunteers, Community Partners)

13) **Board's Capacity to Oversee the Educational Program**

The board and its advisors includes expertise in:

- Waldorf pedagogy
- K-12 education policy
- AI curriculum and computer science pathways
- Nonprofit and charter governance

This team has the capability to supervise and monitor:

- Waldorf-aligned curriculum implementation
- Specialty subjects (handwork, music, movement, foreign language)
- High-school AI innovation pathways
- Ethical frameworks for technology integration

14) Board's Capacity for Fiscal Oversight: Daybreak Aspen Academy Board members demonstrate expertise in:

- Public fund auditing and CPA-level accounting
- Nonprofit budgeting
- State funding compliance
- Procurement and internal controls
- Risk management and audit preparation

The board will adopt a conservative budgeting philosophy based on enrollment projections verified by demographic analysis.

15) Board's Capacity for Legal Compliance: The Daybreak Aspen Academy board includes a licensed attorney and familiarity with legal and statutory requirements and guidelines and will ensure compliance with:

- Utah charter laws
- Federal reporting requirements
- IDEA, ADA, FERPA
- Civil Rights laws
- Procurement and fiscal accountability standards
- OPMA and GRAMA

Training will be conducted annually and documented in board minutes.

16) Board's Capacity to Represent the Community: The startup board reflects:

- Geographic diversity within Salt Lake and Utah counties
- Cultural and linguistic diversity (English & Spanish)
- Professional and socioeconomic diversity
- A commitment to Waldorf principles
- Parent and community advocacy experience

The board has conducted listening sessions, surveys and outreach meetings to ensure community representation in school design. The board has consulted with AI professionals, college professors on ethical and leading AI practices, and local arts and holistic specialists.

17) Board Capacity to Found & Sustain a Quality School: The board's overall strengths include:

- Expertise in founding new educational programs
- Experience in long-range strategic planning
- Deep knowledge of Waldorf methodology
- Advanced AI curriculum design capacity
- Proven nonprofit governance experience
- Fiscal discipline
- Community engagement and partnership development

Taken together, the board has the full capacity to open, sustain, and grow a high-quality K-12 Waldorf-inspired public charter school with a forward-thinking AI enrichment pathway for high school students.

Section 6: Staffing

1) Organizational Structure & Day-to-Day:

Operations Daybreak Aspen Academy will operate with a clear and intentional organizational structure designed to support whole-child education while maintaining operational efficiency and compliance with state and federal requirements. The school will be led by a School Director (Principal) who reports directly to the Governing Board. The Director will oversee academic, operational, and cultural aspects of the school, supported by:

- **Assistant Directors** (K-8 and 9-12 divisions) - Director of Curriculum & Instruction
- **Director of Technology & Innovation** (managing AI and digital literacy programs)
- **Business Manager** (finance, compliance, HR,procurement)
- **Office Manager/ Registrar** - Faculty and Support Staff

The Director will coordinate daily operations, instructional quality, and staff development, ensuring smooth communication between the board, faculty, and families.

2) Management Roles and Responsibilities:

- **School Director:** Oversees daily operations, instructional leadership, and culture; ensures compliance with charter and state regulations.
- **Assistant Directors:** Manage grade-level divisions, provide teacher supervision and mentoring, coordinate with parents and community.
- **Director of Curriculum & Instruction:** Leads curriculum design, assessment systems, and alignment of Waldorf methods with Utah academic standards.
- **Director of Technology & Innovation:** Oversees AI curriculum, cybersecurity, and teacher training in technology integration.
- **Business Manager:** Manages budgeting, financial reporting, payroll, purchasing, and state/federal compliance.

Governing Board: Provides oversight and policy guidance, ensuring mission fidelity and legal compliance.

All roles require collaboration and accountability. Staff will meet weekly to review instructional data, student well-being, and operational updates.

3) School Leader Description & Recruitment:

The School Director will be a visionary leader experienced in Waldorf or holistic education, with proven skills in organizational management, curriculum leadership, and community engagement.

Qualifications include:

- Master's degree in Education or related field (required)
- Utah Administrative License (or ability to obtain within one year)
- Minimum five years of leadership in K-12 settings
- Demonstrated understanding of Waldorf philosophy and ability to integrate it with state academic standards
- Experience fostering innovation and technology integration

If the School Director is not identified before authorization, the Board will implement a national recruitment process including advertising through the Alliance for Public Waldorf Education, EdJoin, and local networks.

Teacher Licensing and Qualifications (R277-301) All educators at Daybreak Aspen Academy will hold the appropriate Utah educator license, license area, and endorsement required under R277-301. The school will utilize AEL, APT, and associate licensing pathways as appropriate, and will ensure all CTE, WBL, and specialized instructors hold the required endorsements. Non-licensed employees will not provide primary instruction.

4) Staffing Plan & Recruitment Strategy:

Initial staffing will include:

- 1 School Director
- 12 classroom teachers (grades K-5)
- 1 guidance counselor
- 1 health services
- 2 SPED teachers
- 2 first language teachers
- 2 cleaning and maintenance
- 2 support staff (business admin & aide)

Recruitment will focus on educators with whole-child pedagogical expertise, artistic or hands-on teaching experience, and willingness to engage in Waldorf training. Partnerships with Waldorf teacher preparation programs and Utah teacher preparation institutions will support recruitment.

5) Instructional Skills and Professional Development:

Teachers will be selected for their strong classroom management, creativity, and social-emotional awareness.

Professional development will include:

- Annual Waldorf Pedagogy Training through recognized programs (e.g., Sunbridge Institute or Antioch University)
- Ongoing workshops on AI literacy and digital citizenship for high school educators
- Monthly collaboration sessions focused on integrating academic rigor with artistic and experiential methods

6) Recruitment and Retention of Effective Teachers:

Retention strategies include:

- Competitive salary and benefits aligned with local districts
- Professional autonomy and collaborative planning
- Mentoring program for new teachers
- Opportunities for Waldorf certification and continuing education funded by the school
- A positive, community-centered work culture emphasizing balance and teacher well-being

7) Staffing Budget Alignment:

The staffing budget will prioritize teacher quality and professional development while maintaining fiscal sustainability. Key assumptions:

- 66% of total budget allocated to salaries and benefits
- Conservative enrollment projections (K-5 initial capacity: 276 students)
- Shared administrative roles to reduce overhead in early years

8) Staffing Plan & Enrollment Growth:

Staffing will scale with enrollment.

- Year 1: Grades K-5 (approx. 400 students)
- Year 2: Add K and 6th (approx. 100 additional students)
- Year 3: Add K and 7th (approx. 100 additional students)
- Year 4: Add 8th
- Year 5: Add 9th
- Year 6: Add 10th
- Year 7: Add 11th
- Year 8: Add 12th

*Expand specialty staff as enrollment grows, additional teaching staff will be hired proportionally to maintain a student-teacher ratio of 23:1.

9) Non-Certificated Personnel: Instructional aides and enrichment instructors will have relevant training and experience in child development, arts, or technical education. They will receive orientation, background checks, and ongoing supervision by licensed teachers.

10) Employer-Employee Relationship and Policies:

Daybreak Aspen Academy will maintain transparent, equitable, and compliant employment practices.

Key policies include:

- a. Compliance with Criminal Background Check Requirements: All staff and volunteers will complete background checks per Utah Code §53G-5-408 and §53G-5-302(f)(2).
- b. Employment of Relatives Policy: No employee shall supervise or evaluate a relative. All employment decisions must be merit-based and transparent.
- c. Employee Evaluation Policy: Annual evaluations based on instructional performance, collaboration, and adherence to the school's mission; aligned with Utah educator evaluation standards.

The school will provide opportunities for feedback, professional growth, and appeal procedures as defined in the employee handbook.

Section 7: Business Plan - BUDGET SECTION - DAYBREAK ASPEN ACADEMY

1. Cash Flow Analysis & Key Financial Assumptions (Pre-Operational Through Year 2)

Daybreak Aspen Academy has developed a conservative, sustainable financial plan aligned to a K-5 launch with 276 students (two classrooms per grade, 23 students per class).

Based on our staffing structure, SPED/MIL requirements, facility needs, and operational obligations, the school's break-even enrollment is 239 students, which is comfortably below our Year 1 enrollment target.

Pre-Operational Year (Year 0)

Revenue Sources

- Federal start-up funding (if awarded)
- Board contributions
- Philanthropic support
- No state WPU funding before opening

Planned Expenditures

- School Leader hired 10-12 months before opening
- Board governance training and legal compliance
- Curriculum development aligned to Waldorf and Utah Core
- Enrollment marketing and family outreach

- Initial facility costs as required
- SIS, accounting, HR, and operational systems setup

Cash Flow Strategy

- Limit Year 0 spending to essential items
- Phase non-essential purchases until enrollment is confirmed
- Build early reserves to ensure a financially stable opening year

Year 1 (FYI) Assumptions

- Grades served: K-5
- Enrollment target: 276 students
- Break-even enrollment: 239 students
- SPED identification assumption: consistent with state averages
- Federal funding: budgeted conservatively

Staffing Model (Aligned With Internal Budget File)

- 12 general education teachers (two per grade)
- Special education teachers and paraprofessionals
- MLL specialist
- Waldorf specialists (handwork/practical arts, movement/music, outdoor learning)
- Director and administrative support
- Contracted SLP, OT, school psychologist, and nurse
- Substitute coverage consistent with operational needs

Why Our K-5 Staffing Is Higher Than a Minimal Startup

Although we are opening with a traditional elementary configuration, our staffing model is intentionally more comprehensive to support whole-child learning, Waldorf curriculum delivery, and regulatory compliance.

1. Two full classes per grade with a 23:1 ratio

This requires 12 classroom teachers, providing:

- Smaller class sizes
- Stronger teacher-student relationships
- Alignment with Waldorf's emphasis on developmental stages and rhythmic learning
- Greater family satisfaction and retention

2. Waldorf-inspired programming requires specialists

To ensure fidelity to the Waldorf model, we employ specialist teachers in:

- Handwork and practical arts
- Music and movement
- Nature-based and outdoor education

These positions cannot be absorbed into general education roles without compromising program quality.

3. Strong SPED & MLL services from day one

Our K-5 model includes:

- Special education teachers
- SPED paraprofessionals
- Contracted providers (SLP, OT, Psychology, Nursing)
- A dedicated **MLL** specialist

This ensures early intervention, full IDEA compliance, and equitable access for all learners.

4. Whole-child, experiential learning requires more adults

Our program includes:

- Gardening and outdoor learning
- Practical life activities
- Movement and rhythmic exercises
- Art and handwork

- Early financial literacy via classroom economies

Hands-on, multi-disciplinary learning requires a lower adult-to-student ratio.

5. Foundations for real-world readiness & ethical AI literacy

Even in K-5, students engage in:

- Classroom mini-markets
- Early financial literacy
- Project-based learning
- Teacher-facilitated technology and AI planning tools

These elements demand collaboration time and specialist support.

Year 2 (FY2) Assumptions

- Enrollment growth aligned with demand
- Additional specialists and support staff as needed
- Facility adjustments based on enrollment
- Strengthened reserve levels
- Continued investment in Waldorf training and real-world readiness initiatives

How Cash Flow Supports the Educational Model

Budget priorities ensure:

- Waldorf arts and handwork
- Nature and outdoor learning
- Practical life and project-based experiences
- Ethical technology and AI literacy foundations
- Strong SPED/MLL services
- Ongoing teacher professional development

2. Contingency Plans for Cash Flow or Enrollment Shortfalls

Given the 239-student break-even, the school maintains layered contingency strategies:

A. Tiered Staffing Adjustments

- Delay or reduce non-essential specialist **FTE**
- Shift substitute coverage to hourly
- Use Waldorf-compatible multi-age groupings if necessary
- Prioritize core classroom and SPED staffing above all else

B. Scalable Facility Approach

- Modifiable footprint
- Potential modular expansion or contraction
- Facility adjustments based on enrollment

C. Financial Controls

- Monthly board financial reviews
- Immediate freeze on discretionary spending if required
- Phased curriculum and supply purchases
- Maintenance of required reserves

D. Conservative Revenue Planning

- Mid-range WPU projections
- Conservative federal grant estimates
- Enrollment growth not assumed for solvency

3. Break-Even Enrollment: 239 Students

The school's break-even enrollment of 239 students ensures that all essential operational elements are fully funded, including:

- Teacher and specialist salaries
- SPED and **MLL** services

- Contracted providers
- Facility costs
- Operational expenses
- Required reserve levels

The break-even figure is calculated directly from our budget model and reflects the intentional staffing needed for program quality and compliance.

4. Budget Template

A complete Charter School Budget Template is provided as a separate Excel file. It includes:

- Pre-operational year budget
- Detailed Year 1 budget
- Year 2 and Year 3 projections
- Line-by-line staffing and benefits
- SPED and federal funding
- Facility costs
- Break-even analysis

All figures in this narrative reflect the structure shown in that template.

5. Financial Priorities That Support the Educational Program

Our spending plan is built around five commitments:

1. High-quality teachers
2. Waldorf arts, handwork, music, movement, and outdoor learning
3. SPED inclusion & MLL support
4. Practical life skills & early real-world readiness
5. Safe, scalable, and educationally appropriate facilities

6. Evidence-Based Revenue & Expenditure Assumptions (FY1-FY3)

Revenue Assumptions

- State and local funding
- Federal SPED and Title programs
- Start-up funding (if awarded)
- Enrollment growth aligned to demand

Expenditure Assumptions

- Salaries and staffing aligned with Utah charter market rates
- SPED contracted services
- Waldorf-aligned materials and supplies
- Technology appropriate for K-5
- Facility costs maintained within standard Utah charter ratios
- Required reserves maintained annually

7. Understanding of Facility Financing Options

The school has evaluated multiple options, including:

- Short-term lease arrangements
- Modular and scalable facility models
- Developer build-to-suit
- Lease-to-own
- Utah Charter School Credit Enhancement Program
- Long-term bond financing after enrollment stability

The early-year facility approach avoids high-risk debt.

