



MISSION

Eagle Summit Academy uses the power of educational excellence, therapeutic healing, and social skills development to assist students in finding educational success, personal power, and discovery; preparing them for future success.

Required Information

I. Charter School Information

1. Name of proposed charter school: Eagle Summit Academy

2. Name of applicant: Eagle Summit Academy

3. Authorized agent: Paul Keene

4. Mailing address: Street, City, State, Zip: 5500 Bagley Park Rd, West Jordan, UT 84081

5. Phone number: (801) 282-1143 6. Email address: pkeene@wrcademy.com

7. District(s) where proposed charter school is located: Jordan School District

8. Final application only: District contact(s) and date(s) complete application submitted to district(s).
(NOTE: repeat this statement for each district in which the school may be located.)

Submitted to Shelly Nordick (person) who works at Jordan School District
on 12/1/2015 (date).

9. Form of organization (check)
 Nonprofit Corporation Tribal entity Other

10. The governing board of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

Name	Email	Position on Board (e.g., chair, secretary)	Type of expertise (e.g., educator, legal, finance)	Profession
Lisa Hales	lhales@wrcademy.com	President	Education Administration	Charter School Administrator
Barrie Giles	barriegiles@comcast.net	President-Elect	Charter Start Up Experience	Business Administration
Mitzi Steckling	mitzis@mac.com	Secretary	Business	Business Administration
Brad Jeppson	b.jeppson@ghid.org	Treasurer	Accounting/Finance	Accountant
Calvin Hatch	calvin@hatch-law.com	Trustee	Legal	Attorney

11. Year school will start: 2017	12. Grades served: 7-12
13. Number of instructional days: 180	14. Number of instructional hours: 990
15. Requested Enrollment Operational year 1: Grade K: ___ Grades 1-6: ___ Grades 7-8: <u>100</u> Grades 9-12: <u>200</u> Total: <u>300</u> Operational year 2: Grade K: ___ Grades 1-6: ___ Grades 7-8: ___ Grades 9-12: ___ Total: ___ Operational year 3: Grade K: ___ Grades 1-6: ___ Grades 7-8: ___ Grades 9-12: ___ Total: ___ Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
16. Target percentage of educationally disadvantaged students (if applicable)	
17. Is this application seeking special treatment under UCA 53A-1a-501.9 ? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	18. Is this application seeking priority consideration under UCA 53A-1a-502.5 ? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
19. A charter school may apply to the State Board of Education for a waiver of any Administrative Rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Justification supporting the need for the waiver as Attachment A). ESA is not seeking any waivers.	
20. List persons whom you have designated as founding members of the school. Children/grandchildren of a founding member (an individual who has had a significant role in the development of a charter school application), employee, or governing board member are eligible for preferential enrollment under State law. Identify the percentage of student enrollments eligible for preferential enrollment under the status of founder's, employee, or board member child/grandchild.	

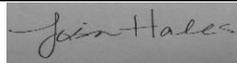
I. Signatures
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this application are true and correct, and that we will comply with the charter agreement if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Paul Keene
Signature of Authorized Agent:
Name of Charter School Board Chair (if different than Authorized Agent): Lisa Hales
Signature of Charter School Board Chair (if different than Authorized Agent): 

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Executive Summary

Eagle Summit Academy (ESA), is a charter school dedicated to helping struggling youth in grades seven through twelve prepare for the future by providing them with an education, therapy (if needed and desired), a positive and encouraging school environment, and appropriate social skills. ESA is being built around West Ridge Academy (WRA), a fully accredited, private school serving at-risk youth who are receiving residential treatment for various issues. WRA has had great success in recent years, and is currently turning down over 200 students per year because they cannot afford the private school tuition. None of the students at WRA are court-ordered there, all students/parents have selected WRA to help them overcome significant challenges while also receiving a quality education. ESA Board members felt compelled to open a charter school to help meet the academic needs of this population. A positive approach to discipline that has been found to be incredibly effective at Lincoln Alternative High School in Walla Walla, Washington will be used at ESA.

WRA will no longer exist as a school, and ESA will operate as a day school. The landlord will also lease other space on the property to a residential treatment center, not associated with ESA.

Clients of the residential treatment center who are residents of Utah may apply and be admitted to ESA through the lottery. The residential treatment center may contract with ESA to provide educational services to those not able to enroll via the lottery or who are not residents of the state of Utah. While the two organizations will be located on the same campus in West Jordan, they will have different boards and are separate 501(c)3 entities. There will be no common governance; they are separate entities that may collaborate in ways that are mutually beneficial. ESA's lease will be on a per-student basis, with no minimum amount, allowing ESA to be viable even with relatively few students.

ESA's multifaceted approach to learning with teacher/mentor (T/M) -led, computer-based learning, is dedicated to assisting those students who are at-risk of not graduating or dropping out of school. WRA has had great success in helping students with credit recovery, as discussed later in this application. These students may also have social problems, emotional disorders, and/or substance abuse issues that are interfering with their educations. By addressing these needs while also working on credit recovery, preparing for graduation, and developing a post-secondary plan students ESA will be reaching this population in a way traditional public education is not. While the local school district offers an alternative high school, they only address the academic needs, and students are not eligible to attend until eleventh grade.

ESA will be implementing a school culture that focuses on caring about students and looking at what is causing poor behavior and helping each student develop appropriate coping skills to overcome difficult challenges and life situations. The school discipline and culture will be modeled on Lincoln Alternative High School in Walla Walla, Washington, where there has been an 85% decrease in school suspensions and the overall school proficiency rating is in the "acceptable" range for the state. Detailed information is provided in Section Four.

WRA was founded by Lowell L. Bennion in 1964, as a way for parents to seek help within their community for their children. As a 501c (3), WRA has had tremendous success working with students, giving them the tools and motivation to recover credits lost and getting them back on track for high school graduation and a bright post-secondary future. Due to the success that students and families have found at WRA, the parents of struggling students in the West Jordan area have requested WRA consider becoming a charter school so their children can find similar success. It is for this reason that ESA Board members have worked with WRA and The Fund for Hope and Healing to create a charter school based on the WRA model. With the infrastructure of facilities and a faculty already partially in place, ESA can help more struggling teens put their lives back together, find educational success, and see the possibility of a bright and successful future.

Priority Consideration

ESA is seeking priority consideration under UCA 53A-1a-501.9(2)(a)(ii) as the school's target population is students who are not succeeding academically and who may also want group therapy. The single gender classes also qualify the school to be considered with a priority approval under UCA 53A-1a-501.9(2)(a)(iv).

ESA Board of Trustees and School Administrator

Lisa Hales, President: Mrs. Hales is an experienced secondary teacher and administrator. She received her BA in English Education from the University of Arizona in 1991, her MEd from the University of Phoenix in 1998, and her MEd in Educational Leadership from Colorado State University in 2010. Having spent 25 years in education in Colorado, she relocated to Utah in June of 2014. As an experienced International Baccalaureate (IB) teacher, coordinator, site visitor, workshop leader and consultant, she served as the Academic Director/IB Coordinator of Providence Hall Charter School's high school when it opened in the fall of 2014. She comes to the ESA Board having served on the Board of Directors for the IB Association of Rocky Mountain World Schools (2003 – 2008), and as an experienced leader in curriculum, assessment, and instructional design. She has a passion for working with secondary students and teachers of all abilities.

Barrie Giles, President Elect: Mrs. Giles joined the WRA Board of Directors in 2007, serving as the president from 2008-2010. Her passion for helping students started when she realized that one of her children needed help with his emotional and educational issues. She sought WRA as the school to provide the attention that was needed to facilitate her son's educational and emotional needs, which resulted in his graduation from high school.

Mitzi Steckling, Secretary: Mrs. Steckling is an avid supporter of youth driven programs. For example, she has served as the PTA Teacher Association President, taught "Parenting with Love and Logic," in the Jordan School district Community Education program, served on the Davis County Jr. Miss Scholarship Program, and served as a delegate to the Davis County Republican Party. She has a BS degree in Family Sciences from Brigham Young University. Her love for youth and finding ways to help them accomplish their dreams has been fundamental to making WRA successful. She has served on the Advisory Council and Board of Directors at WRA since 2008.

Brad Jeppson, Trustee: Mr. Jeppson is currently the Director of Administration at Granger-Hunter Improvement District. He received his Master of Accountancy at the University of Phoenix and his Bachelor's Degree from the University of Utah. Mr. Jeppson is a Charter Member and Past President of the Sunrise West Jordan Rotary Club. He was the former Assistant School Director of West Ridge Academy and worked there for 10 years. He has worked a total of 15 years with At Risk Youth. He brings his expertise in financial experience.

Calvin Hatch, Trustee: Mr. Hatch is an attorney with over 12 years of experience working in the fields of business law, federal Indian law, and business development. Mr. Hatch graduated with a Bachelor's Degree from the University of Kansas and a Juris Doctorate from the J. Reuben Clark School of Law at Brigham Young University. While attending law school, Mr. Hatch began his work with tribal governments and received the Meritorious Service Award for his work with Native American Tribes. Throughout his legal career, Mr. Hatch has focused his practice on: (1) business law/business development, (2) estate planning, and (3) tribal/federal Indian law. Mr. Hatch has served in various positions, including general and special counsel, venture capital counsel, part-time in-house counsel, administrator/executive director, prosecutor, juvenile prosecutor, juvenile judge, appellate judge, and chief judge.

Paul Keene, Director: Mr. Keene currently works for WRA as the Academic Director. He is not a board member, and it is anticipated he will move into the School Director position, bringing a great background and understanding of the WRA model with him, helping to ensure the WRA model is replicated with fidelity.

Section 1: School Purpose

ESA fulfills the following purposes for Utah charter schools, and is seeking special consideration under 53A-1a-501.9 to enhance the learning opportunities for students at risk of academic failure:

Continue to improve student learning: The anticipated student population of ESA will be at risk for dropping out or not graduating from high school for various reasons, including academic struggles, behavioral issues, substance abuse issues, and/or social challenges. ESA aims to assist students at risk of academic failure, defined by ESA as those not projected to graduate from high school due to lack of necessary class credits and/or excessive absenteeism. ESA treats the academic risk as a symptom of an underlying problem, and helps students overcome the underlying issue(s) while working toward academic proficiency, high school graduation, and planning for a bright future after high school. When a sense of belonging and caring exists in a school setting, along with clear, high, and consistent expectations, as well as a meaningful and challenging educational environment, students are able to progress academically.¹ The behavioral program employed at Lincoln Alternative High School in Walla Walla, Washington does all of the things this research suggests, and the 85% drop in school suspensions, a 40% drop in expulsions after just one year shows the effectiveness of the program. Since inception, the suspension and expulsion numbers have stayed relatively stable, while emergency expulsions and incidents requiring police action have decreased by nearly 100%, as shown in the school culture subsection below. By providing support for social and behavioral problems through a positive school culture, group therapy sessions, social support, and academic flexibility student learning is improved and risk for dropping out decreases.

Support and social skills groups are used in local middle and high schools, run by guidance counselors, to help struggling students, setting a precedence for addressing such issues in the public school setting. Unfortunately, the regular school culture is not one that supports the things being learned in the group setting in the classroom or extra-curricular setting. It is also easy for the at-risk students to be lost in the very large middle and high school populations of the target location.

Increase choice of learning opportunities for students: There are currently few learning opportunities for students with social and/or behavioral problems and for those with substance abuse issues in Jordan School District and surrounding districts. Students with mild issues may be supported in their schools via 504 plans. Typically, students with more severe needs are only served through treatment centers that are paid for by medical insurance or completely by

¹ Akey, Theresa M. Student Context, Student Attitudes and Behavior, and Academic Achievement: An Exploratory Analysis (PDF; Outside Source). New York: MDRC, 2006.

families, prohibiting treatment for far too many students who lack financial resources. ESA seeks to fill this gap.

Valley High School, the alternative high school located in the Jordan School District, currently enrolls eleventh and twelfth graders to the program, although some tenth graders are being admitted on a trial basis². All students must be referred to the program by their current school administration. ESA asserts that if intervention occurs earlier and addresses underlying issues, more at-risk students will overcome their challenges, graduate, and progress to become successful and contributing members of society.

Establish new models of public schooling: ESA provides a new model of public school, providing students with a secondary academic program including access to a wide range of support for substance abuse,, social, and emotional issues in the context of a public education with a positive school culture, as explained below. See Section 4: Program of Instruction, to learn how ESA will employ new and innovative methods to meet the unique learning styles and needs of its students.

Mission Statement

Eagle Summit Academy uses the power of educational excellence, therapeutic healing, and social skills development to assist students in finding educational success, personal power, and discovery; preparing them for future success.

ESA's Vision

ESA has a bright future. In five to ten years, the school will be a leader in the education of at-risk youth, setting the standard for other schools serving similar populations. At the five-year mark, the population of ESA will exceed 250 but no more than 300 students, with approximately 50 students per grade in grades seven through twelve. These students will most likely come from Salt Lake and Utah Counties, but the majority of students will live within ten miles of ESA.

Students coming to ESA will receive necessary support to overcome personal challenges such as substance abuse, pornography addiction, grief and loss, adoption placement, family systems, self-esteem, and social skills challenges while receiving a quality education and building skills needed for success when they leave ESA.

ESA will continue to place a computer in every student's hands to enhance their educational experience and prepare them for higher education. It will also continue to search out new ways to enhance and support curriculum.

The graduation rate will be 80% or higher, and students will leave the school with many opportunities and choices available to them. Graduates will have an understanding of what it takes to be a contributing member of society and the tools they need to be successful personally and professionally.

²Jordan School District. Valley High Frequently Asked Questions (online PDF). South Jordan, Utah: 2015. Access at <http://valleyowls.org/ValleyFAQ.shtml>

Culture and Ethos

The culture of ESA is one of guiding students toward educational success by providing a solid education, along with help overcoming personal challenges in an environment of caring and respect. Students will meet weekly with their assigned T/M advisor to discuss educational successes and struggles and to set goals for the following week. ESA's purpose for these meetings is to teach students how to take control of their own education and life. Students spend time with counselors and peer support groups daily, if needed, to overcome personal challenges, support each other, and learn coping skills for the future.

Much of the WRA culture and ethos will transfer to ESA in order to continue its 60-year legacy helping at-risk teens. Hope and healing are two hallmarks of the WRA culture that will be carried over to ESA. As students learn to overcome personal challenges and find academic success they will find hope for their future and heal from past hurt and mistakes. As hope and healing occurs, test scores and graduation rates will rise and students will leave ESA prepared for future education and career training, prepared to handle whatever life may hand them. ESA hopes students who enroll will remain at the school through graduation, but acknowledges some will not. For those who remain, high school graduation with a realistic post-secondary plan in place will be expected and necessary support provided to achieve these goals. Of 96 graduates over the past five years, WRA was able to make contact with 47, and their post-secondary education and career experience is as follows:

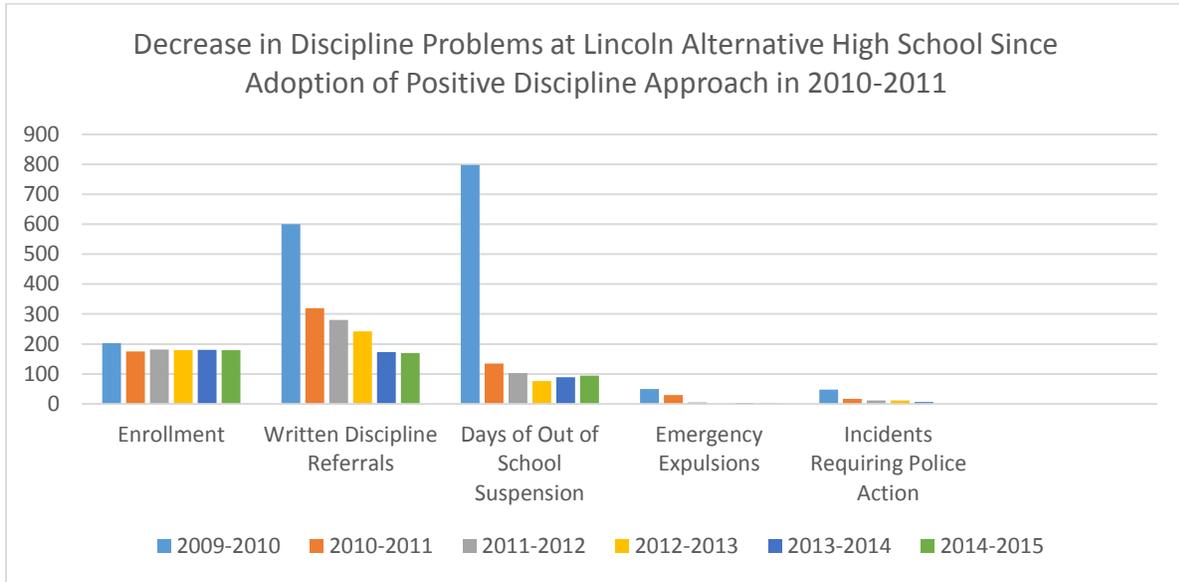
- 26 students are military personnel
- 16 students have graduated from college
- 3 students are police officers
- 1 student is an attorney
- 1 student is a multi-million dollar real estate investor who now sits on the Board of Directors for WRA

For those who return to a district high school, ESA's goal is to have them recover enough credits before leaving ESA to be on schedule for graduation.

Currently at WRA, students are not just a number. The staff value getting to know each one as individuals and establishing healthy relationships with them. WRA asserts that the social/emotional health of students is a priority and necessary to achieve full academic potential. It is through meeting these needs that students are in a place to better access their learning.

When behavior problems arise during the school day, staff use an empathic approach in determining the root of the issue. We realize the behavior students exhibit is based on their life experiences and they may not know how to act appropriately. Because of this, staff makes a conscientious decision to meet kids where they are, placing the needs of each student first and foremost. WRA staff try not to take things personally, and instead try to identify the need behind the behavior and work with the student to get it met in a more socially appropriate way.

Lincoln Alternative High School, a public school in Walla Walla, Washington employs this model, based on valid and reliable research, and has tremendous results, showing the model can work in a larger, public day school setting.



Prior to the culture change at Lincoln Alternative High School, the Washington Academic Index (WAI) for the school in 2009-2010 was 3.33, measured on a scale of one to seven. For the 2013-2014 school year, the most recent data available, then WAI score was 4.25, with graduation rates increasing five-fold. Nothing in the academic program changed, showing that improving the culture and helping students address personal issues does impact educational outcomes positively.

Lincoln Alternative High School was the first school in the nation to integrate trauma-informed and resilience-building practices into the academic routine. The school employs two full time counselors for the approximately 200 students who are enrolled, who run support groups, provide individual support as needed, and help students connect with necessary community resources. ESA will follow this public school model, which is in harmony with current WRA culture. The trauma-informed and resilience-building approach asserts that most students in the alternative high school population have struggles that are a result of adverse child experiences (ACEs), which need to be dealt with and the negative effects overcome by developing appropriate behaviors and coping strategies. ACEs are defined as:

1. Child physical abuse
2. Emotional Neglect
3. Child sexual abuse (ESA will not directly address this in group therapy, but will make necessary community referrals)
4. Child emotional abuse
5. Physical Neglect
6. Drug addicted or alcoholic family member
7. Incarceration of a family member
8. Mentally ill, depressed or suicidal family member

9. Loss of a parent to death or abandonment
10. Witnessing domestic violence against the mother

Building resilience is critical in helping students find long-term success. Four key elements to developing resilience are learning to ask for help, helping others, experiencing success, and having hope³. To further facilitate development of resilience, ESA encourages students to participate in at least one extra-curricular activity. The T/M advisor for each team, club, or activity will work with a licensed counselor/therapist to help students learn to function in a group in a healthy and positive way. By participating in these activities students build social skills, learn to work well with others, and can develop meaningful relationships, all skills necessary for a successful future.

By locating on the current WRA property and facilities with a very generous lease from the land-owning non-profit organization ESA is able to spend money on providing these necessary services instead of on an expensive facility.

Educational Foundation

Students attending ESA will attend classes on campus, with a properly licensed and endorsed T/M in each classroom. The majority of instruction will occur online and be done independently in order to make the education personally relevant for each student and to help those students who are in need of credit recovery in order to graduate using an online curriculum provider such as FuelED.

One hallmark of the school which is different from other public alternative school choices is the gender-specific campuses. WRA has been practicing this model for eight years and has found huge success in running separate campuses. Gender specific classes limit distractions and allow for the learning process to move forward.⁴

Another key difference at ESA is the focus on making sure students master content and that holes in content knowledge are eliminated. The use of online curriculum done autonomously with the support of a licensed and endorsed T/M is unique to the ESA model. Other secondary schools offering blended learning usually lack the presence of a properly licensed T/M in the classroom overseeing and assisting students as needed. The T/M is available to help students with a particular concept, provide small group instruction, provide direct instruction to the entire class if needed, and give the additional support the target population needs to succeed. T/M's will be on their feet moving around their workstations, helping students, and making sure students are working on their assignments. T/M's will also identify and address student learning needs, such as test anxiety, time management, and study skills problems and aid them in developing strategies to overcome these issues.

By allowing students to work independently, the school can offer all classes necessary for students to fill content gaps as well as offer more advanced classes. Students become

³Medina, J. Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School. Pear Press: Edmunds, Washington, 2010.

⁴ Benson, A., McFarland, M., McFarland, B. "Comparing Achievement Scores for Students in Gender Specific Classrooms with Students in Traditional Classrooms". International Journal of Psychology, 8/2011.

empowered to take responsibility for themselves, and credit recovery is more easily accomplished through online learning at an independent pace.

Evaluating Success of the Mission, Vision, and Educational Philosophy

The Board is committed to serving the target population of students in a way that helps them find and prepare for success through education, overcoming challenges, and developing coping skills, and acknowledges assessment and program evaluation are key components in determining what may need to be changed to better serve students.

To that end, the Board will meet annually to evaluate and revise the strategic plan, which will include all Charter School Performance Standards, mission specific goals, state mandated testing results, and any independent third-party assessments the school may choose to utilize. Feedback from staff, parents, and students will also be taken into consideration. Any changes to the administrative or academic program will be made in compliance with state law and rule and necessary charter amendments will be obtained. The Director will provide updates on academic progress as well as counseling/support groups at regularly scheduled board meetings.

Section 2: Market Analysis

ESA seeks to serve 300 students in grades 7--12 who struggle with various social or behavioral problems or have substance abuse issues. The small, lab-style classes and blended instruction are designed to meet individual student needs and provide maximum flexibility, including students whose challenges are compounded by the need for credit recovery. The strong therapeutic milieu, including social and behavioral reinforcement and peer and adult mentoring, help students overcome challenges that often inhibit positive academic performance and social interaction.

Educational Landscape

ESA will be located in the Jordan School District, one of the largest in Utah. The boundaries of two other school districts (Granite and Canyons) are approximately five miles from ESA's location, making it likely students from the southern portion of the Granite School District and the west side of the Canyons School District may choose to attend ESA.

Currently there are no charter schools in the Jordan School District that serve the students described above as their target population. Within the Jordan School District, there is one alternative school option, Valley High, which only serves eleventh and twelfth grade students residing in both the Jordan and Canyons School Districts, although a few tenth graders are currently being admitted on a trial basis. Valley High is approximately ten miles away from the site where ESA will be located, with no other public alternative high schools closer. For the Granite School District, Granite Connection High is located in the central portion of the district, making ESA a closer option for many students in the southern and western areas of the district. There is one private residential treatment center nearby, Copper Hills Youth Center, which offers some of the same services as ESA for a fee.

In order to be admitted to Valley High School, a student has to be referred by their current school administration. ESA will not require a referral for admission; if parent(s)/guardian(s)

believe ESA is the best academic choice for their child, they can place them in the lottery for admission. ESA hopes to be a resource parents select while the students' behaviors and/or addiction is in the early stage, not as a last resort, to help students overcome these challenges and develop appropriate coping skills in a timely manner. This early intervention will help reduce long term effects of poor behavioral choices and addiction.

Obtaining data on the target population was difficult, as many of the indicators are not measured or disaggregated in an appropriate manner. Data on number of students receiving home/hospital education is available, but not disaggregated by sub-group, so the number of students in this sub-population who would be target students for ESA is not available. Using other residential treatment center data is not necessarily valid, nor is it readily available. The ESA Board is confident the school will be viable given the lease structure and number of families who do not enroll their students at WRA (or any other residential treatment center) due to the exorbitant costs associated with it.

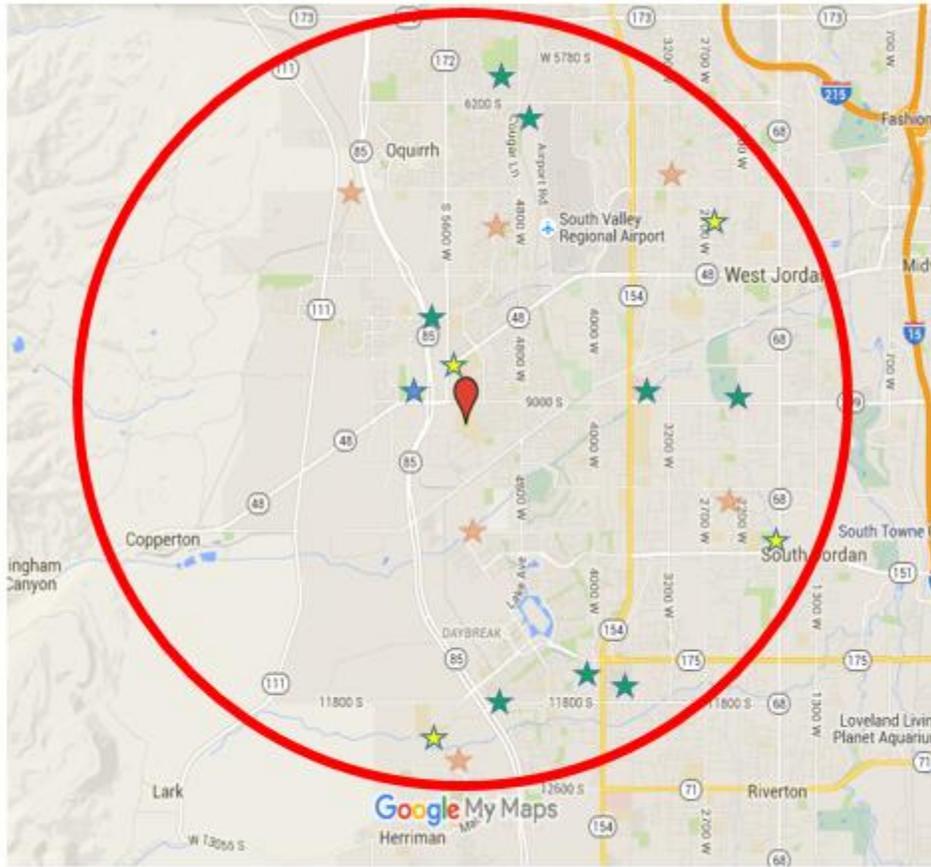
Other very specialized secondary charter schools in Utah have had difficulty filling seats and being viable, which ESA founders are keenly aware of. However, the programs and services these other schools have or are offering are available, in some way, at district schools. There is nothing comparable to ESA, and students who will be enrolling will typically have exhausted all other options. The lease structure, combined with a lottery each quarter to admit new students, probable movement to average daily membership (ADM) funding, and encouraging students to remain at ESA through graduation should minimize the risk of failure for ESA.

The caring culture of the school, small numbers, ongoing support for students, and opportunities for extra-curricular participation the target population may not typically be selected for should work to help students want to stay at ESA once they are enrolled. The self-paced learning overseen and supplemented by a properly licensed and endorsed teacher may also help in retaining students who are finding academic success, even when they have overcome addictions, social, or emotional challenges. While all may not stay, ESA believes many will. WRA students typically express a desire to remain a part of the school once they complete the residential treatment, but are unable to due to the tuition costs.

Given that none of the current students nor any of the 200 plus students who do not enroll annually because of financial restraints are state-adjudicated there, ESA believes the seats will eventually be filled and additional campuses necessary.

[Target Location Map](#)

The following map shows all public, charter, and private secondary schools within a five mile radius of the ESA's location.



Charter Schools = ★ Private Schools = ★ Middle Schools = ★ High Schools = ★

Demographics in the Target Location

ESA is located in a high growth area (Jordan School District) with approximately 52,000 students, and with a bond failure in 2014 to build new schools, the overcrowding in classrooms will continue. ESA will alleviate some of the pressure on these high schools, aiding a population that can be troublesome and could fall between the cracks, especially in the lower secondary grades where Jordan School District does not provide an alternative placement location unless it is deemed necessary by a special education individual education plan (IEP).

Within the Jordan School District, the percentage of students eligible for free or reduced lunch varies widely across schools. The district average, however is 24.08%, and that of Valley High is 34.4%.⁵

The percentage of adolescents with mental health and substance abuse issues are higher in Salt Lake County than other parts of the state, and the percentage of adolescents in Utah with

⁵ Utah State Office of Education, Free and Reduced Lunch Statistics, 2014. Accessed at <http://schools.utah.gov/data/Reports/Child-Nutrition.aspx>

mental health issues is higher than the national average.⁶ Detailed information is presented in Section 4.

Enrollment Trends and Justification of School Size and Grades Served

Within the target population of the area, based on the most recent high school graduation statistics⁷, there were approximately 1,400 students from the Jordan School District or high schools in districts near ESA who might have benefitted from the services and education offered at ESA. A breakdown of numbers by the Jordan School District, collectively, as well as neighboring schools, is as follows:

School District or High School	Number of Students not Graduating
Jordan School District	614
Kearns High (Granite District)	156
Taylorville High (Granite District)	89
Granite Connection High (Granite District)	296
Hillcrest High (Canyons District)	135
Jordan High (Canyons District)	92
TOTAL	1,382

The single-year dropout rate includes students who drop out during the course of the school year, but if they re-enroll in school in a future year and graduate they will not be calculated in the cohort dropout rate. These students may particularly benefit from the services of ESA. Over the four years leading up to the most recent (2013-2014) cohort graduation report, the total percentage of students dropping out each year over four years is higher than the cohort dropout rate. The alternative high school dropout rates are high, indicating that the current programs are not adequately meeting the needs of this population, and ESA seeks to change that.

While enrollment at Valley High has remained fairly stable since the Jordan School District was split by the creation of the Canyons District with an enrollment between 425-500 students per year, ESA believes the need for its services exists and seats will be filled, especially since students attending ESA will have the opportunity to receive counseling services with a licensed counselor in a group setting or privately before or after school, if necessary. ESA believes that poor academic performance is more often a symptom than the actual problem, and current public school models treat the symptom while not adequately addressing the underlying problems.

Often, by the time a student ends up in a residential treatment center to receive help for social, behavioral, and/or substance abuse treatment he or she (as well as his/her parents) are

⁶ Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2010, 2011, and 2012 (2010 Data - Revised March 2012). Accessed at <http://www.samhsa.gov/data/sites/default/files/substate2k12-StateTabs/NSDUHsubstateStateTabsUT2012.htm>

⁷ Utah State Office of Education, "Superintendent's Annual Report 2014", 2014. Access at <http://schools.utah.gov/data/Superintendents-Annual-Report/2014/GraduationReport.aspx>

frustrated and it is viewed as a last resort. The founders of ESA believe that by providing a model where treatment can be received on an outpatient basis, preferably early in the behavioral or addiction cycle, students will overcome challenges and/or addictions sooner and be equipped with the necessary social and academic skills for success in life.

By offering services to students beginning in seventh grade instead of waiting until eleventh grade, ESA anticipates many students will be helped earlier in their struggles, preventing dropout and preparing students for future success.

The ESA Difference

The public school model used at Lincoln Alternative High School being proposed by ESA is unlike any other in Utah, and will be attractive to the target population for the following reasons:

- A focus on serving students with social, behavioral, and/or substance abuse issues;
- Addressing and treating underlying causes of academic failure;
- Students are able to meet with counselors before, during, and/or after school;
- The school culture is one of support and caring;
- Blended learning with licensed and endorsed teachers in the classroom allows students to master content previously missed and recover credit as well as progress at a faster rate if they are able to;
- Small class sizes; classes will not exceed 15 without a teacher's assistant in the room to assist students with their work.

