



KEYSTONE ACADEMY OF THE ARTS

NEW CHARTER SCHOOL APPLICATION 2025

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New Charter School Application

Congratulations on your successful completion of the proposal stage of the process, and your invitation to submit a complete application for a new charter school for authorization by the Utah State Charter School Board. Please be advised, only applicants selected through the proposal round are invited to submit an application. If you have not yet submitted a proposal, or were not selected to move into the full application round, please contact State Charter School Board staff for information on your available next steps.

The vision of the Utah State Charter School Board (SCSB) is that “every student has access to an excellent education that meets their unique learning needs.” The SCSB is seeking new charter schools which will assist in the achievement of this vision, and your proposal led the SCSB to want to know more about your vision for a charter school.

It is important for applicants to understand the requirements of public schools in general and the requirements of applying for and operating a public charter school specifically. Utah code outlines these requirements which must be adhered to, unless explicitly exempted. In addition, the Utah Charter Schools Act, a part of code unique to charter schools is contained in 53G-5 and 53F-2-7 of the Utah Code. The complete Utah Code is available at:

https://le.utah.gov/xcode/Title53G/53G.html?v=C53G_2018012420180124.

Additionally, Utah State Board of Education Administrative Rules that govern public education apply to charter schools as well, since they are public schools. State Rules on Public Education can be found on the USBE website at <https://www.schools.utah.gov/adminrules/index>.

Through public charter schools, we expect to provide families with educational options of many different models but with one thing in common: quality education. Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the application;
- Demonstrated understanding of the community the school is intending to serve;
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

The State Charter School Board has been tasked with identifying those applicant groups that demonstrate the highest probability of success as a public school. The application process allows the SCSB to determine if the applicant’s plan warrants access to public education funding.

Application Format Notes:

- Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.
- The body of the application is limited to 100 pages. Anything beyond this will not be considered. Excluded from the 100-page limit: cover page, table of contents, required information, appendices, and budget worksheets.
- The application must be submitted as a typed, single PDF file. Any applicant that submits multiple files may be asked to resubmit their application as a single typed PDF file. ○ Use the school's name as the filename. (example: MyCharterSchool.pdf)

Final Checklist:

- Have you typed and saved your application in a PDF file?
- Have you checked for grammatical errors and spelling mistakes?
- Have you stated things concisely?
- Have you ensured that your document is clear and understandable?
- Have you used section titles, bullets, and headings to help the reviewers follow the main sections of your application?
- Does the cover page contain the proposed charter school name?
- Have you put all sections in order of the Complete Application Sequence?
- Have you submitted a copy to each school district office in which your potential charter school may be located?
- When saving to pdf format, did you ensure all pictures, tables, and formatting translated well?
- Have you and all board members signed the application?

The State Charter School Board staff may provide technical assistance to the applicant upon request.

Complete Application Package Sequence:

1. Cover Page with the Proposed Charter School Name
2. Table of Contents
3. Required Technical Information
4. Body of the Application (100-page limit, excluding budget worksheet in section 7)
 - Section 1: Executive Summary
 - Section 2: School-Specific Elements
 - Section 3: Program of Instruction
 - Section 4: Market Analysis
 - Section 5: Governance
 - Section 6: Staffing
 - Section 7: Business Plan

Section 8: Contracts

5. Appendix A: Background Information Sheets for Each Governing Board Member
6. Appendix B: Articles of Incorporation
7. Appendix C: Governing Board Bylaws
8. Appendix D: Minutes from Governing Board Meetings
9. Appendix E: Waiver Requests, as applicable
10. Appendix F: Executed Contract(s) or MOUs, as applicable
11. Appendix G: Start-Up Grant Application
12. Appendix H: Only Applicable for a Public School Converting to Charter Status

Contact SCSB staff with any questions, or to determine if a section is applicable.

Instructions for Sections 1-3:

1. Cover Page with the Proposed Charter School Name

- The name of the proposed charter school is how the school will be known and listed.
- You may include a logo or design if desired.

2. Table of Contents

- The Table of Contents should provide a link to the appropriate section of the application in addition to providing the page number.

3. Required Technical Information

- The name of the proposed charter school is how the school will be known and listed.
- The name of the applicant should be a Utah non-profit.
- The authorized agent is authorized to be the primary point of contact for this application. This is who State Charter School Board staff will contact regarding the application. Please provide the best contact information for the authorized agent. Provide a complete mailing address for the authorized agent, not just the street address.
- Provide the city and resident district where the school intends to be located. If you are locating statewide or online, you will state this here, and where your school office intends to be located.
- You are required to submit this full application to the resident district(s) you intend to locate within prior to submission to the State Charter School Board. If you are statewide or online you will be submitting to each district within the state.
- The governing body of a charter school is responsible for the policy decisions of the school. You will need to list the names and positions of all Board Members (officers, members, directors) of the school and their positions. Also, list any other charters (Utah or in other states) in which they have been involved. You may add rows if needed.
- Each board member listed should have a Background Information Sheet in Appendix A. • Each board member also needs to sign the application.
- Enter grades served, and check with the resident district of typical grade configurations. Please mark if your requested grade range matches. Provide a short explanation describing

the decision to match or not match the configuration of the district of residence.

- While you are showing enrollment requests for your initial years of operation, please keep in mind that additional enrollments may always be requested via an amendment to the charter agreement after demonstrating success and meeting performance standards.
- If you are seeking special treatment or priority consideration, or a waiver from Board rule you must provide strong evidence and reasoning for the request. These are not typical for most applicants. You will also need to follow up with SCSB staff regarding additional Appendix information that will need to be submitted. If you are not seeking any of these you can write N/A for the explanation.

Required Technical Information:

1. Proposed Charter School Name: **Keystone Academy of the Arts**
2. Name of Applicant(s): **Katie McKay, Nick DiSalvo, Thomas Kirk, Betty Samuelsen, Pamela Budge**
3. Authorized Agent: **Katie McKay**
4. Mailing Address: **237 W. 260 N. Hyde Park, UT 84318**
5. Phone Number: **435-770-8422**
6. Email Address: **keystoneacademyutah@gmail.com**
7. New School Location and Location's School District(s): **Cache County School District**
8. Date and To Whom Submitted at the District(s) Office:

Governing Board Information:

| Name: | Position on Board: | Area of Expertise: | Any Previous or Current Charter Affiliation: |
|--|---------------------------|---|---|
| Katie McKay | Founding Chairman | Master's in Music Ed. Certification K-12 | 18 years teaching music, choir at Thomas Edison Charter School 1 yr. Teaching music Fast Forward High School |
| Signature: <i>Katie McKay</i> | | | |
| Nick DiSalvo | Vice Chair | Parent | Child attending Thomas Edison Charter School |
| Signature: <i>Nick DiSalvo</i> | | | |
| Thomas Kirk | Treasurer | Teaching | Teacher at The Center for Creativity, Innovation, and Discovery |
| Signature: <i>Thomas D Kirk</i> | | | |
| Betty Samuelson | Secretary | P.O. President | Aide at Thomas Edison Charter School |
| Signature: <i>Betty Samuelson</i> | | | |
| Pamela Budge | Marketing | Parent | Lunch Aide Thomas Edison Charter School / Former Board member Intech |
| Signature: <i>Pamela Budge</i> | | | |

9. Charter School's Grade Configuration and Maximum Authorized Enrollment: **9th - 12th grade with a maximum enrollment of 300**

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

☐ **Yes**

Explanation: **9th- 12th grade is classified as high school in both Cache and Logan School Districts**

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 | | | | | | | | | | 80 | 60 | 40 | 0 | 180 |
| Year 2 | | | | | | | | | | 80 | 60 | 40 | 40 | 220 |
| Year 3 | | | | | | | | | | 90 | 70 | 40 | 40 | 240 |
| Year 4 | | | | | | | | | | 90 | 70 | 50 | 50 | 260 |
| Year 5 + | | | | | | | | | | 90 | 90 | 60 | 60 | 300 |

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

☐ **No**

Explanation: **N/A**

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: **Katie McKay**

Signature of Authorized Agent:



Body of the Application

(Sections 1 – 8, 100 page limit as indicated)

Section 1: Executive Summary

- 1) Present a compelling 1 – 2 sentence mission statement that defines the purpose(s) of the school. The mission should be clear and focused.

At Keystone Academy of the Arts, our mission is to foster academic excellence, nurturing artistic talent through the transformative power of the performing arts, and upholding strong moral values in a supportive environment. We strive to empower students to become confident, compassionate, and virtuous individuals who excel in and outside the classroom, preparing them to be impactful leaders in the world.

- 2) Present a convincing and appropriate vision of what the school will look like if it is achieving its mission.

Our vision is cultivating a dynamic learning environment where academic excellence and the performing arts converge to inspire creativity, innovation, and personal growth. We strive to empower students to become confident, well-rounded individuals who lead with integrity, pursue their passions, and make meaningful contributions to society.

- 3) Briefly describe the main points about the school, including but not limited to the school's location, anticipated population, and educational foundation.

Location: Cache County, most likely on the south end of the valley. With 56% of community responses to our survey indicating they live on the south end, we feel this is the best location that will bring the highest number of students.

Anticipated population: We anticipate students coming from K-8 charter schools in the area who want to continue their education in a high academic setting and a small learning environment. We welcome all public school and homeschool students who want a learning environment focused on classical instruction, appreciation of and participation in the arts, and innovative practicum opportunities.

School week and uniforms: The school will operate on a five-day instructional week (Monday–Friday), with Fridays reserved for projects like the Martian Greenhouse, tutoring, credit recovery, and makeup work from 8AM - 12PM, and teacher prep from 12 - 3PM. Uniforms will be required. We believe uniforms will help create a more focused learning environment and reduce behavioral issues.

Educational foundation: Keystone Academy of the Arts core curriculum will be based on a classical education model with a focus on the Arts. Expeditionary learning will be incorporated in the form of Life Skills classes taken as electives and innovative Practicum opportunities

(projects and mentorships on and off campus). This will allow students to build on the principles learned in the core curriculum and apply it in practical ways that will benefit their lives and the lives of others.

- **Classical Education** - classical education is the study of the good, the true, and the beautiful. All subjects are taught with this focus. The Socratic method will be used to teach critical thinking. Virtues (fortitude, gratitude, perseverance, integrity, wisdom) and ethics will be integrated into all areas of study.

- **History:** The study of history is the backbone of classical education and will be taught all four years, exceeding the Social Studies credit requirements for Utah high school graduation, and will allow for each historical time period to be covered. History is taught using classical texts and primary source materials (journals, documents, letters, etc) within the curriculum. The history of the Bible and how it has influenced western civilization will be taught. *"A man who knows the origins of the world in which he lives, looks at it with more understanding, walks in it with securer and more certain steps; he is less intimidated by words, for he knows their history, less inclined to either excessive respect or contempt for existing institutions, for he sees how they came to be there."*

- Richard Winn Livingstone

- Our 4 year plan for history is as follows:

- 9th grade - Ancients (5000 B.C. - A.D. 400)
World History
- 10th grade - Medieval - Early Renaissance (400-1600)
World History
- 11th grade - Late Renaissance - Early Modern (1600-1850)
World/US History
- 12th grade - Modern (1850-present)
US Government & Citizenship

- Note: With the passage of the 2025 HB381 bill, we will be implementing American Constitutional Government/History and Civics Education into our curriculum ensuring all required primary source documents are taught and that our curriculum aligns with the Utah State Social Studies Standards as they are updated prior to 2027.

- **Science:** Science will be taught in the order the science discoveries were made: Biology, Astronomy/Earth Science, Chemistry, and Physics. Biology and Astronomy/Earth Science will be required science credits. Students may choose between Chemistry and Physics for the remaining credit requirement for Utah high school graduation. Science will include the study of scientific principles and laws with additional experiment opportunities. Students will also explore the impact and ethics of scientific advancements.
- **Mathematics:** Students will complete 3 credits in Mathematics. The math sequence will follow the Saxon curriculum of Algebra I, Algebra II,

Geometry, Advanced Mathematics, Calculus. Students will be assessed at the time of enrollment to determine their initial math class placement in Algebra I or Algebra II.

- **Note:** If the State School Board approves a traditional path for the new Utah Math Standards in 2026, we will be taking that approach; if not, we will take the integrated approach and adjust our curriculum plan accordingly.
- **Literature:** Students will begin with Core Skills in Language Arts to build a foundation in grammar and writing. Classical Composition will be taught in each grade to help students develop strong writing skills. Literature will focus on classics that have withstood the test of time and that enrich the heart and mind. Language Arts classes will be required in all four grades, fulfilling the Utah graduation requirement. Cursive will be taught and used in writing assignments. *“Greatness is fostered by coming face-to-face with greatness. Classics allow us to experience, in an intimate way, the greatest mistakes and successful choices of human history. The purpose of studying literature is to become better.” -Oliver DeMille*
- **Classical Studies:**
 - **Logic and Rhetoric:** Logic and Rhetoric will be taught as separate required classes, beginning with Logic in 9th and 10th grade and Rhetoric in 11th and 12th grade. *“Logic trains the mind to approach every subject in a particular way - to look for patterns and sets of relationships in each subject area. Rhetoric is the art of expression. Students learn to express themselves with fluency, grace, elegance, and persuasiveness.” -Susan Weiss Bauer*
 - **Latin:** Students will be required to take at least two years of Latin, which can be completed in any grade. Latin is essential to a classical education. *“Latin trains the mind to think in an orderly fashion: because Latin demands precision, the Latin-trained mind becomes accustomed to paying attention to detail. Latin improves English skills... [and] prepares the student for the study of foreign languages.” -Susan Weiss Bauer*
- All other required credits for high school graduation will be included in elective classes to be completed in any grade level (Health, P.E., General Financial Literacy, Career & Technical Education). Digital Studies will be integrated into subject areas.
- **The Arts** - Visual Arts and Music will be required classes through 11th grade that students may choose between. Theater and Dance will be added based on student interest and teacher availability as the school grows. This is in line with the responses from our community survey with Music and Visual Arts receiving 80% indicating the most interest, Theater 58% and Dance 38%. Music concerts and musical performances will be held each year. We believe in engaging students in the process of developing their talents while allowing them to take ownership by including them in decisions about concert music and choosing

musicals that fit the class and are uplifting.

- **Life Skills Electives** - Electives may include: sewing, carpentry, cooking, gardening, etc. Students will have the opportunity to build a portfolio with the skills and projects they complete in these electives. Community service projects may also be incorporated in these classes.
- **Practicum Opportunities** - These project opportunities will be offered throughout a student's time in the Academy and may include: building prototypes, conducting experiments, working in marketspaces, and, in the higher grades, working off-site with mentors in the field. Practicum opportunities will enhance the principles learned in the core curriculum by creating a preview/review method of instruction.
 - Students will add their completed projects to their portfolios which will show their skills and accomplishments that they will carry with them through graduation.
 - An innovative expeditionary learning project called the Martian Greenhouse will be the first project, and other projects will be added based on student interest and what students are learning in science classes. The Martian Greenhouse is an international program in its sixth year, martiangreenhouse.org. This endeavor allows students to apply their classical learning to what they think is relevant to the open problem of "How will we grow food on Mars?" Industry mentors will team up with student groups to provide guidance. It will also allow application of life skills; i.e budgeting, planning, design build, growth, test, and presentation.
 - Part time off-site mentorship during the junior and senior years will give students the flexibility to explore their interests leading to a potential career while still getting foundational learning at school.
 - Practicum opportunities, such as off-site mentorship and project electives, will be phased in as we get to know our students and as students move up into higher grades.
- **Method of Instruction:** Classical: Direct Instruction, Socratic (Inquiry); and Experiential

4) Explain how this board originated.

Katie McKay felt inspired to start a school filling a need in the area for a charter high school focused on the Arts. She put out an announcement through a local K-8 charter school and received nine applicants. She interviewed seven and chose four people who shared her vision while also adding various expertise, ideas and diversity.

5) Provide a compelling rationale for why the board chose to propose this school.

There is currently no option in Cache County for classical education focused on the arts. There are limited high school charter schools in the area; one focused on students at risk of not completing high school and the other focused on STEM and early college. Keystone

Academy of the Arts would be a strong addition and give parents an option they currently do not have. There is an increased demand for Classical education, which is projected to grow exponentially in the coming years ([Arcadia Education Market Analysis- April 2024](#)). The Arts go hand in hand with Classical education and the addition of Practicum opportunities will set this school apart from other schools in the area. Our mission and vision is to help students reach their highest potential while receiving an enriching education.

6) Provide a compelling argument for why this school should be approved, including how this school will advance the State Charter School Board's mission and vision.

Keystone Academy of the Arts will advance the State Charter School Board's mission and vision in bringing choice, innovation, and student success with excellent education while meeting student's unique learning needs in the following ways:

- **Academic Excellence:** Classical Education is a time tested education model that has been shown to produce the following education outcomes, according to a [University of Notre Dame study called "The Good Soil Project"](#):
 - College and Career Success: Higher rates of college completion and career satisfaction
 - Positive Life Outlook: Greater reported life fulfillment and goal achievement
 - Leadership Development: More likely to take leadership roles in organizations
 - Independent Thinking: Stronger analytical skills and intellectual independence
 - Community Engagement: Higher rates of volunteering and civic participation
- **Innovative Learning:** Life Skills electives and Practicum opportunities that include practical skills and hands-on projects allow for student creativity and promotes a well-rounded education. Combining Classical with Experiential learning will give students a strong foundation, which can be built upon and enforced with practical applications and student-led project opportunities.
- **Moral Character and Community Engagement:** The focus on character development through classical virtues ensures that students are not only academically prepared but also equipped to contribute positively to society, aligning with the SCSB's commitment to developing responsible and engaged citizens.
- **Commitment to Student Success:** Teachers and staff will work closely with students to identify their strengths and areas for growth, providing the necessary support to ensure that each student reaches their full potential. This commitment mirrors the SCSB's mission to support charter schools in delivering quality education that meets the needs of every student's unique learning needs.

Section 2: School-Specific Elements

- 1) What is the purpose of this school, choosing from the legislative purposes of Utah's charter schools? While you could choose many, please focus on one, and explain how it will be fulfilled by this school.

Legislative Purposes of Utah's Charter Schools:

- (a) Continuing to improve student learning
- (b) Encouraging the use of different and innovative teaching methods
- (c) Creating new professional opportunities for educators to actively participate in designing and implementing learning programs at the school
- (d) Increasing choice of learning opportunities for students
- (e) Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes
- (f) Providing opportunities for greater parental involvement in governance decisions at the school level
- (g) Expanding public school choice in areas where there is a lack of school choice or where schools have been identified for school improvement, corrective action or restructuring
- (h) Collaborating within the public education system

B. Encouraging the use of different and innovative teaching methods

Keystone Academy of the Arts will be using different and innovative teaching methods with our core classical curriculum, focus on the arts, and our practicum opportunities and projects that will include mentorships with industry leaders that will enhance the student's foundational knowledge and give them practical applications of scientific and leadership principles learned in the classroom. The ability to think, write, and speak independently will be essential in the age of AI to set students apart as they move into college and careers, and will help them be successful throughout their lives. We will focus on developing all three through our curriculum (logic, classical composition, rhetoric) and our methods of instruction (direct, socratic/inquiry, experiential).

- 2) Describe key elements of the school that make it unique. What are the defining characteristics?

Key elements are:

- Classical education approach and curriculum
- Character development with classical virtues
- Performing arts focus
- Practicums like the Martian Greenhouse project and industry mentorships
- Uniforms

- 3) Identify the legally permitted enrollment preferences the school will employ.

In accordance with 53G-6-502, all resident students of the state will qualify for admission, including foster children, who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or the charter school. If the number of

applications exceeds any of the above capacities, we will select students on a random basis (through a lottery), except as listed below. We will give an enrollment preference to:

- a child or grandchild of an individual who has actively participated in the development of the charter school
- a child or grandchild of a member of the charter school governing board
- a sibling of an individual who was previously or is presently enrolled in the charter school
- a child of an employee of the charter school
- Matriculation Agreement with Thomas Edison Charter School

4) Provide examples of mission-specific goals that match the overall purposes and unique elements of this school idea.

Mission-specific goals and examples:

- **Mission Goal: Foster academic excellence**
Example: Classical education is known for its academic rigor and positive student outcomes and was chosen to fulfill this goal with our core curriculum; the Arts have been shown to improve not only creativity, but also academic achievement; innovative projects, like the Martian Greenhouse, that challenge students to be creative while applying scientific principles and industry leader mentorship will help students excel academically and see how success can be achieved.
- **Mission Goal: Nurturing artistic talent through the transformative power of the performing arts**
Example: Engaging in the process of developing talents with our performing arts focus through music concerts and musical performances and allowing students to take ownership by including them in decisions about uplifting concert music and musicals they would most like perform.
- **Mission Goal: Upholding strong moral values in a supportive environment and empower students to become confident, compassionate, and virtuous individuals who excel in and outside the classroom, preparing them to be impactful leaders in the world**
Example: By emphasizing virtues like fortitude, gratitude, perseverance, integrity, and wisdom, throughout instruction using examples from the lives of people in history, we will be creating a supportive environment in which students can learn firsthand the values and principles that will help them develop into leaders of strong, moral character. When virtues are modeled by teachers and the administration, students are surrounded by strong examples of what they can be, if they so choose. When everyone in the school is constantly reminded and focused on virtue, goodness, beauty, and truth, it naturally creates a more supportive environment where everyone is lifted.

5) Ensure that goals are rigorous yet realistic and demonstrate the board's commitment to positive student outcomes while understanding what is achievable.

We acknowledge that the goals listed above are only achievable with buy-in from students, parents, teachers, administration, and the board. Each will need to commit to uphold and fully participate in the mission goals. Hiring a Director/Principal, who will subsequently hire teachers who can inspire students, will be the key. We believe these goals are achievable with inspirational educator training, sharing our mission with parents, and creating a positive, supportive, environment for the students.

Section 3: Program of Instruction

1) Discuss the philosophical approach to educating students.