8. Strategies for Navigating Budget or Cash Flow Challenges

- Waldorf-compatible multi-age flexibility
- Tiered elective and specialist staffing

- Contracted services when cost-effective
- Facility footprint adjustments
- Monthly board financial oversight
- Discretionary spending controls
- Community engagement to support enrollment and retention

9. Commitment to Long-Term Financial Viability

Our governance structure supports sustainable finances through:

- CPA-led financial oversight
- Attorney-led compliance
- Transparent Open Meetings practices
- Independent annual audits
- Conservative budgeting
- Maintenance of reserves
- Mission-aligned spending discipline

10. Reserve Requirements

Daybreak Aspen Academy will maintain or exceed all state-required reserve levels and will grow reserves annually to support long-term stability and eventual expansion.

1. Financial Systems, Procedures, and Responsible Staff

Daybreak Aspen Academy will use robust, transparent, and compliant financial management systems to ensure fiscal stability and appropriate stewardship of public funds. The school will implement internal controls aligned with the Utah State Procurement Code, USBE Finance & Audit rules, and generally accepted accounting principles (GAAP).

Key Roles & Responsibilities:

- **Board of Directors (Finance Committee):**
Oversees financial health, approves budgets, reviews monthly financials, ensures compliance with state requirements, and monitors internal controls.
- **Executive Director (ED):**
Responsible for day-to-day operational oversight, adherence to board-approved policies, and execution of budget priorities aligned with academic goals.

- **Business Manager/ CFO (hired or contracted through a reputable charter financial services firm):** Manages accounting functions, processes payroll, oversees accounts payable/receivable, prepares financial statements, ensures compliance with state reporting, monitors spending, and maintains the general ledger.
- **Board Treasurer:** Works closely with the ED and Business Manager to ensure accuracy in reporting, financial transparency, and proper documentation.

Financial Systems

- The school will utilize a state-approved fund accounting software platform, such as Aspire, Questica, or a specialized charter financial management system.
- Segregation of duties will be maintained for purchasing, receiving, and payment approvals.
- Monthly budget-to-actual reports will be reviewed by administration and the Board Finance Committee.
- A procurement policy, credit card policy, and reimbursement procedures will govern all expenditures.

This structure ensures accuracy, transparency, and compliance from the school's first day of operation.

Financial Reporting, Audit, and Transparency (R277-113) - Daybreak Aspen Academy complies with all financial reporting, auditing, internal control, and transparency requirements under R277-113. The annual audit will be conducted by an independent auditor and submitted to the Utah State Charter School Board and USBE. All AFR/ACFR submissions and budget postings will be completed according to state timelines.

2. Protection of Financial and Student Records

Daybreak Aspen Academy will maintain and protect both financial and student records consistent with FERPA, Utah Administrative Rule R277-487, and state auditing requirements.

a. Annual Audit, the school will:

- Contract with a state-approved independent auditor annually.
- Submit the audit to the SCSB and USBE within required timelines.
- Present audit findings publicly in an open board meeting.

b. Annual Financial Report (AFR)

- The Business Manager will prepare the AFR in accordance with USBE rules.
- The AFR and all required state financial reports will be posted on the school website as mandated by transparency requirements.
- The Board will review and approve the AFR prior to submission.

c. Liability Insurance

Daybreak Aspen Academy will secure all required and recommended insurance with a carrier experienced in Utah charter school policies, including:

- General liability
- Directors and Officers (D&O)
- Errors and Omissions
- Educators Legal Liability
- Property and casualty
- Cybersecurity and data privacy
- Workers' compensation
- Student accident insurance

The school will maintain coverage levels aligned with Utah Risk Management recommendations to ensure full indemnification of the school, board, staff, and students.

3) Evidence of Preparation to Adhere to GAAP

To ensure full compliance with GAAP and state standards:

Use of Professional Accounting Services

- The school will contract with an experienced Utah charter school financial services provider or hire a Business Manager with charter-specific finance expertise.
- All financial statements will be prepared using accrual-based accounting consistent with GAAP.

Policies and Internal Controls

Daybreak Aspen Academy will adopt:

- A Board-approved Financial Policies & Procedures Manual
- Segregation of duties across all finance functions
- Purchasing and procurement procedures aligned with state law
- Monthly reconciliation protocols
- Documentation and retention requirements consistent with audit standards

Training & Oversight

- Board members will receive annual training on fiduciary responsibilities and Utah charter finance requirements.
- The Finance Committee will review monthly financial reports prepared in accordance with GAAP standards.

These systems demonstrate that the school is fully prepared to manage public funds responsibly.

4) Policies & Processes for Tracking Students and Data Compliance

Daybreak Aspen Academy will implement strong systems for managing student information using a state-approved Student Information System (SIS)-such as Aspire, Infinite Campus, or comparable SIS used by Utah charters.

Enrollment & Attendance Tracking

- The Registrar will oversee enrollment, attendance, and all data submissions.
- Attendance will be recorded daily in the SIS and monitored by administration for accuracy.
- Enrollment lotteries will be conducted in compliance with Utah Code and federal requirements.

Free & Reduced-Price Lunch Eligibility

- The school will follow USDA and Federal Child Nutrition Program guidelines, including:
 - Secure collection of applications
 - Income verification procedures
 - Confidential handling of student eligibility data
- Eligibility records will be protected in compliance with privacy laws.

Students With Disabilities (SWD)

- The school will operate as its own LEA for Special Education or contract with a qualified provider.
- A Special Education Director will oversee IEP development, service delivery, and compliance with IDEA, Section 504, and state special education rules.

English Learners (EL)

- The school will follow state WIDA assessment protocols.
- EL services will be tracked, documented, and delivered through an MTSS-aligned system.

These structures ensure accurate state reporting and compliance with federal and state education regulations.

5) Preparation to Meet Key Financial Obligations

Daybreak Aspen Academy has a clear plan to meet all major financial obligations from year one:

Insurance

- Quotes will be obtained from multiple carriers to secure appropriate coverage.

- Insurance will be active prior to student attendance or staff activity on campus.

Annual Audit

- The Board Finance Committee will solicit proposals and select an independent auditor prior to opening.
- Audit preparation and compliance are built into the Business Manager's responsibilities.

Audited Financial Report (AFR)

- The Business Manager will maintain accurate, audit-ready records throughout the year.
- The AFR will be submitted in accordance with state requirements and deadlines.

Ongoing Financial Management

- Monthly reconciliation and cash flow monitoring
- Board review of all financial statements
- Multi-year budget planning
- Internal controls to ensure compliance and accountability

Daybreak Aspen Academy is prepared to meet all statutory obligations and maintain stable operations.

6) Administration of Grants and Federal Programs

The school will establish processes to ensure all federal and state grant funds are properly administered:

Federal Program Compliance

Daybreak Aspen Academy will comply with all requirements associated with:

- Title I (schoolwide or targeted assistance)
- Title II (professional development)
- Title III (EL support)
- IDEA (special education)
- ESSER or future federal programs
- Child Nutrition Programs

The school will designate a Federal Programs Coordinator, typically the Executive Director or an Assistant Director, to oversee compliance.

Grant Management Systems

- All expenditures will follow the approved grant budget.
- Documentation will be maintained for time and effort, procurement, and allowable uses.
- Annual monitoring and self-audits will be performed to ensure full compliance.

Reporting

The school will complete:

- Consolidated Application submissions
- Annual federal reporting
- Reimbursement requests through the Utah Grants Management System (UGMS)
- Maintenance of Effort (MOE) reports, where applicable

With these systems in place, Daybreak Aspen Academy is fully prepared to manage federal funds responsibly and transparently.

Facilities

1) Facility Needs and Educational Alignment:

The facility for Daybreak Aspen Academy will be designed to support the school's whole-child, Waldorf-inspired approach with spaces that nurture creativity, community, and hands-on learning. The building will include flexible

classrooms, art and music studios, science labs, and high school AI/technology labs. Outdoor space will be prioritized for movement, gardening, and environmental study—core components of the Waldorf model. Anticipated enrollment is approximately 180 students in Year 1, scaling to full K-12 capacity (450-500 students) by Year 5. The facility will require approximately 35,000-45,000 square feet of total space.

2) Facility Description (if identified):

The preferred facility will include 28 classrooms, along with a multi-use gym/auditorium, dedicated art, music, and technology rooms, and well-designed outdoor learning and play areas. The building will also provide appropriate administrative offices, counseling spaces, and student support areas to ensure a safe and effective learning environment.

If the school leases an existing facility, it will verify and document full compliance with ADA accessibility requirements, all applicable safety and fire codes, and state e-occupancy standards prior to opening.

3) Accessibility for All Students:

All facilities will meet ADA and Section 504 accessibility standards. Classrooms and common areas will be physically accessible, with adaptive spaces for students with physical, sensory, or cognitive disabilities.

4) Lease or Purchase Agreements:

The Board anticipates entering into a lease-to-own agreement with a qualified developer specializing in charter school facilities. Preliminary discussions have begun with Charter Facilities Management of Utah, as well as other state-approved facility partners, to evaluate available options.

The school will ensure that all facility financing remains fiscally sustainable, with lease payments targeted to remain below 20% of total annual revenue, in accordance with Charter Board financial best-practice guidelines.

5) Renovation or Build-Out:

If renovation is required, build-out will occur between February-July prior to opening, with final inspection and e-occupancy obtained no later than July 15 of the pre-opening year. The design will emphasize natural light, sustainable materials, and technology infrastructure to support the AI-integrated high school program.

6) Site Selection Process & Timeline:

If a facility is not finalized before authorization, the Board will:

- Engage a real estate partner by month 1 after authorization
- Identify 2-3 viable sites within 90 days
- Secure a signed lease or purchase agreement by month 6
- Complete renovations and inspections within 120 days prior to opening

7) Health, Safety, and Code Compliance:

The school will comply with state and local fire, health, and safety codes. Independent inspections will be completed prior to occupancy, and insurance coverage will be verified (property, liability, and workers' comp).

8) Facility Cost Management Projected:

The facility costs are included in the financial plan, with conservative assumptions based on current Utah charter market rates (\$108/sq. ft.). Funding will come from state WPU allocations, startup grants, and potential philanthropic partnerships.

9) Budget Evidence Facility:

The related expenses are incorporated into the budget, demonstrating fiscal feasibility without exceeding board-approved thresholds.

10) Adequacy & Long-Term Viability:

The school's long-term plan is to transition to K-12 campus by year 8, funded through capital campaign and bond financing once enrollment stabilizes.

Pre-Opening Plan

1) Key Tasks and Timeline:

The Governing Board will oversee a structured pre-opening process ensuring compliance with all Utah Charter School Board requirements.

Year 1 - Land, Facility Planning & Key Leadership Hiring

- Finalize facility lease/purchase
- Purchase land for future school site
- Hire school leader (Governing Board)
- Secure all permits
- Initiate renovation or site preparation (Business Manager)
- Begin hiring teachers and staff (School Director)
- Conduct staff training (Waldorf & AI) (School Director)

Year 2 - Construction, Build-Out & Operational Development

- Construct the 55,000 sq ft school building
- Continue teacher and staff hiring as enrollment grows (School Director)
- Order curriculum, materials, and technology (Curriculum Director)
- Continue staff training and onboarding (School Director)
- Conduct family orientation and enrollment events (Administrative Team)

Year 3 - Final Buildout, Compliance & School Opening

- Complete final stages of construction and interior build-out
- Final inspections and compliance checks (fire, safety, ADA, e-occupancy)
- Board approval to open (Governing Board)
- School opens to students

Pre-opening milestones include adoption and implementation of all required state policies: financial controls, employee background checks, data privacy, and safety plans.

The Business Manager will establish accounting systems, student data platforms (SIS), and Utah Grants systems prior to student enrollment.

Closure Plan

1) Closure Procedures and Oversight:

In the event of charter termination or voluntary surrender, the Governing Board will initiate a structured closure process ensuring transparency, compliance, and minimal disruption to students and families.

2) Student and Family Transition:

Families will be notified immediately upon the closure decision. The school will assist in student record transfers to receiving schools and provide enrollment support to ensure continuity of education.

3) Employee Support:

Employees will receive written notice consistent with Utah labor law and contract provisions. Assistance will be provided for placement in other schools or districts.

4) Records Retention & Compliance:

Student, personnel, and financial records will be archived and transferred to the Utah State Board of Education in accordance with Utah Code §53G-5-403 and 34 CFR 80.32. A designated records custodian will oversee documentation.

5) Final Reporting & Financial Audit:

A final closure audit will be conducted to reconcile all accounts, pay outstanding obligations, and report disposition of assets to the Utah State Charter School Board.

6) Asset Distribution:

All property purchased with public funds will revert to the Utah State Board of Education, as required by statute.

7) Communication Plan: The Board will maintain open communication with parents, staff, authorizers, and community partners throughout the closure process via meetings, website updates, and direct communication.

8) Closure Reserves:

The financial plan includes restricted closure reserves (pursuant to Utah Code§ 53F-9-307) to ensure an orderly and responsible wind-down process.

