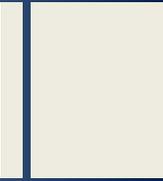


Summit 7



Required Information

Charter School Information				
1. Name of proposed charter school Summit 7 / S 7				
2. Name of applicant: : Summit 7 / S7				
3. Authorized agent: Leslie McCourt-Nussman				
4. Mailing address: Street, City, State, Zip: 11229 Brook N Lance, South Jordan, Utah , 84095				
5. Phone number : 8048960459			6. Email address leslienussman@gmail.com	
7. District(s) where proposed charter school is located : Murray (Scott Bushnell)				
8. The governing body 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 Member (e.g., parent, business)	Profession
Leslie McCourtNussman	leslienussman@gmail.com	Chair	Community Member	Curriculum Specialist
Joy Phillippy	joy@plan-maker.com	member	Community Member	Registered Nurse/ Educator
Lezlie Harper	lezlieharper@hotmail.com	Vice Chair	Community Member	Technology Educator

Michelle Leonard	leonardranch6@gmail.com	member	Community Member	Parent/ Guidance Counseling Student
Kalli Huntsman	kallihuntsman@mac.com	member	Community Member	Business Owner
Andy Nydegger	afnydegge@gmail.com	Member	Community Member	Registered Nurse/ Educator
Keith Bradford	kjbrad55@mac.com	Member	Community Member	Attorney & CFO
Jeanne Bradford	jeanne16@gmail.com	member	Community Member	Nursing Faculty

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9. Year school will start 2017-2018	10. Grades served 9-12
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<p>11. Requested Enrollment</p> <p>Year 1: Grade K: ____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: __300 Total: __300</p> <p>Year 2: Grade K: ____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: __325 Total: __325</p> <p>Year 3: Grade K: ____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: __350 Total: __350</p> <p>Does proposed grade configuration match resident district grade configuration? Yes x No</p>
--

<p>12. Is this proposal seeking special treatment under UCA 53A-1a-501.9? x Yes No</p>	<p>13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? Yes x No</p>
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<p>14. A charter school may apply to the State Board of Education for a waiver of any 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 and titles. Provide details regarding the need for the waiver as Attachment B).</p>
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Signatures

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

Name of Authorized Agent **Leslie McCourt-Nussman**

Signature of Authorized Agent



Name of Charter School Board Chair **Summit 7**

Signature of Charter School Board Chair (if different than Authorized Agent)

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Executive Summary

Summit 7, or S7, is a charter school located in Murray, Utah, whose focus is Career and Technical Education (CTE). S7 will blend Science Technology Engineering and Math (STEM) education into its curriculum. With courses in Technology and Health Science, the CTE focus will work well alongside STEM. S7 teachers will use current data driven methods to teach and motivate students to achieve great success. Blended learning, online curriculum, and face-to-face classroom instruction will be provided to students. S7 is an innovative idea whose time has come.

The S7 board researched different models of Career and Technical Education Charter high schools. The models selected have been in existence for at least seven years. Each school offers students the opportunity to deeply explore professional areas of interest through profession-based inquiry learning methodology. The models were developed, and “Driven by the ever changing workforce needs of industry” (Mohn, 2015, www.435mag.com/August-2015/Blue-Valley-CAPS-Program).

The following is a summary of the schools. The Center for Advanced Professional Studies (CAPS) is located in Kansas. A nationally recognized program that was started in 2007, CAPS provides students the opportunity to fast forward into their future careers and academic future. The school uses a blended learning model patterned after local industry. Curriculum in the school is based on industry, using those standard tools. The students are mentored by actual employers to address twenty-first century work place readiness skills, all while receiving industry certifications, along with high school and college credit. The programs offered are diverse and based on the current economic trends of the community. In 2007 the school opened its doors to 250 students; it currently has 800 students. The school and students have been the recipients of several awards. The model is now being replicated in nine states. Cory Mohn, of Center for Advanced Professional Studies commented: “This learning model can work in any community.” Charter schools with this particular model are in Minnesota, Arizona, Nebraska, Iowa, New York, and California. (Mohn, 2015, www.435mag.com/August-2015/Blue-Valley-CAPS-Program). Donna Deeds, Executive Director for CAPS Health, and Information Technology programs stated, “No program is alike because it serves the community it’s in” (Deeds, 2015, www.435mag.com/August-2015/Blue-Valley-CAPS-Program).

The following locations have modeled their chartered programs with a Career and Technical Education focus offering the same diversity in courses for ninth through twelfth grades. Each program has 150-200 industry and academic partners involved with the schools. Arizona CTE has partnered with Grand Canyon University and Glendale Community College for concurrent enrollment. Local hospitals provide medical partnerships and local industry partners work with IT programs. High Tech High in California, now has three chartered CTE high schools in the state; each with 550 -800 students. Perspectives TECH, opened in 2005 with 250 students, now has 500 students. One hundred percent of graduates are accepted to college. Each school has a Medical and IT focus.

Educators expressing interest in working for S7 will be highly skilled professionals whose cumulative training and experience includes: CTE, STEM, blended learning, online teaching and face-to-face instruction. **S7** educators and board members will be proactive in the education field and in particular CTE with a STEM focus. Educators and board members at **S7** must take into consideration the demands of the current economic status, the impact of economic status on graduation rates, and how educators and board members must react. **S7** provides a great way to educate the students of Utah. S7 will not plan or educate for jobs that do not exist, unless they allow and forge partnerships with private industry. The outside businesses and partnerships aligned with our communities at large will create the demand for occupations and workers. The S7 curriculum will react to that demand in order to have the prepared work force and skilled professionals for today and tomorrow.

S7 will define CTE and STEM education as well as the process of defining career and collegiate readiness by forming collaborative partnerships with school districts, and charter schools already in existence. **S7's** goal is to help improve skills and increase learning with data driven curriculum that is documented by assessment, to bring to the state of Utah improving graduations rates and graduates who are prepared for college and career workforce opportunities for today's global markets.

S7 is a 9-12 high school with industry partners and collaboration to enhance the traditional high school experience for Utah students. This is not a typical vocational center, but a unique lab, and hybrid model (a working model) of the flipped classroom incorporating online learning and teacher instruction. This model will be used to help address all learners, including our underserved populations by providing the scaffolding to address special education and at risk populations which will enable them to complete credits needed to graduate. Students will have the opportunity to complete an associate's degree in conjunction with their current high school and/or earn industry certifications in their chosen area of interest. In demand occupations in the IT Industry, Science, and Health Care fields will be our focus. **S7** is looking to serve 300 students in its inaugural year.

S7 will strive to put in place a partnership of college and industry associates that will strengthen our ability to provide CTE students with quality educational programs that prepare them to be college and/or career ready. These partnerships will help provide students with benefits like professional industry certifications, CTE concurrent enrollment, Advanced Placement credit, apprentice scholarships, internships and above average wage job placement as they graduate the program and high school simultaneously.

Alignment to national industry certifications, Common Core, or state and national standards will be of utmost importance. **S7** will accomplish the task of integration and alignment through the use of pacing guides and standards taught by innovative qualified teachers.

Parents, career counselors, and teachers will want the best for students. Families will understand the complex marketplace. Each will want to see students have the best education

and tools to enter a chosen career field. US data is indicating that over half of all college graduates are unemployed or underemployed (Weissmann, 2012, The Atlantic Magazine). The focus of **S7** is to prepare students for jobs currently in demand locally, such as Certified Nursing Assistant, Licensed Practical Nurse, Respiratory Therapist, Computer Programmer, and Computer Security/Network Architects.

S7 educators will be selected based on their ability to provide current education to S7 students. This might include the ability to post questions online and have students post answers in an open forum or to use additional technologies of today or tomorrow without the worry of more introverted students being less inclined to participate. The venue will allow for differentiating instruction for all learners. The classroom setting provides scaffolding for further discussion, and also ensures continued interaction and individualized attention for students who need it.

“Online learning proponents predict a continued influx of online learning programs in the coming years and decades... Blended programs go beyond introducing iPads or computers to the classroom, and instead focus on how this technology is going to aid the learning process” (The Center for Education Reform, 2014, Blended Learning Revolution)

The day of working in our own small world of internal publics and relying only on one budget to support and run our schools is no longer effective. Now, we must utilize every idea and involve external publics to be successful. We now have more questions to answer, and standards to meet. **S7** will address these issues! **S7 WILL MEET the Challenge!**

S7 strategically prepares students by bridging the gap of collegiate and job confusion with career-based curriculum that is built upon a rapport in industry and collegiate circles. This very relationship will help build each student’s future.

Utah’s rich data centers and renowned medical facilities will offer a unique opportunity for **S7**. Partnerships forged between business, local schools, the chamber of commerce, Prosperity 20/20, and others are more than monetary; they will become treasured endeavors while providing a rewarding education for our high school scholars. Partnerships have been discussed with numerous technology and health companies as well as local schools and higher education institutions. Upon approval of our charter, these companies and schools will sign letters of agreement and memos of understanding. Together we will train, and redefine the future for our children, the leaders of tomorrow’s workforce. We will be able to provide the opportunity to complete an associate degree, earn a high school diploma, and/or obtain industry certifications while in high school. Imagine as a high school student you will be sought after and offered a position, fellowship, internship, college scholarship and/ or stipend to work for a company before leaving high school.

S7’s collegiate and career-based course offerings along with real world experiential learning will open the gate to a brighter future and stronger economy for Utah!

Section 1: School Purpose and Goals

Purpose

Our Story- We as educators chose as our life professions to make a difference in the lives of children in education. For each one of us we have made a choice to be reactive striving to provide a quality education for all. We want to enhance education with **Summit 7**. As specified in 53A-1a-503, **S7**'s purpose is to create new professional opportunities for educators, increase choice of learning opportunities for students and establish new models of public schools and a new form of accountability for schools.

Create New Professional Opportunities: The culture at S7 will provide faculty members opportunities to enhance their professional growth and career. Faculty at **S7** will actively participate in designing and implementing the learning program at **S7**. They will be involved in creating and selecting curriculum that meets the standards and objectives required by Utah State Office of Education (USOE). These qualified professionals will bring their own abilities and techniques to provide a rigorous hybrid of teacher instruction, real-world experience, simulated labs, and online learning with an emphasis on implementing new techniques and technologies to improve student learning. Techniques that include positive behavior interventions and supports, explicit instruction, vocabulary development, increasing student opportunities to respond, and using multiple strategies to present content, including case studies, role play, cooperative learning, hands on activities, field trips, guest speakers, web-based communications, and education software all provide opportunities for individual, pair, and group work as well as distance learning, peer learning and field work. Guest speakers will present and engage with students, students and teachers will be invited to attend corporate events, and industry mentors will be on campus weekly to assist with the development of students, teachers, and curriculum to maintain current practice and initiate industry innovations as they occur. Industry input will drive the classroom practice of instruction to meet current and future industry needs in the workforce.

Increase Choice of Learning Opportunities: S7 will prepare students for today's occupations and tomorrow's professions by utilizing economic driven demands as evidenced by market criteria. S7 will offer these courses that are not currently offered at the high school level. High demand jobs will provide opportunities for students to specialize in a specific career related program of coursework such as Certified Nursing Assistant, Licensed Practical Nurse, Respiratory therapist, Orthotic technician, IT health administration, Computer Programmer, and Computer Security/Network Architects. The Department of Workforce Services indicates that Personal Care Aides, Home Health Aides, and Medical Secretaries are three of the fastest growing occupations in Utah (Utah Department of Workforce Services, 2015, Utah Job Outlook Brochure). S7 students will have an increased choice of learning opportunities. **S7** will lead the way in implementing online learning and the flipped classroom with its innovative autonomy. Innovative autonomy is a new concept where teachers have the freedom to make decisions in the normal course of an education day. Instead of direction always coming from

the top, innovative autonomy at S7 will allow for bottom up change so that educators, administrators, business partners and board members work together to influence the direction, curriculum and teaching practices of S7. However, supports will also be in place at **S7**. Students will not be on their own in the hybrid or industry endeavor, but will be provided additional supports to create an industry connection and provide rigorous preparation to higher education with the skills acquired and applied in the classroom. Supports at S7 will be organizing student desks in groups to promote learning communities, getting to know students, providing mentors, and creating a safe and welcoming classroom that reflects inclusion and diversity. Ensuring student understanding, appreciating individual differences, establishing goals, and designing a multi-faceted curriculum will help S7 educators be effective. S7 will lead the way in implementing online learning by including an agreement with an online provider of high school curriculum that has been approved by the Utah State office of Education. This could include online learning with techniques of flipped classroom and using a student's autonomy for innovative instruction. S7's innovative curriculum will engage students in the NOW factor, preparing them for technology, science and health care careers that might not even exist yet. For example, the skills taught in our courses will provide the foundation for futuristic thinking in software development, computer architecture and cybersecurity as well as healthcare technologists who may be needed to educate medical personnel and maintain computerized medical equipment such as iPads being used for diagnostic testing and acquiring objective data on patients such as vital signs.

New Form of Accountability: S7 is committed to an innovative, strong assessment program so that both instructional design decisions and student-level decisions are made based on accurate and reliable data. A core practice of our assessment program will be using multiple sources of data to improve student achievement. One of our board members is involved with USOE and the local district in creating SLOs for non-tested subjects. This experience will help us use a variety of assessment techniques, including formative and summative assessments developed as part of our classes or developed by industry, state-mandated tests, outside privately available tests, evaluations of student portfolios, and student participation data in our effort to accurately monitor the progress of each student. These tools may include industry assessments (such as Comptia Net+) and certifications (such as Microsoft's MTA exams), collegiate exams (such as AP and/or Concurrent finals) and objectives, Utah state skills exams and adherence to state standards and objectives (such as Utah Nursing Assistant Registry or UNAR monitored courses) as well as innovative tools discovered and implemented by qualified professionals in both industry and education. Formative and summative assessments administered at regular, appropriate intervals, will help inform and drive development of the individual instructional plans to meet the needs of students and provide remediation where needed. Because many of S7's course offerings are not currently being offered to high school students, accountability tools will be developed and adopted as industry partners and teachers work together to ensure student progress. We will have an online student system that will allow students and parents to view academic progress in real-time. In our system, each student

will have their own academic goals, a comprehensive career plan and testing which will determine how to further tailor each student's plan to make sure they are on track for academic success.

Mission

The mission of **Summit 7 (S7)** is to provide all students an opportunity to climb from the foothills of ordinary education through innovative undergraduate and professional programs that engage students during their ascension to Seven Summits: creating and producing salubrious, sophisticated, steady, spirited, strong, synergistic, sage students who enjoy tangible learning that will prepare the leaders of tomorrow's global workforce for modern careers and contemporary collegiate experiences as well as professions that may not currently exist in Technology, Health Care and Science.

- Salubrious: healthy academic rigor
- Sophisticated: advanced instruction
- Steady: balanced collaboration between students, parents, teachers, industry partners
- Spirited: enthusiastic learners
- Strong: powerful data driven evaluations
- Synergistic: together we are great
- Sage: wise character development

Vision

S7 will foster a community of rich academic rigor, rewarding experience and citizenship as evident through its school-wide culture, school activities, and civic-based community involvement. Our vision is to create a school that will in five years provide a critical and reliable alternative to mainstream education with an advisory council that works with industry and other agencies to continuously improve learning opportunities for our students. Furthermore, the majority of the school's student population will read at grade level, deploy academic language proficiently, and demonstrate developmentally proficient skills in writing and mathematics. S7 will be an established training ground known and respected by local employers in the community. Students at this institution will have been provided with a rewarding experience as evidenced by their certification achievements, academic achievements and job placements. S7 will provide academically rigorous offering for grades 9-12 as we partner with local area colleges to offer concurrent enrollment courses. As our students gain both a high school diploma, certificates recognized by industry and associate degrees they will move competitively to the forefront of Utah's job market.

Educational Foundation

The Educational Foundation for S7 is a triangular partnership between a school, a higher education institution, and local industry. The first CTE partnership in Brooklyn, NY, on September, 2011, was a collaboration between IBM, the New York City Department of Education, The City University of New York (CUNY), and New York City College of Technology (City Tech). Currently, more than 70 companies serve as industry partners, along with a mentoring program for the 40 CTE schools under way. Each partner contributes its expertise and resources to ensure that students graduate from high school, college and career ready. Schools learning labs are patterned after the programs in that particular industry, with similar work conditions. Industry partners help replicate the experience and culture of the school. High level decision makers from each partner are part of an Advisory or Steering Committee that meets on a monthly basis. The purpose of the meeting is to guide decisions for the school. Initial steering committee meetings focus all partners on how to realize the school's mission, and determine partner roles. As the school develops, employers and educators typically make decisions together, in alignment with the board.

As outlined below, our educational foundation will meet and employ new and creative methods in which to meet the unique learning styles and needs of S7 students:

- **Data-Driven Instruction:** a system designed around accountability, rigor, re-teaching, and planning. The data-driven model, S7 will implement, is based on industry testing results such as UNAR pass rates and CompTia Network + exam. Students are assessed, data analysis occurs, action is taken to enhance teaching and increase student learning.
- **Industry-driven curriculum:** Curriculum will include formative and summative assessments, both of which will provide feedback to all teachers, allowing them to constantly adapt instructional practices to better meet the needs of individual students. Formative assessments will be based on informal strategies such as choral response and individual student performance checks to more quantitative assessments that can be tracked and recorded on a daily or weekly basis. Summative assessments will provide teachers a reference tool with which to evaluate both student performance, through demonstration of mastery, and their own performance based on student demonstration of concept mastery.
- **Scaffolding Instruction:** Scaffolding is a proven research based method of teaching that is highly recommended. Each lesson will be designed around the concept that all learning objectives will be taught. Scaffolding instruction enables students to repeatedly practice new concepts in order to transfer new knowledge from working memory to long-term memory, thus moving students toward performance levels of mastery. Specifically, teachers can achieve this by only spending 10% of each lesson on new skills, and the remaining 90% of instructional time is to be spent on practicing skills previously taught in earlier lessons.