Keystone Academy of the Arts will educate students through a coherent, knowledge-rich curriculum with direct instruction that *“paves the way for students to gain sufficient understanding to learn successfully from later unguided learning tasks like problem solving or creative/critical thinking”*. Inquiry and open-ended exploration will be *“facilitated as applications and extensions upon an already developed body of knowledge”*. *“Coherent curriculum featuring deliberate and systematic connections between the content studied in each subject within a grade and as students advance through the years”*. (*Harnessing the Science of Learning* by Nathaniel Swain PhD)

Direct instruction is combined with inquiry exploration by implementing the Socratic method and practicums.

Keystone Academy of the Arts cares about the whole student, not just their academic growth, but their character development, their talents, and their purpose. We want students to feel safe, seen, and empowered; to be creative and have honest self-reflection; and have integrity and moral values. We value collaboration, engagement, meaning, and preparing students for life in a changing world. We believe this is accomplished by focusing on the good, the true, and the beautiful in all subjects.

2) Describe how the Utah Core Standards will be taught and assessed in the school.

We will ensure the curriculum meets or exceeds the Utah Core Standards and that required concepts are taught in each subject. This will happen during the curriculum procurement process and in educator training. The required State Assessments (R277-404) will be administered with fidelity and according to the Standard Test Administration and Testing Ethics Policy in order to assess those standards. Teacher and curriculum quizzes and formative assessments will also be used throughout instruction to ensure students are grasping each concept taught.

3) Cite research and/or evidence to support your educational program.

Classical:

- Classical Education is growing nationwide and has been shown to have positive outcomes for students in college and career success, positive life outlook, leadership development, independent thinking, and community engagement.
University of Notre Dame study called “The Good Soil Project”
Arcadia Education Market Analysis- April 2024
- *“The most important employment skills—and the skills that many employers say are the hardest to find today—are basic thinking skills. These are not just*

math and science skills (STEM skills as they are now called), but even more practical language and communications skills. The liberal arts teach both kinds of skills. Classical education, then, is the study of the classics (and the classical languages that produced them) and the liberal arts: the best that has been thought and said, and the intellectual skills that equip a student to think.”

<https://charter.memoriapress.com/what-is-classical-education/>

The Arts:

- *“Performing arts is an essential part of the human experience. It enables us to communicate with one another, express ourselves, and get new perspectives on the world. It can help high school students develop their creativity, critical thinking skills, and problem-solving abilities. It builds self-confidence and resilience. Arts Education can help them develop the skills they need to succeed in college and the workforce.”*
<https://www.princetonreview.com/college-advice/arts-education-for-high-school-students>
<https://files.eric.ed.gov/fulltext/ED529766.pdf>
- The impacts of a high-school art-based program on academic achievements, creativity, and creative behaviors study found *“substantial evidence on the effective enhancement of creativity, the fostering of creative activities, and the improvement of academic performance through the deployment of art-based programs.”*
<https://pmc.ncbi.nlm.nih.gov/articles/PMC10505175/>

Life Skills:

Life skills such as sewing, carpentry, gardening, and cooking will be elective classes. One example of a successful carpentry class from Greenvale School is detailed below:

- *“In an age dominated by screens and keyboards, hands-on learning holds unparalleled significance. Crafts class offers a sanctuary where students engage their tactile senses, working with real materials in three-dimensional space. This experiential learning not only caters to diverse learning styles but also fosters a deeper understanding of concepts, making education more holistic and comprehensive.”*

Hands-On Learning in a Digital Era - *“Kids learn from physical work just as they do from mental labor, and when the two are interwoven, academic learning can also improve.”*

The Practical Meets the Intellectual - *“They gain appreciation for wood as a material and the ability to build beautiful and useful things”*

The Fine Balance of Patience and Persistence - *“The process of building from wood entails intellectual and emotional skills such as planning, patience, fine motor skills, abstract thinking, precision, measurement, and self-control.”*

<https://www.greenvaleschool.org/blog/crafting-more-than-objects-the-impact-of-woodworking-class-on-students>

Practicums:

- Experiential Learning (EL) *“is a method of teaching that allows learners to learn while “Do, Reflect, and Think and Apply” (Butler et al., 2019, p. 12).*

Students take part in a tangible experience (Do), replicate that experience and other evidence (Reflect), cultivate theories in line with experiences and information (Think), and articulate an assumption or elucidate a problem (Apply). It is a strong instrument for bringing about positive modifications in academic education which allow learners to apply what they have learned in school to real-world problems (Guo et al., 2016). This way of learning entails giving learners more authority and responsibility, as well as involving them directly in their learning process within the learning atmosphere.”

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8569223/#sec2>

- *“The Martian Greenhouse Project is seeking systems designed to produce food for human habitation on Mars. These prototype systems will need to be self-sufficient and fit within a relatively small space. The greenhouse will provide habitat for the growth of a variety or varieties of edible plants. Facilitating teachers, along with their students, will be introduced to industry mentors in an experiential learning adventure. Each team will have at least one industry (SME) mentor. Our design team will support with resources for project management and facilitation strategies. Each team will have the freedom to design and innovate according to their passion and perseverance.”*

<https://www.martiangreenhouse.org/>

- 4) Discuss how you will ensure that educational priorities are meaningful, manageable, and measurable, and focus on improving student outcomes.

Meaningful: Education is meaningful when students are enlightened and uplifted by what they learn and apply the knowledge they’ve acquired to enrich their lives and the lives of those around them. This will be accomplished in the core classical curriculum, the development of confidence and talents through the performing arts, and the application of principles and finding creative solutions in practicums.

Manageable: We will use well established core classical curriculum while gradually adding innovative student centered practicums and art programs as we get to know our students and their talents and interests, while aligning it with concepts in the curriculum, to ensure that our educational priorities are manageable.

Measurable: We will measure our educational priorities by the success of our students with their advancement and portfolios.

Focus on improving student outcomes: Our focus is on the whole student; their academic growth, their character development, their talents, and their purpose. We will ensure the curriculum, teachers, mentors, governance, and administration keeps this focus.

- 5) Provide a description of a complete and coherent educational program that includes curriculum and method of instruction.

Keystone Academy of the Arts has developed a four-year plan based on Utah's graduation requirements. Please see the table below.

Curriculum considerations for classical/core subjects: Memoria Press and possibly Hillsdale Charter curriculum; Saxon or Singapore math (Saxon sequence shown in four-year plan); Dave Ramsey's Foundations in Personal Finance

Method of instruction: Classical: Direct Instruction, Socratic (Inquiry); and Experiential

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|--|---|---|
| Classical Studies | Logic I & II | Material Logic | Rhetoric | Rhetoric |
| Classical Studies | Intro to Grammar School Latin / Grammar School Latin | First Form Latin / Second Form Latin | Second Form Latin / Third Form Latin | |
| Language Arts (4 credits required) | Core Skills / Classical Composition | Core Skills / Classical Composition | Literature / Classical Composition | Literature / Classical Composition |
| Mathematics (3 credits required) | Algebra I / Algebra II (<i>math placement test</i>) | Algebra II / Geometry | Geometry / Advanced Mathematics | Advanced Mathematics / Calculus |
| History (3 credits required) | Ancients (5000 B.C. - A.D. 400) World History | Medieval - Early Renaissance (400-1600) World History | Late Renaissance - Early Modern (1600-1850) World/US History | Modern (1850-present) US Government & Citizenship / Geography |
| Science (3 credits required) | Biology | Astronomy / Earth Science | Chemistry | Physics |
| The Arts (1.5 credits required) | Options for all grades (visual arts, music, dance, theater and/or media arts) | | | |
| Health Education (0.5 credits required) | Health | | | |
| Physical Education (1.5 credits required) | P.E. | P.E. | | |
| Career & Technical Education CTE (1 credit required) | Completed in any grade | | | |

| | | | | |
|---|--|--|---|--|
| Digital Studies (0.5 credit required) | Library Media Skills, integrated into the subject areas | | | |
| General Financial Literacy (0.5 credit required) | | | Financial Literacy (11th or 12th grade) | |
| Electives (5.5 credits required) | Life skills: sewing, carpentry, gardening, cooking, etc Practicum: STEM projects w/mentors (on-site all grades/off-site for seniors); Martian Greenhouse | | | |

6) Present clear criteria for promotion from one level to the next, or graduation.

Grading scale/GPA:

| Level | Final Grade | GPA |
|-----------------------|-------------|-------------|
| A - Exemplary | 90-100 | 3.5 - 4.0 |
| B - Proficient | 80-89 | 3.0 - 3.45 |
| C - Basic Proficiency | 70-79 | 2.5 - 2.95 |
| D - Insufficient Work | 65-69 | 2.25 - 2.45 |
| F - Not Yet Competent | Below 65 | 0.0 - 2.20 |

There will be opportunities for tutoring on Fridays to help students that have not yet mastered material or are falling behind. If the student is not progressing through the coursework there will be a meeting with the instructor, counseling department, and parents. Students will be required to stay on track for graduation, therefore if they do not progress through a course they will retake the same level course the next term. If they cannot prove mastery, as a last resort, students will need to work through other options, including online courses at their expense in order to earn credit. If students end the year without earning their credit they will be required to take summer school at their expense. IEP and 504 students will be evaluated for credits as their team deems appropriate and in line with their educational plan. We will follow the High School Course Grading Requirements and Course Grade Forgiveness process found in R277-717.

7) Show that the method of instruction aligns with the school's mission, vision, and overall educational priorities.

Methods of instruction:

- The classical method of instruction is an educational approach based on the Trivium, a three-stage process of Grammar, Logic, and Rhetoric, which focuses on teaching students how to learn by mastering foundational facts, reasoning, and communication. It emphasizes direct instruction from a teacher, deep study of

foundational subjects, and the development of critical thinking and persuasive expression.

- Direct instruction
- Socratic method of questioning and dialogue (Inquiry)
- Experiential Learning is the process of learning by doing. The method of instruction is hands-on experiences and reflection, leading students to better able connect theories and knowledge learned in the classroom to real-world situations.
 - Direct experience
 - Reflection
 - Conceptualization
 - Application

Keystone Academy of the Arts will combine these methods of instruction with the goal of cultivating lifelong learners who can think logically and communicate clearly while applying their knowledge in their chosen careers and in their everyday lives. Experiential learning reinforces and extends the core foundational learning students receive with classical instruction and gives them confidence in their abilities to find solutions and apply what they've learned.

8) Provide evidence or research to support that the method of instruction will lead to positive student outcomes for all students.

Method of instruction:

- **Direct instruction** - The direct instruction method will be implemented in teaching subjects like mathematics and language (English and Latin) where grammar rules, syntax, and mathematical methods must be mastered. *"Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning."*
<https://www.nifdi.org/what-is-di/basic-philosophy.html>
 - **Positive student outcomes:** *"Fully guided instruction provides a pathway to higher order learning.... When teachers start to teach in a way that incrementally guides students through the learning process, they systematically add knowledge, skills, and tools to their students' mental toolboxes. When this change in instructional design occurs, we begin to close the gaps between the most advanced students in the class and those needing the greatest support. ... After explicit instruction, all students can begin to inquire, question, create, and critique - building upon the explicit knowledge they have developed. In this way, fully guided instruction creates a low floor for all learners and no ceilings!"*
(*Harnessing the Science of Learning* by Nathaniel Swain)
- **Socratic method (Inquiry)** - The Socratic method of instruction will be

implemented in the Liberal Arts courses: logic, rhetoric, literature, history, science.

- **Positive student outcomes:** *“The great books themselves, which make up the material for classroom discussions. ... Discussion, because it is an activity, engages the student’s mind more than do lectures. Instead of passively hearing the professor’s thoughts, the student engaged in dialogue is required to work his own mind, to form and express his own thoughts. And the challenge of discussion pushes him to ever higher efforts. He reads more carefully knowing he will soon be explaining and debating his own understanding of the text. If he does this on a daily basis, this heightened intensity leads to intellectual habits that last a lifetime.”*
<https://www.thomasaquinas.edu/a-liberating-education/discussion-method/why-discussion-socratic-method>
- **Experiential** - The experiential method will be used in experimental projects in the sciences and in life skills electives. Experiential learning is learning through experience.
 - **Positive student outcomes:** *“EL is a method of teaching that allows learners to learn while ‘Do, Reflect, and Think and Apply’ (Butler et al., 2019, p. 12). Students take part in a tangible experience (Do), replicate that experience and other evidence (Reflect), cultivate theories in line with experiences and information (Think), and articulate an assumption or elucidate a problem (Apply). It is a strong instrument for bringing about positive modifications in academic education which allow learners to apply what they have learned in school to real-world problems (Guo et al., 2016).” “EL is a successful teaching method facilitating active learning through providing real-world experiences in which learners interact and critically evaluate course material and become involved with a topic being taught (Boggu and Sundarsingh, 2019). Based on the teaching theory of Socrates, this model relies on research-based strategies which allow learners to apply their classroom knowledge to real-life situations to foster active learning, which consequently brings about a better retrieval (Bradberry and De Maio, 2019).”*
<https://pmc.ncbi.nlm.nih.gov/articles/PMC8569223/>

9) Provide a method for assessing student outcomes, at a minimum administering the statewide assessments.

In addition to administering statewide assessments, we will administer the Classical Learning Test (CLT) as an in-school measurement that aligns with our core curriculum. *“Instead of evaluating how much students have crammed for the test, CLT considers students’ intellectual*

capacity and aptitude, making it a better fit for students from a variety of educational backgrounds. CLT also uses meaningful pieces of literature for its reading passages to offer a more enjoyable and enriching testing experience.” “CLT exists to reconnect knowledge and virtue by providing meaningful assessments and connections to seekers of truth, goodness, and beauty. As far back as Plato, the goal of education was understood as developing both intellect and character in students. Its purpose was to help students become better human beings. Standardized tests should reflect that same goal.”

- 10) Include a viable plan of how the school will provide for and ensure that the needs of students with disabilities are met.

We will be using the Memoria Press Simply Classical Special Needs curriculum that has been adapted especially for students with significant special learning needs. Sufficient support with mentors and tutoring will also be implemented. Special education educators will be hired as needed.

- 11) Include a viable plan showing how the needs of students from educationally disadvantaged populations will be met.

We will provide the necessary support for English Language Learners in the form of English Language teachers, extra tutoring on Fridays, and curriculum customization, where possible. We will provide a positive learning environment where students can feel accepted and supported.

- 12) State if the charter school intends to use a curriculum that has already been developed or if the charter school intends to develop its own curriculum.

- i) For a curriculum that has already been developed, identify the curriculum or types of curriculum that the school may use or consider, and how the school will select the curriculum.

Memoria Press charter school curriculum and Hillsdale charter school curriculum are being considered, along with Saxon and Singapore math, and Dave Ramsey's Foundations in Personal Finance for General Financial Literacy. Curriculum will be evaluated based on our school's mission and focus, with an effort to integrate between subjects according to the time period being studied in History. The Great Books will be used across subjects, along with primary source material (journals, documents, letters, etc). A curriculum map with scope and sequence will be created to ensure coherence between subjects and grades, taking into account the level of knowledge students will have entering the school and be adjusted accordingly

- ii) If the school intends to develop a curriculum, discuss how this will be accomplished, and provide a realistic timeline for completion.

Curriculum for Life Skills electives (sewing, carpentry, cooking, gardening) and

Practicum experiential learning and industry mentoring will be developed prior to the school opening and refined and expanded as the school grows and in collaboration with teachers and industry mentors.

- 13) For either path, discuss how the curriculum fits into the overall mission, vision, and structure of the school, as well as the strategies that will be relevant or necessary for the successful implementation of the curriculum. Explain how this curriculum meets the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

“Classical education is the cultivation of wisdom and virtue through the study of the liberal arts and the Great Books. The liberal arts are the universal linguistic and mathematical skills students need to excel in every area of life. The Great Books are the means by which we pass on the cultural heritage of the West. A mastery of both is the best way to prepare a child for a life of wisdom and virtue.” -Memoria Press

“Classical education guides us into freedom by making us self-reliant and responsible, capable of governing ourselves and taking part in the self-government of our communities.” - Hillsdale

This aligns with Keystone Academy of the Arts’ mission of academic excellence and upholding strong moral values and empowering students to become confident, compassionate, and virtuous leaders. The core classical curriculum will be enhanced by learning and participating in the arts and practicum opportunities to take the strong foundational knowledge gained and put it into practice. This type of learning is accessible to all learners. Memoria Press’ Special Needs curriculum will be used to help special needs students. English language educators will be employed to help English learners as needed. The rigorous nature of classical education will help advanced students find a place to excel.

Successful implementation of the curriculum will require educator training specific to classical education. Both curriculum options offer training, through Memoria Press and the Hoogland Center for Teacher Excellence. We also plan to partner with other classical charter schools to provide additional educator training opportunities.

Additional Considerations:

- If the school intends to offer online or distance education, provide the rationale for the selected program(s). If containing a distance education component, describe how the charter school will determine and deliver its curriculum to students in a distance education setting, including who determines what students learn, who provides primary instruction to students, who will assess student growth and understanding, and how the effectiveness of the delivery will be evaluated. If containing an online program component, describe how the selected online educational program aligns with the school’s mission whether it will be delivered in a full-virtual or blended-learning environment.

Online / Supplementary Course Options:

We recognize that some students may want or need classes beyond what we offer. When that happens, we'll work with families to make sure students have access to high-quality, accredited options that keep them on track for graduation.

Students will have the opportunity to take approved online courses through Statewide Online Education Program (SOEP) providers such as Utah Online School or Harmony Educational Services. These programs are recognized by the Utah State Board of Education and meet all credit and transcript requirements.

If a student wants to explore advanced coursework, career-focused electives, or a subject that doesn't fit into our schedule, we'll help them select and register for a course that aligns with their goals. Our counseling department will review each request to ensure the class fits the student's graduation plan.

For students taking online or outside courses, we'll provide a structured on-site study period where they can work independently while still having access to academic support and technology. The counseling department will monitor progress, help students manage deadlines, and make sure the credits transfer correctly to their Keystone transcript.

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

Partnerships with Bridgerland Applied Technology College can help facilitate career education for juniors and seniors. Cache Valley has several prominent businesses that we can look into for student opportunities. These business partners will be added to provide experiential education and mentorships. We will work with industry mentors as we personalize mentorship opportunities for our students.

- If the school intends to partner with a four-year college or university or offer early college options, Identify and discuss any affiliation that the school intends to have with a four-year college or university, including a private college or university, or a community college. Address the specific purpose(s) of the affiliation. Describe your plans for developing the affiliation and any steps already taken. Include evidence that you are likely to be successful in establishing the proposed affiliation such as letters of support or other documentation of commitment from the college or university.

With the passage of the 2025 SB334 bill, Utah State University is creating a pilot program for general education courses through the Center for Civic Excellence. *"This center will develop and pilot a new curricular approach to general education requirements and make USU a national leader in general education reform... A*

central goal of the center is the cultivation of civic mindedness—equipping students with broad cultural literacy and cultivating in them an understanding of western and world civilizations.” These courses will take a more classical approach with a focus on *“themes central to the preservation and flourishing of a free society, such as the moral life, happiness, liberty, equality and justice, and goodness and beauty”* through the study of specific classic texts and primary sources. We believe there will be upcoming opportunities for concurrent enrollment classes our students may choose to enroll in. Keystone Academy of the Arts will, in turn, better prepare students for these advanced classes at USU.

Section 4: Market Analysis

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

Cache County - Nibley, Utah

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

School Districts:

- Logan School District serves the city of Logan - 1 early childhood center, 1 preschool, 6 elementary schools, 1 middle school, 1 high school
- Cache County School District that includes all the surrounding areas within the county - 17 elementary schools, 3 middle schools, 5 high schools

Charter Schools:

- Bear River Charter School K-6th grade - Logan, UT
- Center for Creativity, Innovation, & Discovery (CCID) K-8th grade - Providence, UT
- Edith Bowen Laboratory School K-6th grade - Logan, UT
- Fast Forward High School 9-12th grade - Logan, UT
- Intech Collegiate Academy 7-12th grade - Logan, UT
- Thomas Edison Charter School K-8th grade - South Campus Nibley, UT / North Campus North Logan, UT

Private Schools:

- Acton Academy Cache Valley (micro-school) K-6th grade - Logan, UT

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

There has recently been a public feasibility study for Cache County to identify areas that may be underserved in other capacities, however it was identified that the County population is pretty equally divided by the main highway running through the center of the County. Nibley was also identified as a very central location within the Southern boundary of the County, yet it is still very accessible to students coming from the Northern part of the County. If we can secure the building that is currently in Nibley it would be across the street from Thomas Edison Charter School K-8. The free community bus system has a stop there and serves all of Cache County residents.

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

Characteristics of Keystone Academy of the Arts:

Small school with more opportunity for one on one attention from teachers and mentors and development of talents in the arts, classical curriculum, opportunities for off-site mentorship.

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

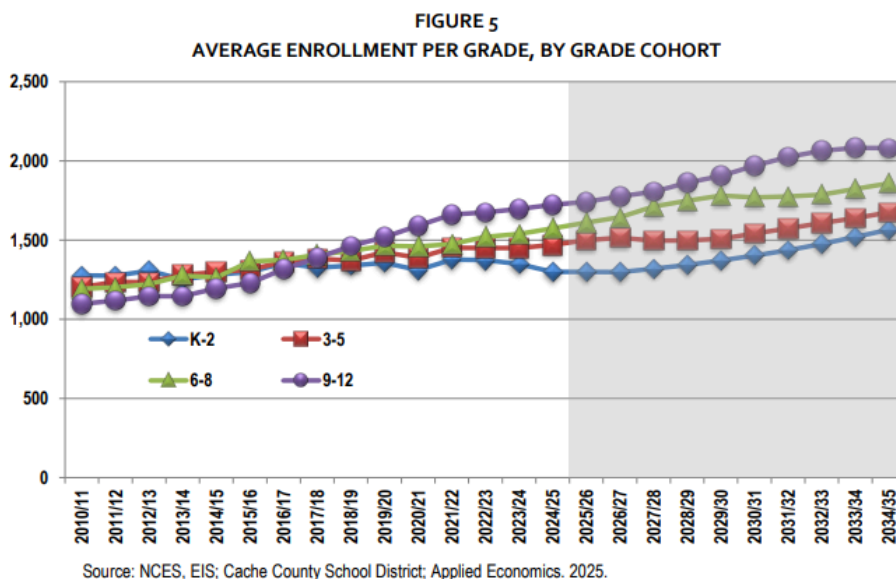
There is a need for a smaller personalized high school that can continue from Thomas Edison Charter School K-8. There is also a great need for a Classical Education approach and curriculum that is not offered anywhere in the valley.

