Ignite Entrepreneurship Academy

Learn, Do, Be

REQUIRED INFORMATION

Charter School Information

1. Name of proposed charter school: Ignite Entrepreneurship Academy
2. Name of applicant: Ignite Entrepreneurship Academy, Inc.
3. Authorized agent: Jennifer Ryan
4. Mailing address: 13236 S. Aintree Ave., Draper, UT, 84020
5. Phone number: 801-831-8875
6. JenniferRyan2131@yahoo.com
7. District(s) where proposed charter school is located: Alpine School District
8. The governing body of a charter school is responsible for the policy decisions of the school. Please

Name	**Email**	**Position on Board (e.g., chair, secretary)**	**Type of Member (e.g., parent, business)**	**Profession**
Jennifer Ryan	JenniferRyan2131@ yahoo.com	Chairman	Parent/Business	Strategy/Operations Business Consultant
Dan Smith	dan@jordanriverinsurance.com	Vice Chair	Business Owner/ Charter Experience	Owns Insurance Company
Chris Parkin	cparkin70@hotmail.com	Finance	Strategic Business Partnerships	Strategic Business Partnerships Adobe
Tasi Young	tasi.young@ meridianschool.org	Legal/ Secretary	Legal	Head of School Meridian
Kaylie Reed	kayliedreed@gmail.com	Blended Learning Expert	Education	Blended Learning Consultant
Ben Moulton	Ben.Moulton@uvu.edu	Public Education Expert	Education	UVU Professor
Kelly Tate	KellyLTate@yahoo.com	Education	Education	Dyslexia Services

A copy of this proposal was sent to the Superintendent of Alpine Schools, Sam Jarmon at sjarman@**alpinedistrict**.org.

9. Year school will start: September 2017
10. Grades served: K-9
11. Requested Enrollment

Year 1: Grade K: 70 , Grades 1-6: 500 , Grades 7-9: 30 , Grades 10-12 0 Total: 600
Year 2: Grade K: 70 , Grades 1-6: 430 , Grades 7-9: 100 , Grades 10-12: 0 Total: 600
Year 3: Grade K: 70 , Grades 1-6: 430 , Grades 7-9: 100 , Grades 10-12: 0 Total: 600

Does proposed grade configuration match resident district grade configuration? Yes x No

12. Is this proposal seeking special treatment under UCA 53A-1a-501.9? Yes No x	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? Yes No x
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). R277-482-5. Timelines - Charter School Starting Date and Facilities	

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.
Jennifer Ryan: Daniel W. Smith: Daniel W. Smith Christopher Parkin: Christopher Parkin Tasi Young: Kaylie Dienelt-Reed: KDR Ben Moulton: Kelly Tate:
Name of Authorized Agent: Jennifer Ryan
Signature of Authorized Agent:
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

TABLE OF CONTENTS

EXECUTIVE SUMMARY 5
SCHOOL PURPOSE AND GOALS 6
MARKET ANALYSIS 11
STUDENT POPULATION 16
PROGRAM OF INSTRUCTION 21
PERFORMANCE MEASURES 44
GOVERNING BOARD 49
STAFFING 55
BUSINESS PLAN 61
EDUCATION SERVICE PROVIDER 81
APPENDIX A: WAIVERS 81
APPENDIX B: ARTICLES OF INCORPORATION 82
APPENDIX C: GOVERNING BOARD BYLAWS 86
APPENDIX D: MINUTES OF BOARD MEETINGS 100
APPENDIX E: EXECUTED CONTRACTS OR MOU'S 101
APPENDIX F: BOARD BIOS 101

EXECUTIVE SUMMARY

Entrepreneurs serve as the spark plug in the economy's engine, activating and stimulating most economic activity. They are the critical determinant of the level of success, prosperity, growth and opportunity in any economy. The most dynamic societies in the world are the ones that have the most entrepreneurs. Given the economic need for entrepreneurship, it is surprising that there is only one K-9th grade school in South Weber, UT and no single high school in all of Utah that exists to develop entrepreneurial talent.

Ignite Entrepreneurship Academy's (IEA) mission is to promote entrepreneurial success through academic rigor, project-based learning, and creating a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving.

We achieve this goal through the following progression:

Learning to Know: Personalized and accelerated learning through a student-centered, ability supported, and blended learning model that gives entrepreneurial-minded students the flexibility of achieving academic goals at their maximum pace with control over time, place, and pace.

Learning to Do: Project and location-based activities designed to foster curiosity and cultivate entrepreneurial traits: such as, collaboration, problem solving, resiliency, and project management.