Governing Board

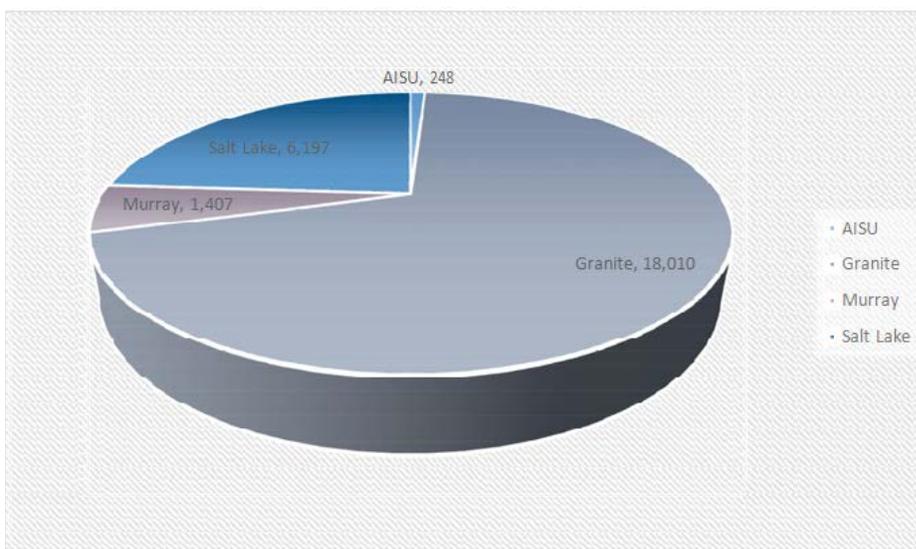
The Governing Board will meet monthly in addition to a yearly board conference. Our May meeting will also serve as our annual meeting for the purposes of board elections. Our meetings in February and August will be accountability meetings. At our accountability meetings, we will review data submitted by the school director and business manager that shows how well we are meeting mission goals. The following sources of data will be collected by the school director for review: Parent surveys, student surveys, student progress on testing, observations from academic coaches and/or teacher/mentors, student attendance and re-enrollment data, student test scores on state tests, and financial records. Governing Board will evaluate whether we are meeting the vision, mission, and educational philosophy set forth in this charter agreement. All meetings will adhere to open public standards.

Section 2: Market Analysis

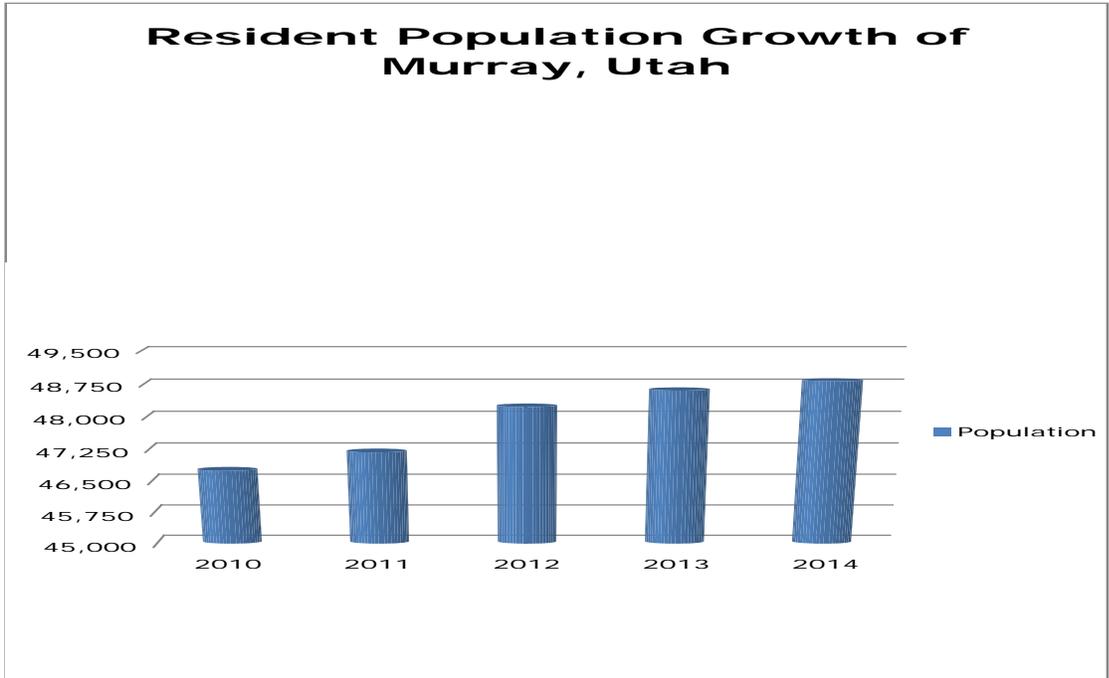
Education Landscape

S7 will be located in the Murray City area, which is in the Murray School District. It is a viable location for **S7** because Murray School District currently has no CTE School in its boundaries. According to the 2012 census, Murray has approximately 48,822 residents with steady population growth per the US Census Bureau (see chart below). Murray's student enrollment is also growing (see chart below). Murray is close to Salt Lake City, West Valley City, Sandy and West Jordan, Utah. Murray is home to the Intermountain Medical Center, a huge medical campus that is also Murray's largest employer.

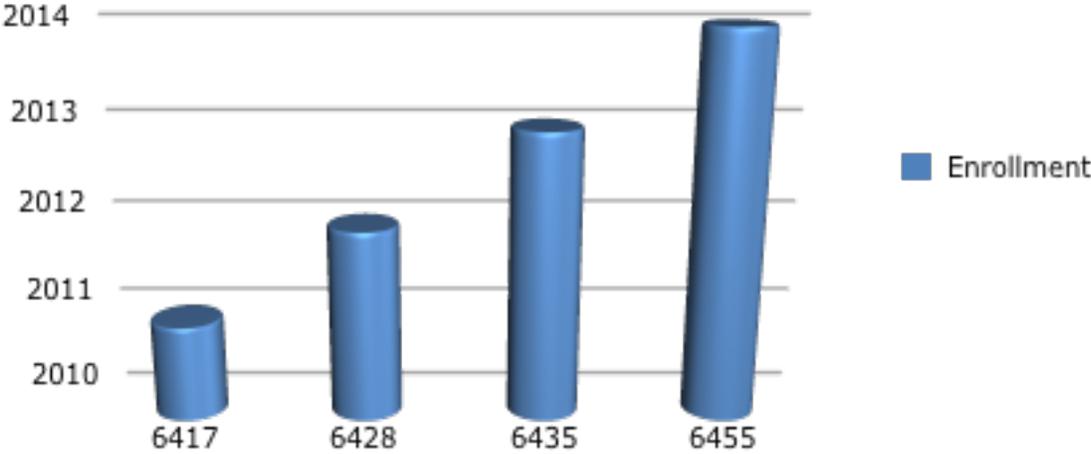
High School Enrollment 2014-2015



<http://schools.utah.gov/data/Superintendents-Annual-Report/2015/EnrollmentGrade.aspx>



Enrollment

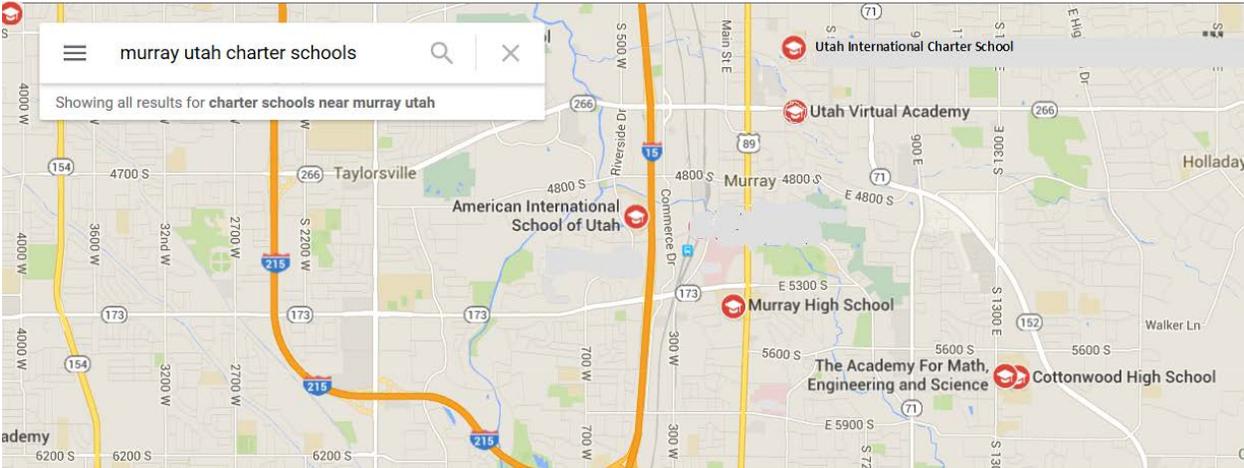


<https://datagateway.schools.utah.gov/Schools/40704>

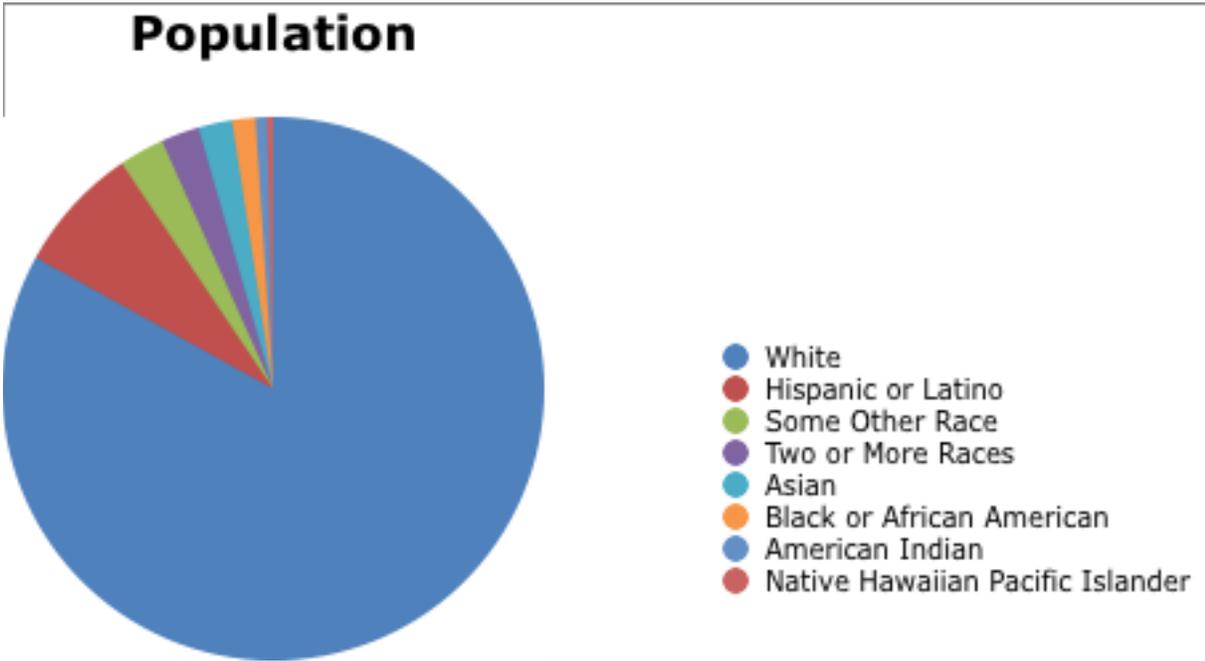
Target Location

One of S7’s primary marketing assets is the central location for several districts. Our objective is to have a student population that is representative of Murray City District in terms of socio-economics, culture and ethnicity, academic performance, and special needs. Although students might access a CTE center through the Wasatch Consortium, the lack of this type of center in the city should afford both charter and public school students along the Wasatch Front an opportunity to truly excel with S7!

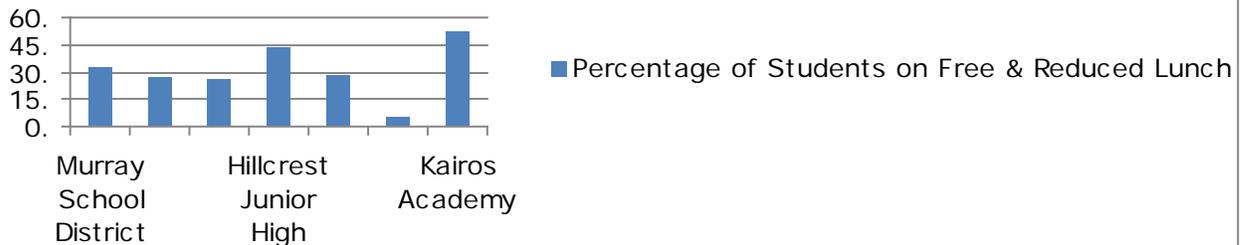
S7 is looking to locate in the vicinity of Intermountain Health Care, in Murray, Utah. The school would draw primarily from Murray School District. The Murray City School District has ten schools: seven elementary schools, two middle schools, (Riverview and Hillcrest), and one senior high school (Murray). Within a five-mile radius of our preferred location the following charter schools include: American International School of Utah (0.6), Utah Virtual Academy (1), Utah International Charter School (2.2) AMES (2.3). See map below. Collectively, these schools serve about 10,000 students. As this is a high growth area, the number of students is projected to increase significantly in the coming decades, along with a corresponding need for new schools.



Demographics of Students



Percentage of Students on Free & Reduced Lunch



Trends specific to school selection

Steven Webb, Superintendent of Vancouver Public Schools in Washington State states, “Preparing our children for the high expectations of college and the future workforce requires us to completely re-imagine high school. The old model is not going to cut it anymore. Through a competency-based approach to learning, students will graduate high school with a mastery of core subjects, deep experience solving real-world problems, and ready to succeed throughout life.” This current trend in education will help **S7** be successful. **S7** is a competency-based education institution. Students will be able to take industry certifications to demonstrate their competency in a particular subject. **S7** will use a CTE model of project-based, experiential education promoting internships and competency-based instruction demonstrated by industry certifications, skill exam rates and industry partnerships to prepare students for real-world professions and future collegiate experiences.

For example, **S7** will mimic Brooklyn’s Scope and Sequence of high school, college, and workplace learning classes, where an Industry partner first provides the minimum requirements for entry-level IT jobs and then works with high school and college faculty to map those skills into the curriculum. There is also space and trust for partners to lead from their area of expertise. For example, businesses will take ownership over career readiness and then look to educators to determine which curriculum to use. Principals at individual campuses will invite outside partners to build the advisory network of support to make the school and students successful.

“Each student moves through a personalized academic pathway where progression is based on a student’s individual needs and performance and is closely monitored by teachers and advisors. At the same time, students participate in a sequenced workplace learning curriculum that is informed by current and future industry standards. The program is enriched with mentors, project-based learning activities, guest speakers, workplace visits, internships, and apprenticeships to ensure students graduate career-ready” (Aspen Institute, 2015).

Justification

The CAPS model that we are using is a 9-12 model. Parents in Utah are demanding a choice. Our school is about choice. We will provide both students and their families a new and flexible choice in learning in a safe and pleasant environment. Summit 7 will have IT, cyber security, respiratory therapy, orthotics technician, Certified Nursing to LPN program, and Information health admin. All of these courses will be offered while taking your core content that will be integrated into the entire curriculum allowing students to see how curriculum across the content can enhance and prepare them for the collegiate academia world. S7's emphasis on mastery-learning will help our educationally disadvantaged students compete on par with their peers.

We will conduct outreach efforts to educate potential families about the school and its opportunities in a broad and inclusive manner. Any student choosing to come to S7 will be provided with the educational opportunities needed to succeed. Students will make active choices of what and when to learn with guidance from teacher/mentors.

Our program is different from traditional public schools in the following areas:

- Curriculum –We offer computer-based mastery learning delivered at each student's individual pace. We are planning to use something like Canvas. It is structured, yet flexible. Students will have a clear understanding of what they need to do to complete the different subject levels with as much time and guidance as they need to master each subject.
- Parental involvement –Parents will be highly encouraged to actively participate in their children's education. Students with parents who are unable or unwilling to participate will not be penalized and instead be provided with the individual guidance from academic coaches needed to mitigate the disadvantages created by low parental involvement. Canvas-like tools will allow for more parental involvement via technology. The secure venue in Canvas provides a social media type venue in a protected environment.
- Accessibility –Our flexible curriculum is inherently more accessible than traditional curriculum because students will be presented with content at their own speed and level, rather than the pace of the class.
- Student Leadership and Mentoring Program –Industry partners will be invited to each classroom to help students understand the relevance in making core academia applicable to real-world jobs and higher order thinking skills.

Characteristics

There is a documented and sizable skills gap in America. Many young adults do not have the skills needed to enter and succeed in growth sectors of the economy. This is true both for those with a high school diploma, and for those with some college education. There are 28 million middle skill jobs — those that require an associate degree or similar technical training — currently vacant in the U.S. By 2018, an additional 14 million jobs requiring middle skills will be created. The highest paid of those jobs will be in science, technology, engineering, and mathematics (STEM) fields. (PTECH.org, 2015) In Murray, the population understands this need.

According to City-Data.com, Murray boasts a 92.6% high school or higher graduation rate. In 2011, study author Dr. Anthony P. Carnevale, director of the Georgetown University Center on Education and the Workforce, raised this warning: "Of the 1.6 million projected Utah jobs in 2018, only about one-fourth will be available to high school graduates. A quarter will go to those with some postsecondary training or college." The bulk of the jobs, the study showed, will be reserved for those who achieve associate, bachelors or graduate degrees.

Rationale

S7 will provide English Learners with a needed opportunity to enrich their lives with a greater understanding of all academic subjects through a mastery of the Utah Core Standards with an emphasis on IT and Health Science. S7 will address the needs of these students by providing them with ability-based Math, Reading, and English language arts classes and the chance to thrive in a culture of academic rigor. This means that it would not be uncommon for students to have homework each and every night. Parents who want their children to hold themselves to a higher standard of achievement will appreciate the school's focus on rigor and academic success. S7's instructional methodologies and commitment to academic rigor make it a unique and inviting choice for our targeted population.

Section 3: Student Population

Population

S7 specifically targets students, grades 9-12, in the greater Wasatch Front area, who are interested in achieving success in health care, technology and science. Canyons School District enrollment data reveals that approximately 5,000 juniors and seniors attend Canyons School District high schools. Currently about 900 juniors and seniors have applied for enrollment in the CTE programs of their technical high school. This is around 22% of the population. If we extrapolate this data to Murray School District boundaries, we have about 6455 students currently enrolled in Murray School District. **S7** would need to recruit less than 5% of these students to meet their first year goal of 300 students

Clear Understanding

We propose an initial enrollment of 300 students, in year two 325, and in year three 350 students. The school will mirror the diversity of Murray school district. The surrounding neighborhoods encompass families of influential backgrounds, English language learners, and a vast array of socioeconomic status. S7 will embrace diversity in a warm, safe, and engaging environment one of collaboration, learning, and community. Our comprehensive guidance & career center will address various needs the students and families may have. Our program offers great benefits: 1) one on one advising, 2) mentoring by a business partner in industry and 3) collaboration with teacher instruction in the setting of current jobs and trends. Students are prepared to meet the demands of current academic and skilled industry standards. Students cannot be job ready unless they have the skills that the market demands. S7 will bridge that gap by helping students be successful in the now moment.