Section 3: Student Population

Meeting the Needs of the Target Population

ESA has defined the target population of the school as students in grades seven through twelve who have social, behavioral, and/or substance abuse issues living primarily in and around the Jordan School District. ESA will be run as a day school, and will not offer residential placement for students. While there will be a residential treatment center operated by another non-profit on the 55 acres of property ESA will be located on, there is no common governance or reciprocal agreements in place. Some students receiving residential treatment services may receive education at ESA, and while at ESA will be required to follow all ESA policies and rules.

Often this subgroup targeted for enrollment at ESA does not complete high school and struggles to make the most of their lives. The founders of ESA believe many students do not get the help they need to overcome these challenges due to the financial ramifications of residential treatment centers or expensive private therapy. While public school districts offer alternative school settings, they focus on the educational components without fully addressing the underlying issues.

As detailed in Section 4, ESA uses the 12-step program as its base for substance abuse, with Dialectical Behavior Therapy (DBT) as the base for groups focusing on social and emotional challenges. ESA will include development of appropriate coping skills into the therapy groups as well. These therapeutic approaches have been documented to be successful in helping students overcome the significant challenges that may be impeding their academic success.

Groups are run by therapists (licensed clinical social workers or licensed marriage and family therapists) who may provide additional support and counseling or make referrals for other appropriate community resources if needed. Students who do not need or do not wish to participate in one of these groups will have the option of enrolling in a life-skills class, study hall, or other available elective class.

While some students may choose to leave ESA before graduation, the school hopes to retain most students, as discussed in Section 2.

Students Likely to Attend

It is anticipated that the school's mission of providing hope and healing by helping students overcome social, behavioral and/or substance abuse problems while helping them complete a secondary education will resonate with families who have a child in the target population. ESA anticipates the target population will have needs resulting from ACEs requiring treatment in the following areas:

- Substance abuse;
- Grief and loss;
- Mild to moderate behavior disorders;
- Pornography addiction;
- Adoption placement;
- Self-esteem;
- Family systems challenges;
- Post-traumatic stress disorder (PTSD).

Enrollment Projections

As previously discussed in Section 3, there are at least 1,400 students in the target location who did not graduate from high school in a four year cohort. Additionally, WRA currently has 60 students enrolled. In the past three years, an average of 216 students per year have been turned away by WRA, due to lack of personal funds or insurance. These are students whose diagnoses or behavioral impediments to academic success would have made them ideal candidates for ESA. This interest has been generated without a community outreach/marketing effort that ESA would engage in, if approved. Given the current student enrollment and the 200+ students turned away each year, there is no doubt ESA will be able to attract the additional students needed to meet its goal enrollment of 300.

That information, combined with statistics from the Substance Abuse and Mental Health Services Administration (SAMHSA), a division of the United States Department of Health and Human Services, provides a very compelling case for the need for ESA. Each year SAMHSA produces a state-by-state report titled "Behavioral Health Barometer."⁸ A synopsis of data for Utah adolescents ages 12 to 18 includes:

⁸ Substance Abuse and Mental Health Services Administration. Behavioral Health Barometer: Utah, 2014. HHS Publication No. SMA-15-4895UT. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2015.

- 9.2% reported illicit drug use within the month prior to the survey;
- 6.1% reported cigarette use within the month prior to the survey;
- 11.2% reported binge alcohol drinking within the month prior to the survey;
- 11.5% suffered from a major depressive episode within the past year of the survey.

The statistics from the report that really support the need for ESA are as follows:

- Only 17.1% of those using illicit drugs received treatment;
- Only 44.6% of those suffering a major depressive episode received treatment (which equated to approximately 11,000, meaning approximately 13,700 adolescents in Utah with serious mental health issues did not receive necessary treatment);
- Of the 18-20 year olds utilizing public mental health services, 64.6% were not in the workforce and 11.6% were unemployed.

ESA believes the solid academic and therapy programs combined with good outreach will fill the school to capacity and help students prepare for a successful and fulfilling future.

Serving Students with Disabilities

WRA has been working with students with a wide range of disabilities and disadvantages for 60 years, and has successfully educated some of the most challenging students and considers this its specialty. As ESA continues the educational tradition of WRA, the founders are aware that the school will likely house a higher than average number of students with special education needs. Board members, administrators, general education faculty, and special education faculty are experienced with the Individuals with Disabilities Education Act, the Individual Education Plan process, 504 Plans, procedural safeguards, and the full range of service delivery and accommodations. Many of the students who seek the type of program offered by ESA will have diagnoses which make them eligible for special education services as part of an IEP and/or a 504 Plan. In accordance with state law and the federal Individuals with Disabilities Education Act, ESA will implement Child Find activities, including Response to Intervention methods, to identify, evaluate, and monitor students with disabilities and the school will comply with all applicable disability laws. Progress will be assessed as required in the IEP/504 Plan and generally at the student's weekly staff meeting. The complete special education plan is as follows.

Services and Placement

All special education services at ESA will be in compliance with the Individuals with Disabilities Education Act (IDEA), as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students will be followed as directed by law. The Director will oversee the special education department, staffed by properly licensed T/Ms and paraprofessionals. As enrollment grows and the need demands, a dedicated Special Education Director may be hired. In addition to special education T/Ms and aids, ESA will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education plans (IEP). ESA administration will closely monitor special education

caseloads and follow special education caseload guidelines from the USOE. Funding will come from special education monies, and if necessary, the general school budget, in compliance with ESA Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). ESA provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education T/M who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom T/M, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. ESA has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

ESA will utilize the response to intervention RtI approach for all students who may be struggling with academic skills. With this approach, a T/M identifies the area(s) in which a student is struggling. Strategies are then determined by the T/M and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of ESA to provide all students with skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Qualified Staff

All special education staff at ESA will be properly licensed and endorsed to work within the special education program. ESA assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education T/M(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Director of ESA is responsible for making sure all providers are properly licensed and certified.

The Director of ESA will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the

Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Trustees will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Director and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBESER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

Policies

ESA will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with Utah State Board of Education Special Education Rules and IDEA, as it was reauthorized in 2004. Staff will be provided with ongoing professional development in key areas identified by the Director and special education department.

Child Find

In order to locate students needing special education services, ESA will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Director and/or special education department. In addition, T/Ms will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or T/M. Before testing can begin, the parents must sign a “consent to test” form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by ESA and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance.

Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s);
- At least one of the student's regular education T/Ms;
- Special education T/M;
- Local Education Agency (LEA) representative (Director or Special Education Director at ESA);
- Someone who can interpret assessment results to the team, and may be one of the team members listed above.

The team may also include any of the following:

- Related service providers;
- The student, whenever possible and appropriate;
- Someone with special knowledge or expertise if invited by the parent, or ESA with parental consent.

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be utilized. A meeting may be conducted without a parent present if ESA has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

Special Education Records

If parents have complaints, all grievance policies, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The special education department, under the direction of the Director, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program
- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority Rights
- Summary of Academic Achievement and Performance
- Record of Access
- Access Authorization

When a student on an IEP or 504 plan transfers to ESA from another school, the special education department will conduct a review of the records within thirty days, then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All Federal Education Right to Privacy Act (FERPA) laws will be followed at ESA. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a

locked filing cabinet in the Special Education Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless ESA has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

Serving English Learners

ESA will utilize an immersion approach to helping English learners (ELs). Students will be placed in a regular education classroom, where an ESL endorsed T/M will be available to provide supplemental instruction as needed. ELs may also be provided with a peer mentor to help them throughout the course of their day in understanding and communicating effectively in the social setting as well as the academic setting.

WRA T/Ms, who are likely to remain on staff when the school opens as ESA, are very cautious about overwhelming ELs with work that they will not be able to finish. They are given shortened assignments and extended time when needed to complete the work and develop English fluency. Teachers are hyper vigilant in helping these students, as they can become embarrassed in class and stop asking questions and working on assignments. ESA founders recognize the critical importance of helping ELs develop fluent English skills.

Professional development opportunities will be provided for all T/Ms at ESA in order to provide ELs with the greatest chance of mastering both the English language and academic content. Training will address needs expressed by T/Ms and will be provided by ESL staff or other qualified professionals deemed necessary by the school. Ongoing training for general education T/Ms for ELs will include the following, as outlined by the National Education Association⁹:

- A process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction;
- A process for integrating T/Ms' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments;
- Knowledge and use of effective pedagogy;

⁹ NEA Quality School Programs and Resources Department. Professional Development for General Education Teachers of English Language Learners. Washington, D.C.: National Education Association, 2014.

- Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible;
- Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement;
- Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies;
- Providing a “strategies toolkit” for T/Ms, which offers ways to enhance and improve instruction for struggling students, based on assessment results.

Serving the Homeless

In accordance with the McKinney Vento Homeless Assistance Act, no student who experiences homelessness at the time of application or while attending ESA will have his/her attendance eligibility affected. ESA will try to identify students experiencing symptoms of homelessness, assess any student needs related to the potential added stress of the situation, and provide reasonable assistance and support to ensure student success. This may include such things as relieving sanctions on tardiness or incomplete homework, providing an appropriate place and time at school for students to complete projects and homework, providing tutoring or counseling, and providing the family with information on community resources.

Due to the high-risk nature of the target population, ESA understands some students will likely experience homelessness at some point during their time at ESA. All school staff will be trained to be supportive of students, regardless of their challenges, which includes homelessness, and counselors and T/Ms will receive professional development about how to best help students impacted by homelessness as well as how to help students access community resources.

Serving those with Section 504 Needs ESA will follow all rules and regulations as they relate to students with 504 needs. A student who requires some type of accommodation in order to receive FAPE will be placed on a 504 plan. ESA will designate a Section 504 coordinator, likely a guidance counselor or a school administrator. This person will be responsible for developing a plan to accommodate needs, disseminating it to involved instructional staff, monitoring student progress and ensuring the needs are being met. Accommodations may include such things as special seating, T/M use of an audio enhancement device, receiving materials in an audio, large print, or braille format, seating equipment, etc. All 504 plans will be reviewed annually and ongoing as needed. **Outreach and Recruiting**

WRA has a decades-long- positive reputation and relationship in the adolescent therapy community and among Utah school districts. ESA will notify these networks of this new, cost-free public school choice. Additionally, within 10 days of receiving charter approval, it will issue a press release and advertise through general and niche circulation news sources and through social media, providing details about the school, public meeting dates, and application information. ESA will conduct public open house meetings and site tours to help the community become informed about the school and its offerings. ESA will contact local service and community organizations as well. Where permitted, ESA will post information in businesses, on community bulletin boards at libraries and recreation centers, in grocery stores, and in government buildings. ESA will also meet with all of the counselors in the districts adjacent to it, letting them know of the type of student it serves.

Lottery, Enrollment, and Admission Policies and Plans

Admission and Enrollment

Any student living in the state of Utah is eligible to apply for admission to ESA. The school will not discriminate against any individual on the basis of race, national origin, gender, religion, or socioeconomic status and in compliance with IDEA and ADA legislation. Once a student is enrolled at ESA, they need not apply for the lottery each year. If a student leave ESA and later desires to return, they will not receive preferential enrollment unless there are extenuating circumstances and preferential status is approved by the Board.

ESA will advertise an open enrollment period of at least thirty days annually. If more students enroll than there are seats available, a lottery will be held. This lottery will be in compliance with all applicable state and federal guidelines, as presently constituted and as they are updated in the future. Current state law is UCA 53A-1a-506.

For those members of the community who are designated as founding members, their children may receive preferential enrollment. A founding member is defined as a person who has played a key role in the establishment of the school, and will be determined by the founding Board prior to the lottery for the school's first year. Children of full-time staff are also eligible for preferential enrollment. Students receiving preferential enrollment will not exceed five percent. A monetary fee or donation of time, goods, or services is prohibited by ESA as a mode of securing student acceptance at the school, and a fee to attend the school is not assessed.

Siblings of current ESA are exempt from the lottery, provided parents provide the school with notice of intent to enroll prior to the lottery.

Lottery Policy

Opening Year Lottery: ESA will conduct an open enrollment period from January 1 through February 15, during which the school will conduct extensive advertising of the school. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school. Enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held between February 20 and March 1, as determined by school administration. The lottery procedure will be as follows:

- Each student applying will receive a number through a random lottery.
- Grades will be filled beginning with twelfth grade and working down.
- Siblings automatically gain admittance once one member of the family is selected in the opening year lottery, unless there is no room in the specified grade.
- Siblings who are not selected through the lottery will be placed on the sibling priority list. These students will be the first contacted when seats in corresponding grades become available.
- The sibling priority list will be compiled based on original lottery number.

General Lottery Procedure: ESA will conduct an open enrollment period annually from January 1 through February 15, during which time advertising of the school will occur within the community. Families will be able to attend an open house in order to better understand the

mission, expectations and programs of the school, and enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held between February 20 and March 1, as determined by school administration. The lottery procedure will be as follows:

- Under Utah code 53A-1a-506(2)(b)(i and ii) returning students and siblings of returning students will be given preferential enrollment on a space available basis. Any siblings not given preferential enrollment due to space unavailability will be placed at the top of the wait list. If there are additional seats available and more students applying than available seats, a lottery will be held, as follows:
- Each student applying will receive a number through a random lottery.
- Available seats will be filled starting with twelfth grade and working down.

Siblings of students selected in the general lottery will be granted sibling preference in compliance with Utah Code 53A-1a-506(2)(b)(i and ii) or placed on the sibling priority list. Students who gain enrollment via sibling preference will maintain such preference as long as the originally selected sibling remains enrolled at the school.

- The sibling priority list will be compiled based on original lottery number.
- Students not selected in the lottery or on the sibling preference list will be placed on the waiting list after sibling preferences in order of lottery selection number.
- Additional lotteries may be held throughout the year, if necessary.

Enrollment Preference: In compliance with Utah Code [53A-1a-506\(2\)\(b\)\(i and ii\)](#) the following categories of prospective students receive enrollment preference, not to exceed five percent of maximum enrollment which only applies to students of founders and children of T/Ms/staff:

- Students of Founding Members. Founding Members are defined as those who have actively participated in the development of the school as determined by the founding Board.
- Students enrolled the previous year.
- Siblings of students currently enrolled.
- Children of full-time T/Ms and other staff as allowed by law.

Exceptions to Enrollment Preference: ESA recognizes that it is not in the best interest of a child to be moved from school to school. Unnecessary change can cause lack of continuity in curriculum and can hamper a feeling of community for the child and family. For that reason exceptions to the enrollment preference list are as follows:

- Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board of Directors on a case by case basis.
- Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

Accepting Admission and Forfeiting Admission: Students who are selected through the first lottery to attend ESA will be notified by email, phone call, and/or U.S. mail of their acceptance. It is the parent or guardians' responsibility to make sure all contact information is correct and accurate. Parents will have two weeks from the date of the first lottery to respond by returning the acceptance form by email, in person or via U.S. mail. Forms returned by U.S. mail must be delivered to the school by the due date.

Students who do not respond within the two week period forfeit their enrollment spot and can reapply for the lottery during the next open enrollment period. If there are additional available seats, another round of acceptance phone calls and emails will be issued. Students in the second and subsequent rounds will have three business days from the notification date to respond or their seats will be forfeited. Forms returned by U.S. mail must be postmarked by the due date or it will not be accepted.

Section 4: Program of Instruction

- ✓ ESA intends to use curriculum that has already been developed.
- ✓ ESA does not intend to offer gifted education as a focus of the school.
- ✓ ESA does not intend to partner with a college or university or offer college options.
- ✓ ESA does not intend to offer career education as a focus of the school.

Alignment with the Mission, Vision, and Educational Philosophy

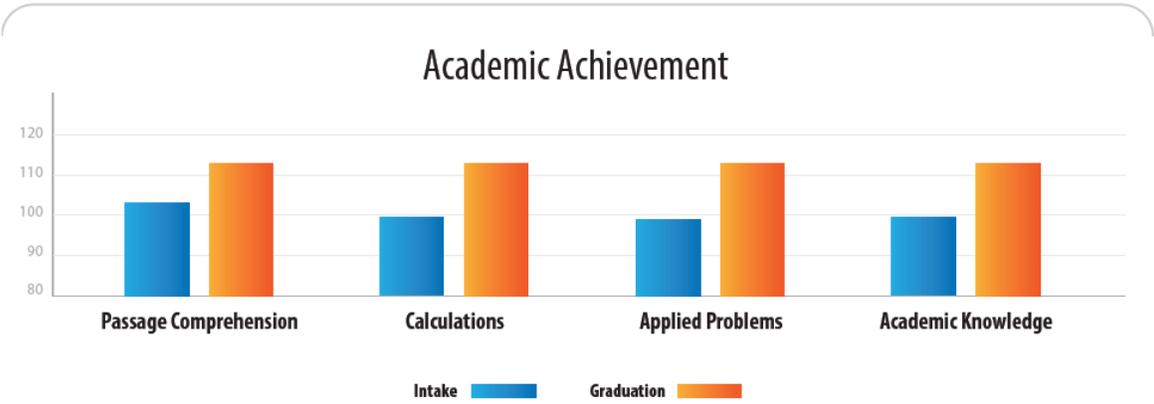
The focus of ESA is to help at-risk students find academic success and prepare for post-secondary life, whether that is college, a vocational training program, job placement or military service. Everything the school does is to help students prepare academically for success. Part of the school program includes therapy, if needed and desired. Evidence previously given and discussed in this application has demonstrated the effectiveness of addressing ACEs and helping students develop appropriate coping and social skills. The academic success of students in the target population cannot be optimal if they are not able to overcome the significant challenges they face. ESA uses treatment as an important tool to help students achieve academic success.

The educational model for ESA is based on that of WRA, which is an on-site blended learning environment with a therapy program available for those who need help with substance abuse or other social and emotional challenges. WRA has focused on meeting individual student needs by offering online classes on-site that allow students to progress at their own rate with licensed and endorsed T/Ms in the classroom to oversee, supplement, and provide instruction in the curriculum as needed. ESA will issue an RFP for an online curriculum provider, as explained below. WRA currently uses FueLED as the base of curriculum, with T/Ms supplementing with other resources and providing whole-class, small-group, or individual instruction as necessary. By implementing this approach, students will be able to progress academically while working to overcome personal challenges through the treatment program; thus fulfilling the mission and vision of the school. In determining the type of curriculum and instruction to use, ESA determined that three keys struggling students need to succeed academically are understanding and improving how their engagement, self-perception, and

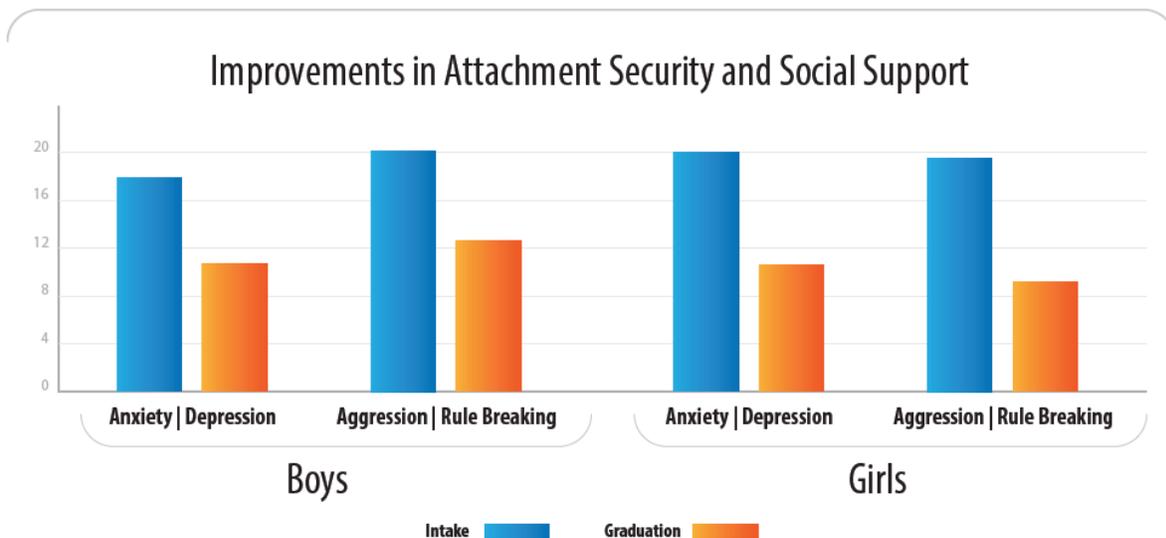
behavior influence learning. ESA’s decision to have subject specific licensed and endorsed T/Ms on-site provides students with a more traditional setting and support they are likely to need, helping to increase engagement, build a healthy and positive self-perception, and encourage the development of positive behavioral skills.

Replication of an Existing Model

WRA has been educating and treating youth with substance abuse, social, and behavioral challenges since 1964. Over the years the academic and treatment programs have evolved to become what they are today. WRA is fully accredited by AdvancEd and CARF. Students at WRA are recovering credit necessary to graduate and increasing academic achievement while also making substantial behavioral gains, as illustrated.



	Percent Below Average at Intake	Percent Below Average at Graduation
Calculations	39%	28%
Applied Problems	27%	19%
Academic Knowledge	39%	20%



All data used in the report has been collected by Dr. Lisa Boyce at Utah State University, who is conducting an ongoing evaluation of the effectiveness of WRA. Data has been collected since 2011, providing four years' worth of evidence. Because the model or WRA is residential in nature and students enter and exit the program often based on insurance or family financial conditions, complete and accurate high school graduation data is not available, nor is student retention measured. WRA has lost one teacher per year, on average, for the past four years.

The ESA staff will work with students to identify skills and areas of interest in order to create a post-secondary plan, which might include assistance with college applications, vocational training, internship/on-the-job training, or military service. As students find academic success and identify areas of interest, a desire to plan for the future will hopefully develop. The school director and counselors will develop and implement a post-graduation plan and the process students will go through to develop it, which will include exposure to the various technical training options available, college requirements, military service, and internships. The plan will also include identifying aptitudes and areas of interest and finding career choices students will enjoy and are likely to succeed in. Students will begin planning for their futures as soon as they begin attending ESA.

Single Gender Classrooms

ESA will have single gender classes, held in two single gender buildings, or campuses. WRA has had great success with single gender classes, and while research varies on the benefits or detriments of the approach, the Utah State Legislature would like to see how single gender classrooms work for Utah students. ESA believes the effectiveness of single gender classes is reflected in not only the academic progress mentioned previously but in the improvement in social-emotional health as well.

Curriculum

In both the academic and therapeutic areas, ESA will employ curriculum that has already been developed and proven, and will work together to help students make academic gains while overcoming personal challenges.

ESA will implement a blended learning program as the curricular base at the school. A properly licensed and endorsed T/M will be present in each core class and responsible for ensuring all students understand content and are making academic progress. While the majority of content will be taught through an online platform such as FueLED or another similar program, the T/M may work with students individually, in small groups, or provide instruction to the entire class as needed. This approach to learning offers students, particularly in the target population, the following opportunities:

- Credit recovery;
- Filling gaps in content knowledge;
- Taking responsibility for one's own education with support from caring, in-person T/Ms;
- Social opportunities while working independently, creating a sense of caring and belonging;
- A meaningful and challenging educational environment;
- Working within clear, high, and consistent expectations;
- T/Ms who are physically present and endorsed to teach core subject areas oversee, encourage, and mentor students in their academic progress.

An RFP for an online curriculum service provider will be completed upon charter approval. Criteria that will be used in selection of a vendor will include the following:

- Provide secondary courses that align to the Utah Core Standards;
- Provide a wide variety of classes across all subjects;
- Provide flexible programs to support individually-paced student progress;
- Proven use and success with alternative student populations;
- Provide or interface with learning management system (LMS) of ESA;
- Technical support for students and parents if they need to log in from home after school hours to complete assignments;
- Reasonably and competitively priced.

Additional information regarding the online learning platform is contained in the Blended, Online Learning Program subsection. As ESA hires T/Ms and conducts professional development, five T/M attributes and habits will be looked for and cultivated:

- Ability to see the potential within each student and ability to motivate them for success;
- Understand how various learning styles, personality types, and learning disabilities impact education and how to help students capitalize on the strengths and limit the weaknesses of each;
- Conduct multiple small groups within the course of a class period to ensure students are mastering content;
- Grade work efficiently so feedback can aid learning rather than hinder it;
- Teach and supplement online lessons using a variety of instructional methods.

Critical to the academic success of many students is addressing the social and behavioral challenges students may face. This is done through a group therapy program with licensed clinical social workers or licensed marriage and family therapists. Students who desire therapy go to an appropriate group during the course of the day. Students may also elect to take a social skills or life skills class where they will learn life management and coping skills as well. The two primary methods of therapy used at WRA are discussed below. WRA has traditionally been a faith-based program that included things like prayer in school. In anticipation of closing WRA and opening ESA the religious elements of the school have been taken out. The 12 step program developed and used by Alcoholics Anonymous references God. However, as various programs and organizations have used and adapted the 12 steps program over the years, God is often not referenced, but rather the term “higher power” that has a point of reference in all religions and cultures, and is defined by each individual, which is the approach that will be used at ESA. Participation in the 12 steps program is elective.

In the substance abuse groups, the 12 step process as outlined below is the base of therapy, with therapists also teaching appropriate coping and behavioral skills.

1. In the substance abuse treatment groups, the 12 step process to recovery is used as the basis of therapy, as outlined:
2. Admit we are powerless over our addiction - that our lives have become unmanageable;
3. Come to believe that a Power greater than ourselves can restore us to sanity;
4. Make a decision to turn our will and our lives over to the care of a higher Power as each individual personally defines that Power;
5. Make a searching and fearless moral inventory of ourselves;
6. Admit to our higher Power, to ourselves and to another human being the exact nature of our wrongs;
7. Be entirely ready to have our higher Power remove all these defects of character;
8. Humbly ask our higher Power to remove our shortcomings;
9. Make a list of all persons we have harmed, and become willing to make amends to them all;
10. Make direct amends to such people wherever possible, except when to do so would injure them or others;
11. Continue to take personal inventory and when we are wrong promptly admit it;
12. Seek through communication and meditation to improve our conscious contact with our higher Power as we personally define our higher Power, seeking only for knowledge of our higher Power’s will for us and the power to carry that out;
13. Try to carry this message to other addicts, and to practice these principles in all our affairs.

Research¹⁰ looking at the effectiveness of a 12 steps treatment program, has found the following:

¹⁰Bishop, C. & Pittman, B. (1994). To Be Continued . . . The Alcoholics Anonymous World Bibliography 1935-1994. Wheeling, West Virginia: The Bishop of Books.

1. When comparing 12 Steps Facilitation, Cognitive Behavioral Therapy, and Motivational Enhancement Therapy, there are few differences in outcomes, meaning 12 Steps Facilitation is a viable treatment option;
2. When total abstinence is the desired goal, 12 Steps Facilitation has a statistically significant advantage over Cognitive Behavioral and Motivational Enhancement therapies;
3. 12 Steps Facilitation provides the best social support network for participants;
4. If 12 Steps Facilitation is used in combination with another therapy, there is an additive effect;
5. Up to 53% of those surveyed twelve months after becoming clean reported total abstinence from drugs or alcohol and 35% reported reduced use;
6. Of those reporting recovery and reduced use, 70-90% cite improved quality of life in areas including family relationships and job performance.

Dialectical Behavior Therapy (DBT) is another therapy base, used primarily for groups not dealing with substance abuse, although if students are not comfortable with the 12 step process, a DBT group may be beneficial. DBT focuses on learning how to better regulate emotions, assertively communicate, and deal with stress in healthy ways. There are five main parts to DBT—mindfulness, emotion regulation skills, interpersonal effectiveness skills, distress tolerance skills, and walking the middle path (moderation in all things). The approach has been used successfully with “difficult” adults and adolescents with great success since the 1970s.

Professional Development

ESA values its T/Ms and wants each to reach his/her professional potential in order to be of greatest benefit to students. Quality professional development is a key component of helping T/Ms, and will be incorporated into staff training throughout the year in addition to comprehensive training before school begins each year. The Director is responsible for planning and implementing professional development trainings based on classroom observations, T/M requests, therapist recommendations, and parent and student feedback and surveys. Trainings will be designed and planned around student and T/M needs, and will likely include the following:

1. How to effectively instruct within a single gender classroom;
2. How to identify various learning styles;
3. How to instruct students using various learning styles;

Project MATCH Research Group (1998). Matching alcoholism treatment to client heterogeneity: Project MATCH three-year drinking outcomes. *Alcoholism: Clinical and Experimental Research*, 22, 6, 1300-1311.

Longabaugh, R., Wirtz, P.W., Zweben, A, & Stout, R.L. (1998). Network support for drinking, Alcoholics Anonymous and long-term matching effects. *Addiction*, 93, 9, 1313-1333.

Fiorentine, R. & Hillhouse, M.P. (2000). Drug treatment and 12-step program participation: The additive effects of integrated recovery activities. *Journal of Substance Abuse Treatment*, 18, 65-74.

Fiorentine, R. & Hillhouse, M.P. (2000). Exploring the additive effects of drug treatment and Twelve-Step involvement: Does Twelve-Step ideology matter? *Substance Use and Misuse*, 35, 367-397.

Stinchfield, R. & Owen, P. (1998). Hazelden's model of treatment and its outcome. *Addictive Behaviors*, 23, 5, 669-683.

4. How substance abuse and other social and behavioral issues impact education;
5. How to support students struggling with substance abuse and other social and behavioral issues;
6. How to use and support students in their online learning program;
7. Effective classroom management, especially in a blended learning environment.

The School Director will solicit feedback regarding the effectiveness of professional development presentations and modify or expand as necessary. T/Ms are also encouraged to participate in professional development opportunities off campus that will be of benefit to themselves, students, and other T/Ms at the school. The Director will work with the Business Manager to create a budget that will facilitate such development annually.

Blended Online Learning Program

Use of an online program as the base of instruction will be used at ESA in order for students to recover credit, fill content gaps, and work at an accelerated pace if necessary. ESA founders are well aware of the challenges associated with online learning, and believe WRA has been able to experiment with and develop a blended model that is working for the target population, something other online and blended models in Utah have not been able to demonstrate yet. Two of the biggest barriers to effective online learning are lack of interaction and support¹¹. Paul Keene, the future director of ESA is currently the academic director of WRA, has been at the school for the last 23 years. He started as a teacher, and has overseen the configuration of the current academic program. Having only teacher-led classes is difficult due to the small school size, range of classes that need to be taught, and the frequent need of incoming students to recover credit. The exclusive use of an online program is probably not sufficient to give the target population the academic success they need and deserve, so while FueIED serves as the curriculum base, caring and competent T/Ms guide instruction and provide necessary support.

WRA has found that having a licensed and properly endorsed T/M for each subject who provides live instruction as necessary, interacts with and supports students daily, implements and fosters a caring and supportive culture within the classroom, genuinely knows and cares about students, and is in charge of assignments, tests, and grades has been effective. Over the past two years, as WRA leaders have contemplated opening a charter school, data on the significant credit recovery achieved (194 quarter credits in 2013-2014 and 176 in 2014-2015) has been kept, with a graduation rate of 65% (20 of 31 enrolled seniors) in 2014 and 68% (17 of 25 seniors) in 2015. ESA is confident the high percentage can be continued and improved. The post-secondary transitional planning that will take place will help to make sure students continue making progress as they work to succeed in life.

Further, the five year ACT scores of students at WRA show students are proficient enough in English to likely be successful in college, with reading, math, and science all approaching proficiency. Basic English skills are necessary in most professions, and written communication

¹¹ Moore, M., and Kearsley, G. Distance Education: A systems view. Belmont, CA.: Wadsworth Publishing Company, 1996.

abilities are used in nearly every job at some level today. ESA will build on this success, working toward college proficiency scores in all subject areas. The College Board, which gives the ACT test, defines proficiency as the likelihood of a student passing a college level class with a B or better at 50%, or a C or better at 75%. Most colleges and universities require students to take remedial courses if these basic proficiency scores are not met. Data for 2014 has not yet been released to the school.