Section 8: Contracts

1) Declaration Regarding Contracts and ESPs

Daybreak Aspen Academy has not entered into any contracts for building development, real property acquisition, administrative services, or education service provider (ESP) services prior to the submission of this application.

At this time, the governing board does not intend to contract with an ESP for management or administrative services during the planning year or in operational years.

However, the board remains open to contracting for limited, specific services (e.g., financial software implementation, AI curriculum consulting, legal compliance support) if necessary and appropriate, and always in alignment with state procurement laws and charter governance responsibilities.

Because no ESP contract currently exists, Section (a) is answered with a "no contracts to disclose," and Section (b) is answered in case the governing board determines in the future that an ESP would support school operations.

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:

Mirra Hanks

Position on Board:

President

Area of Expertise:

Project management, stakeholder communication, and cross-functional leadership with experience in partnerships and fundraising.

Statement of Intent Regarding Role on the Board:

As a founding member of the board for Daybreak Aspen Academy, I am committed to leading with integrity, clarity, and collaboration as we establish a school that reflects innovation, equity, and community strength. I aim to ensure our board functions cohesively and efficiently while maintaining focus on the mission and vision of the school. My background in tech, operations, and organizational alignment positions me to guide the board through the complex decisions that come with founding and governing a high-quality charter school.

Not-for-Profit History Relevant to Board Role:

At the University of Texas at Dallas, I served as an account manager for the university's Sales Program, supporting fundraising efforts and securing sponsorship partnerships. I also held leadership roles as Vice President and later President of the student sales program board, where I helped guide initiatives, coordinate events, and expand corporate engagement.

Employment History Relevant to Board Role:

With seven years in the tech industry, I bring strong leadership, communication, and project management skills essential to a charter board role. I began in sales/account management, developing relationship-building and contract negotiation experience-skills valuable for forming school partnerships and supporting outreach.

As a project manager, I led a cloud product launch, aligning executive vision with product and marketing

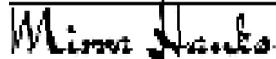
execution-similar to guiding a board and school team toward a shared mission. I also managed post-acquisition integration at Salesforce, gaining experience in organizational alignment, change management, and strategic planning-all directly relevant to founding and scaling a charter school.

Education History Relevant to Board Role:

Bachelor of Science in Marketing from the University of Texas at Dallas, where I also held leadership roles as Vice President and President of the student sales program board. In addition to my business background, I have pursued independent study in Waldorf education philosophy and early childhood development. This has deepened my understanding of holistic, child-centered learning-knowledge I bring into the founding vision of Daybreak Aspen Academy to support both academic growth and emotional development.

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 that reads "Mimi Shultz".

Date:

16/24/2025

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: _____

Bethany Mogle

Position on Board:

Board Member

Area of Expertise:

Logistics, Planning and Operations

Statement of Intent Regarding Role on the Board:

As a member of the governing board of Daybreak Aspen Academy, I bring both professional experience in logistics, planning, and operations, and a deep personal passion for creating an educational environment that honors the individuality of every child. As a parent to a young son, I am committed to supporting a school where children are not limited by rigid expectations, but are empowered to grow in their strengths and passions while joyfully building the skills they need. I believe in an approach to learning that is fun, holistic, and developmentally appropriate; one that allows kids to be kids while preparing them to thrive.

Not-for-Profit History Relevant to Board Role:

While my career has primarily been in the private and global event sectors, my work has consistently aligned with the values and structure of nonprofit operations. For over 12 years, I have planned and executed large-scale events worldwide, collaborating with diverse stakeholders in a variety of settings. Additionally, I have led teams in operations, logistics, and strategic planning for 8+ years, with a strong focus on building efficient, people-centered systems. These skills translate directly to nonprofit board governance, especially in the context of launching and sustaining a values-driven school like Daybreak Aspen Academy.

Employment History Relevant to Board Role:

I have over 12 years of experience planning and executing large-scale global events, and over 8 years leading teams in operations, logistics, and strategic planning. This background equips me with a deep understanding of how to coordinate complex projects, manage budgets, communicate across departments, and deliver results under pressure. These skills directly support my role on the charter school board, where attention to timelines, compliance, systems

design, and stakeholder coordination are critical, particularly in the planning and launch phases of Daybreak Aspen Academy.

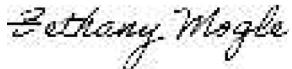
Education History Relevant to Board Role:

I earned both my undergraduate and graduate degrees from the University of Alabama. As an undergraduate, I double-majored in Marketing and Nutrition, giving me a strong foundation in strategic communication, community engagement, and wellness education. I later completed a graduate degree in Human Environmental Sciences, which further deepened my understanding of human development, sustainability, and the relationship between environment and well-being. This educational background supports my ability to contribute meaningfully to the development of a school culture that values health, creativity, and whole-child development which are all key tenets of Waldorf education.

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:



Bethany Mogle

Date:

6/17/2025

June 17, 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: _____

Chase Metcalf

Position on Board: _____

Treasurer

Area of Expertise: _____

Financial Planning

Statement of Intent Regarding Role on the Board:

As Treasurer of the Board, my intent is to serve with integrity, transparency, and a deep respect for the values and mission of Waldorf education. With my background in financial planning and portfolio management, I bring practical expertise in budgeting and financial strategy. My goal is to ensure the school's financial health through clear processes and collaborations.

-;;Profit History Relevant to Board Role:

Employment History Relevant to Board Role:

Investment Management Consultant for Fidelity Investments since 2019.

Education History Relevant to Board Role:

Bachelors degree from Brigham Young University.

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

Appl"cant'c;s gn;:iturf>:

Chase Metcalf

Date:

16/25/2025

Applicant Information Sheet

Please complete this form in ink or type. Do not include a signature. Print clearly. Please answer all questions.

Name:

Brittney Hardcr

Position on Board:

Area of Expertise:

Insurance, risk management, procedures, audit, risk mitigation

Statement of Intent Regarding the Board:

I am excited to serve on the board of directors for AAUCA, Inc., stems from my dream to have my own business and learn more about what fosters integrity and confidence. I will contribute my background, risk management, negotiations, and problem-solving to support the organization.

Not for-Profit History and Board Role:

None

Employment History Relevant to Board Role:

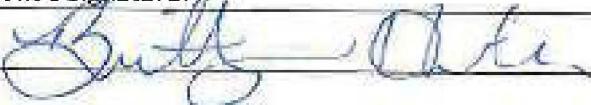
Currently work as the Vice President of Claims at a commercial insurance company.

Education Relevant to Board Role:

Bachelor's degree in Business Administration from Towson University

With the signature below, permission is hereby granted to the Utah State Board of Education to verify any information provided. I affirm that the information presented herein is true and correct to the best of my knowledge.

Applicant's Signature:



Date:

(10/20/25)

Appendix A: Background Information Sheet

Complete this form for each governing board member who does not include a response. Fill in if b'!=! complete<?: if many times as necessary.

Nam::

Lauren E. Martin

?o:!!ifian on Board:

secretary

Area Gf EKpemse:-

Attorney

Statement of Intent Regarding Role on the Board:

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Not-for-Profit History Relevant to Board Role:

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I have been a practicing attorney since 1981.

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Applicant's Signature:

John W. Smith

Date: _____

June 26, 2025

Name: Krystelle Rose
Role: Council Member

Statement of Intent:

Krystelle is committed to serving this K-12 initiative for the benefit of the children and community in Utah. She initiated and founded the first Waldorf Charter in Utah (Wasatch Charter), co-initiated and founded a Waldorf-Inspired Charter in Utah County (Treeside Charter), and initiated and founded the first "Waldorf" charter in Utah County that is aligned with the standards of "The Alliance for Public Waldorf Education." (Mountain Sunrise Academy) She served as Executive Director during the start-up year and for 3 additional years. She has been involved in Waldorf Education for around 20 years and has visited over 15 other Waldorf Schools across the U.S. both public and private, including several Waldorf High schools in Arizona and California. She has seen the elements of Waldorf Education integrated into the schools as well as experienced each school's unique culture. She is especially drawn to the multicultural aspect of Waldorf Education as she has a love of other cultures. She has traveled to 25 foreign countries and visited all 50 states.

Waldorf Education, founded by Dr. Rudolf Steiner, is a passion of hers as it speaks to her values of providing an education that is developmentally driven, holistic, and derived from wise and purposeful principles. She has seen Waldorf Education in action and experienced how children can't wait to attend school every day as they have kept their genuine love of learning. She has seen teachers that gave up teaching in mainstream schools due to "teacher burnout" become enlivened and interested in the curriculum and children as well as acquire interest in self-development when becoming Waldorf teachers. She has observed community and social renewal in places where there are Waldorf Schools. As an educator and parent, this form of education is what she desires to make available to all children in all countries, and specifically to the area where she has lived for most of her life. This educational modality inspired her to acquire a Master's degree in Waldorf Education.

Krystelle is dedicated to furthering the educational work that Rudolf Steiner brought forward to the world. This form of education is high in quality, is developmentally appropriate, and was gifted by Dr. Steiner out of love and concern for humanity. Studies by Stanford University have demonstrated the important successes and results from those involved in Waldorf Education. Krystelle desires to be involved in advancing this high quality of education in Utah County. She brings her personal and professional experience in education and school start-up, her background in business, and most importantly her love of meaningful, whole child education for children.

Not-for-Profit History:

20 years Waldorf Education experience, Utah Waldorf Founder - Events/Social Media Administrator for 900+, Initiated and founded Wasatch Charter School and served as one of three directors for 1 ½ years, co-founder of Treeside Academy, founder of Mountain Sunrise Academy, Founder Azure Fields Waldorf High School, Waldorf School start-up experience, 5 years Waldorf teaching experience, 6 years Utah Waldorf Conference Director, international published writer on Waldorf Education, presenter about Waldorf Education to graduate classes at BYU, 2016 Family Education Expo at Weber State University, 2015 Winter Homeschool Conference, and 6 annual Utah Waldorf Conferences, with participants from 7 states. Krystelle has served on 4 Boards.

Krystelle worked for United States Energy Association, (USEA) a non-profit organization in Washington D.C that has functions domestically and internationally. USEA is an association of public and private energy-related organizations, corporations, and government agencies and is the U.S. Member Committee of the World Energy Council (WEC). During her employment, Krystelle helped plan and assist at a World Energy Conference held in Houston, TX with many thousands of worldwide participants. She personally escorted, Yuri Scherbek, the ambassador of Ukraine, to the conference and aided other participants to conference events including a public speech by President George Bush. Other job duties included setting up job training exchanges primarily with Eastern block countries.

Krystelle was trained and certified as an EMT for Fairfax County in VA and served as a volunteer. She also participated on a 20 person team of a Leadership Academy for Provo/Orem Chamber of Commerce and as a Council member for Provo/Orem Chamber of Commerce Women's Division. She participated in Orem's Citizen's Academy. She also earned her PSM (Professional Scrum Master) certification in 2025.

She was a handwork teacher for Abella Cottage School as well as George Mueller Academy, both home-school educational initiatives. She was a core singer in the Millennial Choir, a non-profit music group, for 4 years which performs bi-annually at Abravanel Hall and composes her own music. Krystelle served a service mission for 1 ½ years in Poland.

Employment History:

Krystelle served as the founder starting in 2016 for Mountain Sunrise Academy, a Waldorf Charter K-8 school and as the Executive Director from 2019-2023 in Saratoga Springs and developed many skills and knowledge during school start-up and operations. Krystelle began her own business start-up with 2 other individuals in Hawaii for a web development company 20 years ago called Dytak. She was a successful business owner with another venture for 8 years.

Experience in operations and a background in financial management were acquired when she worked at the corporate offices of Bank of America in San Francisco, CA. As an employee in the Operations department, she compiled reports and conducted data analysis on all Bank of America banks in Northern California. Bank managers reported bank and vault classified information directly to her of big data financial information after which she compiled reports and conducted data analysis. She also designed an internal website for her team. During her time there she took part in a company wide optional service opportunity in which she volunteered and taught at an elementary school in San Francisco. During her time there she also completed the Toastmasters International Competent Communicator Program.

Krystelle worked at Novell in two different administrative positions in Information Technology and Human Resources. She earned her A+ certification. She also worked in administration at Miller Wade Company, a benefits company. While there she obtained her licenses in Health, Life, and Disability as well as Property & Casualty.

Other employment experiences include working at Washburn Motors in the Sales Department, Guest Relations in the Corporate Office for Holiday Inn Worldwide, Lakecrest Care Center, a group home for adults with disabilities and special needs, water aerobics instructor for Orem City, and as a youth counselor for Heritage Halls at BYU.

Education History:

Masters Business Administration, MBA
Concentration - Information Technology Western Governors University; 2017
PSM Certification (Professional Scrum Master) 2025

Master's in Education - M.A., Concentration - Waldorf Education
Rudolf Steiner College; 2016

Waldorf Teaching Certificate, Rudolf Steiner College; 2016

Bachelor of Science, **B.S.**; Concentration - Sociology
Brigham Young University; 1996

BYU-Hawaii-1994

BYU Israel-Jerusalem Center-1992
Study Abroad Egypt-1992
Study Abroad Jordan-1992

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.

A handwritten signature in black ink on a light blue background. The signature reads "Krystelle Rose".

Applicant's Signature

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume.