Meet Needs of Target Population

As specified under 53A-1a-501.9, **S7** recognizes and believes the educational program offered will attract a diverse student population. S7 is prepared to meet the needs of each student through authentic learning experiences, such as internships and externships, a rigorous hybrid of teacher instruction by qualified instructors, real-world experience, simulated labs aligned to specific industry, and flexible online learning with an emphasis on implementing new techniques and technologies to improve student learning and to help each student succeed with preparations to become the leaders of tomorrow's global workforce for modern careers and contemporary collegiate experiences as well as careers that may not currently exist in Technology, Health Care and Science. The founding members will look at the enrolled population to determine more specific goals after the first year.

Meeting the Needs of All Learners

At S7 we share a vision for all students to learn 21st century knowledge and skills to become lifelong learners, and productive community members. S7 will comply with all requirements associated with populations, in alignment with McKinney Vento, including English language learners (EL), students requiring Individual Education Plans (IEP), 504 modifications, students with disabilities, and gifted and talented learners.

S7 will address the achievement gap by measuring the extent of the problem on an individual basis, and then place students in accelerated based classes that are designed to provide each individual student with their specific needs in reading, writing, and mathematics. Accelerated classes, in this case, refers to the need to meet individual needs and accelerate specific learning, in most cases, to bring the student to grade level proficiency. Each student's needs will be determined through a series of pre-tests that will be used in the placement of students in their Math, Reading, and Writing classes. We are committed to following research based strategies and methods and believe strongly in the leveled groups to close the achievement gap. Our goal will be to make the ability based method work for all students. English Learners are a primary target of our potential demographic and we plan to offer these students an opportunity to reach academic success. S7 will follow all state and federal EL requirements and assessments.

S7 will employ the use of data-driven instruction (described in detail in several other sections). When a student is enrolled in S7, they will undergo a variety of assessments in order for them to be placed into their ability-based Math, Reading, and English Language classes. These assessments will help find students within our school population and will serve as an initial screen for students with disabilities who, if referred for an evaluation, will then undergo even more in-depth examination, testing, planning, goal setting and placement strategies with the special education coordinator, parents, and teachers in order to provide the students with IEP. S7 is devoted to serving all students regardless of ability. This is particularly true when it comes to serving students with disabilities. The school will adhere to all state and federal laws and regulations regarding special education including, but not limited to, IDEA, ADA, and section 504 of the Rehabilitation Act of 1973. Students with disabilities will be identified by:

- Parents who ask for a special education screening

- Teachers who may ask the guidance counselor for a screening (with permission from parents), and the guidance counselors will facilitate the request with the special education coordinator.
- Pre-testing that may result in a parent approved special education screening
- Students who have already been identified as needing special education from previous institutions.

Students with disabilities will be assigned to work with the guidance counselor. The guidance counselor will ensure that the student is being provided with all the required accommodations, as outlined by the special education coordinator, pertaining to the individual student’s IEP. This may include being fully integrated into a regular education classroom with preferential seating, extended time to complete homework, use of a calculator etc., or it may include more intensive accommodations depending on the individual needs of the students.

Identification of English Learners Students, who speak a language other than English at home, will be assessed with the same assessment the state of Utah uses to identify English Learners (EL) students. A Home Language Survey will be part of our registration packet, along with several assessments we use in order to determine the exact level of language class offered to individual students. There will be several class offerings specifically designed to serve EL students through explicit instruction of academic English. We have a commitment to serving homeless students. Any reasonable accommodations for homeless students will be made. S7 acknowledges the application of section 504 of the Rehabilitation Act of 1973 and is committed to ensuring compliance with the provisions contained in the Act.

Each student will be provided with the necessary instruction and support in order to pass the state competency exams in their specific CTE pathway. Many of these exams do not make accommodations for these students which means that S7 will be particularly vigilant to make sure each and every student receives the support they need in order to earn their certifications, in addition to earning their high school diploma. This process will also assist students in their path to college and career readiness because they will be taught the skills necessary to ask for help, receive instruction, and be able to work in any environment.

Outreach and Recruitment

The marketing strategies for S7 will take various forms. The vast majority of our marketing strategies will focus on attracting Murray City residents as well as students interested in IT and Health careers. Examples of strategies we may implement include:

- Open houses –The administration, when hired, and/or the Governing Board will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of S7 and a detailed explanation of the school’s mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Open houses will be advertised through our online marketing and print campaign.
- Website –Upon approval from the state charter school board, S7 will launch a comprehensive website aimed at educating the public about the functions of S7, the curriculum and methods of our school, and information about our lottery enrollment process. The site will also include a

detailed frequently asked questions page, contact information, and all information required by Utah rule and/or law.

- Social media –This will mostly involve creating a content rich social media campaign designed around reaching and engaging our targeted student demographics.
- Media outreach –We may write press releases and send them to any print, television, and radio media sources.
- Outdoor advertising –We may utilize various forms of outdoor advertising; billboards along the major routes in the area and yard signs. We may also launch an old-fashioned grassroots campaign by knocking on doors and delivering flyers.
- Direct mail –We may send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- Community involvement–We will make connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. We are committed to implementing a robust marketing plan to inform the community of the opportunities available at S7.

Lottery and Enrollment

S7's goal is to serve all students. All of the students at S7 will be enrolled according to federal and state laws and regulations using a randomized electronic lottery program. S7's Lottery Policy will be one that is conducted in a way that will be consistent, transparent, and legal. S7 will follow all of the laws that are related to the lottery and enrollment of students in the school (Utah Code 53A-1a-506 and R277-472-5).

Section 4: Program of Instruction

Curriculum

S7 is using the CAPS schools as a model along with other Technical and Health programs. CAPS is a nationally recognized, innovative high school program, located in Kansas. Students fast forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow.

While each institution has different admission standards, showing the ability to complete real-world interdisciplinary projects is proving to differentiate CAPS students on college, university, and scholarship applications. CAPS first began in 2007 as a satellite program for about 150 students in the Kansas City Blue Valley School District, the students were sent to businesses around the area to learn about the workforce. Today, CAPS is housed in a sprawling building in Overland Park, with more than 800 students and classes that continue to evolve. CAPS has also won the national Edison award for CTE and Industry. By partnering with local businesses and

mentors, CAPS is able to identify the demand in industries and adapt its course offerings accordingly.

- School intends to use curricula that have already been developed. *Use evaluation criteria A.*
- School intends to develop core curricula following approval. *Use evaluation criteria B.*

S7 will use both curriculum that has already been developed as well as curriculum developed by our own faculty. An example of developed curriculum is the Cisco Networking Academy that provides IT curriculum. Our curriculum will be chosen from a wide range of resources that are responsive and engage students in active experiential learning and making meaning of the Content Core Standards and National Science and Health Industry Standards. The goal of the S7 curriculum is to meet and exceed our mission objectives, to provide a rigorous and relevant education, and to cultivate a global perspective of leadership. The curriculum will also integrate strategies, as outlined in the Educational Foundation section, to increase student’s academic exposure across the content, increasing acquisition preparing them for college and careers. Research also indicates that cultural responsive curriculum “improves student achievement, according to a variety of indicators, across ethnic groups, grade levels, and subject or skill areas. The multiple achievement effects include higher scores on standardized tests, high grade point averages, improved student self-concepts and self- confidence, and greater varieties and levels of student engagement with subject matter” (Gay, 2000, p. 46). Research supporting integrated curriculum is also extensive. Instructional teams, or PLCs, will be required to meet periodically at lunch or preferably during their common preparation period, to plan and discuss pacing, student content understanding taken from summative and formative assessments, student’s academic success, and to have the opportunity to collaborate and seek solutions regarding individual student needs. They will also have time to plan their interdisciplinary curriculum, which is supported by abundant research demonstrating its effectiveness. The teachers will meet with their departments and colleagues, in order to create their common formative and summative assessments. Subject matter teams will be trained to analyze the results from their common assessments and develop strategies to address the weaknesses within their individual instruction. Our goal is for the **S7** instructional and advisory teams to become high functioning professional learning communities, which include the following elements (Crow & Matthews, 2010, pp. 47-48): A “common mission, vision, values and goals that are focused on student learning,” “Teaming that is collaborative,” “Decision making based on data and research,” “Use of continuous assessment to improve learning,” “Academic success for all students with systems of prevention and intervention,” “Professional development that is teacher driven and embedded in daily work,” and “Participative leadership that focuses on teaching and learning.”

A heavy emphasis on instructional leadership, along with a focus on the social aspects of learning—such as a recognition of factors outside of the classroom that impact students’ education—are among the major changes included in the revised school leaders’ standards released on Monday, September 15, 2014 (Education Week). The standards, known as the Interstate School Leaders Licensure Consortium Standards—or ISLLC—describe what school leaders (principals, assistant principals, superintendents, and other district heads) should know and demonstrate in order to prepare students for college and the workforce.

The primary goal of these standards is to “articulate what effective leadership looks like in a transformed public education system,” according to the draft released for public comment on Monday. “The standards envision public schools that empower every learner to take ownership of his or her learning, that emphasize the learning of content and application of knowledge and skill to real-world problems, that value the differences each learner brings to the learning experience, and that leverage rapidly changing learning environments to maximize learning.”

As a leader, Leslie McCourt-Nussman believes that communication with staff, students, parents, and both external and internal publics should take place daily, weekly, monthly. We plan to utilize email, text messaging, newsletters, and the website to keep our school abreast of what is taking place at **S7**. Involving the advisory council will include the chamber of commerce and other key leaders in the community. Together we can ensure our students have success.

In order to successfully implement **S7** curriculum, the faculty will need to be trained in the use of real-world interdisciplinary projects and professional cultures. Advisory Councils will be active and meet with internal members, such as: teachers, student reps from program areas, administrators, board representatives, and our external publics. This is to ensure that curriculum is meeting the needs of students. Participation in job shadowing, practicums, and internships will help to ensure that **S7** students transition into the work force and higher education. In order to have a safe environment, the school will follow a discipline matrix. The Board will determine the components of the discipline matrix.

A founding board member researched and called CAPS to determine the methods used in the school. **S7** plans to replicate the way CAPS is set up, but we do not plan to replicate all of the coursework. We are adapting the plan to fit Utah’s needs and population.

An example of a course would be:

COMPUTER SYSTEMS

By successfully completing the course sequence, students will be able to build a career in desktop and security infrastructure, as well as private cloud computing and network administration. This program includes the opportunity to earn 5 industry certifications.

PROGRAM DESCRIPTION: This course will provide new opportunities for student professionals in the modern world of computers and networks. Learn how to troubleshoot and repair various hardware, software, and configuration problems. Learn how to install basic computer components as well as to install and configure software ranging from operation systems to applications. Learn how to design, install and troubleshoot Local Area Networks (LAN) and Wide Area Networks (WAN). Learn to support computer systems and networks in a business environment, get real work experience in the computer repair shop, find exciting new career, develop problem solving skills, learn to work in teams, build the future.

COURSE DESCRIPTIONS:

Computer Repair & Maintenance: Enhance technological and troubleshooting skills by building, maintaining and repairing the personal computer. Combine targeted computer repair training with industry expertise and certifications.

Microsoft Certified Professional: Passing the first Microsoft Certification exam allows students to join a community of millions of certified Microsoft professionals. Students will be on the IT path to complete goals, develop passion and increase market demand.

MTA Networking Fundamentals: Microsoft Technology Associate (MTA) is a recommended entry point into IT certification, career preparation, and academic curriculum training for college. This course covers the essentials that a network engineer must know to survive and excel in the rapidly growing industry.

MTA Security Fundamentals: Microsoft Technology Associate (MTA) is a recommended entry point into IT certification, career preparation, and academic curriculum training for college. This course covers core security technologies, including installing, troubleshooting, and monitoring devices to maintain data and device integrity and confidentiality.

High School Credit: CTE Credit or Elective Credit: total 4 credits

Industry Certifications: A+, Network+, CCNA, MTA, IC3, Security+

Concurrent Credit: (Pending) Student is responsible to register and pay for concurrent enrollment classes at SLCC.

Career Possibilities:

PC Help Desk Technician Network Operations Manager

Network Engineer Network Administrator

Systems Operator Data Center Technician

Cyber Security Specialist Information Security Analyst

System Administrator Security Officer

Rationale for the Career Education Program

The design of the S7 model is replicated in various schools that have been successful across the country, the CAPS program in particular. CTE schools in several states are providing real-world experiences, successfully, through a variety of models and educational structures. These include courses and pathways offered through secondary schools and county offices of education, as well as various integrated and academic programs, including career academies offered through Chartered schools, Partnership Academies, Specialized Secondary Programs and Regional Occupation Centers. S7 will primarily base its model on the CAPS program from Kansas.

Young people understand the need to prepare for the workplace by acquiring skills and education, yet a high percentage of them do not complete a college degree. Incompetent academic curriculum and a lack of administrative leadership are among the causes of low college completion rates. A report on youth education and employment states: "many educators and industry leaders believe the high dropout rates in high school and college are driven by a lack of a "clear, transparent connection between their program of study and tangible opportunities in the labor market" (Harvard Graduate School of Education, 2014, Pathways to Prosperity).

Stakeholders both in education and industry are responding with new innovative approaches to providing these opportunities. S7 provides and addresses postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the

professional world. In particular, the model utilizes a mentor/mentee leadership component that engages students early and helps them to experience the world of work. S7 recognizes that students need early and engaging experiences in the world of work, to make the academic work in high school and college meaningful and to fully prepare them with the workplace skills required by employers through experiential education, cooperative education, internships, apprenticeships, and job shadowing. Opportunities to take challenging, relevant courses, and to gain exposure to the workplace, can be powerful motivators for students. There is a positive rapport with members of CAPS and our board. The CAPS program is intended to be adapted to local needs. Donna Deeds, Executive Director for CAPS Health, and Information Technology programs stated: “no program is alike because it serves the community it’s in.” The following locations have modeled their chartered programs with a Career and Technical Education focus offering the same diversity in courses for nine through twelfth grades. Each program has 150-200 industry and academic partners involved with the schools. MET is a chartered CTE program located in Arizona. They partner with Grand Canyon University and Glendale Community College for concurrent enrollment, local hospitals for medical training and industry partners for IT. High Tech High in California, now has three chartered CTE high schools in the state each with 550 -800 students. Perspectives TECH, opened in 2005 with 250 students, now has 500 students. One hundred percent of graduates are accepted to college. Each school has a Medical and IT focus” (Deeds, 2015, www.435mag.com/August-2015/Blue-Valley-CAPS-Program). Governor Herbert states in his Education Plan, “While I applaud the great progress that has been made, for a state where families value education, having one in every five students fail to graduate is simply not acceptable. We need to do everything we can in the next decade to move from middle of the pack to the Top 10 when it comes to high school graduation rates. This is something we can do and this is something we will do” (www.ut.gov/governor/docs/education/PACE2013booklet.pdf).

Online Education

Several industry certification curriculum programs are offered by industry leaders themselves. It would be imprudent to dismiss these curriculums altogether. S7 will use Cisco’s NetAcad curriculum for the IT Programs. S7 will also rely on the expertise of its faculty to determine rigorous curriculums that can be delivered online. Properly licensed and endorsed teachers will still provide the primary instruction to students, using pre-assessments, formative assessments, and post-assessments, to measure student competency and student progress. Teachers will enter grades into an online grade book for student and parent examination. Teachers will provide assistance to students by communicating with them in person, emailing, texting and providing scaffolding such as, advance organizers, checklists, and collaborative grouping. To ensure the authenticity of student work, and adequate proctoring of assessments, S7 will have a testing center. The center will be monitored by instructional faculty and staff. Ethical proctoring training will be provided to the staff before the school year starts and during the year. Teachers and students will sign up for particular days and times in which the tests will be proctored via computers in the testing lab. Teachers will receive immediate feedback along with the students on the level attained on the test.

The campus will be designed to facilitate and engage a more technology-based learning. The

site will have great connectivity providing all the bandwidth a school requires, but offering a more technology-based, student-centered approach is about much more than bandwidth. Other unique aspects envisioned for this site include the following:

- Students will spend less of their time in a traditional desk and classroom setting, requiring more variety in work spaces, including open areas where students can collaborate in small groups of 4-5 students and work independently in designated learning labs named for the S7's current industry teaming concepts.
- S7's central location would facilitate it serving as THE Career and Technical Center for students throughout the Salt Lake Valley, and as a catalyst for CTE efforts in the area.

Based on current trend lines, it is projected that by 2019 more than fifty percent of high school credits will be awarded through concurrent and online classes. Students will be able to have more support and relearn lessons taught in the school day by utilizing the online component. Online learning is used to enhance the experiential learning of S7. Students may utilize programs and software to prepare for state skills testing. Students may also complete online learning modules for enhanced college curricula, such as online lab simulation.

College and University Affiliation

S7 intends to participate with Salt Lake Community College and Weber State University for concurrent enrollment. Students may also choose to attend Stevens Henager College where all credits will be applicable to one or more programs. Agreements will in place with these schools, upon approval of S7. A member of the board has met with each college. Upon approval, S7 will seek first rights of refusal, MOU, and any other concurrent enrollment documentation necessary. Meetings have been held, courses discussed, collaborative efforts agreed upon and professional relationships already established. (Salt Lake Community College and Weber State University will offer concurrent credit. Our memo of understanding with Stevens Henager is for program applicable credit.)

Section 5: Performance Measures

The core academic approach to expand student performance will integrate a variety of instructional and learning strategies, as well as structural flexibility. It is not one discrete or narrowly defined program. However, there are four essential elements: a) hybrid or online/flex school model; b) data driven instruction; c) a sophisticated user-friendly, industry-driven curriculum development and delivery platform embraced by industry and colleges; and d) rigorous, systematic, technology-facilitated peer tutoring and scaffolding plan that is integrated into the overall learning program. We believe that the effective integration of these elements will produce superior learning outcomes across the content areas. Technology will be used to enhance the quality of teacher-mediated activities, resulting in an increase in highly engaging active learning activities such as learning made applicable with: field work, internships, externships, and practicums. S7 is a model for innovative undergraduate and professional programs that engages students during their ascension to new heights with curriculum guided and expounded upon by master teachers.

<i>Indicator – Upholding mission and purpose</i>		
Measure	School Goal	Metric
Academic Success	65 % or more of students will demonstrate increased proficiency in the course goals and objectives as indicated by pre-assessment, formative assessment and post-assessment test scores and/or performance rubrics.	USOE Testing/Sage Testing/Industry Testing
State Skill Test or Industry Certification	65% or more of our students will demonstrate proficiency in a Utah State Skills Exam, or Industry Certification.	Utah State Skills Exams or Industry Certification
Positive learning environment	85% parent satisfaction within 2 years.	Parent and student Surveys
Proficiency in Utah Core Standards	USOE Testing/Sage Testing	80% proficient in grades 9-12 within five years of school opening
Students are involved and have a sense of identity.	>65% of our eligible students will re-enroll at S7 .	>65% of our eligible students will re-enroll at S7 .