Year	English Score-18	Math Score-22	Reading Score-22	Science Score-23
2009	21.6	21.2	24.4	23.0
2010	20.1	20.2	21.0	21.9
2011	17.8	18.1	17.9	17.5
2012	18.6	18.2	19.8	17.3
2013	20.0	18.6	20.7	19.4

Each day students rotate through classes in a traditional secondary school schedule, with T/Ms in each class who are responsible for overseeing the education of each student and providing not only online guidance and support but direct instruction as necessary. WRA has found this blended model to be the most effective in helping the students achieve academic success and prepare for life after high school. One period of the day will be for therapy (either 12 steps or DBT) or for a study skills, life skills, or social skills class. The types and variety of the classes will vary based on student need and rotation.

Technology: Each student at ESA will have a laptop computer, which they will have checked out to them at the beginning of the school year. They will take this computer with them from one class to the next throughout the course of the day and use it to do online courses. The online provider will be required to have technical support available to the school during school hours, as well as after school hours, as some students may work on classes outside of school hours to obtain credit recovery. All software will be provided on the school laptops necessary for students to participate in online classes.

Time on Task: Because ESA will have students working online at school, attendance is tracked by T/Ms and the school complies with the state law of 180 days of school and a minimum of 990 hours of instruction. If, for some reason, a student is unable to attend school for a time and is able to complete classes from home, a T/M will be assigned to monitor progress in each class and reach out to parents and students if assignments are not being turned in on time or student is not logging into the LMS.

Properly Licensed and Endorsed Teachers: ESA will hire properly licensed and endorsed T/Ms in all core subjects, who will be responsible for tracking online progress, providing supplemental instruction and activities as necessary, and issuing the final student grade in a class. Grades will be a combination of the online class score, points for class participation, and any additional assignments, assessments, or projects given by the ESA T/M. Each student will have a T/M who they will meet with weekly to monitor progress, goals, and discuss victories and challenges along the way. There should be frequent interaction between students and T/Ms in this setting. These goals and outcomes will then be emailed to the student’s parents.

Ensuring Authenticity: Authenticity of each student’s work will be checked by T/Ms after grading homework, quizzes, or tests. Any questionable work will be subjected to licensed plagiarism checking software. In the event that plagiarism is found, the individual teacher and administration will decide the consequence of the event.

Cooperative Learning Opportunities: Since ESA is using a blended model where students are onsite, things such as field trips, meetings, or study sessions will not require the logistics an exclusively online program would. In this area, ESA will function as a traditional brick-and-mortar school.

Communication: ESA will communicate with parents by email weekly, and T/Ms will be encouraged to communicate positive experiences and academic successes with parents regularly. The onsite model with properly licensed and endorsed T/Ms and a school administration present facilitates easier communication for families.

Students with Disabilities: All students with disabilities will receive FAPE. ESA will hire a special education director and licensed special education T/Ms, ancillary providers, and paraprofessionals as necessary. This special education team will be responsible for working with regular education T/Ms to accommodate and adapt curriculum as necessary, and will work with students individually as mandated by their IEPs.

Student Teacher Ratio: ESA core classes will be limited to 30 students per teacher.

Assessment Plan: ESA uses a variety of assessment tools to determine student achievement including, but not limited to, state end of year SAGE testing, ACT, and formative and summative curriculum assessments. Some or all of these tools will be used to determine proficiency by grade level. Grade level promotion will require a demonstration of subject mastery by receiving at least a passing grade. Students wishing to graduate from high school must comply with state graduation requirements. ESA does not impose additional graduation requirements.

Additionally, ESA administrators will review cohort data for progress over time and present findings to the Board of Trustees annually. This data will provide the information needed to modify the educational program. Individual student data (including longitudinal data) may be used by T/Ms and education teams to assess progress and discover needed modifications for each student’s plan.

Evaluating Effectiveness

ESA will use a combination of academic test results, amount of credit recovered per student annually, graduation rates, parent and student satisfaction surveys, as well as T/M feedback in determining the success of the online model. If the Board is not satisfied with academic progress due to the online learning component, a new online provider may be selected or ESA may transition away from the blended model.

Student Discipline

Keeping order and a caring and respectful environment at ESA is critical for students who are learning to heal from and cope with various substance abuse, social, and behavioral issues. The school will work to keep a positive and safe culture and has put a discipline plan and policy in

place to ensure the safety of all students. Lincoln Alternative High School has asserted that the following things need to occur in order for discipline to be effective, which the founders of ESA also believe:

- Discipline should be done by a caring adult who has a relationship with the student;
- All staff follow through and have consistent rules;
- Students need to know why they are being disciplined;
- Expectations should be taught;
- Discipline should be fair and consistent;
- Always accentuate the positive;
- Discipline is to teach rather than to punish;
- It is presented without emotion and anger, nor is it presented in a demeaning manner;
- Time is allowed for the student to change their behavior;
- Staff need to be consistent with every student;
- Discipline should be exercised with a calm demeanor in a private environment;
- Consequences are appropriate to offense;
- It is done in a timely manner;
- Staff can help (teach) the student learn the correct way to behave (act);
- Discipline should have a clear purpose;
- A lesson should actually be learned.

Using Lincoln Alternative High School as a model, with their permission, ESA will view behavior through the ACEs lens, realizing that students are probably acting out for a reason and may not have the skills in place to appropriately handle their anger, frustration, or the actions of those around them. All staff will adhere to the following, and will receive ongoing professional development on how to best implement the practices outlined:

- Discipline with encouragement;
- Set limits and be consistent;
- Approach the situation as if it is a learning experience;
- Recognize that the student isn't bad, they just made a bad choice;
- Find a student's strengths and focus on them, not on the bad behavior;
- Be flexible, yet in control;
- Have a fair, consistent discipline plan and follow it;
- Speak respectfully to the student;
- Don't judge;
- Listen;
- Empathize and try to understand where the student is coming from;
- Treat each student with dignity;
- Ensure that the student has a clear understanding of the rules and adequate time to correct behavior;
- Take time to connect with each student;
- Giving respect gains respect;

- Let your students know you care enough to discipline them;
- Hold students accountable;
- Be proactive, not punitive;
- Address the issue;
- Give tough love;
- Ensure fairness, equality, and dignity;
- Be non-confrontational;
- Try to make discipline a learning experience;

In order for students to be successful, it is sometimes important for staff to change the way they operate, and ESA staff will be provided with ongoing support and professional development to develop the necessary skills to effectively discipline this way. The following are suggestions that can help meet the student's individual needs and to help classrooms run more smoothly:

- Set clearly defined rules;
- Remind students of the rules periodically;
- Use private signals for reminders;
- Assign preferential seating;
- Employ teacher proximity;
- Make eye contact;
- Include positive reinforcement and incentives;
- Monitor students closely during transitions;
- Teach students relaxation techniques and/or strategies to calm down;
- Assign a safe place for "cooling down" or "regrouping" when a student becomes frustrated;
- Hold a confidential conference and/or discussion about behavior;
- Use signals for transitions in advance;
- Develop a behavior contract;
- Allow student to move around;
- Assign an alternative work setting;
- Give two to three choices;
- Maintain a predictable schedule;
- Model expected behavior;
- Pair verbal directions with a visual cue;
- Repeat directions at least three times in two different ways;
- Utilize a 4:1 ratio of positive to negative reinforcement;
- Build on student strengths;
- Use a timer to increase motivation;
- Create a game to teach a concept;
- Post the daily/class routine in writing in a visible location;
- Have a pre-arranged cue for the student to leave the classroom and take a break;

- Use a checklist for students to check off completed tasks;
- Allow for alternative transition times (i.e. ahead of the class);
- Reduce unnecessary visual stimuli/clutter;
- Allow student to take frequent breaks;
- Make a phone call home;
- Make a home visit.

If a T/M is unable to redirect behavior as outlined above, a written referral will be made to school administration, where additional appropriate action may be taken which may include in school suspension, out of school suspension, or expulsion. Using the Lincoln Alternative High School Model, these consequences should be minimal. When an offense is egregious enough to warrant further intervention, the following policy will be followed in compliance with state law and rule.

ESA Discipline Policy

I. Purpose: The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

II. Teaching self-discipline, citizenship, and social skills: The social skills taught at ESA include self-discipline and respect, both of which are necessary to function well within the school community and society at large. The school will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management which will include:

1. Written standards for student behavior expectations, including school and classroom management;
2. Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills;
3. Systematic methods for reinforcement of expected behaviors;
4. Uniform methods for correction of student behaviors; and
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness.

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations;
2. Effective intervention strategies; and
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions.

C. ESA personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

1. Classroom level strategies; and
2. Whole school level strategies.

III. Range of Behaviors and Continuum of Procedures: ESA personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and school level.

A. Minor infractions are defined as infraction of school rules that are usually handled by mentors in the classroom or at a school sponsored event or activity. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges. The following are minor infractions:

1. Dress code violations;
2. Disrespect, including put downs, talking back, and defiance;
3. Public displays of affection;
4. Inappropriate language and actions;
5. Tardies;
6. Disruptive behavior including talk-outs and chronic talking;
7. Horseplay;
8. Bus misconduct (if on a school-sponsored activity);
9. Noncompliance.

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination;
2. Drug, alcohol, and tobacco violations;
3. Physical aggression including fighting and throwing objects at a person;
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft;
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance;
6. Bullying and harassment, including cyber bullying and harassment.

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

1. School administration, in consult with applicable mentor(s).

IV. Training: ESA will provide training and strategies for students and staff in the following:

1. Overt aggression;
2. Relational aggression;
3. Cyber bullying;

4. Intervention skills;
5. Social skills;
6. Adult supervision of students; and
7. Provide for student assessment of the prevalence of bullying in school.

V. Prohibited Conduct and Related Discipline: Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon; or
2. Explosive or flammable material; or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis through the Board of Trustees.

B. A student WILL be removed from school for the following:

1. Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
6. A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

1. Willful disobedience or violating a school or district rule;
2. Defying authority;
3. Disruptive behavior;
4. Foul, profane, vulgar, or abusive language;
5. Defacing or destroying school property;
6. Truancy;
7. Theft;
8. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
9. Fighting;

10. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time, including cyber bullying);
11. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
12. Possessing or using tobacco;
13. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
14. Inappropriate exposure of body parts;
15. Sexual or other harassment; or
16. Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Director based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

VI. Habitual Disruptive Behavior: Definitions:

Qualifying minor means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

Disruptive behavior means behavior outlined above.

Notice of Disruptive Student Behavior

1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
3. A Notice of Disruptive Student Behavior shall be issued when the student has:
 - A. Engaged in disruptive behavior (that does not result in suspension or expulsion) three times during the school year; or
 - B. Engaged in disruptive behavior that results in suspension or expulsion once during the school year.

A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:

1. If the notice is written by an assistant administrator or other designee, the appeal is made to the Director;
2. If the notice is written by the principal, the appeal is made to the Board of Trustees.

A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior. The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

Habitual Disruptive Student Behavior Citation: The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:

1. Engages in disruptive behavior (that does not result in suspension or expulsion) at least six times during the school year;
2. Engages in disruptive behavior that does not result in suspension or expulsion at least three times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
3. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.

A Habitual Disruptive Student Behavior Citation may only be issued by the school Director. The citation shall be mailed by certified mail to, or served on, the parent of the student. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court. Within five days after the citation is issued, a representative of ESA shall provide documentation to the parent and the court of the efforts made by a school counselor or representative. The Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. Searches

School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.

1. School personnel may also conduct random searches that might include all lockers and other school property.

VII. Suspension and Expulsion Defined

1. Suspension is disciplinary removal from school with an offer of educational services.
2. Expulsion is a disciplinary removal from school by the Board of Trustees for more than ten school days without an offer of alternative educational service.

VIII. Readmission and Admission

1. If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
2. If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
3. ESA may deny admission to a student who has been expelled from any school in the last twelve months.

IX. Due Process

1. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
2. If the Director recommends removal for more than ten school days, a committee composed of the Board of Trustees will hear the case at the school with the student, the parent or guardian, the Director, and others as necessary. This hearing will be held within ten school days of removal from school.
3. If a student is removed from school for more than ten school days, an appeal of the decision may be made in writing to the Board of Trustees within ten school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. Students with Disabilities

If a student has a qualified disability, the Director will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Parental Engagement

ESA believes parental engagement is critical in the success of every students' education, and particularly for those students who are struggling. ESA also recognizes that the parent-child relationship may be strained in the lives of many of the students who may attend ESA. In considering this, ESA will have parent seminars, held at least quarterly, where parents will be invited to participate and empowered with information such as how to help their students with homework, communication strategies, coping skills, creating and enforcing boundaries, post-secondary education options, etc. WRA has had great success with these nights.

Parents will also be encouraged to volunteer at the school, helping in classrooms or extra-curricular activities, fund-raising, or chaperoning field trips. Parents will receive weekly email updates from their student's supervisory T/M, and T/Ms will communicate regularly with parents when a student is falling behind with course work or having behavioral issues.

Section 5: Performance Measures

- ✓ ESA intends to serve a large proportion of educationally disadvantaged students.

The founders of ESA believe that struggling students deserve a quality education, and accountability is a big part of making sure this occurs at ESA. In addition to complying with Charter School Performance Standards, the Board has set four goals aligned to the school’s mission and vision, which, if achieved will reflect great progress being made by the target population of struggling students. The current academic achievement in English on the ACT for WRA students indicate they would likely be successful in an entry level college course without remedial coursework, as outlined in Section 4, along with other current levels of performance. The ESA founders believe this is an important place to start, since students will need good spoken and written English skills regardless of the career they end up selecting. The academic goals tied to the ACT test below have scores which the College Board has defined as “proficient” and would likely translate into a 50% chance of a “B” or better or a 75% chance of a “C” or better in an entry level college course. The lower percentages of students initially being prepared for college level reading, math, and science are significantly higher than the current Utah state average of 45% in reading, 38% in math, and 36% in science. Because ESA is targeting educationally disadvantaged students, many of who may not not college bound, the Board has also set goals around preparation for high school graduation, post-secondary training, and developing critical social and teamwork skills necessary to function well in the workplace and society as a whole. If ESA can achieve these goals, hopefully there will be better outcomes for the target population than those currently occurring, as discussed in Sections 2 and 3.

Performance Measures		
Measure	Metric	Board Goal
Students who enroll at ESA during the first semester of twelfth grade needing five or less recovered credits for graduation will graduate from high school	High School Diploma	Year 1: 75% Year 2: 78% Year 3: 81% Years 4 and Beyond: 85%
Students enrolled at ESA prior to beginning their senior year will graduate from high school	High School Diploma	Year 1: n/a Year 2: 75% Year 3: 78% Year 4: 81% Year 5 and Beyond: 85%

English Composition Proficiency	ACT English Section Score	Year 1: 75% of students will achieve a score of 18 or higher Years 2 and Beyond: Increase of 2% annually until 85% of students score 18 or higher.
Reading Proficiency	ACT Reading Section Score	Year 1: 75% of students will achieve a score of 22 or higher Years 2 and Beyond: Increase of 2% annually until 85% of students score 22 or higher.
Math Proficiency	ACT Math Section Score	Year 1: 50% of students will achieve a score of 22 or higher Years 2 and Beyond: Increase of 2% annually until 85% of students score 22 or higher.
Science Proficiency	ACT Science Section Score	Year 1: 50% of students will achieve a score of 23 or higher Years 2 and Beyond: Increase of 2% annually until 85% of students score 23 or higher.
Students transferring from ESA will have recovered enough credit to be on target for an on-time graduation.	Course credits.	Year 1: Collect baseline data. Years 2 and Beyond: Increase by 5% until 80% is reached and then maintained ongoing.
Students who receive therapy benefit from the services and find value in it.	Net Positive Score of satisfied with therapy services on the student exit survey.	80%
Students graduating from ESA have a post-secondary educational plan in place.	Number of students enrolled in college, a vocational-technical training program, entering the military and apprenticeships.	Year 1: 60% Years 2 and Beyond: Increase by 5% until 85% is reached and maintained.

Students learn social support and team interaction skills.	Students participate annually in at least one school-sponsored extra-curricular team, group, or club.	75%
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Promotion and Graduation

Students in the seventh and eighth grades will be required to complete and pass six credit classes each year, including math, language arts, social studies, science, CTE, and fine arts aligned to the Utah Core Standards.

ESA will follow the high school graduation requirements set by the Utah State Board of Education. In grades nine through twelve students must pass a minimum of six credits each year, including English, to be promoted to the next grade. For those students who enter with deficient credits, a plan will be made with a guidance counselor upon entrance specifying the number of credits to be made up each year in addition to the current year credits necessary for promotion.

Section 6: Governance

Governing Documents and Compliance

Eagle Summit Academy will be governed by a Board of Trustees, incorporated as a non-profit corporation in Utah and recognized as a 501(c)(3) charitable organization by the IRS. Eagle Summit Academy, Inc. has been incorporated specifically for the purpose of operating the charter school. Eagle Summit’s board will have no formal relationship with any other entity, including any entity with which the school shares a common landlord. ESA is not a successor to any other organization, is not converting from a private to a public school, and is not affiliated with any residential treatment center or other private or public organization. A copy of the school’s filed Articles of Incorporation are included with this application. Section III of those Articles lay out the purposes of the organization, which is solely to operate the charter school authorized by this application.

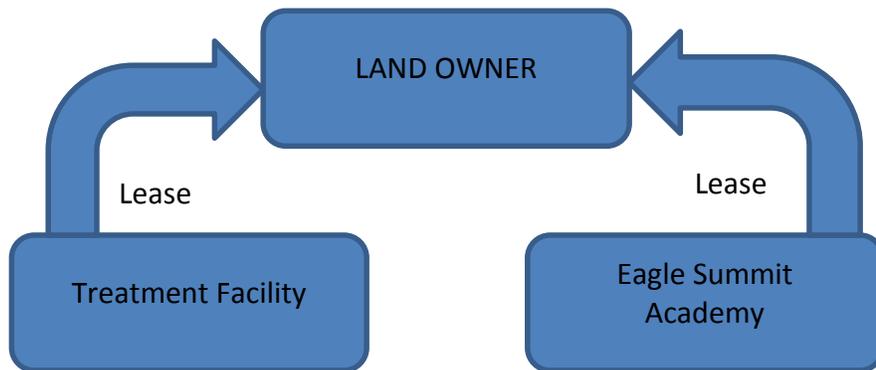
The Board of Trustees will govern the school consistent with this application, state law, and bylaws that set out the size, makeup, appointment of members to, and procedures of the Board. Copies of these bylaws are included in this section.

The Articles and Bylaws were both adopted in meetings, as shown in the minutes included in this section. ESA’s Board has received training on the open and public meeting requirements of public charter schools and will continue to comply with the spirit and letter of the law when the school is approved as a public charter school. The Board believes that its deliberations and decisions should be made in full view of the public. ESA will post its meeting minutes on the state’s public meeting notice website when legally authorized to do so and will keep record of meetings in written and audio recording formats. It will close meetings only with proper notice and for legally authorized reasons.

As required, prior to the submission of this application for consideration of the State Charter School Board, ESA’s Board sent this application to the Jordan School District for its information, review, and potential comment. A copy of the email sent to the district is included in this section.

Questions may arise because there is currently a private school and residential treatment center located and operating at the facility that will serve as ESA’s operating location once the school opens in 2017. The private school, known as West Ridge Academy, which currently utilizes and occupies that campus will cease to function as a school before on the first day of Eagle Summit Academy classes. In other words, Eagle Summit Academy and West Ridge Academy will not chronologically coexist.

Eagle Summit Academy will lease the school space from the land owner and will operate entirely independent of and separate from any other entity, including an anticipated residential treatment facility that will also leasing space in separate buildings located at the above described campus. Eagle Summit Academy will take over and lease all of the school facilities previously utilized by the private school known as West Ridge Academy, but not the portions of the campus that have previously served as student residences. Eagle Summit is a day school, and will not have boarded students.



Eagle Summit Academy will not share board members with the land owner or the treatment facility. Eagle Summit Academy has agreed to provide educational services to treatment facility clients, but Eagle Summit Academy will assure that treatment facility clients do not at any time interfere with Eagle Summit Academy’s open enrollment obligations and random lottery requirements and policy.

Board Members

The Board is currently made up of the following members, listed below with employment and relevant experience to service on a non-profit charter school board. Please find the included affidavits as part of this application.

Lisa Hales, President: Mrs. Hales is an experienced secondary teacher and administrator. She received her BA in English Education from the University of Arizona in 1991, her M.A. Ed from the University of Phoenix in 1998, and her M.A. Ed in Educational Leadership from Colorado State University in 2010. Having spent 25 years in education in Colorado, she relocated to Utah

in June of 2014. As an experienced International Baccalaureate (IB) teacher, coordinator, site visitor, workshop leader and consultant, she served as the Academic Director/IB Coordinator of Providence Hall Charter School's high school when it opened in the fall of 2014. She comes to the ESA Board having served on the Board of Directors for the IB Association of Rocky Mountain World Schools (2003 – 2008) and as an experienced leader in curriculum, assessment, and instructional design. She has a passion for working with secondary students and teachers of all abilities.

Barrie Giles, President elect: Mrs. Giles has been involved in promoting excellence and improvement in the public education forum for many years. She first became active as a PTA committee member at the elementary school level. In 2007, Mrs. Giles was a founding parent for Legacy Preparatory Academy in North Salt Lake and served as a substitute teacher there during the opening year of the school. She also taught Early American history for three years as South Davis Liber Academy, a private cooperative school. More recently, she was the committee chair for Mueller Park Junior High's parent/teacher organization (PTO), as well as on the community council during the 2010-11 school year. At Bountiful High School, she was also on the community council for the 2014-15 scholastic year. She has an intense interest in seeing that youth are given proper tools, encouragement and inspiration to complete their compulsory educational years in such a way that they desire to continue life-long learning and contribute in a significant way to their communities.

Mitzi Steckling, Secretary: Mrs. Steckling is an avid supporter of youth driven programs. For example, she has served as a PTA President and taught "Parenting with Love and Logic," in the Jordan School district Community Education program, served on the Davis County Jr. Miss Scholarship Program, and served as a delegate to the Davis County Republican Party. She has a B.S. degree in Family Sciences from Brigham Young University. Her love for youth and finding ways to help them accomplish their dreams will be fundamental to making ESA successful. She has served on the Advisory Council and Board of Directors at West Ridge Academy since 2008.

Brad Jeppson, Trustee: Mr. Jeppson is currently the Director of Administration at Granger-Hunter Improvement District. He received his Master of Accountancy at the University of Phoenix and his Bachelor's Degree from the University of Utah. Mr. Jeppson is a Charter Member and Past President of the Sunrise West Jordan Rotary Club. He was the former Assistant Executive Director of West Ridge Academy and worked there for 10 years. He has worked a total of 15 years with At Risk Youth. He brings his expertise in financial experience.

Calvin Hatch, Trustee: Mr. Hatch is an attorney with over 12 years of experience working in the fields of business law, federal Indian law, and business development. Mr. Hatch graduated with a Bachelor's Degree from the University of Kansas and a Juris Doctorate from the J. Reuben Clark School of Law at Brigham Young University. While attending law school, Mr. Hatch began his work with tribal governments and received the Meritorious Service Award for his work with Native American Tribes. Throughout his legal career, Mr. Hatch has focused his practice on: (1) business law/business development, (2) estate planning, and (3) tribal/federal Indian law. Mr. Hatch has served in various positions, including general and special counsel, venture capital counsel, part-time in-house counsel, administrator/executive director, prosecutor, juvenile prosecutor, juvenile judge, appellate judge, and chief judge.

Transition from a Startup Board to a Governing Board

The members of this Board will serve in their present configuration until such time as the school begins startup operations in earnest. It is not anticipated that any Board members will become employees of the school. When there is a vacancy on the Board, remaining Board members will seek to replace any former members by recruiting to the Board:

- At least one parent of a registered student;
- At least one prominent member of the community surrounding the school's location;
- At least one member with significant financial experience or education.

At that point, the majority of the work of starting the school will be completed in conjunction with compensated staff, contractors and consultants (see ESP section of this application), and volunteer parents of registered students. The Board will transition from doing the bulk of required work on its own to *governing* the work of others.

ESA's Board considers *governing* to include the following four qualities:

- Setting goals that establish clear metrics for what the school is expected to achieve (see Performance Measures section of this application for some examples);
- Empowering the school's School Director and administration to choose the methods by which those goals will be achieved;
- Adopting budgets and policies that ensure the school and its leadership comply with applicable laws and acceptable practices;
- Monitoring results and holding the school's leadership accountable for the achievement of the goals, consistency with the adopted budget, and behavior within school policy.

ESA's Board will focus on setting goals and adopting policies that empower the school to achieve those goals. It will be the job of the school's leadership to determine how those goals will be legally and appropriately accomplished, and the job of the Board to determine how well the goals have been achieved.

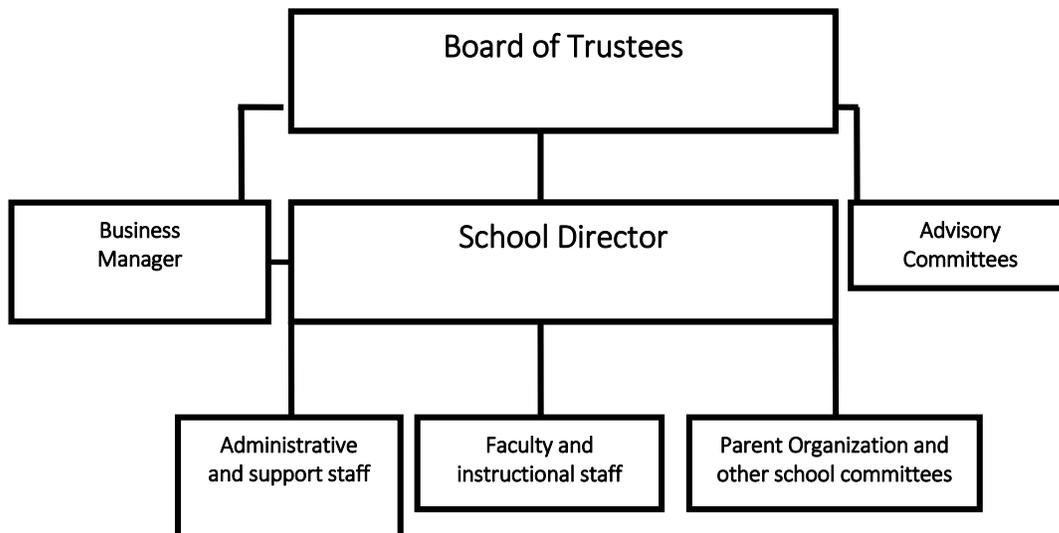
Policies adopted by the Board will require the school to comply with all applicable laws, operate with transparency and openness, implement all aspects of this charter application, submit all required reports to its authorizer, and to report to the Board on the achievement of board goals with documentary evidence of academic and financial results. The Board understands its governing role within the school as explained above and will ensure that it receives continual guidance and training in how to be more successful in that role (see Training subsection below).

Further, the Board is aware of its obligations as officers of a public body. The current trustees have been selected and recruited to bring together a cross-section of experience, expertise, and points of view. As the Board changes in membership over time, the Board will ensure that all members have experience that will allow the Board to:

- Ensure that the school operates consistent with this charter and achieves the academic goals set herein and as they may be updated from time to time by the Board;

- Oversee the quality of the educational program and collect assessment and other data that demonstrates the level of academic achievement and growth;
- Effectively oversee the management of public funds, and require monthly reports with independent evidence to verify appropriate use of funds;
- Oversee and collect reports on the school’s legal compliance and requests from its authorizer, using the authorizer’s Performance Framework as the basis for judging compliance;
- Represent the school’s stakeholders well, including parents and the surrounding community;
- Sustain its governing capacity throughout the startup and then through ongoing operations.

Structure and organization



The above organizational chart demonstrates the reporting relationships of the school’s leadership and operational structure. The school’s staff will all report to the School Director (in this application, the terms Director and School Director refer to the same position), who is the key employee of the school that reports to the Board. The performance of all other employees, from the Board’s standpoint, is a reflection on the performance of the director.

The Board will also directly work with the Business Manager, who will coordinate all aspects of the job with the director but also serve an important function of accountability to the Board. The director will report on financial matters to the Board, and the Business Manager, which has a direct link to the Board, will verify the reports’ accuracy and act as an independent check on the director’s data given to the Board, and will serve as the organization’s “Controller.” The Business Manager’s performance, evaluation, and decisions made on continued employment will be made by the Board.

The Board will also establish some board-level advisory committees made up of Board members and non-Board members, including employees, parents, community members, or other volunteers. These committees will serve to gather data, research topics, review reports

in more detail, and make recommendations to the Board for action on policy or action. These committees also make good training and proving ground for potential new Board members. The school director will also establish committees that report to the school, serving the same purpose for the management side of the school.

Training

The Board's experience, while broad, is in its infancy as a board of a potential charter school, and its responsibilities upon charter approval are substantial. The Board understands that it needs and will seek ongoing training in how to govern effectively and achieve its goals. ESA understands that bad management has negative consequences, but that poor governance has much worse consequences, as evidenced by the closure of two public charter schools as this application is being drafted. To that end, the Board will ensure that its own capacity for quality governance is maintained and increased.

First, all Board members will be required to complete the training modules provided by the State Charter School Board within their first year on the Board. Each time a Board member is elected to a subsequent term, that Board member will again complete the training modules over the course of that term. This practice will ensure that Board members are up-to-date on changes in charter law and best practices, as well as receiving continuing education in the priorities of the school's authorizer.

Second, the Board will engage the Utah Association of Public Charter Schools to provide ongoing board training as through its mentoring grant through the State Charter School Board. This training program is designed to help charter school boards transition from startup to governing boards, to help new Board members get quickly up to speed in law and governance, and to help the Board maintain a culture of quality and accountability for itself and for the school. Initially, this training will be completed, including the development of a strategic plan, over the course of the school's first year, and then on an as-needed basis as the Board changes its make-up and as events warrant.

Evaluation and Accountability

The Board will adopt a calendar by which it will receive reports from the school administration on the following:

- Progress toward the achievement of board- and charter-defined goals
- Copies of all reports sent to the school's authorizer;
- Verification that reports required by other state agencies have been submitted;
- Annual survey results from an independent source of the satisfaction of students, parents, and staff;
- Records of formal complaints submitted to the Board according to the Complaints Policy and their outcome;
- Financial statements showing actual data in relation to the school's budget as well as annual reports and financial statements from auditors.

Reviewing this data will allow the Board to effectively evaluate the performance of its school leadership by focusing on *outcomes as measured by accurate data*. The adopted calendar will

ensure that the Board receives data and reports on a cycle that coincides with the data's availability and submission to other parties. Using this data, the Board will annually make a data-driven judgment about the effectiveness of the school's director. This data will lead to either a performance bonus to the school leadership, a requirement that the director submit a school improvement plan detailing how any shortcomings will be addressed and improved, or a timely change in school leadership.

To evaluate the Board's own performance, Board members and key staff will complete a Board Meeting Evaluation at the end of each Board meeting, which asks questions about the quality of the data the Board received and of the Board's own behavior. This feedback will guide the Board and its trainers (see Training sub section above) in targeting training to areas that currently need improvement. This pace will continue until all Board members have completed training modules and the first-year of school operation. After that time, these meeting evaluations will be completed quarterly or as appropriate.

The Board's stewardship will also be measured by its compliance with the Quality Governance component of the State Charter School Board's performance framework. The Board will review its performance report from the SCSB annually and target training and reports to improving any areas shown to be below standard.

Background Information Sheets

Name Barrie Gilles

Role with application Board Member

Expertise Charter School Start Up/Business

Select the statements that are applicable and proceed as directed:

I do not intend to become an employee of the school.

I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: As a member of the West Ridge Charter School Board of Directors, I am committed to the excellence and integrity of the proposed charter school. I have experience in establishing a charter school in the past. I am in full support of this application as it is written.

Not-for-profit History

Board of Directors, West Ridge Academy, 2009 to 2015: Served as vice-chairperson for the BOD, as well as three years as the Advisory Committee chair in charge of overseeing all aspects of the annual fund-raising gala.

Founding Committee, Legacy Preparatory Academy, 2006-2009: Assisted in many aspects of establishing LPA, i.e., contacting local businesses for in-kind furniture and other donations, contracting with a private school bus company to provide transportation for the students, conducting an annual safety assembly for the students to teach them about bus safety and other safeguards for their protection. Helped in the installation of furniture and other physical facilities needs in advance of opening the school for classes. Organized and obtained donations for food and support for teams of volunteer parents who came to help with moving into the school.