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

The area which we have identified as the ideal location for Keystone Academy of the Arts, although it is a further distance driving from the Northern part of the County, the travel time of approximately 25 minutes (max) reaches out to the most rural parts of the County along with the most populated. There are already parents willing to drive over 9 miles currently to have their children attend Thomas Edison K-8 in Nibley and we believe that it will be the same for our high school. If the school stays true to its mission and vision, the parents will be willing to drive a further distance.

- 7) Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic (i.e., supported by evidence of actual or potential demand).

According to a recent [Cache County School District Demographic and Enrollment Analysis Report](#), there is projected growth in middle and high school enrollment in the district. “The 7th-8th and 9th-12th cohorts have grown significantly since 2010/11 and are continuing to have increasing enrollment year over year” (pg.35). “High school attendance area enrollment is projected to increase by 27 percent (≈1,800 students) over the next twenty years, bringing the total to about 8,700 9-12 students by 2044/45” (pg.43).



With parents increasingly interested in school choice, we believe the student population is there to sustain our enrollment projections for Keystone Academy of the Arts. We believe that the uniqueness of what our school offers will draw students who want a high academic focus in a smaller school setting with more opportunity for individualized learning and the

arts.

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

Keystone Academy of the Arts will serve the already enrolled students from other local charter schools that currently have a higher academic demand.

As was indicated in the Arcadia Education Market Analysis- April 2024, classical education is increasing among homeschoolers and charter schools alike, so we anticipate some interest in our school from homeschoolers in our area.

Students currently attending public schools who want a personalized approach and opportunities of mentorship and the arts are also part of our target population.

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

Students will come to Keystone Academy of the Arts for a classical education and for a greater opportunity to grow and develop in the arts. Students will enjoy the challenge of innovative projects and the opportunity for off-site mentorships in their chosen field. Students will receive more individual and personal help from the mentors and have more opportunities. The administration will be able to keep a closer eye on behavioral issues and what's happening with all students at all times. This will help all students feel secure and safe.

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

We plan to collaborate with all the middle school counselors in the valley, providing them with information about what our school offers so they can share this with parents and students during PCCR conferences. We believe this will have the most impact in reaching all potential students in the valley.

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

We plan to advertise through social media with targeted marketing of Cache County residents. Depending on funding and availability we will advertise on a billboard on Main Street in Logan, or other high-traffic streets in the valley. Cache Valley has a local radio station where advertisements could also be made. We will explore sending flyers through the mail to reach households in the targeted areas. We will also send information home with all middle schoolers in the valley through their counselors, as detailed above.

Section 5: Governance

- 1) Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance).

The operational Governing Board will include most, if not all, of the Founding Board members. Any vacancies will be filled with new members as the Board will nominate and elect from those within the interested body of the school to fill the positions, according to the bylaws. Beginning in the first year of operation, two members will be added to the board to help with school governance moving forward. Beginning in the second year of operation, one board member position will be filled by a parent who will be elected among the parents and faculty of the school.

- 2) Include a statement that, after entering into a charter agreement, the charter school will be organized and managed under [Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act](#).

After entering into a charter agreement, Keystone Academy of the Arts will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation.

- 3) Complete a Background Information Sheet (Appendix A) for each named individual. Note: applicants must use the Background Information Sheet template provided in this application.

See Appendix A

- 4) Provide documentation of the entity's legal status, including Articles of Incorporation (Appendix B), Bylaws (Appendix C), and approved minutes from the meeting(s) at which these documents were approved (Appendix D).

See Appendix B, C, & D

- 5) To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

There is no current existing non-profit or foundation related to Keystone Academy of the Arts.

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

See Appendix B

- 7) Bylaws are the rules and procedures for how a nonprofit corporation will operate and be governed. Although there are no set criteria for bylaw content, they typically set forth

internal rules and procedures, including such issues as:

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

See Appendix C

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.

See Appendix C

9) List the members of the governing board (startup) including their names, current employment, and relevant experience or qualifications for serving on the board. Describe any specific plans for recruitment of additional governing board members (startup or governance), including but not limited to, plans that would involve parental, professional educator, or community involvement in the governance of the school.

Founding Governing Board members:

| Name | Current Employment | Relevant Experience |
|-----------------|--|---|
| Katie McKay | Retired Music Teacher | 19+ years of musical education in a charter school system. |
| Nick DiSalvo | Fineline Steel Fabrication | 15+ years in technical environments as Project and Production Management. |
| Tom Kirk | Self Employed STEM Consultant | 37 years teaching experience |
| Betty Samuelsen | Walmart | PO President & fundraising experience, worked as an Aide at TECS |
| Pamela Budge | Lunch Aide at Thomas Edison Charter School | 10 years experience with Utah laws/State School Board Rules |

We will be adding two governing board members in the first year of operation who will align

with our mission and vision of the school and who have relevant experience that will enhance our ability to properly govern the school and expand it.

- 10) Include a statement of assurance that the applicant shall, within 30 days of authorization, complete a background check on each member, as required by 53G-5-408.

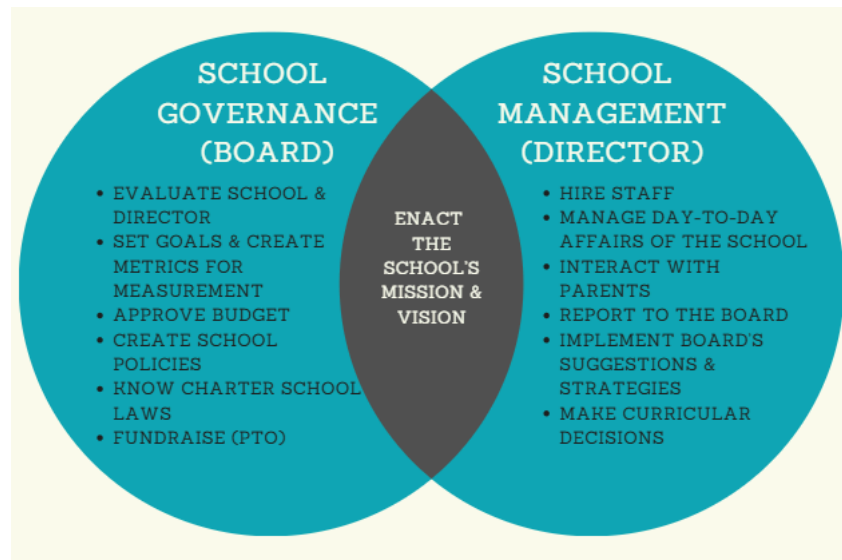
Within 30 days of authorization, each Governing Board member will complete a background check, as required by 53G-5-408.

- 11) Most governing board members during the startup phase of the charter are selected because of their specific knowledge, ability, and desire to help get the school up and running. However, these are not always the same individuals that are best suited for the governance phase. As such, governing board members during the governance phase require continual professional development to learn their roles and responsibilities. Describe the professional development plan for the governing board including how it will perform self evaluation and evaluation of school management. Include an organizational chart showing relationships between the board and school management.

The Governing Board members will continue to attend board training as offered through the Utah Association of Public Charter Schools and the Utah Board of Education.

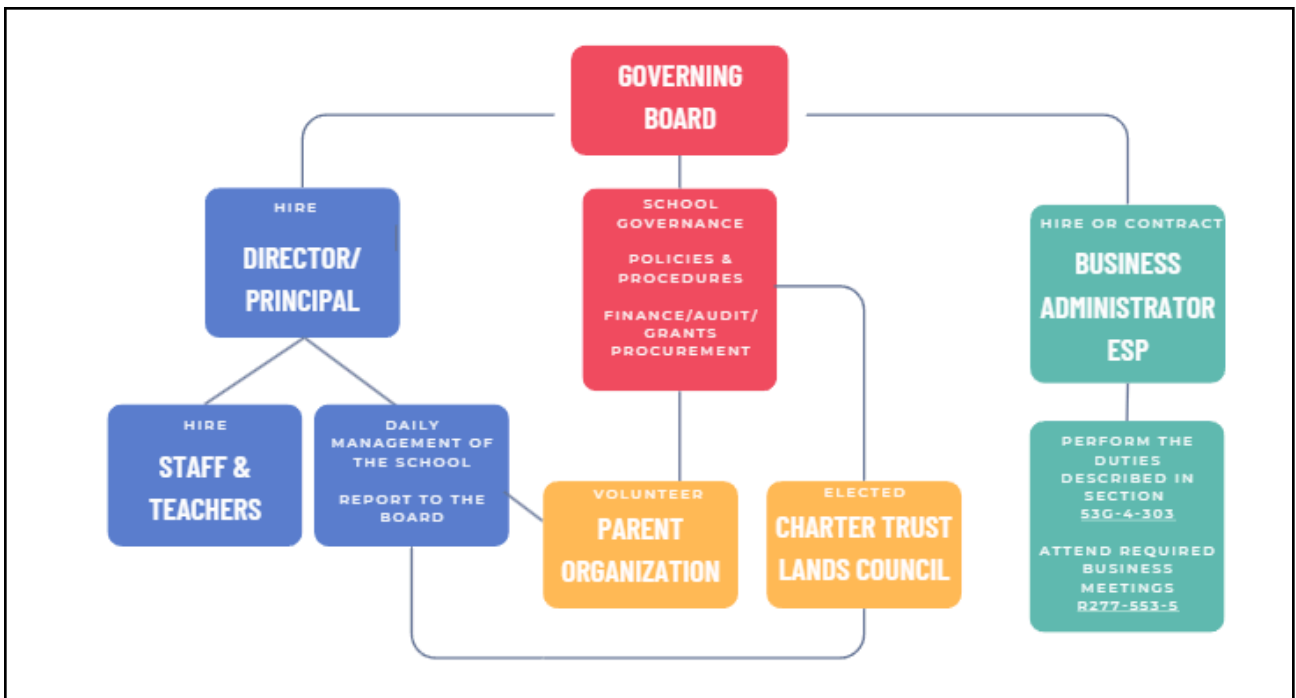
Board members will self evaluate based on the following standards: demonstrates a complete vision and firm conviction of the schools' philosophy and purpose; promotes the mission of Keystone Academy of the Arts; fulfills responsibilities as outlined in the charter and bylaws; performs fiduciary duties in a legal, ethical and responsible manner; applies principles of good governance; ensures the Keystone Academy of the Arts program is effective, accountable and compliant.

The Board will carry out an evaluation on the Director on an annual basis through staff feedback and a self-evaluation based on the following standards: demonstrates a deep commitment to fundamental philosophies of the school as outlined in core documents; models and cultivates a culture of integrity, responsibility, and high ethical and professional standards; builds a positive school culture; supports teachers and staff in their high standards of performance; effectively manages the organizational and operational needs of the school; is an educational leader and skilled in fiscal matters; demonstrates skill in matters of public relations and political protocols; attracts, hires, and retains the most excellent teachers and staff committed to the mission of the school.



12) Show the governing board's understanding of their governing role and ultimate responsibility of the school, including an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).

The Governing Board is the governing arm of the organization that oversees the hiring of the Director and hiring/contracting of the Business Administrator ESP. The Board creates policies, sets the budget, executes procurements and negotiates contracts. The Charter Trust Lands Council will include the required proportions of two parents/grandparents for every non-parent/grandparent sitting on the council (R277-477). They will evaluate the needs of the organization with the Director and submit to the Board and Authorizer their recommendations and plan of where to direct funding from the Land Trust each year. They will also take part in the yearly training required by the state along with the Board. The Director will hire all staff, manage the school on a daily basis, interact with parents, and report to the Board. The Parent Teacher Organization (PTO) will operate on a volunteer basis and will help with fundraising and planning events for the school.



- 13) Demonstrate the governing board’s capacity to oversee the successful development and implementation of the education program presented in this application.

The Governing Board is committed to successfully implementing the education program we have outlined. Our diverse backgrounds and experience in teaching, education law/school board rule, and school involvement has given us needed insights on what a school requires. We have been involved in successful charter schools in various capacities and are willing to learn anything needed to make Keystone Academy of the Arts just as successful. We are committed to hiring a capable and experienced Director who will carry our vision forward and bring expertise in the administrative capacity.

- 14) Demonstrate the governing board’s capacity to oversee the effective and responsible management of public funds.

Keystone Academy of the Arts has an independent financial consultant firm that has committed to work alongside the treasurer and the governing board to build, balance, and operate the school budget(s).

- 15) Demonstrate the governing board’s capacity to oversee and be responsible for the school’s compliance with its legal obligations.

Keystone Academy of the Arts has an independent Legal Firm that has committed to work alongside the governing board to ensure the school is following and meeting all legal obligations and responsibilities of an LEA.

- 16) Demonstrate the governing board’s capacity to represent the community well.

We feel that our school is filling a need in the community that we, as governing board

members, have felt for years and know other community members feel as well. We are dedicated to bringing a successful, academically excellent, innovative and arts-focused charter high school to our community. We have gathered input from the community by sending out a survey to gauge interest and received a positive response indicating that there is high interest in each component of our school (community members were asked about their level of interest in the Arts, classical, life skills, and practicums; results showed a very small percentage not interested 1-4%).

17) Demonstrate the board has the capacity to found and sustain a quality school.

As governing board members, we will bring our own expertise and our willingness to learn and find people and resources to help us as we proceed forward. We believe great things are accomplished one step at a time.

Section 6: Staffing

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

Organizational structure:

The Governing Board oversees strategic direction, fiscal responsibility, and legal compliance. The Director/Principal manages day-to-day operations and instructional leadership. Teachers ensure fidelity to the mission and excellence in academic and artistic programs.

Day-to-day operation:

The school will operate on a five-day instructional week (Monday–Friday), with Fridays reserved for projects like the Martian Greenhouse, tutoring, credit recovery, and makeup work from 8AM - 12PM, and teacher prep from 12 - 3PM.

Sample Weekly Bell Schedule:

| Day | Time | Block | Description / Focus |
|-------------------|---------------------|--------------------------------|---|
| Mon – Thur | 8:00 – 8:20 AM | Morning Colloquium | Classical virtue talk / announcements |
| | 8:25 – 9:55 AM | Block 1 | Core Academic A (Math or Science) |
| | 10:00 – 11:30 AM | Block 2 | Core Academic B (History or Language Arts) |
| | 11:30 AM – 12:10 PM | Lunch | |
| | 12:15 – 1:45 PM | Block 3 | Classical Studies (Latin / Logic / Rhetoric) |
| | 1:50 – 3:20 PM | Block 4 | Arts / Life Skills electives / PE/Health |
| | 3:25 – 4:00 PM | Tutoring / Office Hours | Optional help / Study hall |
| Friday | 8:30 AM – 12:00 PM | Enrichment Blocks | Credit recovery, SOEP courses, tutoring, practicums: Martian Greenhouse or other projects |
| | 12:00 – 3:00 PM | PLC / Professional Development | Staff collaboration & planning / teacher prep |

2) Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Be sure to describe responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all staff on the

organization chart in the Governance Section.

All staffing and operational decisions are guided by our mission, ensuring that every employee's role directly contributes to a learning environment that values inquiry, artistry, moral character, and academic excellence. School employees will be hired in compliance with 53G-5-407.

Director/Principal

Reports To: Governing Board

Primary Role:

Serve as the chief instructional and operational leader of Keystone Academy of the Arts, ensuring that all programs reflect the values of Classical Education and the school's integration of arts, character, and scholarship.

Responsibilities:

- Implement board policy and manage the daily operations of the school.
- Lead instructional design and curriculum implementation consistent with the school's Classical and arts-integrated mission.
- Promote a culture of respect, diligence, and virtue, reflecting the school's commitment to truth, beauty, and goodness.
- Supervise, evaluate, and mentor all staff using Utah's educator standards.
- Ensure compliance with all applicable federal and state regulations (IDEA, FERPA, ESSA, Title IX).
- Oversee the development of the annual budget and financial controls with the Business Administrator.
- Communicate effectively with parents, students, and the broader community to maintain transparency and trust.
- Represent the school in interactions with the Utah State Charter School Board and other regulatory entities.

Qualifications:

- Utah Administrative/Supervisory License or equivalent.
- Five or more years of education leadership experience.
- Strong background in Classical Education, arts-based instruction, or liberal studies preferred.

Director of Instruction/Assistant Principal

Reports To: Director/Principal

Primary Role:

Oversee all academic and arts curriculum, instructional practices, and assessment systems to ensure fidelity to the school's mission and Utah Core Standards.

Responsibilities:

- Design and implement curriculum frameworks integrating Classical Education with performing arts.
- Manage data analysis to guide instruction and ensure equity of outcomes.
- Supervise implementation of formative and summative assessments.
- Mentor and evaluate teachers

Qualifications:

- Utah Educator License (Secondary preferred).
- Experience in teaching and teacher development.

School Academic Counselor

Reports To: Director/Principal

Primary Role:

Support each student's academic goals in alignment with Keystone's philosophy of developing the whole person.

Responsibilities:

- Develop individualized graduation plans (CCR Plans) per R277-700.
- Provide academic & career guidance.
- Coordinate student support services and referrals as needed.

Qualifications:

- Utah School Counselor License.
- Experience with adolescent guidance and career readiness.

Business Administrator (hire/contract)

Reports To: Governing Board

Primary Role:

Ensure fiscal responsibility and transparency consistent with Utah statutes and the school's mission to steward resources wisely and ethically.

Responsibilities:

- Maintain accurate financial records and reports per R277-113.
- Prepare monthly budget reports for board review.
- Manage payroll, procurement, and insurance.
- Oversee audits, grants, and compliance reporting.
- Collaborate with the Director on fiscal forecasting and resource allocation.

Qualifications:

- Bachelor's in accounting, finance, or related field.

- Prior experience in charter school or nonprofit accounting preferred.

Administrative Assistant/Receptionist

Reports To: Director/Principal

Responsibilities:

- Coordinate communication among parents, staff, and administration.
- Manage attendance, records, and correspondence.
- Support board documentation and compliance reporting.
- Maintain a welcoming and professional front office.

Teachers (Instructors)

Reports To: Director/Principal and Director of Instruction/Assistant Principal

Responsibilities:

Teachers at Keystone Academy of the Arts must possess both the technical expertise and philosophical grounding required for effective Classical education.

- Deep content mastery in their subject area and the ability to draw connections across disciplines, especially the arts and humanities.
- Artistic integration, emphasizing creativity, expression, and aesthetic appreciation as pathways to understanding truth and beauty.
- Differentiated instruction that meets diverse student needs, including SPED and ELL learners.
- Commitment to character education and modeling of virtues such as respect, perseverance, and humility.
- Keystone Academy of the Arts will implement an ongoing Professional Growth Cycle (PGC) designed around four pillars:
 - Mission & Culture: Training in Classical education philosophy and virtue ethics.
 - Pedagogy & Instruction: Focus on Socratic method.
 - Create lesson plans that foster critical thinking, inquiry, and creativity.
 - Assess student learning using multiple measures.
- Participate in collaborative planning and professional development.

Qualifications:

- Utah educator license or equivalent (per R277-301).
- Experience or training in Classical preferred.

Instructor Aides

Reports To: Assigned Teacher and Director/Principal

Responsibilities:

- Assist teachers with classroom management and small-group instruction.
- Support differentiated learning.
- Provide supervision during non-instructional times.

Special Education Specialist/SPED Teacher

Reports To: Director/Principal

Responsibilities:

- Ensure IDEA and Section 504 compliance.
- Manage IEP development, services, and reporting.
- Provide direct instruction and accommodations per IEPs.
- Collaborate with general education teachers.
- Maintain communication with families.

Qualifications:

- Utah SPED license; experience in compliance and case management.

- 3) The school leader's description should especially be detailed including the desired qualifications and responsibilities. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.

The Board will conduct a transparent search for a Director/Principal. Selection will prioritize candidates demonstrating leadership, integrity, alignment with Keystone's mission, and ability to carry out the responsibilities outlined above.

- 4) Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Discuss how the plan supports the sound operation and successful implementation of the school's educational program and other elements of the charter agreement.

We plan for at least 7 full-time teachers, 1 SPED coordinator/teacher, and 4 staff members the first year of operation. Teacher positions may vary depending on multiple subjects taught. Other variables will include WPU revenue we receive. Recruitment will emphasize alignment with the school's mission, teacher quality, and experience. We plan on maintaining a student-teacher ratio maximum 20:1.

Life Skills classes will be created based on student interest to begin with, and will be facilitated by community specialists that will mentor students in cooking, sewing, carpentry, or gardening.

| Staff | Teachers |
|--------------------|--------------------------|
| Director/Principal | Latin & Logic Instructor |

| | |
|---|--|
| Director of Instruction/Assistant Principal School Academic Counselor Administrative Assistant/Receptionist Business Manager (hire/contract) | Rhetoric & Literature Instructor Mathematics Instructor Science Instructor History Instructor Visual Arts / Music Instructor PE/Health Instructor SPED Specialist/Teacher Life Skills - community specialists |
|---|--|

5) Describe the instructional skills, experience, and professional development that teachers will need to have to be successful. Discuss how those needs are reflected in the plan for teacher recruitment.

Teachers at Keystone Academy of the Arts will guide students through both classical learning and project-based experiences that make lessons meaningful and connected to real life.

They'll need a strong grasp of their subject, the ability to lead thoughtful discussions, and a willingness to help students make connections across disciplines. Prior experience with classical or project-based learning is helpful but not required; curiosity and openness to growth matter most.

Before opening, staff will train together in classical methods, project-based instruction, and ways to tie the arts and humanities to STEM. Throughout the year, teachers will collaborate regularly, share ideas, and observe each other's classrooms.

When hiring, we'll look for teachers who believe in helping students think deeply, learn by doing, and take ownership of their education.

6) Describe strategies for recruiting and retaining effective teachers.

Keystone Academy of the Arts will seek teachers who share our mission—educators who love their subject, value creativity, and want to help students think deeply and do meaningful work.