Students at **S7** will be held to high standards of learning. Rigorous college courses, such as Networking and Medical Terminology along with industry inspired certification courses will be taught. Educational performance will be measured and reported through the SLO measurement system implemented by USOE. One of our founding board members participated at both the state and local levels to create these documents and is well versed in these new measurement tools. Teachers can track the progress of individual students, subgroups, and the class as a whole to ascertain the assertion of scaffolding techniques. The online grading system, Canvas, will allow queries of school wide data to extract valid and reliable measures of whole school performance. The data in turn will drive teacher

instruction to students. Teachers will receive training in how best to re-evaluate lessons and instruction to improve student success and meet common core standards. Administrative and Board goals for the school will be created and implemented according to the data and community needs. Administration will use assessment data and traditional teacher observations to provide adequate staff development during the school year and during summer months to improve academic outcomes.

Section 6: Governance

S7's Governing Board recognizes the importance of planning, setting long term and short term goals. Evaluation and re-evaluation is ideal for the success of any business. This Board will work in conjunction with the School Administration to develop a strategic plan, listing goals to achieve the schools mission and vision. The strategic plan will be revisited at least once every three years. The board will have the task of reviewing the plan and evaluating the progress three times per year. The board will receive reports from Administration whereby information and data will be used to determine the direction needed for the school. Upon approval roles and duties of the board, administrative, and office staff will be determined.

The organizational structure and governing body of S7 is designed to promote and achieve the mission, purposes and goals of the school. The Governing Board and the School Administration are responsible for implementing and managing the school and its supporting functions. The school's Governing Board will go through two phases. First, during the startup phase the board will develop the conceptual framework of the school and will be responsible for drafting and submitting the charter school application, and will oversee the implementation and set up of the school. Second, when the school begins operation, the board will transition to the governance phase, during which the board oversees the school's operations and growth.

Our initial Founding Board is composed of a highly motivated and educated group of educators, parents, and business people who reside within or near the community in which the school will be located. Among us we have five bachelor's degrees and three master's degrees. We are deeply aware of the level of responsibility we would hold to operate this school and respect the trust the state would place in us as public servants. Full background information sheets and background-check affidavits for each Board Member are included in Appendix A.

Members

Leslie McCourt-Nussman, I am committed to Summit 7, and the success of the school. I have a diverse background. I am fully licensed in Virginia and Utah for Career and Technical Education/ Administration K-12, and higher education. I am passionate about learning. I have been in education for 20 years. I have taught pre-school, middle school, high school, and higher ed. -- specifically in child development, high risk youth and Career & Technical Education. I have held positions as CTE specialist, teacher, special education coordinator, and department chair. I have written curriculum, aligned state standards, planned conferences, RFP's, administrative team experience- as a CTE specialist and coordinator, budgets for the district and schools. Advisory council president, PTA and PTO administration, grant writing, non-profit director, and executive

board member, staff development, student discipline, website maintenance and creation, I am a multi-faceted, dynamic, efficient & reliable administrative professional with 10 years of experience supporting executives, state and local school districts and managers to improve internal operations. I have a diversified, creative skill set covering administrative support, client relations, writing, human resources and recruiting, account management and project management. I am familiar with PLC's, Standards, Curriculum, Student & Teacher Mentoring & Coaching and Teacher Data Analysis. I possess excellent inter-personal, phone and digital communication skills. My creative vision for the future is to help students, families and school districts achieve their potential.

Not-for-Profit History:

I worked with a non-profit, Presidential Point of Light winning organization called Sidelines of Virginia and West Virginia for 6 years. My specific position was Director. I was responsible for the case management and supervision of the at-risk mothers and their mentors within our program. My areas of expertise within this program involved communication, collaboration, and organization as I worked with the government, FDA, CDC, Department of social services, community block grants, local hospitals, schools, parents, children, and mentors to create positive outcomes for families and newborn babies. I trained 400 plus volunteers, wrote grants, and lobbied for legislation. I spoke and sat on advisory boards. Budget and county duties for the city also were included.

Employment History:

My current position is Curriculum Specialist in Jordan School District. Previously held education positions include school level administrator, CTE specialist, CTE Coordinator, Special education coordinator, secondary teacher coach, mentor, school dean, FACS teacher, pre-school teacher, dental assisting, culinary arts, and child development teacher, concurrent enrollment coordinator, director of school, non-profit director, fundraiser, dental assistant, and physical therapy assistant.

Education History:

Regent University, August 10, 2013. Masters of Education, Administration & Leadership K-12

Virginia State University, May 2003. Bachelor of Science, Secondary Education Endorsement, Family Community Services.

Joy Phillipy, I am committed to Summit 7, and the success of the school. During 2011-2013 I had the opportunity to work as a CNA Program Coordinator at the Canyons Technical Education Center in Sandy, Utah. I was responsible for 40-60 students per semester and covered course content in CPR/First Aid, Medical Terminology and CNA Curriculum per UNAR requirements. I also had oversight of 6-7 clinical instructors, classroom budget and acquisition and maintenance of 7 clinical facilities for students to attend during the semester to complete required course content. I was able to attend to the needs of students with IEP's, learning styles

and was able to differentiate curriculum to accommodate the learning needs and styles of all students. During that time I was able to complete my Level 2 licensure status for certification of CTE education in the state of Utah. I served at department of the health department at CTEC for 2 years, also served as senior HOSA advisor for CTEC for 2 years. My own children have attended a local charter school and our family has been dedicated to the education of charter schools.

Not-for-Profit History: I have worked as a Certified Nursing Instructor and student organization advisor for the national organization HOSA for the school.

Employment History: I currently hold the position of Registered Nurse in a local emergency room. I previously held a position as Certified Nursing instructor and HOSA adviser for Canyons School District. I currently serve in several capacities in the Emergency Room. I am a daily preceptor for student nurses and new staff. I also serve as an instructor in the education department and have developed curriculum for new nurse/staff training. I also have several certifications in instructor courses that are nationally recognized in the health profession.

Education History: I am a highly motivated **Registered Nurse** with more than 25 years of practical experience and hands-on skill in the high level care of patients and support of clinical operations. In addition to my exceptional nursing expertise in adults and children, I am also acknowledged for being resourceful, adaptable and self-directed with the ability to handle even the most challenging situations as a result of well-developed communication and organizational capabilities.

Recognized as a competent healthcare professional who knows how to develop and maintain excellent working relationships with physicians, staff and patients, I am also a hands-on manager and critical thinker who can quickly learn new systems, develop expertise and produce significant contributions. To that end I am now seeking to align myself with my experience and skills with **S7**.

Bachelor of Science in Nursing, BSN (1990) Cedarville College – Cedarville, Ohio

Licensed Registered Nurse (RN) - State of Utah

Teaching License, State of Utah – Career and Technical Education

Kalli Huntsman, Business Owner of *The Egg & I*. There was interest expressed in a charter school targeting the unique needs of Career and Technical Education. I have my own business, and was asked to participate on an exploratory committee to consider the needs and possibilities of a charter school. I have been involved with private and charter schools. There is a great need and strong support for schools that can engage students while providing an outstanding education with a Science and Technology focus along with college credits. I am confident that these challenges can be addressed and overcome through a charter school. (Summit 7)

Michelle Leonard, Guidance Counseling Graduate Student. As a concerned parent, educator, and current graduate student, I feel that I bring a unique perspective to the operations of **S7**. I am an advocate of individual learning and options for parents. I have been involved in charter

schools, public schools, and home-school. I am committed to the success of the school and will put forth the necessary effort to create a learning environment for the students and be a team player with the staff.

Lezlie Harper, Computer Systems teacher. I am eager to bring the students of **S7** into the twenty-first century using a unique combination of thirty years education experience coupled with computer technology background in hardware, software, networks, and security. In addition, I possess a wealth of experience as an English Teacher certified in International Baccalaureate. I have held positions as a Department Chair, PowerSchool Administrator, Skyward Administrator, Team Lead and Technology Integration Coordinator. I am experienced in the use of the Internet and educational software. I am certified with USOE to teach 120 courses in Secondary Education (6-12) with endorsements in Physical Education, English, Cisco Certified Networking Associate (CCNA), Microsoft Certified Professional (MCP), Security, A+ (Computer Repair/Maintenance, and Introduction to Information Technology. I currently teach at the Higher Education level as well. I have experience and a working knowledge of Mac and Windows operation systems. I have experience in the development and teaching of community education classes, speaking at national and local conferences, and writing for national educational publications. I am dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in diverse learners.

Andy Nydegger, Registered Nurse, MSN Ed. College Instructor. I am eager to assist with the organization and operation of **S7** as a private citizen. I am willing to share my expertise as a health care educator and financial planner, to serve as a supportive voice and to provide appropriate marketing, legal and moral direction in the functioning of **S7**.

Following approval of the charter, the Founding Board will become the Governing Board. Members of the current board will be given the opportunity to transfer to the Governing Board. It is expected that all current board members will stay on for the Governing Board. Should any vacancies occur, these will be filled with an election as described in the Bylaws. The governing board is responsible to oversee the financial solidarity of the school, and that the mission of the school is implemented for students, faculty, families, and the community.

The Board's primary responsibility is to oversee the use of public funds related to the school, as well as to establish policies for all operations such as curriculum, personnel, and facilities. They would delegate the execution of these policies to the school administration and management. The Board will be comprised of parents, educators, and community leaders who are entrusted to oversee the function of the school. Board members will have backgrounds in education and instruction, business and finance and law and policy (an advisory council will be made up representing each of these internal and external publics). The school management is headed by the School Director, who is hired by the Board and is responsible for the direction of the day-to-day operations of the school. The director is assisted by various staff members as he or she deems appropriate and approved by the Board. As required by Utah State Legislature, all **S7** meetings will be open and public. The dates for these meetings will be posted on the school website.

Keith Bradford, CPA, Attorney at Law

Role with school: Financial and Legal expert

20 years experience working in school district finance and law.

On 3 school boards, advisor to school district superintendents.

Oversaw million dollar school district budgets and financial reporting.

Specialized in contract law and labor law.

First CFO/General counsel at Canyons School District, got district systems up and running.

As a Board Member of Summit 7 school I plan to provide my expertise in school budgeting and finance as well as legal issues that affect schools.

I have proven leadership skills and my motives are always what is best for kids.

1994-1998 Director of Accounting and Finance Clark County School District, Las Vegas, Nevada

1998-2002 CFO and Clerk of the Board, Alpine School District, American Fork, Utah

2002-2004 CFO Poway School District and Clerk of the Board, San Diego, California

2004-2008 Assistant Superintendent of Business and Finance, Clark County School District, Las Vegas,

2008-2014 CFO and Legal Counsel, Canyon School District, Sandy, Utah

1980 BS Accounting University of Utah

1987 JD Brigham Young University

Jeanne Bradford, MS, RD, RN

Role with school: Nursing instructor and nutrition educator

Registered Dietitian with over 30 years experience including the following:

Worked on an Indian Reservation as a public health nutritionist

Developed dietary guidelines at USDA in Washington DC

Director of Nutrition at Herman Medical School

Taught nutrition and dietetics at 3 major universities and as part of CTEC team

Worked in long term care from consultant RD to Regional Director over a 10 year period.

As a Registered Nurse with 8 years of experience I have the following experience:

Home visits to teach patients about disease states and provide nursing/nutrition care

CTEC nursing instructor- teaching students in hospital and nursing care centers

Past President of the Nevada Dietitians Association

Perfect scores on RateYourProfessor website for teaching excellence

I have extensive background in education at both college/university and high school levels. I love teaching and watch students change over a short period of time. CTEC medical programs change students' lives. They become more mature being involved in life/death environments.

(I took a nursing assistant course when I was in high school. After graduation I worked at LDS hospital as a CNA and put myself through college. I was the first female in my family to graduate from college. CTEC programs changed my life. I am a big fan of them.)

1976 BS in Food and Nutrition from University of Utah

1980 MS in Clinical Nutrition from Brigham Young University

2007 BS degree in Nursing from Nevada State University

Board Responsibilities

The Governing Board is charged to:

- Promote the vision and mission of the school and ensure it is reflected in the operation of the school,
- Ensure student mastery of course objectives,
- Oversee the finances and facilities of the school,
- Engage and contract with firms for various outside services, such as a payroll processing company,
- Establish policies for the various operations of the school,
- Evaluate and hire the School Director who executes the management of the school's day-to-day operations,
- Attend regular training in Generally Accepted Accounting Practices once per term as they relate to Board duties, such as finance, business, instructional design, technology, pedagogy, and curriculum,
- Actively participate in Utah charter school organizations and networks,
- Attend an annual, Board-initiated conference where members will evaluate the school's progress, read and discuss books, articles, reports, and research, etc. as they relate to Board duties,
- Participate in yearly Board self-evaluation.

Section 7: Staffing

School Administration

Positions in the School Administration include:

- School Director
- Program manager
- HR/Employment specialist
- School counselor/career center
- CTE – outreach and marketing
- Information systems director

The School Director will be responsible for the following items:

- Fulfill the vision and mission of **S7**
- Implement and adhere to policies established by the Board
- Communicate with and provide information to the Board as requested

- Establish and implement curriculum to ensure accomplishment of the school's educational mission through collaboration with a curriculum committee
- Evaluate and hire school employees and staff
- Develop and implement effective professional development for employees
- Adhere to and properly oversee administration of the approved budget
- Oversee purchasing and requisition of supplies, curriculum, etc.
- Coordinate with the parent organization, and advisory council to further the school's mission
- Develop and maintain operational processes and procedures for the school, including but not limited to check in of students and visitors, dress code enforcement, attendance, and emergency response procedures
- Maintain positive public relations with parents, community, local school district and state
- Oversee assessment of students and develop goals for continual improvement

Other positions on the board will be filled as needed upon approval.

Staffing Plan

S7 intends to recruit and retain teachers that are innovative, engaging, and highly qualified. We will have three (3) teachers for each grade in grades 9-12 for a total of 12 teachers. We will also have 1 guidance counselor and one special ed. Coordinator. All teachers will be hired by the Director of the school based upon the qualifications listed below. Teachers will report directly to the Director. As required by the State of Utah, all teachers will hold a license with areas of concentration and endorsements as required by the USOE (see R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure as provided in Rule R277-503.

Qualifications include but shall not be limited to:

- Licensed or certified by the State of Utah and meet highly qualified standards as determined by NCLB
- 9-12 teachers will hold a Level 1, 2, or 3 license with a secondary area of concentration and an endorsement in the assigned teaching subject
- Complete job duties with minimal supervision
- Agree to teach S7's curriculum, while meeting curriculum required by the USOE.
- Commitment to S7's mission, philosophy, and goals
- The desire to learn dynamic, engaging, and data driven teaching techniques
- Preference will be given to teachers with previous experience teaching in a similar type of school and demographic

We expect all of our teachers to have a work history that shows reliability, honesty, strong work ethic, problem solving skills, innovation, willingness to learn, and teamwork. If the Directors are unable to obtain teachers who are already Highly Qualified, the Directors will set a plan in place with each teacher to ensure he/she is Highly Qualified within a reasonable amount of time. If additional coursework is required, the directors and teacher will agree to a plan and timeline to reach Highly Qualified status.

It is anticipated that S7 will also employ 1-2 teacher's aides or paraprofessionals, individuals who work under the supervision of a teacher or other licensed/certified professional, and will be Highly Qualified as determined by NCLB. Paraprofessionals must meet at least one of the following qualifications:

- Have completed at least two years of post-secondary study. Must have a minimum of 48 semester (or 60 quarter) hours from an accredited institution of higher education;
 - Obtained an Associate's (or higher) degree from an accredited institution of higher education;
- or
- Have met a rigorous standard of quality and demonstrate knowledge of and the ability to assist.

As required by USOE 53A-1a-512.5 and in order to protect the students of S7, all of the school's staff, as well as any volunteers who will have any significant unsupervised time with students, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers and community members, will submit to a criminal background check prior to beginning employment or service at the school. The Director must ensure that all background checks are complete, up to date, and maintained in the school's employee files. The school will only hire individuals who have current educator licensure and whose background checks do not reveal offenses that the Director determines to pose an unreasonable risk to the school community. Background checks will be renewed as part of re-licensure and every three years for non-licensed staff.

In order for S7 to be successful, hiring capable teachers will be of the utmost importance. To find and recruit teachers, S7 may attend college hiring fairs, use social media, and advertise on a variety of teacher/employment related websites. S7 may also use the underutilized pool of ARL teachers. All new hires will need to achieve Highly Qualified status as defined by the USOE. S7 is an Equal Opportunity Employer and will operate in compliance with the ADA. S7 will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against any applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

The Governing Board has projected the salaries on the budget based on expected averages for the positions listed. While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$62,000. Each benefits-eligible teacher is budgeted to receive the opportunity to enroll in health, dental, life, and other benefits. To meet this goal and provide a benefits package competitive with surrounding schools and districts, we have set aside 13% of salary costs for eligible employees (Teachers and Administrative Staff). It is undecided if S7 will provide benefits

in a traditional, employer contribution manner, or if S7 will provide each benefits eligible employee with a benefit stipend. At the time of opening for the 2017-2018 school year the Governing Board will examine the environment, contact brokers, issue any necessary RFPs, and consult current law to ensure the best insurance options for the staff of S7.

S7 does not anticipate participating in the Utah State Retirement System, but does plan to provide a 401(k) match of up to 10% for all eligible employees who choose to contribute.

S7 expects to include teachers, administrators, and the community in a collaborative effort to create a true learning community to meet the needs of every student. All will be encouraged to use their skills, ideas, and creativity to help our students to attain academic proficiency and bridge the achievement gap. S7 intends to have one teacher for every 25 students. All paraprofessionals will aid teachers as needed and help teach achievement-leveled groups to meet the needs of all students. All employees of the school will have to pass a background check as required by school policy and state law.

Teachers that have had their license suspended or revoked by the USOE will not be employed by S7.

All employees will be held to the same professional standards while in the presence of students and parents and will be expected to follow them. The Director will evaluate the performance and professionalism of the teachers and staff and determine if it is in the best interest of the school, the students, and the overall mission and vision of the school to discipline or terminate an employee at any given time.

Section 8: Business Plan

S7 will be funded with dollars from citizens in the community at large and Utah taxpayers, who make that investment expecting that the school will be accountable to spend the money legally, transparently, and efficiently. The expectation is also that the Board and school administration will accomplish the goals outlined in this charter application. This value and philosophy is at the core of our foundation of the school's business plan. S7 will charge the public funds given to us to implement the mission as explained in this charter, consistent with the approach approved in this charter, and in line with the state of Utah laws and regulations governing public education.