Name:

| □ □ □ □ □ □

Position on Board:

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Area of Expertise:

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Statement of Intent Regarding Role on the Board:

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Not-for-Profit History Relevant to Board Role:

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Employment History Relevant to Board Role:

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Education History Relevant to Board Role:

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

Applicant's Signature/Date:

| □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

6. Appendix B: Articles of Incorporation: DAYBREAK ASPEN ACADEMY INC.

A Utah Nonprofit Corporation
(Proposed Utah Public Charter School)

Article I - Name

The name of the corporation is **Daybreak Aspen Academy** (the "Corporation")

Article II - Duration

The period of duration of the Corporation shall be **perpetual**, unless dissolved according to law.

Article III - Type of Entity

The Corporation is organized as a nonprofit, non-stock corporation under the Utah Revised Nonprofit Corporation Act (Utah Code §16-6a-101 et seq.).

The Corporation intends to operate a public charter school upon authorization by the Utah State Charter School Board.

Article IV- Purpose

The Corporation is organized exclusively for charitable, educational, and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including but not limited to:

1. Establishing and operating a public K-12 charter school in South Jordan, Utah, known as Daybreak Aspen Academy, to provide a high-quality, tuition-free public education.
2. Implementing an educational model that:
 - o Combines holistic, nature-based, and creative learning principles drawn from Waldorf-inspired pedagogy.
 - o Integrates ethical AI literacy, digital citizenship, and responsible technology use.
 - o Provides project-based, real-world learning, including entrepreneurship, service learning, financial literacy, outdoor education, and professional internships.
3. Fostering student development in creativity, confidence, ethical technology use, and college-and-career readiness.
4. The Corporation shall have the authority to perform all activities necessary or convenient to carry out its educational purposes, provided such activities are consistent with Utah law governing public charter schools and applicable nonprofit regulations.
5. No part of the Corporation's net earnings shall inure to the benefit of any private individual, except for reasonable compensation paid for services rendered in furtherance of the Corporation's purposes.

Article V - Powers

The Corporation shall have all powers available to nonprofit corporations under Utah law, including the authority to:

- Contract with the Utah State Charter School Board for operation of a public charter school.
- Acquire, lease, or manage property.
- Receive charitable contributions, grants, and public funds.

Employ staff, contract with service providers, and administer school programs.

Article VI – Membership

The Corporation shall have no voting members. Governance shall be exercised solely by the Board of Directors.

Article VII – Board of Directors

1. Initial Directors

The number of initial directors shall be no fewer than three (3). The names and addresses of the initial directors (to be supplied prior to filing) are:

Mirra Hanks - President - 11034 S Lake Island Drive, South Jordan, UT 84009
Krystelle Rose - Vice President - 3174 S Deer Canyon Drive, Saratoga Springs, UT 84045
Chase Metcalf - Treasurer - 11254 S Bingham Rim Road, South Jordan , UT 84009
Lauren E Martin - Secretary - 2209 S Hunter Dr. Saratoga Springs, UT 84049
Bethany Mogle - Board Member - 11029 S Paddle Board Way, South Jordan, UT 84009
Brittany Harden - Board Member - 11019 S Paddle Board Way, South Jordan, UT 84009
Roy Roth - Board member - 10953 Paddle Board Way, South Jordan, UT 84009

2. Powers & Duties

The Board shall manage the affairs of the Corporation, adopt policies, oversee school governance, ensure academic and financial accountability, and comply with all state and federal charter school requirements.

Article VIII – Registered Office and Registered Agent

Registered Office: 11034 S Lake Island Drive, South Jordan, UT 84009

Registered Agent: Mirra Hanks

The Corporation may change its registered agent or registered office as permitted by Utah law.

Article IX – Limitations & Compliance

1. The Corporation shall comply with all requirements of the Utah State Charter School Board, Utah State Board of Education, and applicable federal laws.
2. No substantial part of the Corporation's activities shall involve lobbying or political activity inconsistent with Section 501(c)(3).
3. The Corporation shall not discriminate based on race, color, national origin, sex, disability, religion, or any protected class, consistent with federal and state law.

Article X – Nonprofit and Tax-Exempt Provisions

1. The Corporation is organized exclusively for educational purposes under Section 501(c)(3).
2. Upon dissolution, all assets shall be distributed to the Utah State Charter School Board or another qualifying 501(c)(3) educational entity, consistent with Utah charter school requirements.

Article XI – Incorporators

The name and address of the incorporator(s) (to be completed prior to filing):

Mirra Hanks - President - 11034 S Lake Island Drive, South Jordan, UT 84009
Krystelle Rose - Vice President - 3174 S Deer Canyon Drive, Saratoga Springs, UT 84045
Chase Metcalf - Treasurer - 11254 S Bingham Rim Road, South Jordan , UT 84009
Lauren E Martin - Secretary - 2209 S Hunter Dr. Saratoga Springs, UT 84049
Bethany Mogle - Board Member - 11029 S Paddle Board Way, South Jordan, UT 84009
Brittany Harden - Board Member - 11019 S Paddle Board Way, South Jordan, UT 84009
Roy Roth - Board member - 10953 Paddle Board Way, South Jordan, UT 84009

Article XII - Amendments

These articles may be amended as permitted under the Utah Revised Nonprofit Corporation Act, subject to applicable charter school laws.

EXECUTION

Mirra Hanks

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation on this 24th
.Qfil'. of November, 2025.

Mirra Hanks
Incorporator

7. Appendix C: Governing Board Bylaws: Daybreak Aspen Academy

(A Utah Nonprofit Public Charter School)

ARTICLE I: NAME AND PURPOSE

The name of the corporation is Daybreak Aspen Academy Inc. (hereinafter "the Corporation").

Purpose:

The Corporation is organized exclusively as a nonprofit corporation under the Utah Revised Nonprofit Corporation Act for the purpose of establishing and operating a public K-12 charter school serving students in Utah.

Daybreak Aspen Academy exists to provide a whole-child, nature-connected, creativity-rich learning environment that also prepares students for the future through ethical AI literacy, real-world, project-based learning, and strong academic foundations.

The Corporation may engage in any lawful activity consistent with:

1. its nonprofit and educational mission,
2. its approved charter with the Utah State Charter School Board, and federal and state law applicable to public schools and nonprofit entities.

The Corporation shall admit students of any race, color, national origin, ethnicity, creed, gender, disability, or any other protected classification, and will not discriminate in its admissions, staffing, programming, operations, or any school-administered program.

ARTICLE II: OFFICES

The Corporation may maintain offices within or outside the State of Utah, as determined by the Board of Directors ("Charter Council").

The Corporation shall maintain a registered office and registered agent in Utah in accordance with Utah Code. The registered office may differ from the principal office of the school.

ARTICLE III: BOARD OF DIRECTORS (CHARTER COUNCIL)

Section A. Powers

The Board of Directors of Daybreak Aspen Academy-herein referred to as the Charter Council-shall direct, oversee, and govern the affairs of the Corporation and ensure compliance with all applicable laws, regulations, and the school's approved charter.

The Charter Council is the final decision-making authority for the school. Duties include, but are not limited to:

1. Electing and removing Charter Council members.
2. Selecting, supervising, evaluating, and removing officers, committee members, service providers, and the Executive Director.
3. Managing the affairs and activities of the Corporation, including adopting school policies.
4. Entering into contracts, leases, and agreements necessary for school operation.
5. Managing and overseeing the business of operating a public charter school and applying any surplus to mission-aligned programs.
6. Serving as trustee of funds and property held for the school's benefit.
7. Acquiring, holding, improving, and disposing of real or personal property.

8. Borrowing money and incurring debt consistent with Utah nonprofit law.
9. Receiving loans or donations from private sources.
10. Providing indemnification and insurance protection for Charter Council members, officers, employees, and agents as permitted by law.

Section B. Charter Council Membership

The Charter Council shall consist of no fewer than five (5) and no more than nine (9) voting members.

Additional Members

To ensure strong community and professional representation, the Charter Council shall include:

- The Parent Council Chair
- Two (2) parents of enrolled students
- Two (2) community members with professional expertise aligned with Daybreak Aspen Academy's educational model, such as:
 - project-based learning
 - outdoor or environmental education
 - technology/AI ethics
 - entrepreneurship or career-connected learning
 - child development or mental health

Ad Hoc (Non-Voting) Members

Non-voting ex-officio members include:

- The Executive Director
- Faculty Chair
- One additional faculty representative

These members may advise the Charter Council but do not vote.

Section C. Appointment

The Charter Council shall appoint its own members as permitted by these bylaws and the Articles of Incorporation.

Terms

- Initial members shall be assigned staggered 1-, 2-, and 3-year terms.
- After initial assignments, terms shall be three (3) years.
- Members may serve two consecutive terms.

A member continues to serve until:

- a successor is appointed,
- the member resigns,
- the member is removed, or
- the member becomes disqualified.

Section D. Removal

Any Charter Council member, officer, or agent may be removed, with or without cause, by majority vote of the Charter Council.

Section E. Resignation

Resignations must be submitted in writing to the Charter Council president or secretary and take effect upon receipt unless a later date is specified.

Section F. Vacancies

Vacancies occur upon resignation, death, removal, disqualification, or expansion of the number of authorized Charter Council seats.

Section G. Compensation

Members serve without compensation but may be reimbursed for approved, necessary expenses incurred on behalf of the school.

ARTICLE IV: UTAH OPEN AND PUBLIC MEETINGS ACT

All official meetings of the Charter Council shall comply with the Utah Open and Public Meetings Act (Utah Code Title 52, Chapter 4).

Meetings may occur in person or electronically.

Annual Meeting

The annual meeting of the Charter Council will be held in August.

ARTICLE V: ACTION BY THE CHARTER COUNCIL**Section A. Quorum**

A quorum consists of a majority of voting Charter Council members then serving.

Section B. Manner of Acting

Actions require a majority vote of members present at a meeting where a quorum exists.

Section C. Participation

Members may participate electronically, provided all members can hear each other simultaneously.

Section D. Committees

The Charter Council may form committees, including:

- Standing Committees (e.g., Academic Excellence, Finance, Governance, Community Engagement)
- Administrative Committees (established by the Executive Director)

Committee members may include non-board volunteers, but no committee may exercise the authority of the Charter Council.

Section E. Standard of Care

Charter Council members shall act:

- in good faith,
- with prudent judgment,
- based on reliable information, and
- in the best interest of Daybreak Aspen Academy.

Section F. Inspection Rights

Members may inspect the Corporation's books and physical property with reasonable notice and subject to applicable privacy laws.

Section G. Participation & Voting

Members must recuse themselves from matters involving:

- self-dealing
- conflicts of interest
- personal indemnification matters

Section H. Duty of Confidentiality

Members must maintain the confidentiality of executive-session discussions and any non-public information.

ARTICLE VI: OFFICERS

Officers include:

- President
- Vice President
- Secretary
- Treasurer

All are appointed by the Charter Council.

Roles and terms follow the same structure as in the original bylaws, updated only with the school's name.

ARTICLE VII: INDEMNIFICATION

The indemnification article remains legally intact and applies to all Charter Council members, officers, employees, and agents of Daybreak Aspen Academy.

ARTICLE VIII: INSURANCE

Daybreak Aspen Academy shall maintain adequate liability insurance, including:

- General liability
- Directors & Officers (D&O)
- Educators legal liability
- Property and casualty
- Cybersecurity insurance
- Workers' compensation

Such coverage protects the Charter Council, officers, staff, and agents.

ARTICLE IX: SELF-DEALING TRANSACTIONS

Daybreak Aspen Academy shall not engage in self-dealing transactions unless permitted under Utah law and approved by disinterested members of the Charter Council.

ARTICLE X: OTHER PROVISIONS

Includes:

- Fiscal year (July 1-June 30)
- Execution of instruments
- Check signing rules
- Interpretation and construction
- Conflict of interest policies (updated for Daybreak Aspen Academy)

ARTICLE XI: BOOKS AND RECORDS

The school shall maintain complete and accurate records consistent with state and federal requirements.

ARTICLE XII: WAIVER OF NOTICE

Members may waive notice of meetings as permitted by Utah law.

ARTICLE XIII: AMENDMENTS

Bylaws may be amended by a majority vote of the Charter Council at any regular or special meeting.

8. Appendix D: Minutes from Governing Board Meetings**Board Meeting - August 15, 2025****

Attendees: Mirra, Krystelle, Chase, Bethany, Brittany, Lauren

Notes:

- Reviewed Sections 1-3 of the charter application.
- Unified K-12 story so elementary through high school feels cohesive.
- Approved initial curriculum framework.
- Legal update: bylaws and Articles near final.
- Early financial model reviewed; facility cost ceiling set.
- Parent interest survey strong at 92%.

Board Meeting - August 29, 2025

Attendees: Full board

Notes:

- Bylaws and Articles officially adopted.
- Completed Special Populations section.
- Finalized high school pushback responses.
- Reviewed licensure matrix draft.
- Updates on land outreach and early facility conversations.

Board Meeting - September 12, 2025

Attendees: Full board

Notes:

- Approved the 5-minute introduction video script.
- Finalized market analysis (high demand, limited competition).
- Reviewed financial contingencies and safeguards.
- Continued facility and land discussions with key partners.

Board Meeting - September 26, 2025

Attendees: Full board

Notes:

- Completed full application review and assigned final edits.

- Approved "Aspen Voices" marketing concept.
- Began building pre-enrollment interest list.
- Prepared responses for SCSB Boot Camp questions.

Board Meeting - October 10, 2025

Attendees: Full board

Notes:

- Finalized interview prep and anticipated Q&A.
- Reviewed phased facility plan and portable options.
- Confirmed all board governance trainings complete.
- Final curriculum attachment approved.