Recruitment will start early, focusing on candidates who show enthusiasm for project-based and classical learning. We'll connect through Utah educator networks, local universities, and word-of-mouth in the teaching community.

To keep great teachers, we'll build a strong sense of belonging and purpose. Teachers will have time to collaborate, plan interdisciplinary projects, and shape the school's culture. Professional development will be practical and teacher-led, encouraging growth without overwhelming workloads.

We'll celebrate innovation, listen to staff feedback, and recognize that teaching well takes

both freedom and support.

7) Describe how staffing-related budget assumptions align with educational program needs.

Our staffing plan is built around supporting the educational model while staying financially responsible. The largest part of the budget will go toward hiring and retaining strong teachers—because great teaching drives everything we do.

Positions like the Director, Academic Counselor, and Special Education Coordinator are designed to make sure teachers have what they need to focus on students, not paperwork. We'll use funds wisely to balance classroom instruction with essential student support and administrative functions.

As enrollment grows, we'll add teachers and support staff based on student needs, making sure class sizes stay small enough for meaningful instruction and relationship building.

The budget will also set aside funds for professional development, substitute coverage, and collaborative planning time. These investments help teachers stay effective and connected to the school's mission.

8) Describe how the staffing plan reflects the anticipated enrollment and growth of the school.

Keystone Academy of the Arts's staffing plan will grow proportionally to enrollment and ensure manageable ratios that support both academic rigor and personalized learning.

| Year | Projected Enrollment | Teachers | Staff | Admin / Leadership | Notes |
|--------|----------------------|-------------------------|-------|--------------------|--|
| Year 1 | 180 | 8 (Including 1 SPED) | 2 | 2 | Launch year - Founding faculty and Principal |
| Year 2 | 220 | 8 | 4 | 2 | Add Classroom Aides |
| Year 3 | 240 | 10 | 4 | 2 | Expand arts/electives |
| Year 4 | 260 | 10 | 6 | 2 | Add additional Aides, office, SPED, etc. as needed |
| Year 5 | 300 | 10 | 6 | 2 | Full build-out capacity |

This plan ensures appropriate support and academic continuity as the school matures.

9) Discuss how the school will determine the appropriate experience, training, and skills of non-certificated instructional personnel.

Keystone Academy will carefully select non-certificated instructional staff, such as instructional aides, tutors, and specialists, based on their skills, experience, and alignment with the school's mission. These positions may not require a Utah teaching license but will still meet clear standards for quality and professionalism.

We will look for candidates who have:

- A strong background or degree in the subject area they will support.
- Demonstrated experience working with youth or in educational settings.
- A commitment to the school's classical and project-based learning approach.
- Strong communication and collaboration skills.

All instructional support staff will receive training in classroom management, student engagement, and the use of the school's learning platforms. They will work under the direct supervision of licensed teachers and the Director of Instruction/Assistant Principal to ensure instructional quality and compliance with state standards.

Every non-certificated employee will also complete the required background checks and fingerprinting before beginning work, in full compliance with Utah state law.

10) Discuss the employer-employee relationship for staff at the school, including how the school handles employee evaluations, the school's policy on employment of relatives, and how the school will ensure compliance with employee licensing and criminal background check requirements. Include a minimum of three sample policies for the school related to these items. Required sample policies:

- a. Compliance with Criminal Background Check Requirements Policy
- b. Employment of Relatives Policy
- c. Employee Evaluation Policy

(See Utah 53G-5-408, 53G-5-407 and Utah 53G-5-409, and 53G-5-302(f)(2) for applicable state code)

Keystone Academy will maintain a professional, transparent, and supportive relationship with all employees. Staff members are valued as key partners in fulfilling the school's mission and are expected to uphold the highest standards of professionalism and integrity.

All employees, including teachers and support staff, will be considered **at-will employees**. This means employment may be ended by either the employee or the school at any time, with or

without cause, consistent with applicable employment laws.

Sample Policies

a.– Criminal Background Check Policy

All employees, volunteers, and contractors having direct contact with students must pass a fingerprint-based criminal background check prior to working with students. Background checks will be repeated as required by state law. The school will maintain confidential records and follow all reporting and notification procedures.

b. – Employment of Relatives Policy

Any hiring decisions involving relatives will require disclosure and approval by the Governing Board. No employee shall directly supervise, evaluate, or make employment decisions about a relative.

c. – Employee Evaluation Policy

Keystone Academy is committed to supporting and retaining excellent educators. Evaluations will emphasize professional growth, classroom effectiveness, and alignment with the school's mission. Evaluations will include classroom observations, review of student data, and self-reflection. The School Director will document and discuss evaluation results with each staff member at least annually.

Section 7: Business Plan

Budget Section

- 1) Provide a cash flow analysis for the preoperational year and first two years of operation (FY= July 1–June 30). Include an explanation and discussion of key financial assumptions. Explain how the fiscal priorities align with and support the implementation of the educational program and other key elements in the charter agreement. If the school anticipates incurring debt for any reason, such as for the acquisition of its facility, address the schedule for debt repayment and elaborate on the repayment assumptions and plan.

Some of the key cash-flow components to our budget are as follows:

- The school's first operational allotment will be on July 1, 2027. However, the first payroll with all staff will be August 20th, 2027. This is one of the few benefits of a new charter school, knowing that essentially the school will have one payroll worth of expenses, that can help the initial cash-flow
- There are a few grants that are paid in one-lump sum payments throughout the fiscal year. We will prioritize larger expenses to accommodate when these are paid out.
- The school will be working towards the Start-up Grant, as well as the Revolving Loan. This will allow the school to make all of the initial furniture and IT expenses, without affecting the monthly cash-flow from the allotment.
- For the purposes of the application, we have figured the following to calculate the debt payment. One of the options we are currently looking at, and prioritizing, is a facility that has a sales price of 3.5M. We have estimated that it will take approximately 1.5M in renovation expenses to bring the building up to code, as well as create the necessary learning spaces needed for the school. Assuming a total project cost of 5M, as well as an additional 1M for contingencies and cost of issuance related to the bond, we have calculated a 6M bond, and 7.5%. The payment on that would be approximately \$40,454 per month. We would structure the bond to be slightly less the first 2 operational years to help with cash flow, and then by year 3, would plan on making the fixed debt expense.
- Please refer to Appendix J for a detailed budget breakdown.

- 2) Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower-than-expected student enrollment, or other financial challenges in the early years of operation.

As shown in this application, the school is looking to start and grow at conservative rates, in order to minimize the risk of these particular issues. That said, in the event that we do experience lower-than-expected enrollment, or cash flow challenges, the school will look to implement the following contingency plans:

- Budget Reserves - a 5% reserve fund will be maintained at all times to cover unexpected expenses or shortfalls. The school will work conservatively, especially in the early years, to create and maintain cash reserves.
- Flexible Staffing - our school plans on being a small school. Because of this, we

have the ability to shift classes with staff, in order to maximize our small staff's abilities. We can also reduce staff if needed, particularly the full-time staff, and hire additional part-time staff at a lower cost if needed.

- Enrollment Strategy - Aggressive marketing and community outreach will be undertaken to secure enrollment commitments early. We will also plan on working with neighboring charter schools to create formal relationships, so that their students have a natural transition to our high school, and have access to similar learning models they experienced in grades K-8.
- Reduction in Debt Payment - in our conversations with local financial advisors, we would likely close on facility financing sometime in January or February of 2027, in order to open school in August of 2027. In the event that enrollment seemed to be trending low at that point, we could structure the payments to be lower in the first couple of operational years, to help ease the cash flow burden.
- Additional Funding - We will actively seek a variety of grants and fundraising opportunities to support our funding needs and pursue opportunities for dual enrollment students to enhance our academic offerings.

3) Specify the school's break-even enrollment count and explain how this number was obtained.

Break even numbers were figured upon cutting realistic costs. There is a difference between a breakeven number that strips a school of all its identity, and a breakeven number that allows the school to still run its programs. We have created a breakeven that allows us to still run our program. The larger cuts that we identified were:

- Staffing - If we are unable to obtain our desired enrollment number, we can hold off on hiring a few positions, mainly an assistant director, an additional office staff employee, and aides. While not ideal, we are confident that we can manage the expectations of a first year school without these positions in place
- Benefits - We anticipate a 6% profit share retirement for our full-time employees. In the event that we do not meet enrollment expectations, we can reduce this to 3% for the first year.
- Contracted Services - There are no significant savings here, other than a slight reduction in each category because of a lower student count
- Purchased Property Services - There are no significant savings here, other than a slight reduction in each category because of a lower student count
- Other Purchased Services - The main change here is actually an increase in marketing efforts. In the event we have less-than-expected enrollment numbers in the first year, we will increase our marketing budget, to help ensure that it is not a long term issue
- Supplies and Materials - Savings here are mostly due to a lower enrollment. However, we did reduce the purchase of technology. We have budgeted to purchase many of our tech needs for the following fiscal year, in late FY27. In the event that we see a lower-than-expected enrollment, we can hold off on those purchases

- Property - Mostly savings due to lower enrollment
- Debt - We will work with the Financial Advisor to lower the payments in Year 1. We will do this regardless of whether we are fully enrolled, or not. However, we wanted to show a full year of debt service payments in the fully enrolled budget to show that we can afford a full year of payments, in the event that we are unable to obtain a lower debt service in Year 1.
- Please Note that in Year 2 we have added additional debt to a fully enrolled budget. This will be to pay for the expansion to accommodate the additional students. In the event that we see an enrollment shortfall, we will not do the expansion. The breakeven enrollment shows the debt service that does not include the expansion.

4) Use the Charter School Budget Template (excluded from the 100-page limit) to detail the school's estimated revenues and expenditures for the first operational year, including a breakeven analysis.

See end of application

5) Present financial priorities that are consistent with and support goals and key elements of the plan, including the school's mission, educational program, staffing, and facility.

Our financial priorities are:

- Director/Principal and staff who align with our mission and vision
- Recruiting and paying qualified teachers who align with our mission and vision
- Coherent, knowledge-rich curriculum and educator training
- A facility we can adapt to meet our capacity needs through the years

6) Present realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including for any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.

In looking at financially successful charter schools, we understand that schools who succeed financially are adhering to a few key budget goals:

- Staffing costs - schools who have anywhere from 63%-67% of their budget going towards staffing (including salaries and benefits) seem to be the schools who are able to keep and retain their staff annually. As a new school, we will work hard to keep our staffing costs at about 63% of our annual budget, in order to help build a healthy cash reserve within the first few years of operations.
- Facility debt burden - Similar to staffing ratios, schools that consistently spend 15% of their annual budget, or less, towards their annual facility payment, have a significantly higher likelihood of succeeding financially, as well as, being able to afford the programs they like to run, that make them the great schools they are. There are exceptions to this, especially in the early years, as schools grow their enrollment base, but overall, our goal will also be at 15%, or less.
- We feel strongly that adhering to these important budget rations, will allow us

the flexibility in other areas of our budget to run our programs successfully. Schools that have avoided being over-staffed and/or over-burdened with a high facility payment, have consistently been able to perform at a high level academically as well.

7) Demonstrate an understanding of available options for facilities acquisition and financing.

Further in this application, you will find a description of the properties that we have identified as potential solutions to our facility needs. We will prioritize finding an existing structure that we can remodel, and bring up to code standards for a school to occupy.

Financing options would be as follows:

- Option 1 will be buying the facility, and enough funds to accommodate a remodel, through tax-exempt bonds. While this was not an option as little as 3 or 4 years ago, times have changed, and new schools are regularly purchasing schools from their inception. We prefer this route as it does the following:
 - Locks in a fixed cost from Day 1. This allows the school to immediately start building out staffing, benefits and program needs, knowing that the facility cost is fixed, and will not go up, unless the school is added onto.
 - Saves on expensive Developer fees. Although Developers can be a great, and sometimes necessary option, having the ability to not use them saves the school in multiple ways. There is no rent escalation, no back end profit for a developer, and we begin gaining equity on the building immediately. The school will work with either Roundtable Funding, or LRB for purchase.
- Option 2 - Developer. As described above, this would certainly be a second option for the school, but is a viable option. In the event that the school is unable to secure financing through tax-exempt bonds, the school would work with a Developer to secure a facility, and build it out. In the event that the school works with a Developer, we will focus on a few key points in structuring the lease:
 - Annual increase in rent - not only is the annual rate increase important year over year, but it will also significantly impact the purchase price. Keeping the increase low will be vital.
 - Purchase option - The school will negotiate a purchase option no later than its second operational year. This will ensure that the purchase price remains as low as possible.
 - Capitalization Rate - Probably the most important detail in the lease, will be how the purchase price is calculated. On a \$6,000,000 building, even a quarter of a percent would mean a difference of \$250,000 on the purchase price.

8) Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years.

As shown in this application, the school is looking to start and grow at conservative rates, in

order to minimize the risk of these particular issues. That said, in the event that we do experience lower-than-expected enrollment, or cash flow challenges, the school will look to implement the following contingency plans:

- Budget Reserves - a 5% reserve fund will be maintained at all times to cover unexpected expenses or shortfalls. The school will work conservatively, especially in the early years, to create and maintain cash reserves.
- Flexible Staffing - our school plans on being a small school. Because of this, we have the ability to shift classes with staff, in order to maximize our small staff's abilities. We can also reduce staff if needed, particularly the full-time staff, and hire additional part-time staff at a lower cost if needed.
- Enrollment Strategy - Aggressive marketing and community outreach will be undertaken to secure enrollment commitments early. We will also plan on working with neighboring charter schools to create formal relationships, so that their students have a natural transition to our high school, and have access to similar learning models they experienced in grades K-8.
- Reduction in Debt Payment - in our conversations with local financial advisors, we would likely close on facility financing sometime in January or February of 2027, in order to open school in August of 2027. In the event that enrollment seemed to be trending low at that point, we could structure the payments to be lower in the first couple of operational years, to help ease the cash flow burden.
- Additional Funding - We will actively seek a variety of grants and fundraising opportunities to support our funding needs and pursue opportunities for dual enrollment students to enhance our academic offerings.

9) Demonstrate a commitment to maintaining the financial viability of the school.

As discussed previously in this application, we feel strongly that creating a financially viable school starts with two main targets. 1) a reasonable facility payment, that ideally does not exceed 15% of annual revenues, and 2) a staffing plan that is about 63-68% of annual revenues. Between these two expenses, about 80% of a school's annual budget is already committed. Keeping those ratios is vital to a financially successful charter school.

10) The budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.

Our budgets will be built with a minimum of 5% going into reserves each year, especially in the first few years of implementation. This will allow the school to build reserves, and be in a good place in the event that unforeseen expenses come down the road.

Finance Section

1) Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial management.

The school anticipates hiring a contractor for these services. We will be seeking a company

that can handle payroll, accounts payable and receivable, financial compliance reporting, budget tracking, and all other duties a business manager would do within a charter school. We feel that this will save the school significant money, over hiring staff in-house, as well as ensure that we have a competent business manager from Day 1.

2) Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Including:

a. Provisions for an annual audit consistent with its LEA status;

Our board will have an Audit Committee. That committee will select an auditor for the annual audit. Once selected, the auditor will work with the school and Red Apple on the annual audit, and ensure that it is done properly and timely.

b. Development and dissemination of an annual financial report; and

Once the audit is completed, it will be sent out to the board, and administration team. We will also invite the auditor to present the audit annually at a board meeting.

c. Providing required & recommended liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

Ideally the school will work with State Risk Management to ensure that all essential policies are in place. In the event that we use a third party insurance provider, we will work with one that specializes in charter schools, and has a full understanding of the necessary policies.

3) Present evidence that the school is prepared to adhere to generally accepted accounting practices.

As mentioned before, the school will be hiring a business services provider. This provider will be well versed with these practices, and ensure that the school adheres to them.

4) Present evidence that the school will have or has the capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced-priced lunch, students with disabilities (SWD) and English Learner (EL) enrollment.

The school will work with the UAPCS, USBE and all other available sources to ensure that we have all the required policies, and that they are up to date with current statute.

5) Demonstrate preparation to meet insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.

The school will work with a business services provider to ensure that all of these obligations are met. We are aware of the deadlines surrounding the audit, as well as the AFR/APR and will be timely in our role with the annual audit, so that the auditor can prepare their documents related to each of these reports.

- 6) Ensure that any grants or federal programs the charter receives are administered according to established guidelines.

We will work with our business services provider to ensure that we understand what is expected of our school with each State and Federal Grant.

- All expenses will be classed to the applicable programs in the accounting software
- All records will be kept for the required amount of time
- Time and Effort forms will be signed on a regular basis
- Reimbursements will be made in a timely manner in Utah Grants
- Annual/required trainings will be attended to and/or completed by applicable staff

Facilities

- 1) Discuss the school's facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility.
- 2) If a facility has been identified, provide a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, community facilities, and any residential facilities.
- 3) Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
- 4) To the extent that the school has discussed or established specific lease or purchase terms, include a discussion of the proposed terms and any draft agreements. 5) To the extent that the facility will require renovation or 'build-out,' describe those plans including anticipated timing and cost.
- 6) If a facility has not been selected, specify potential locations that are under consideration and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.
- 7) In all responses, the applicant should reflect a sound understanding of education facility needs, including the requirement for an e-occupancy building.
- 8) Demonstrate knowledge of facility costs including, as applicable, the cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.
- 9) Present evidence to support facility-related budget assumptions.
- 10) Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.
- 11) Demonstrate that the school's plan for the acquisition of a facility is financially viable.

FACILITIES PLAN

Facility Needs

Project Snapshot

- **Enrollment:** Starts at 120 (Year 1, Sep 2027); scales to 300 (Year 5) via +40-60 students/year.
- **Focus:** Pre-professional arts/music (instrumental, vocal, dance, theatre, visual/production) integrated with academics.
- **Space Needs:** ~150-200 sq ft/student (arts-heavy); total budget ~\$3-5M for phased expansions.
- **Principles:** Soundproofing, flexible spaces, ADA compliance; modular additions for growth.

Core Facilities (40-50% Space)

- **Classrooms/Admin:** 8-12 academic rooms (10,000 sq ft); offices & library (1,500 sq ft).
- **Support Areas:** Gym/commons (4,000 sq ft); restrooms/storage (2,000 sq ft) with HVAC upgrades.

Specialized Arts Facilities (50-60% Space)

- **Music:** Rehearsal rooms (5,000 sq ft); recording studio (600 sq ft); instrument storage (500 sq ft).
- **Visual/Production:** Art studios (2,500 sq ft); media lab (800 sq ft); scene shop (1,000 sq ft).
- **Performing:** Auditorium (6,000 sq ft, 500 seats); green rooms (800 sq ft).

Phased Rollout

- **Year 1 (120 students):** Core renovations + basic rehearsal/dance (22,000 sq ft).
- **Year 2 (160):** Add studio/lab (+3,000 sq ft).
- **Year 3 (220):** Theatre/storage expansion (+5,000 sq ft).
- **Years 4-5 (260-300):** Full auditorium/studios (+18,000 sq ft cumulative)

Acquisition and Timeline

Project Overview

- **Property:** 2490 S 1350 W, Nibley, UT 84321 (19,160 sq ft commercial/industrial building, \$5.1M acquisition).
- **Objective:** Convert to charter high school; open September 2027 with 120 students, scaling to 300 by Year 5 (2033).
- **Enrollment Ramp:** Year 1: 120 students; Year 2: 160 (+40); Year 3: 220 (+60); Year 4: 260 (+40); Year 5: 300 (+40, max capacity).
- **Total Timeline:** ~22 months to opening (Nov 2025 – Aug 2027); ~95 months to full capacity (to Oct 2033).

- **Key Assumptions:** Start Nov 2025; phased expansions (~20k sq ft added via modular/extensions); budget ~\$6.5M total (acquisition + buildouts); Utah permitting (no rezoning needed).
- **Risks/Mitigations:** 10-15% buffers for delays; annual enrollment audits; summer/off-hours work for minimal disruption.

Phased Timeline Summary

- **Phase 1: Acquisition & Due Diligence (4 months, Nov 2025 – Feb 2026)**
 - Conduct inspections, environmental assessments, and financing pre-approvals.
 - Negotiate LOI, evict tenant (if applicable), and assemble team (architect, general contractor).
 - Milestone: Property closing and ownership transfer.
 - Capacity: N/A (pre-operational).
- **Phase 2: Planning & Design (6 months, Mar 2026 – Aug 2026)**
 - Develop layout for initial 120 students; create schematics and preliminary expansion designs (+20k sq ft total).
 - Gather stakeholder input and refine budget.
 - Milestone: Approved plans and budget.
 - Capacity: N/A.
- **Phase 3: Permitting & Bidding (2 months, Sep 2026 – Oct 2026)**
 - Submit building permits (3-5 weeks review under Utah/Nibley codes).
 - Bid and select contractors for Phase 1; finalize funding draws.
 - Milestone: Permits issued and contracts signed.
 - Capacity: N/A.
- **Phase 4: Phase 1 Construction (10 months, Nov 2026 – Aug 2027)**
 - Renovate core spaces: HVAC/electrical upgrades, ADA compliance, fire systems, and furniture/AV installation.
 - Intensive summer 2027 fit-out with phased inspections.
 - Milestone: Certificate of Occupancy and final walkthrough.
 - Capacity: Opens Sep 2027 at 120 students (Year 1).
- **Phase 5: Year 1 Operations & Phase 2 Planning (12 months, Sep 2027 – Aug 2028)**
 - Monitor operations and enroll for Year 2.
 - Finalize design for +5k sq ft modular addition (e.g., 4 classrooms).
 - Milestone: Year 1 audit and expansion bids.
 - Capacity: 120 students (Year 1).
- **Phase 6: Phase 2 Expansion (6 months, Sep 2028 – Feb 2029)**
 - Install modular addition with off-hours/summer prep and utility integrations.
 - Partial inspections for occupancy.
 - Milestone: New spaces operational.
 - Capacity: 160 students (Year 2, Sep 2028).