Learning to Be: Entrepreneurial culture inspiring students to be innovative problem-solvers committed to excellence.

The foundation of Ignite Entrepreneurship Academy is grounded in a personalized approach to learning that engrains a sense of ownership and personal accountability for achieving learning goals. Students then participate in programs that leverage online software, small group discussion/workshops, and hands-on/Montessori learning as needed to accomplish learning goals ("to know"). Then applying these core concepts in the context of collaborative projects designed to reinforce learning and develop entrepreneurial abilities ("to do"). By leveraging this approach to learning in a mixed-age environment, Ignite Entrepreneurship Academy students will successfully demonstrate mastery of key Utah Core standards while at the same time, developing the leadership skills that lay the foundation for entrepreneurial career success in a competitive global market ("to be").

In taking this approach, Ignite Entrepreneurship Academy is patterning its culture and its program after Acton Academy – an entrepreneurship school in Austin, TX. By creating an expectation of rigor and excellence, then equipping students with tools that enable them to go at their maximum pace, Acton Academy students are mastering on average 1.5 years of academic material for every year they are in school, starting their own businesses, and exceling at project-based learning[1]. Kaylie Dienelt-Reed, the founding teacher and program creator of

[1] Kaylie Dienelt-Reed, Founding teacher at Acton Academy 11/30/2015

Acton Academy, has joined the IEA board and is dedicating her efforts to provide Utah students with access to this world-class program.

Ms. Reed and IEA began their collaboration efforts 2 years ago. Ms. Reed wrote a 250 page instructional guide detailing what must be done to set up a successful, innovative entrepreneurship program. Over the last 16 months, Ms. Reed and IEA have used this guide to pilot the program to 194 students. The pilots have been recorded and will accompany the manual to enable IEA to effectively train Utah teachers to replicate Acton Academy's success.

IEA is confident that the collective expertise of the IEA board will be successful at creating a high-quality, entrepreneurship school. 86% of the board members at IEA have either started their own businesses or worked for a successful start-up company. 71% of the board members have experience in education and training. In addition, the board of directors has extensive financial, construction, and operations expertise. Ms. Reed's expertise combined with the collective education and business experience of the board, will enable IEA to successfully provide Utah students access to rigorous, entrepreneurship education.

SCHOOL PURPOSE AND GOALS

Purpose: In accordance with Title 53A Chapter 1a Section 503 Ignite Entrepreneurship Academy's purpose is to:

1. Continue to improve student learning: Part of IEA's mission is to ensure entrepreneurial success through academic rigor and project-based learning. IEA has developed a learning program where students are equipped with the tools needed to move ahead at their maximum pace and the student culture where students are driving each other to success. By mastering content at their maximum pace and applying that knowledge in the context of project-based learning experiences, IEA proven techniques to improve student learning.

2. Increase choice of learning opportunities for students: Currently there is only one K-9th grade school (HighMark Charter School in South Weber, UT – See Student Population for more details) and no high school located in the state that focuses on entrepreneurship; thus the model presented by Ignite Entrepreneurship Academy is new to Utah County. In addition, there is no public or private Montessori school serving northern Utah County. Ignite Entrepreneurship Academy will offer its student body a unique Montessori-based, entrepreneurial learning experience, thereby expanding the choice in learning for students.

3. Create new professional learning opportunities for educators that will allow them to actively participate in designing and implementing learning programs. Ignite Entrepreneurship Academy's culture strongly encourages innovation and creativity at every level. As such, certified teachers will be hired and evaluated in part by their ability to apply their interests, talents, and passions in a classroom environment through leading hands on learning activities and projects. This will be further encouraged by providing teachers with a stipend each year that can be applied to any class or experience a teacher is curious about. The stipend is aimed at helping the teacher grow in an area of their choosing, and then bring that experience back to

the classroom as a learning experience for students. The teacher will work with the Curriculum director in both shaping curriculum based on the teacher's experience and working with the business manager in obtaining the necessary approval for funding.

Mission: Entrepreneurial success through academic rigor, project-based learning, and creating a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving.

Education Foundation and Culture/Ethos: IEA seeks to mimic the entrepreneurial/start-up experience in the context of a learning environment. IEA holds a view that children are naturally curious and eager to learn, and that learning is accelerated in the context of a carefully prepared culture that heavily emphasizes ownership and responsibility.

Education Foundation: In a school designed to promote entrepreneurship, it is important that the academic model of the school enable a student to develop to their highest potential and acquire strong leadership and independence abilities. Both Montessori and blended learning are learner-centered, classroom management models that instill ownership, encourage students to maximize learning and promote leadership.