Board Meeting - October 24, 2025

Attendees: Full board

Notes:

- Completed final line-by-line application check.
- Prepared community letters of support and distribution plan.
- Board unanimously approved the full application for submission.
- Submission timeline finalized.

Board Meeting - November 7, 2025

Attendees: Full board

Notes:

- Reviewed final application submission status and verified all attachments uploaded correctly.
- Began preparing for the January interview with Utah State Charter School Board.
- Assigned roles for interview day (who answers academics, finances, governance, HS pushback, SPED/ELL).
- Discussed additional letters of support from community leaders and local businesses.
- Reviewed updated facility conversations and next steps with developers/landowners.
- Began drafting internal timeline for hiring Head of School once approval is received.

9. Appendix E: Waiver Requests

1. The School requests authorization to implement a lawful enrollment preference for the children of founding members in accordance with Utah Code §53G-5-502.
2. The school requests Immunization Exemption under the Utah Immunization Exemption Module:

- a. Daybreak Aspen Academy will comply with all state immunization requirements for public schools as outlined in Utah Code §S3G-9-302 through §S3G-9-308 and Utah Administrative Rule R396-100. In accordance with state law, the school will accept:
 - Official immunization records, **or**
 - A valid Utah Immunization Exemption Certificate (personal, religious, or medical) obtained through the Utah Department of Health and Human Services online exemption module.
- b. The school will not deny enrollment, attendance, or participation in any program based on a family's decision to submit a lawful exemption. During any communicable disease outbreak identified by public health authorities, Daybreak Aspen Academy will follow required exclusion and notification procedures. The school will maintain all documentation in compliance with FERPA and state reporting guidelines.

10. Appendix F: Executed Contract(s) or MOUs:

Not applicable

11. Appendix G: Start-Up Grant Application - attached on the following page

12. Appendix H: None, as only applicable for a Public School Converting to Charter Status



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>	\$357,500		\$440,000

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.

Mirra Hanks

Board Chair Signature

11/15/2025

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)	\$55,000	\$1,627,500	\$1,747,500	\$3,430,000
<i>Additional info and Comments</i>	Half year for Principal.			
Employee Benefits (200)	\$22,000	\$651,000	\$699,000	\$1,372,000
<i>Additional info and Comments</i>	Half year of benefits for principal.			
P & T Services (300)	\$75,000	\$35,000	\$75,000	\$185,000
<i>Additional info and Comments</i>				
Property Services (400)	\$0	\$3,000	\$6,000	\$9,000
<i>Additional info and Comments</i>	All covered during construction loan			
Other Services (500)	\$17,500	\$39,500	\$39,500	\$96,500
<i>Additional info and Comments</i>				
Travel (580)	\$0	\$35,500	\$39,000	\$74,500
<i>Additional info and Comments</i>	No staff during construction			
Supplies and Materials (600)	\$950,000	\$199,000	\$429,400	\$1,578,400
<i>Additional info and Comments</i>		\$115k for food services. All books purchased during pre-op yr	\$134k for food services. Purchase new textbooks and library books for new students.	

Property (700)	\$182,571	\$0	\$62,000	\$244,571
<i>Additional info and Comments</i>	7 year depreciation on \$200k kitchen equipment	All covered during pre-op yr	New teachers, outfit rooms	
Total	\$1,302,071	\$2,590,500	\$3,097,400	\$6,989,971

From: Rylee Neff <ryleedneff@gmail.com>
Date: Sun, Nov 16, 2025 at 9:22 PM
Subject: School endorsement
To: <mirra.hanks@gmail.com>

To the Utah State Charter School Board,

As a new mom in the Daybreak/South Jordan community, I often think about the environment my child will grow up in. Education is such a big part of that, and I want my son to be somewhere he can truly thrive. The proposed Daybreak Aspen Academy feels like a school that would offer families a supportive, intentional option and add real value to our community.

I'm genuinely encouraged by the school's mission and vision and believe it would be a meaningful addition for local families.

Best,

Rylee Neff

11023 paddle board way

South Jordan, Ut 84009

From: Alison Nielson <alison.nielson@gmail.com>
Date: Sun, Nov 16, 2025 at 6:31 PM
Subject: Letter of Support – Daybreak Aspen Academy
To: <mirra.hanks@gmail.com>

To the Utah State Charter School Board,

I am a resident of the Daybreak/South Jordan community, and I am writing to share my support for the proposed Daybreak Aspen Academy. I believe this school would be a valuable addition to our area, providing families with a high-quality, community-centered education option.

I support the mission and vision of the school and am excited about the positive impact it could have on local students and our neighborhood.

Sincerely,
Alison Nielson
<11043 S Paddle Board Way, South Jordan, UT 84009>

New American Funding
Date: November 14, 2025

To Whom It May Concern,

On behalf of New American Funding, I am proud to express our enthusiastic support for Daybreak Aspen Academy, a proposed Waldorf-inspired K–12 public charter school in South Jordan, Utah.

We believe this school represents an exciting opportunity for families and our community. Its mission to educate the whole child—fostering intellectual curiosity, creativity, and emotional growth through hands-on, experiential learning—aligns perfectly with the values that strengthen thriving communities.

What truly sets Daybreak Aspen Academy apart is its forward-thinking approach. By integrating AI and emerging technology programs at the high school level, the school is preparing students not only for academic success but for leadership in a rapidly evolving world. This vision reflects the kind of innovation our future workforce needs.

As a company deeply committed to empowering local communities, we see Daybreak Aspen Academy as a vital addition to South Jordan. It will provide families with meaningful educational choices and help cultivate the next generation of innovators, leaders, and engaged citizens.

We strongly urge the Utah State Charter School Board to approve Daybreak Aspen Academy and look forward to opportunities for collaboration as the school grows and thrives.

Sincerely,
Jess Van Wagoner
Regional Vice President
New American Funding
Jess.vw@nafinc.com | 801-499-2400

From: Lauren Peter <laurencbarry@gmail.com>
Date: Sun, Nov 16, 2025 at 7:36 PM
Subject: Letter of Support – Daybreak Aspen Academy
To: <mirra.hanks@gmail.com>

To the Utah State Charter School Board,

I am a new resident of the Daybreak/South Jordan community, and I am writing to share my support for the proposed Daybreak Aspen Academy. I strongly believe that this school would be an incredibly valuable addition to our area, providing families with an option for high-quality, community-centered education.

I support the mission and vision of the school and am excited about the positive impact it will have on local students and our neighborhood.

Best,
Lauren Peter
[11039 S Paddle Board Way](http://11039SPaddleBoardWay.com)
[South Jordan, 84009](http://SouthJordan84009.com)



To Whom It May Concern,

On behalf of Extra Space Storage, I am pleased to offer our support for Daybreak Aspen Academy, a proposed Waldorf-inspired K-12 public charter school planned for South Jordan, Utah.

We are encouraged by the school's mission to provide whole-child education—nurturing intellectual, creative, and emotional development through hands-on, experiential learning. In particular, the Academy's plan to incorporate AI and emerging technology programs at the high school level reflects a forward-thinking approach that aligns with the evolving needs of today's workforce and the broader business community.

As a company committed to strengthening the communities we serve, we believe Daybreak Aspen Academy will be a valuable addition to South Jordan—providing families with meaningful educational options and preparing the next generation of innovators, leaders, and engaged citizens.

Extra Space Storage fully supports the approval of Daybreak Aspen Academy by the Utah State Charter School Board and looks forward to the potential for future collaboration as the school grows.

Sincerely,
Extra Space Storage

A handwritten signature in black ink, appearing to read "Clinton Hutton", is placed below the company's name.

November 1a.:W.2!!i

Tc:i Whom. IL May Gonc1;tm,

I am plea:siad ta sxpress my support fol" D♦bf"e;ak A!;!per, Academy, a pn:i,po51ed K♦12 ptiblic charter school In Soofl Jordan, L.Jta:ri. \$(:JLJth Jard8.J'1 r"etne.in:s. one of "the 'fe♦gr(l'Ning cttiies Iri the Uniwd states, and wlth this growth comes an Intte.!!sing need for high-quality Mlueational cptlons.

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From: Max Hase <maxhase@gmail.com>
Date: Mon, Nov 17, 2025 at 8:15 AM
Subject: We Support Daybreak Aspen Academy
To: <mirra.hanks@gmail.com>

To the Utah State Charter School Board,

I am a resident of the Daybreak/South Jordan community, and I am writing to share my support for the proposed Daybreak Aspen Academy. I believe this school would be a valuable addition to our area, providing families with a high-quality, community-centered education option.

I support the mission and vision of the school and am excited about the positive impact it could have on local students and our neighborhood.

Sincerely,
Marlo Bontempo
Ryan Hase

<11012 S Lake Island Drive, South Jordan, UT 84009>

Daybreak Residents

Daybreak Aspen Academy		FY 2026	
Pre-Operational Year		100% Enrollment	
Number of Students:		0	
Grade Configuration:		K-5	
Revenue			
Food Services Sales to Students		0 \$0	
Student Activities		\$0	
Contributions and Donations from Private Sources:			
Source(s) (<i>specify</i>)		\$0	
Miscellaneous		\$0	
Total Revenue From Local Sources (1000)		\$0	
Estimated Total All State Funding		\$	
Charter School Revolving Loan		\$300,000	
Charter School Startup and Implementation Grant		\$357,500	
Total Revenue from State Sources (3000)		\$657,500	
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 Proceeds (other than revolving loan)		\$0	
Commercial		\$0	
Other (<i>specify</i>)		\$0	
Budget from Surplus (For Budgeting Purposes Only)		\$0	
Total Revenue from Other Sources & Changes (5000 & 6000)		\$0	
Total Revenue		\$657,500	
Expenditures		FTE/Number	Salary/Cost
--- SALARIES ---			
10.13 I	Salaries - Teachers Regular Ed	0.00	\$60,000
10.131	Salaries - Teachers Special Ed	0.00	\$65,000
10.132	Salaries - Substitute Teachers	0.00	\$38,000
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0
10.198	Salaries - Other Classified Personnel	0.00	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)		\$0	
21.140	Salaries - Other Licensed Salaries - Speech and Language Therapist	0.00	\$65,000
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0
21.142	Salaries - Guidance Personnel	0.00	\$60,000
21.143	Salaries - Health Services Personnel	0.00	\$50,000
21.144	Salaries - Psychological Personnel	0.00	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0
21.198	Salaries - Other Classified Personnel	0.00	\$0
Total- STUDENT SUPPORT Salaries (100)		\$0	
22.145	Salaries - Licensed Media Personnel	0.00	\$0
22.162	Salaries - Non-licensed Media Personnel	0.00	\$0
22.198	Salaries - Other Classified Personnel	0.00	\$50,000
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)		\$0	
24.114	Salaries - Business Administrator	0.00	\$55,000
24.121	Salaries - Principals and Assistant Principals	0.50	\$110,000
24.152	Salaries - Secretarial and Clerical Personnel	0.00	\$0
24.198	Salaries - Other Classified Personnel	0.00	\$0
Total - SCHOOL ADMINISTRATION Salaries (100)		\$55,000	
26.181	Salaries - Operation & Maintenance Supervisors	0.00	\$55,000
26.182	Salaries - Custodial & Maintenance Personnel	0.00	\$50,000

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	\$35,000	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - SALARIES (100)			\$55,000

--- EMPLOYEE BENEFITS ---

10.210	State Retirement - Instruction	10%	\$0	\$0
21.210	State Retirement - Student Support	10%	\$0	\$0
22.210	State Retirement - Instructional Staff Support	10%	\$0	\$0
24.210	State Retirement - School Administration	10%	\$55,000	\$5,500
26.210	State Retirement - Operation & Main of Facilities	10%	\$0	\$0
31.210	State Retirement - Food Services	10%	\$0	\$0
	Total - State Retirement			\$5,500
10.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$0	\$0
21.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$0	\$0
22.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$0	\$0
24.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$55,000	\$5,500
26.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$0	\$0
31.220	Social Security Contributions/Workers' Compensation/Unemployment Inst	10%	\$0	\$0
	Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance			\$5,500
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	20%	\$0	\$0
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	20%	\$0	\$0
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional StaffSuppc	20%	\$0	\$0
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$55,000	\$11,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenanc	20%	\$0	\$0
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	20%	\$0	\$0
	Total- Medical Insurance/Dental Insurance/Group Life			\$11,000
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$0	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$0	\$0
22.290	Other Employee Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$0	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	0%	\$55,000	\$0
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance offacilitie	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)			\$22,000

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---

10.300	Purchased Prof & Tech Services - Instruction		\$2,000
21.300	Purchased Prof & Tech Services - Student Support		\$2,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support		\$2,000
22.330	Employee Training and Development		\$12,000
24.300	Purchased Prof & Tech Services - School Administration		\$10,000
24.345	Audit, Accounting, & Other Business-type Services		\$8,000
24.349	Purchased Legal Services		\$8,000
24.350	Other Technical Services - Website Development		\$7,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		\$12,000
31.300	Purchased Prof & Tech Services - Food Services		\$12,000
	TOTAL- PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)		\$75,000

--- PURCHASED PROPERTY SERVICES ---

24.442	Rental of Equipment & Vehicles - Administration		\$0
24.443	Rental of Computers & Related Equipment		\$0
26.400	Purchased Property Services		\$0
26.410	Utility Services		\$0