- **Phase 7: Year 2 Operations & Phase 3 Planning (12 months, Mar 2029 – Feb 2030)**
 - Stabilize operations and enroll for Year 3.
 - Design +7.5k sq ft extension (e.g., labs/multipurpose spaces).
 - Milestone: Year 2 audit and bids.
 - Capacity: 160 students (Year 2).
- **Phase 8: Phase 3 Expansion (8 months, Mar 2030 – Oct 2030)**
 - Construct extension with summer focus, tie-ins, and testing.
 - Full integration of new areas.
 - Milestone: Complete expansion.
 - Capacity: 220 students (Year 3, Sep 2030).
- **Phase 9: Year 3 Operations & Phase 4 Planning (12 months, Nov 2030 – Oct 2031)**
 - Review operations and enroll for Year 4.
 - Design +5k sq ft addition (e.g., additional classrooms).
 - Milestone: Year 3 audit and bids.
 - Capacity: 220 students (Year 3).
- **Phase 10: Phase 4 Expansion (6 months, Nov 2031 – Apr 2032)**
 - Add modular classrooms with minimal school disruption.
 - Final occupancy checks.
 - Milestone: Expansion ready.
 - Capacity: 260 students (Year 4, Sep 2031).
- **Phase 11: Year 4 Operations & Phase 5 Planning (12 months, May 2032 – Apr 2033)**
 - Prepare for final growth and enroll for Year 5.
 - Design +5k sq ft (e.g., gym/admin expansion).
 - Milestone: Year 4 audit and bids.
 - Capacity: 260 students (Year 4).
- **Phase 12: Phase 5 Expansion (6 months, May 2033 – Oct 2033)**
 - Complete final addition with summer build and total inspections.
 - Achieve full facility integration.
 - Milestone: Max capacity operational.
 - Capacity: 300 students (Year 5, Sep 2033).

Total Project Projected Costs ~\$5.1M acquisition + \$2.5M Phase 1 + \$2.5M expansions (adjust for inflation/contingencies).

Compliance and Accessibility

All facilities will comply with **Utah State Building Code and the AHJ (Authority Having Jurisdiction), ADA, and fire safety standards**, ensuring full accessibility for students with disabilities. The facility will obtain **E-occupancy certification** prior to opening.

Pre-Opening Plan

- 1) Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school.

Keystone Academy will follow a structured pre-opening plan to make sure the school is fully prepared to welcome students on the first day. The plan focuses on careful hiring, training, facility readiness, and clear communication with families.

- 2) Include a schedule for initiation, development, and completion of tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Timeline and Milestones

Once the charter is approved, the Governing Board and School Director will work through a detailed checklist that begins about 15 months before opening. The major steps include:

- **15–9 months before opening:**
Finalize facility lease or purchase, secure permits, and begin any needed renovations. Launch enrollment marketing and student recruitment. Begin the hiring process for key administrative and teaching positions.
- **9–6 months before opening:**
Order classroom furniture, curriculum materials, and technology. Complete background checks and finalize staff contracts. Start board and staff training focused on school mission, classical education, and student safety.
- **6–3 months before opening:**
Conduct community information meetings and family orientation sessions. Finish classroom setup, install technology, and test systems (internet, safety alarms, communication tools).
- **3–1 month before opening:**
Host full staff training week. Review daily operations, attendance procedures, and emergency plans. Final walkthroughs will ensure classrooms, offices, and common areas meet all safety and accessibility requirements.

- 3) Key tasks should, at a minimum, include the implementation of required policies, student data systems, reporting, and financial management.

Staff Training and Preparation

Teachers and staff will take part in a multi-day orientation to learn about the school's culture, classical education model, project-based learning practices, and student support systems. Training will also include classroom management, technology tools, and data tracking for student growth.

Family and Student Orientation

Before school begins, families will attend open house events to meet teachers, review

expectations, and receive schedules. Students will have an orientation day to help them become familiar with the building, routines, and their coursework.

Operational Readiness

The Board will confirm that all legal, financial, and safety requirements are complete before opening. This includes final inspections, insurance coverage, and health and safety approvals. The School Director/Principal will complete a final readiness checklist and submit confirmation to the Utah State Charter School Board.

Closure Plan

- 1) Provide a closure plan that documents key tasks to be completed should the school's charter be terminated by the State Charter School Board or the Utah State Board of Education or voluntarily surrendered by the school.

Keystone Academy will follow a clear, organized evaluation process if the school ever needs to close, whether voluntarily or by direction of the Utah State Charter School Board. The goal will always be to make the transition as smooth as possible for students, families, and staff. All legally required procedures will be carried out, as outlined in [53G-5-504](#).

- 2) Explain the school's plan to self-evaluate its performance using the minimum standards and board-determined targets, including the individuals responsible, frequency of evaluation, action plan following the evaluation, and the school's responsibility to notify its authorizer of any potential missed targets in advance of state reviews.

The Governing Board and Director/Principal are committed to maintaining accountability and transparency by conducting regular self-evaluations aligned with state minimum standards and board-determined performance targets. This process ensures the school meets academic, financial, and organizational expectations and identifies areas for improvement early.

If the school were to close or shut down, these same evaluation and reporting responsibilities would continue until all closure activities are complete, ensuring that performance data and compliance documentation remain accurate and accessible to the authorizer.

- 3) Describe how and when evaluation results will be disseminated to stakeholders.

Evaluation results will be disseminated to stakeholders within 10 days on which a decision to close a charter school is made.

- 4) Describe the support provided to the student and family when choosing a new school and registering for classes, ensure protection of student records, and follow-up the subsequent school year to ensure enrollment.

Student and Family Communication

Families will be notified as soon as possible through multiple forms of communication including email, mail, phone calls, and public meetings. The message will focus on helping students finish their coursework, transfer records, and enroll in another public school without interruption. The School Director/Principal and counselors will work directly with families to make sure each student is placed in an appropriate new school setting.

5) Fully describe any support that will be offered to employees through the school's closure.

Any remaining contracts will be settled, and staff will be given proper notice consistent with employment agreements by the Director/Principal.

6) Explain the plan for archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). The plan should include appointing an individual to be responsible for records and should follow 53G-5-403 and 34 CFR 80.32.

Student Records Transfer

Student records will be secured and transferred according to state requirements. The school secretary will maintain digital and paper backups of all records in the Student Information System (Aspire or PowerSchool). Records will be sent to the receiving schools within the required timeframe, and the State Board will receive verification once all transfers are complete.

7) Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of-year reports, etc.)

Final Reporting and Compliance

A final closure report will be completed by the Governing Board and shared with the Utah State Charter School Board. This report will include confirmation that all student records, financial accounts, and property have been properly handled. The school will maintain a closure file with copies of all documentation for public record.

8) The plan should include appointing an individual to be responsible for reports.

The Director/Principal along with the coordination of the Governing board will be responsible for all reports. The Governing Board will review evaluation results, and ensure follow-up actions are completed.

9) Closure reserves should be reflected and clearly labeled in the budget and should be explained in the detailed business plan.

Financial and Legal Responsibilities

If closure becomes necessary, all outstanding financial obligations will be reviewed and handled in compliance with state and federal law. The Governing Board will oversee the final audit and ensure that all assets purchased with public funds are returned to the Utah State Charter School Board or distributed according to state guidelines.

Facilities and Equipment

All equipment, technology, and instructional materials purchased with public funds will be inventoried and either returned to the authorizer or reassigned as directed. The school building and grounds will be secured, and all property records will be kept for the final audit.

Section 8: Contracts:

Keystone Academy has not entered into any contracts thus far.

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

- a. If the school has entered into any contracts for services, such as building development, real property acquisition, or ESP services:
 - i. Disclose all such contracts and, as Appendix F, provide the executed contract or memorandum of understanding (MOU) between the school and the contractor including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal).
 - ii. Discuss the school’s decision to work with these businesses, in general, and the selected business, in particular.
 - iii. Describe the planned relationship between the governing board, school administration, and the contractor, and how that relationship will further the school’s mission and educational program.
 - iv. Provide a clear description of the services to be provided by the contractor.
 - v. Describe the contractor’s roles and responsibilities in relation to the school’s management and governing board.
 - vi. Describe the governing board’s performance expectations for the contractor.
 - vii. Discuss how the governing board evaluates the contractor’s performance.
 - viii. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.
 - ix. Provide a summary of the contractor’s history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah that have contracted with this provider, with contact information.
- b. If the school intends to enter into a contract for ESP services:
 - i. Describe the process the school will follow in the selection of an ESP.

- ii. Provide assurance the process meets state law for procurement as outlined in 63G-6a.
- iii. Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection.
- iv. Discuss the school's decision to work with an ESP, in general.
- v. Describe the planned relationship between the governing board, school administration, and the ESP, and how that relationship will further the school's mission and educational program.
- vi. Provide a clear description of the services to be provided by the ESP.
- vii. Describe the ESP's roles and responsibilities in relation to the school's management and governing board.
- viii. Describe the governing board's performance expectations for the ESP. ix. Discuss how the governing board evaluates the contractor's performance. 1. If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.
- 2. If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

Instructions for Appendices:

Appendix A: Background Information Sheet

Each member of the governing body must complete a background information sheet. Please copy as many times as needed.

Appendix B: Articles of Incorporation

The Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

Appendix C: Governing Board Bylaws

Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school.

Appendix D: Minutes from Governing Board Meetings

Your application must include the minutes from the governing board meeting in which the Bylaws and Articles of Incorporation were approved. Any other meeting minutes for Governing

Board meetings you have held may be included if you would like.

Appendix E: Waiver Requests - N/A

If you are seeking special treatment or waiver under 53G-5-301 or 53G-6-504 or USBE Board Rule, you must demonstrate that you meet the criteria listed in that statute or Rule. Typically, schools are not granted waivers without strong reason.

Appendix F: Executed Contracts or MOUs - N/A

As Appendix F, provide executed contract or MOU between governing board and contractors containing proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal). This contract or MOU must be in accordance with State statute, Board rule, and State purchasing policy. It should also include a provision for the school in the case where the contract terminates.

Appendix G: Start-Up Grant Application

SCSB Staff will provide additional information and link to this application for inclusion in your submission.

Appendix H: Conversion Documents - N/A

Contact SCSB Staff for more information if converting from district or private school to charter school.

The applicant may attach, and reference other appendices as needed to support the application.

Appendix A: Background Information Sheet

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

Name:

Katie McKay

Position on Board:

Founding Chairman

Area of Expertise:

18 years of teaching at Thomas Edison Charter School K-8 and 1 year at Fast Forward High School, Bachelors in Vocal Pedagogy, Masters in Music Education with music teaching certification K-12, 46 years of private piano and vocal teaching in my home studio.

Statement of Intent Regarding Role on the Board:

For years I have felt the need for a Charter High School focused on the performing arts to continue where Thomas Edison Charter School K-8 ended. Keystone Academy of the Arts was created to fill that niche.

Not-for-Profit History Relevant to Board Role:

Co-founder/fund raiser for the Cache Valley Storytelling Festival from 2013-2020. President/treasurer of the Hyde Park Retirement Community HOA.

Employment History Relevant to Board Role:

2006-2007 Music/choir Teacher at Fast Forward Charter High School, 2007-2025 Music/choir Teacher at Thomas Edison Charter School K-8, Taught private piano and voice in my home studio for 46 years. Went on a Grant to South Africa and taught Life Skills at the Border Technikon and out in the township. (yr.2000)

Education History Relevant to Board Role:

Bachelor's of music with Vocal Pedagogy emphasis, Master's of Music Education with K-12 teaching certification. Master teacher level with a current Utah license.

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

Applicant's Signature/Date:



11/13/25

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

Name:

Nick DiSalvo

Position on Board:

Co-Chair

Area of Expertise:

Technical Education

Statement of Intent Regarding Role on the Board:

My intent for joining this board is to bring a level of experience as a technically educated skilled person, with practical experience in Project Management and Execution, along with contract negotiations to help establish a well rounded educational facility that will serve Cache County for many years to come, filling a gap in our current High School Education system.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

15+ years in Project 7 Production Management, Certified Welding Inspector, Pro-Board Certified Fire Instructor, and previous experience building a technical education program alongside Chesapeake College in Easton, MD.

Education History Relevant to Board Role:

Technical Diploma received in Welding/Fabrication, Pro-Board Certified Fire Instructor, Six Sigma Green Belt, working towards my PMP certification as well.

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

Applicant's Signature/Date:



11/13/25

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

Name:

Thomas Kirk

Position on Board:

Treasurer

Area of Expertise: High School Curriculum

Statement of Intent Regarding Role on the Board:

To help get the school approved and on its way to opening in the fall of 2027.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

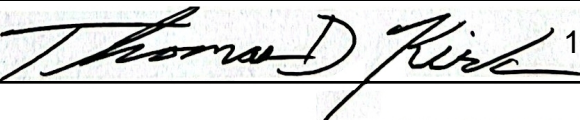
High School History Teacher, Colorado. 1984-2013.
STEM teacher and consultant 2014- present.

Education History Relevant to Board Role:

Bachelors of History, University of Northern Colorado, 1983
Masters of Management, Regis University, 1999

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Applicant's Signature/Date:

 11/13/25

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

Name:

Betty Samuelson

Position on Board:

Secretary

Area of Expertise:

PO President, Vice President, fundraising committee member for Thomas Edison Charter School in Nibley, Ut.

Statement of Intent Regarding Role on the Board:

I plan on being on the founding board and follow the mission statement and the vision of Keystone Academy of the Arts. I plan on keeping current and updated meeting minutes and original documents on file.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

I have been a collation aide for 9 ½ years and have seen how to incorporate studies for those not comprehending the subjects and have been able to work one on one with them and adjust the curriculum

Education History Relevant to Board Role:

PO President, Vice President, committee chair for Thomas Edison Charter School in Nibley, Ut.

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:

Betty Samuelson

11/13/25

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

Name:

Pamela Budge

Position on Board:

Marketing

Area of Expertise:

Marketing / Laws & Rules / Curriculum research

Statement of Intent Regarding Role on the Board:

I am a parent who loves the classics and learning from primary sources. I have intentionally chosen charter schools for my children specifically for the curriculum they teach and the strong academic opportunities they offer. I am thrilled to help start a new school with the curriculum and teaching philosophy I have most wanted for my children. My children have flourished with the foundation they have received at two charter schools in our valley and I know Keystone Academy will add to it and fill a hole in high school options for those who want a classical education with additional practicum opportunities. I am very familiar with how to find Utah education laws/rules, as I have watched the legislative and state board rule process for many years and I plan to use this knowledge to help start this school.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

Payroll/Human Resources 10 years - I learned accuracy, efficiency, confidentiality, creating well-written letters and documents, meeting deadlines, and working with people.

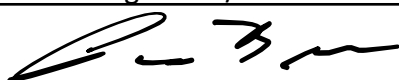
Education History Relevant to Board Role:

OWATC Certificate: Office Professionals - I learned all the basic skills of secretarial work, including software, composition, communication skills, basic accounting, etc.

In addition to formal education, I have been on a journey of a self-directed classical education where I have read the classics, engaged in book discussions, and read from primary sources such as journals, letters, documents, essays, etc. It has greatly enriched my life.

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

Applicant's Signature/Date:



11/12/25

Appendix B: Articles of Incorporation

ARTICLES OF INCORPORATION OF KEYSTONE ACADEMY OF THE ARTS

ARTICLE I-NAME

The name of the corporation is **Keystone Academy of the Arts**.

ARTICLE II - DURATION

The duration of this corporation shall be **perpetual** unless dissolved according to law.

ARTICLE III - TYPE

This **nonprofit** corporation is organized under the Utah **Revised Nonprofit Corporation Act** (Utah Code Title 16, Chapter 6a).

ARTICLE IV - PURPOSE

This corporation is organized and shall be operated exclusively for **educational** purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code.

The corporation's primary purpose is to operate a **public charter high school, *Keystone Academy of the Arts***, located in the state of Utah. The school provides rigorous academic and arts-integrated education to students in grades 9 through 12.

This corporation shall not carry on any other activities not permitted to be carried on by:

1. A corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code;
2. A corporation's contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

ARTICLE V-REGISTERED OFFICE AND AGENT

The address of the registered office in the State of Utah is:
237 W. 260 N.

Hyde Park, Utah
Cache County

The name of the registered agent at this address is:

Katie McKay

ARTICLE VI - INCORPORATORS

Katie McKay
237 W. 260 N. Hyde Park, 84318

ARTICLE VII - MEMBERSHIP

The corporation shall **not** have members.

ARTICLE VIII - BOARD OF DIRECTORS:

1. Katie McKay
 - a. 237 W. 260 N. Hyde Park, Utah 84318
2. Nick DiSalvo
 - a. 3186 S.1250 W. Nibley, Utah 84321
3. Bette Samuelson
 - a. 957 W. 530 S. Logan, Utah 84321
4. Pamela Budge
 - a. 231 E. 8800 S. Paradise, Utah 84328
5. Thomas Kirk
 - a. 1412 W. 6500 S. Hyrum, Utah 84319

The method of selecting successors to the initial Board shall be outlined in the corporation's bylaws.

ARTICLE IX - DISSOLUTION

Upon the dissolution of this corporation, all assets shall be distributed exclusively for charitable, educational, or scientific purposes to one or more organizations that qualify under Section 501(c)(3) of the Internal Revenue Code. Assets shall be disposed of according to applicable provisions of Utah law and the Utah State Charter School Board.

ARTICLE X-LIMITATION OF LIABILITY AND INDEMNIFICATION

To the fullest extent permitted by the Utah Revised Nonprofit Corporation Act, as amended, no director or officer of the corporation shall be personally liable to the corporation for monetary damages. The corporation shall indemnify its officers and directors to the fullest extent permitted by law. 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.

ARTICLE XI- TAX EXEMPTION PROVISIONS

Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on by:

1. A corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code;
2. A corporation's contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on this 30 day of April, 2025.

Signature:

A handwritten signature in cursive script that reads "Katie McKay".

Name: Katie McKay

Title: Incorporator

Bylaws of Keystone Academy of the Arts Non-profit corporation

Article I: Name and Purpose

Section 1.1 – Name

The name of this organization is Keystone Academy of the Arts.

Section 1.2 – Purpose

Keystone Academy of the Arts is a public charter high school established under Utah law to provide a tuition-free, nonsectarian, and innovative education focused on the arts. The school operates as a nonprofit under Title 16, Chapter 6a of the Utah Revised Nonprofit Corporation Act.

Article II: Governance

Section 2.1 – Governing Board

The founding board shall consist of 5 members who are responsible for the startup of the school and the first year governance of the school. Founding board members shall be appointed by the board.

Beginning in the first year of the school's operation, the governing board shall consist of 7 members who are responsible for the overall governance of the school. Board members shall be appointed by the board.

Beginning in the second year of the school's operation, one board member position shall be filled by a parent who shall be elected among the parents and faculty of the school.

Section 2.2 – Terms of Office

Board members shall serve staggered terms of 3 years, with the possibility of reappointment.

A chair or board member may resign at any time by giving written notice to the Board or secretary within given time to find a replacement.

Section 2.3 – Vacancies

Vacancies on the board shall be filled by the procedures outlined in the school's charter agreement.

Article III: Meetings

Section 3.1 – Regular Meetings

The board shall hold regular meetings at least quarterly, preferably monthly. The schedule of meetings shall be established at the beginning of each fiscal year.

Section 3.2 – Special Meetings

Special meetings may be called by the chair or by a majority of the board members. Notice of special meetings shall be provided at least 24 hours in advance.

Section 3.3 – Quorum

A quorum for conducting business shall consist of a majority of the board members. Directors and members shall be sought who reflect the qualities, qualifications and diversity determined by the Board.

Section 3.4 – Rules of Order

Meetings shall be conducted in accordance with Robert's Rules of Order, unless otherwise specified in these bylaws.

Section 3.5 – Open Meetings

All meetings shall comply with the Utah Open and Public Meetings Act, ensuring transparency and public access.

Article IV: Officers

Section 4.1 – Officers

The officers of the board shall include a chair, vice-chair, secretary and treasurer.

Section 4.2 – Election and Term

Officers shall be elected annually by the board members and serve a term of one to 3 years.

Section 4.3 – Duties

- **Chair:** Presides over meetings and represents the board in official matters.
- **Vice-Chair:** Assumes the duties of the chair in their absence.
- **Secretary:** Maintains records of meetings and official documents.
- **Treasurer:** Shall keep complete and accurate financial records and books of account for the Corporation in accordance with the Cache County School District policies unless otherwise waived.

Article V: Committees

Section 5.1 – Standing Committees

The board may establish standing committees as needed, including but not limited to:

- Finance Committee
- Academic Affairs Committee

- Governance Committee

Section 5.2 – Ad Hoc Committees

Ad hoc committees may be formed by the board to address specific issues or projects.

Section 5.3 – Committee Composition

Each committee shall have a designated chair and may include both board members and non-board members with relevant expertise.

Article VI: Fiscal Management

Section 6.1 – Fiscal Year

The fiscal year of the school shall begin on July 1 and end on June 30.

Section 6.2 – Financial Oversight

The board shall ensure that the school maintains financial records in accordance with generally accepted accounting principles and complies with all reporting requirements as outlined in the charter agreement.

Section 6.3 – Annual Audit

An independent auditor shall conduct an annual financial audit, and the results shall be submitted to the Utah State Auditor and made available to the public.

Article VII: Compliance and Accountability

Section 7.1 – Legal Compliance

The school shall comply with all applicable federal, state, and local laws, including those related to health, safety, civil rights, and employment.

Section 7.2 – Charter Agreement

The board shall ensure that the school operates in accordance with the terms and conditions set forth in the charter agreement with the authorizer.

Section 7.3 – Reporting

The board shall ensure that the school submits all required reports to the authorizer and other relevant entities, including annual financial audits and performance data.

Article VIII: Amendments

Section 8.1 – Proposal

Amendments to these bylaws may be proposed by any board member at a regular meeting.

Section 8.2 – Adoption

An amendment shall be adopted if approved by a two-thirds majority of the board members present at the meeting.

These bylaws are intended to provide a framework for the governance of Keystone Academy of the Arts and ensure compliance with applicable laws and best practices. They should be reviewed periodically and amended as necessary to reflect changes in the law or the needs of the school.