Director, Distinguished Young Women of Davis County, 2006-present: Director of recruiting and training for young women entering local and state competitions. Developed a training program for all participants to have optimum preparation for all aspects of competition. Recruited and trained a staff of more than a dozen volunteers and increased participation by 400%. Greatly improved exposure and community support. Since becoming director in 2006, increased scholarship funding by over 300%.

Work History

Giles Disability Law – 2006-present: With my husband, established a law firm in June, 2006. Created marketing strategy. Consistently increased clients, becoming one of the top three disability law firms in Utah. Developed and produced advertising campaign using television ads and web-based video material for website. Managed all aspects of client relations, trained new staff, and monitored office systems for efficiency.

Education History: Communications and Public Relations Major – Boise State University

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR West Ridge CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

Charter School Proposal 2017-2018
Updated January 2015

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Name Lisa Hales

Role with application President

Expertise Charter School Administration/Education

Select the statements that are applicable and proceed as directed:

I do not intend to become an employee of the school.

I am not related to a person(s) identified as a founder, governing board member, or administrator.

Background information for Lisa Hales:

Statement of Intent: I have been elected to serve as the chair of the executive board for West Ridge Charter School. My related experience includes serving as a member of the executive board for the regional association of International Baccalaureate Rocky Mountain World Schools, a not-for-profit organization that serves schools and students throughout the Rocky Mountain region, for six years. As a supporter of educational options for students, I am committed to my service on the board of West Ridge Charter School, and I am in full support of this application as it has been written.

Not-for-Profit History: In addition to my board service, I have served as a mentor/consultant to schools throughout the U.S. as they apply to become authorized International Baccalaureate (IB) Schools. The IB is a not-for-profit organization that works with schools, districts and governmental agencies to deliver a high-quality education with rigorous standards of academic excellence. I have also served the IB as a site visitor, ensuring the initial and ongoing commitment of schools to the standards and practices of the program. My charter school experience includes participating in the organization and opening of Providence Hall High School in Herriman, UT, in the fall of 2014.

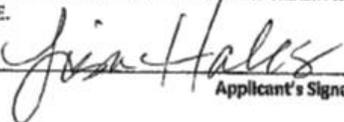
Employment History: I spent 20 years teaching English (eight years in a middle school and nine years in a high school) and five years teaching IB Theory of Knowledge for grades 11 – 12 in Fort Collins, CO. While teaching at the high school level, I also served for seven years as the IB Middle Years Program (MYP) Coordinator for grades 9 – 10, as well as the district coordinator for grades 8 - 10. Following my teaching career, I served as the assistant principal/IB Director for grades 9 – 12 at Poudre High School in Fort Collins, CO, for five years. In my administrative/coordination roles, I was responsible for staff development, assessment coordination, and ensuring the teaching and assessment models aligned with both our state standards and the standards and practices of the IB. This experience was further enhanced by my service as an IB workshop leader and my tenure as the North American representative to the IB MYP Committee, an international committee that reviews and sets policy for programs worldwide. Upon moving to Utah in June of 2014, I served as the Academic Director/Assistant Principal at Providence Hall High School, which is a newly opened and authorized IB World School. In this role, I was responsible for supporting the staff as they implemented the teaching and assessment models of the IB and their alignment with the Utah Academic Core Standards.

Education History:

BA English Education, University of Arizona, Tucson, AZ -- 1991
MA Ed, University of Phoenix, Denver, CO (Remote Campus) -- 1997
MA Ed Leadership/K-12 Principal's Endorsement, Colorado State University, Fort Collins, CO -- 2009

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Name Mitzi Steckling

Role with application Secretary

Expertise Parent/Business/Community Service

Select the statements that are applicable and proceed as directed:

I do not intend to become an employee of the school.

I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: My role is secretary. My skill set is in the administrative arena. I worked professionally in personnel and administration.

Not-for-Profit History: I've served on many PTA boards, including as PTA President-Elect and PTA President; I served on several community councils; I've served on the Advisory Council and Board of Directors at WRA since 2010 and 2012, respectively; I've been a county delegate; I served on the Board for the Davis County Jr. Miss Scholarship Program for three years; I've served in eight presidencies for my church, including president of our women's organization; I was head room mother for each of our three children every year during their elementary education; I was involved in the startup of Legacy Preparatory Academy, which our youngest attended.

Employment History: I worked as the Director of Administration and Personnel at Raging Waters for 10 years. I won Director of the Year twice.

Education History: I graduated from Brigham Young University with a BS in Family Sciences.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Eagle Summit Academy CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's signature

BACKGROUND INFORMATION SHEET

Provide the following information on each governing board member and any individuals responsible for the day-to-day operation of the school who have already been identified.

Complete this form, do not include a resume. This page may be copied as many times as necessary.

Name Calvin Hatch

Role with application Eagle Summit Academy Board Member

Expertise Legal

Select the statements that are applicable and proceed as directed:

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I do not intend to become an employee of the school.

I am related to a person(s) identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I am an attorney who practices in the areas of business and contract law. I am also the chief judge for the Shoshone-Paiute Tribes. In other words, I have some general legal and professional knowledge, but I do not have experience with charter school governance. Though I lack charter school specific experience, I strongly believe in the value of education in solving many societal issues. As a result, I am one of the founders of Eagle Summit Academy and currently sit on the board of the school. I strongly believe that there is a need for a school like Eagle Summit Academy, a school focused on helping students who have or are failing in a mainstream school. I am committed to its goals and vision.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

In my work as an attorney, I have represented some non-profit organizations, assisting them with incorporation, initial organization, 501(c)(3) compliance, board management and governance, contracts, outside counsel management, strategic planning, and general business law issues. I submit that my experience and background provide me with an understanding and perspective regarding many of the legal issues that Eagle Summit Academy will need to address and handle, and as a result, I will be able to assist in the same.

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

HATCH LAW, LLC, South Jordan, Utah

Founder-Owner (2012 – Present)

Key Roles:

- *Law Firm Management*
- *Legal Work o Chief Judge – Shoshone-Paiute Tribes*
- o *Part-time in-house corporate counsel (for profit & non-profit organizations)*

HATCH & Associates, LLC, West Jordan, Utah

Founding / Managing Partner (2001-2012)

Key Role Examples:

- *Law Firm Management - Directed and supervised law firm staff.*
- *Venture capital counsel (with fund assets exceeding \$250,000,000.00)(2008-2010)*
- *Chief judge (2008-2010), Acting chief judge (2007-2008), Associate judge (2004-2007)*
- *Part-time adult & juvenile prosecutor (2002-2008)(2010-2012)*

Additional Experience

Civil Law Clerk - Salt Lake County District Attorney, Salt Lake City, Utah (2002-2003)

Judicial Clerkship - Utah Court of Appeals, Judge William A. Thorne, Salt Lake City, Utah (2001)

Judicial Clerkship - Utah Third District Court, Judge William A. Thorne, Salt Lake City, Utah (2000)

Law Clerk – Duval Hansen Witt & Morley, Pleasant Grove, Utah (2000-2001)

Corporate Management - Hallmark Cards (1995-1999).

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

Juris Doctor Degree - J. Reuben Clark Law School, Brigham Young University, 2002

Bachelor of Arts in Spanish Literature, Culture and Language - University of Kansas, 1995

Consent for Background Check: Charter school governing board members and key administrators consent to complete a background check prior to submission of the R277-516. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. final application (see calendar on pg. 2). A background check requires fingerprinting consistent with Board Rule

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's governing board, prior to the submission of the final application.

I, Calvin Hatch, hereby consent to and affirm that I will complete a background check as outlined above.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR EAGLE SUMMIT ACADEMY, A CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

 Calvin Michael Hatch, Esq.
2015.09.28 14:11:14
-06'00'

Applicant's signature

BACKGROUND INFORMATION SHEET

Provide the following information on each governing board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.

Name Paul Keene

Role with application Director of Academics

Expertise 23 years educational experience 16 years in Administration

Select the statements that are applicable and proceed as directed:

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*
- I do not intend to become an employee of the school.
- I am related to a person(s) identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*
- I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

My role during the founding of ESA has been administrator of WRA. Working with teachers to find best practices and implementing them the classroom, dealing with student issues as they arise and day to day operations of the academy.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have worked for 23 years in the non-profit arena dealing with budgeting and execution of the budget. I have worked with our philanthropic donors to meet the guidelines as outlined the donation. I have served on two non-profit boards during their startup phase. During which time I learned how to implement guidelines for spending and accounting for all funds as they came available.

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

Worked at West Ridge Academy for 23 Years. Working as teachers aid, teacher and as the director of academics.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school 1997-2002 Univesity of Utah-degree in

APPENDIX A
BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Bradley L. Jeppson
Role with school Board Member
Expertise Accounting / Finance

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

- West Ridge Academy / Utah Boys Ranch 1992-2002
- American Cancer Society 2002-2003

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

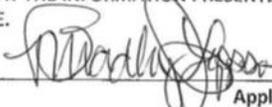
- West Ridge Academy / Utah Boys Ranch 1992-2002
- American Cancer Society 2002-2003
- Granger-Hunter Improvement District 2006-2015 (present)

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

- Masters of Accountancy, University of Phoenix 2009
- B.A. University of Utah 1996

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR _____ CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Section 7: Staffing

Organizational Structure

ESA's approach to structuring and staffing the school will be guided by this charter and the goals in it. That is, the school begins with the end in mind. The school will be charged with accomplishing certain goals. What will the students need to learn to achieve those goals? What kinds and how many T/Ms will be needed so they learn it? What skills will the administration need to train the T/Ms to accomplish that goal? The answers to these questions make up the school's organizational structure and staffing plan. (See Section 6 for a copy of the Organizational Chart.)

At-Will employment

ESA is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's executive director. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter application, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at ESA.

The school desires to have positive, collaborative, and mutually beneficial relationships with all employees. At-will employment furthers these goals by leaving both the school and each employee completely free to constantly evaluate the benefits to themselves of continuing the employer-employee relationship. As noted, ESA will have in place practices that lead to a positive workplace culture that the Board believes will lead to high retention of quality employees.

Needs of the educational program

ESA's mission is to provide a high quality educational experience that offers hope and healing to struggling teens. This mission will be implemented using intense interventions to help students take control of their own education. ESA's faculty may look a lot like any other high schools of similar size, but there will be key differences in how educators spend their time, what tools they use, and what training they receive.

The **School Director** is responsible to ensure that the school achieves its goals as contained in the school's charter and that the Board may adopt from time to time; that the methods used to achieve those goals is consistent with the methodology, philosophy, and content of the charter; that the school complies with laws, rules, and regulations, and reports such compliance as required to its Authorizer and state authorities; and that the school is fiscally sound and strong.

On a day-to-day basis, the School Director will take on the traditional roles of program management, compliance with state law, reporting, managing faculty, dealing with student discipline, public relations, and other general operations, will also have key roles in managing the relationships with online curriculum vendors, training T/Ms in the unique needs of struggling teens, and oversee two distinct campuses—each of ESA's gender-specific programs. The Director will ensure that the Campus Directors and all educators understand the school's mission and how the school's environment can help return hope and healing to the struggling teens who attend ESA. Ultimately, the director's job will be to ensure that the schools meets

the goals outlined in this charter using methods consistent with this charter while complying with state law and building a stable future for continued operation.

The School Director has been identified as Paul Keene, whose unique experience and skill set uniquely position him as the right person to lead ESA's success as a charter school. Mr. Keene has been the Director at West Ridge Academy, a private school for struggling teens in Utah for more than a decade. Having successfully helped so many students over the years achieve success and find hope and healing, the Board is confident in his ability to lead Eagle Summit Academy.

The **Campus Directors**, working under the School Director's guidance, will be responsible for overseeing student success, behavior, and education within each gender-specific campus and for the quality of instruction, curriculum, and student academic achievement. They will also serve as the school's counselors, shepherding students through course selection, credit recovery, and ultimate graduation, ensuring that students meet the graduation goals outlined in this application (see Section 5). This model of counselor/administrator helps meet the school's educational goals and student counseling needs in an efficient way that fits within the school's budget.

The Campus Directors will also be responsible to ensure that the facility is well-maintained, that students attend class and comport with the school's code of behavior, which parents are involved and supportive of their children's education at ESA, and handle elevated student behavior issues, as well as other general administrative functions. Finally, they are responsible to collect and review academic achievement data and work with T/Ms to develop strategies and interventions to achieve acceptable levels of student growth consistent with the Board's and charter's goals.

In their role as **Counselors**, the Campus Directors develop individual plans for each student to facilitate the achievement of student goals and plans consistent with the school's charter. Counselors review student achievement data and meet with students, T/Ms, and parents to develop student goals and plans. Further, they monitor student success within those plans, and intervene when plan goals are not met, providing counseling to students and training to T/Ms on how to get back on track.

The **Business Administrator**, coordinating with the school director but reporting to the Board, will ensure that the school's resources (human resources, physical resources, financial resources) are properly managed and efficiently deployed to help the school achieve its mission.

- Financial Resources: Collect, enter, analyze, and properly account for all school income and expenses consistent with school policy and applicable law.
- Human Resources: Ensure that all identified staff are properly documented, that their deductions for taxes, benefits, and other withholdings are processed properly, and that employment decisions and actions are consistent with school policy and applicable law.
- Physical Resources: Track the school's assets and oversee the staff that is responsible to maintain assets, notably the school's building and technology.

He or she will be part of the administrative team that drafts each annual budget, ensuring that the key aspects of the charter are supported in how dollars are spent and faculty are deployed. The Business Administrator will oversee the school's janitorial staff and any IT staff or contractors that the school hires or engages from time to time, ensuring that their operations support the school's mission as well.

The **T/Ms** will offer the “brick and mortar” portion of the blended learning instruction, including the direct instruction and facilitation of individual/group projects and labs so that students find success in each classroom. T/Ms are responsible:

- To provide quality instruction to students and to track and report student progress;
- To implement the school's instructional model;
- To develop their professional skills and understanding of the charter's philosophy and goals;
- To manage student behavior and the classroom environment to ensure safety and a positive learning environment;
- To work collaboratively with parents in ensuring student growth and academic achievement; and
- To maintain licensure and certification status.

T/Ms will be recruited who demonstrate attitude that is deemed non--traditional learning/thinking outside of the box/allowing a student-centered school. At ESA, classrooms become workstations and T/Ms become tools in learning. Teachers will walk the classroom, providing assistance and encouragement, conduct small group discussions and labs with not more than eight students in each group, grade work quickly so feedback can aid learning, rather than hinder it, know every student as an individual, including students' learning styles and personalities, and, if applicable, disabilities. T/Ms will be motivational and find what drives each student and then assist students to capitalize on that motivation.

The school's technology and curriculum serve to enhance the reach of T/Ms, so they spend more of their time mentoring and working directly with students, and less time grading assignments and preparing lessons—work which is largely completed by the enhanced technology. This allows ESA's T/Ms to teach more students by maximizing relationship and mentoring time and reducing processing and paperwork time. In this way, the cost of labor is used more efficiently when paired with technology, allowing more students to be helped and educated for fewer labor dollars.

ESA knows that not all T/Ms, particularly in the first year, will likely come with all desired skills. Therefore the school has budgeted for professional development to teach all T/Ms these skills over time, and will prioritize hiring one mentor T/M with significant experience working with struggling and at-risk teens for every four T/Ms hired. (See “Recruiting strategies” subsection below.) These mentors will receive a stipend to serve as a team-lead, modeling for and counseling other faculty to develop these skills and to provide that experience through guided practice and assistance in developing lesson plans and projects throughout the year.

The school will ensure that T/Ms will have the skills and experience listed above, or will gain those skills through the professional development offered by the school in their early years of teaching.

Teaching Assistants support Teachers in providing instruction to students, most notably by assisting with behavior and classroom management, providing small-group instruction and guidance on student online learning, and to provide interventions and implement strategies to assist with special populations and at-risk students according to individualized programs and plans.

The **Special Education Teachers** oversee the special education program and department at the school. They work with parents, T/Ms, and administrators on the development of Individualized Education Programs; provide instruction to students consistent with those plans; and work with general education T/Ms to ensure that IEPs are properly followed throughout the school. The school anticipates a higher-than-average special education prevalence rate of 18 percent, leading to the need for more special education faculty and more dedicated revenue to cover their additional cost (see Section 8).

The **Special Education Lead** will ensure that the same philosophy and program that guides the school as a whole will be modified as necessary so that students with disabilities can also achieve success as determined by a student's Individualized Education Program (IEP). IEPs will be written such that individual needs are addressed based on that student's abilities, and that students will find hope and healing. The Lead also maintains records and ensures that the special education program is compliant with the charter, Board policy, and with applicable law.

The **Media Specialist** will ensure that all students at the school, as well as the faculty, have access to materials, tools, and access to global resources that enable quality projects. The "library" at ESA will not resemble a traditional library with individual desks set apart around stacks of books. Rather, the media center will also showcase the "blended learning" model of the school, with vast resources accessible virtually via the Internet, as well as the physical books and media that support the school's blended curriculum.

Other support staff will include school **secretaries** and **janitorial** staff and fill a more traditional role of making sure that the school's facility stays in good repair and maintains standards of cleanliness that support the program, and that the T/Ms are supported in their administrative needs. It is expected that, like all faculty and staff, support staff will also lead by example—supporting the school's mission by living it, showing students in all interactions that success comes through individual effort and responsibility.

The school secretaries serve as receptionist, registrar, and office manager. At any time, there may be one or more individuals with varying titles depending on individual employees' expertise and experience. It is anticipated that this administrative assistance staff will have overlapping, multiple responsibilities. In general, these positions will maintain the school's and students' records, and ensure smoother operation of the school's office and administration. The Administrative staff also plays a strong customer service role, helping students, parents, faculty, and the general public navigate the school and its programs successfully.

Maintenance and janitorial staff will ensure that the school's facility is clean, safe, and in good repair. Daily cleaning tasks similar to any other school make up most of the day-to-day work, while the Lead of the maintenance staff will also be responsible for managing employees (and volunteer students) who perform daily janitorial work and for developing the daily schedules by which school cleanliness and safety standards are maintained.

A Team Effort

Each employee in any position at the school is expected to support the school's culture of collaborative leadership to achieve the school's mission. The focus and importance of each role in relation to the mission is explained above. The school's approach to accountability is not to judge individual performance by the checking of boxes in a job description, but by the achievement of school outcomes as a whole. For school leadership and administration, the achievement of school-wide goals as developed by the Board from time to time and as contained in this charter. For T/Ms, the academic and individualized plan success of their students and how their classrooms contribute to the overall success in achieving the school's goals and mission. For support staff, their contribution to the school's culture and overall school performance. All employees at ESA are part of the same team working for the same goal—to help struggling teens find success, hope, and healing.

This team's efforts and reach will be expanded by technology, training, and innovative position structure, so that the needs of ESA's student population can be addressed by the team of professionals described above within the constraints of a public school budget, as detailed in Section 8.

Staffing Plan

Executing the above structure will take a robust plan to ensure that the right people are recruited, identified, and hired. It is important that faculty and staff in all positions have the proper experience, licenses, and backgrounds. Once qualified people are hired, they must be deployed consistent with the school's mission to ensure sound operation and successful implementation of ESA's unique educational program.

Recruiting strategies

As the School Director has already been identified, the school's recruiting efforts can concentrate on recruiting T/Ms and support staff, rather than executive staff. The school will employ the following strategies to recruit T/Ms:

- Post job openings at teachers-teachers.com, where the State has a free account it makes available for public charter schools. ESA's research has shown that this resource is a primary source that most Utah charter schools, providing the most realistic and effective strategy to recruit large quantities of T/Ms, which ESA will need in its first year.
- ESA's director will attend SCSB- and UAPCS-sponsored training on effective employment advertising, using strategies that highlight the school's unique aspects and that turns an employment "listing" into an advertisement for the school that is more likely to increase T/M interest and response.
- ESA will attend teacher hiring fairs, including the annual Charter School teacher fair, and potentially teacher fairs at one or more universities.

- ESA’s founders will also recruit T/Ms from among their personal network of friends and associates, which is wide, given the charter school, university, and general educational background and experience of the school’s founders.
- The school will recruit from existing private schools serving troubled teens that employ licensed and experienced T/Ms, even T/Ms who may need an alternative route to licensure.
- On an ongoing basis, ESA will provide incentives to current employees for recruiting individuals that would be successful in the school’s program that are ultimately hired by the school.

These strategies will likely combine to bring many more applicants to the school than its limited openings in the first year. The more important role of the school is in properly identifying the experience, skills, and philosophy match held by each candidate and their compatibility with ESA’s needs and philosophy. ESA’s process will ensure that such candidates are identifiable in the recruitment process so that the school is more likely to hire well-matched candidates in the first round.

Candidates who apply will be asked to write a short essay on their educational philosophy. ESA will have a committee of Board members that will sort through applications and resumes, looking for experience in serving troubled teens. The committee will interview selected candidates using a pre-defined set of questions and a scoring rubric and make final decisions based on committee evaluations according to the established rubric.

Candidates from non-education industries will undergo additional scrutiny by the committee to ensure that their experience is relevant and that they possess skills that will translate in an educational setting for troubled teens. These candidates will also perform a “teaching interview,” where they will teach a real-world concept in a project-based method to a group of students while the hiring committee observes. All such candidates that are hired from this group will be enrolled and move through an approved alternative route to licensure.

ESA hopes that this process will lead to selection of high-quality and philosophically matched T/Ms in the first year. However, charter school experience, data analysis, and common sense dictate that not all first-year hiring decisions will lead to long-term employment. The school will therefore follow the same process of recruitment, though on a smaller scale, in future years, while at the same time building a school culture that leads to high employee satisfaction and retention.

Retention Strategies

There are four key factors that will help ESA retain its best T/Ms. School leaders will create a quality work environment by providing leadership, motivating employees to succeed, helping T/Ms improve in their job, and allowing opportunities for growth. The school will employ these four strategies as follows:

- Promote top-performing T/Ms to higher-level positions such as mentors, assistant administrators, and student-program directors. These positions will come with additional responsibility that can help T/Ms fill out their resumes with important

experience, fill out their professional career with skills and training, and fill up their bank accounts with additional money. Again, in this way, ESA will be addressing the increased needs of the student population with innovative job-sharing and position structure, which makes the operation more efficient and reduces labor costs, while also giving employees real growth opportunities within the school.

- Provide monetary and non-monetary (recognition, praise) incentives that reward high-performing T/Ms. The administration will create employee recognition and reward programs, as well as a performance compensation plan that will be based on student achievement, classroom observations, professional development and behavior, and the results of student and parent surveys. (See Accountability and Incentives subsection below).
- The director will demonstrate through his administration of the school high-quality leadership principles that are part of the school's academic and philosophical foundation. Research consistently shows that one of the strongest incentives for T/Ms to remain in any school is the quality of the principal. ESA's Board recognizes this, therefore the Board will empower the Director to be the kind of principal that T/Ms want to work for. Further, as the school provides incentives to T/Ms for high performance, part of the Director's evaluation, accountability plan and financial incentives will be based on T/M evaluation of the Director, their job satisfaction, and the school's climate.
- Continually develop T/Ms through ongoing professional development that increase their knowledge and ability to succeed in ESA's educational environment.
- Stay in touch with graduates. For those involved with similar educational models in the past on ESA's Board, the rewards that come when you see formerly-troubled teens achieve success is the most rewarding experience one can have at work.

ESA will invest a lot of time and plenty of money in finding and hiring its faculty. The school would consider it a tragedy if that investment was wasted with high turnover. School leaders will save the school and themselves a lot of repetitive effort and retain their quality T/Ms by developing the kind of work environment and opportunities that keep excellent T/Ms from looking for greener pastures.

Requirements for staff

School policy will ensure that:

- All faculty and staff will meet legal requirements for licensure for their position, or are making progress through a legally approved alternative route.
- For education faculty that come from non-education industries, the Director and Academic Director will oversee each employee's enrollment in an approved license-alternative program, and monitor progress through each program. Employees that do not make needed progress toward ultimate licensure or other legal alternative will not be retained in faculty positions.
- The school shall not employ any individual whose license to teach has been suspended or revoked by the Utah State Office of Education.

- All employees and volunteers will undergo a background check, as required by law.
- Administration shall conduct reference checks for all hired employees, including character and employment references.

Multi-campus deployment

Most school faculty and staff have equal responsibilities at both the boys' and girls' campuses (the main exception being the Campus Directors). Teachers will have responsibility to provide instruction to all students, but will instruct boys and girls on alternating days, according to the school's schedule. Since there are separate campuses for each gender, the T/Ms will change classes, teaching from the boys' campus on one day and the girls' campus the next.

The school's professional development for faculty will in part focus on the research-based findings for how boys and girls learn and interact differently, so that T/Ms can use effective teaching and management strategies for all students.

Accountability and Incentives

ESA recognizes that quality teaching should be matched with quality compensation, and that providing incentive for higher performance will lead to greater student achievement and school success. ESA will put in place performance-based compensation that rewards T/Ms for outcomes consistent with the school's goals and mission.

Criteria: High Performance Teaching includes these four elements:

- Impact on student learning gains;
- Excellent teaching practice;
- Professionalism and leadership;
- Parent Satisfaction.

High Performing Teachers' students make more than one year's worth of growth while in their class. T/M impact shall be measured using a value-added model of student test scores. A T/M's impact will be measured by the progress of his or her specific students over the course of the year that they were in the T/M's class.

Quality classroom instruction and management will be measured by qualified observers during in-classroom observations by administration and/or education consultants using standards outlined in the school's charter, developed by school administration, consistent with Board policy and approved evaluation standards, and fully explained to T/Ms.

Each T/M shall be observed for a minimum of one hour on three different occasions. Two members of administration and/or approved educational consultants will score the T/M during each observation.

High Performing Teachers contribute to the school community at large and serve as professional role models to fellow T/Ms and students alike. A T/M's professionalism, leadership, and quality are evaluated by the school administrative leadership team.

High Performing Teachers achieve high levels of satisfaction among their students and parents. Once annually during the final academic term, ESA will survey parents on overall school operation, including satisfaction with T/Ms and administration.

A specific policy will be adopted based on these elements, assigning specific incentive amounts and procedures that will be implemented by administration.

School leadership will also be evaluated based on outcomes, using a similar, but differently targeted, four-element structure:

- Enrollment;
- T/M Retention;
- Student Achievement and Learning Gains according to the goals in the charter;
- Parent Satisfaction.

Teachers and administrators who are rated highly according to the rubric, will be rewarded with raises, bonuses, promotions, and other monetary and non-monetary incentives. Those who score low will be coached and counseled with improvement plans, specific timeframes for the noted improvement, which will either lead to the individuals' performance meeting standard, or the termination of employee's employment.

Section 8: Business Plan

Eagle Summit Academy will be transparent, efficient, and compliant with all laws in its budgets and financial operations. That philosophy is the foundation of the school's business plan. ESA will target the public funds entrusted to it to accomplish the mission as explained in this charter, consistent with the approach approved in this charter, and in line with state laws and regulations governing public education and the use of public tax dollars.

Key Budget Assumptions

ESA's budget will turn the Board's priorities into numbers—a budgetary plan, consistent with this charter, that administration will carry out. If anyone wants to know what the school considers most important, they'll need only look at the priorities contained in the school's budget. At every step of the budgeting process, the school's mission, vision, and purpose as contained in this application will shape the final product. From the deployment of T/Ms and administration (see Section 7 of this application) to the facility (see Facility subsection of this section) to the money available for the purchase of technology to access the school's multimedia curriculum. Below, you will see how the school has prioritized the unique aspects of its educational program, ensuring that the charter's vision can be supported with dollars as the school opens and educates students.

The budget template, in required format, is submitted with this application, along with a cash flow projection for the first operational year.

The Budgetary Plan

Planning Year: As the school begins its planning and startup year, Eagle Summit Academy will apply for the available grants, loans, and other funding that will provide resources to successfully plan and lay the foundation for a successful charter junior high and high school. It is anticipated that \$300,000 will be available to the school in its planning year in a combination of grants and loans from state sources. That money will allow the school to implement the following plan:

- A **School Director** (see full details in Section 7) will spend the planning year building the school's enrollment through public relations and marketing and putting in place the infrastructure (technology, policies, programs, personnel) that will support and implement the school's program and support systems (food, counseling, etc.) in the operational years. The School Director will hire all T/Ms and support staff, and ensure that all equipment, staff, students, and programs are in place prior to school beginning.
- An **Office Manager** will oversee and track student records and enrollment, generated through the school's marketing efforts, and coordinate family and community events for enrolled and prospective students.
- A **Business Manager** will, on a part-time basis, put in place financial controls, procure insurance, establish bank accounts, and organize the non-instructional aspects of school operation.
- The startup services through the ESP are budgeted on line 24.300 at \$40,000. This amount is for 18 to 24 months of work for charter school startup experts. For full details see Section 9
- All this personnel may work from temporary office space, procured for a budgeted \$1,000 per month for the six months prior to the first fully operational fiscal year.
- Basic office supplies for this administrative startup team is budgeted at \$5,000 on line 24.600.
- An advertising campaign, budgeted at \$20,000 (line 21.300 in the budget document) to build awareness and recruit students to attend ESA, overseen by the Director.
- \$1,000 (line 45.522) for liability insurance in the startup year. This coverage at this premium is typically available to new charter schools using ESA's governance and administration model through the State Division of Risk Management.
- \$2,000 for telephone and internet communication in the startup year at a temporary office location.
- The school will purchase computers and technology equipment for this administrative team and also purchase the computers that will later be given to T/Ms. Budget for that is \$15,000, or about \$800 per machine, plus a tad extra for peripherals and printers.
- The school has also budgeted an initial investment \$50,000 in student-use technology, which will be supplemented in operational years.
- Not included in this budget is any instructional equipment, since the school will be leasing a furnished school building (see explanation in When Students Arrive and Facilities subsections below) during operation.

The school's administration, with the above tools, will have ESA in prime position to educate 300 students as the school opens in 2017, supported by the budget outlined below.

When Students Arrive: The school will continue to invest its dollars to support the program outlined in this charter. As the school educates students, ESA will have somewhat lower expenses than many other schools in equipment—one of the real advantages of taking over occupancy of a building that has been used as a school for many years. The school will invest in instructional technology for use by both faculty and students to access online sources.

More specifically, the budgets to educate students include:

- State and federal revenue based on the provided funding worksheet plus reasonable assumptions for startup grants typically available to new charter schools.
- Local funding for fees and activities of \$120 per student. This amount is less than one-half of the amount typically collected by secondary schools in Utah (for example, the two charter high schools closest to ESA's location, Paradigm High School and Itineris Early College High School, collected \$406 and \$284, respectively in 2014), making this estimate very conservative.
- 14 full-time T/Ms who will provide instruction according to the program as described in this charter to all students.
- 2 full-time T/Ms in Special Education (one of whom will be the Team Lead and Department Director) to serve the 18 percent (54) anticipated students with disabilities. Four ¾-time paraprofessionals will assist with student support and instruction.
- These T/Ms are supported by an administrative team of the School Director and two School Directors (see Section 7), who will administer all educational and student programs, including student discipline, T/M development, and charter fidelity. The administrative team also includes two FTE school receptionists/secretaries, who keep the school's trains all running on time.
- The two School Directors serve part-time in administrative functions and part-time as Counselors, providing school counseling, scheduling, and guidance services. This level of counseling work is in excess of state requirements for ESA's number of students, which is appropriate given the focus on troubled youth.
- The faculty and students in school will be supported a part-time media specialist, which will provide students and T/Ms with help and access to resources they will require to be successful in the school's program.
- A **Business Manager** will oversee the non-instructional operations of the school, including finance, procurement, human resource management, benefits administration, payroll, and compliance with operational and financial standards.
- A part-time (29 hours) **IT Technician** will provide students and faculty with services to ensure that technology works properly to access the school's multimedia curriculum and that the school remains compliant with all electronic data storage requirements.
- Of course, the school will also have a janitorial staff to clean and maintain the school's facility. It is anticipated that one full-time head custodian will act as the facilities manager and be supported by a three to four (depending on hours worked, but the equivalent of 16 additional hours) of part-time janitors.