Key Budget Assumptions

A budget is the most tangible statement of an organization's priorities. At every step of the budgeting process, the school's mission, vision, and purpose as explained in this application have been in the forefront. From the hiring of teachers and administration (see Staffing of this application) to the facility (see "Facility" heading of this section) to the amount of dollars allotted for student projects, the S7 Board considers this budget to be "the mission of the school in mathematical form." Below, you will see how the school has prioritized the unique qualities of its educational program, ensuring the charter's vision can be supported with dollars as the school opens and educates students.

Implementing the S7 program. S7's budget, using standardized forms and charts of accounts, may not look substantially different than any other budget submitted for review and approval to the State Charter School Board. But at the Board level, the S7 budget is a high priority. The unique aspects of this program will be funded.

Planning Year: upon approval the board will continue efforts in this venue. During the planning and startup year, the board and administration of S7 will secure available grants, loans, and other funding that will support the development of the tools that will ensure that the program and charter are implemented with fidelity once school begins.

Specifically, funding in the planning year will support:

Coordinator or Outreach Coordinator and Worked Base Learning Teacher. Their initial task will be to develop the school's curriculum/testing plan, under the direction of the School Director, and integrate project-based learning across the curriculum. This work includes participation in the planning year to organize publicly available and web-based projects that teachers can implement in class, identifying which published projects, lesson plans, and texts can be purchased and used to support approach as outlined in this charter.

School Director. This position will spend the planning year establishing the educational partnerships and systems that are part of this application (see Section 1: School Purpose), both with public schools (Murray School District) and universities, and with local businesses and agencies that will partner with the school's CTE program and student projects. The Director will also coordinate with the Office Manager and Teacher Department Heads, on the hiring of all teachers and support staff, work with the school's developer to ensure facility completion, or lease, and with the school's Educational Provider, if not kept in-house.

Office Manager. Initially the Office Manager will forge an advertising campaign, budgeted at \$5,000 to build awareness and recruit students to participate with and enroll in S7. This position will oversee a recruitment campaign to recruit teachers and participate at education/teaching job fairs. The Office Manager will be responsible for the purchase of educational equipment, which includes the desks, chairs, and other furniture and equipment one might commonly find in any school, plus project tables, floor mats, computers, labs and network equipment that will provide students with the furniture and equipment necessary to carry-out the project-based learning that is key to the charter. The budgeted amount is \$145,000-150,000 in the startup year with additional to come in the first operational year. Computers for administration and faculty are budgeted at \$28,000. The school's administration, with the above tools, will have S7 aligned for student success as the school opens in 2016, supported by the budget outlined in the spreadsheets. Once S7 is up and running the Office Manager will oversee the tracking of student records and enrollment and coordinate the public relations events for students.

Operational Year 1: The school will continue to invest its dollars to support the program outlined in this charter. Local funding based on enrollment plus 75% of students paying \$150 per year in fees, and an average of \$50 per student in fundraising and school activity revenue will fund 12 full-time teachers, including a special education teacher, which puts the teacher to pupil ratio throughout the school at 25:1. This is an important part of the school's program and one that will receive further investment, as both enrollment and staffing increase. Teachers are further supported by

paraprofessionals, who will assist teachers in providing enhanced services to special populations of students, including those with disabilities or those who are at-risk of academic failure. These assistants will provide additional instruction, testing center administration, and work with students as needed on their projects or on any academic or other issue required by an Individualized Education Program to meet accommodations.

The faculty and students will be supported by a school guidance counselor and media specialist. These positions are important because they are required by law to meet comprehensive guidance grant, these services also provide the students tools to be successful.

The school will also have janitorial staff, we are planning to start with one, possibly as a part time position.

In addition, assuming that 25% of students will qualify for free and reduced school meals, and eat school-provided meals, and with 50% of the rest also buying school meals, this will be budgeted accordingly.

Funds to begin the school's library/ guidance and career center, which will be focused on the school's mission, with volumes designed to support the globally aware, CTE and technology driven curriculum, filled with case studies and real-world experiences. There will also be more general reading material to support well-roundedness and well read-ness among students. The investment continues, though at a lower amount, in year 2.

Standard amounts for administrative supplies to ensure accurate records and efficient administration of the school. \$15,000 is budgeted for furniture and equipment—again, in addition to the amount budgeted in the planning year. This amount continues in the second year as the school expands to cover new student furniture.

The budget includes repayment for the school's anticipated debt, \$300,000. This figure may change if lease options are not available and we choose to purchase or build (see below), dues to join the state charter school association, and a place-holder amount for higher-than anticipated maintenance costs.

The budget does not include funding for transportation services at this time. The school does not intend to offer transportation to students to and from school. (There will be minor transportation costs for field trips that will be covered by grants or donations for that purpose.) We are locating near TRAX and UTA.

Debt

The S7 plans for the school to engage a charter school developer to purchase either an existing building or land on which to construct a new school building. At this time, the school is considering both options, as presented below in the "Facilities" section of this section.

The only debt the school plans to incur is the State Charter School Revolving Loan, which is available to S7 to pay for startup expenses during the planning and first operational year. The school intends to borrow \$300,000 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 2017. The school has budgeted \$52,000 per year in debt service to repay this debt over the four year of repayment the program requires.

SYSTEMS AND PROCEDURES

The school's Board has adopted 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 S7 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. Procedures and software will be installed and trained on in order to implement annual audit consistent with LEA status, development of the annual financial report and provide recommended liability insurance for the school, staff, and teachers against tort.

FACILITY

S7 has researched existing buildings in the target area, and there are a couple within the Murray area which are currently available that would meet the school's needs. There would be some substantial remodeling in a couple, due to the unique needs of the CTE program. The Board has determined that constructing a new facility will be the second option in order to keep costs low and the most cost efficient way to fully implement the school program to achieve the school's mission and vision.

Upon charter approval, the Board will pursue signage of a lease or issue an RFP for a developer to acquire land, build the facility, and provide the school with a lease and eventual purchase option. In evaluating the RFP responses, the Board will look to select a developer who can meet the facility needs of the school while keeping occupancy costs within Charter School Performance Framework metrics within budget.

The facility will be located on approximately five acres of land. The main building will need to be approximately 33,000 square feet and will include an office area, open commons area, career center, gymnasium, kitchen, library, eighteen classrooms, and multiple collaboration areas.

S7 has identified ten pieces of land, both on and off the market, which would accommodate the school and would be within the price range to make it financially feasible. Exact locations are available upon request, as the school prefers not to disclose the locations as part of strategic marketing plans. The following timeline has been established to ensure the facility is completed on time. As required by state law, the Board will appoint a board building officer who will oversee the project. This person will coordinate with the developer to make sure the facility is completed in a timely manner and will be responsible for filing the necessary construction documents and paperwork with USOE throughout the course of the project.

April 2016—Final Charter Approval

April 2016—Issue RFP for a developer immediately upon approval

May 2016—Select and enter into an agreement with a developer by the end of the month

May-June 2016—Determine exact location and developer will begin process of land acquisition

June-August 2016—Facility design

August 2016—Property acquisition complete

August-September 2016—Permitting

October 2016-July 2017—Construction

August 2017— S7 occupies the building

PLAN AND TIMELINE FOR OPENING THE SCHOOL

This is an exciting time full of hard work and a sense of having a lot yet to do! S7 will seek the following upon approval:

Start up activities in the planning year are stated below :

Assisting the school with applications for startup grants and loans

Assisting the school with its application for tax-exempt status

Connecting the school with a developer who will work with the school to secure a facility (see “Facilities” section above)

Section 9: Education Service Provider

The school does not plan to engage with an (ESP). We believe as a board the money will be better spent on our students in S7. However, we have already begun to speak to other schools in the Wasatch front who provide their own budgets. We have staff on board who have run budgets, and built administrative school boards, and who have human resource management experience. We will keep the state abreast during the planning year to help establish policies, a payroll system, an enrollment database and lottery software, financial controls, employee benefit programs, comprehensive policies, financial management and reporting, and general assistance with the startup calendar. The specific ESP if needed has not yet been identified, but will be identified and selected in a manner compliant with state purchasing laws and rules, including the issuance of an RFP for any service with a cost of more than \$50,000 per year.

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

Facilities and furnishings

Curriculum

Enrollment

Marketing

Technology

Volunteer Organization

Advisory Council

Appendix A

Not Applicable

Appendix B

This form must be type written or computer generated.

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

Instructions: Read instructions before completing form. **Non-Refundable Processing Fee: \$30.00**

1. Name of Corporation: Summit 7 / S7

2. Purpose: Public Charter School, to engage in any lawful act or activity organized under the UT

3. Who/What is the name of the Registered Agent (Individual or Business Entity or Commercial Registered Agent)?
Summit 7 / S7
 The address must be listed if you have a non-commercial registered agent. **What is a commercial registered agent?**
 Address of the Registered Agent: 11229 Brook N Lance
 City: South Jordan State: UT Zip: 84095

4. Names, Signatures and addresses of Incorporator:
 Name: Leslie McCourt-Nussman
 Address: 11229 Brook N Lance City: South Jordan State: Utah Zip: 84095
 Signature: _____ Date: September 29, 2015

5. Voting Members:
 The nonprofit corporation **will** **will not** have voting members.

6. Shares:
 The nonprofit corporation **will** **will not** issue more shares evidencing membership or interests in water or other property rights.
 The aggregate number of shares that the nonprofit corporation has authority to issue shall be _____
 The shares **will** **will not** be divided up as to classes.
 Type 1: _____ Number of Shares: _____
 Type 2: _____ Number of Shares: _____

7. Assets: I give distribution assets of the corporation will be distributed in a manner consistent with law.

8. Principal address:
 Address: _____ City: _____ State: _____ Zip: _____

9. Name and address of Directors:
 1. Name: Leslie McCourt-Nussman Position: Director
 Address: 11229 Brook N Lance, So Jordan UT 84095
 2. Name: Lezlie Harper Position: _____
 Address: 11229 Brook N Lance, So Jordan UT 84095
 3. Name: Joy Phillippy Position: _____
 Address: 11229 Brook N

Under C.R.A.M.S. (63-2-201), all registration information maintained by the Division is classified as public record.

Optional Inclusion of Ownership Information: **This information is not required.**
 Is this a family owned business? Yes No
 Is this a religiously owned business? Yes No *If yes, please specify: _____* Select/Type the race of the owner here _____

Appendix C: Organization of Bylaws Summit 7/ S7ARTICLE I- III GOVERNANCE

Summit 7, shall be governed by the Board of Trustees. All procedures; rights and duties for the proper operation of the Board of Trustees are outlined by the Board of Trustees. The duties, rights, responsibilities and authority of the Board of Trustees are as found in the charter and as outlined below. All governance of the school will be consistent with applicable state and federal law

ARTICLE IV BOARD OF TRUSTEES

The Board of Trustees shall govern S7. The total number of members shall be at least five and shall not exceed nine. The Board of Trustees shall be made up of the Trustees at the time of the adoption of these Bylaws and other members appointed consistent with these Bylaws. The initial trustees at the time of incorporation shall serve staggered terms, with equal an equal number of members having terms that expire one, two, and three years from the date of incorporation. Trustees who take or are re-appointed after the date of incorporation shall hold office until such time as the member resigns or is removed consistent with these bylaws, or has completed a term of three years.

The Board of Trustees shall have the governance and oversight of the affairs and business of S7. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened after due notice to the public of such meeting. The Board shall decide organizational matters only at properly noticed public meetings of the Board where a quorum of the Board is participating and only by a majority vote of the Board members.

A majority of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held not less than quarterly on a schedule adopted by the Board of Trustees. The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

A member may be removed when sufficient cause exists for such removal and by two-thirds (2/3) vote of the remaining members. The Board of Trustees may entertain charges against any member. At any hearing for removal, the accused member may be represented by counsel. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of S7.

The Board of Trustees shall select from one of their members a Chair. The Chair shall preside at all meetings and prepare the agenda for each meeting. The Chair will be chosen by the majority vote of the Board of Trustees. She/he shall be one of the officers who may sign the checks or drafts of the organization.

The Board of Trustees may select from one of their members a Vice Chair. The Vice Chair shall, in the event of the absence or inability of the Chair, become acting Chair of S7 with all the rights, privileges and powers associated with that office.

The Board of Trustees shall select from one of their members a secretary. The Secretary shall keep the minutes and records of the organization. It shall be his or her duty to file any certificate required by any statute, federal or state. She/he shall give and serve all notices to members of S7. She/he shall be the official custodian of the records of S7. She/he may be one of the officers required to sign the checks and drafts of the organization. She/he shall submit to the Board of Trustees any communications, which shall be addressed to him or her as Secretary of the organization. She/he shall exercise all duties incident to the office of Secretary.

Board of Trustees shall select from one of their members a Treasurer. The Treasurer shall ensure the individuals or organizations that manage and have control and custody of the monies belonging to the organization. She/he shall be one of the officers who shall sign checks or drafts of the organization. She/he shall exercise all duties incident to the office of Treasurer.

The Board of Trustees shall authorize the hiring and fix the compensation of the School Executive Director or Charter Management Organization. The Executive Director or Charter Management Organization shall authorize the hiring and set the compensation of all other employees. The principal shall have input in the hiring of staff, and shall be able to determine needs of the school . The Board of Trustees shall govern the business of the school. **ARTICLE V COMMITTEES**

The Board of Trustees may appoint all committees of S7, after collaboration, upon the recommendation of the principal or Director. Committees have no authority except those specifically delegated to them in action by the Board.

ARTICLE VI INDEMNIFICATION

S7 shall indemnify any and all persons who may serve or who have served at any time as members or officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, Board of Trustees fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been members or officers, except in relation to matters as to which any such member or officer or former member or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by S7 of Innovation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall ultimately be determined that he or he/she is entitled to be indemnified by S7. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

ARTICLE VII AMENDMENTS

These Bylaws may be altered, amended, repealed or added to by an affirmative vote of not less than two-thirds of the Board of Trustees, pending approval from the authorizer.

In all cases, these Bylaws shall be compliant with Utah and Federal statutes and rules governing Charter Schools. In cases of any current or future conflict, the statute or rule shall govern.

Appendix D:

MINUTES OF THE MEETING WHEN ORGANIZING DOCUMENTS WERE FORMALLY ADOPTED

Meeting took place on August 6th, 2015, 7:00 PM

At 11229 Brook N Lance,. South Jordan Utah 84095

Board members were invited to attend the meeting with two weeks' notice and reminders were sent via e-mail, text and phone calls

Attendees Joy Phililppy, Kalli Huntsman,Lezlie Harper,AndyNydegger,MichelleLeonard.

September 2, 2015 4:40 PM

At 11229 Brook N Lance,. South Jordan Utah 84095

Board members were invited to attend the meeting with two weeks' notice and reminders were sent via e-mail, text and phone calls

Attendees Joy Phililppy, Kalli Huntsman,Lezlie Harper,AndyNydegger,MichelleLeonard

September 12, 2015 4:40 PM

At 11229 Brook N Lance,. South Jordan Utah 84095

Board members were invited to attend the meeting with two weeks' notice and reminders were sent via e-mail, text and phone calls

Attendees Joy Phililppy, Kalli Huntsman,Lezlie Harper,AndyNydegger,MichelleLeonard

September 28, 2015 6:00 PM

At 11229 Brook N Lance,. South Jordan Utah 84095

Board members were invited to attend the meeting with two weeks' notice and reminders were sent via e-mail, text and phone calls

Attendees Joy Phililppy, Kalli Huntsman,Lezlie Harper,AndyNydegger,MichelleLeonard



Dr. Steven K. Hirase
Superintendent of Schools

Murray City School District

September 28, 2015

To Whom It May Concern:

I am writing this letter to indicate Murray School District's willingness to accept and consider a bid from Summit 7/S7 for the purchase or lease of our Creekside building located at 179 E. 5065 So., Murray, when the board of education makes a determination of the future of this facility.

Please feel free to contact me if you have questions.

Sincerely,

Steven K. Hirase, Ed.D.
Superintendent



October 1, 2015

Summit 7 / S7
Leslie McCourt-Nussman
11229 Brook N Lance
South Jordan, UT 84095

Re: Audit of ACCSC Annual Report supporting documentation

Dear Leslie,

Thank you for stopping by my office the other day. After our first visit I was excited to pursue a partnership that will benefit the students you serve. Hearing more details the other day heightens my desire to pursue a partnership.

The programs you mentioned, business, computer science and respiratory therapy, are some of our strongest programs. Having a partnership that gives students a seamless transition into these college programs is a wonderful benefit for students and is consistent with our mission.

I support you in your efforts and look forward to future conversations as we develop a partnership.

Sincerely,

Dr. Larry A. Kruger
Campus Director
Salt Lake Campus
Stevens-Henager College
(801) 281-7620, ext 3000
Larry.kruger@stevenshenager.edu



May 30, 2014

To Whom It May Concern,

Leslie Nussman has been an asset to our PAC committees at Salt Lake Community College! When asked if she would be willing to assist me with preparing a unit on Preparing For An Interviews and career fair, and presenting on the programs where she worked, she volunteered without hesitation. Leslie created a memorable and engaging 2-day fair, that the students will never forget! In fact, all of my students who interviewed for their externship positions during the 3rd quarter were accepted at their desired medical facility! Leslie gave students the confidence and tools to perform well during an interview!

Leslie is kind and thoughtful. I always see her giving 110% to CTEC, and the Wasatch Consortium. I am a better person for knowing and working with Leslie Nussman. I am pleased to hear of the school she is planning and have encouraged her to speak with Rachel at the college about concurrent enrollment. I have been working on certificates at the college- that I think will align greatly with her vision at S7.

Please contact me with any questions,

Bob Lurker
Associate Dean
Taylorville Redwood Campus
Construction Trades Building, Room 234
Tel: 801-957-4346
Email: bob.lurker@slcc.edu

**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: Leslie McCourt-Nussman

Role with school: Founding Member

Expertise: Education/ CTE/ Administration/

Statement of Intent: I am committed to Summit 7, and the success of the school. I have a diverse background. I am fully licensed in Virginia and Utah for Career and Technical Education/ Administration K-12, and higher education. I am passionate about learning. I have been in education for 20 years. I have taught pre-school, middle school, high school, and higher ed. --specifically in child development, high risk youth and Career & Technical Education. I have held positions as CTE specialist, teacher, special education coordinator, and department chair. I have written curriculum, aligned state standards, planned conferences, RFP's, administrative team experience- as a CTE specialist and coordinator, budgets for the district and schools. Advisory council president, PTA and PTO administration, grant writing, non-profit director, and executive board member, staff development, student discipline, website maintenance and creation, I am a multi--faceted, dynamic, efficient & reliable administrative professional with 10 years of experience supporting executives, state and local school districts and managers to improve internal operations. I have a diversified, creative skill set covering administrative support, client relations, writing, human resources and recruiting, account management and project management. I am familiar with PLC's, Standards, Curriculum, Student & Teacher Mentoring & Coaching and Teacher Data Analysis. I possess excellent inter-- personal, phone and digital communication skills. My creative vision for the future is to help students, families and school districts achieve their potential.