IEA will use a traditional Montessori model in K-3rd grades to lay a strong academic foundation. This learning is enhanced through online software. As students advance in grade level, online software programs replace Montessori manipulatives creating a flexible, blended learning environment. In the afternoons, students engage in project and location based learning that build entrepreneurial skills and characteristics, which will also help in improving students use and retention. This gives value, context and meaning to skills being taught. In taking this approach, IEA will model its program after Acton Academy: an entrepreneurial school that has been identified by the Clayton Christensen Institute as one of the most successful blended learning schools in the nation.

Culture/Ethos: The school culture and ethos determine to a large extent on how well Ignite Entrepreneurship Academy executes on its vision. Ignite Entrepreneurship Academy is a place where on every level, from board member to student, we cultivate entrepreneurial characteristics and mimic the entrepreneurial work environment ("to be"), by emphasizing the following values:

- Problem solving
- Excellence
- Independence
- Creative Thinking
- Innovation
- Collaboration
- Perseverance
- Creativity
- Leadership
- Project Management
- Resiliency
- Efficiency
- Communication
- Give/Receive Critique
- Commitment
- Resourcefulness
- Initiative
- Teamwork

When a student enters Ignite Entrepreneurship Academy, they will either participate in the onsite program or an offsite program designed to give students greater flexibility to pursue

their goals. It is critical that regardless of whether a student is in the onsite or offsite program, that the entrepreneurial culture of the school is engrained in each student. At the beginning of each school year, both onsite and offsite students participate in Ignite Entrepreneurship Academy's dynamic, cultural training program that has been designed to build an entrepreneurial culture and create an expectation of academic rigor. The current components of this program include the following:

1. **Entrepreneur Curriculum:** Students begin the entrepreneurial curriculum by learning about the lives of entrepreneurs, experimenting with running their own businesses, gaining experience from creating marketing/sales pitches and presentations, etc.

2. **Expectation of Rigor:** Entrepreneurship is demanding, and there has to be an expectation set early for rigor. As part of the program, students engage in creating a learning contract. The learning contract serves as a guide for the class in how they will conduct themselves and manage their time to achieve their highest level of academic success. The contract will be signed by all students and they will hold each other accountable to upholding those values throughout the year.

3. **Teambuilding:** Successful entrepreneurial companies have a culture where employees play and work well together. Each year a cohort of new students will join the classroom. Some of these students will rise from the lower grades, while others will be new to the school. A cohesive community is the foundation of everything to which IEA aspires. During IEA's team building activities, students play fun games and activities to help them form a cohesive group that would be able to support each other through the various activities and projects throughout the school year.

4. **Montessori Training:** Students in a Montessori environment are taught to take ownership and manage their own learning. This is consistent with the needs of an entrepreneurial school culture. The core component is being able to set and track their own SMART goals. Leadership is another key component of Montessori that is appealing to a school that promotes entrepreneurship. In a multi-age environment older students will be trained to lead project-based learning activities. As students progress through grade levels, they will move away from Montessori, but their ability to take an active role in maximizing their learning will stay with them through junior high school and beyond.

5. **Explore Resources**: Teachers and students identify resources at their disposal to complete both their academic and project work with a greater degree of independence. As students encounter challenges, they leverage resources at their disposal before seeking help from the teacher. This teaches students to be resourceful – a key entrepreneurial characteristic.

6. **Communication Toolbox:** Students practice offering critique in neutral environment, and giving positive feedback to their peers. Once accustomed to critique cycle being part of a

project, students give/accept critique using the T.H.I.N.K method (truthful, helpful, inspiring, necessary, and kind). Students also practice Socratic dialogue skills in the context of town hall meetings as they work to resolving issue and enhancing their communities. Being able to receive and give feedback, solving community challenges, communicate tactfully will serve students in their entrepreneurial efforts.

7. **Project Management Training:** Students at all grade levels will engage in project-based learning. Starting in the 4th grade, students will be expected to lead intensive, collaborative projects spanning 1 week to 3 months independently. The training and projects are designed to encourage teamwork, problem solving, creativity, collaboration, innovation, perseverance, resiliency and respect for each individual's gifts, talents and interests. These team challenges can range from creating a lip dub to writing a poetry anthology encased in a decorative, paper-circuit cover. In taking this approach students will develop strong creative problem solving abilities – another key strength of successful entrepreneurs.

8. **Assessment Tools:** 4th -9th grade students create decision trees and rubrics as a means of making decisions efficiently and measuring and attaining quality work. In practicing these tools, students will be mimicking the best practices of entrepreneurial companies.