26.441	Rental of Land & Buildings			\$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 ---				
27.5 IO	Student Transportation Services (To/From School)			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$2,500
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$5,000
10.530	Communication (telephone and other) - Instructional			\$0
21.530	Communication (telephone and other) - Student Support			\$0
24.530	Communication (telephone and other) - School Administation			\$0
26.530	Communication (telephone and other) - Operation and Maintenance of Fa			\$0
24.540	Advertising			\$10,000
10.550	Printing and Binding - Instruction			\$0
21.550	Printing and Binding - Student Support			\$0
24.550	Printing and Binding - School Administration			\$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)			\$17,500
--- SUPPLIES & MATERIALS---				
10.600	Supplies & Materials - Instruction	12	\$3,000	\$36,000
10.641	Textbooks	2000	\$200	\$400,000
21.600	Supplies & Materials - Student Support	12	\$3,000	\$36,000
22.640	Books and Periodicals	300	\$100	\$30,000
22.644	Library Books	10000	\$20	\$200,000
22.650	Supplies - Technology Related - Audio/Visual	12	\$5,000	\$60,000
24.600	Supplies & Materials - School Administration	12	\$5,000	\$60,000
26.600	Supplies & Materials - Operation & Maintenance of Facilities	4	\$5,000	\$20,000
26.620	Energy	12	\$5,000	\$60,000
26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt	12	\$2,000	\$24,000
31.600	Supplies & Materials - Food Service	12	\$2,000	\$24,000
31.630	Food - Food Service			\$0
	TOTAL - SUPPLIES & MATERIALS (600)			\$950,000
--- PROPERTY ---				
10.700	Property - Instruction			\$2,000
21.700	Property - Student Support			\$12,000
24.700	Property- School Administration			\$4,000
26.700	Property- Operation & Maintenance of Facilities			\$2,000
31.700	Property - Food Services			\$50,000
31.790	Depreciation and Amortization (Kitchen Equipment)	\$ 200,000.00	7	\$28,571
49.710	Land and Site Improvements			\$0
49.720	Buildings			\$0
27.732	School Buses			\$0
10.733	Furniture and Fixtures - Instruction			\$4,000

21.733	Furniture and Fixtures - Student Support		\$24,000
24.733	Furniture and Fixtures - School Administration		\$10,000
10.734	Technology Related Hardware - Instruction		\$2,000
21.734	Technology Related Hardware - Student Support		\$12,000
24.734	Technology Related Hardware - School Administration		\$4,000
10.736	Technology Software - Instruction		\$2,000
21.736	Technology Software - Student Support		\$2,000
24.736	Technology Software - School Administration		\$2,000
27.735	Non-Bus Vehicles		\$16,000
10.739	Other Equipment- Instruction		\$2,000
21.739	Other Equipment - Student Support		\$2,000
24.739	Other Equipment- School Administration		\$2,000
TOTAL- PROPERTY (700)			\$182,571
--- DEBT SERVICE & MISCELLANEOUS ---			
10.890	Miscellaneous Expenditures - Instruction		\$1,200
21.890	Miscellaneous Expenditures- Student Support		\$1,200
24.890	Miscellaneous Expenditures- School Administration - Closure Reserve Fund		\$1,200
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities		\$6,000
31.890	Miscellaneous Expenditures - Food Services		\$6,000
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services		\$12,000
10.810	Dues & Fees - Instruction		\$1,200
21.810	Dues & Fees - Student Support		\$1,200
24.810	Dues & Fees -School Administration		\$1,200
26.810	Dues & Fees - Operation & Maintenance of Facilities		\$1,200
Total - Miscellaneous			\$32,400
45.830	Interest on Debt		\$700,000
45.840	Redemption of Principal		\$0
Total Debt Service			\$700,000
TOTAL- DEBT SERVICE & MISCELLANEOUS (800)			\$732,400
Total Expenditures			\$2,034,471

1000	Local		\$0
3000	State		\$657,500
4000	Federal		\$0
TOTAL REVENUES			\$657,500
100	Salaries		\$55,000
200	Employee Benefits		\$22,000
300	Purchased Professional & Technical Services		\$75,000
400	Purchased Property Services		\$0
500	Other Purchased Services		\$17,500
600	Supplies & Materials		\$950,000
700	Property		\$182,571
800	Debt Service & Miscellaneous		\$732,400
TOTAL EXPENDITURES			\$2,034,471
Excess or Deficiency of Revenues over Expenditures			-\$1,376,971
Other Sources of Funding (5000 & 6000)			\$0
Net Asset Balance (Fund Balance)			-\$1,376,971
Reserves as Percentage of Total Revenue (Net Assets/ Total Revenue)			-209%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp/ Ttl Rev= >5%)			-209%

CHARTER SCHOOL WORKSHEET

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

Daybreak Aspen Academy

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HDK)	46	0.55	25.3
Estimated enrollment (FDK)	0	0.9	0
Estimated enrollment (1-3)	138	0.9	124.2
Estimated enrollment (4-6)	92	0.9	82.8
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (1-12)	27.6		
Special Ed (Self-Contained)	3,036		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	0		
WPU Value	\$4,674		
No. of Teachers (FTE) (CACTUS)	14		
School Administrators (CACTUS)	5		
Support Professionals	6.5		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12			
	Weighted WPU * WPU Value - \$2/student	232.3000	\$ 1,085,218
Restricted Basic School:			
Special Ed--Add-on		10% of enrollment* WPU value	27.6000
Spec. Ed. Self-Contained		Average SpEd SC for charters Approx. 1.1%	3.0360
Special Ed-State Programs		(10% enrollment* \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.6674
Career and Technical Ed.			3,119
Student at Risk Add-on		0,0000	
Class Size Reduction (K-8)		Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	16.1973
		\$440.73/student K-8	26.0251
Total WPU Programs		302.7898	\$1,428,878
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution		\$302.73/Total WPU	91,664
Charter Funding Base		Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)	40,000
Focus Populations			
Enhancement for Accelerated Students G&T		\$9.43/student grade K-8	2,603
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program		Base \$54,610.88 or \$156.07/student	54,611
Teacher and Student Success Program		\$241.27/WPU	73,054
Educator Professional Time		\$1,950.83/Teacher FTE	27,312
Salary Supplement for Highly-Needed Educators		\$5,573 + 30.58/student (including SPED Self-contained)	14,106
Student Health & Counseling		\$25,000 Base+ \$27.27/student	32,527
Digital Teaching and Learning		\$20.97/student	5,788
Educator Salary Adjustment (ESA)		\$10,350 + Benefits/Teacher FTE	182,886
ESA-School Administrators		\$2,500 + Benefits/Admin FTE	15,520
School-Based Education Support Professional Stipend		\$1,000/FTE + Benefits at 28.3%	8,340
Teacher Supplies and Materials		\$500/K-6 FTE, \$250/7-12 FTE	7,000
Local Replacement Dollars		Average \$3,628 per student	1,012,343
Total Non-WPU			\$ 1,567,751
ESTIMATED Total All State Funding			\$ 2,996,629

CHARTER SCHOOL WORKSHEET

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

Daybreak Aspen Academy

Estimated enrollment (HOK)
 Estimated enrollment (FOK)
 Estimated enrollment (1-3)
 Estimated enrollment (4-6)
 Estimated enrollment (7-8)
 Estimated enrollment (9-12)
 Special Ed enrollment (1-12)
 Special Ed (Self-Contained)
 Number of Teachers (K-6)
 Number of Teachers (7-12)
 WPUValue
 No. of Teachers (FTE) (CACTUS)
 School Administrators (CACTUS)
 Support Professionals

	Break Even Enrollment	Rating Factor	WPU Generated
	41	0.55	22.55
	0	0.9	0
	118	0.9	106.2
	80	0.9	72
	0	0.99	
	23.9	1.2	
	2.629		
	14		
	0		
	\$4,674		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School: Regular WPU- K-12	Weighted WPU • WPU Value - \$2/student	200.7500	\$ 937,825
Restricted Basic School: Special Ed--Add-on Spec. Ed. Self-Contained Special Ed-State Programs Career and Technical Ed. Student at Risk Add-on Class Size Reduction (K-6)	10% of enrollment* WPU value Average SpEd SC for charters Approx. 1.1% (10% enrollment* \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment) Base 5 WPU + .125 WPU/ED + .0475 WPU/EL \$440.73/student K-8	23.9000 2.6290 0.6427 0.0000 14.6962 22.5363	111,709 12,288 3,004 66,690 105,334
Total WPU Programs		262.5252	1,236,651
Non-WPU Programs			
Related to Basic Programs: Flexible Allocation-WPU Distribution Charter Funding Base	\$302.73!Total WPU Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		79,474 40,000
Focus Populations Enhancement for Accelerated Students G&T Enhancement for Accelerated Students AP & IB Concurrent Enrollment Other School Land Trust Program Teacher and Student Success Program Educator Professional Time Salary Supplement for Highly-Needed Educators Student Health & Counseling Digital Teaching and Learning Educator Salary Adjustment (ESA) ESA-School Administrators School-Based Education Support Professional Stipends Teacher Supplies and Materials	\$9.43/student grade K-8 Base \$54,610.86 or \$156.07/student \$241.27/WPU \$1,950.83/Teacher FTE \$5,573 + 30.56/student (including SPED Self-contained) \$25,000 Base+ \$27.27/student \$20.97/student \$10,350 + Benefits!Teacher FTE \$2,500 + Benefits/Admin FTE \$1,000/FTE + Benefits at 28.3% \$500/K-6 FTE, \$250/7-12 FTE		2,254 54,611 63,339 27,312 12,962 31,518 5,012 182,886 15,520 6,340 7,000
Total Non-WPU Dollars	Average \$3,626 per student		876,630 1,406,656
ESTIMATED Total All State Funding			2,645,709

Daybreak Aspen Academy		FY 2027							
First Operational Year		100% Enrollment				Breakeven Enrollment			
Number of Students:		276				239			
Grade Configuration:		K-5				K-5			
Revenue									
Food Services Sales to Students		276	\$115,258			239	\$99,806		
Student Activities		\$8,500			\$8,500				
Contributions and Donations from Private Sources:									
Source(s) (specify)		\$0			\$0				
Miscellaneous		\$0			\$0				
Total Revenue From Local Sources (1000)		<b">\$123,758</b">			<b">\$108,306</b">				
Estimated Total All State Funding		\$	2,996,628.56	\$		2,645,709.05			
Charter School Revolving Loan		\$300,000			\$300,000				
Charter School Startnup and Implementation Grant		\$0			\$0				
Total Revenue from State Sources (3000)		<b">\$3,296,629</b">			<b">\$2,945,709</b">				
Federal Child Nutrition Program		276	\$115,258			239	\$99,806		
Restricted Federal Grants-in-Aid Received via USBE (IDEA)		\$30,912			\$36,672				
Federal Elementary and Secondary Education Act of 1965 (ESEA)		\$41,375			\$35,828				
Total Revenue from Federal Sources (4000)		<b">\$187,545</b">			<b">\$172,307</b">				
Loan Proceeds (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		\$3,607,931			\$3,226,323				
Expenditures		FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost	Total		
-- SALARIES --									
10.131 Salaries - Teachers Regular Ed	12.00	\$60,000	\$720,000	11.00	\$60,000	\$660,000			
10.132 Salaries - Teachers Special Ed	2.00	\$65,000	\$130,000	2.00	\$65,000	\$130,000			
10.132 Salaries - Substitute Teachers	2.50	\$38,000	\$95,000	2.50	\$38,000	\$95,000			
10.161 Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0			
10.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
Total 10 (1000)-INSTRUCTION Salaries (100)				\$945,000			\$885,000		
2L140 Salaries - Other Licensed Salaries - Speech and Language Therapist	2.00	\$65,000	\$130,000	2.00	\$65,000	\$130,000			
21.141 Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
21.142 Salaries - Guidance Personnel	LOO	\$60,000	\$60,000	LOO	\$60,000	\$60,000			
21.143 Salaries - Health Services Personnel	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000			
21.144 Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
21.152 Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0			
21.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
Total - STUDENT SUPPORT Salaries (100)				\$240,000			\$240,000		
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	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000			
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$50,000			\$50,000		
24.114 Salaries - Business Administrator	LOO	\$55,000	\$55,000	LOO	\$55,000	\$55,000			
24.121 Salaries - Principals and Assistant Principals	LOO	\$110,000	\$110,000	LOO	\$110,000	\$110,000			
24.152 Salaries - Secretarial and Clerical Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
24.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
Total-SCHOOL ADMINISTRATION Salaries (100)				\$165,000			\$165,000		
26.181 Salaries - Operation & Maintenance Supervisors	LOO	\$55,000	\$55,000	LOO	\$55,000	\$55,000			
26.182 Salaries - Custodial & Maintenance Personnel	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000			
26.184 Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0			
Total - OPERATION & MAINT OF FACILITIES Salaries (100)				\$105,000			\$105,000		
31.191 Salaries - Food Services Personnel	3.50	\$35,000	\$122,500	3.50	\$35,000	\$122,500			
Total -FOOD SERVICES Salaries (100)				\$122,500			\$122,500		
TOTAL - SALARCES (100)				\$1,627,500			\$1,567,500		
--- EMPLOYEE BENEFITS---									
10.210 State Retirement - Instruction	10%	\$945,000	\$94,500	10%	\$885,000	\$88,500			
2L210 State Retirement - Student Support	10%	\$240,000	\$24,000	10%	\$240,000	\$24,000			
22.210 State Retirement - Instructional Staff Support	10%	\$50,000	\$5,000	10%	\$50,000	\$5,000			
24.210 State Retirement - School Administration	10%	\$165,000	\$16,500	10%	\$165,000	\$16,500			
26.210 State Retirement - Operation & Main of Facilities	10%	\$105,000	\$10,500	10%	\$105,000	\$10,500			
3 L210 State Retirement - Food Services	10%	\$122,500	\$12,250	10%	\$122,500	\$12,250			
Total - State Retirement				\$162,750			\$156,750		
10.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$945,000	\$94,500	10%	\$885,000	\$88,500			
2L220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$240,000	\$24,000	10%	\$240,000	\$24,000			
22.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$50,000	\$5,000	10%	\$50,000	\$5,000			
24.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$165,000	\$16,500	10%	\$165,000	\$16,500			
26.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$105,000	\$10,500	10%	\$105,000	\$10,500			