Not-for-Profit History:

I worked with a non-profit, Presidential Point of Light winning organization called Sidelines of Virginia and West Virginia for 6 years. My specific position was Director. I was responsible for the case management and supervision of the at-risk mothers and their mentors within our program. My areas of expertise within this program involved communication, collaboration, and organization as I worked with the government, FDA, CDC, Department of social services, community block grants, local hospitals, schools, parents, children, and mentors to create positive outcomes for families and newborn babies. I trained 400 plus volunteers, wrote grants, and lobbied for legislation. I spoke and sat on advisory boards. Budget and county duties for the city also were included.

Employment History:

My current position is Curriculum Specialist in Jordan School District. Previously held education positions include school level administrator, CTE specialist, CTE Coordinator, Special education coordinator, secondary teacher coach, mentor, school dean, FACS teacher, pre-school teacher, dental assisting,

culinary arts, and child development teacher, concurrent enrollment coordinator, director of school, non-profit director, fundraiser, dental assistant, and physical therapy assistant.

Education History:

Regent University, August 10, 2013. Masters of Education, Administration & Leadership K-12

Virginia State University, May 2003. Bachelor of Science, Secondary Education Endorsement, Family Community Services.

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

A handwritten signature in blue ink, appearing to read "Sharon McLean", is centered on the page. The signature is written in a cursive style with a large initial 'S' and a circular flourish at the end.

Applicant's Signature

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Name: Joy Phillippy

Role with school: Founding Member

Expertise: Education/ CTE/ Nursing Instructor/

Statement of Intent:

I am committed to Summit 7, and the success of the school. During 2011-2013 I had the opportunity to work as a CNA Program Coordinator at the Canyons Technical Education Center in Sandy, Utah. I was responsible for 40-60 students per semester and covered course content in CPR/First Aid, Medical Terminology and CNA Curriculum per UNAR requirements. I also had oversight of 6-7 clinical instructors, classroom budget and acquisition and maintenance of 7 clinical facilities for students to attend during the semester to complete required course content.

Not-for-Profit History: I have worked as a Certified Nursing Instructor and student organization advisor for the national organization HOSA for the school.

Employment History: I currently hold the position of Registered Nurse in a local emergency room. I previously held a position as Certified Nursing instructor and HOSA adviser for Canyons School District.

Education History: I am a highly motivated **Registered Nurse** with more than 25 years of practical experience and hands-on skill in the high level care of patients and support of clinical operations. In addition to my exceptional nursing expertise in adults and children, I am also acknowledged for being resourceful, adaptable and self-directed with the ability to handle even the most challenging situations as a result of well-developed communication and organizational capabilities.

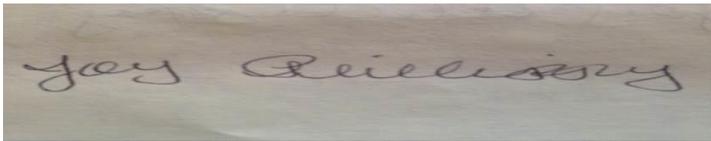
Recognized as a competent healthcare professional who knows how to develop and maintain excellent working relationships with physicians, staff and patients, I am also a hands-on manager and critical thinker who can quickly learn new systems, develop expertise and produce significant contributions. To that end I am now seeking to align myself with my experience and skills with **S7**.

Bachelor of Science in Nursing, BSN (1990) Cedarville College – Cedarville, Ohio

Licensed Registered Nurse (RN) - State of Utah

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

A photograph of a handwritten signature in cursive script, which reads "Jay Reilly". The signature is written in dark ink on a light-colored, slightly textured paper surface.

Applicant's Signature

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Name: Kalli Huntsman

Role with school: Founding Member

Expertise: Non profit/ Business owner/

Statement of Intent: There was interest expressed in a charter school targeting the unique needs of Career and Technical Education. I have my own business, and was asked to participate on an exploratory committee to consider the needs and possibilities of a charter school. I have been involved with private schools and charter schools. There is a great need and strong support for schools that can engage students while providing an outstanding education with a Science and Technology focus along with college credits. I am confident that these challenges can be addressed and overcome through a charter school.
(Summit 7)

Not-for-Profit History

2009-2013: Eagle Condor Humanitarian Member of Board of Directors.
Providing real humanitarian experiences for youth & adults through service, education & medicine in Peru and other countries in South America

2011-current: Utah Lacrosse Association Member of Board of Directors. Helping to grow the sport of Lacrosse in Utah for the benefit of Youth in a healthy responsible manner.

2013-current: Kappa Kappa Gamma Fraternity House Board Member.
Overseeing the running and improvements of the sorority home at the University of Utah.

2013-current: Crimson Club Member of Board. Working with University of Utah Athletics Department with Scholarships through growth.

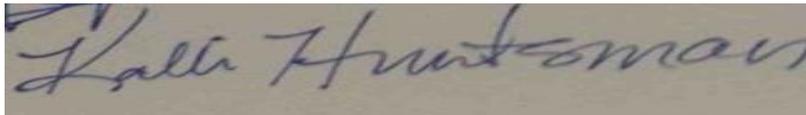
Employment History:

2012-current: Owner of The Egg & I Restaurant, Utah. Currently have 11 restaurants.

Education History:

University of Utah 1984-1988
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A rectangular box containing a handwritten signature in blue ink that reads "Kelli Huntsman".

Applicant's Signature

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Name: Michelle Leonard

Role with school: School Counselor

Expertise: Mental Health and Counseling functions

Statement of Intent: As a concerned parent, educator, and current graduate student, I feel that I bring a unique perspective to the operations of **Summit 7**. I am an advocate of individual learning and options for parents. I have been involved in charter schools, public schools, and home-school. I am committed to the success of the school and will put forth the necessary effort to create a learning environment for the students and be a team player with the staff.

Not-for-Profit History: I worked with the non-profit organization Big Brothers Big Sisters of Utah for 15 years. My specific position was case management and supervision of the at-risk youth and their mentors within our program. I am highly trained in identifying needs of children and youth and formulating action plans designed to foster growth and development. My areas of expertise within this program involved communication, collaboration, and organization as I worked with parents, children, and mentors to create positive outcomes for the kids. High ethical standards and confidentiality were imperative aspects of my position.

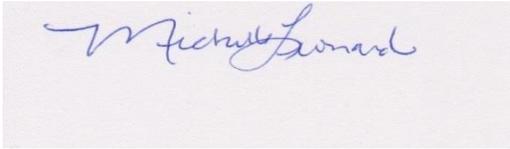
Employment History: Concurrent with my position at the above stated non-profit agency, I held a full time job as COO of a privately owned Garden Center and Nursery. I held this position for 10 years. Under the direction of the owner, I was responsible for all business and financial record-keeping aspects of the company. I was also responsible for hiring and training of staff and ordering product.

In addition, as a full time mother, I have spent countless hours schooling my children, including 2 years of home-school. Those were delightful years as I was able to find the niche for each of my children, identify their learning style, and tailor their academic program to their individual needs. Such attention to their needs produced amazing outcomes and enthusiastic learners. I bring with me to **Summit 7** the desire to find that enthusiasm for each student.

Education History: Current – Graduate Student – Utah State University’s Professional School Counseling Program, MS degree, Graduate date: 2017
April 1999 - Cum Laude graduate - Brigham Young University, BS: Sociology: Deviance, Minor: Psychology

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A rectangular box containing a handwritten signature in blue ink that reads "Michael Leonard".

Applicant's Signature

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Name: Lezlie Harper _____

Role with school: Founding Member _____

Expertise: Education/ CTE/ English/Technology/International Bacculaureate _____

Statement of Intent:

I am eager to bring the students of **S7** into the twenty-first century using a unique combination of thirty years education experience coupled with computer technology background in hardware, software, networks, and security. In addition, I possess a wealth of experience as an English Teacher certified in International Bacculaureate. I have held positions as a Department Chair, PowerSchool Administrator, Skyward Administrator, Team Lead and Technology Integration Coordinator. I am experienced in the use of the Internet and educational software. I am certified with USOE to teach 120 courses in Secondary Education (6-12) with endorsements in Physical Education, English, Cisco Certified Networking Associate (CCNA), Microsoft Certified Professional (MCP), Security, A+ (Computer Repair/Maintenance, and Introduction to Information Technology. I currently teach at the Higher Education level as well. I have experience and a working knowledge of Mac and Windows operation systems. I have experience in the development and teaching of community education classes, speaking at national and local conferences, and writing for national educational publications. I am dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in diverse learners.

Not-for-Profit History:

I have made a career in education. I am passionate about learning. I have experience in administering budgets from developing needs assessments, conducting budget discussion meetings, and creating budget proposals to retaining bids and actually ordering the purchases.

Employment History:

I currently work as a Computer Systems teacher and adjunct instructor in Networking, Security, and Computer Systems. I taught English for 27 years at Bingham High School along with establishing much of their computer integration policy.

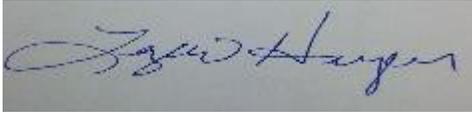
Education History:

Completed M.S. Exercise and Sport Science University of Utah, Major in Sport Psychology 1988

Bachelor of Science Physical Education Brigham Young University, Minor in English 1984

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A rectangular box containing a handwritten signature in blue ink. The signature appears to be "Zane Hagen" written in a cursive style.

Applicant's Signature

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Name: Andy Nydegger

Role with school: Founding Member

Expertise: Education/ Nursing Instructor

Statement of Intent: To assist with the organization and operation of the S7 as a private citizen. To share my expertise as a health care educator and financial planner. To serve as a supportive voice and provide marketing, appropriate legal advice, and moral direction in the functioning of **Summit 7**.

Not-for-Profit History: I have worked as a financial advisor and loan officer for a credit union. During that time the credit union experienced rapid growth. After my years of credit union service, I served as a teacher in Canyons School district. I served teaching Nurse Assisting, Medical Assisting and EMT. Since that time, it has been my pleasure to work as a nurse for the Salt Lake County Sheriff. Currently I am the education chairman for the Utah Acupuncture Association and a member of the Sandy City Chamber of Commerce education committee

Employment History:

Salt Lake County Jail- Salt Lake City Utah; Jail Nurse 12/2013-Current

Canyons School District- Sandy, UT; Certified Nurse Assisting Program Director 01/2011-01/2014

Holladay Healthcare- Holladay, Utah; Charge Nurse 03/2011-09/2011

VA Healthcare System- Salt Lake City, UT; Nursing float pool 05/2008 - 8/2009

United States Air Force; Translator 12/2004 - 9/2006.

Education History:

2006: Defense Language Institute; AA Korean Studies
2006: University of Utah; BS Nursing
2014: Western Governors University; MSN Ed.-C.

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KNOWLEDGE.



Applicant's Signature

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Name Keith Bradford, CPA, Attorney at Law

Role with school: Financial and Legal expert

Expertise:

20 years experience working in school district finance and law. On 3 school boards, advisor to school district superintendents. Oversaw million dollar school district budgets and financial reporting. Specialized in contract law and labor law. First CFO/General counsel at Canyons School District, got district systems up and running.

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.

**As a Board Member of Summit 7 school I plan to provide my expertise in school budgeting and finance as well as legal issues that affect schools.
I have proven leadership skills and my motives are always what is best for kids.**

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.

See above

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.

1994-1998 Director of Accounting and Finance Clark County School District, Las Vegas, Nevada
1998-2002 CFO and Clerk of the Board, Alpine School District, American Fork, Utah
2002-2004 CFO Poway School District and Clerk of the Board, San Diego, California
2004-2008 Assistant Superintendent of Business and Finance, Clark County School District, Las Vegas, Nevada
2008-2014 CFO and Legal Counsel, Canyon School District, Sandy, Utah

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.

1980 BS Accounting University of Utah
Passed CPA exam
1987 JD Brigham Young University

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Jeanne Bradford, MS, RD, RN
Name

Role with school: Nursing instructor and nutrition educator

Expertise

As a Registered Dietitian with over 30 years experience I have the following experience:
worked on an Indian Reservation as a public health nutritionist
developed dietary guidelines at USDA in Washington DC
Director of Nutrition at Herman Medical School
taught nutrition and dietetics at 3 major universities and as part of CTEC team
worked in long term care from consultant RD to Regional Director over a 10 year period.

As a Registered Nurse with 8 years of experience I have the following experience:
home visits to teach patients about disease states and provide nursing/nutrition care
CTEC nursing instructor- teaching students in hospital and nursing care centers
hospital emergency room

Past President of the Nevada Dietitians Association
Perfect scores on RateYourProfessor website for teaching excellence

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 have extensive background in education at both college/university and high school levels. I love teaching and watch students change over a short period of time. CTEC medical programs

change students lives. They become more mature being involved in life/death environments. They also make life long friendships.

(I took a nursing assistant course when I was in high school. After graduation I worked at LDS hospital as a CNA and put myself through college. I was the first female in my family to graduate from college. CTEC programs changed my life. I am a big fan of them.)

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.

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.

See above

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.

1976 BS in Food and Nutrition from University of Utah

1980 MS in Clinical Nutrition from Brigham Young University

Passed RD exam in 1980

2007 BS degree in Nursing from Nevada State University

Passed NCLEX in 2007

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Jeanne Bradford

Charter Name Summit 7		FY19		
Second Year of Operation		100% Enrollment		
Number of Students:		325		
Grade Configuration:				
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		244	\$99,158	
Student Activities		\$103		
Other		\$0		
Total Revenue From Local Sources (1000)		\$99,260		
Charter School Revolving Loan		X		
State Educational Funding		\$1,998,066		
Total Revenue from State Sources (3000)		\$1,998,066		
Lunch and Breakfast Reimbursement		77	\$31,383	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$47,320		
Elementary and Secondary Education Act (ESEA)		\$44,148		
Total Revenue from Federal Sources (4000)		\$122,851		
Private Grants & Donations:		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (<i>specify</i>)		\$0		
Prior Year Carryforward		\$142		
Total Revenue from Other Sources (5000)		\$142		
Total Revenue		\$2,220,320		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	13.00	\$51,000	\$663,000
10.132	Salaries - Substitute Teachers	60.00	\$102	\$6,120
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$10,200	\$20,400
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$689,520
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$40,800	\$40,800
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)			\$40,800
22.145	Salaries - Media Personnel - Certified	1.00	\$25,500	\$25,500
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)			\$25,500
24.121	Salaries - Principals and Assistants	2.00	\$61,200	\$122,400
24.152	Salaries - Secretarial and Clerical	2.00	\$33,660	\$67,320
24.100	Salaries - Other 2400-School Administration	3.00	\$51,000	\$153,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$342,720
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,500	\$25,500
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,500
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,124,040

--- BENEFITS ---				
10.210	Retirement - Instruction	10%	\$689,520	\$68,952
21.210	Retirement - Student Support	10%	\$40,800	\$4,080
22.210	Retirement - Instructional Staff Support	10%	\$25,500	\$2,550
24.210	Retirement - School Administration	10%	\$342,720	\$34,272
26.210	Retirement - Operation & Main of Facilities	10%	\$25,500	\$2,550
31.210	Retirement - Food Services	10%	\$0	\$0
	Total - All Retirement			\$112,404
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$689,520	\$68,952
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$40,800	\$4,080
	Social Security/FICA/Unemployment/Workers Comp - Instructional Staff	10%	\$25,500	\$2,550
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$342,720	\$34,272
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$25,500	\$2,550
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$112,404
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$689,520	\$89,638
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$40,800	\$5,304
	Insurance (Health/Dental/Life) - Instructional Staff Support	13%	\$25,500	\$3,315
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$342,720	\$44,554
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$25,500	\$3,315
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$146,125
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$689,520	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support			
22.200	Other Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$40,800	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$25,500	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$25,500	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0	\$0
	Total - All Other Insurance			\$0
TOTAL ALL BENEFITS (200)				\$370,933
ONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$3,150
21.300	Purchased Prof & Tech Services - Student Support			\$21,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$1,050
24.300	Purchased Prof & Tech Services - School Administration			\$23,050
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$126,000
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$174,250
PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$33,075
26.441	Rental of Land & Buildings			\$378,000
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$411,075
OR PURCHASED SERVICES ---				
27.510	Student Transportation services			\$0
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$5,250
45.522	Liability Insurance			\$5,250
10.530	Communication(telephone and other)			\$7,875
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$0
26.530	Communication(telephone and other)			\$0

24.540	Advertising		\$3,000
10.550	Printing and Binding		\$10,500
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		\$0
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$31,875

SUPPLIES ---

10.600	Instructional Supplies		\$3,000
10.641	Textbooks		\$2,000
21.600	Supplies - Student Support Services		\$1,000
22.644	Library Books		\$1,000
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$6,000
26.600	Supplies - Operation & Maintenance of Facilities		\$0
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$13,000

PROPERTY ---

10.700	Property (Instructional Equipment) - Instruction		\$0
21.700	Property - Student Support Services		\$0
22.700	Property - Instructional Staff Support		
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		\$1,000
24.733	Furniture and Fixtures - School Administration		\$0
22.733	Furniture and Fixtures - Instructional Support Staff		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$2,000
24.734	Technology Equipment - School Administration		\$1,000
22.734	Technology Equipment - Instructional Support Staff		\$0
21.734	Technology Equipment - Student Support Services		\$1,000
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)			\$5,000

OTHER OBJECTS ---

10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff		\$1,000
24.800	Other Objects- School Administration		\$0
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		\$1,000
10.810	Dues and Fees - Instruction		\$3,000
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		\$3,000
TOTAL - OTHER OBJECTS (800)			\$4,000

on (4500)			
45.830	Interest		\$3,422
45.840	Redemption of Principal		\$75,317
er items			\$78,739

1000	Total Local		\$99,260
3000	Total State		\$1,998,066
4000	Total Federal		\$122,851

VENUES			\$2,220,178
100	Salaries		\$1,124,040
200	Employee Benefits		\$370,933
300	Purchased Professional and Technical Services		\$174,250
400	Purchased Property Services		\$411,075
500	Other Purchased Services		\$31,875
600	Supplies		\$13,000
700	Property		\$5,000
800	Other Objects		\$82,739