Board Meeting

Wednesday, May 14, 2025

Attendees

Katie McKay, Chair

Nick DiSalvo, Co-chair

Betty Samuelsen, Secretary

Tom Kirk, Treasurer

Pamela Budge, Marketing

Agenda

Last Meeting Follow-up

New Business

1. Welcome
2. Reviewed positions of board members
3. Board members background form
4. Katie ready her "Why" asked if we could have so, etching ready in case the state board asked each of us.
5. Articles of Incorporation read and discussed
6. Reviewed questions for the application and talked about the build/modules would be less expensive and quicker to put up.
7. Comments and curriculum suggestions. 4 day school week. Nice to have students lead. Fridays to have for make-up days and labs for students and teacher development and prep time. Library will be opened.
8. Voted on Bylaws and the Articles of Incorporation
 - moved a motion for the bylaws, Pam made a second, unanimous vote to approve Bylaws on May 14, 2025 @1844.
 - Move a motion for Articles of Incorporation, Nick second, unanimous vote to approve the Articles of Incorporation on May 14, 2025 @1846.
9. Any other questions or concerns
10. Meeting with the state is June 3, 2025 @1530 located at Thomas Edison Charter School Conference Room. Nick will setup computer to the tv for better viewing for all. Will continue our regularly schedule meeting after the conference with the state.
11. Next meeting: July 8, 2025 @1730.
12. Meeting adjourned: May 14, 2025 @1852

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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> | <i>\$275,000</i> | <i>Enrollment x \$137.50</i> | <i>\$330,000</i> |
| <i>Implementation</i> | <i>\$82,500</i> | <i>Enrollment x \$68.75</i> | <i>\$110,000</i> |
| <i>TOTAL</i> | <i>\$357,500</i> | | <i>\$440,000</i> |


Grant Assurances

Grant funds may only be used for the following:

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

The board understands that:

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

| | |
|---|----------|
|  | 11/13/25 |
| Board Chair Signature | 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) | \$ | \$41,250 | \$41,250 | \$ |
| <i>Additional info and Comments</i> | | As noted in the charter application, Keystone plans on growing a significant amount of students, grades and staff within the first few years of operations. This funding will be used in the implementation years to help pay for an Executive Director who will play a large role in that growth. | As noted in the charter application, Keystone plans on growing a significant amount of students, grades and staff within the first few years of operations. This funding will be used in the implementation years to help pay for an Executive Director who will play a large role in that growth | |
| Employee Benefits (200) | \$ | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | | | | |
| P & T Services (300) | \$125,000 | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | \$60,000 will be paid to a contractor who will help create educational programs, market and recruit students, as well as teachers \$30,000 will be paid to a contractor who will create and implement office functions as well as enter in new student data \$35,000 will be spent to hire a business services provider to create accounting practices, track | | | |

| | | | | |
|---|--|----|----|----|
| | spending, and assist in office duties | | | |
| Property Services (400) | \$ | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | | | | |
| Other Services (500) | \$ | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | | | | |
| Travel (580) | \$ | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | | | | |
| Supplies and Materials (600) | \$ | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | | | | |



| | | | | |
|---|--|----|----|----|
| Property (700) | \$150,000 | \$ | \$ | \$ |
| <i>Additional info and Comments</i> | As a new school, these funds will be used to procure furniture, computers, IT software, and chromebooks for students | | | |
| Total | \$ | \$ | \$ | \$ |



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Appendix I: Detailed Building Description

NIBLEY OFFICE/WAREHOUSING BUILDING

2490 S 1350 W | Nibley, UT 84321



For Sale: \$4,100,000

PROPERTY HIGHLIGHTS

- 19,160 Total SF
- 12,600 SF Warehouse
- 3,400 SF Main Floor Office
- 3,160 SF Mezzanine Office
- Year Built: 2006
- 2.17 Total Acres (room for expansion or yard)
- Adjacent 2.94 Acre Parcel Available
- Zoning: Commercial
- Insulated Concrete Form Construction
- 400 Amps 240v 3 Phase Power
- 2 DH Doors and 3 GL Doors
- 24' Clear Height

TREVOR KYLE

801.815.7255

TREVORK@INTERSTATECP.COM

128 N MAIN STREET

LOGAN, UT 84321

OFFICE 435.213.9334

INTERSTATECP.COM



INTERSTATE COMMERCIAL
PROPERTIES

COMMERCIAL REAL ESTATE SERVICES

NIBLEY OFFICE/WAREHOUSING BUILDING

2490 S 1350 W | Nibley, UT 84321



NIBLEY OFFICE/WAREHOUSING BUILDING

2490 S 1350 W | Nibley, UT 84321



Appendix J: Detailed Financial Budget Worksheet

| KEYSTONE ACADEMY | | FY27 | | |
|---|--|------------------------|--------------------|--------------|
| Pre-Operational Year | | 100% Enrollment | | |
| Number of Students: | | 0 | | |
| Grade Configuration: | | 9-12 | | |
| Revenue | | | | |
| Food Services Sales to Students | | 0 \$0 | | |
| Student Activities | | \$0 | | |
| Contributions and Donations from Private Sources: | | | | |
| Source(s) (specify) | | \$0 | | |
| Miscellaneous | | \$0 | | |
| Total Revenue From Local Sources (1000) | | \$0 | | |
| Estimated Total All State Funding | | \$ - | | |
| Charter School Revolving Loan | | \$300,000 | | |
| Charter School Startup and Implementation Grant | | \$275,000 | | |
| Total Revenue from State Sources (3000) | | \$575,000 | | |
| 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 (specify) | | \$0 | | |
| Budget from Surplus (For Budgeting Purposes Only) | | \$0 | | |
| Total Revenue from Other Sources & Changes (5000 & 6000) | | \$0 | | |
| Total Revenue | | \$575,000 | | |
| Expenditures | | FTE/Number | Salary/Cost | Total |
| --- SALARIES --- | | | | |
| 10.131 | Salaries - Teachers Regular Ed | 0.00 | \$0 | \$0 |
| 10.131 | Salaries - Teachers Special Ed | 0.00 | \$0 | \$0 |
| 10.132 | Salaries - Substitute Teachers | 0.00 | \$0 | \$0 |
| 10.161 | Salaries - Teacher Aides and Paraprofessionals | 0.00 | \$0 | \$0 |
| 10.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 |
| | Total 10 (1000)-INSTRUCTION Salaries (100) | | | \$0 |
| 21.140 | Salaries - Other Licensed Salaries - Speech and Language Therapist | 0.00 | \$0 | \$0 |
| 21.141 | Salaries - Attendance and Social Work Personnel | 0.00 | \$0 | \$0 |
| 21.142 | Salaries - Guidance Personnel | 0.00 | \$0 | \$0 |
| 21.143 | Salaries - Health Services Personnel | 0.00 | \$0 | \$0 |
| 21.144 | Salaries - Psychological Personnel | 0.00 | \$0 | \$0 |
| 21.152 | Salaries - Secretarial and Clerical | 0.00 | \$0 | \$0 |
| 21.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 |
| | Total - STUDENT SUPPORT Salaries (100) | | | \$0 |
| 22.145 | Salaries - Licensed Media Personnel | 0.00 | \$0 | \$0 |
| 22.162 | Salaries - Non-licensed Media Personnel | 0.00 | \$0 | \$0 |
| 22.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 |
| | Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100) | | | \$0 |
| 24.114 | Salaries - Business Administrator | 0.00 | \$0 | \$0 |
| 24.121 | Salaries - Principals and Assistant Principals | 0.00 | \$0 | \$0 |
| 24.152 | Salaries - Secretarial and Clerical Personnel | 0.00 | \$0 | \$0 |
| 24.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 |

| | | | | |
|--|---|------|-----|------------|
| | Total -SCHOOL ADMINISTRATION Salaries (100) | | | \$0 |
| 26.181 | Salaries - Operation & Maintenance Supervisors | 0.00 | \$0 | \$0 |
| 26.182 | Salaries - Custodial & Maintenance Personnel | 0.00 | \$0 | \$0 |
| 24.184 | Salaries - Technology Personnel | 0.00 | \$0 | \$0 |
| | Total -OPERATION & MAINT OF FACILITIES Salaries (100) | | | \$0 |
| 31.191 | Salaries - Food Services Personnel | 0.00 | \$0 | \$0 |
| | Total -FOOD SERVICES Salaries (100) | | | \$0 |
| | TOTAL - SALARIES (100) | | | \$0 |
| --- EMPLOYEE BENEFITS --- | | | | |
| 10.210 | State Retirement - Instruction | 0% | \$0 | \$0 |
| 21.210 | State Retirement - Student Support | 0% | \$0 | \$0 |
| 22.210 | State Retirement - Instructional Staff Support | 0% | \$0 | \$0 |
| 24.210 | State Retirement - School Administration | 0% | \$0 | \$0 |
| 26.210 | State Retirement - Operation & Main of Facilities | 0% | \$0 | \$0 |
| 31.210 | State Retirement - Food Services | 0% | \$0 | \$0 |
| | Total - State Retirement | | | \$0 |
| 10.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| 21.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| 22.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| 24.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| 26.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| 31.220 | Social Security Contributions/Workers' Compensation/Unemployment Ins | 10% | \$0 | \$0 |
| | Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance | | | \$0 |
| 10.240 | Medical Insurance/Dental Insurance/Group Life - Instruction | 0% | \$0 | \$0 |
| 21.240 | Medical Insurance/Dental Insurance/Group Life - Student Support | 0% | \$0 | \$0 |
| 22.240 | Medical Insurance/Dental Insurance/Group Life - Instructional Staff Supp | 0% | \$0 | \$0 |
| 24.240 | Medical Insurance/Dental Insurance/Group Life - School Administration | 0% | \$0 | \$0 |
| 26.240 | Medical Insurance/Dental Insurance/Group Life - Operation & Maintenance | 0% | \$0 | \$0 |
| 31.240 | Medical Insurance/Dental Insurance/Group Life - Food Services | 0% | \$0 | \$0 |
| | Total- Medical Insurance/Dental Insurance/Group Life | | | \$0 |
| 10.290 | Other Employee Benefits (<i>specify</i>) - Instruction | 0% | \$0 | \$0 |
| 21.290 | Other Employee Benefits (<i>specify</i>) - Student Support | 0% | \$0 | \$0 |
| 22.290 | Other Employee Benefits (<i>specify</i>) - Instructional Staff Support | 0% | \$0 | \$0 |
| 24.290 | Other Employee Benefits (<i>specify</i>) - School Administration | 0% | \$0 | \$0 |
| 26.290 | Other Employee Benefits (<i>specify</i>) - Operation & Maintenance of Facilities | 0% | \$0 | \$0 |
| 31.290 | Other Employee Benefits (<i>specify</i>) - Food Services | 0% | \$0 | \$0 |
| | Total - Other Employee Benefits | | | \$0 |
| | TOTAL EMPLOYEE BENEFITS (200) | | | \$0 |
| --- PURCHASED PROFESSIONAL & TECHNICAL SERVICES --- | | | | |
| 10.300 | Purchased Prof & Tech Services - Instruction | | | \$60,000 |
| 21.300 | Purchased Prof & Tech Services - Student Support | | | \$30,000 |
| 22.300 | Purchased Prof & Tech Services - Instructional Staff Support | | | \$0 |
| 22.330 | Employee Training and Development | | | \$0 |
| 24.300 | Purchased Prof & Tech Services - School Administration | | | \$0 |
| 24.345 | Audit, Accounting, & Other Business-type Services | | | \$35,000 |
| 24.349 | Purchased Legal Services | | | \$5,000 |
| 24.350 | Other Technical Services - Website Development | | | \$3,000 |
| 26.300 | Purchased Prof & Tech Services - Operation & Maintenance of Facilities | | | \$0 |
| 31.300 | Purchased Prof & Tech Services - Food Services | | | \$0 |

| | | | | |
|--|---|---|----------|------------------|
| TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300) | | | | \$133,000 |
| --- 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 --- | | | | |
| 27.510 | Student Transportation Services (To/From School) | | | \$0 |
| 24.520 | Insurance (other than employee benefits - e.g. D&O) | | | \$0 |
| 45.521 | Property Insurance | | | \$0 |
| 45.522 | Liability Insurance | | | \$0 |
| 10.530 | Communication (telephone and other) - Instructional | | | \$0 |
| 21.530 | Communication (telephone and other) - Student Support | | | \$0 |
| 24.530 | Communication (telephone and other) - School Administration | | | \$0 |
| 26.530 | Communication (telephone and other) - Operation and Maintenance of Facilities | | | \$0 |
| 24.540 | Advertising | | | \$30,000 |
| 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) | | | \$30,000 |
| --- SUPPLIES & MATERIALS--- | | | | |
| 10.600 | Supplies & Materials - Instruction | 0 | \$0 | \$0 |
| 10.641 | Textbooks | 0 | \$0 | \$0 |
| 21.600 | Supplies & Materials - Student Support | 0 | \$0 | \$0 |
| 22.640 | Books and Periodicals | 0 | \$0 | \$0 |
| 22.644 | Library Books | 0 | \$0 | \$0 |
| 22.650 | Supplies - Technology Related - Audio/Visual | 0 | \$0 | \$0 |
| 24.600 | Supplies & Materials - School Administration | 1 | \$15,000 | \$15,000 |
| 26.600 | Supplies & Materials - Operation & Maintenance of Facilities | 0 | \$0 | \$0 |
| 26.620 | Energy | 0 | \$0 | \$0 |
| 26.650 | Supplies - Tech Related - Personnel & Wage Records and Data Mgmt | | | \$0 |
| 31.600 | Supplies & Materials - Food Service | 0 | \$0 | \$0 |
| 31.630 | Food - Food Service | | | \$0 |
| | TOTAL - SUPPLIES & MATERIALS (600) | | | \$15,000 |
| --- PROPERTY --- | | | | |
| 10.700 | Property - Instruction | | | \$0 |

| | | | |
|---|---|------------------|------------------|
| 21.700 | Property - Student Support | | \$0 |
| 24.700 | Property - School Administration | | \$0 |
| 26.700 | Property - Operation & Maintenance of Facilities | | \$0 |
| 31.700 | Property - Food Services | | \$0 |
| 31.790 | Depreciation and Amortization (Kitchen Equipment) | \$ - 7 | \$0 |
| 49.710 | Land and Site Improvements | | \$0 |
| 49.720 | Buildings | | \$0 |
| 27.732 | School Buses | | \$0 |
| 10.733 | Furniture and Fixtures - Instruction | | \$20,000 |
| 21.733 | Furniture and Fixtures - Student Support | | \$150,000 |
| 24.733 | Furniture and Fixtures - School Administration | | \$15,000 |
| 10.734 | Technology Related Hardware - Instruction | | \$25,000 |
| 21.734 | Technology Related Hardware - Student Support | | \$110,000 |
| 24.734 | Technology Related Hardware - School Administration | | \$5,000 |
| 10.736 | Technology Software - Instruction | | \$0 |
| 21.736 | Technology Software - Student Support | | \$0 |
| 24.736 | Technology Software - School Administration | | \$0 |
| 27.735 | Non-Bus Vehicles | | \$0 |
| 10.739 | Other Equipment - Instruction | | \$0 |
| 21.739 | Other Equipment - Student Support | | \$0 |
| 24.739 | Other Equipment - School Administration | | \$0 |
| TOTAL - PROPERTY (700) | | | \$325,000 |
| --- DEBT SERVICE & MISCELLANEOUS --- | | | |
| 10.890 | Miscellaneous Expenditures - Instruction | | \$0 |
| 21.890 | Miscellaneous Expenditures- Student Support | | \$0 |
| 24.890 | Miscellaneous Expenditures- School Administration - Closure Reserve Fund | | \$0 |
| 26.890 | Miscellaneous Expenditures - Operation & Maintenance of Facilities | | \$0 |
| 31.890 | Miscellaneous Expenditures - Food Services | | \$0 |
| 45.890 | Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services | | \$0 |
| 10.810 | Dues & Fees - Instruction | | \$0 |
| 21.810 | Dues & Fees - Student Support | | \$0 |
| 24.810 | Dues & Fees -School Administration | | \$0 |
| 26.810 | Dues & Fees - Operation & Maintenance of Facilities | | \$0 |
| | Total - Miscellaneous | | \$0 |
| 45.830 | Interest on Debt | | \$0 |
| 45.840 | Redemption of Principal | | \$0 |
| | Total Debt Service | | \$0 |
| TOTAL - DEBT SERVICE & MISCELLANEOUS (800) | | | \$0 |
| Total Expenditures | | \$503,000 | |

| | | | |
|-----------------------|---|------------------|-----------|
| 1000 | Local | | \$0 |
| 3000 | State | | \$575,000 |
| 4000 | Federal | | \$0 |
| TOTAL REVENUES | | \$575,000 | |
| 100 | Salaries | | \$0 |
| 200 | Employee Benefits | | \$0 |
| 300 | Purchased Professional & Technical Services | | \$133,000 |
| 400 | Purchased Property Services | | \$0 |

| | | | |
|--|------------------------------|--|------------------|
| 500 | Other Purchased Services | | \$30,000 |
| 600 | Supplies & Materials | | \$15,000 |
| 700 | Property | | \$325,000 |
| 800 | Debt Service & Miscellaneous | | \$0 |
| TOTAL EXPENDITURES | | | \$503,000 |
| Excess or Deficiency of Revenues over Expenditures | | | \$72,000 |
| Other Sources of Funding (5000 & 6000) | | | \$0 |
| Net Asset Balance (Fund Balance) | | | \$72,000 |
| Reserves as Percentage of Total Revenue (Net Assets / Total Revenue) | | | 13% |
| Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%) | | | 13% |

KEYSTONE ACADEMY

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

KEYSTONE ACADEMY

| | Max Authorized Enrollment | Rating Factor | WPU Generated |
|--------------------------------|---------------------------|---------------|---------------|
| Estimated enrollment (HDK) | 0 | 0.55 | 0 |
| Estimated enrollment (FDK) | 0 | 0.9 | 0 |
| Estimated enrollment (1-3) | 0 | 0.9 | 0 |
| Estimated enrollment (4-6) | 0 | 0.9 | 0 |
| Estimated enrollment (7-8) | 0 | 0.99 | 0 |
| Estimated enrollment (9-12) | 180 | 1.2 | 216 |
| Special Ed enrollment (1-12) | 18 | | |
| Special Ed (Self-Contained) | 1.98 | | |
| Number of Teachers (K-6) | 0 | | |
| Number of Teachers (7-12) | 8 | | |
| WPU Value | \$4,674 | | |
| No. of Teachers (FTE) (CACTUS) | 8 | | |
| School Administrators (CACTUS) | 2 | | |
| Support Professionals | 2 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|---|--|---------------|------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | Weighted WPU * WPU Value - \$2/student | 216.0000 | \$ 1,009,224 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 10% of enrollment * WPU value | 18.0000 | 84,132 |
| Spec. Ed. Self-Contained | Average SpEd SC for charters Approx. 1.1% | 1.9800 | 9,255 |
| Special Ed-State Programs | (10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment) | 0.6034 | 2,820 |
| Career and Technical Ed. | | 0.0000 | |
| Student at Risk Add-on | Base 5 WPU + .125 WPU/ED + .0475 WPU/EL | 12.3026 | 57,502 |
| Class Size Reduction (K-8) | \$440.73/student K-8 | 0.0000 | - |
| Total WPU Programs | | 246.9060 | \$1,162,933 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$302.73/Total WPU | | 74,746 |
| 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 | | - |
| 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 | | 59,571 |
| Educator Professional Time | \$1,950.83/Teacher FTE | | 15,607 |
| Salary Supplement for Highly-Needed Educators | \$5,573 + 30.58/student (including SPED Self-contained) | | 11,138 |
| Student Health & Counseling | \$25,000 Base + \$27.27/student | | 29,909 |
| Digital Teaching and Learning | \$20.97/student | | 3,775 |
| Educator Salary Adjustment (ESA) | \$10,350 + Benefits/Teacher FTE | | 104,506 |
| ESA-School Administrators | \$2,500 + Benefits/Admin FTE | | 6,208 |
| School-Based Education Support Professional Stipend | \$1,000/FTE + Benefits at 28.3% | | 2,566 |
| Teacher Supplies and Materials | \$500/K-6 FTE, \$250/7-12 FTE | | 2,000 |
| Local Replacement Dollars | Average \$3,628 per student | | 660,223 |
| Total Non-WPU | | | \$ 1,064,859 |
| | | | |
| | | | |
| ESTIMATED Total All State Funding | | | \$ 2,227,792 |