31.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$122,500	\$12,250	10%	\$122,500	\$12,250
Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance				\$162,750			\$156,750
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	20%	\$945,000	\$189,000	20%	\$885,000	\$177,000
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	20%	\$240,000	\$48,000	20%	\$240,000	\$48,000
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional StaffSuppo	20%	\$50,000	\$10,000	20%	\$50,000	\$10,000
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$165,000	\$33,000	20%	\$165,000	\$33,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenanc	20%	\$105,000	\$21,000	20%	\$105,000	\$21,000
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	20%	\$122,500	\$24,500	20%	\$122,500	\$24,500
Total- Medical Insurance/Dental Insurance/Group Life				\$325,500			\$313,500
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$945,000	\$0	0%	\$885,000	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$240,000	\$0	0%	\$240,000	\$0
22.290	Other Employee Benefits (<i>specify</i>)- Instructional Staff Support	0%	\$50,000	\$0	0%	\$50,000	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	0%	\$165,000	\$0	0%	\$165,000	\$0
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance offacilitie	0%	\$105,000	\$0	0%	\$105,000	\$0
31.290	Other Employee Benefits (<i>speci/j*</i>) - Food Services	0%	\$122,500	\$0	0%	\$122,500	\$0
Total - Other Employee Benefits				\$0			\$0
TOTAL EMPLOYEE BENEFITS (200)				\$651,000			\$627,000
-- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$0			\$0
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
22.330	Employee Training and Development			\$20,000			\$20,000
24.300	Purchased Prof & Tech Services - School Administration			\$0			\$0
24.345	Audit, Accounting, & Other Business-type Services			\$5,000			\$5,000
24.349	Purchased Legal Services			\$5,000			\$5,000
24.350	Other Technical Services - Website Development			\$5,000			\$5,000
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)				\$35,000			\$35,000
--- PURCHASED PROPERTY SERVICES ---							
24.442	Rental of Equipment & Vehicles - Administration			\$3,000			\$3,000
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			\$0			\$0
26.442	Rental of Equipment & Vehicles - Operation & Maintenance of Facilities			\$0			\$0
26.450	Construction Services			\$0			\$0
26.490	Other Purchased Property Services - Property Tax			\$0			\$0
TOTAL - PURCHASED PROPERTY SERVICES (400)				\$3,000			\$3,000
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation Services (To/From School)			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$5,000			\$5,000
45.521	Property Insurance			\$5,000			\$5,000
45.522	Liability Insurance			\$5,000			\$5,000
10.530	Communication (telephone and other) - Instructional			\$2,000			\$2,000
21.530	Conununication (telephone and other) - Student Support			\$500			\$500
24.530	Communication (telephone and other) - School Administration			\$500			\$500
26.530	Communication (telephone and other) - Operation and Maintenance of Fac			\$500			\$500
24.540	Advertising			\$5,000			\$5,000
10.550	Printing and Binding - Instruction			\$1,000			\$1,000
21.550	Printing and Binding - Student Suppolt			\$1,000			\$1,000
24.550	Printing and Binding - School Administration			\$1,000			\$1,000
26.550	Printing and Binding - Operation and Maintenance of Facilities			\$1,000			\$1,000
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$12,000			\$12,000
21.580	Staff Travel/Per Diem - Student Support			\$4,000			\$4,000
24.580	Staff Travel/Per Diem - School Administration			\$21,500			\$21,500
26.580	Staff Travel/Per Diem -Operation and Maintenance of Facilities			\$10,000			\$10,000
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$75,000			\$75,000
--- SUPPLIES & MATERIALS---							
10.600	Supplies & Materials - Insm,ction	0	\$3,000	\$0	0	\$0	\$0
10.641	Textbooks	0	\$200	\$0	0	\$0	\$0
21.600	Supplies & Materials - Student Support	0	\$1,000	\$0	0	\$0	\$0
22.640	Books and Periodicals	0	\$100	\$0	0	\$0	\$0
22.644	Library Books	0	\$20	\$0	0	\$0	\$0
22.650	Supplies - Technology Related - Audio/Visual	0	\$5,000	\$0	0	\$0	\$0
24.600	Supplies & Materials - School Administration	0	\$5,000	\$0	0	\$0	\$0
26.600	Supplies & Materials - Operation & Maintenance of Facifaires	0	\$5,000	\$0	0	\$0	\$0
26.620	Energy	12	\$5,000	\$60,000	12	\$5,000	\$60,000

26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$12,000		\$12,000
31.600	Supplies & Materials - Food Service	12	\$1,000	\$12,000	12	\$1,000
31.630	Food - Food Service			\$115,000		\$102,000
	TOTAL - SUPPLIES & MATERIALS (600)			\$199,000		\$186,000
	-- 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)	\$		\$0	\$	7
49.710	Land and Site Improvements			\$0		\$0
49.720	Buildings			\$0		\$0
27.732	School Buses			\$0		\$0
IO.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
IO.734	Technology Related Hardware - Instruction			\$0		\$0
21.734	Technology Related Hardware - Student Support			\$0		\$0
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)			\$0		\$0
	-- DEBT SERVICE & MISCELLANEOUS --					
10.890	Miscellaneous Expenditures - Instruction			\$1,200		\$1,200
21.890	Miscellaneous Expenditures- Student Support			\$1,200		\$1,200
24.890	Miscellaneous Expenditures- School Administration - Closme Reserve Fund			\$1,200		\$1,200
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities			\$6,000		\$6,000
31.890	Miscellaneous Expenditures - Food Services			\$6,000		\$6,000
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services			\$12,000		\$12,000
10.810	Dues & Fees- Instruction			\$1,200		\$1,200
21.810	Dues & Fees - Student Support			\$1,200		\$1,200
24.810	Dues & Fees - School Administration			\$1,200		\$1,200
26.810	Dues & Fees- Operation & Maintenance of Facilities			\$1,200		\$1,200
	Total - Miscellaneous			\$32,400		\$32,400
45.830	Interest on Debt			\$700,000		\$700,000
45.840	Redemption of Prialcipal			\$0		\$0
	Total Debt Service			\$700,000		\$700,000
	TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$732,400		\$732,400
	Total Expenditures			\$3,322,900		\$3,225,900
1000	Local			\$123,758		\$108,306
3000	State			\$3,296,629		\$2,945,709
4000	Federal			\$187,545		\$172,307
	TOTAL REVENUES					
				\$3,607,931		\$3,226,323
100	Salaries			\$1,627,500		\$1,567,500
200	Employee Benefits			\$651,000		\$627,000
300	Purchased Professional &Technical Services			\$35,000		\$35,000
400	Purchased Property Services			\$3,000		\$3,000
500	Other Purchased Services			\$75,000		\$75,000
600	Supplies & Materials			\$199,000		\$186,000
700	Property			\$0		\$0
800	Debt Service & Miscellaneous			\$732,400		\$732,400
	TOTAL EXPENDITURES			\$3,322,900		\$3,225,900
	Excess or DeficiencJ of Revenues over Expenditures			\$285,031		\$423
	Other Sources of Funding (5000 & 6000)			\$0		\$0
	Net Asset Balance (Fund Balance)			\$285,031		\$423
	Reserves as Percentage of Total Revenue (Net Assets/ Total Revenue)			8%		0%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp/ Ttl Rev * 5%)			8%		0%

CHARTER SCHOOL WORKSHEET

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

Daybreak Aspen Academy

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HOK)	46	0.55	25.3
Estimated enrollment (FOK)	0	0.9	0
Estimated enrollment (1-3)	138	0.9	124.2
Estimated enrollment (4-6)	138	0.9	124.2
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (1-12)	32.2		
Special Ed (Self-Contained)	3,542		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	0		
WPU Value	\$4,674		
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)	5		
"Support Professionals	6.5		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU- K-12	Weighted WPU * WPU Value - \$2/student	273.7000	\$ 1,278,630
Restricted Basic School:			
Special Ed-Add-on	10% of enrollment., WPU value	32.2000	150,503
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	3.5420	16,555
Special Ed-State Programs	(10% enrollment., \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment)	0.6980	3,263
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	18.0635	84,429
Class Size Reduction (K-8)	\$440.73/student K-8	30.3627	141,915
Total WPU Programs		355.0242	\$1,675,291
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73fTotal WPU		107,476
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		40,000
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		3,036
Enhancement for Accelerated Students AP & 18			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		54,611
Teacher and Student Success Program	\$241.27/WPU		85,657
Educator Professional Time	\$1,950.83fTeacher FTE		31,213
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		15,528
Student Health & Counseling	\$25,000 Base+ \$27.27/student		33,781
Digital Teaching and Learning	\$20.97/student		6,752
Educator Salary Adjustment (ESA)	\$10,350 + BenefitsfTeacher FTE		209,012
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		15,520
School-Based Education Support Professional Stipend	\$1,000/FTE + Benefits at 28.3%		8,340
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/7-12 FTE		8,000
Total Non-WPU	Average \$3,628 per student	1,181,066	1,799,993
ESTIMATED Total All State Funding		\$ 3,475,288	

CHARTER SCHOOL WORKSHEET

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

Daybreak Aspen Academy

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (HOK)	43	0.55	23.65
Estimated enrollment (FOK)	0.9		
Estimated enrollment (1-3)	120	0.9	108
Estimated enrollment (4-6)	120	0.9	108
Estimated enrollment (7-6)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (1-12)	28.3		
Special Ed (Self-Contained)	3.113		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	0		
WPUValue	\$4,674		
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)	5		
*Support Professionals	6.5		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	Weighted WPU • WPU Value - \$2/student	239.6500	\$ 1,119,558
Restricted Basic School:			
Special Ed--Add-on	10% of enrollment* WPU value	28.3000	132,274
Spec. Ed. Self-Contained	Average SpEd SC for charters Approx. 1.1%	3.1130	14,550
Special Ed-State Programs	(10% enrollment* \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 • 10% of enrollment)	0.6720	3,141
Career and Technical Ed.		0.0000	
Student at Risk Add-on	Base 5 WPU + .125 WPU/ED + .0475 WPU/EL	16.4813	77,034
Class Size Reduction (K-8)	\$440.73/student K-8	26.6852	124,727
Total WPU Programs		311.7885	1,471,284
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$302.73/Total WPU		94,388
Charter Funding Base	Greater of \$40K or \$115/student (\$0 if greater than 2,000 students)		40,000
Focus Populations			
Enhancement for Accelerated Students G&T	\$9.43/student grade K-8		2,669
Enhancement for Accelerated Students AP & IB			
Concurrent Enrollment			
Other			
School Land Trust Program	Base \$54,610.88 or \$156.07/student		54,611
Teacher and Student Success Program	\$241.27/WPU		75,225
Educator Professional Time	\$1,950.83/Teacher FTE		31,213
Salary Supplement for Highly-Needed Educators	\$5,573 + 30.58/student (including SPED Self-contained)		14,322
Student Health & Counseling	\$25,000 Base+ \$27.27/student		32,717
Digital Teaching and Learning	\$20.97/student		5,935
Educator Salary Adjustment (ESA)	\$10,350 + Benefits/Teacher FTE		209,012
ESA-School Administrators	\$2,500 + Benefits/Admin FTE		15,520
School-Based Education Support Professional Stipends	\$1,000/FTE + Benefits at 28.3%		8,340
Teacher Supplies and Materials	\$500/K-6 FTE, \$250/17-12 FTE		8,000
Total Non-WPU	Average \$4,628 per student		1,038,018
ESTIMATED Total All State Funding			1,629,970