ITURES			\$2,212,912
Excess or Deficiency of Revenues over Expenditures			7,266

Revenue		Planning Year		
Charter School Revolving Loan				\$300,000
Total Revenue from State Sources (3000)				\$300,000
Private Grants & Donations :				\$150,000
Source(s) (specify)				
Loans:				
Commercial				\$0
Other (specify)				\$0
Total Revenue from Other Sources (5000)				\$150,000
Total Revenue				\$450,000
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
24.121	Salaries - Principals and Assistants	1.00	\$65,000	\$65,000
24.152	Salaries - Secretarial and Clerical	0.00	\$31,000	\$0
24.100	Salaries - Other School Administration	1.00	\$60,000	\$60,000
	Total - School Administration Salaries (100)			\$125,000
26.182	Salaries - Operation & Maintenance of Facilities	0.00	\$31,000	\$0
	Total 2600 - Operation & Maintenance of Facilities Salaries (100)			\$0
TOTAL - ALL SALARIES (100)				\$125,000
--- BENEFITS ---				
24.210	Retirement - School Administration	10%	\$125,000	\$12,500
26.210	Retirement - Operation & Maintenance of Facilities	10%	\$0	\$0
	Total - All Retirement			\$12,500
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$125,000	\$12,500
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$0	\$0
	Total - All Social Security/FICA/Unemployment/Workers Compensation			\$12,500
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$125,000	\$16,250
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$0	\$0
	Total - All Insurance (Health/Dental/Life)			\$16,250
24.290	Other Benefits (specify) - School Administration	0%	\$125,000	\$0
26.290	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0
	Total - All other benefits (specify)			\$0
TOTAL ALL BENEFITS (200)				\$41,250
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
24.300	Purchased Professional & Technical Services - School Administration			\$10,000
26.300	Purchased Professional & Technical Services - Operation & Maintenance of Facilities			\$0
45.300	Purchased Professional & Technical Services - Building Acquisition & Construction Services			\$40,000
TOTAL - ALL PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)				\$50,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$0
26.441	Rental of Land & Buildings			\$7,500
26.450	Construction and Remodeling			\$100,000
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$107,500
--- OTHER PURCHASED SERVICES ---				
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$500
45.522	Liability Insurance			\$1,000
24.530	Communication(telephone and other)			\$1,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$5,000
24.550	Printing and Binding			\$0
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$7,500
--- SUPPLIES ---				
10.600	Instructional Supplies			\$0
10.641	Textbooks	0.00	\$32,000	\$0
21.600	Supplies - Student Support Services	0.00	\$500	\$0
22.600	Supplies - Instructional Staff Support Services	0.00	\$500	\$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	\$2,200	\$0

24.600	Supplies - School Administration		\$1,000
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$1,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		\$0
22.700	Property - Instructional Staff Support		\$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 - Food Services	\$0	7
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		\$5,000
22.733	Furniture and Fixtures - Instructional Support Staff		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$0
24.734	Technology Equipment - School Administration		\$10,000
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)			\$15,000
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff (RECRUITMENT of TEACHERS)		\$2,000
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		\$2,000
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		\$125,000
200	Employee Benefits		\$41,250
300	Purchased Professional and Technical Services		\$50,000
400	Purchased Property Services		\$107,500
500	Other Purchased Services		\$7,500
600	Supplies		\$1,000
700	Property		\$15,000
800	Other Objects		\$0
TOTAL EXPENDITURES			\$347,250
Excess or Deficiency of Revenues over Expenditures			(\$47,250)
Other Sources of Funding (5000)			\$150,000
Net Asset Balance (Fund Balance)			\$102,750
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			34%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)			-16%
Necessary Closure Fund (2 months Purchased Prop Serv + Other)			\$17,917

CHARTER SCHOOL WORKSHEET

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

Charter Name Summit 7

	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)		0.99	0
Estimated enrollment (9-12)	225	1.2	270
Special Ed enrollment (K)			
Special Ed enrollment (1-12)	22.5		
Special Ed (Self-Contained)	2.25		
Number of Teachers (K-6)			
Number of Teachers (7-12)	12		
WPU Value	\$2,972		
No. of Teachers (FTE) (CACTUS)	12		
School Administrators (CACTUS)	1		

DRAFT

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	270.0000	\$ 802,440
Professional Staff	0.059507	16.0669	47,751
Restricted Basic School:			
Special Ed--Add-on	1.0000	24.7500	67,469
Spec. Ed. Self-Contained	1.0000	2.2500	6,687
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		-
Total WPU Programs		313.0669	\$ 924,346
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 8,860
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		5,936
Enhancement for Accelerated Student	\$5.00 per student		1,125
Other			
School Land Trust Program	\$49.35 per student		11,104
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
Charter Administrative Costs	\$100 per student		22,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		62,580
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	227.25	218
Local Replacement Dollars	Average \$1,660 per student		377,235
Total Non-WPU			\$ 492,661
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	12	2,116
Total One Time			\$ 2,116
ESTIMATED Total All State Funding			\$ 1,419,123
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 Stacy Carroll @ 801-538-7958			Updated 09-16-15

CHARTER SCHOOL WORKSHEET

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

Charter Name Summit 7

	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)		0.99	0
Estimated enrollment (9-12)	300	1.2	360
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	30		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)			
Number of Teachers (7-12)	12		
WPU Value	\$2,972		
No. of Teachers (FTE) (CACTUS)	12		
School Administrators (CACTUS)	1		

DRAFT

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	360.0000	\$ 1,069,920
Professional Staff	0.059507	21.4225	63,668
Restricted Basic School:			
Special Ed--Add-on	1.0000	33.0000	89,958
Spec. Ed. Self-Contained	1.0000	3.0000	8,916
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		-
Total WPU Programs		417.4225	\$ 1,232,462
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 11,813
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		7,914
Enhancement for Accelerated Studer	\$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		62,580
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	303	291
Local Replacement Dollars	Average \$1,660 per student		502,980
Total Non-WPU			\$ 634,987
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	12	2,116
Total One Time			\$ 2,116
ESTIMATED Total All State Funding			\$ 1,869,565
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 Stacy Carroll @ 801-538-7958			Updated 09-16-15

Charter Name Summit 7		FY18			FY18		
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		300			225		
Grade Configuration:		Grades			Grades		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		225	\$91,530		169	\$68,648	
Student Activities		\$95			\$71		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$91,625			\$68,719		
Charter School Revolving Loan		X			X		
State Educational Funding		\$1,869,565			\$1,419,123		
Total Revenue from State Sources (3000)		\$1,869,565			\$1,419,123		
Lunch and Breakfast Reimbursement		71	\$28,969		53	\$21,727	
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$43,680			\$32,760		
Elementary and Secondary Education Act (ESEA)		\$40,752			\$30,564		
Total Revenue from Federal Sources (4000)		\$113,401			\$85,051		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$100,000			\$100,000		
Loans:					\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$102,750			\$102,750		
Total Revenue from Other Sources (5000)		\$202,750			\$202,750		
Total Revenue		\$2,277,341			\$1,775,643		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	12.00	\$50,000	\$600,000	9.00	\$50,000	\$450,000
10.132	Salaries - Substitute Teachers	60.00	\$100	\$6,000	45.00	\$100	\$4,500
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$10,000	\$20,000	0.00	\$10,000	\$0
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$626,000			\$454,500
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
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)			\$40,000			\$40,000
22.145	Salaries - Media Personnel - Certified	1.00	\$25,000	\$25,000	1.00	\$25,000	\$25,000
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)			\$25,000			\$25,000
24.121	Salaries - Principals and Assistants	2.00	\$60,000	\$120,000	1.00	\$65,000	\$65,000
24.152	Salaries - Secretarial and Clerical	2.00	\$33,000	\$66,000	1.00	\$33,000	\$33,000
24.100	Salaries - Other 2400-School Administration	3.00	\$50,000	\$150,000	2.00	\$50,000	\$100,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$336,000			\$198,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,000	\$25,000	1.00	\$25,000	\$25,000
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,000			\$25,000
31.100	Salaries - Food Services			\$0	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$1,052,000			\$742,500
--- BENEFITS ---							
10.210	Retirement - Instruction	10%	\$626,000	\$62,600	10%	\$454,500	\$45,450
21.210	Retirement - Student Support	10%	\$40,000	\$4,000	10%	\$40,000	\$4,000
22.210	Retirement - Instructional Staff Support	10%	\$25,000	\$2,500	10%	\$25,000	\$2,500
24.210	Retirement - School Administration	10%	\$336,000	\$33,600	10%	\$198,000	\$19,800
26.210	Retirement - Operation & Main of Facilities	10%	\$25,000	\$2,500	10%	\$25,000	\$2,500
31.210	Retirement - Food Services	10%	\$0	\$0	10%	\$0	\$0
	Total - All Retirement			\$105,200			\$74,250
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$626,000	\$62,600	10%	\$454,500	\$45,450
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$40,000	\$4,000	10%	\$40,000	\$4,000
22.220	Social Security/FICA/Unemployment/Workers Comp - Instructional Staff	10%	\$25,000	\$2,500	10%		
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$336,000	\$33,600	10%	\$198,000	\$19,800
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$25,000	\$2,500	10%	\$25,000	\$2,500
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$105,200			\$71,750
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$626,000	\$81,380	13%	\$454,500	\$59,085
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$40,000	\$5,200	13%	\$40,000	\$5,200
22.240	Insurance (Health/Dental/Life) - Instructional Staff Support	13%	\$25,000	\$3,250	13%		
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$336,000	\$43,680	13%	\$198,000	\$25,740

26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$25,000	\$3,250	13%	\$25,000	\$3,250
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$0	\$0	13%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$136,760			\$93,275
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$626,000	\$0	0%	\$454,500	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$40,000	\$0	0%	\$40,000	\$0
22.200	Other Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$25,000	\$0			
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$336,000	\$0	0%	\$198,000	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$25,000	\$0	0%	\$25,000	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0	\$0	0%	\$0	\$0
	Total - All Other Insurance			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$347,160			\$239,275
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$3,000			\$3,000
21.300	Purchased Prof & Tech Services - Student Support			\$20,000			\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$1,000			\$1,000
24.300	Purchased Prof & Tech Services - School Administration			\$21,000			\$17,500
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$120,000			\$90,000
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$165,000			\$131,500
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$34,000			\$34,000
26.441	Rental of Land & Buildings			\$360,000			\$360,000
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$394,000			\$394,000
--- 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			\$5,000			\$5,000
45.522	Liability Insurance			\$5,000			\$5,000
10.530	Communication(telephone and other)			\$7,500			\$7,500
21.530	Communication(telephone and other)			\$0			\$0
24.530	Communication(telephone and other)			\$0			\$0
26.530	Communication(telephone and other)			\$0			\$0
24.540	Advertising			\$3,000			\$3,000
10.550	Printing and Binding			\$10,000			\$5,000
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			\$0			\$0
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$30,500			\$25,500
--- SUPPLIES ---							
10.600	Instructional Supplies	1	\$25,000	\$25,000	1	\$18,750	\$18,750
10.641	Textbooks	1	\$35,000	\$35,000	1	\$26,250	\$26,250
21.600	Supplies - Student Support Services	0	\$2,000	\$0	0	\$1,500	\$0
22.644	Library Books	1	\$20,000	\$20,000	1	\$15,000	\$15,000
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	1	\$7,000	\$7,000	1	\$5,250	\$5,250
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$0	0	\$0	\$0
31.600	Supplies - Food Service	0	\$0	\$0	0	\$0	\$0
31.630	Food - Food Service			\$0			\$0
	TOTAL - ALL SUPPLIES (600)			\$87,000			\$65,250
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$2,000			\$0
21.700	Property - Student Support Services			\$0			\$0
22.700	Property - Instructional Staff Support			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	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			\$75,000			\$56,250
24.733	Furniture and Fixtures - School Administration			\$10,000			\$7,500
22.733	Furniture and Fixtures - Instructional Support Staff			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction			\$22,800			\$17,100

24.734	Technology Equipment - School Administration		\$10,000		\$7,500
22.734	Technology Equipment - Instructional Support Staff				\$0
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)			\$119,800		\$88,350
ER OBJECTS ---					
10.800	Other Objects- Instruction		\$0		\$0
21.800	Other Objects- Student Support		\$0		\$0
22.800	Other Objects- Instructional Staff		\$0		\$0
24.800	Other Objects- School Administration		\$1,000		\$1,000
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		\$1,000		\$1,000
10.810	Dues and Fees - Instruction		\$2,000		\$1,500
21.810	Dues and Fees - Student Support		\$0		\$0
22.810	Dues and Fees - Instructional Staff		\$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		\$2,000		\$1,500
TOTAL - OTHER OBJECTS (800)			\$3,000		\$2,500
on (4500)					
45.830	Interest		\$4,728		\$4,728
45.840	Redemption of Principal		\$74,011		\$74,011
er items			\$78,739		\$78,739
1000	Total Local		\$91,625		\$68,719
3000	Total State		\$1,869,565		\$1,419,123
4000	Total Federal		\$113,401		\$85,051
VENUES			\$2,074,591		\$1,572,893
100	Salaries		\$1,052,000		\$742,500
200	Employee Benefits		\$347,160		\$239,275
300	Purchased Professional and Technical Services		\$165,000		\$131,500
400	Purchased Property Services		\$394,000		\$394,000
500	Other Purchased Services		\$30,500		\$25,500
600	Supplies		\$87,000		\$65,250
700	Property		\$119,800		\$88,350
800	Other Objects		\$81,739		\$81,239
ITURES			\$2,277,199		\$1,767,614
Excess or Deficiency of Revenues over Expenditures			(202,608)		(\$194,720)

CHARTER SCHOOL WORKSHEET

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

Charter Name Summit 7

	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)		0.99	0
Estimated enrollment (9-12)	325	1.2	390
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	32.5		
Special Ed (Self-Contained)	3.25		
Number of Teachers (K-6)			
Number of Teachers (7-12)			
WPU Value	\$3,058	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	0		
School Administrators (CACTUS)			
Prior Year WPUs	360		
Low Income Students-prior year	0		

DRAFT

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	390.0000	\$ 1,192,462
Professional Staff	0.059507	23.2077	70,960
Restricted Basic School:			
Special Ed--Add-on	1.0000	35.7500	97,455
Spec. Ed. Self-Contained	1.0000	3.2500	9,937
Special Ed Pre-School	1.0000	3.2500	9,937
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		-
Total WPU Programs		455.4577	\$ 1,380,750
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 12,889
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		8,574
Enhancement for Accelerated Studer	\$5.00 per student		1,625
Other			
School Land Trust Program	\$49.35 per student		16,039
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
	\$1.33 per K-3 student		479
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		32,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		-
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	328.25	315
Local Replacement Dollars	Average \$1,665 per student		544,895
Total Non-WPU			\$ 617,316
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	0	-
			-
Total One Time			\$ -
ESTIMATED Total All State Funding			\$ 1,998,066
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 Stacy Carroll @ 801-538-7958			Updated 04-10-14

Assumptions:	Planning Year	Year 1	Year 2	Year 3	Average Salary
	FTE	FTE	FTE	FTE	
Staffing:					
Instructional:					
Teachers	12.00	12.00	13.00	14.00	50,000
Teacher Aides		2.00	2.00	2.00	10,000
Student Support:					
Guidance Counselor	0.50	1.00	1.00	1.00	40,000
Instructional Support:					
Media Personnel	0.50	1.00	1.00	1.00	25,000
School Administration:					
School Director	1.00	1.00	1.00	1.00	65,000
Business Administrator	1.00	1.00	1.00	1.00	60,000
Program Manager	1.00	1.00	1.00	1.00	55,000
Office Manager	1.00	1.00	1.00	1.00	31,000
Outreach Coordinator	1.00	1.00	1.00	1.00	35,000
HR/Employment Specialist	0.50	1.00	1.00	1.00	35,000
Information Systems Director	0.50	1.00	1.00	1.00	55,000
Operations & Maint.-Facilities					
Custodian		1.00	1.00	1.00	25,000

DRAFT

Questions:

Charter Name Summit 7		FY19		
Second Year of Operation		100% Enrollment		
Number of Students:		325		
Grade Configuration:				
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		244	\$99,158	
Student Activities		\$103		
Other		\$0		
Total Revenue From Local Sources (1000)		\$99,260		
Charter School Revolving Loan		X		
State Educational Funding		\$1,998,066		
Total Revenue from State Sources (3000)		\$1,998,066		
Lunch and Breakfast Reimbursement		77	\$31,383	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$47,320		
Elementary and Secondary Education Act (ESEA)		\$44,148		
Total Revenue from Federal Sources (4000)		\$122,851		
Private Grants & Donations:		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (<i>specify</i>)		\$0		
Prior Year Carryforward		\$142		
Total Revenue from Other Sources (5000)		\$142		
Total Revenue		\$2,220,320		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	13.00	\$51,000	\$663,000
10.132	Salaries - Substitute Teachers	60.00	\$102	\$6,120
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$10,200	\$20,400
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$689,520
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$40,800	\$40,800
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)			\$40,800
22.145	Salaries - Media Personnel - Certified	1.00	\$25,500	\$25,500
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)			\$25,500
24.121	Salaries - Principals and Assistants	2.00	\$61,200	\$122,400
24.152	Salaries - Secretarial and Clerical	2.00	\$33,660	\$67,320
24.100	Salaries - Other 2400-School Administration	3.00	\$51,000	\$153,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$342,720
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,500	\$25,500
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,500
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,124,040

--- BENEFITS ---

10.210	Retirement - Instruction	10%	\$689,520	\$68,952
21.210	Retirement - Student Support	10%	\$40,800	\$4,080
22.210	Retirement - Instructional Staff Support	10%	\$25,500	\$2,550
24.210	Retirement - School Administration	10%	\$342,720	\$34,272
26.210	Retirement - Operation & Main of Facilities	10%	\$25,500	\$2,550
31.210	Retirement - Food Services	10%	\$0	\$0
	Total - All Retirement			\$112,404
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$689,520	\$68,952
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$40,800	\$4,080
	Social Security/FICA/Unemployment/Workers Comp - Instructional Staff	10%	\$25,500	\$2,550
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$342,720	\$34,272
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$25,500	\$2,550
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$112,404
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$689,520	\$89,638
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$40,800	\$5,304
	Insurance (Health/Dental/Life) - Instructional Staff Support	13%	\$25,500	\$3,315
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$342,720	\$44,554
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$25,500	\$3,315
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$146,125
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$689,520	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support			
22.200	Other Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$40,800	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$25,500	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$25,500	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0	\$0
	Total - All Other Insurance			\$0
TOTAL ALL BENEFITS (200)				\$370,933