- The school will hire a lunch program manager (full-time) who will also have up to three part-time lunch and food service assistants to operate a school lunch and breakfast program.
- The school will put in place retirement, medical, and other benefit programs to ensure that the school offers a competitive compensation package for educational professionals. Total benefits are budgeted at 24% of wages and salary for full-time employees. Sections where a lower amount is listed in the budget reflect a majority of part-time employees in those categories not eligible for full-time benefits.
- These ongoing personnel expenses remain largely the same throughout the years of operation, except that in year three and beyond, as the school has more practice and systems in place, the business manager transitions from a full-time to a three-quarters time employee.
- The online curriculum that enhance T/M instruction is budgeted at \$400 per student per year, shown on line 10.300 of the budget document.
- The troubled youth that will attend Eagle Summit will have additional needs that a traditional educational training will not provide to personnel. Therefore, the school will engage (either directly through employment or on a contracted basis with an established specialist) high-level student support services to provide interventions and intensive counseling and guidance when necessary. An amount of \$20,000 (line 21.300) has been set aside for this purpose to supplement the guidance students already get from the school's counselors.
- The school will invest \$15,000 (22.300) on an ongoing basis in professional development for its T/Ms and support faculty and staff in implementing ESA's unique program and training T/Ms in the strategies for successfully dealing with troubled students in a school setting.
- Funding is set aside for an independent auditing firm (included in line 24.300) to begin work reviewing the school's financial and organizational compliance and to recommend positive changes to ensure proper safeguarding of school funds and assets.
- The costs to occupy of the school's facility will allow ESA to invest dollars in education and support services at high levels, even though the school is comparatively small. ESA has negotiated a lease agreement on an existing multi-building campus in West Jordan, fully furnished with educational equipment, furniture, and fixtures, including a good base of technology. The lease for the buildings and grounds will be on a per-student basis of \$850 per student, with no minimum enrollment requirements. That per-student cost allows the school to operate successfully in early years even if enrollment takes a few years to reach capacity (see Breakeven scenario below.) The lease amount here is all-inclusive, covering taxes, utilities (except telephone and internet), and property insurance.
- The school has budgeted \$5,000 (26.400) for high-level annual care of the facility beyond what the school's janitorial staff will provide on a daily basis. This will allow the school to deep-clean carpets and properly service a slightly older facility.

- Communication expenses are budgeted at \$7,500 (24.530) per year and reflect the availability of high-speed internet access available to public school's through E-Rate funds through a grant with the Utah Education Network.
- Liability insurance is budgeted at a cost of \$12 per student (line 45.522), presumably through the state's Division of Risk Management. This is the typical rate for charter schools using ESA's model of direct governance and administration of the campus. ESA will not offer residential treatment, boarding, or other services not typically offered by other public charter schools, though the student population may dictate the school needs more counseling (hence, two counselors for 300 students) than a traditional charter. But as the scope, if not the scale, of supplemental service offerings are within established practices by public schools, this level of insurance is adequate. Any other entity that co-locates on the school's broader campus will procure its own insurance at its own cost. (Property insurance is included in the cost of the lease.)
- School supply budgets are lower than most schools because the bulk of the school's "supplies" are actually multimedia curriculum services included in the budget on line 10.300 and described above. Basic school supplies are budgeted at \$25 per student for T/M supplies (line 10.600), \$10 for counselors (line 21.600), and \$20 for school administration (line 24.600). The school will also make four-figure investments in library books each year to build out its library, also taking advantage of public-domain titles available to students electronically.
- Food and supplies for the school's nutrition program are budgeted consistent with revenue from state, federal, and local sources.
- While supply budgets are largely ongoing, the school will have some initial equipment expenses to outfit its occupied facility with the latest technology and lunch equipment.
- The school will enter in to a lease-to-purchase agreement with the landlord to use and eventually own the educational furniture and fixtures that are currently in the facility. The school buildings are completely furnished with all necessary equipment, including desks and chairs for teachers and students, storage equipment, white boards, PE equipment, and all other instructional equipment, furniture, and fixtures necessary to operate the program described in this Charter Application, with the exception of a need for ESA to purchase additional student- and T?M-use technology. At a cost of \$150 per-student per-year, the school will purchase this furniture from the landlord over the course of the first two years of educational operations.
- The budget also includes investments for a copy machine at \$10,000 (line 24.700).
- ESA has budgeted \$10,000 lunch equipment to update the facility's kitchen.
- Additional technology to finish out the school's needs from that purchased in the startup year will be purchased. The budget includes a computer for every student at \$450, less the 100 computers that already exist at the facility that are included in the lease payment described above.
- The school has also set aside \$20,000 (line 24.734) to improve the internal network at the facility to allow for online testing and to purchase mobile and stationary printers for faculty and student use.

- These equipment expenses exist in FY18 at much higher levels (\$125,000) than in FY19 (\$81,000) and beyond (about \$35,000, adjusted for inflation going forward). The furniture lease ends after two years and the main ongoing cost is to refresh technology, where funds are budgeted each year going forward to ensure the school has sufficient fund dedicated to technology and in its savings account to keep on top of technology changes, with larger set-asides as the revolving loan is paid off after year four.
- Technology equipment, included in the \$125,000 number above, is based on a per-student anticipated cost of \$450, less what is budgeted for purchase in the startup year using startup loan and grant proceeds. (This number is zero in the breakeven scenario because no additional computers are necessary beyond what will be purchased in the startup year if enrollment is at the breakeven level.)
- Finally, the school has budgeted funds to join the Utah Association of Public Charter Schools (24.800), to help support the charter school team in the community and to strengthen the charter movement statewide.
- To cover the repayment of debt service from the startup loan described above (Startup Year) and below (Debt), about \$53,000 has been set aside.

Breakeven

Eagle Summit Academy has seen charter schools make plans for enrolling several hundred students, only to short and face financial catastrophe. In fact, just months prior to this application's submission, a charter school originally planned to be near ESA's facility and serving similar grade configuration was closed in part due to failure to enroll sufficient students to operate successfully. Several schools have been forced to relocate far from their originally planned sites, cut back severely on their program in order to meet facility obligations, sought charter amendments to add additional grades, and even at times resorted to violating their charter by outsourcing the education of students to private companies while counting those students in enrollment at the school.

ESA has tried to structure its operation and budget to recognize this potential. Rather than seeking approval for 600 to 1,000 students, ESA's Board believes that starting smaller is more realistic. Therefore the budget and this charter plans for 300 students in grades 7-12. By managing expectations in line with the historic reality of charter high schools and structuring size and grade offerings with what the industry has shown it can support, particularly for such a unique population, ESA will be better able to handle the unexpected. The structure of the lease agreement also allows the school to face unexpected enrollment shortages with more ease.

ESA's breakeven budget protects key aspects of the mission and educational program with the financial realities presented by low enrollment numbers. The contingency plan makes the following changes:

- Enrollment is only 210 students or 70% of capacity.
- Local, State, and Federal revenue fall in line with actual enrollment as the laws affect each specific program.
- Because compliance standards do not change with enrollment, and because administrators are likely to redefine "overwhelmed" during the startup year anyway,

school administration, in the first operational year will stay largely the same as if enrollment was full, though with reduced hours in administration for Counselors/School Directors, made possible through lower guidance and student management needs with lower enrollment.

- The number of T/Ms falls mostly in line with enrollment. Class size remains the same and the special education T/M's position is protected from any reduction.
- The number of students with disabilities falls commensurate with enrollment (prevalence rate is projected the same), so the supporting staff is reduced as well, to a single T/M/Director and two paraprofessionals.
- The media specialist's responsibilities will be shifted to administration as a paraprofessional level of work.
- The IT position will shift to half-time.
- The number of part-time janitors and food-service workers is reduced.
- Retirement benefits will fall as the school delays its implementation and reduces the "match."
- Enhanced services for troubled students and professional development for T/Ms is protected.
- The cost of the facility, which is based on enrollment, falls consistent with enrollment.
- Supply costs, the largest portion of which is food service, falls consistent with enrollment.
- The furniture and equipment lease reduces commensurate with enrollment, which will only extend the time of the lease to future years.
- Student-use and T/M-use technology purchased in the startup year will be sufficient and no other instructional technology purchases will be needed. Fund to build out the school's internal wireless network remain.

These plans still protect the school's unique program. The school will invest its more limited resources in this scenario to put forward a quality program, while still building financial viability for the long-term.

Debt

The only debt the school plans to incur is the State Charter School Revolving Loan, which is available to ESA to pay for startup expenses during the planning and first operational year. The school intends to borrow \$200,000 to provide additional financing (with the State Startup Grant) for the planning year and to acquire the necessary materials, technology, and equipment to begin school in 2016. The school has budgeted about \$53,000 per year in debt service to repay this debt over the four year of repayment the program requires.

Policies and Procedures

The school's Board will adopt a comprehensive set of finance policies consistent with Utah Code. These policies cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and every other aspect of financial management and are included with this charter application. Please see these policies for specific details on how the financial controls and procedures at ESA will work on a day-to-day basis.

The principles behind those policies will guide the school in all financial management and transactions. These principles are based on the school's legal financial obligations, Generally Accepted Accounting Practices, and common sense measures to ensure openness, integrity, and value within all financial transactions. Those principles are:

- Segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud;
- Oversight by regular internal (a Board finance and audit committee) and external (an independent auditor consistent with ESA's LEA status) methods;
- Internal review each month with a Board finance and audit committee, which samples transactions for compliance with school finance policies;
- Transparency in budgeting and spending, with all transactions and budgets posted online as required by law;
- Competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers;
- Proper authorization, ensuring that all expenses are known and approved by the Director, Finance Committee, or the Board prior to expense is made so that authority to spend money is tied directly to accountability for the school's budget;
- Protection of the school's assets with accurate inventory records, duplication of data, holdings spread across multiple banks, and insurance to indemnify employees, the Board, and the school from tort claims;

For example, the school will spend money on school supplies or classrooms. The procedure outlined below is similar to the procedures in all aspects of school finance, going from receiving money, spending money, and proper accounting of all aspects. (Please note how at least two parties and documentation are involved each time funds change hands.)

1. A parent comes to the school to donate to the school. The parent gives \$20 cash to the school Office Manager, who writes out a duplicate receipt, providing one copy to the parent. Money goes from the parent to the school, with two people involved (parent and Office Manager) with documentation (receipt) of the transaction viewed by both parties.
2. The Office Manager keeps an electronic log of all such transactions, and three times each week, prepares a deposit. All funds (cash or check) are counted and compared to the electronic log and the duplicate receipts. When totals match, the deposit is reviewed by another administrator for accuracy and initialed.
3. The Office Manager (or another administrator that) takes the funds to the bank, where a receipt is collected that matches the amount on the school's internal records. Again, two people (bank teller and school administrator) are involved when funds change hands with documentation (receipt and deposit log) kept by both parties.
4. The Office Manager gives the deposit log and receipt to the Business Manager for input in the school's accounting system and for comparison to the bank's online records.

5. The Business Manager reconciles the account, noting that the bank statement agrees with the school's internal records. The Business Manager provides a copy of the reconciliation and original bank statement to the school's finance and audit committee.
6. A T/M determines a need to purchase modeling clay for a project. She searches online for the kind of clay needed and compares prices, including one local vendor to potentially save on shipping costs. The T/M completes a requisition form, signs it, and hands it to the school director.
7. The director reviews the purchase request, including the documentation on pricing and the rationale for the purchase, and signs approval for the item to be purchased, giving the form to the school Office Manager for potential purchase. (If the clay is better purchased directly by the T/M for the sake of expediency, step eight will be skipped.)
8. The Office Manager places the order (along with other items from the same vendor), assigning it a purchase order number according to school policy.
9. When the clay arrives with a packing slip (prepared by the vendor), the school Office Manager (or potentially the T/M) will be count the items, compare for accuracy to the original order and packing slip, and initial for accuracy or call the vendor in the case of inaccuracy.
10. Initialed packing slip (or invoice) will be attached to the original purchase order (or requisition form, if the T/M purchases directly) and submitted to the Business Manager for payment.
11. Business Manager will review all paperwork for accuracy, authorization, and compliance with school policy, and then prepare a check made to the vendor (or T/M, in case of reimbursement), attaching it to the supporting paperwork and giving all documentation to the school director.
12. The school director reviews all paperwork, including the check, comparing for accuracy and policy compliance throughout, and signs the check, returning all paperwork to the school Office Manager for disbursement.
13. Office Manager mails the check to the vendor (or gives the check to the employee).
14. The check clears the bank, and the Business Manager notes such as it reconciles accounts, providing a copy of the reconciliation, bank statement, and complete finance reports for review by the finance and audit committee.

The school's Business Manager will be charged with carrying out the day-to-day management of the school's finances consistently with these principles. The Business Manager will ensure that the school's assets (cash, buildings, and equipment) are adequately documented and protected, that school finance policy and state law are followed in all transactions, and that student enrollment records are accurate and reported to the state daily.

The Business Manager will be responsible to submit comprehensive Annual Financial Reports to the Board, the State Office of Education, and the State Auditor's office as required by law. In all aspects, the Business Manager will adhere to Generally Accepted Accounting Practices, state law, and the school's finance policies. If necessary, the Board will provide external training and oversight to ensure that GAAP is fully in place upon the receipt of any public funds (including funds donated to the public school from private sources). Additionally, the Business Manager

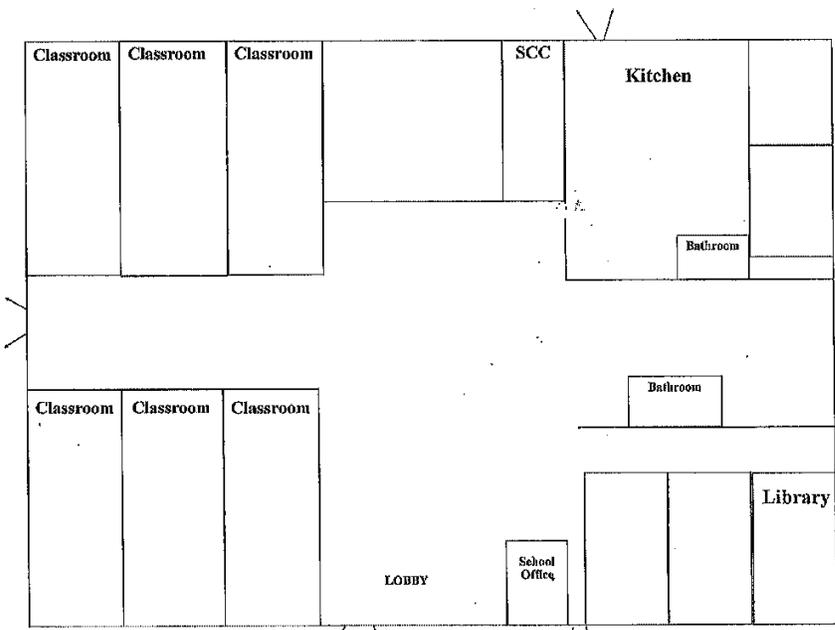
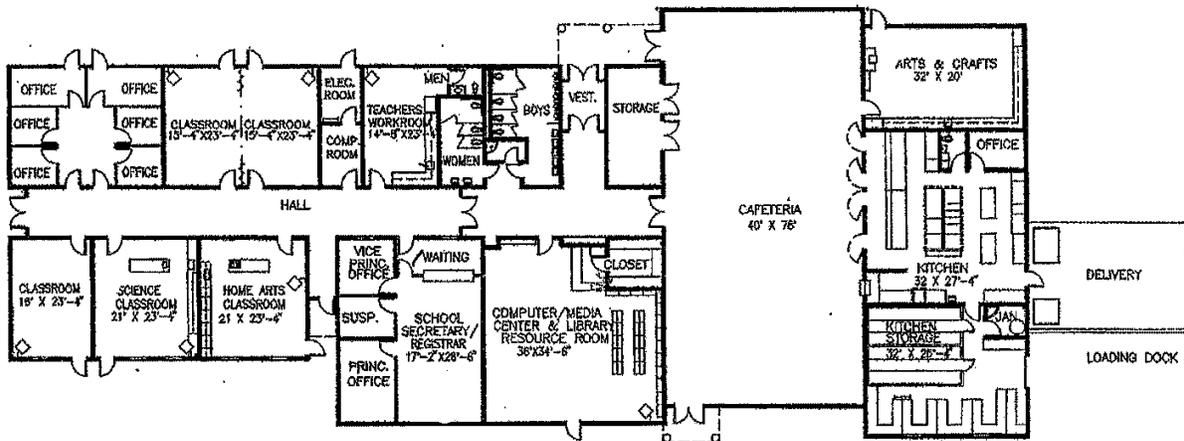
will work with the Board and the school's insurance brokerage to ensure that the school is properly insured, that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that the school meets all other key financial obligations that are part of any state law or rule now in place or that may be in place in the future. The Business Manager and a school representative will attend semi-annual finance training to stay abreast of changes in state law regarding school finance.

In all of these oversight and managerial tasks, the Business Manager will be supported by the two school secretaries, one of whom will have specific responsibility to manage student records and will carry the additional title of Registrar. (See Roles and Responsibilities subsection of Section 7 for day-to-day description of duties.) The designation of a single person to serve as registrar also will ensure that the school has the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch, students with disabilities and ELL enrollment. The registrar will submit data to the state and the school director regularly to ensure that records are accurate.

Financial and student records will be stored in both paper and electronic formats. Paper records will be stored in fire-proof filing cabinets that lock to protect the records' integrity and security. Electronic records will be stored in the school's Student Information System (enrollment and student records) and in the Financial Information System (financial records). Both systems will be backed up to an off-site storage server regularly to ensure that they are maintained in emergencies or after any disaster or crime.

Facility

Eagle Summit Academy will occupy buildings located at 5500 Bagley Park Rd, West Jordan, 84084, on the same campus that is currently occupied by a private school, West Ridge Academy. ESA's lease is independent of WRA (the two organizations will not co-exist) and is between the school and the property owner, The Fund for Hope and Healing. The site lies between 9000 S and the Old Bingham Highway and near the Mountain View Corridor highway.



EMERGENCY EXIT

Eagle Summit has agreed to terms on facility occupancy so that the cost of occupancy is based on a per-student basis at \$850 per student per year and is an all-inclusive lease, covering property insurance and utilities. The lease has no minimum enrollment requirement. The school is responsible for general liability and school-owned property insurance, telephone and internet connectivity, and janitorial maintenance. The furnishings in the school will be leased to the school on a two-year lease-to-own arrangement as described above.

The timeline from approval of the charter to occupancy of the facility is only the formal execution of a lease agreement. A full timeline for opening a fully functioning school, in addition to occupying the facility, is below.

Opening timeline

ESA has engaged Endeavor Education, LLC (see Section 9 for full details), who will assist the school with several important start-up activities in the planning year, including:

- Assisting the school with applications for startup grants and loans;
- Assisting the school with its application for tax-exempt status;
- Assisting with marketing and student recruitment strategies;
- Providing general consulting on school startup.

Other aspects of startup work will be completed by the school's administration and pool of Board and parent volunteers. The administration will establish startup committees, staffed by volunteers and school employees with expertise in specific areas. Those areas are:

- Enrollment;
- Marketing;
- Technology;
- Business and HR;
- Volunteers,

In the first six months after the charter is approved, the Board will undertake the following activities in the timeline specified:

- Spring—apply for startup grants and loans, with assistance from Endeavor Education;
- Spring—Update school's website with approval information, enrollment timelines and database, and post required information and disclosures;
- Spring—apply for tax exempt status with the IRS and establish state tax ID numbers;
- Spring—Adopt and submit a startup and planning year budget;
- Spring—Open bank accounts;
- Summer—Begin enrollment and marketing campaign, collect student and family information on website;
- Summer—begin attending Directors' meeting and submitting monthly financial reports;
- Summer—finalize facility plans consistent with approved budget;
- Fall—Issue RFP for online curriculum provider;
- Fall—Establish payroll systems and benefit programs for employees who begin in January;
- Fall—Draft policy manual based on legal requirements, state guidance and templates, and resources available through other resources and existing schools;
- Winter—Find and occupy temporary office space consistent with budget;
- Winter--Establish volunteer committees from among registered and interested families;
- Winter—Begin formal enrollment procedures according to policy;
- Winter—Hire Director and support staff according to approved grant and loan budgets;

- Winter—Procure computers and other equipment for startup staff;
- Winter—Attend school lunch training and begin the process to establish an independent lunch program.

Once the director, the Office Manager, the Business Manager, and volunteer committees are in place, the school Board will transfer the new and increasing workload from January through the start of school to the director’s purview, as the Board begins its transition to a policy governance model with assistance on the volunteer committees. The director (along with support staff) and volunteer committees will then proceed along a timeline similar to that outlined in the below. This timeline begins with the end in mind, listing the top activity as the beginning of school, and then working backwards in time to ensure that all pre-steps are completed.

Eagle Summit Academy Startup Timeline

Timeframe	Business/HR	Enrollment	Marketing	Technology	Volunteers
Late August	SCHOOL BEGINS!				
Mid August	<ul style="list-style-type: none"> • Complete hiring all staff (janitorial, aides, office) • Train all staff in benefit programs and HR policy & procedures (coordinate with benefit providers) 	<ul style="list-style-type: none"> • Gather final paperwork from parents • Complete collection of student records from previous schools • Assign any new enrollees to classes 	<ul style="list-style-type: none"> • Publicize school’s opening and ribbon cutting 	<ul style="list-style-type: none"> • Final hookup and testing of school’s computer network • Assign email addresses to all staff • Check computers out to staff; train staff on policy and use of technology 	<ul style="list-style-type: none"> • Coordinate volunteers for all committees • Hold school launch activity and fundraiser • Collect volunteer forms from parents • Host facility open house
Early August	<ul style="list-style-type: none"> • Finalize instructional staff and key office staff • Place ads for schoolhouse staff and any remaining positions • Instructional staff begins work as employees 	<ul style="list-style-type: none"> • Continue collecting student records from previous schools 		<ul style="list-style-type: none"> • Oversee the installation of new wireless network and servers 	<ul style="list-style-type: none"> • Host before school fundraising activity
Late July		<ul style="list-style-type: none"> • Continue collecting student records from previous schools 			<ul style="list-style-type: none"> • Finish preliminary carpool combinations and inform parents.
Mid July		<ul style="list-style-type: none"> • Continue collecting student records 		<ul style="list-style-type: none"> • Receive computers and coordinate with 	

		from previous schools		Facilities committee in inventory control	
Early July	<ul style="list-style-type: none"> • Business manager will begin assuming schoolhouse business and finance responsibilities • Hire Office Manager or School secretary • Hire additional administrative staff • Administrative staff begins work as school employees 	<ul style="list-style-type: none"> • School Secretary or Office Manager will begin assuming schoolhouse enrollment responsibilities • Continue collecting student records from previous schools 			<ul style="list-style-type: none"> • Begin developing carpool plans and putting together families.
Late June	<ul style="list-style-type: none"> • Implement medical and other benefit programs to be in place in July when more employees begin work 	<ul style="list-style-type: none"> • Send final acceptance letters; deadline for acceptance is June 30 			
Mid June	<ul style="list-style-type: none"> • Compile necessary items for employee packets to include handbook, benefit program information, and legal paperwork 	<ul style="list-style-type: none"> • Collect enrollment paperwork from parents; enrollment deadline is June 15 • Begin placing students in classes 	<ul style="list-style-type: none"> • Continue marketing as necessary to ensure adequate enrollment 	<ul style="list-style-type: none"> • Purchase initial computers for students and teachers 	<ul style="list-style-type: none"> • Develop plans for parent volunteers, including forms, outreach, and organization
Early June	<ul style="list-style-type: none"> • Complete employee handbook and send to board for approval 	<ul style="list-style-type: none"> • Make final push for applications 	<ul style="list-style-type: none"> • Work with PTO to publicize summer events and general awareness of school and mission 	<ul style="list-style-type: none"> • Schedule installation of network equipment 	<ul style="list-style-type: none"> • Recommend any lunch program to board for approval
May	<ul style="list-style-type: none"> • Meet with benefit providers to customize benefit programs 	<ul style="list-style-type: none"> • Contact parents to receive enrollment information and forms. 	<ul style="list-style-type: none"> • Finish marketing plan execution 	<ul style="list-style-type: none"> • Get board approval for any recommendations for equipment or services 	<ul style="list-style-type: none"> • Get proposals from caterers for school lunch program

	<ul style="list-style-type: none"> • Begin employee handbook draft • Submit budget for board approval 	<ul style="list-style-type: none"> • Develop a "Health and Safety" form for parents to use for enrollment past regular deadlines 			
April	<ul style="list-style-type: none"> • Finalize teacher salaries based on legislation • Develop salary agreements and sign with all current staff and new staff as hired • Begin hiring additional administrative and instructional staff • Draft Budget 	<ul style="list-style-type: none"> • Receive acceptance letters. Deadline for initial acceptance is April 30. 	<ul style="list-style-type: none"> • Execute marketing plan with goal of receiving applications from parents by May 31. 	<ul style="list-style-type: none"> • Create email accounts for any hired staff • Complete tech assessment at facility • Get board approval for purchase of new network equipment 	<ul style="list-style-type: none"> • Finalize dress code and submit recommendations to board for approval • Host Spring Fundraising activity
March	<ul style="list-style-type: none"> • Attend teacher hiring fairs and interview teaching staff • Send offer letters and follow up • Review legislative action related to school funding and regulations 	<ul style="list-style-type: none"> • Make follow up calls to enrolled parents; dog them and make sure they return acceptance forms and other paperwork 	<ul style="list-style-type: none"> • Develop marketing plan and budget for April through June and submit to board for approval 	<ul style="list-style-type: none"> • Finalize network plans and budgets • Find email service and create board email addresses, if not already done 	<ul style="list-style-type: none"> • Draft dress code standards • Investigate school lunch requirements and options
February	<ul style="list-style-type: none"> • Register for teacher fairs • Place ads for teachers on teachers-teachers.com and other places 	<ul style="list-style-type: none"> • Big push for applications by third Friday in February • Hold initial lottery and send enrollment packets to lucky parents 	<ul style="list-style-type: none"> • Big push for applications by the third Friday in February 	<ul style="list-style-type: none"> • Contact UEN (Utah Education Network) about providing free high speed internet for the school and verify infrastructure requirements are met; plan for alternate service if necessary 	
January	Establish Executive Committees				

This timeline does not list all meetings that the director or support staff will attend. The timing, frequency, and location of these meetings is not known. However, the school director or his designee will attend state- and mentor-provided trainings in:

- Student Information Systems and requirements;
- T/M licensure requirements and CACTUS;
- Special Education;
- Title I;
- School Lunch;
- Charter Directors' meetings;
- Utah Consolidated Application;
- Assessment and accreditation;
- Other required meetings.

ESA believes that the entirety of this plan is reasonable, based on research of the industry's best practices, and is likely to succeed. That success will look better with full enrollment, but with good planning as explained in this section, the school will be available to adjust to likely scenarios with contingencies. ESA does not know exactly *what* will happen, but are confident that *something* will happen that causes the school to change plans or fall back on contingency plans. In either case, the school will be well-prepared, well-trained, and will execute a well-designed business plan.

Budget and Cash Flow Projections

The cash flow projections are included in this document. The budget document is included as an Excel file with the electronic submission, in accordance with the final checklist in the application instructions.

Cash Flow Projection												
Eagle Summit Academy												
Beginning Cash--2016-2017	\$ -	\$ -	\$ 144,083	\$ 138,167	\$ 132,250	\$ 126,333	\$ 175,417	\$ 150,850	\$ 126,283	\$ 176,717	\$ 135,483	\$ 94,250
Revenue	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Local												
State		\$ 150,000				\$ 75,000			\$ 75,000			
Federal												
Total	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ 75,000	\$ -	\$ -	\$ 75,000	\$ -	\$ -	\$ -
Expenses												
Compensation							\$ 18,650	\$ 18,650	\$ 18,650	\$ 18,650	\$ 18,650	\$ 18,650
Services		\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917
Supplies & Equipment						\$ 20,000				\$ 16,667	\$ 16,667	\$ 16,667
Other												
Total	\$ -	\$ 5,917	\$ 5,917	\$ 5,917	\$ 5,917	\$ 25,917	\$ 24,567	\$ 24,567	\$ 24,567	\$ 41,233	\$ 41,233	\$ 41,233
Net Income	\$ -	\$ 144,083	\$ (5,917)	\$ (5,917)	\$ (5,917)	\$ 49,083	\$ (24,567)	\$ (24,567)	\$ 50,433	\$ (41,233)	\$ (41,233)	\$ (41,233)
Ending Cash	\$ -	\$ 144,083	\$ 138,167	\$ 132,250	\$ 126,333	\$ 175,417	\$ 150,850	\$ 126,283	\$ 176,717	\$ 135,483	\$ 94,250	\$ 53,017
Beginning Cash 2017-2018	\$ 53,017	\$ 148,151	\$ 113,616	\$ 112,445	\$ 107,074	\$ 151,703	\$ 146,332	\$ 198,670	\$ 193,299	\$ 187,928	\$ 225,838	\$ 220,467
Revenue	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Local		\$ 9,360	\$ 9,360	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160
State	\$ 214,593	\$ 164,593	\$ 164,593	\$ 164,593	\$ 214,593	\$ 164,593	\$ 164,593	\$ 164,593	\$ 164,593	\$ 164,593	\$ 164,593	\$ 164,593
Federal							\$ 57,708			\$ 43,281		
Total	\$ 214,593	\$ 173,953	\$ 173,953	\$ 166,753	\$ 216,753	\$ 166,753	\$ 224,461	\$ 166,753	\$ 166,753	\$ 210,034	\$ 166,753	\$ 164,593
Expenses												
Compensation	\$ 33,325	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982	\$ 117,982
Services	\$ 23,633	\$ 23,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633	\$ 39,633
Supplies & Equipment	\$ 62,500	\$ 62,500	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136	\$ 10,136
Other		\$ 4,373	\$ 7,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373
Total	\$ 119,458	\$ 208,488	\$ 175,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124	\$ 172,124
Net Income	\$ 95,135	\$ (34,535)	\$ (1,171)	\$ (5,371)	\$ 44,629	\$ (5,371)	\$ 52,337	\$ (5,371)	\$ (5,371)	\$ 37,910	\$ (5,371)	\$ (7,531)
Ending Cash	\$ 148,151	\$ 113,616	\$ 112,445	\$ 107,074	\$ 151,703	\$ 146,332	\$ 198,670	\$ 193,299	\$ 187,928	\$ 225,838	\$ 220,467	\$ 212,936
Beginning Cash 2018-2019	\$ 212,936	\$ 289,235	\$ 274,701	\$ 270,219	\$ 261,538	\$ 302,856	\$ 294,175	\$ 343,891	\$ 335,209	\$ 326,528	\$ 361,645	\$ 352,963
Revenue	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Local		\$ 9,360	\$ 9,360	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160
State	\$ 214,525	\$ 164,525	\$ 164,525	\$ 164,525	\$ 214,525	\$ 164,525	\$ 164,525	\$ 164,525	\$ 164,525	\$ 164,525	\$ 164,525	\$ 164,525
Federal	\$ 43,281						\$ 58,398			\$ 43,798		
Total	\$ 257,806	\$ 173,885	\$ 173,885	\$ 166,685	\$ 216,685	\$ 166,685	\$ 225,082	\$ 166,685	\$ 166,685	\$ 210,483	\$ 166,685	\$ 164,525
Expenses												
Compensation	\$ 117,385	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925	\$ 119,925
Services	\$ 23,472	\$ 23,472	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632	\$ 40,632
Supplies & Equipment	\$ 40,650	\$ 40,650	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437
Other		\$ 4,373	\$ 7,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373	\$ 4,373
Total	\$ 181,507	\$ 188,420	\$ 178,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366	\$ 175,366
Net Income	\$ 76,299	\$ (14,535)	\$ (4,481)	\$ (8,681)	\$ 41,319	\$ (8,681)	\$ 49,716	\$ (8,681)	\$ (8,681)	\$ 35,117	\$ (8,681)	\$ (10,841)
Ending Cash	\$ 289,235	\$ 274,701	\$ 270,219	\$ 261,538	\$ 302,856	\$ 294,175	\$ 343,891	\$ 335,209	\$ 326,528	\$ 361,645	\$ 352,963	\$ 342,122

Section 9: Education Service Providers

Eagle Summit Academy intends to contract with an Education Service Provider. ESA has engaged the services of Endeavor Education, LLC to assist the school in developing its charter application, guiding it through the approval process, establishing the legal and tax framework to conduct its operations, and assist with startup and facility development funding.