KEYSTONE ACADEMY
*******PROJECTION ONLY*******

KEYSTONE ACADEMY

| | Break Even Enrollment | Rating Factor | WPU Generated |
|--------------------------------|------------------------------|----------------------|----------------------|
| Estimated enrollment (HDK) | 0 | 0.55 | 0 |
| Estimated enrollment (FDK) | 0 | 0.9 | 0 |
| Estimated enrollment (1-3) | 0 | 0.9 | 0 |
| Estimated enrollment (4-6) | 0 | 0.9 | 0 |
| Estimated enrollment (7-8) | 0 | 0.99 | 0 |
| Estimated enrollment (9-12) | 138 | 1.2 | 165.6 |
| Special Ed enrollment (1-12) | 13.8 | | |
| Special Ed (Self-Contained) | 1,518 | | |
| Number of Teachers (K-6) | 0 | | |
| Number of Teachers (7-12) | 8 | | |
| WPU Value | \$4,674 | | |
| No. of Teachers (FTE) (CACTUS) | 8 | | |
| School Administrators (CACTUS) | 2 | | |
| Support Professionals | | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--|--|----------------------|-------------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | Weighted WPU * WPU Value - \$2/student | 165.6000 | \$ 773,738 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 10% of enrollment * WPU value | 13.8000 | 64,501 |
| Spec. Ed. Self-Contained | Average SpEd SC for charters Approx. 1.1% | 1,5180 | 7,095 |
| Special Ed-State Programs | (10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment) | 0.5753 | 2,689 |
| Career and Technical Ed. | | 0.0000 | |
| Student at Risk Add-on | Base 5 WPU + .125 WPU/ED + .0475 WPU/EL | 10.5987 | 49,538 |
| Class Size Reduction (K-8) | \$440.73/student K-8 | 0.0000 | - |
| Total WPU Programs | | 190.5740 | \$ 897,562 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$302.73/Total WPU | | \$ 57,692 |
| 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 | | - |
| 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 | | 45,980 |
| Educator Professional Time | \$1,950.83/Teacher FTE | | 15,607 |
| Salary Supplement for Highly-Needed Educators | \$5,573 + 30.58/student (including SPED Self-contained) | | 9,839 |
| Student Health & Counseling | \$25,000 Base + \$27.27/student | | 28,763 |
| Digital Teaching and Learning | \$20.97/student | | 2,894 |
| Educator Salary Adjustment (ESA) | \$10,350 + Benefits/Teacher FTE | | 104,506 |
| ESA-School Administrators | \$2,500 + Benefits/Admin FTE | | 6,208 |
| School-Based Education Support Professional Stipends | \$1,000/FTE + Benefits at 28.3% | | - |
| Teacher Supplies and Materials | \$500/K-6 FTE, \$250/7-12 FTE | | 2,000 |
| Local Replacement Dollars | Average \$3.628 per student | | 506,171 |
| Total Non-WPU | | | \$ 874,272 |
| | | | |
| | | | |
| | | | |
| ESTIMATED Total All State Funding | | | \$ 1,771,834 |

| KEYSTONE ACADEMY | | | | FY27 | | | |
|---|---|------------|-------------|-----------------|------------|----------------------|-----------|
| First Operational Year | | | | 100% Enrollment | | Breakeven Enrollment | |
| Number of Students: | | | | 180 | | 138 | |
| Grade Configuration: | | | | 9-12 | | 9-12 | |
| Revenue | | | | | | | |
| Food Services Sales to Students | | | | 180 \$0 | | 138 \$0 | |
| Student Activities | | | | \$12,000 | | \$9,000 | |
| Contributions and Donations from Private Sources: | | | | | | | |
| Source(s) (specify) | | | | \$0 | | \$0 | |
| Miscellaneous | | | | \$0 | | \$0 | |
| Total Revenue From Local Sources (1000) | | | | \$12,000 | | \$9,000 | |
| Estimated Total All State Funding | | | | \$ 2,227,791.90 | | \$ 1,771,833.70 | |
| Charter School Revolving Loan | | | | | | | |
| Charter School Startup and Implementation Grant | | | | | | | |
| Total Revenue from State Sources (3000) | | | | \$2,227,792 | | \$1,771,834 | |
| Federal Child Nutrition Program | | | | 180 \$75,168 | | 138 \$57,629 | |
| Restricted Federal Grants-in-Aid Received via USBE (IDEA) | | | | \$20,160 | | \$21,175 | |
| Federal Elementary and Secondary Education Act of 1965 (ESEA) | | | | \$26,984 | | \$20,688 | |
| Total Revenue from Federal Sources (4000) | | | | \$122,312 | | \$99,491 | |
| Loan Poceeds (other than revolving loan) | | | | \$0 | | \$0 | |
| Commercial | | | | \$0 | | \$0 | |
| Other (specify) | | | | \$0 | | \$0 | |
| Budget from Surplus (For Budgeting Purposes Only) | | | | \$0 | | \$0 | |
| Total Revenue from Other Sources & Changes (5000 & 6000) | | | | \$0 | | \$0 | |
| Total Revenue | | | | \$2,362,104 | | \$1,880,325 | |
| Expenditures | | FTE/Number | Salary/Cost | Total | FTE/Number | Salary/Cost | Total |
| -- SALARIES -- | | | | | | | |
| 10.131 | Salaries - Teachers Regular Ed | 7.00 | \$60,000 | \$420,000 | 7.00 | \$60,000 | \$420,000 |
| 10.131 | Salaries - Teachers Special Ed | 1.00 | \$65,000 | \$65,000 | 1.00 | \$65,000 | \$65,000 |
| 10.132 | Salaries - Substitute Teachers | 1.00 | \$15,000 | \$15,000 | 1.00 | \$15,000 | \$15,000 |
| 10.161 | Salaries - Teacher Aides and Paraprofessionals | 2.00 | \$18,500 | \$37,000 | 0.00 | \$0 | \$0 |
| 10.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total 10 (1000)-INSTRUCTION Salaries (100) | | | | \$537,000 | | | \$500,000 |
| 21.140 | Salaries - Other Licensed Salaries - Speech and Language Therapist | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.141 | Salaries - Attendance and Social Work Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.142 | Salaries - Guidance Personnel | 1.00 | \$70,000 | \$70,000 | 1.00 | \$70,000 | \$70,000 |
| 21.143 | Salaries - Health Services Personnel | | | \$0 | 0.00 | \$0 | \$0 |
| 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) | | | | \$70,000 | | | \$70,000 |
| 22.145 | Salaries - Licensed Media Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 22.162 | Salaries - Non-licensed Media Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 22.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100) | | | | \$0 | | | \$0 |
| 24.114 | Salaries - Business Administrator | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 24.121 | Salaries - Principals and Assistant Principals | 2.00 | \$90,000 | \$180,000 | 1.00 | \$120,000 | \$120,000 |
| 24.152 | Salaries - Secretarial and Clerical Personnel | 2.00 | \$35,000 | \$70,000 | 1.00 | \$35,000 | \$35,000 |
| 24.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -SCHOOL ADMINISTRATION Salaries (100) | | | | \$250,000 | | | \$155,000 |
| 26.181 | Salaries - Operation & Maintenance Supervisors | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 26.182 | Salaries - Custodial & Maintenance Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 26.184 | Salaries - Technology Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -OPERATION & MAINT OF FACILITIES Salaries (100) | | | | \$0 | | | \$0 |
| 31.191 | Salaries - Food Services Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -FOOD SERVICES Salaries (100) | | | | \$0 | | | \$0 |
| TOTAL - SALARIES (100) | | | | \$857,000 | | | \$725,000 |
| -- EMPLOYEE BENEFITS -- | | | | | | | |
| 10.210 | State Retirement - Instruction | 6% | \$537,000 | \$32,220 | 3% | \$500,000 | \$15,000 |
| 21.210 | State Retirement - Student Support | 6% | \$70,000 | \$4,200 | 3% | \$70,000 | \$2,100 |
| 22.210 | State Retirement - Instructional Staff Support | 6% | \$0 | \$0 | 3% | \$0 | \$0 |
| 24.210 | State Retirement - School Administration | 6% | \$250,000 | \$15,000 | 3% | \$155,000 | \$4,650 |
| 26.210 | State Retirement - Operation & Main of Facilities | 6% | \$0 | \$0 | 3% | \$0 | \$0 |
| 31.210 | State Retirement - Food Services | 6% | \$0 | \$0 | 3% | \$0 | \$0 |
| Total - State Retirement | | | | \$51,420 | | | \$21,750 |
| 10.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$537,000 | \$53,700 | 10% | \$500,000 | \$50,000 |
| 21.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$70,000 | \$7,000 | 10% | \$70,000 | \$7,000 |
| 22.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |

| | | | | | | | |
|---|--|-----|-----------|-----------|-----|-----------|-----------|
| 24.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$250,000 | \$25,000 | 10% | \$155,000 | \$15,500 |
| 26.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |
| 31.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |
| | Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance | | | \$85,700 | | | \$72,500 |
| 10.240 | Medical Insurance/Dental Insurance/Group Life - Instruction | 15% | \$537,000 | \$80,550 | 15% | \$500,000 | \$75,000 |
| 21.240 | Medical Insurance/Dental Insurance/Group Life - Student Support | 15% | \$70,000 | \$10,500 | 15% | \$70,000 | \$10,500 |
| 22.240 | Medical Insurance/Dental Insurance/Group Life - Instructional Staff Suppo | 15% | \$0 | \$0 | 15% | \$0 | \$0 |
| 24.240 | Medical Insurance/Dental Insurance/Group Life - School Administration | 15% | \$250,000 | \$37,500 | 15% | \$155,000 | \$23,250 |
| 26.240 | Medical Insurance/Dental Insurance/Group Life - Operation & Maintenan | 15% | \$0 | \$0 | 15% | \$0 | \$0 |
| 31.240 | Medical Insurance/Dental Insurance/Group Life - Food Services | 15% | \$0 | \$0 | 15% | \$0 | \$0 |
| | Total- Medical Insurance/Dental Insurance/Group Life | | | \$128,550 | | | \$108,750 |
| 10.290 | Other Employee Benefits (specify) - Instruction | 1% | \$537,000 | \$5,370 | 1% | \$500,000 | \$5,000 |
| 21.290 | Other Employee Benefits (specify) - Student Support | 1% | \$70,000 | \$700 | 1% | \$70,000 | \$700 |
| 22.290 | Other Employee Benefits (specify) - Instructional Staff Support | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| 24.290 | Other Employee Benefits (specify) - School Administration | 1% | \$250,000 | \$2,500 | 1% | \$155,000 | \$1,550 |
| 26.290 | Other Employee Benefits (specify) - Operation & Maintenance of Facilities | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| 31.290 | Other Employee Benefits (specify) - Food Services | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| | Total - Other Employee Benefits | | | \$8,570 | | | \$7,250 |
| | TOTAL EMPLOYEE BENEFITS (200) | | | \$274,240 | | | \$210,250 |
| --- PURCHASED PROFESSIONAL & TECHNICAL SERVICES --- | | | | | | | |
| 10.300 | Purchased Prof & Tech Services - Instruction | | | \$0 | | | \$0 |
| 21.300 | Purchased Prof & Tech Services - Student Support | | | \$75,000 | | | \$50,000 |
| 22.300 | Purchased Prof & Tech Services - Instructional Staff Support | | | \$0 | | | \$0 |
| 22.330 | Employee Training and Development | | | \$15,000 | | | \$10,000 |
| 24.300 | Purchased Prof & Tech Services - School Administration | | | \$15,000 | | | \$8,000 |
| 24.345 | Audit, Accounting, & Other Business-type Services | | | \$65,000 | | | \$50,000 |
| 24.349 | Purchased Legal Services | | | \$5,000 | | | \$5,000 |
| 24.350 | Other Technical Services - Website Development | | | \$3,000 | | | \$3,000 |
| 26.300 | Purchased Prof & Tech Services - Operation & Maintenance of Facilities | | | \$35,000 | | | \$31,500 |
| 31.300 | Purchased Prof & Tech Services - Food Services | | | \$0 | | | \$0 |
| | TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300) | | | \$213,000 | | | \$157,500 |
| --- PURCHASED PROPERTY SERVICES --- | | | | | | | |
| 24.442 | Rental of Equipment & Vehicles - Administration | | | \$0 | | | \$0 |
| 24.443 | Rental of Computers & Related Equipment | | | \$0 | | | \$0 |
| 26.400 | Purchased Property Services | | | \$6,500 | | | \$6,500 |
| 26.410 | Utility Services | | | \$9,500 | | | \$9,500 |
| 26.441 | Rental of Land & Buildings | | | \$0 | | | \$0 |
| 26.442 | Rental of Equipment & Vehicles - Operation & Maintenance of Facilities | | | \$11,000 | | | \$9,500 |
| 26.450 | Construction Services | | | \$12,000 | | | \$9,000 |
| 26.490 | Other Purchased Property Services - Property Tax | | | \$0 | | | \$0 |
| | TOTAL - PURCHASED PROPERTY SERVICES (400) | | | \$39,000 | | | \$34,500 |
| --- OTHER PURCHASED SERVICES --- | | | | | | | |
| 27.510 | Student Transportation Services (To/From School) | | | \$0 | | | \$0 |
| 24.520 | Insurance (other than employee benefits - e.g. D&O) | | | \$750 | | | \$750 |
| 45.521 | Property Insurance | | | \$6,500 | | | \$6,500 |
| 45.522 | Liability Insurance | | | \$6,500 | | | \$6,500 |
| 10.530 | Communication (telephone and other) - Instructional | | | \$0 | | | \$0 |
| 21.530 | Communication (telephone and other) - Student Support | | | \$0 | | | \$0 |
| 24.530 | Communication (telephone and other) - School Administration | | | \$3,500 | | | \$3,000 |
| 26.530 | Communication (telephone and other) - Operation and Maintenance of Fac | | | \$0 | | | \$0 |
| 24.540 | Advertising | | | \$20,000 | | | \$25,000 |
| 10.550 | Printing and Binding - Instruction | | | \$0 | | | \$0 |
| 21.550 | Printing and Binding - Student Support | | | \$0 | | | \$0 |
| 24.550 | Printing and Binding - School Administration | | | \$0 | | | \$0 |
| 26.550 | Printing and Binding - Operation and Maintenance of Facilities | | | \$0 | | | \$0 |
| 10.560 | Tuition | | | \$0 | | | \$0 |
| 21.570 | Food Service Management | | | \$0 | | | \$0 |
| 21.580 | Staff Travel/Per Diem - Student Support | | | \$10,000 | | | \$7,500 |
| 24.580 | Staff Travel/Per Diem - School Administration | | | \$3,500 | | | \$2,000 |
| 26.580 | Staff Travel/Per Diem - Operation and Maintenance of Facilities | | | \$0 | | | \$0 |
| 10.590 | Inter-educational, Interagency Purchased Services | | | \$0 | | | \$0 |
| | TOTAL - OTHER PURCHASED SERVICES (500) | | | \$50,750 | | | \$51,250 |
| --- SUPPLIES & MATERIALS--- | | | | | | | |
| 10.600 | Supplies & Materials - Instruction | | | \$7,000 | 0 | \$0 | \$5,500 |
| 10.641 | Textbooks | | | \$60,000 | 0 | \$0 | \$40,000 |
| 21.600 | Supplies & Materials - Student Support | | | \$5,000 | 0 | \$0 | \$3,500 |
| 22.640 | Books and Periodicals | | | \$0 | 0 | \$0 | \$0 |

| | | | | | | | |
|--|---|----|-----|-------------|-------------|-------------|-------------|
| 22.644 | Library Books | | | \$3,500 | 0 | \$0 | \$1,000 |
| 22.650 | Supplies - Technology Related - Audio/Visual | | | \$35,000 | 0 | \$0 | \$22,000 |
| 24.600 | Supplies & Materials - School Administration | | | \$20,000 | 0 | \$0 | \$15,000 |
| 26.600 | Supplies & Materials - Operation & Maintenance of Facilities | | | \$15,000 | 0 | \$0 | \$12,000 |
| 26.620 | Energy | | | \$0 | 0 | \$0 | \$0 |
| 26.650 | Supplies - Tech Related - Personnel & Wage Records and Data Mgmt | | | \$35,000 | | | \$25,000 |
| 31.600 | Supplies & Materials - Food Service | | | \$0 | 0 | \$0 | \$0 |
| 31.630 | Food - Food Service | | | \$0 | | | \$0 |
| TOTAL - SUPPLIES & MATERIALS (600) | | | | \$180,500 | | | \$124,000 |
| -- 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) | \$ | - 7 | \$0 | \$ | - 7 | \$0 |
| 49.710 | Land and Site Improvements | | | \$0 | | | \$0 |
| 49.720 | Buildings | | | \$0 | | | \$0 |
| 27.732 | School Buses | | | \$0 | | | \$0 |
| 10.733 | Furniture and Fixtures - Instruction | | | \$5,000 | | | \$1,000 |
| 21.733 | Furniture and Fixtures - Student Support | | | \$15,000 | | | \$2,500 |
| 24.733 | Furniture and Fixtures - School Administration | | | \$2,500 | | | \$0 |
| 10.734 | Technology Related Hardware - Instruction | | | \$5,000 | | | \$1,000 |
| 21.734 | Technology Related Hardware - Student Support | | | \$25,000 | | | \$8,500 |
| 24.734 | Technology Related Hardware - School Administration | | | \$3,000 | | | \$0 |
| 10.736 | Technology Software - Instruction | | | \$35,000 | | | \$25,000 |
| 21.736 | Technology Software - Student Support | | | \$15,000 | | | \$15,000 |
| 24.736 | Technology Software - School Administration | | | \$15,000 | | | \$15,000 |
| 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) | | | | \$120,500 | | | \$68,000 |
| --- DEBT SERVICE & MISCELLANEOUS --- | | | | | | | |
| 10.890 | Miscellaneous Expenditures - Instuction | | | \$0 | | | \$0 |
| 21.890 | Miscellaneous Expenditures- Student Support | | | \$0 | | | \$0 |
| 24.890 | Miscellaneous Expenditures- School Administration - Closure Reserve Fund | | | \$0 | | | \$0 |
| 26.890 | Miscellaneous Expenditures - Operation & Maintenance of Facilities | | | \$0 | | | \$0 |
| 31.890 | Miscellaneous Expenditures - Food Services | | | \$0 | | | \$0 |
| 45.890 | Miscellaneous Expenditures - Facilities, Acquisition, & Constructuon Services | | | \$0 | | | \$0 |
| 10.810 | Dues & Fees - Instruction | | | \$8,000 | | | \$8,000 |
| 21.810 | Dues & Fees - Student Support | | | \$0 | | | \$0 |
| 24.810 | Dues & Fees -School Administration | | | \$2,500 | | | \$2,500 |
| 26.810 | Dues & Fees - Operation & Maintenance of Facilities | | | \$0 | | | \$0 |
| | Total - Miscellaneous | | | \$10,500 | | | \$10,500 |
| 45.830 | Interest on Debt | | | \$473,454 | | | \$394,637 |
| 45.840 | Redemption of Principal | | | \$12,000 | | | \$10,000 |
| | Total Debt Service | | | \$485,454 | | | \$404,637 |
| TOTAL - DEBT SERVICE & MISCELLANEOUS (800) | | | | \$495,954 | | | \$415,137 |
| Total Expenditures | | | | | \$2,230,944 | \$1,785,637 | |
| | | | | | | | |
| 1000 | Local | | | \$12,000 | | | \$9,000 |
| 3000 | State | | | \$2,227,792 | | | \$1,771,834 |
| 4000 | Federal | | | \$122,312 | | | \$99,491 |
| TOTAL REVENUES | | | | \$2,362,104 | | | \$1,880,325 |
| 100 | Salaries | | | \$857,000 | | | \$725,000 |
| 200 | Employee Benefits | | | \$274,240 | | | \$210,250 |
| 300 | Purchased Professional & Technical Services | | | \$213,000 | | | \$157,500 |
| 400 | Purchased Property Services | | | \$39,000 | | | \$34,500 |
| 500 | Other Purchased Services | | | \$50,750 | | | \$51,250 |
| 600 | Supplies & Materials | | | \$180,500 | | | \$124,000 |
| 700 | Property | | | \$120,500 | | | \$68,000 |
| 800 | Debt Service & Miscellaneous | | | \$495,954 | | | \$415,137 |
| TOTAL EXPENDITURES | | | | \$2,230,944 | | | \$1,785,637 |
| Excess or Deficiency of Revenues over Expenditures | | | | \$131,160 | | | \$94,688 |
| Other Sources of Funding (5000 & 6000) | | | | \$0 | | | \$0 |

| | | | | | | |
|---|--|--|-----------|--|--|----------|
| Net Asset Balance (Fund Balance) | | | \$131,160 | | | \$94,688 |
| Reserves as Percentage of Total Revenue (Net Assets / Total Revenue) | | | 6% | | | 5% |
| Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%) | | | 6% | | | 5% |

KEYSTONE ACADEMY

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

KEYSTONE ACADEMY

| | Max Authorized Enrollment | Rating Factor | WPU Generated |
|--------------------------------|---------------------------|---------------|---------------|
| Estimated enrollment (HDK) | 0 | 0.55 | 0 |
| Estimated enrollment (FDK) | 0 | 0.9 | 0 |
| Estimated enrollment (1-3) | 0 | 0.9 | 0 |
| Estimated enrollment (4-6) | 0 | 0.9 | 0 |
| Estimated enrollment (7-8) | 0 | 0.99 | 0 |
| Estimated enrollment (9-12) | 220 | 1.2 | 264 |
| Special Ed enrollment (1-12) | 22 | | |
| Special Ed (Self-Contained) | 2.42 | | |
| Number of Teachers (K-6) | 0 | | |
| Number of Teachers (7-12) | 10 | | |
| WPU Value | \$4,674 | | |
| No. of Teachers (FTE) (CACTUS) | 10 | | |
| School Administrators (CACTUS) | 2 | | |
| Support Professionals | 4 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|---|--|---------------|---------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | Weighted WPU * WPU Value - \$2/student | 264.0000 | \$ 1,233,496 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 10% of enrollment * WPU value | 22.0000 | 102,828 |
| Spec. Ed. Self-Contained | Average SpEd SC for charters Approx. 1.1% | 2.4200 | 11,311 |
| Special Ed-State Programs | (10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment) | 0.6300 | 2,945 |
| Career and Technical Ed. | | 0.0000 | |
| Student at Risk Add-on | Base 5 WPU + .125 WPU/ED + .0475 WPU/EL | 13.9254 | 65,087 |
| Class Size Reduction (K-8) | \$440.73/student K-8 | 0.0000 | - |
| Total WPU Programs | | 300.5554 | \$1,415,667 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$302.73/Total WPU | | 90,987 |
| 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 | | - |
| 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 | | 72,515 |
| Educator Professional Time | \$1,950.83/Teacher FTE | | 19,508 |
| Salary Supplement for Highly-Needed Educators | \$5,573 + 30.58/student (including SPED Self-contained) | | 12,375 |
| Student Health & Counseling | \$25,000 Base + \$27.27/student | | 30,999 |
| Digital Teaching and Learning | \$20.97/student | | 4,613 |
| Educator Salary Adjustment (ESA) | \$10,350 + Benefits/Teacher FTE | | 130,633 |
| ESA-School Administrators | \$2,500 + Benefits/Admin FTE | | 6,208 |
| School-Based Education Support Professional Stipend | \$1,000/FTE + Benefits at 28.3% | | 5,132 |
| Teacher Supplies and Materials | \$500/K-6 FTE, \$250/7-12 FTE | | 2,500 |
| Local Replacement Dollars | Average \$3,628 per student | | 806,940 |
| Total Non-WPU | | | \$ 1,277,021 |
| | | | |
| | | | |
| | | | |
| ESTIMATED Total All State Funding | | | \$ 2,692,688 |