ONAL & TECHNICAL SERVICES ---

10.300	Purchased Prof & Tech Services - Instruction			\$3,150
21.300	Purchased Prof & Tech Services - Student Support			\$21,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$1,050
24.300	Purchased Prof & Tech Services - School Administration			\$23,050
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$126,000
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$174,250

PROPERTY SERVICES ---

26.400	Purchased Property Services			\$33,075
26.441	Rental of Land & Buildings			\$378,000
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$411,075

OR PURCHASED SERVICES ---

27.510	Student Transportation services			\$0
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$5,250
45.522	Liability Insurance			\$5,250
10.530	Communication(telephone and other)			\$7,875
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$0
26.530	Communication(telephone and other)			\$0

24.540	Advertising		\$3,000
10.550	Printing and Binding		\$10,500
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		\$0
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$31,875

SUPPLIES ---

10.600	Instructional Supplies		\$3,000
10.641	Textbooks		\$2,000
21.600	Supplies - Student Support Services		\$1,000
22.644	Library Books		\$1,000
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$6,000
26.600	Supplies - Operation & Maintenance of Facilities		\$0
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$13,000

PROPERTY ---

10.700	Property (Instructional Equipment) - Instruction		\$0
21.700	Property - Student Support Services		\$0
22.700	Property - Instructional Staff Support		
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		\$1,000
24.733	Furniture and Fixtures - School Administration		\$0
22.733	Furniture and Fixtures - Instructional Support Staff		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$2,000
24.734	Technology Equipment - School Administration		\$1,000
22.734	Technology Equipment - Instructional Support Staff		\$0
21.734	Technology Equipment - Student Support Services		\$1,000
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)			\$5,000

OTHER OBJECTS ---

10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff		\$1,000
24.800	Other Objects- School Administration		\$0
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		\$1,000
10.810	Dues and Fees - Instruction		\$3,000
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		\$3,000
TOTAL - OTHER OBJECTS (800)			\$4,000

on (4500)			
45.830	Interest		\$3,422
45.840	Redemption of Principal		\$75,317
er items			\$78,739

1000	Total Local		\$99,260
3000	Total State		\$1,998,066
4000	Total Federal		\$122,851

VENUES			\$2,220,178
100	Salaries		\$1,124,040
200	Employee Benefits		\$370,933
300	Purchased Professional and Technical Services		\$174,250
400	Purchased Property Services		\$411,075
500	Other Purchased Services		\$31,875
600	Supplies		\$13,000
700	Property		\$5,000
800	Other Objects		\$82,739

ITURES			\$2,212,912
Excess or Deficiency of Revenues over Expenditures			7,266

CHARTER SCHOOL WORKSHEET

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

Charter Name Summit 7

	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)		0.99	0
Estimated enrollment (9-12)	350	1.2	420
Special Ed Pre-School			
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	35		
Special Ed (Self-Contained)	3.5		
Number of Teachers (K-6)			
Number of Teachers (7-12)	0		
WPU Value	\$3,146		
No. of Teachers (FTE) (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	390		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	420.0000	\$ 1,321,350
Professional Staff	0.059507	24.9929	78,630
Restricted Basic School:			
Special Ed--Add-on	1.0000	38.5000	104,951
Spec. Ed. Self-Contained	1.0000	3.5000	11,011
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		-
Total WPU Programs		486.9929	\$ 1,515,941
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 13,782
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		9,233
Enhancement for Accelerated Student	\$5.00 per student		1,750
Other			
School Land Trust Program	\$49.35 per student		17,273
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
	\$1.33 per K-3 student		519
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		35,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		-
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	353.5	339
Local Replacement Dollars	Average \$1,670 per student		586,810
Total Non-WPU			\$ 664,706
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	0	-
			-
Total One Time			\$ -
ESTIMATED Total All State Funding			\$ 2,180,647
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 Stacy Carroll @ 801-538-7958			Updated 04-10-14

Charter Name Summit 7		2019-2020		
Second Operational Year		100% Enrollment		
Number of Students:		350		
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		263	\$106,785	
Student Activities		\$83		
Other		\$0		
Total Revenue From Local Sources (1000)		\$106,868		
State Educational Funding		\$2,180,647		
Total Revenue from State Sources (3000)		\$2,180,647		
Lunch and Breakfast Reimbursement		111	\$45,063	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$50,960		
Elementary and Secondary Education Act (ESEA)		\$47,544		
Total Revenue from Federal Sources (4000)		\$143,567		
Private Grants & Donations:				
Source(s) (specify)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (specify)		\$0		
Prior Year Carryforward		\$7,408		
Total Revenue from Other Sources (5000)		\$7,408		
Total Revenue		\$2,438,490		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	14.00	\$52,020	\$728,280
10.132	Salaries - Substitute Teachers	60.00	\$104	\$6,242
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$10,404	\$20,808
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$755,330
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	1.00	\$41,616	\$41,616
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)			\$41,616
22.145	Salaries - Media Personnel - Certified	1.00	\$26,010	\$26,010
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)			\$26,010
24.121	Salaries - Principals and Assistants	2.00	\$62,424	\$124,848
24.152	Salaries - Secretarial and Clerical	2.00	\$34,333	\$68,666
24.100	Salaries - Other 2400-School Administration	3.00	\$52,020	\$156,060
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$349,574
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$26,010	\$26,010
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$26,010
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,198,541
--- BENEFITS ---				
10.210	Retirement - Instruction	10%	\$755,330	\$75,533

21.210	Retirement - Student Support	10%	\$41,616	\$4,162
22.210	Retirement - Instructional Staff Support	10%	\$26,010	\$2,601
24.210	Retirement - School Administration	10%	\$349,574	\$34,957
26.210	Retirement - Operation & Main of Facilities	10%	\$26,010	\$2,601
31.210	Retirement - Food Services	10%	\$0	\$0
	Total - All Retirement			\$119,854
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$755,330	\$75,533
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$41,616	\$4,162
	Social Security/FICA/Unemployment/Workers Comp - Instructional Staff	10%	\$26,010	\$2,601
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administra	10%	\$26,010	\$34,957
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$349,574	\$2,601
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$26,010	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$119,854
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$0	\$98,193
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$26,010	\$5,410
	Insurance (Health/Dental/Life) - Instructional Staff Support	13%	\$26,010	\$3,381
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$26,010	\$45,445
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$0	\$3,381
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$1,198,541	\$0
	Total- All Insurance(Health/Dental/Life)			\$155,810
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$0	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$26,010	\$0
22.200	Other Benefits (<i>specify</i>) - Instructional Staff Support	0%	\$26,010	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$26,010	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$1,198,541	\$0
	Total - All Other Insurance			\$0
	TOTAL ALL BENEFITS (200)			\$395,518
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$3,300
21.300	Purchased Prof & Tech Services - Student Support			\$23,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$1,100
24.300	Purchased Prof & Tech Services - School Administration			\$26,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$132,300
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$185,700
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$38,000
26.441	Rental of Land & Buildings			\$397,000
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$435,000
--- 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			\$6,000
45.522	Liability Insurance			\$6,000
10.530	Communication(telephone and other)			\$9,000
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$0
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$3,000
10.550	Printing and Binding			\$12,000

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		\$0
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$36,000
--- SUPPLIES ---			
10.600	Instructional Supplies		\$3,000
10.641	Textbooks		\$2,000
21.600	Supplies - Student Support Services		\$1,000
22.644	Library Books		\$1,000
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$6,000
26.600	Supplies - Operation & Maintenance of Facilities		\$0
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$13,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$0
21.700	Property - Student Support Services		\$0
22.700	Property - Instructional Staff Support		\$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		\$1,000
24.733	Furniture and Fixtures - School Administration		\$0
22.733	Furniture and Fixtures - Instructional Support Staff		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$2,000
24.734	Technology Equipment - School Administration		\$1,000
22.734	Technology Equipment - Instructional Support Staff		\$0
21.734	Technology Equipment - Student Support Services		\$1,000
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)			\$5,000
ER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff		
24.800	Other Objects- School Administration		\$1,000
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		\$3,000
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)			\$4,000
on (4500)			
45.830	Interest		\$2,093
45.840	Redemption of Principal		\$76,645
er items			\$78,739
1000	Total Local		\$106,868
3000	Total State		\$2,180,647
4000	Total Federal		\$143,567
VENUES			\$2,431,082
100	Salaries		\$1,198,541
200	Employee Benefits		\$395,518
300	Purchased Professional and Technical Services		\$185,700
400	Purchased Property Services		\$435,000
500	Other Purchased Services		\$36,000
600	Supplies		\$13,000
700	Property		\$5,000
800	Other Objects		\$82,739
ITURES			\$2,351,498
Excess or Deficiency of Revenues over Expenditures			\$79,584
Other Sources of Funding (5000)			\$7,408
Net Asset Balance (Fund Balance)			\$86,992
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			4%

Charter Name Summit 7		FY17	FY18
Operational Year		Planning	One
Number of Student		X	300
Revenue			
Child Nutrition Program (CNP) and Lunchroom Sales		X	\$91,530
Student Activities		X	\$95
Other		X	\$0
Total Revenue From Local Sources (1000)		\$0	\$91,625
State Educational Funding		\$300,000	\$1,869,565
Total Revenue from State Sources (3000)		\$300,000	\$1,869,565
Lunch and Breakfast Reimbursement		X	\$28,969
Restricted Federal Through State		X	\$0
Programs for the Disabled (IDEA)		X	\$43,680
Elementary and Secondary Education Act (ESEA)		X	\$40,752
Total Revenue from Federal Sources (4000)		\$0	\$113,401
Private Grants & Donations:		\$150,000	\$0
Source(s) (specify)		\$0	\$100,000
Loans:		\$0	\$0
Commercial		\$0	\$0
Other (specify)		\$0	\$0
Prior Year Carryforward		X	\$102,750
Total Revenue from Other Sources (5000)		\$150,000	\$202,750
Total Revenue		\$450,000	\$2,277,341

Expenditures			
--- SALARIES ---			
10.131	Salaries - Teachers	X	\$600,000
10.132	Salaries - Substitute Teachers	X	\$6,000
10.161	Salaries - Teacher Aides and Paraprofessionals	X	\$20,000
10.100	Salaries - Other 1000-INSTRUCTION	X	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)		X	\$626,000
21.141	Salaries - Attendance and Social Work Personnel	X	\$0
21.142	Salaries - Guidance Personnel	X	\$40,000
21.143	Salaries - Health Services Personnel	X	\$0
21.144	Salaries - Psychological Personnel	X	\$0
21.152	Salaries - Secretarial and Clerical	X	\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	X	\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)		X	\$40,000
22.145	Salaries - Media Personnel - Certified	X	\$25,000
22.162	Salaries - Media Personnel - Noncertified	X	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	X	\$0
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)		X	\$25,000
24.121	Salaries - Principals and Assistants	\$65,000	\$120,000
24.152	Salaries - Secretarial and Clerical	\$0	\$66,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	\$60,000	\$150,000
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)		\$125,000	\$336,000
26.100	Salaries - Operation & Maintenance of Facilities	\$0	\$25,000
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)		\$0	\$25,000
31.100	Salaries - FOOD SERVICES	X	\$0
Total 31 (3100)-FOOD SERVICES Salaries (100)		X	\$0
TOTAL - ALL SALARIES (100)		\$125,000	\$1,052,000
--- BENEFITS ---			
10.210	Retirement - Instruction	X	\$62,600
21.210	Retirement - Student Support	X	\$4,000
22.210	Retirement - Instructional Staff Support	X	\$2,500
24.210	Retirement - School Administration	\$12,500	\$33,600
26.210	Retirement - Operation & Main of Facilities	\$0	\$2,500
31.210	Retirement - Food Services	X	\$0
TOTAL - ALL RETIREMENT		\$12,500	\$105,200
10.220	Social Security/FICA/UNEMP/WCF - Instruction	X	\$62,600
21.220	Social Security/FICA/UNEMP/WCF - Student Support	X	\$4,000
22.220	Social Security/FICA/UNEMP/WCF - Instructional Staff Support		\$2,500
24.220	Social Security/FICA/UNEMP/WCF -School Administration	\$12,500	\$33,600
26.220	Social Security/FICA/UNEMP/WCF - Operation & Maintenance of Facilities	\$0	\$2,500
31.220	Social Security - Food Services	X	\$0

	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF	\$12,500	\$105,200
10.240	Insurance (Health/Dental/Life) - Instruction	X	\$81,380
21.240	Insurance (Health/Dental/Life) - Student Support	X	\$5,200
22.240	Insurance (Health/Dental/Life) - Instructional Staff Support		\$3,250
24.240	Insurance (Health/Dental/Life) - School Administration	\$16,250	\$43,680
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	\$0	\$3,250
31.240	Insurance (Health/Dental/Life) - Food Services	X	\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)	\$16,250	\$136,760
10.200	Other Benefits (specify) - Instruction	X	\$0
21.200	Other Benefits (specify) - Student Support	X	\$0
22.200	Other Benefits (specify) - Instructional Staff Support		\$0
24.200	Other Benefits (specify) - School Administration	\$0	\$0
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	\$0	\$0
31.200	Other Benefits (specify) - Food Services	X	\$0
	TOTAL - ALL OTHER BENEFITS (specify)	\$0	\$0
	TOTAL ALL BENEFITS (200)	\$41,250	\$347,160
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction	X	\$3,000
21.300	Purchased Prof & Tech Services - Student Support	X	\$20,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support	X	\$1,000
24.300	Purchased Prof & Tech Services - School Administration	\$10,000	\$21,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities	\$0	\$0
31.300	Purchased Prof & Tech Services - Food Services	X	\$120,000
45.300	Purchased Prof & Tech Services - Building Acquisition & Construction Services	\$40,000	
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)	\$50,000	\$165,000
--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services	\$0	\$34,000
26.441	Rental of Land & Buildings	\$7,500	\$360,000
26.450	Construction and Remodeling	\$100,000	\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)	\$107,500	\$394,000
--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services	X	\$0
24.520	Insurance(other than employee benefits - e.g. D&O)	\$0	\$0
45.521	Property Insurance	\$500	\$5,000
45.522	Liability Insurance	\$1,000	\$5,000
10.530	Communication(telephone and other)	X	\$7,500
21.530	Communication(telephone and other)	X	\$0
24.530	Communication(telephone and other)	\$1,000	\$0
26.530	Communication(telephone and other)	\$0	\$0
24.540	Advertising	\$5,000	\$3,000
10.550	Printing and Binding	X	\$10,000
21.550	Printing and Binding	X	\$0
24.550	Printing and Binding	\$0	\$0
10.560	Tuition	X	\$0
21.570	Food Service Management	X	\$0
21.580	Travel/Per Diem	X	\$0
24.580	Travel/Per Diem	\$0	\$0
26.580	Travel/Per Diem	\$0	\$0
10.590	Inter-educational, Interagency Purchased Services	X	\$0
	TOTAL - OTHER PURCHASED SERVICES (500)	\$7,500	\$30,500
--- SUPPLIES ---			
10.600	Instructional Supplies	\$0	\$25,000
10.641	Textbooks	\$0	\$35,000
21.600	Supplies - Student Support Services	\$0	\$0
22.644	Library Books	\$0	\$20,000
22.650	Periodicals	\$0	\$0
24.600	Supplies - School Administration	\$1,000	\$7,000
26.600	Supplies - Operation & Maintenance of Facilities	\$0	\$0
31.600	Supplies - Food Service	\$0	\$0
31.630	Food - Food Service	\$0	\$0
	TOTAL - ALL SUPPLIES (600)	\$1,000	\$87,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction	\$0	\$2,000
21.700	Property - Student Support Services	\$0	\$0

22.700	Property - Instructional Staff Support	\$0	\$0
24.700	Property - School Administration	\$0	\$0
26.700	Property - Operation & Maintenance of Facilities	\$0	\$0
31.700	Property - Food Services	\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	\$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	\$75,000
24.733	Furniture and Fixtures - School Administration	\$5,000	\$10,000
22.733	Furniture and Fixtures - Instructional Support Staff	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services	\$0	\$0
10.734	Technology Equipment - Instruction	\$0	\$22,800
24.734	Technology Equipment - School Administration	\$10,000	\$10,000
22.734	Technology Equipment - Instructional Support Staff	\$0	\$0
21.734	Technology Equipment - Student Support Services	\$0	\$0
27.735	Non-Bus Vehicles	\$0	\$0
10.739	Other Equipment - Instruction	\$0	\$0
24.739	Other Equipment - School Administration	\$0	\$0
22.739	Other Equipment - Instructional Support Staff	\$0	\$0
	TOTAL - ALL PROPERTY (700)	\$15,000	\$119,800
	--- OTHER Objects ---		
10.800	Other Objects- Instruction	\$0	\$0
21.800	Other Objects- Student Support	\$0	\$0
22.800	Other Objects- Instructional Staff	\$2,000	\$0
24.800	Other Objects- School Administration	\$0	\$1,000
26.800	Other Objects - Operation & Maintenance of Facilities	\$0	\$0
31.800	Other Objects - Food Services	\$0	\$0
10.800	Other Objects - Building Acquisition	\$0	\$0
	Total - All Other Objects	\$2,000	\$1,000
10.810	Dues and Fees - Instruction	\$0	\$2,000
21.810	Dues and Fees - Student Support	\$0	\$0
22.810	Dues and Fees - Instructional Staff	\$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	\$2,000
	TOTAL - OTHER Objects (800)	\$2,000	\$3,000
	Total Building Acquisition & Instruction (4500)	\$4,000	
45.830	Interest	X	\$4,728
45.840	Redemption of Principal	X	\$74,011
	Total other financing sources (uses) and other items	\$0	\$78,739
1000	Total Local	\$0	\$91,625
3000	Total State	\$300,000	\$1,869,565
4000	Total Federal	\$0	\$113,401
	TOTAL REVENUES	\$300,000	\$2,074,591
100	Salaries	\$125,000	\$1,052,000
200	Employee Benefits	\$41,250	\$347,160
300	Purchased Professional and Technical Services	\$50,000	\$165,000
400	Purchased Property Services	\$107,500	\$394,000
500	Other Purchased Services	\$7,500	\$30,500
600	Supplies	\$1,000	\$87,000
700	Property	\$15,000	\$119,800
800	Other Objects	\$0	\$81,739
	TOTAL EXPENDITURES	\$347,250	\$2,277,199
	Excess or Deficiency of Revenues over Expenditures	(\$47,250)	(202,608)
	Other Sources of Funding (5000)	\$150,000	202,750
	Net Asset Balance (Fund Balance)	\$102,750	142
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)	34%	0%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)	-16%	-10%
	Necessary Closure Fund (2 months Purch Prop Serv + Other)	\$17,917	\$79,290