Why an ESP?

ESA believes that, because of large demand for educational choices like ESA and other charters provide, the charter movement growing faster than the capacity of expertise can keep up. The school intends, during operational years, to manage its operations in-house, but knows that it

will have to *build* that internal capacity, instead of simply finding it already grown and ready to harvest from the larger charter community. ESA sees the role of an ESP to help put the basic framework and legal structure in place to meet operate as a charter school, provide basic advice and consulting on school startup, work with the school over the startup period until funding is received, and then hand off operations to the school's administration to manage on an ongoing basis.

The short way to say all that is: ESA wants to do it right, and to do it right from the start. ESA will engage experts to help build internal systems and capacity and then manage the school in-house as the school implements systems and gain internal expertise and experience. ESA does not have a contract with any ESP beyond that listed in this section, but may elect to engage future ESPs as needs warrant, consistent with what is allowed by law. ESA will specifically be looking for an online curriculum provider, as laid out in Section 4, and will consider all bids submitted from companies submitting proposals meeting the requirements laid out in the RFP, as described in Section 4.

Endeavor Education

Endeavor Education, LLC is a unique organization in Utah. It exists specifically to help groups of individuals develop quality charter school applications, navigate the process of submission and approval of the charter application, establish the corporate and non-profit structure of the school, and facilitate the school's facility development.

ESA's Board considered Endeavor Education as one among other options, including drafting, submitting, revising, and gaining approval of the charter without a professional service provider. In fact, that was the approach this Board took when applying last year. However, after best internal efforts were not successful, ESA determined to bring expertise in to assist in improving its application and helping the private-school-experienced leadership with the knowledge and training necessary to operate a public school. ESA reviewed the service offerings of multiple firm in addition to Endeavor Education, including Academica West, Charter Solutions, and Red Apple Financial. The Board selected Endeavor Education because no other firm or individual could meet all of the school's identified needs, which included:

- The ability to assist with the entirety of the charter application process (many firms had specific focus on finance and operations or other limited areas);
- Prior success in shepherding a school through the entire startup process;
- Willingness to complete all work with no payment due until the school achieved the ability to pay;
- Willingness to complete work on contingency, such that if the charter was not approved or could not secure a facility for any reason, no payment would be due;
- No requirement, either explicit or implied, for continued work with the firm, or any other firm, beyond the scope of the original agreement.

Endeavor Education is the only firm that the Board could identify that met all these criteria. Selection was made consistent with state law and Board rules for procurement as outlined in [63G-6a](#) and Board rule [R277-113](#).

Further, ESA’s Board received positive references from previous clients of Endeavor Education and its leadership. Research showed that charters on which Endeavor Education and their principals were involved were historically among the highest rated applications in their cohorts, which track record gave ESA’s Board tremendous confidence in the firm’s ability to help the Board craft a quality application and open a quality school. Since Endeavor Education does not provide services to students and is not in any way involved in the instruction or programmatic aspects of the school’s operation (in fact, the Agreement will end well before school opens), the Board did not consider if the ESP had any success in serving student populations similar to ESA’s population. There are simply no student population services in the Agreement.

Endeavor Education’s services are short-term in nature, so there are no instances in the organization’s history of a terminated or non-renewed contract. There were also no instances of a contract that did not lead to ultimate approval of a charter. Former clients of Endeavor Education include:

- Utah Military Academy—Matt Throckmorton, Director, 615.339.3349;
- Athenian eAcademy—Matt Throckmorton, Founder, 615.339.3349;
- Roots Charter High School—Tyler Bastian, Founder, 801.573.8719;
- Terra Academy—Cassie Hays, Founder, 435.790.1518;
- American Academy of Innovation—German Lopez, 801.201.5030.

The relationship between Endeavor Education and ESA’s Board is structured to be as much like an employer/employee relationship as possible. In all aspects of the service that Endeavor Education provides to the school, the Board retains all decision-making authority and final approval of everything that the ESP produces. The Board assigns Endeavor Education to draft certain documents or to complete certain tasks. The drafts or projects are submitted to the Board for editing, feedback, and review. Endeavor Education makes requested changes or improvements and resubmits them to the Board. This process continues until the Board is fully satisfied with the work product that Endeavor Education produces. In all cases, the ESP provides expertise, assistance, and advice to the Board, and the Board makes all decisions and determines the quality of work.

This structure furthers the mission of the school by putting the Board’s vision of the school at the forefront, and then having all work product of the ESP evaluated in light of the school’s mission and the Board’s vision of how the mission will be implemented. Endeavor Education, as would be the case with any employee or volunteer, exists solely to carry out the wishes of the Board in the areas of the ESP’s specific expertise.

Performance and Accountability

Endeavor Education’s performance standards are spelled out in the attached Service Agreement. The ultimate accountability is in place—unless Endeavor Education meets all the terms spelled out in the Agreement, no payment is due. The firm is only compensated with the Board determines that all aspects of the Service Agreement have been met. At that point, payment is due and the formal relationship ends. As noted above, all Endeavor Education work product is evaluated by the Board, edited by the Board, and ultimately approved by the Board.

Appendix A: Waivers

ESA is not requesting any waivers.

Appendix B: Articles of Incorporation

This form must be typed or computer generated.

State of Utah
Department of Commerce
Division of Corporations & Commercial Code
Articles of Incorporation (Foreign)

Important: Read instructions before completing form. **Fee Refundable Processing Fee: \$25.00**

1. Name of Corporation: West Ridge Charter School

2. Purpose: Any lawful non-profit qualifying act or activity for which corporations may be organized.

3. Where/What is the state of the Registered Agent (Individual or Business Entity or Commercial Registered Agent)?
 State: Utah
 The address given to State if you have a non-commercial registered agent. What is a commercial registered agent?
 Address of the Registered Agent: 3500 West Bagley Park Road
 City: West Jordan State: UT Zip: 84021

4. Name, Address and Mailing Address of Registered Agent:
 Name: Carol Hahn
 Address: 3500 West Bagley Park Road City: West Jordan State: UT Zip: 84021
 Mailing Address: PO Box 1234 City: West Jordan State: UT Zip: 84021

5. Type of Entity: Sole Proprietorship LLC S-Corp Other (specify): Non-profit corporation

6. Shares:
 The number of shares: 1000
 The number of shares of each class: 1000
 The number of shares of each class to be issued: 1000
 Name: [Redacted] Number of Shares: [Redacted]
 Name: [Redacted] Number of Shares: [Redacted]

7. Assets, Liabilities and Distribution:
 All assets, liabilities and distribution of the corporation will be distributed to a specific individual, with the following:
 Name: [Redacted] Address: [Redacted] City: [Redacted] State: [Redacted] Zip: [Redacted]

8. Officers and Directors:
 a. President: [Redacted] Name: [Redacted] Address: [Redacted] City: [Redacted] State: [Redacted] Zip: [Redacted]
 b. Secretary: [Redacted] Name: [Redacted] Address: [Redacted] City: [Redacted] State: [Redacted] Zip: [Redacted]
 c. Treasurer: [Redacted] Name: [Redacted] Address: [Redacted] City: [Redacted] State: [Redacted] Zip: [Redacted]

Under Utah law (2017), all registered information maintained by the Division is classified as public record.
 Optional Notation of Incorporation Restrictions: This information is not required.
 Is this a Single member business? Yes No
 Is this a specially owned business? Yes No (If Yes, please specify: None)


 Department of Commerce
 Division of Corporations & Commercial Code
 Salt Lake City, Utah
 MW
 9096452

This form must be type written or computer generated.



State of Utah
DEPARTMENT OF COMMERCE
Division of Corporations & Commercial Code
Articles of Amendment to Articles of Incorporation (Non-Profit)

Entry Number: 9086452-0140

Non-Refundable Processing Fee: \$17.00

Pursuant to UCA §16-6a part 10, the individual named below causes this Amendment to the Articles of Incorporation to be delivered to the Utah Division of Corporations for filing, and states as follows:

1. The name of the corporation is: West Ridge Charter School
2. The date the following amendment(s) was adopted: 09/28/15
3. If changing the corporation name, the new name of the corporation is:
Eagle Summit Academy
4. The text of each amendment adopted (include attachment if additional space needed):

5. Indicate the manner in which the amendment(s) was adopted (mark only one):

- The amendment was adopted by the board of directors or incorporators without member action and member action was not required.
- The amendment was adopted by the members AND the number of votes cast for the amendment by each voting group entitled to vote separately on the amendment was sufficient for approval by that voting group.

6. Delayed effective date (if not to be effective upon filing) _____ (not to exceed 90 days)

Under penalties of perjury, I declare that this Amendment of Articles of Incorporation has been examined by me and is, to the best of my knowledge and belief, true, correct and complete.

By:  Calvin Michael Hatch, Esq.
2015.09.28 09:58:06 -06:00 Title: Board Member

Dated this 28 day of September, 2015

Under GRAMA (63-2-201), all registration information maintained by the Division is classified as public record. For confidentiality purposes, you may use the business entity physical address rather than the residential or private address of any individual affiliated with the entity.

Mailing/Faxing Information: www.corporations.utah.gov/contactus.html Division's Website: www.corporations.utah.gov

Appendix C: Governing Board Bylaws

EAGLE SUMMIT ACADEMY
Amended Bylaws

ARTICLE 1 PURPOSE.

The purposes for which the Eagle Summit Academy (herein "Corporation" or "ESA") is formed include the following:

- a. To provide educational services to students in the State of Utah as a public charter school.
- b. To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- c. To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of ESA's goals, namely the creation and operation of a public charter school."
- d. This organization is organized exclusively for charitable purpose within the meaning of section 501(c)(3) of the Internal Revenue Code.
- e. Notwithstanding any other provision of these Articles, the organization shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).

ARTICLE 2 DEFINITIONS.

As used in these Bylaws, unless the context otherwise requires, the following terms shall have the meanings set forth below:

"Act" shall mean the Utah Revised Nonprofit Corporation Act (2000), as amended from time to time, which may be abbreviated in these Bylaws as "Nonprofit Corp. Act".

"Articles" shall mean the Articles of Incorporation, as filed with the State of Utah.

"Board of Directors" shall mean the board of directors of ESA. All corporate powers shall be exercised by or under the authority of, and the business, legal, financial, and other affairs

managed under the direction of the Board of Directors, subject to any limitation set forth in the Articles, these Bylaws and the Act.

"Bylaws" shall mean this document, as amended from time to time, which is the code or codes of rules adopted pursuant to the Act for the regulation or management of the affairs of ESA, a Utah domestic nonprofit corporation.

"Code" shall mean the Internal Revenue Code of 1986, as amended from time to time.

"Director" shall mean a natural person serving on the Board of Directors of the Eagle Summit Academy.

"File," "filed," or "filing" shall mean filed in the office of the Utah Department of Commerce. Also, sometimes referred to as "record," "recorded," or "recording", as may be indicated by the meaning of the surrounding text.

"Individual" shall mean a natural person.

"Initial Board of Directors" shall mean the board of directors which established ESA possessing those limited powers described herein and to be replaced by a full board of directors upon completion of the initial work.

"Officers" shall mean collectively, the President, the Secretary, and each other Officer, if any, elected by the ESA Board of Directors to run day-to-day ESA operations.

"Principal Office" shall mean the office located in or out of the state of incorporation as so designated in the most recent document on file with the Utah Department of Commerce.

"Proceeding" includes any civil suit and criminal, administrative, and investigatory action.

"Property" shall mean all property, real or personal, tangible or intangible, including money and any legal or equitable interest owned by ESA.

"Regulations" shall mean the Income Tax Regulations, including Temporary Regulations, promulgated under the Code, as such regulations may be amended from time to time.

"State" shall mean the State of Utah.

ARTICLE 3 GENERAL PROVISIONS – OFFICES, NAME, MEMBERS & ASSETS.

Section 3.01 Principal Offices. The principal office of Eagle Summit Academy shall be located at 5500 West Bagley Park Road, West Jordan, Utah 84081, pursuant to the corresponding lease agreement. ESA may have such other offices, either within or outside Utah, as the Board of Directors may designate or as the affairs of ESA may require from time to time.

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Section 3.02 Name. The name of ESA shall be Eagle Summit Academy. ESA shall not have a seal but may design a logo. The Board of Directors may by a unanimous vote elect to change the name of ESA.

Section 3.03 No Members. ESA shall not have any voting members. As a result, ESA will not issue any shares evidencing membership or membership interests.

Section 3.04 Assets. Any and all ESA assets shall belong exclusively to ESA and upon dissolution and winding up, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has properly established its tax-exempt status under that section.

ARTICLE 4 BOARD OF DIRECTORS.

Section 4.01 Initial Board of Directors. ESA shall have an "Initial Board of Directors" consisting of three (3) Directors. The duties and responsibilities of the "Initial Board of Directors" shall be limited to the following: (1) incorporate ESA; (2) adopt corporate bylaws; (3) prepare for the first Board Meeting and vote/appoint the first members of the Board of Directors; and (4) conduct day to day business until the appointed Board of Directors is appointed. The "Initial Board of Directors" shall have no other duties, responsibilities or authorities.

The "Initial Board of Directors" shall remain in place until the first formal meeting of the Board of Directors, at which time the "Initial Board of Directors" shall appoint at minimum five (5) new members to the Board of Directors. The newly appointed members of the Board of Directors shall entirely replace the "Initial Board of Directors."

Section 4.02 Board of Directors. The business and affairs of ESA shall be managed by its Board of Directors, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws. All corporate powers shall be exercised by, or under the authority of its Board of Directors. The business and affairs of ESA shall be managed under the direction of its Board of Directors.

Section 4.03 Honorary and Emeritus Board Members. There may be appointed any number of Honorary or Emeritus Board Members. Honorary or Emeritus Board Members shall not have any rights to vote, participate, or act on behalf of ESA. Honorary or Emeritus Board Members may be delegated duties or responsibilities as the Board of Directors deems appropriate (i.e. participating on committees).

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Section 4.04 Number of Directors. The number of Directors of ESA shall be no less than three (3) and no more than nine (9). Directors shall serve staggered two ~~year~~ terms as determined by the Board of Directors. Directors may serve as many terms as the Board of Directors decides. ~~Once the ESA charter is approved by the State of Utah, one Director / Parent Representative shall be elected popularly by the parents of students at the school in a manner determined by the Board, whose term shall be one year. The Parent Representative may serve no more than two consecutive terms.~~

Section 4.05 Appointment. The "Initial Board of Directors" shall be designated or appointed by the Incorporator. Each "Initial Director" shall be designated or appointed to serve until the first and initial meeting of the Board of Directors. At the first and initial meeting of the Board of Directors, the "Initial Board of Directors" shall appoint the first Board of Directors possessing all power and authority granted herein. Once the first Board of Directors is established, the Board of Directors shall thereafter appoint new Directors as needed and pursuant to these Bylaws.

Section 4.06 Qualification of Directors. No person may serve on the Board of Directors who has been convicted of a felony, a crime of moral turpitude, or is listed on a government established sex offender registry. All Directors shall meet the following list of minimum qualifications: (1) each Director must be 21 years of age or older; (2) each Director must complete a background check prior to appointment to the Board; (3) all Directors must promise and commit to fulfill all special duties and responsibilities assigned to them and to attend all Board meetings; (4) all Directors must commit to dedicate at minimum 2 hours per month; AND (5) all Directors must commit to adhere to the following list of basic duties and responsibilities:

- To be familiar with these Bylaws;
- To stay informed of ESA activities;
- To exercise reasonable diligence and due care in conducting ESA affairs;
- To assure that written minutes clearly express and reflect the Board's intent;
- To avoid self-dealing and conflicts of interest;
- To avoid wasting charitable assets;
- To assure that charitable assets and funds are not misused;
- To avoid incurring penalties, fines and unnecessary taxes;
- To adhere and conform the ESA mission and purpose;
- To not make non-program loans, gifts or advances to any person;
- To timely file registration and financial reports as required pursuant to Utah law;
- To comply and cause ESA to comply with the Act;
- To use reasonable care in delegating duties and responsibilities to others;
- To avoid all ultra vires acts or unauthorized corporate actions.

Section 4.07 Standards of Conduct for Directors and Officers. A Director or Officer shall discharge his or her duties as a Director or Officer, including his or her duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he or she reasonably believes to be in the best interests of ESA. Directors and Officers shall at all times comply with ALL provisions of applicable State and federal laws governing nonprofit organizations. Directors and Officers are

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entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- a) One or more Officers or employees of ESA whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) Legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within the person's professional or expert competence; or
- c) A committee of the Board of Directors of which he is not a member if the Director reasonably believes the committee merits confidence.

In addition to those generally accepted principles, standards, rules, laws and policies governing Director conduct, a Director or Officer is not acting in good faith if:

- a) said Director or Officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this section unwarranted;
- b) said Director or Officer fails to disclose or disregards conflicts of interest;
- c) said Director or Officer knowingly and intentionally acts in any way contrary to the best interest of ESA; OR
- d) said Director or Officer, when acting in their official capacity, knowingly places self-interest before the best interest of ESA

Section 4.08 Periodic Reviews. To ensure ESA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, the Board of Directors shall assure that periodic reviews are conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to ESA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in an inurement, an impermissible private benefit, or an excess benefit transaction.

When conducting the periodic reviews, ESA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

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Section 4.09 *Committee, Funds, Checks and Deposits*

Contracts. The Board may authorize any officer, officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and/or on behalf of ESA. Such authority may be general or confined to specific instances. Any authorizations made shall be made in writing. Individual Directors shall not independently authorize the execution of any contract. NO individual may enter into any contract or execute and deliver any instrument in the name of and/or on behalf of ESA without first receiving written authorization to do so.

Loans. No loans shall be contracted on behalf of ESA and no evidences of indebtedness shall be issued in its name unless specifically authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of ESA shall be signed by not less than two authorized Officers or agents of ESA.

Deposits. All funds of ESA not otherwise employed shall be deposited from time to time to the credit of ESA in such financial institution(s) as the Board of Directors shall designate.

Section 4.10 Tenure. The terms of the Directors shall be staggered, meaning some of the Directors may be appointed for staggered terms of two (2) years as the Board of Directors shall determine. Additional Directors, if any, and all Directors subsequent to the Initial Directors shall be elected by the majority vote of the Board of Directors. No Director shall serve more than three consecutive terms, except that the Parent Representative may serve no more than two consecutive terms.

Section 4.11 Vacancies. Unplanned vacancies on the Board of Directors may occur as a result of resignations, removal, or other unplanned reasons.

- a) **Resignations.** A Director may resign at any time by delivering written notice to the Board's presiding officer (i.e. Chairperson or Vice-Chairperson) or the Board's secretary. The resignation shall be effective when it is delivered unless the notice specifies a later effective date.
- b) **Removal.** A Director may be removed for any reason by a two-thirds (2/3) vote of the Board of Directors at any regular or special meeting of the Board of Directors at which a quorum is present. A Director being considered for removal shall be provided with a written explanation as to why the Director is being considered for removal and an opportunity for a hearing before the Board of Directors. That said, the granting of notice and a hearing shall NOT create any claim of a right to "for cause" termination. In other words, Directors may always be removed for any reason, if the board so decides based upon a two-thirds (2/3) vote.

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- c) **Vacancy for Other Reasons.** A Director may vacate a seat on the Board for other reasons (i.e. death or incapacity). Upon receiving notice of the same, the Board of Directors shall note the vacancy for other reasons and shall replace the vacant seat consistent with the provisions of these Bylaws.
- d) **Filling Board Vacancies.** If a vacancy occurs on the Board of Directors, including a vacancy resulting from a removal or resignation of a Director, the Board of Directors may fill the vacancy. Even if the remaining number of Directors constitutes less than a quorum, the remaining Directors may fill the vacancy by the affirmative vote of a majority of all the Directors remaining in office. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. A Director so chosen shall hold office until the next election of Directors and thereafter until his or her successor shall have been elected and qualified, or until his or her earlier death, resignation or removal.

Section 4.12 ESA Board Meetings – Generally. ESA being a public school shall conduct all meetings, both open and closed, in a manner compliant with the Utah Open and Public Meetings Act (herein “UOPMA”). See Utah Code, Title 52, Chapter 4. If any conflict between these Bylaws and the UOPMA arises, the Board shall follow the UOPMA.

Section 4.13 Regular Meetings. The Board of Directors shall meet, at minimum, once each quarter as scheduled by the Chairman of Board of Directors. The following agenda items shall be made part of, at minimum, one regular meeting each quarterly: (1) financial report; (2) legal report; (3) general operations and marketing report; and (4) annual calendaring. The first regular meeting which takes place after the beginning of each school year shall be deemed ESA’s Annual Meeting.

Section 4.14 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Executive Director or by at least twenty percent (20%) of the Directors then in office. The person or persons authorized to call special meetings of the Directors may fix the date and time for said special meeting, but the place shall be at ESA’s principal office, unless otherwise agreed upon by a majority of the Directors.

Section 4.15 Meeting Notice. The Board Secretary shall notify all Directors of the date, time and place of each regular and special meeting.

Notice of regular meetings shall be sent to each Director at the email address each provides no fewer than thirty (30) days, nor more than sixty (60) days in advance.

Notices of special meetings shall be sent to each Director at the email address each provides no fewer than two (2) days, nor more than thirty (30) days in advance. Notices of special meetings shall include a description of the purpose or purposes for which the meeting is called.

Public Notice shall be posted at the ESA Anchor Location¹ as required by the UOPMA and Utah law generally.

¹ The physical location where the ESA Board regularly meets.

Section 4.16 Waiver of Notice. A Director may waive any notice required before or after the date and time stated in the notice. The waiver must be in writing, signed by the Director entitled to the notice, and filed with the minutes or corporate records. A Director's attendance at, or participation in, a meeting waives any required notice of the meeting unless the Director at the beginning of the meeting, or promptly upon his or her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 4.17 Adjourned Meetings. Referring to those meetings which are suspended to another time and/or place, notice of an adjourned meeting need not be given if the time and place to which the meeting is adjourned are fixed at the meeting at which the adjournment is taken and if the period of adjournment does not exceed one (1) month in any one (1) adjournment.

Section 4.18 Quorum and Voting. A quorum of the Board of Directors shall consist of not less than a majority of the Directors in office immediately before a meeting begins. If a quorum is present as herein permitted when a vote is taken, the affirmative vote of a majority of Directors present constitutes the act of the Board of Directors, unless the Bylaws otherwise require a supermajority or unanimous vote.

Section 4.19 Meeting Minutes. The ESA Board Secretary shall for all Board meetings keep and maintain accurate meeting minutes, which shall be made available to the public in a manner consistent with UOPMA.

Section 4.20 Compensation.

- a) Director Compensation - Directors shall not receive compensation for their services as such, although the reasonable expenses of Directors of attendance at Board meetings may be paid or reimbursed by ESA. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of ESA in any other capacity.
- b) Officer, Employee, or Independent Contractor Compensation - No employee, agent, independent contractor or any other person or entity shall receive compensation from ESA, unless such compensation is first approved consistent with the following:
 - i. approvals of compensation shall be competitive based upon available information about compensation paid by similarly situated taxable or tax exempt organizations in the same region for similar services, based upon current compensation surveys compiled by independent firms, or based upon actual written offers from similarly situated organizations.
 - ii. all Compensation shall be approved by Board Resolution, in writing and shall include: (1) an approval date; (2) terms of approved compensation arrangements; (3) the votes of each Board Member, either for, against or abstained; (4)

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- iii. all votes to approve or disapprove compensation shall be made consistent with the ESA Conflict of Interest Policy contained herein.

Section 4.21 Committees. The Board of Directors may create one or more committees, which may consist of one or more members and such other individuals as the Board deems appropriate. All committee members shall be appointed by the Board of Directors. All committee members shall be appointed for such terms as set by the Board when creating or amending the committee. All committees serve at the pleasure of the Board of Directors. Each committee may exercise the authority of the Board of Directors, as specifically authorized by the Board of Directors, except that a committee may not take action prohibited by the Act. Each Committee shall follow all Bylaw provisions relating to Board conduct, particularly those which govern meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board, and any additional rules and regulations promulgated by the Board relating to committees in general or any particular committee.

The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board from any responsibility imposed by law.

Effective Date. Action taken under this section is effective on the date the last Director signs the consent, unless the Action specifies another effective date.

Effectiveness. A consent signed under this section has the effect of a meeting vote and may be described as such in any document.

Section 4.22 Budget and Financial Authorities.

The ESA Executive Director shall have authority to approve all expenditures and financial commitments which total \$19,999.99 or less. The ESA Executive Director may delegate approval authority up to \$5,000.00 per expenditure and/or financial commitment to other ESA executive level or management staff.

The Executive Committee shall have authority to approve all expenditures and financial commitments which amount to \$49,999.99 or less. All Executive Committee approvals shall be in writing reflecting the vote of each voting member thereof. All Executive Committee approvals for expenditures exceeding \$20,000.00 shall be post-transaction ratified by the Board of Directors at the next regular Board meeting. All Board of Directors ratifications shall be in writing reflecting the vote of each voting member thereof.

The Board of Directors shall have authority to approve all expenditures and financial commitments. All Board of Directors approvals shall be in writing and reflecting the vote of each voting member thereof. Approvals of all transactions, expenditures and financial commitments exceeding \$50,000.00 must receive written Board approval prior to the execution of such transaction, expenditure or financial commitment.

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Section 4.23 Rules of Order. The current Chairman of the Board of Directors shall obtain and bring a copy of Robert's Rules of Order (Newly Revised) to every meeting, without exception. Robert's Rules of Order (Newly Revised) shall govern the conduct of all meetings of the Board of Directors, the Officers, or any committees, except as outlined in these Bylaws and/or special rules adopted by ESA. In other words, if a Bylaw directly conflicts with a rule found in Robert's Rules of Order (Newly Revised), the Bylaw shall govern.

ARTICLE 5 BOARD OFFICERS.

Section 5.01 Board Officers. The ESA Board officers shall be the Chairman, Vice-Chairperson, Secretary, and Treasurer, each of whom shall be elected by the Board of Directors. The Board may, as it adjudges prudent, combined the offices of Board Secretary and Board Treasurer into a single position. Such other Offices, as may be deemed necessary, may be created by the Directors, and such other Officers and assistant Officers may be elected in the same manner as the other Officers. Subject to the Board's decision, considering all relevant conflicts and the needs of ESA, the Board may appoint the same individual to simultaneously hold and serve in more than one office.

Section 5.02 Nomination, Election, and Term of Office.

Nomination and Election. When accepting nominations and conducting elections, the Board of Directors shall strictly adhere to the rules and procedures established herein and otherwise established and approved in writing by Board of Directors. Nominations and elections may be held during any regular or special Board meeting, so long as thirty (30) days advance notice is provided to all Directors listing the vacant Board position to be filled. Elections begin with nominations. Each person nominated shall be placed on the election ballot. Election ballots shall be distributed to all Directors. Each voting Director shall fill out and submit their respective election ballot to the Board Secretary. The Director receiving the majority of votes shall be deemed the "Winner" and shall immediately begin performing their work. In the event of a tie, a runoff election between the candidates receiving the most votes shall be conducted.

Term of Office. The term of office for all elected Officers shall be one year. Each Officer shall hold office until his successor shall have been duly elected and shall have qualified or until he/she shall resign or shall have been removed in the manner hereinafter provided.

Contract Rights. The appointment or election of an Officer does not itself create any contract rights.

Section 5.03 Removal. Any Board Officer elected by the Board may be removed (1) by an affirmative vote of the majority of the Directors at a meeting called for such purpose, or (2) by written affirmative vote of the majority of the Directors. Any Board Officer appointed or approved by the Directors may be removed by the Directors whenever, in their judgment, the best interests of ESA would be served thereby. Nothing in this section should be construed as requiring that an Officer be removed only for cause.

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Section 5.04 Resignation. Any Board Officer may resign at any time by delivering notice to the Chairperson or Secretary. A resignation is effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Board of Directors accepts the later effective date, the Board of Directors may fill the pending vacancy before the effective date if they provide that the successor does not take office until the effective date.

Section 5.05 Replacement. A vacancy in any office, however occurring, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.06 Board Officers Duties. The officers of ESA shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Directors or these bylaws, except that in any event such officer shall exercise such powers and perform such duties as may be required by law.

Section 5.07 Chairman of the Board. The Chairman of the Board shall preside at all meetings of the Directors as the presiding officer. The Chairman of the Board shall be responsible for the implementation of policies established by the Board of Directors. The Chairman of the Board shall have such duties as the Board of Directors may, from time to time, designate.

Section 5.08 Vice-Chairman of the Board. The Vice-Chairman of the Board shall, in the Chairman's absence, preside at all meetings of the Directors as the presiding officer and shall be responsible for the implementation of policies established by the Board of Directors. The Vice-Chairman of the Board shall have such other duties as the Board of Directors may, from time to time, designate.

Section 5.09 Secretary. The Secretary shall: (1) keep the minutes of the Directors' meetings in one or more books provided for that purpose; (2) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (3) be custodian of the corporate records and of the ESA seal; (4) keep a register of the post office and email address of each Director (which address shall be furnished to the Secretary by such Director); and (5) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chairman or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the Secretary. Assistant secretaries may be selected from the ESA staff.

Section 5.10 Treasurer. The treasurer shall: (1) be the principal financial officer of ESA and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (2) receive and give receipts for money's paid in on account of ESA, and pay out of the funds on hand all bills, payrolls and other just debts of ESA of whatever nature upon maturity; (3) unless there is a controller, be the principal accounting officer of ESA and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the Board of Directors statements of account showing the financial position of ESA and the

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results of its operations; (4) upon request of the Board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the chair or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

Section 5.11 Surety Bonds. The Board of Directors may require any officer or agent of ESA to execute to ESA a bond in such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of his or her duties and for the restoration to ESA of all books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to ESA.

ARTICLE 6 EXECUTIVE OFFICERS.

Section 6.01 Executive Officers – Generally. The Directors may, but are not required to, appoint executive officers. Executive officers may include an Executive Director, a Chief Financial Officer, a Chief Legal Officer, or such other executive officers as the Board deems, in its own discretion, prudent. The Board shall directly supervise each Executive Officer.

Section 6.02 Executive Director. The Chief Executive Officer shall be the ESA chief executive officer and, subject to the control of the Directors, shall, in general, supervise and control all ESA business and affairs. The Executive Director may together with the Chairman, or any other Officer properly authorized by the Board of Directors, sign any deeds, mortgages, bonds, contracts, or other instruments which the Directors have authorized to be executed, except in cases where the execution thereof shall be expressly delegated by the Directors or by these Bylaws to some other ESA Officer or agent, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Executive Director and such other duties as may be prescribed by the Directors from time to time.

Section 6.03 Chief Financial Officer. The Chief Financial Officer (herein “CFO”) shall, subject to the control of the Directors, perform all the powers and duties of the office of the chief financial officer and in general have overall supervision of the financial operations of the Fund for Hope and Healing, Inc. The Chief Financial Officer shall, when requested, counsel with and advise the other officers of ESA and shall perform such other duties as the Board may from time to time determine.

Section 6.04 Chief Legal Officer. The Chief Legal Officer shall, subject to the control of the Directors, have responsibility for the legal affairs of the Fund for Hope and Healing, Inc. The Chief Legal Officer shall perform such other duties and have such other powers as may be prescribed by the Board of Directors, all in accordance with basic policies as established by and subject to the oversight of the Board of Directors and the Chief Executive Officer.

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ARTICLE 7 INDEMNIFICATION.