KEYSTONE ACADEMY
*******PROJECTION ONLY*******

KEYSTONE ACADEMY

| | Break Even Enrollment | Rating Factor | WPU Generated |
|--------------------------------|-----------------------|---------------|---------------|
| Estimated enrollment (HDK) | 0 | 0.55 | 0 |
| Estimated enrollment (FDK) | 0 | 0.9 | 0 |
| Estimated enrollment (1-3) | 0 | 0.9 | 0 |
| Estimated enrollment (4-6) | 0 | 0.9 | 0 |
| Estimated enrollment (7-8) | 0 | 0.99 | 0 |
| Estimated enrollment (9-12) | 165 | 1.2 | 198 |
| Special Ed enrollment (1-12) | 16.5 | | |
| Special Ed (Self-Contained) | 1.815 | | |
| Number of Teachers (K-6) | 0 | | |
| Number of Teachers (7-12) | 8 | | |
| WPU Value | \$4,674 | | |
| No. of Teachers (FTE) (CACTUS) | 8 | | |
| School Administrators (CACTUS) | 2 | | |
| Support Professionals | 1 | | |

| Program Name | Rate | WPU Generated | Amount Generated |
|--|--|-----------------|---------------------|
| WPU Programs | | | |
| Regular Basic School: | | | |
| Regular WPU - K-12 | Weighted WPU * WPU Value - \$2/student | 198.0000 | \$ 925,122 |
| Restricted Basic School: | | | |
| Special Ed--Add-on | 10% of enrollment * WPU value | 16.5000 | 77,121 |
| Spec. Ed. Self-Contained | Average SpEd SC for charters Approx. 1.1% | 1.8150 | 8,483 |
| Special Ed-State Programs | (10% enrollment * \$19.17 + \$2,259 Base for EY), (Impact Aid \$12.00 * 10% of enrollment) | 0.5933 | 2,773 |
| Career and Technical Ed. | | 0.0000 | |
| Student at Risk Add-on | Base 5 WPU + .125 WPU/ED + .0475 WPU/EL | 11.6941 | 54,658 |
| Class Size Reduction (K-8) | \$440.73/student K-8 | 0.0000 | - |
| Total WPU Programs | | 226.7874 | \$ 1,068,158 |
| Non-WPU Programs | | | |
| Related to Basic Programs: | | | |
| Flexible Allocation-WPU Distribution | \$302.73/Total WPU | | 68,655 |
| 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 | | - |
| 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 | | 54,717 |
| Educator Professional Time | \$1,950.83/Teacher FTE | | 15,607 |
| Salary Supplement for Highly-Needed Educators | \$5,573 + 30.58/student (including SPED Self-contained) | | 10,674 |
| Student Health & Counseling | \$25,000 Base + \$27.27/student | | 29,500 |
| Digital Teaching and Learning | \$20.97/student | | 3,460 |
| Educator Salary Adjustment (ESA) | \$10,350 + Benefits/Teacher FTE | | 104,506 |
| ESA-School Administrators | \$2,500 + Benefits/Admin FTE | | 6,208 |
| School-Based Education Support Professional Stipends | \$1,000/FTE + Benefits at 28.3% | | 1,283 |
| Teacher Supplies and Materials | \$500/K-6 FTE, \$250/7-12 FTE | | 2,000 |
| Local Replacement Dollars | Average \$3.628 per student | | 605,205 |
| Total Non-WPU | | | \$ 996,426 |
| | | | |
| | | | |
| | | | |
| ESTIMATED Total All State Funding | | | \$ 2,064,583 |

| KEYSTONE ACADEMY | | | | FY27 | | | |
|---|---|------------|-------------|-----------------|------------|----------------------|-----------|
| Second Operational Year | | | | 100% Enrollment | | Breakeven Enrollment | |
| Number of Students: | | | | 220 | | 165 | |
| Grade Configuration: | | | | 9-12 | | 9-12 | |
| Revenue | | | | | | | |
| Food Services Sales to Students | | | | 220 \$0 | | 165 \$68,904 | |
| Student Activities | | | | \$15,000 | | \$0 | |
| Contributions and Donations from Private Sources: | | | | | | | |
| Source(s) (specify) | | | | \$0 | | \$0 | |
| Miscellaneous | | | | \$0 | | \$0 | |
| Total Revenue From Local Sources (1000) | | | | \$15,000 | | \$68,904 | |
| Estimated Total All State Funding | | | | \$ 2,692,688.16 | | \$ 2,064,583.11 | |
| Charter School Revolving Loan | | | | | | | |
| Charter School Startup and Implementation Grant | | | | | | | |
| Total Revenue from State Sources (3000) | | | | \$2,692,688 | | \$2,064,583 | |
| Federal Child Nutrition Program | | | | 220 \$91,872 | | 165 \$68,904 | |
| Restricted Federal Grants-in-Aid Received via USBE (IDEA) | | | | \$24,640 | | \$25,318 | |
| Federal Elementary and Secondary Education Act of 1965 (ESEA) | | | | \$32,980 | | \$24,735 | |
| Total Revenue from Federal Sources (4000) | | | | \$149,492 | | \$118,957 | |
| Loan Poceeds (other than revolving loan) | | | | \$0 | | \$0 | |
| Commercial | | | | \$0 | | \$0 | |
| Other (specify) | | | | \$0 | | \$0 | |
| Budget from Surplus (For Budgeting Purposes Only) | | | | \$0 | | \$0 | |
| Total Revenue from Other Sources & Changes (5000 & 6000) | | | | \$0 | | \$0 | |
| Total Revenue | | | | \$2,857,180 | | \$2,252,444 | |
| Expenditures | | FTE/Number | Salary/Cost | Total | FTE/Number | Salary/Cost | Total |
| -- SALARIES -- | | | | | | | |
| 10.131 | Salaries - Teachers Regular Ed | 9.00 | \$63,000 | \$567,000 | 7.00 | \$63,000 | \$441,000 |
| 10.131 | Salaries - Teachers Special Ed | 1.00 | \$68,250 | \$68,250 | 1.00 | \$6,825 | \$6,825 |
| 10.132 | Salaries - Substitute Teachers | 1.00 | \$15,000 | \$15,000 | 1.00 | \$15,000 | \$15,000 |
| 10.161 | Salaries - Teacher Aides and Paraprofessionals | 4.00 | \$19,000 | \$76,000 | 2.00 | \$19,000 | \$38,000 |
| 10.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total 10 (1000)-INSTRUCTION Salaries (100) | | | | \$726,250 | | | \$500,825 |
| 21.140 | Salaries - Other Licensed Salaries - Speech and Language Therapist | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.141 | Salaries - Attendance and Social Work Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.142 | Salaries - Guidance Personnel | 1.00 | \$73,500 | \$73,500 | 1.00 | \$73,500 | \$73,500 |
| 21.143 | Salaries - Health Services Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.144 | Salaries - Psychological Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 21.152 | Salaries - Secretarial and Clerical | 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) | | | | \$73,500 | | | \$73,500 |
| 22.145 | Salaries - Licensed Media Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 22.162 | Salaries - Non-licensed Media Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 22.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100) | | | | \$0 | | | \$0 |
| 24.114 | Salaries - Business Administrator | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 24.121 | Salaries - Principals and Assistant Principals | 2.00 | \$94,500 | \$189,000 | 2.00 | \$94,500 | \$189,000 |
| 24.152 | Salaries - Secretarial and Clerical Personnel | 3.00 | \$36,000 | \$108,000 | 2.00 | \$42,000 | \$84,000 |
| 24.198 | Salaries - Other Classified Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -SCHOOL ADMINISTRATION Salaries (100) | | | | \$297,000 | | | \$273,000 |
| 26.181 | Salaries - Operation & Maintenance Supervisors | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 26.182 | Salaries - Custodial & Maintenance Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| 26.184 | Salaries - Technology Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -OPERATION & MAINT OF FACILITIES Salaries (100) | | | | \$0 | | | \$0 |
| 31.191 | Salaries - Food Services Personnel | 0.00 | \$0 | \$0 | 0.00 | \$0 | \$0 |
| Total -FOOD SERVICES Salaries (100) | | | | \$0 | | | \$0 |
| TOTAL - SALARIES (100) | | | | \$1,096,750 | | | \$847,325 |
| -- EMPLOYEE BENEFITS -- | | | | | | | |
| 10.210 | State Retirement - Instruction | 6% | \$726,250 | \$43,575 | 6% | \$500,825 | \$30,050 |
| 21.210 | State Retirement - Student Support | 6% | \$73,500 | \$4,410 | 6% | \$73,500 | \$4,410 |
| 22.210 | State Retirement - Instructional Staff Support | 6% | \$0 | \$0 | 6% | \$0 | \$0 |
| 24.210 | State Retirement - School Administration | 6% | \$297,000 | \$17,820 | 6% | \$273,000 | \$16,380 |
| 26.210 | State Retirement - Operation & Main of Facilities | 6% | \$0 | \$0 | 6% | \$0 | \$0 |
| 31.210 | State Retirement - Food Services | 6% | \$0 | \$0 | 6% | \$0 | \$0 |
| Total - State Retirement | | | | \$65,805 | | | \$50,840 |
| 10.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$726,250 | \$72,625 | 10% | \$500,825 | \$50,083 |
| 21.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$73,500 | \$7,350 | 10% | \$73,500 | \$7,350 |
| 22.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |

| | | | | | | | |
|---|--|-----|-----------|-----------|-----|-----------|-----------|
| 24.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$297,000 | \$29,700 | 10% | \$273,000 | \$27,300 |
| 26.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |
| 31.220 | Social Security Contributions/Workers' Compensation/Unemployment Insu | 10% | \$0 | \$0 | 10% | \$0 | \$0 |
| | Total - Social Security Contributions/Workers' Compensation/Unemployment Insurance | | | \$109,675 | | | \$84,733 |
| 10.240 | Medical Insurance/Dental Insurance/Group Life - Instruction | 16% | \$726,250 | \$116,200 | 16% | \$500,825 | \$80,132 |
| 21.240 | Medical Insurance/Dental Insurance/Group Life - Student Support | 16% | \$73,500 | \$11,760 | 16% | \$73,500 | \$11,760 |
| 22.240 | Medical Insurance/Dental Insurance/Group Life - Instructional Staff Suppo | 16% | \$0 | \$0 | 16% | \$0 | \$0 |
| 24.240 | Medical Insurance/Dental Insurance/Group Life - School Administration | 16% | \$297,000 | \$47,520 | 16% | \$273,000 | \$43,680 |
| 26.240 | Medical Insurance/Dental Insurance/Group Life - Operation & Maintenan | 16% | \$0 | \$0 | 16% | \$0 | \$0 |
| 31.240 | Medical Insurance/Dental Insurance/Group Life - Food Services | 16% | \$0 | \$0 | 16% | \$0 | \$0 |
| | Total- Medical Insurance/Dental Insurance/Group Life | | | \$175,480 | | | \$135,572 |
| 10.290 | Other Employee Benefits (specify) - Instruction | 1% | \$726,250 | \$7,263 | 1% | \$500,825 | \$5,008 |
| 21.290 | Other Employee Benefits (specify) - Student Support | 1% | \$73,500 | \$735 | 1% | \$73,500 | \$735 |
| 22.290 | Other Employee Benefits (specify) - Instructional Staff Support | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| 24.290 | Other Employee Benefits (specify) - School Administration | 1% | \$297,000 | \$2,970 | 1% | \$273,000 | \$2,730 |
| 26.290 | Other Employee Benefits (specify) - Operation & Maintenance of Facilities | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| 31.290 | Other Employee Benefits (specify) - Food Services | 1% | \$0 | \$0 | 1% | \$0 | \$0 |
| | Total - Other Employee Benefits | | | \$10,968 | | | \$8,473 |
| TOTAL EMPLOYEE BENEFITS (200) | | | | \$361,928 | | | \$279,617 |
| --- PURCHASED PROFESSIONAL & TECHNICAL SERVICES --- | | | | | | | |
| 10.300 | Purchased Prof & Tech Services - Instruction | | | \$0 | | | \$0 |
| 21.300 | Purchased Prof & Tech Services - Student Support | | | \$95,000 | | | \$75,000 |
| 22.300 | Purchased Prof & Tech Services - Instructional Staff Support | | | \$0 | | | \$0 |
| 22.330 | Employee Training and Development | | | \$12,000 | | | \$15,000 |
| 24.300 | Purchased Prof & Tech Services - School Administration | | | \$15,000 | | | \$15,000 |
| 24.345 | Audit, Accounting, & Other Business-type Services | | | \$67,500 | | | \$65,000 |
| 24.349 | Purchased Legal Services | | | \$5,000 | | | \$5,000 |
| 24.350 | Other Technical Services - Website Development | | | \$3,000 | | | \$3,000 |
| 26.300 | Purchased Prof & Tech Services - Operation & Maintenance of Facilities | | | \$42,000 | | | \$35,000 |
| 31.300 | Purchased Prof & Tech Services - Food Services | | | \$0 | | | \$0 |
| TOTAL - PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300) | | | | \$239,500 | | | \$213,000 |
| --- PURCHASED PROPERTY SERVICES --- | | | | | | | |
| 24.442 | Rental of Equipment & Vehicles - Administration | | | \$0 | | | \$0 |
| 24.443 | Rental of Computers & Related Equipment | | | \$0 | | | \$0 |
| 26.400 | Purchased Property Services | | | \$7,000 | | | \$6,500 |
| 26.410 | Utility Services | | | \$10,000 | | | \$9,500 |
| 26.441 | Rental of Land & Buildings | | | \$0 | | | \$0 |
| 26.442 | Rental of Equipment & Vehicles - Operation & Maintenance of Facilities | | | \$11,000 | | | \$11,000 |
| 26.450 | Construction Services | | | \$16,500 | | | \$12,000 |
| 26.490 | Other Purchased Property Services - Property Tax | | | \$0 | | | \$0 |
| | TOTAL - PURCHASED PROPERTY SERVICES (400) | | | \$44,500 | | | \$39,000 |
| --- OTHER PURCHASED SERVICES --- | | | | | | | |
| 27.510 | Student Transportation Services (To/From School) | | | \$0 | | | \$0 |
| 24.520 | Insurance (other than employee benefits - e.g. D&O) | | | \$750 | | | \$750 |
| 45.521 | Property Insurance | | | \$7,000 | | | \$6,500 |
| 45.522 | Liability Insurance | | | \$7,000 | | | \$6,500 |
| 10.530 | Communication (telephone and other) - Instructional | | | \$0 | | | \$0 |
| 21.530 | Communication (telephone and other) - Student Support | | | \$0 | | | \$0 |
| 24.530 | Communication (telephone and other) - School Administration | | | \$4,200 | | | \$3,500 |
| 26.530 | Communication (telephone and other) - Operation and Maintenance of Fac | | | \$0 | | | \$0 |
| 24.540 | Advertising | | | \$20,000 | | | \$25,000 |
| 10.550 | Printing and Binding - Instruction | | | \$0 | | | \$0 |
| 21.550 | Printing and Binding - Student Support | | | \$0 | | | \$0 |
| 24.550 | Printing and Binding - School Administration | | | \$0 | | | \$0 |
| 26.550 | Printing and Binding - Operation and Maintenance of Facilities | | | \$0 | | | \$0 |
| 10.560 | Tuition | | | \$0 | | | \$0 |
| 21.570 | Food Service Management | | | \$0 | | | \$0 |
| 21.580 | Staff Travel/Per Diem - Student Support | | | \$10,000 | | | \$10,000 |
| 24.580 | Staff Travel/Per Diem - School Administration | | | \$3,500 | | | \$3,500 |
| 26.580 | Staff Travel/Per Diem - Operation and Maintenance of Facilities | | | \$0 | | | \$0 |
| 10.590 | Inter-educational, Interagency Purchased Services | | | \$0 | | | \$0 |
| TOTAL - OTHER PURCHASED SERVICES (500) | | | | \$52,450 | | | \$55,750 |
| --- SUPPLIES & MATERIALS--- | | | | | | | |
| 10.600 | Supplies & Materials - Instruction | 0 | \$0 | \$12,000 | 0 | \$0 | \$7,000 |
| 10.641 | Textbooks | 0 | \$0 | \$25,000 | 0 | \$0 | \$20,000 |
| 21.600 | Supplies & Materials - Student Support | 0 | \$0 | \$5,000 | 0 | \$0 | \$5,000 |
| 22.640 | Books and Periodicals | 0 | \$0 | \$0 | 0 | \$0 | \$0 |

| | | | | | | | |
|---|---|------|--------------------|--------------------|------|--------------------|--------------------|
| 22.644 | Library Books | 0 | \$0 | \$2,000 | 0 | \$0 | \$3,500 |
| 22.650 | Supplies - Technology Related - Audio/Visual | 0 | \$0 | \$15,000 | 0 | \$0 | \$10,000 |
| 24.600 | Supplies & Materials - School Administration | 0 | \$0 | \$30,000 | 0 | \$0 | \$20,000 |
| 26.600 | Supplies & Materials - Operation & Maintenance of Facilities | 0 | \$0 | \$15,000 | 0 | \$0 | \$15,000 |
| 26.620 | Energy | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| 26.650 | Supplies - Tech Related - Personnel & Wage Records and Data Mgmt | | | \$35,000 | | | \$30,000 |
| 31.600 | Supplies & Materials - Food Service | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| 31.630 | Food - Food Service | | | \$0 | | | \$0 |
| TOTAL - SUPPLIES & MATERIALS (600) | | | | \$139,000 | | | \$110,500 |
| --- PROPERTY --- | | | | | | | |
| 10.700 | Property - Instruction | | | \$0 | | | \$0 |
| 21.700 | Property - Student Support | | | \$0 | | | \$0 |
| 24.700 | Property - School Administration | | | \$0 | | | \$0 |
| 26.700 | Property - Operation & Maintenance of Facilities | | | \$0 | | | \$0 |
| 31.700 | Property - Food Services | | | \$0 | | | \$0 |
| 31.790 | Depreciation and Amortization (Kitchen Equipment) | \$ - | 7 | \$0 | \$ - | 7 | \$0 |
| 49.710 | Land and Site Improvements | | | \$0 | | | \$0 |
| 49.720 | Buildings | | | \$0 | | | \$0 |
| 27.732 | School Buses | | | \$0 | | | \$0 |
| 10.733 | Furniture and Fixtures - Instruction | | | \$2,000 | | | \$5,000 |
| 21.733 | Furniture and Fixtures - Student Support | | | \$15,000 | | | \$8,000 |
| 24.733 | Furniture and Fixtures - School Administration | | | \$1,000 | | | \$1,000 |
| 10.734 | Technology Related Hardware - Instruction | | | \$5,000 | | | \$5,000 |
| 21.734 | Technology Related Hardware - Student Support | | | \$25,000 | | | \$20,000 |
| 24.734 | Technology Related Hardware - School Administration | | | \$3,000 | | | \$3,000 |
| 10.736 | Technology Software - Instruction | | | \$35,000 | | | \$25,000 |
| 21.736 | Technology Software - Student Support | | | \$15,000 | | | \$12,000 |
| 24.736 | Technology Software - School Administration | | | \$15,000 | | | \$10,000 |
| 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) | | | | \$116,000 | | | \$89,000 |
| --- DEBT SERVICE & MISCELLANEOUS --- | | | | | | | |
| 10.890 | Miscellaneous Expenditures - Instruction | | | \$0 | | | \$0 |
| 21.890 | Miscellaneous Expenditures- Student Support | | | \$0 | | | \$0 |
| 24.890 | Miscellaneous Expenditures- School Administration - Closure Reserve Fund | | | \$0 | | | \$0 |
| 26.890 | Miscellaneous Expenditures - Operation & Maintenance of Facilities | | | \$0 | | | \$0 |
| 31.890 | Miscellaneous Expenditures - Food Services | | | \$0 | | | \$0 |
| 45.890 | Miscellaneous Expenditures - Facilities, Acquisition, & Construction Services | | | \$0 | | | \$0 |
| 10.810 | Dues & Fees - Instruction | | | \$8,000 | | | \$8,000 |
| 21.810 | Dues & Fees - Student Support | | | \$0 | | | \$0 |
| 24.810 | Dues & Fees -School Administration | | | \$2,500 | | | \$2,500 |
| 26.810 | Dues & Fees - Operation & Maintenance of Facilities | | | \$0 | | | \$0 |
| | Total - Miscellaneous | | | \$10,500 | | | \$10,500 |
| 45.830 | Interest on Debt | | | \$598,454 | | | \$473,454 |
| 45.840 | Redemption of Principal | | | \$12,000 | | | \$12,000 |
| | Total Debt Service | | | \$610,454 | | | \$485,454 |
| TOTAL - DEBT SERVICE & MISCELLANEOUS (800) | | | | \$620,954 | | | \$495,954 |
| Total Expenditures | | | \$2,671,082 | | | \$2,130,146 | |
| | | | | | | | |
| 1000 | Local | | | \$15,000 | | | \$68,904 |
| 3000 | State | | | \$2,692,688 | | | \$2,064,583 |
| 4000 | Federal | | | \$149,492 | | | \$118,957 |
| TOTAL REVENUES | | | | \$2,857,180 | | | \$2,252,444 |
| 100 | Salaries | | | \$1,096,750 | | | \$847,325 |
| 200 | Employee Benefits | | | \$361,928 | | | \$279,617 |
| 300 | Purchased Professional & Technical Services | | | \$239,500 | | | \$213,000 |
| 400 | Purchased Property Services | | | \$44,500 | | | \$39,000 |
| 500 | Other Purchased Services | | | \$52,450 | | | \$55,750 |
| 600 | Supplies & Materials | | | \$139,000 | | | \$110,500 |
| 700 | Property | | | \$116,000 | | | \$89,000 |
| 800 | Debt Service & Miscellaneous | | | \$620,954 | | | \$495,954 |
| TOTAL EXPENDITURES | | | | \$2,671,082 | | | \$2,130,146 |
| Excess or Deficiency of Revenues over Expenditures | | | | \$186,099 | | | \$122,298 |
| Other Sources of Funding (5000 & 6000) | | | | \$0 | | | \$0 |

| | | | | | | |
|---|--|--|-----------|--|--|-----------|
| Net Asset Balance (Fund Balance) | | | \$186,099 | | | \$122,298 |
| Reserves as Percentage of Total Revenue (Net Assets / Total Revenue) | | | 7% | | | 5% |
| Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%) | | | 7% | | | 5% |