3,101,253

Daybreak Aspen Academy		FY 2028				
Second Operational Year		100% Enrollment			Breakeven Enrollment	
Number of Students:		322			283	
Grade Configuration:		K-6			K-6	
Revenue						
Food Services Sales to Students		322	\$134,467		283	\$18,181
Student Activities		\$8,500			\$8,500	
Contributions and Donations from Private Sources:						
Source(s) (specify)		\$0			\$0	
Miscellaneous		\$0			\$0	
Total Revenue From Local Sources (1000)		<b">\$142,967</b">			<b">\$126,681</b">	
Estimated Total All State Funding		\$	3,475,287.71	\$	3,101,253.38	
Charter School Revolving Loan		\$300,000			\$300,000	
Charter School Startnup and Implementation Grant		\$0			\$0	
Total Revenue from State Sources (3000)		<b">\$3,775,288</b">			<b">\$3,401,253</b">	
Federal Child Nutrition Program		322	\$134,467		283	\$118,181
Restricted Federal Grants-in-Aid Received via USBE (IDEA)		\$36,064			\$43,424	
Federal Elementary and Secondary Education Act of 1965 (ESEA)		\$48,271			\$42,425	
Total Revenue from Federal Sources (4000)		<b">\$218,802</b">			<b">\$204,029</b">	
Loan Proceeds (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		\$4,137,057			\$3,731,963	
Expenditures		FTE/Number	Salary/Cost	Total	FTE/Number	Salary/Cost
-- SALARIES --						
10.131 Salaries - Teachers Regular Ed	14.00	\$60,000	\$840,000	13.00	\$60,000	\$780,000
10.131 Salaries - Teachers Special Ed	2.00	\$65,000	\$130,000	2.00	\$65,000	\$130,000
10.132 Salaries - Substitute Teachers	2.50	\$38,000	\$95,000	2.50	\$38,000	\$95,000
10.161 Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0
10.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$1,065,000		\$1,005,000
2LI40 Salaries - Other Licensed Salaries - Speech and Language Therapist	2.00	\$65,000	\$130,000	2.00	\$65,000	\$130,000
21.141 Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
2LI42 Salaries - Guidance Personnel	LOO	\$60,000	\$60,000	LOO	\$60,000	\$60,000
21.143 Salaries - Health Services Personnel	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000
21.144 Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
2LI52 Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
Total - STUDENT SUPPORT Salaries (100)				\$240,000		\$240,000
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	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$50,000		\$50,000
24.114 Salaries - Business Administrator	LOO	\$55,000	\$55,000	LOO	\$55,000	\$55,000
24.121 Salaries - Principals and Assistant Principals	LOO	\$] 10,000	\$] 10,000	LOO	\$] 10,000	\$] 10,000
24.152 Salaries - Secretarial and Clerical Personnel	0.00	\$0	\$0	0.00	\$0	\$0
24.198 Salaries - Other Classified Personnel	0.00	\$0	\$0	0.00	\$0	\$0
Total-SCHOOL ADMINISTRATION Salaries (100)				\$165,000		\$165,000
26.181 Salaries - Operation & Maintenance Supervisors	LOO	\$55,000	\$55,000	LOO	\$55,000	\$55,000
26.182 Salaries - Custodial & Maintenance Personnel	LOO	\$50,000	\$50,000	LOO	\$50,000	\$50,000
26.184 Salaries - Technology Personnel	0.00	\$0	\$0	0.00	\$0	\$0
Total - OPERATION & MAINT OF FACILITIES Salaries (100)				\$105,000		\$105,000
31.191 Salaries - Food Services Personnel	3.50	\$35,000	\$122,500	3.50	\$35,000	\$122,500
Total -FOOD SERVICES Salaries (100)				\$122,500		\$122,500
TOTAL - SALARCES (100)				\$1,747,500		\$1,687,500
--- EMPLOYEE BENEFITS---						
10.210 State Retirement - Instruction	10%	\$1,065,000	\$106,500	10%	\$1,005,000	\$100,500
2L210 State Retirement - Student Support	10%	\$240,000	\$24,000	10%	\$240,000	\$24,000
22.210 State Retirement - Instructional Staff Support	10%	\$50,000	\$5,000	10%	\$50,000	\$5,000
24.210 State Retirement - School Administration	10%	\$165,000	\$16,500	10%	\$165,000	\$16,500
26.210 State Retirement - Operation & Main of Facilities	10%	\$105,000	\$10,500	10%	\$105,000	\$10,500
3 L210 State Retirement - Food Services	10%	\$122,500	\$12,250	10%	\$122,500	\$12,250
Total - State Retirement				\$174,750		\$168,750
10.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$1,065,000	\$106,500	10%	\$1,005,000	\$100,500
2L220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$240,000	\$24,000	10%	\$240,000	\$24,000
22.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$50,000	\$5,000	10%	\$50,000	\$5,000
24.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$165,000	\$16,500	10%	\$165,000	\$16,500
26.220 Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$105,000	\$10,500	10%	\$105,000	\$10,500

31.220	Social Security Contributions/Workers' Compensation/Unemployment Insu	10%	\$122,500	\$12,250	10%	\$122,500	\$12,250
Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance				\$174,750			\$168,750
10.240	Medical Insurance/Dental Insurance/Group Life - Instruction	20%	\$1,065,000	\$213,000	20%	\$1,005,000	\$201,000
21.240	Medical Insurance/Dental Insurance/Group Life - Student Support	20%	\$240,000	\$48,000	20%	\$240,000	\$48,000
22.240	Medical Insurance/Dental Insurance/Group Life - Instructional StaffSuppo	20%	\$50,000	\$10,000	20%	\$50,000	\$10,000
24.240	Medical Insurance/Dental Insurance/Group Life - School Administration	20%	\$165,000	\$33,000	20%	\$165,000	\$33,000
26.240	Medical Insurance/Dental Insurance/Group Life - Operation & Maintenanc	20%	\$105,000	\$21,000	20%	\$105,000	\$21,000
31.240	Medical Insurance/Dental Insurance/Group Life - Food Services	20%	\$122,500	\$24,500	20%	\$122,500	\$24,500
Total- Medical Insurance/Dental Insurance/Group Life				\$349,500			\$337,500
10.290	Other Employee Benefits (<i>specify</i>) - Instruction	0%	\$1,065,000	\$0	0%	\$1,005,000	\$0
21.290	Other Employee Benefits (<i>specify</i>) - Student Support	0%	\$240,000	\$0	0%	\$240,000	\$0
22.290	Other Employee Benefits (<i>specify</i>)- Instructional Staff Support	0%	\$50,000	\$0	0%	\$50,000	\$0
24.290	Other Employee Benefits (<i>specify</i>) - School Administration	0%	\$165,000	\$0	0%	\$165,000	\$0
26.290	Other Employee Benefits (<i>specify</i>) - Operation & Maintenance offacilitie	0%	\$105,000	\$0	0%	\$105,000	\$0
31.290	Other Employee Benefits (<i>speci/j•</i>) - Food Services	0%	\$122,500	\$0	0%	\$122,500	\$0
Total - Other Employee Benefits				\$0			\$0
TOTAL EMPLOYEE BENEFITS (200)				\$699,000			\$675,000
-- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$2,000			\$2,000
21.300	Purchased Prof & Tech Services - Student Support			\$2,000			\$2,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$2,000			\$2,000
22.330	Employee Training and Development			\$12,000			\$12,000
24.300	Purchased Prof & Tech Services - School Administration			\$10,000			\$10,000
24.345	Audit, Accounting, & Other Business-type Services			\$8,000			\$8,000
24.349	Purchased Legal Services			\$8,000			\$8,000
24.350	Other Technical Services - Website Development			\$5,000			\$5,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$18,000			\$18,000
31.300	Purchased Prof & Tech Services - Food Services			\$8,000			\$8,000
TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)				\$75,000			\$75,000
--- PURCHASED PROPERTY SERVICES ---							
24.442	Rental of Equipment & Vehicles - Administration			\$6,000			\$6,000
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			\$0			\$0
26.442	Rental of Equipment & Vehicles - Operation & Maintenance of Facilities			\$0			\$0
26.450	Construction Services			\$0			\$0
26.490	Other Purchased Property Services - Property Tax			\$0			\$0
TOTAL - PURCHASED PROPERTY SERVICES (400)				\$6,000			\$6,000
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation Services (To/From School)			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$5,000			\$5,000
45.521	Property Insurance			\$5,000			\$5,000
45.522	Liability Insurance			\$5,000			\$5,000
10.530	Communication (telephone and other) - Instructional			\$2,000			\$2,000
21.530	Communication (telephone and other) - Student Support			\$500			\$500
24.530	Communication (telephone and other) - School Administration			\$500			\$500
26.530	Communication (telephone and other) - Operation and Maintenance of Fac			\$500			\$500
24.540	Advertising			\$5,000			\$5,000
10.550	Printing and Binding - Instruction			\$1,000			\$1,000
21.550	Printing and Binding - Student Suppolt			\$1,000			\$1,000
24.550	Printing and Binding - School Administration			\$1,000			\$1,000
26.550	Printing and Binding - Operation and Maintenance of Facilities			\$1,000			\$1,000
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$12,000			\$12,000
21.580	Staff Travel/Per Diem - Student Support			\$4,000			\$4,000
24.580	Staff Travel/Per Diem - School Administration			\$25,000			\$25,000
26.580	Staff Travel/Per Diem -Operation and Maintenance of Facilities			\$10,000			\$10,000
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$78,500			\$78,500
--- SUPPLIES & MATERIALS---							
10.600	Supplies & Materials - Insm,ction	12	\$3,000	\$36,000	12	\$3,000	\$36,000
10.641	Textbooks	184	\$50	\$9,200	184	\$50	\$9,200
21.600	Supplies & Materials - Student Support	12	\$3,000	\$36,000	12	\$3,000	\$36,000
22.640	Books and Periodicals	322	\$100	\$32,200	300	\$100	\$30,000
22.644	Library Books	100	\$20	\$2,000	100	\$20	\$2,000
22.650	Supplies - Technology Related - Audio/Visual	12	\$3,000	\$36,000	12	\$3,000	\$36,000
24.600	Supplies & Materials - School Administration	12	\$3,000	\$36,000	12	\$3,000	\$36,000
26.600	Supplies & Materials - Operation & Maintenance of Facilities	12	\$3,000	\$36,000	12	\$3,000	\$36,000
26.620	Energy	12	\$5,000	\$60,000	12	\$5,000	\$60,000

26.650	Supplies - Tech Related - Personnel & Wage Records and Data Mgmt			\$0		\$0
31.600	Supplies & Materials - Food Service	12	\$1,000	\$12,000	12	\$1,000
31.630	Food - Food Service			\$134,000		\$121,000
	TOTAL - SUPPLIES & MATERIALS (600)			\$429,400		\$414,200
-- PROPERTY --						
10.700	Property- Instruction			\$2,000		\$2,000
21.700	Property- Student Support			\$12,000		\$12,000
24.700	Property- School Administration			\$4,000		\$4,000
26.700	Property- Operation & Maintenance of Facilities			\$2,000		\$2,000
31.700	Property - Food Services			\$5,000		\$5,000
31.790	Depreciation and Amortization (Kitchen Equipment)	\$	\$	\$	7	\$0
49.710	Land and Site Improvements			\$0		\$0
49.720	Buildings			\$0		\$0
27.732	School Buses			\$0		\$0
IO.733	Furniture and Fixtures - Instruction			\$2,000		\$2,000
21.733	Furniture and Fixtures - Student Support			\$10,000		\$10,000
24.733	Furniture and Fixtures - School Administration			\$5,000		\$5,000
IO.734	Technology Related Hardware - Instruction			\$2,000		\$2,000
21.734	Technology Related Hardware - Student Support			\$2,000		\$2,000
24.734	Technology Related Hardware - School Administration			\$4,000		\$4,000
10.736	Technology Software - Instruction			\$2,000		\$2,000
21.736	Technology Software - Student Support			\$2,000		\$2,000
24.736	Technology Software - School Administration			\$2,000		\$2,000
27.735	Non-Bus Vehicles			\$0		\$0
10.739	Other Equipment- Instruction			\$2,000		\$2,000
21.739	Other Equipment - Student Support			\$2,000		\$2,000
24.739	Other Equipment - School Administration			\$2,000		\$2,000
	TOTAL - PROPERTY (700)			\$62,000		\$62,000
-- DEBT SERVICE & MISCELLANEOUS --						
10.890	Miscellaneous Expenditures - Instruction			\$1,200		\$1,200
21.890	Miscellaneous Expenditures- Student Support			\$1,200		\$1,200
24.890	Miscellaneous Expenditures- School Administration - Closme Reserve Fund			\$1,200		\$1,200
26.890	Miscellaneous Expenditures - Operation & Maintenance of Facilities			\$6,000		\$6,000
31.890	Miscellaneous Expenditures - Food Services			\$6,000		\$6,000
45.890	Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services			\$12,000		\$12,000
10.810	Dues & Fees- Instruction			\$1,200		\$1,200
21.810	Dues & Fees - Student Support			\$1,200		\$1,200
24.810	Dues & Fees - School Administration			\$1,200		\$1,200
26.810	Dues & Fees- Operation & Maintenance of Facilities			\$1,200		\$1,200
	Total - Miscellaneous			\$32,400		\$32,400
45.830	Interest on Debt			\$700,000		\$700,000
45.840	Redemption of Principal			\$0		\$0
	Total Debt Service			\$700,000		\$700,000
	TOTAL - DEBT SERVICE & MISCELLANEOUS (800)			\$732,400		\$732,400
	Total Expenditures			\$3,829,800		\$3,730,600
1000	Local			\$142,967		\$126,681
3000	State			\$3,775,288		\$3,401,253
4000	Federal			\$218,802		\$204,029
TOTAL REVENUES						
				\$4,137,057		\$3,731,963
100	Salaries			\$1,747,500		\$1,687,500
200	Employee Benefits			\$699,000		\$675,000
300	Purchased Professional & Technical Services			\$75,000		\$75,000
400	Purchased Property Services			\$6,000		\$6,000
500	Other Purchased Services			\$78,500		\$78,500
600	Supplies & Materials			\$429,400		\$414,200
700	Property			\$62,000		\$62,000
800	Debt Service & Miscellaneous			\$732,400		\$732,400
	TOTAL EXPENDITURES			\$3,829,800		\$3,730,600
Excess or Deficiency of Revenues over Expenditures						
				\$307,257		\$1,363
Other Sources of Funding (5000 & 6000)						
				\$0		\$0
Net Asset Balance (Fund Balance)						
				\$307,257		\$1,363
Reserves as Percentage of Total Revenue (Net Assets/ Total Revenue)						
				7%		0%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp/ Ttl Rev * 5%)						
				7%		0%