Section 7.01 Indemnification of Directors and Officers. ESA hereby declares that any person who serves at its request as a Director or Officer shall be deemed ESA's agent for the purposes of this Article 7 and shall be indemnified by ESA against expenses (including attorneys' fees), judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of such service, provided such person acted in good faith and in a manner he or she reasonably believed to be in the best interests of ESA and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Except as provided herein, termination of any such action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not of itself create: (1) a presumption that such person did or did not act in good faith or in a manner which he or she reasonably believed to be in the best interests of ESA; or (2) with respect to any criminal action or proceeding, a presumption that such person did or did not have reasonable cause to believe that his or her conduct was unlawful.

Section 7.02 Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article; and (b) continue as to any indemnified party who has ceased to be a ESA Director or Officer shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of ESA to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 7.03 Insurance. By action of the Board of Directors, notwithstanding any interest of the Directors in such action, ESA may purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him or her and incurred by him or her in his or her capacity of or arising out of his or her status as a ESA agent, whether or not ESA would have the power to indemnify him or her against such liability under applicable provisions of law. ESA may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure ESA against any liability, including without limitation, any liability for the indemnifications provided in this Article.

Section 7.04 Right to Impose Conditions to Indemnification. ESA shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the Board of Directors may deem appropriate in each specific case, including but not limited to anyone or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any action shall be counsel that is mutually agreeable to the person to be indemnified and to ESA; (b)

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that ESA shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that ESA shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to ESA.

Section 7.05 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, ESA shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of ESA as a corporation described in Section 501(c)(3) of the Internal Revenue Code or would result in liability under Section 4941 of the Internal Revenue Code.

ARTICLE 8 ESA POLICIES – NO LOANS TO DIRECTORS OR OFFICERS, CONFLICTS OF INTEREST, AND NONDISCRIMINATION

No Loans to Directors or Officers

Section 8.01 Loans to Directors or Officers. ESA shall NOT lend money to, or guarantee the obligation of, any Director, Officer, employee or agent of ESA. If for any reason a loan or guaranty is made in violation of this section, the fact that the loan or guaranty was prohibited shall not affect the borrower's liability on the loan.

Section 8.02 Prohibited Loan Acceleration. Any provisions describing the length of or term of a prohibited loan shall be deemed void, meaning that a prohibited loan shall be accelerated and immediately repaid.

Conflicts of Interest

Section 8.03 Purpose of Conflict of Interest Policy. The purpose of the conflict of interest policy is to protect ESA's interests, as a tax-exempt organization, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 8.04 Financial Interest. A person has a financial interest if the person, directly or indirectly, through business, investment or family, has:

- a) an ownership or investment interest in any entity with which ESA has a transaction or arrangement;
- b) a compensation arrangement with ESA or with any entity or individual with which ESA has a transaction or arrangement; OR
- c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which ESA is negotiating a transaction or arrangement.

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Compensation shall include any direct or indirect remuneration as well as gifts or favors, which are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under this Section 8.04, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 8.05 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with delegated Board powers considering the proposed transaction or arrangement.

Section 8.06 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board or committee meeting while the determination of conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

Section 8.07 Procedures for Addressing Conflicts of Interest.

- a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The presiding officer of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board or committee shall determine whether ESA can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in ESA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decisions as to whether to enter into the transaction or arrangement.

Section 8.08 Violations of the Conflict of Interest Policy.

- a) If the Board or committee has reasonable cause to believe a Director or Officer has failed to disclose any actual or possible conflicts of interest, it shall inform the potential Interested Person of the basis for such belief and afford such Director or Officer an opportunity to explain the alleged failure to disclose.

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- b) If, after hearing the Director or Officer's response and after making further investigation as warranted by the circumstances, the Board or committee determines the potential Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action up to and including removing such Director or Officer for cause.

Section 8.09 Records of Proceedings. The minutes of the Board and all committees with Board delegated powers shall contain the following:

- a) names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
- b) the nature of the financial interest;
- c) any action taken to determine whether a conflict of interest was present;
- d) the Board's or committee's decisions as to whether a conflict of interest in fact existed;
- e) the names of the persons who were present for the discussions and the votes relating to the transaction or arrangement;
- f) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and
- g) a record of any votes taken in connection with the proceedings.

Section 8.10 Compensation.

- a) A voting Director who receives compensation, directly or indirectly, and in whatever capacity, from ESA for services is precluded from voting on matters pertaining to that Director's or Member's compensation.
- b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, and in whatever capacity, from ESA for services is precluded from voting on matters pertaining to that committee member's compensation.
- c) No voting Director or committee member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, and in whatever capacity, from ESA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 8.11 Annual Statements. Each Director, Officer or committee member with Board delegated powers shall annually sign a statement which affirms such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;

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- c) Has agreed to comply with the policy; and
- d) Understands that ESA is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 8.12 Periodic Reviews. To ensure ESA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b) whether partnerships, joint ventures, and arrangements with management organizations conform to ESA' written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8.13 Use of Outside Experts. When conducting the periodic reviews as provided for in Section 8.12, ESA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility to ensure periodic reviews are conducted.

Nondiscrimination

Section 8.14 General Policy.

ESA is a public school and is governed by the same no-fee and nondiscrimination policies which apply to and govern other public schools in the State of Utah. ESA does not and will not tolerate illegal discrimination based on classifications protected by law, and it is the policy of ESA to assure that its educational and employment policies, programs and activities comply with federal and state laws prohibiting discrimination.

ESA is committed to and will not permit discrimination on the basis of race, color, sex, national origin, disability, religion, familial status, or source of income. Harassment or intimidation or any other discriminatory acts of any student, staff person or guest based upon that person's race, color, national origin, religion, sex, disability, familial status, or source of income is specifically prohibited.

If harassment, intimidation or any other discriminatory acts are committed by any ESA student, the same may be grounds for disciplinary action up to and including expulsion. If harassment, intimidation, or other discriminatory acts are committed by any ESA employee, volunteer or independent contractor, the same may be grounds for disciplinary action, up to and including termination. Harassment and intimidation includes, but may not be limited to, abusive, foul or threatening language or behavior.

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It is also a ESA policy that all qualified individuals with a disability are entitled to a reasonable accommodation or modifications to the property that will permit the individual an equal opportunity to use and enjoy the premises. Requests for exceptions to ESA rules, policies, practices, or services or structural modifications should be made to the ESA Principal.

Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the ESA Principal and, if substantiated, prompt action will be taken.

Section 8.15 Notices of ESA Nondiscrimination Policies. ESA Board and Staff shall assure that required public notices of ESA nondiscrimination policies are provided in accordance with both State and Federal laws including but not limited to IRS rules governing tax exempt organizations.

Section 8.16 Tracking of Statistical Data. ESA shall gather and keep statistical data, as available, regarding the various protected classes of students enrolled at ESA.

Section 8.17 The Role of ESA Board and Staff. The ESA Board and Staff shall make every effort to assure that ESA does not discriminate in its educational and employment policies, programs and activities on the basis of race, gender, religion, ethnicity, or disability and at all times remains compliant with both state and federal nondiscrimination rules and laws.

Section 8.18 Periodic Reviews.

To ensure ESA operates in a manner consistent with charitable purposes and does not engage in discriminatory activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) a review of all statistical data gathered regarding the various protected classes of students enrolled at ESA.
- b) a review of whether ESA statistical data indicates that ESA is, to the greatest extent possible, statistically reflective of the Utah community it serves; and
- c) what initiatives might be put in place to assure that ESA enrollment is and continues to remain: (1) nondiscriminatory; and (2) to the greatest extent possible, statistically reflective of the Utah community it serves.

ARTICLE 9 MISCELLANEOUS.

Section 9.01 Account Books, Minutes and Records. ESA shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees. All books and records of ESA may be inspected by any Director or his or her accredited agent or attorney, for any proper purpose at any reasonable time.

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Section 9.02 Fiscal Year. The fiscal year of ESA shall begin on the 1st day of January of each year.

Section 9.03 Conveyances and Encumbrances. Property of ESA may be assigned, conveyed or encumbered by such officers of ESA as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of ESA shall be authorized only in the manner prescribed by applicable statute.

Section 9.04 Designated Contributions. ESA may accept any designated contribution, grant, bequest or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, ESA shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, ESA shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out ESA's tax-exempt purposes.

Section 9.05 Debts and Financial Obligations. Neither the State of Utah nor the chartering entity shall be deemed responsible or liable for any debts or financial obligation incurred by ESA or any person or entity acting as an employee, agent or representative thereof.

Section 9.06 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 9.07 Amendments. These Bylaws may be altered, amended or repealed, and any new bylaws may be adopted by a three-fourths vote of the Entire Board at any regular or special meeting. To assure clear understanding and to remove any potential confusion, amendments shall be documented in the form of newly adopted bylaws which include all amended language. Newly adopted bylaws shall become effective as of the date of its signature. All amendments to the Articles and these Bylaws shall be in compliance with the Act, as amended from time to time.

Section 9.08 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 9.09 Headings. The descriptive headings herein have been inserted for convenience only and shall not be deemed to limit or otherwise affect the construction of any provision herein.

Section 9.10 Arbitration. Any dispute arising from or directly or indirectly based upon these Bylaws, not already resolved by negotiation or mediation, shall be exclusively and definitively

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resolved through final and binding arbitration. The parties to such arbitration shall not be obligated to utilize the services of the American Arbitration Association, as such services are expensive and often cost prohibitive.

Method of Appointment of the Arbitrators. If the arbitration is to be conducted by a sole arbitrator, then the arbitrator will be jointly selected by the parties to the Dispute. If the parties to the Dispute fail to agree on the arbitrator within thirty (30) Days after the filing of the arbitration, then the arbitration shall be conducted by three arbitrators.

If the arbitration is to be conducted by three arbitrators and there are only two parties to the Dispute, then each party to the Dispute shall appoint one arbitrator within thirty (30) days of the filing of the arbitration, and the two arbitrators so appointed shall select the presiding arbitrator within thirty (30) days after the latter of the two arbitrators has been appointed by the parties to the Dispute. If a party to the Dispute fails to appoint its party-appointed arbitrator on or before the 30th day, the party failing to appoint shall be deemed to have waived their right to appoint an arbitrator and the remaining party-appointed arbitrator shall serve as the sole-arbitrator.

If the arbitration is to be conducted by three arbitrators and there are more than two parties to the Dispute, then within thirty (30) Days of the filing of the arbitration, all claimants shall jointly appoint a single arbitrator and all respondents shall jointly appoint a single arbitrator, and the two arbitrators so appointed shall select the presiding arbitrator within thirty (30) days after the latter of the two arbitrators has been appointed by the parties to the Dispute. If either all the claimants or all the respondents fail to appoint their party-appointed arbitrator, the parties failing to appoint shall be deemed to have waived their right to appoint an arbitrator and the remaining party-appointed arbitrator shall serve as the sole-arbitrator.

Consolidation. If the Parties initiate multiple arbitration proceedings, the subject matters of which are related by common questions of law or fact and which could result in conflicting awards or obligations, then all such proceedings may be consolidated into a single arbitral proceeding.

Place of Arbitration. Unless otherwise agreed by all parties to the Dispute, the place of arbitration shall be at the ESA Principle Office.

Qualifications and Conduct of Arbitrators. All arbitrators shall be and remain at all times wholly impartial, and, once appointed, no arbitrator shall have any ex parte communications with any of the parties to the Dispute concerning the arbitration or the underlying Dispute.

Costs and Attorneys' Fees. The arbitral tribunal is authorized to award costs and attorneys' fees and to allocate them between the parties to the Dispute. The costs of the arbitration proceedings, including attorneys' fees, shall be borne in the manner determined by the arbitral tribunal. That said it is the intent of these Bylaws that the prevailing party recover all costs, and reasonable attorney fees required in connection with a lawsuit, action or arbitration, and any related appeals.

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Confidentiality. All negotiations, mediation, arbitration, and expert determinations relating to a dispute, including a settlement resulting from negotiation or mediation, an arbitral award, documents exchanged or produced during a mediation or arbitration proceeding, and memorials, briefs or other documents prepared for the arbitration, are confidential and may not be disclosed by the Parties, their employees, officers, directors, counsel, consultants, and expert witnesses except to the extent necessary to enforce this Agreement or any arbitration award. That said a breach of this confidentiality provision shall not void any settlement, expert determination or award, but the same may give rise to an additional claim for damages to be resolved pursuant to this section.

These Amended Bylaws are approved by the Board of Directors at a meeting thereof at which minutes were taken. These Bylaws are fully enforceable and effective as of the 28th day of September, 2015.



Lisa Hales, Chairwoman



Barrie Giles, Vice-Chairwoman



Mitzi Steckling, Board Member



Calvin Hatch, Board Member



Brad Jeppson, Board Member

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Appendix D: Minutes from Governing Board Meeting

Eagle Summit Academy Board Meeting Minutes

Date: September 28, 2015

Conducting: Lisa Hales

Attending: Lisa Hales, Barrie Giles, Mitzi Steckling, Paul Keene, Calvin Hatch, Brad Jeppson

1. Lisa called the meeting to order.
2. Calvin made a motion to approve the minutes from the previous ESA Board Meeting. Barrie provided a second to the motion. The motion passed unanimously.
3. The mission statement was discussed and some changes made. The previous mission statement was: Eagle Summit Academy will provide a high quality opportunity for renewed hope and success for struggling teens. The new mission statement is:
4. Questions concerning the ESA Charter School Application document were asked and discussed.
5. Lisa moved that the bylaws for ESA be amended as presented. Barrie provided the second. The motion unanimously passed.

Appendix E: Executed ESP Contract

ENDEAVOR EDUCATION, LLC

August 24, 2015

West Ridge Charter School

Dear Ms. Hales

We are pleased that West Ridge Charter School (the "*Client*") has asked Endeavor Education, LLC, a Utah limited liability company ("*ENDEAVOR*"), to serve as your advisor. This letter will confirm our discussion with you regarding your engagement of ENDEAVOR and will describe the basis on which we will provide services to you. Although we do not wish to be overly formal in our relationship with you, we have found it a helpful practice to confirm with our clients the nature and terms of our services.

Accordingly, we submit for your approval this letter agreement (this "*Agreement*") governing our engagement. If you are in agreement, please sign the enclosed copy of this Agreement in the space provided below. Again, we are pleased to have the opportunity to serve you.

A. Services. ENDEAVOR will serve as the Client's exclusive Charter Development Advisor with respect to the Client's efforts to secure a Charter Agreement with the State Board of Education. ENDEAVOR shall provide and devote such of its officers, directors, employees, agents, affiliates and consultants as shall be reasonably necessary for it to provide the Client any or all of the following services (the "*Services*") as reasonably required to satisfy the objectives of the Client to secure the Charter Agreement:

1. Assist Client's Board in drafting, editing, submitting, and securing approval of a Charter Application, consistent with Client's vision and under Client's supervision, with emphasis on the operational and facility sections of the Application;
2. Develop budgets for Client's approval to be included in the Application consistent with Client's vision and mission and guide the Client in operational and financial plans;
3. Assist the Client in forming a legal non-profit corporation in Utah and obtaining recognition as a non-profit entity from the IRS;
4. Assist the Client securing Utah Charter School Revolving Loan and State Startup and Implementation Grant after securing a Charter Agreement;
5. Assist the Client in procurement of facilities, including identifying and negotiating with a development partner (an entity or entities that develop the startup school's facility or facilities), complying with all relevant state laws, and working within approved budgets and best practices;
6. Provide the Client with periodic status reports and be available to the Client to consult on any matters relating to school approval and startup;

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7. Respond to questions from Client's board of directors;
8. Advise, Consult, and make recommendations on all aspects of school startup, including other parties that the school may wish to engage for ongoing operations.

The Client may request that ENDEAVOR perform other Startup Services on behalf of the Client. Any such engagement shall be the subject of a separate agreement (or an addendum or supplement to this Agreement) between the parties.

B. Fees and Expenses. In connection with the provision of the Services, the Client shall pay to ENDEAVOR the following fees and expenses:

1. **Advisory Fee.** If during the term of this engagement, or within 12 months after termination of this engagement to the extent provided in Paragraph C below, the Client receives authorization from the State Charter School Board and State Board of Education to operate a Charter School, the Client shall pay ENDEAVOR, upon Client's receipt of any startup grants or loans, the Services Fee (as hereafter defined). The parties understand and agree that the Services Fee is payable to ENDEAVOR as consideration of the Services rendered in the manner described in Paragraph A. For purposes of this Agreement, the "Services Fee" shall equal \$40,000.

2. **Expense.** In addition to any fees payable to ENDEAVOR hereunder and regardless of whether a facilities development agreement is consummated, the Client hereby agrees to reimburse ENDEAVOR for all reasonable travel and other out-of-pocket expenses incurred in connection with ENDEAVOR's role hereunder, or otherwise arising out of or in connection with any actual or potential Financing, so long as any single expense exceeding \$500.00 receives written approval from Client before such expense is incurred and in no event shall all such expenses exceed a combined total of \$2,000. Such expenses shall be reimbursed to ENDEAVOR upon the receipt of any startup grants or loans by the Client. ENDEAVOR shall not be responsible for or bear any liability for any closing costs including, but not limited to, underwriter fees, attorney fees, origination costs, commitment fees, conveyance certificates, insurance costs, appraisals, costs incurred to cure, correct or clear the title of any asset owned or pledged by the Client and any and all attorney fees associated with any aspect of Client operations.

C. Termination of Engagement. ENDEAVOR's engagement hereunder may be terminated by either party hereto at any time, with or without cause, upon prior written notice. If this engagement is terminated by the Client, ENDEAVOR shall be entitled to any reimbursable expenses incurred prior to the date of the Client's termination notice. Further, ENDEAVOR shall be entitled to the full amount of the Services Fee provided for in Paragraph B 1 if at any time before the expiration of 12 months after ENDEAVOR's engagement is terminated, a facilities development agreement is consummated (or a definitive agreement with respect thereto has been executed prior to the expiration of such 12 month period and the facility development agreement contemplated thereby is subsequently consummated) with any Third Party. Notwithstanding any termination of this Agreement, the provisions of Paragraphs B through K hereof shall survive and shall be binding upon any successors or assigns of the Client.

D. Reliance Upon and Accuracy of Information. The Client understands, acknowledges, and agrees that ENDEAVOR may rely entirely upon publicly available information and information provided by the Client and the Client's officers, members, managers, directors, shareholders, employees, accountants, counsel, affiliates and other agents and advisors ("*Representative*") without independent verification of the accuracy and completeness of such information. The Client represents and covenants that all information provided to ENDEAVOR by the Client or the Client's Representatives is or will be when furnished complete and correct in all material respects. If any information provided to ENDEAVOR becomes inaccurate, incomplete or misleading in any material respect during ENDEAVOR's engagement hereunder, the Client shall so advise ENDEAVOR. The Client will continuously advise ENDEAVOR with respect to any material developments or matters that occur or come to the Client's attention during the term of ENDEAVOR's engagement hereunder.

E. Confidentiality. In connection with ENDEAVOR's activities on behalf of the Client, the Client agrees to furnish ENDEAVOR with all information regarding the Client that ENDEAVOR reasonably believes necessary and appropriate to provide the Services hereunder. The Client will provide ENDEAVOR with access to the Client's Representatives. ENDEAVOR agrees to keep confidential all material nonpublic information provided to it by the Client, except as required by law or as contemplated by the terms of this Agreement. Notwithstanding anything to the contrary herein, ENDEAVOR may disclose material nonpublic information to its affiliates, agents and advisors and potential Third Party Sources whenever ENDEAVOR determines that such disclosure is necessary to provide the Services.

F. Indemnity. Each Party agrees to indemnify and hold harmless the other Party and its Representatives from and against any and all claims, expenses, damages or liabilities, joint or several, to which such other Party or any Representative thereof becomes subject under federal or state statutes, regulations, common law or otherwise, resulting from such Party's negligent or intentional act(s) and arising out of, in connection with, or based upon any matter contemplated by this Agreement, whether or not resulting in any liability.

G. Limitation of Engagement to the Client. ENDEAVOR shall use reasonable efforts to assist the Client in obtaining approval to operate a charter school and entering a facilities development agreement with a development partner; provided, however, the Client acknowledges that ENDEAVOR's obligations hereunder are on a "best efforts" basis and shall not constitute a guarantee that such results will occur. ENDEAVOR has been engaged hereunder as an independent contractor and not as an officer, board member, or with any authority to enter agreements or obligate funds or make policy or material decisions on behalf of the Client. The Client acknowledges that ENDEAVOR has been retained only by the Client, and that the Client's engagement of ENDEAVOR is not deemed to be on behalf of, and is not intended to confer rights upon, any Representative of the Client or any other person not a party hereto as against ENDEAVOR or any of its controlling persons, members, affiliates, directors, officers, employees or agents. Unless otherwise expressly agreed in writing by ENDEAVOR, no one other than the Client is authorized to rely upon this engagement or any other statements or conduct of ENDEAVOR, and no one other than the Client is intended to be a beneficiary of this Agreement. The Client acknowledges that any opinions, recommendations or advice, written or oral, given by ENDEAVOR to the Client in connection with ENDEAVOR's engagement are intended solely for the benefit and use of the Client's officers and directors related to school

startup and facilities acquisition, and any such opinions, recommendations or advice are not on behalf of, and shall not confer any rights or remedies upon, any other person or be used or relied upon for any other purpose.

H. Limitation of ENDEAVOR's Liability to Client. The Parties further agree that neither Party shall be deemed liable to the other Party for any losses, fees, damages, liabilities, costs, expenses or equitable relief arising out of or relating to this Agreement or the provision of the Services, except to the extent that such losses, fees, damages, liabilities, costs, expenses or equitable relief resulted from their respective gross negligence or willful misconduct in violation of the express provisions of this Agreement. Use of the term "Party" in this paragraph shall include such Party's controlling persons, affiliates, directors, officers, employees or agents.

I. Governing Law. The Client and ENDEAVOR acknowledge that this Agreement shall be interpreted, and the rights and liabilities determined, in accordance with the laws of the State of Utah without giving regard to the conflicts of law provisions thereof.

J. Arbitration of Disputes. Any claim or controversy arising out of or relating to this Agreement or the breach hereof may, at the election of the Client or ENDEAVOR, be submitted to binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association. The arbitration of any such claim or controversy shall take place at a location mutually agreeable to the Client and ENDEAVOR, or if the parties cannot agree upon such location, in Salt Lake City, Utah. Notwithstanding the foregoing, either party may elect to exercise all rights and remedies afforded to it by applicable law for any breach of this Agreement or for the settlement of any claim or controversy arising out of or relating to this Agreement in any court having jurisdiction.

K. Miscellaneous. This Agreement shall not be modified or amended except in writing signed by ENDEAVOR and the Client. This Agreement constitutes the entire agreement of ENDEAVOR and the Client with respect to the subject matter hereof and supersedes all prior agreements. If any provision of this Agreement is determined to be invalid or unenforceable in any respect, such determination will not affect such provision in any other respect, and the remainder of the Agreement shall remain in full force and effect. This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

Nothing contained herein shall limit or preclude ENDEAVOR (a) from carrying on any business with, from providing Financial Advisory services to, or from participating in any capacity, including as a minority stockholder, in any person whatsoever, including without limitation, any competitor, supplier, lender or customer of the Client, or any other person which may have interests different than or adverse to the Client or (b) from carrying on its business as currently conducted or as such business may be conducted in the future. Client understands that ENDEAVOR has additional clients that are also seeking financings for similar purposes and from some of the same Third Party Sources as the Client and hereby expressly consents to such representations and any conflicts resulting therefrom.

If you have any questions about these provisions, or if you would like to discuss possible modifications, do not hesitate to call.

[Signature Page Follows]

In acknowledgment that the foregoing correctly sets forth the understanding reached by ENDEAVOR and the Client, please sign in the space provided below, whereupon this letter shall constitute a binding agreement as of the date indicated above. The undersigned represents that he/she has the authority to enter into this Agreement to bind the Client.

Sincerely,

ENDEAVOR EDUCATION, LLC

By: *Lincoln Fillmore*
Name: Lincoln Fillmore
Title: Managing Partner

Accepted and Agreed:

West Ridge Charter School, a Utah nonprofit corporation

By: _____

Name: Lisa Hales

Title: Chair

Date: _____

Appendix F: Budget

Revenue		Planning Year		
Charter School Revolving Loan		\$200,000		
Total Revenue from State Sources (3000)		\$300,000		
State Startup Grant		\$100,000		
Private Grants (specify)				
Loans:				
Commercial		\$0		
Other (specify)		\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$300,000		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
24.121	Salaries - Principals and Assistants	0.75	\$85,000	\$63,750
24.152	Salaries - Secretarial and Clerical	0.50	\$35,000	\$17,500
24.100	Salaries - Other School Administration	0.25	\$48,000	\$12,000
Total - School Administration Salaries (100)				\$93,250
26.182	Salaries - Operation & Maintenance of Facilities			\$0
Total 2600 - Operation & Maintenance of Facilities Salaries (100)				\$0
TOTAL - ALL SALARIES (100)				\$93,250
--- BENEFITS ---				
24.210	Retirement - School Administration	0%	\$93,250	\$0
26.210	Retirement - Operation & Maintenance of Facilities	0%	\$0	\$0
Total - All Retirement				\$0
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$93,250	\$9,325
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$0	\$0
Total - All Social Security/FICA/Unemployment/Workers Compensation				\$9,325
24.240	Insurance (Health/Dental/Life) - School Administration	10%	\$93,250	\$9,325
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0	\$0
Total - All Insurance (Health/Dental/Life)				\$9,325
24.290	Other Benefits (specify) - School Administration	0%	\$93,250	\$0
26.290	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0
Total - All other benefits (specify)				\$0
TOTAL ALL BENEFITS (200)				\$18,650
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
24.300	Purchased Professional & Technical Services - School Administration			\$40,000
26.300	Purchased Professional & Technical Services - Operation & Maintenance of Facilities			\$0
45.300	Purchased Professional & Technical Services - Building Acquisition & Construction Services			\$0
TOTAL - ALL PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)				\$40,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$0
26.441	Rental of Land & Buildings			\$6,000
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$6,000
--- OTHER PURCHASED SERVICES ---				
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$1,000
24.530	Communication(telephone and other)			\$2,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$20,000
24.550	Printing and Binding			\$0
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$2,000
TOTAL - OTHER PURCHASED SERVICES (500)				\$25,000
--- SUPPLIES ---				
10.600	Instructional Supplies			
10.641	Textbooks	0.00	\$0	\$0
21.600	Supplies - Student Support Services	0.00	\$0	\$0
22.600	Supplies - Instructional Staff Support Services	0.00	\$0	\$0
22.644	Library Books	0.00	\$0	\$0
22.650	Periodicals	0.00	\$0	\$0
22.660	Audio Visual Materials - Instructional Support Staff	0.00	\$0	\$0

24.600	Supplies - School Administration		\$5,000
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$5,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		
22.700	Property - Instructional Staff Support		
24.700	Property - School Administration		
26.700	Property - Operation & Maintenance of Facilities		
31.700	Property - Food Services		
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services		
49.710	Land and Improvements		
49.720	Buildings		
27.732	School Buses		
10.733	Furniture and Fixtures - Instruction		
24.733	Furniture and Fixtures - School Administration		
22.733	Furniture and Fixtures - Instructional Support Staff		
21.733	Furniture and Fixtures - Student Support Services		
10.734	Technology Equipment - Instruction		\$50,000
24.734	Technology Equipment - School Administration		\$15,000
22.734	Technology Equipment - Instructional Support Staff		\$0
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
24.739	Other Equipment - School Administration		\$0
22.739	Other Equipment - Instructional Support Staff		\$0
21.739	Other Equipment - Instruction		\$0
TOTAL - ALL PROPERTY (700)			\$65,000
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff		\$0
24.800	Other Objects- School Administration		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
10.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$0
21.810	Dues and Fees - Student Support		\$0
22.810	Dues and Fees - Instructional Staff		\$0
24.810	Dues and Fees -School Administration		\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0
	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$0
3000	Total State		\$300,000
TOTAL REVENUES			\$300,000
100	Salaries		\$93,250
200	Employee Benefits		\$18,650
300	Purchased Professional and Technical Services		\$40,000
400	Purchased Property Services		\$6,000
500	Other Purchased Services		\$25,000
600	Supplies		\$5,000
700	Property		\$65,000
800	Other Objects		\$0
TOTAL EXPENDITURES			\$252,900
Excess or Deficiency of Revenues over Expenditures			\$47,100
Other Sources of Funding (5000)			\$0
Net Asset Balance (Fund Balance)			\$47,100
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			16%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev =>5%)			0.157
Necessary Closure Fund (2 months Purchased Prop Serv + Other)			\$1,000

CHARTER SCHOOL WORKSHEET

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

Eagle Summit Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)		0.55	0
Estimated enrollment (1-3)		0.9	0
Estimated enrollment (4-6)	0	0.9	0
Estimated enrollment (7-8)	75	0.99	74.25
Estimated enrollment (9-12)	135	1.2	162
Special Ed enrollment (K)			
Special Ed enrollment (1-12)	37.8		
Special Ed (Self-Contained)	3.78		
Number of Teachers (K-6)			
Number of Teachers (7-12)	11.5		
WPU Value	\$3,092	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	11.5		
School Administrators (CACTUS)			

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	236.2500	\$ 730,485
Professional Staff	0.059507	14.0585	43,469
Restricted Basic School:			
Special Ed--Add-on	1.0000	41.5800	113,347
Spec. Ed. Self-Contained	1.0000	3.7800	11,688
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		19,648
Total WPU Programs		295.6685	\$ 918,637
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 8,367
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		5,540
Enhancement for Accelerated Student	\$5.00 per student		1,050
Other			
School Land Trust Program	\$49.35 per student		10,364
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
Charter Administrative Costs	\$100 per student		21,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		59,973
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	213.78	205
Local Replacement Dollars	Average \$1,660 per student		354,875
Total Non-WPU			\$ 461,373
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	11.5	2,028
Total One Time			\$ 2,028
ESTIMATED Total All State Funding			\$ 1,482,038
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Danny Schoenfeld @ 801-538-7958			Updated 04-10-14

CHARTER SCHOOL WORKSHEET

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

Eagle Summit Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)		0.55	0
Estimated enrollment (1-3)		0.9	0
Estimated enrollment (4-6)		0.9	0
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)	200	1.2	240
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	54		
Special Ed (Self-Contained)	5.4		
Number of Teachers (K-6)			
Number of Teachers (7-12)	16		
WPU Value	\$3,092	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)			

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	339.0000	\$ 1,048,188
Professional Staff	0.059507	20.1729	62,375
Restricted Basic School:			
Special Ed--Add-on	1.0000	59.4000	161,924
Spec. Ed. Self-Contained	1.0000	5.4000	16,697
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		26,197
Total WPU Programs		423.9729	\$ 1,315,381
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 11,998
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		7,914
Enhancement for Accelerated Student	\$5.00 per student		1,500
Other			
School Land Trust Program	\$49.35 per student		14,805
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		83,440
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	305.4	293
Local Replacement Dollars	Average \$1,660 per student		506,964
Total Non-WPU			\$ 656,915
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	16	2,821
Total One Time			\$ 2,821
ESTIMATED Total All State Funding			\$ 2,075,117
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Danny Schoenfeld @ 801-538-7958			Updated 04-10-14

Eagle Summit Academy		FY18			FY18		
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		300			210		
Grade Configuration:		6-12			6-12		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		300	\$79,886		210	\$55,920	
Student Activities and Fees		\$36,000			\$25,200		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$115,886			\$81,120		
Charter School Revolving Loan		X			X		
State Educational Funding		\$2,075,117			\$1,482,038		
Total Revenue from State Sources (3000)		\$2,075,117			\$1,482,038		
Lunch and Breakfast Reimbursement		\$ 59,839			\$ 41,887		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$43,680			\$30,576		
Elementary and Secondary Education Act (ESEA)		\$40,752			\$28,526		
Total Revenue from Federal Sources (4000)		\$144,271			\$100,990		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:							
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$47,100			\$47,100		
Total Revenue from Other Sources (5000)		\$47,100			\$47,100		
Total Revenue		\$2,382,374			\$229,210		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	16.00	\$39,000	\$624,000	11.50	\$39,000	\$448,500
10.132	Salaries - Substitute Teachers	80.00	\$100	\$8,000	57.50	\$100	\$5,750
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$12,960	\$51,840	2.00	\$12,960	\$25,920
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$683,840			\$480,170
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
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
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
Total - STUDENT SUPPORT Salaries (100)				\$50,000			\$50,000
22.145	Salaries - Media Personnel - Certified	0.50	\$40,000	\$20,000	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$20,000			\$0
24.121	Salaries - Principals and Assistants	2.00	\$75,000	\$150,000	1.50	\$80,000	\$120,000
24.152	Salaries - Secretarial and Clerical	1.50	\$35,000	\$52,500	1.25	\$35,000	\$43,750
24.100	Salaries - Other 2400-School Administration	2.00	\$60,000	\$120,000	1.50	\$60,000	\$90,000
Total -SCHOOL ADMINISTRATION Salaries (100)				\$322,500			\$253,750
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$25,000	\$75,000	2.00	\$25,000	\$50,000
Total -OPERATION & MAINT OF FACILITIES Salaries (100)				\$75,000			\$50,000
31.100	Salaries - Food Services	2.00	\$24,452	\$48,904	1.50	\$24,452	\$36,678
Total -FOOD SERVICES Salaries (100)				\$48,904			\$36,678
TOTAL - ALL SALARIES (100)				\$1,200,244			\$870,598
--- BENEFITS ---							
10.210	Retirement - Instruction	4%	\$683,840	\$27,354	3%	\$480,170	\$14,405
21.210	Retirement - Student Support	4%	\$50,000	\$2,000	3%	\$50,000	\$1,500
22.210	Retirement - Instructional Staff Support	0%	\$20,000	\$0	0%	\$0	\$0
24.210	Retirement - School Administration	4%	\$322,500	\$12,900	3%	\$253,750	\$7,613
26.210	Retirement - Operation & Main of Facilities	2%	\$75,000	\$1,500	2%	\$50,000	\$750
31.210	Retirement - Food Services	2%	\$48,904	\$978	2%	\$36,678	\$550
Total - All Retirement				\$44,732			\$24,818
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$683,840	\$68,384	10%	\$480,170	\$48,017
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$70,000	\$7,000	10%	\$70,000	\$7,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$322,500	\$32,250	10%	\$253,750	\$25,375
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$75,000	\$7,500	10%	\$50,000	\$5,000
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$48,904	\$4,890	10%	\$36,678	\$3,668
Total - Social Security/FICA/Unemployment/Workers Comp				\$120,024			\$89,060
10.240	Insurance (Health/Dental/Life) - Instruction	10%	\$683,840	\$68,384	10%	\$480,170	\$48,017
21.240	Insurance (Health/Dental/Life) - Student Support	10%	\$70,000	\$7,000	10%	\$70,000	\$7,000
24.240	Insurance (Health/Dental/Life) - School Administration	10%	\$322,500	\$32,250	10%	\$253,750	\$25,375
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	6%	\$75,000	\$4,500	6%	\$50,000	\$3,000
31.240	Insurance (Health/Dental/Life) - Food Services	6%	\$48,904	\$2,934	6%	\$36,678	\$2,201

	Total- All Insurance(Health/Dental/Life)			\$115,068			\$85,593
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$683,840	\$0	0%	\$480,170	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$70,000	\$0	0%	\$70,000	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$322,500	\$0	0%	\$253,750	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$75,000	\$0	0%	\$50,000	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$48,904	\$0	0%	\$36,678	\$0
	Total - All Other Insurance			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$279,824			\$199,470
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$120,000			\$84,000
21.300	Purchased Prof & Tech Services - Student Support			\$20,000			\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$15,000			\$15,000
24.300	Purchased Prof & Tech Services - School Administration			\$5,000			\$3,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$160,000			\$122,000
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$5,000			\$5,000
26.441	Rental of Land & Buildings			\$255,000			\$178,500
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$260,000			\$183,500
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$0			\$0
45.522	Liability Insurance			\$3,600			\$2,520
10.530	Communication(telephone and other)			\$0			\$0
21.530	Communication(telephone and other)			\$0			\$0
24.530	Communication(telephone and other)			\$7,500			\$7,500
26.530	Communication(telephone and other)			\$0			\$0
24.540	Advertising			\$10,000			\$10,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$2,500			\$2,500
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services						\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$23,600			\$22,520
--- SUPPLIES ---							
10.600	Instructional Supplies			\$7,500			\$0
10.641	Textbooks			\$0			\$0
21.600	Supplies - Student Support Services			\$3,000			\$2,000
22.644	Library Books			\$1,000			\$500
22.650	Periodicals			\$0			\$0
24.600	Supplies - School Administration			\$6,000			\$5,000
26.600	Supplies - Operation & Maintenance of Facilities			\$10,500			\$7,350
31.600	Supplies - Food Service	0	\$0	\$3,493	0	\$0	\$2,445
31.630	Food - Food Service			\$69,863			\$48,904
	TOTAL - ALL SUPPLIES (600)			\$101,356			\$66,199
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$45,000			\$31,500
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$10,000			\$10,000
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$10,000			\$0
31.780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction			\$40,000			\$0
24.734	Technology Equipment - School Administration			\$20,000			\$20,000
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0

24.739	Other Equipment - School Administration		\$0		\$0
TOTAL - ALL PROPERTY (700)			\$125,000		\$61,500
--- OTHER OBJECTS ---					
10.800	Other Objects- Instruction		\$0		\$0
21.800	Other Objects- Student Support		\$0		\$0
24.800	Other Objects- School Administration		\$3,000		\$2,100
26.800	Other Objects - Operation & Maintenance of Facilities		\$0		\$0
31.800	Other Objects - Food Services		\$0		\$0
45.800	Other Objects - Building Acquisition		\$0		\$0
	Total - All Other Objects		\$0		\$0
10.810	Dues and Fees - Instruction		\$0		\$0
21.810	Dues and Fees - Student Support		\$0		\$0
24.810	Dues and Fees -School Administration		\$0		\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0		\$0
	Total - All Dues and Fees		\$0		\$0
TOTAL - OTHER OBJECTS (800)			\$3,000		\$2,100
Total Building Acquisition & Instruction (4500)					
45.830	Interest		\$3,151		\$3,151
45.840	Redemption of Principal		\$49,324		\$49,324
Total other financing sources (uses) and other items			\$52,475		\$52,475
1000	Total Local		\$115,886		\$81,120
3000	Total State		\$2,075,117		\$1,482,038
4000	Total Federal		\$144,271		\$100,990
TOTAL REVENUES			\$2,335,274		\$1,664,148
100	Salaries		\$1,200,244		\$870,598
200	Employee Benefits		\$279,824		\$199,470
300	Purchased Professional and Technical Services		\$160,000		\$122,000
400	Purchased Property Services		\$260,000		\$183,500
500	Other Purchased Services		\$23,600		\$48,904
600	Supplies		\$101,356		\$66,199
700	Property		\$125,000		\$61,500
800	Other Objects		\$52,475		\$2,100
TOTAL EXPENDITURES			\$2,202,498		\$1,554,271
Excess or Deficiency of Revenues over Expenditures			\$132,776		\$109,877
Other Sources of Funding (5000)			\$47,100		\$47,100
Net Asset Balance (Fund Balance)			\$179,876		\$156,977
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			8%		9%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			6%		7%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$52,079		\$30,933

CHARTER SCHOOL WORKSHEET

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

Eagle Summit Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)		0.55	0
Estimated enrollment (1-3)		0.9	0
Estimated enrollment (4-6)	0	0.9	0
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)	200	1.2	240
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	54		
Special Ed (Self-Contained)	5.4		
Number of Teachers (K-6)			
Number of Teachers (7-12)	15		
WPU Value	\$3,058	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	15		
School Administrators (CACTUS)			
Prior Year WPUs	339		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	339.0000	\$ 1,036,524
Professional Staff	0.059507	20.1729	61,680
Restricted Basic School:			
Special Ed--Add-on	1.0000	59.4000	161,924
Spec. Ed. Self-Contained	1.0000	5.4000	16,511
Special Ed Pre-School	1.0000	5.4000	16,511
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		26,197
Total WPU Programs		429.3729	\$ 1,319,348
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 12,151
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		7,914
Enhancement for Accelerated Student	\$5.00 per student		1,500
Other			
School Land Trust Program	\$49.35 per student		14,805
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
	\$1.33 per K-3 student		451
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		78,225
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	305.4	293
Local Replacement Dollars	Average \$1,665 per student		506,964
Total Non-WPU			\$ 652,303
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	15	2,645
			-
Total One Time			\$ 2,645
ESTIMATED Total All State Funding			\$ 2,074,296
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Danny Schoenfeld @ 801-538-7958			Updated 04-10-14

Eagle Summit Academy		FY19		
Second Year of Operation		100% Enrollment		
Number of Students:		300		
Grade Configuration:				
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		300	\$82,283	
Student Activities		\$36,000		
Other		\$0		
Total Revenue From Local Sources (1000)		\$118,283		
Charter School Revolving Loan		X		
State Educational Funding		\$2,074,296		
Total Revenue from State Sources (3000)		\$2,074,296		
Lunch and Breakfast Reimbursement		95	\$61,562	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$43,680		
Elementary and Secondary Education Act (ESEA)		\$40,752		
Total Revenue from Federal Sources (4000)		\$145,994		
Private Grants & Donations:		\$0		
Source(s) (specify)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (specify)		\$0		
Prior Year Carryforward		\$179,876		
Total Revenue from Other Sources (5000)		\$179,876		
Total Revenue		\$2,518,449		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	16.00	\$40,170	\$642,720
10.132	Salaries - Substitute Teachers	80.00	\$103	\$8,240
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$13,349	\$53,395
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$704,355
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$51,500	\$51,500
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
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$51,500
22.145	Salaries - Media Personnel - Certified	0.50	\$41,200	\$20,600
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$20,600
24.121	Salaries - Principals and Assistants	2.00	\$77,250	\$154,500
24.152	Salaries - Secretarial and Clerical	1.50	\$36,050	\$54,075
24.100	Salaries - Other 2400-School Administration	1.75	\$61,800	\$108,150
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$316,725
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$25,750	\$77,250
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$77,250
31.100	Salaries - Food Services	2.00	\$25,185	\$50,371
	Total -FOOD SERVICES Salaries (100)			\$50,371
	TOTAL - ALL SALARIES (100)			\$1,220,801

--- BENEFITS ---				
10.210	Retirement - Instruction	4%	\$704,355	\$28,174
21.210	Retirement - Student Support	4%	\$51,500	\$2,060
22.210	Retirement - Instructional Staff Support	0%	\$20,600	\$0
24.210	Retirement - School Administration	4%	\$316,725	\$12,669
26.210	Retirement - Operation & Main of Facilities	2%	\$77,250	\$1,545
31.210	Retirement - Food Services	2%	\$50,371	\$1,007
	Total - All Retirement			\$45,456
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$704,355	\$70,436
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$72,100	\$7,210
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$316,725	\$31,673
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$77,250	\$7,725
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$50,371	\$5,037
	Total - Social Security/FICA/Unemployment/Workers Comp			\$122,080
10.240	Insurance (Health/Dental/Life) - Instruction	10%	\$704,355	\$70,436
21.240	Insurance (Health/Dental/Life) - Student Support	10%	\$72,100	\$7,210
24.240	Insurance (Health/Dental/Life) - School Administration	10%	\$316,725	\$31,673
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	6%	\$77,250	\$4,635
31.240	Insurance (Health/Dental/Life) - Food Services	6%	\$50,371	\$3,022
	Total- All Insurance(Health/Dental/Life)			\$116,975
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$704,355	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$72,100	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$316,725	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$77,250	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$50,371	\$0
	Total - All Other Insurance			\$0
	TOTAL ALL BENEFITS (200)			\$284,511
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$123,600
21.300	Purchased Prof & Tech Services - Student Support			\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$15,000
24.300	Purchased Prof & Tech Services - School Administration			\$13,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$171,600
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$5,150
26.441	Rental of Land & Buildings			\$255,000
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$260,150
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$0
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$3,708
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$7,725
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$7,500
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0

24.550	Printing and Binding		\$0
10.560	Tuition		\$0
21.570	Food Service Management		\$0
21.580	Travel/Per Diem		\$0
24.580	Travel/Per Diem		\$2,575
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$21,508
--- SUPPLIES ---			
10.600	Instructional Supplies		\$7,725
10.641	Textbooks		\$0
21.600	Supplies - Student Support Services		\$3,090
22.644	Library Books		\$1,000
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$6,180
26.600	Supplies - Operation & Maintenance of Facilities		\$10,815
31.600	Supplies - Food Service		\$3,598
31.630	Food - Food Service		\$71,958
TOTAL - ALL SUPPLIES (600)			\$104,366
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$45,000
21.700	Property - Student Support Services		\$0
24.700	Property - School Administration		\$0
26.700	Property - Operation & Maintenance of Facilities		\$0
31.700	Property - Food Services		\$10,300
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$2,500
24.733	Furniture and Fixtures - School Administration		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$22,500
24.734	Technology Equipment - School Administration		\$1,000
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$81,300
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
24.800	Other Objects- School Administration		\$3,000
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$0
21.810	Dues and Fees - Student Support		\$0
24.810	Dues and Fees -School Administration		\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0

	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$3,000
Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$2,207
45.840	Redemption of Principal		\$50,267
Total other financing sources (uses) and other items			\$52,475
1000	Total Local		\$118,283
3000	Total State		\$2,074,296
4000	Total Federal		\$145,994
TOTAL REVENUES			\$2,338,573
100	Salaries		\$1,220,801
200	Employee Benefits		\$284,511
300	Purchased Professional and Technical Services		\$171,600
400	Purchased Property Services		\$260,150
500	Other Purchased Services		\$21,508
600	Supplies		\$104,366
700	Property		\$81,300
800	Other Objects		\$52,475
TOTAL EXPENDITURES			\$2,196,711
Excess or Deficiency of Revenues over Expenditures			\$141,862
Other Sources of Funding (5000)			\$179,876
Net Asset Balance (Fund Balance)			\$321,738
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			14%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			6%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$52,104

CHARTER SCHOOL WORKSHEET

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

Eagle Summit Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)		0.55	0
Estimated enrollment (1-3)		0.9	0
Estimated enrollment (4-6)	0	0.9	0
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)	200	1.2	240
Special Ed Pre-School			
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	54		
Special Ed (Self-Contained)	5.4		
Number of Teachers (K-6)			
Number of Teachers (7-12)	16		
WPU Value	\$3,146		<i>(Except for CTE Add-on and Special Ed.)</i>
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)	0		
Prior Year WPUs	339		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	339.0000	\$ 1,066,518
Professional Staff	0.059507	20.1729	63,465
Restricted Basic School:			
Special Ed--Add-on	1.0000	59.4000	161,924
Spec. Ed. Self-Contained	1.0000	5.4000	16,989
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		26,197
Total WPU Programs		423.9729	\$ 1,335,093
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 11,998
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		7,914
Enhancement for Accelerated Student	\$5.00 per student		1,500
Other			
School Land Trust Program	\$49.35 per student		14,805
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
	\$1.33 per K-3 student		451
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		83,440
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	305.4	293
Local Replacement Dollars	Average \$1,670 per student		519,180
Total Non-WPU			\$ 669,582
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	16	2,821
			-
Total One Time			\$ 2,821
ESTIMATED Total All State Funding			\$ 2,007,496
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Danny Schoenfeld @ 801-538-7958			Updated 04-10-14

Eagle Summit Academy		2019-2020		
Third Operational Year		100% Enrollment		
Number of Students:		300		
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		\$84,751		
Student Activities		\$37,080		
Other		\$0		
Total Revenue From Local Sources (1000)		\$121,831		
State Educational Funding		\$2,007,496		
Total Revenue from State Sources (3000)		\$2,007,496		
Lunch and Breakfast Reimbursement		\$63,409		
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$43,680		
Elementary and Secondary Education Act (ESEA)		\$40,752		
Total Revenue from Federal Sources (4000)		\$147,841		
Private Grants & Donations:				
Source(s) (<i>specify</i>)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (<i>specify</i>)		\$0		
Prior Year Carryforward		\$321,738		
Total Revenue from Other Sources (5000)		\$321,738		
Total Revenue		\$2,598,906		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	16.00	\$41,327	\$661,230
10.132	Salaries - Substitute Teachers	80.00	\$106	\$8,477
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$13,733	\$54,933
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$724,641
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$52,983	\$52,983
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
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$52,983
22.145	Salaries - Media Personnel - Certified	0.50	\$42,387	\$21,193
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$21,193
24.121	Salaries - Principals and Assistants	2.00	\$79,475	\$158,950
24.152	Salaries - Secretarial and Clerical	1.50	\$37,088	\$55,632
24.100	Salaries - Other 2400-School Administration	1.50	\$63,580	\$95,370
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$309,952
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$26,492	\$79,475
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$79,475
31.100	Salaries - Food Services	2.00	\$25,911	\$51,822
	Total -FOOD SERVICES Salaries (100)			\$51,822
	TOTAL - ALL SALARIES (100)			\$1,240,065
--- BENEFITS ---				
10.210	Retirement - Instruction	4%	\$724,641	\$28,986
21.210	Retirement - Student Support	4%	\$52,983	\$2,119

22.210	Retirement - Instructional Staff Support	4%	\$21,193	\$848
24.210	Retirement - School Administration	4%	\$309,952	\$12,398
26.210	Retirement - Operation & Main of Facilities	2%	\$79,475	\$1,589
31.210	Retirement - Food Services	2%	\$51,822	\$1,036
	Total - All Retirement			\$46,977
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$724,641	\$72,464
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$74,176	\$7,418
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrati	10%	\$309,952	\$30,995
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$79,475	\$7,947
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$51,822	\$5,182
	Total - Social Security/FICA/Unemployment/Workers Comp			\$124,007
10.240	Insurance (Health/Dental/Life) - Instruction	10%	\$724,641	\$72,464
21.240	Insurance (Health/Dental/Life) - Student Support	10%	\$74,176	\$7,418
24.240	Insurance (Health/Dental/Life) - School Administration	10%	\$309,952	\$30,995
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	5%	\$79,475	\$3,974
31.240	Insurance (Health/Dental/Life) - Food Services	5%	\$51,822	\$2,591
	Total- All Insurance(Health/Dental/Life)			\$117,442
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$724,641	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$74,176	\$0.00
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$309,952	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$79,475	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$51,822	\$0
	Total - All Other Insurance			\$0
	TOTAL ALL BENEFITS (200)			\$288,425
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$127,308
21.300	Purchased Prof & Tech Services - Student Support			\$20,600
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$11,250
24.300	Purchased Prof & Tech Services - School Administration			\$13,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$172,158
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$5,305
26.441	Rental of Land & Buildings			\$260,100
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$265,405
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$0
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$3,819
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$7,957
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$7,725
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$0
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$0

24.580	Travel/Per Diem		\$2,652
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$22,153
--- SUPPLIES ---			
10.600	Instructional Supplies		\$7,957
10.641	Textbooks		\$0
21.600	Supplies - Student Support Services		\$3,183
22.644	Library Books		\$1,030
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$6,365
26.600	Supplies - Operation & Maintenance of Facilities		\$11,139
31.600	Supplies - Food Service		\$3,706
31.630	Food - Food Service		\$74,117
TOTAL - ALL SUPPLIES (600)			\$107,497
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$2,000
21.700	Property - Student Support Services		\$0
24.700	Property - School Administration		\$0
26.700	Property - Operation & Maintenance of Facilities		\$0
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$0
24.733	Furniture and Fixtures - School Administration		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$11,250
24.734	Technology Equipment - School Administration		\$1,030
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$14,280
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
24.800	Other Objects- School Administration		\$3,090
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$0
21.810	Dues and Fees - Student Support		\$0
24.810	Dues and Fees -School Administration		\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0
	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$3,090
Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$2,281
45.840	Redemption of Principal		\$51,154
Total other financing sources (uses) and other items			\$53,434

1000	Total Local		\$121,831
3000	Total State		\$2,007,496
4000	Total Federal		\$147,841
TOTAL REVENUES			\$2,277,168
100	Salaries		\$1,240,065
200	Employee Benefits		\$288,425
300	Purchased Professional and Technical Services		\$172,158
400	Purchased Property Services		\$265,405
500	Other Purchased Services		\$22,153
600	Supplies		\$107,497
700	Property		\$14,280
800	Other Objects		\$56,524
TOTAL EXPENDITURES			\$2,166,508
Excess or Deficiency of Revenues over Expenditures			\$110,661
Other Sources of Funding (5000)			\$321,738
Net Asset Balance (Fund Balance)			\$432,399
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			19%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			5%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$53,655

Eagle Summit Academy		FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Operational Year		Three	Four	Five	Six	Seven	Eight	Nine	Ten
Number of Student		300	300	300	300	300	300	300	300
Revenue									
Child Nutrition Program (CNP) and Lunchroom Sales		\$84,751	\$87,294	\$89,913	\$92,610	\$95,388	\$98,250	\$101,198	\$104,233
Student Activities		\$37,080	\$38,192	\$39,338	\$40,518	\$41,734	\$42,986	\$44,275	\$45,604
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$121,831	\$125,486	\$129,251	\$133,128	\$137,122	\$141,236	\$145,473	\$149,837
State Educational Funding		\$2,007,496	\$2,065,312	\$2,124,793	\$2,185,987	\$2,248,943	\$2,313,713	\$2,380,348	\$2,448,902
		\$2,007,496	\$2,065,312	\$2,124,793	\$2,185,987	\$2,248,943	\$2,313,713	\$2,380,348	\$2,448,902
Lunch and Breakfast Reimbursement		\$63,409	\$64,360	\$65,326	\$66,305	\$67,300	\$68,309	\$69,334	\$70,374
Restricted Federal Through State		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)		\$43,680	\$44,117	\$44,558	\$45,004	\$45,454	\$45,908	\$46,367	\$46,831
Elementary and Secondary Education Act (ESEA)		\$40,752	\$41,160	\$41,571	\$41,987	\$42,407	\$42,831	\$43,259	\$43,692
		\$147,841	\$149,636	\$151,455	\$153,296	\$155,160	\$157,048	\$158,960	\$160,897
Private Grants & Donations:		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loans:		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward		\$321,738	\$432,399	\$576,816	\$790,348	\$1,096,206	\$1,428,820	\$1,786,311	\$2,169,612
Total other financing sources (uses) and other items		\$321,738	\$432,399	\$576,816	\$790,348	\$1,096,206	\$1,428,820	\$1,786,311	\$2,169,612
Total Revenue and Other Sources		\$2,598,906	\$2,772,834	\$2,982,314	\$3,262,759	\$3,637,432	\$4,040,817	\$4,471,093	\$4,929,248
Expenditures		Total							
--- SALARIES ---									
10.131	Salaries - Teachers	\$661,230	\$671,149	\$681,216	\$691,434	\$652,361	\$662,146	\$672,078	\$682,160
10.132	Salaries - Substitute Teachers	\$8,477	\$8,477	\$8,477	\$8,477	\$8,240	\$8,240	\$8,240	\$8,240
10.161	Salaries - Teacher Aides and Paraprofessionals	\$54,933	\$54,933	\$54,933	\$54,933	\$53,395	\$53,395	\$53,395	\$53,395
10.100	Salaries - Other 1000-INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)	\$724,641	\$734,559	\$744,626	\$704,355	\$713,996	\$723,781	\$733,714	\$743,795
21.141	Salaries - Attendance and Social Work Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.142	Salaries - Guidance Personnel	\$52,983	\$53,778	\$54,585	\$55,403	\$52,273	\$53,057	\$53,852	\$54,660
21.143	Salaries - Health Services Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.144	Salaries - Psychological Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.152	Salaries - Secretarial and Clerical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)	\$52,983	\$53,778	\$54,585	\$51,500	\$52,273	\$53,057	\$53,852	\$54,660
22.145	Salaries - Media Personnel - Certified	\$21,193	\$21,511	\$21,834	\$22,161	\$20,909	\$21,223	\$21,541	\$21,864
22.162	Salaries - Media Personnel - Noncertified	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)	\$21,193	\$21,511	\$21,834	\$20,600	\$20,909	\$21,223	\$21,541	\$21,864
24.121	Salaries - Principals and Assistants	\$158,950	\$163,718	\$168,630	\$173,689	\$159,135	\$163,909	\$168,826	\$173,891
24.152	Salaries - Secretarial and Clerical	\$55,632	\$57,301	\$59,020	\$60,791	\$55,697	\$57,368	\$59,089	\$60,862
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	\$95,370	\$96,800	\$98,252	\$99,726	\$109,772	\$111,419	\$113,090	\$114,786
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)	\$309,952	\$317,820	\$325,902	\$316,725	\$324,605	\$332,696	\$341,006	\$349,539
26.100	Salaries - Operation & Maintenance of Facilities	\$79,475	\$80,667	\$81,877	\$83,105	\$78,409	\$79,585	\$80,779	\$81,990
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)	\$79,475	\$80,667	\$81,877	\$77,250	\$78,409	\$79,585	\$80,779	\$81,990
31.100	Salaries - FOOD SERVICES	\$51,822	\$52,599	\$53,388	\$54,189	\$51,126	\$51,893	\$52,672	\$53,462
	Total 31 (3100)-FOOD SERVICES Salaries (100)	\$51,822	\$52,599	\$53,388	\$50,371	\$51,126	\$51,893	\$52,672	\$53,462
	TOTAL - ALL SALARIES (100)	\$1,240,065	\$1,260,934	\$1,282,212	\$1,220,801	\$1,241,317	\$1,262,235	\$1,283,563	\$1,305,311
--- BENEFITS ---									
10.210	Retirement - Instruction	\$28,986	\$29,420	\$29,862	\$30,310	\$28,597	\$29,026	\$29,461	\$29,903
21.210	Retirement - Student Support	\$2,119	\$2,151	\$2,183	\$2,216	\$2,091	\$2,122	\$2,154	\$2,186
22.210	Retirement - Instructional Staff Support	\$848	\$860	\$873	\$886	\$900	\$913	\$927	\$941
24.210	Retirement - School Administration	\$12,398	\$12,584	\$12,773	\$12,964	\$12,859	\$13,052	\$13,248	\$13,446
26.210	Retirement - Operation & Main of Facilities	\$1,589	\$1,613	\$1,638	\$1,662	\$1,568	\$1,592	\$1,616	\$1,640
31.210	Retirement - Food Services	\$1,036	\$1,052	\$1,068	\$1,084	\$1,023	\$1,038	\$1,053	\$1,069
	TOTAL - ALL RETIREMENT	\$46,977	\$47,681	\$48,397	\$49,122	\$47,037	\$47,743	\$48,459	\$49,186
10.220	Social Security/FICA/UNEMP/WCF - Instruction	\$72,464	\$73,551	\$74,654	\$75,774	\$76,911	\$78,064	\$79,235	\$80,424
21.220	Social Security/FICA/UNEMP/WCF - Student Support	\$7,418	\$7,529	\$7,642	\$7,756	\$7,873	\$7,991	\$8,111	\$8,232
26.220	Social Security/FICA/UNEMP/WCF - Operation & Maintenance of Facilities	\$30,995	\$31,460	\$31,932	\$32,411	\$32,897	\$33,391	\$33,891	\$34,400
31.220	Social Security - Food Services	\$7,947	\$8,067	\$8,188	\$8,311	\$8,435	\$8,562	\$8,690	\$8,820
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF	\$124,007	\$120,607	\$122,416	\$124,252	\$126,116	\$128,008	\$129,928	\$131,877
10.240	Insurance (Health/Dental/Life) - Instruction	\$72,464	\$74,276	\$76,133	\$78,036	\$79,987	\$81,986	\$84,036	\$86,137

49.710	Land and Improvements	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49.720	Buildings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.732	School Buses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.733	Furniture and Fixtures - Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.733	Furniture and Fixtures - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.733	Furniture and Fixtures - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.734	Technology Equipment - Instruction	\$11,250	\$11,574	\$11,907	\$23,814.66	\$24,501	\$25,206	\$25,932	\$26,679
24.734	Technology Equipment - School Administration	\$1,030	\$1,060	\$1,090	\$2,180.36	\$2,243	\$2,308	\$2,374	\$2,443
22.734	Technology Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.734	Technology Equipment - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.735	Non-Bus Vehicles	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.739	Other Equipment - School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.739	Other Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PROPERTY (700)	\$14,280	\$14,691	\$15,114	\$28,173	\$28,984	\$29,819	\$30,678	\$31,561
--- OTHER Objects ---									
10.800	Other Objects- Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.800	Other Objects- Student Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.800	Other Objects- Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.800	Other Objects- School Administration	\$3,090	\$3,179	\$3,271	\$3,365	\$3,462	\$3,561	\$3,664	\$3,769
26.800	Other Objects - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.800	Other Objects - Food Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.800	Other Objects - Building Acquisition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total - All Other Objects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.810	Dues and Fees - Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.810	Dues and Fees - Student Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.810	Dues and Fees - Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.810	Dues and Fees -School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - OTHER Objects (800)	\$3,090	\$3,179	\$3,271	\$3,365	\$3,462	\$3,561	\$3,664	\$3,769
Total Building Acquisition & Instruction (4500)									
830	Interest	\$2,281	\$418	\$0	\$0	\$0	\$0	\$0	\$0
840	Redemption of Principal	\$51,154	\$47,677	\$0	\$0	\$0	\$0	\$0	\$0
	Total other financing sources (uses) and other items	\$53,434	\$48,095	\$0	\$0	\$0	\$0	\$0	\$0
REVENUES									
1000	Total Local	\$121,831	\$125,486	\$129,251	\$133,128	\$137,122	\$141,236	\$145,473	\$149,837
3000	Total State	\$2,007,496	\$2,065,312	\$2,124,793	\$2,185,987	\$2,248,943	\$2,313,713	\$2,380,348	\$2,448,902
4000	Total Federal	\$147,841	\$149,636	\$151,455	\$153,296	\$155,160	\$157,048	\$158,960	\$160,897
	TOTAL REVENUES	\$2,277,168	\$2,340,435	\$2,405,498	\$2,472,411	\$2,541,226	\$2,611,997	\$2,684,781	\$2,759,636
100	Salaries	\$1,240,065	\$1,260,934	\$1,282,212	\$1,220,801	\$1,241,317	\$1,262,235	\$1,283,563	\$1,305,311
200	Employee Benefits	\$288,425	\$288,666	\$294,200	\$299,846	\$302,787	\$308,625	\$314,583	\$320,664
300	Purchased Professional and Technical Services	\$172,158	\$177,116	\$182,217	\$187,465	\$192,864	\$198,418	\$204,133	\$210,012
400	Purchased Property Services	\$265,405	\$273,048	\$280,912	\$289,002	\$297,325	\$305,888	\$314,698	\$323,761
500	Other Purchased Services	\$22,153	\$22,791	\$23,448	\$24,123	\$24,818	\$25,532	\$26,268	\$27,024
600	Supplies	\$107,497	\$107,497	\$110,593	\$113,778	\$117,055	\$120,426	\$123,895	\$127,463
700	Property	\$14,280	\$14,691	\$15,114	\$28,173	\$28,984	\$29,819	\$30,678	\$31,561
800	Other Objects	\$56,524	\$51,274	\$3,271	\$3,365	\$3,462	\$3,561	\$3,664	\$3,769
	TOTAL EXPENDITURES	\$2,166,508	\$2,196,018	\$2,191,966	\$2,166,553	\$2,208,612	\$2,254,506	\$2,301,481	\$2,349,565
	Excess or Deficiency of Revenues over Expenditures	\$110,661	\$144,417	\$213,532	\$305,858	\$332,614	\$357,492	\$383,300	\$410,071
	Other Sources of Funding (5000)	\$321,738	\$432,399	\$576,816	\$790,348	\$1,096,206	\$1,428,820	\$1,786,311	\$2,169,612
	Net Asset Balance (Fund Balance)	\$432,399	\$576,816	\$790,348	\$1,096,206	\$1,428,820	\$1,786,311	\$2,169,612	\$2,579,682
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)	19%	25%	33%	44%	56%	68%	81%	93%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)	5%	6%	9%	12%	13%	14%	14%	15%
	Necessary Closure Fund (2 months Purch Prop Serv + Other)	\$53,655	\$54,054	\$47,364	\$44,358	\$50,131	\$51,575	\$53,060	\$54,588