Establishing a thriving entrepreneurial culture is so integral to our success that August-October 2014 and June-August 2015 IEA tested the academic, cultural, project-based learning portion of the program on over 194 students ages 5-14 in series of camps. The following were the programs and their results:

<u>Academics:</u>

- Goal Setting and Tracking:
    a. 100% of the students in 3rd – 6th grades were capable and enthusiastic about setting challenging learning goals.
    b. Students in K-2nd grade were able to set goals with minimal assistance from the guide.
    c. 62% of the students in grades 3-6 were able to meet learning goals independently within one week of being trained to set and track goals.
- Independent Learners: When given choice over which online software program they employed to master academic content, 91% of the students completed the learning objective independently.

<u>Project Based Learning:</u>

- Independent Project Management: When given project constraints and an objective, 87% of the students in grade 2 and above were able to complete their projects with no additional guidance from the teacher.

- Collaboration:
    a. In 100% of the camps, it was the students, not the guide, which introduced the idea of working collaboratively in groups.
    b. 83% of campers requested to work on teams instead of independently within 3 days.

<u>Entrepreneurship:</u>

- Culture:
    a. 100% of students acknowledged having experienced both failure and success throughout their project.
    b. 89% of students poll stated that they learned more from failure than success
    c. 61% indicated that they like the feeling of failing better success
    d. 74% of students agreed that scarcity drove creativity
- Independence: When project challenges arouse, 100% of the teams were able to problem solve independently with enthusiasm, creativity and perseverance
- Resilience: 62% of students had revised their projects a minimum of 10 times before succeeding

As with all new ventures, IEA also experienced failure. Our biggest failure was the ability of every student to arrive on time. IEA leadership noticed that if a student walked in late during opening activities that the engagement level and focus of the other students waned. As the morning times are critical in terms of getting students emotionally prepared and mentally organized for the day, this interruption impacted the entire days' activities for all program participants.

IEA has adopted a very strict tardy policy where students that arrive late are not allowed to join their group until after the end of the current work cycle. There will be a licensed teacher on staff to provide tutoring to offsite students; as well as, helping tardy students. Because each student has access to their curriculum online, the student will be able to log in and complete their work in the same fashion that they would in their assigned classroom. All students that are tardy will notify their teacher that they are at school and will join the class after the completion of the work cycle. Students with disabilities will continue to receive the help that they need from special education instructors. In implementing a strict tardy policy IEA is setting high expectations of academic rigor and creating a culture that is accountable.

With the entrepreneurial habits engrained, students are empowered with the tools and abilities to be able to work independently regardless of their physical location. They will begin each week by setting learning goals and identifying which tools they will use to master content. Both onsite and offsite students will have a balance between academic pursuits and collaborative projects; such as, writing workshops, projects that support Utah Core Standards, entrepreneurship workshops/training/challenges, team building activities, field trips, art classes, etc.

Vision: Students leaving Ignite Entrepreneurship Academy will be academically strong, creative thinkers, skilled problem-solvers and effective communicators. They will have the initiative and resiliency to apply their learning to solve real-life problems. In five to ten years, this will be evidenced by:

- An innovative school board, administrative team and teaching staff that is continually improving upon its current offerings and approach.
- A culture where students supports each other in attaining their highest academic potential.
- Students passionately pursuing entrepreneurial activities by starting up their own businesses, writing books, doing internships, and volunteering in grass-roots organizations.
- 100% of the students will understand the role of failure and have the resiliency to push through the challenges to attain success.
- Enroll 600 students spanning K-9. If there is strong demand for a high school program, IEA will expand its program through grade 12.
- High satisfaction and retention rates for students and faculty.
- Strong community support that enables deeper educational and entrepreneurial experiences.

Board Member Involvement: During the Spring of each year, the school leadership team consisting of the Executive Director, Director of Curriculum Development, and the Project-based Learning Lead will present the Governing Board with the plan for the following year and a list of prioritized goals. The board will review the plan based on IEA's mission and ensure that IEA is pushing the boundaries of creativity, entrepreneurial opportunities, community involvement and ensuring consistency with the principles set forth in IEA's charter.

Further, IEA Governing Board members conduct an annual parent survey, thereby using the results as the basis for reviewing the school's strategic plan and evaluating each year's progress on Charter School Performance Standards, strategic objectives, and mission specific goals. Goals are adjusted appropriately based on the feedback received, and the strategic plan is updated for the upcoming year in order to improve on identified weaknesses and promote new objectives.

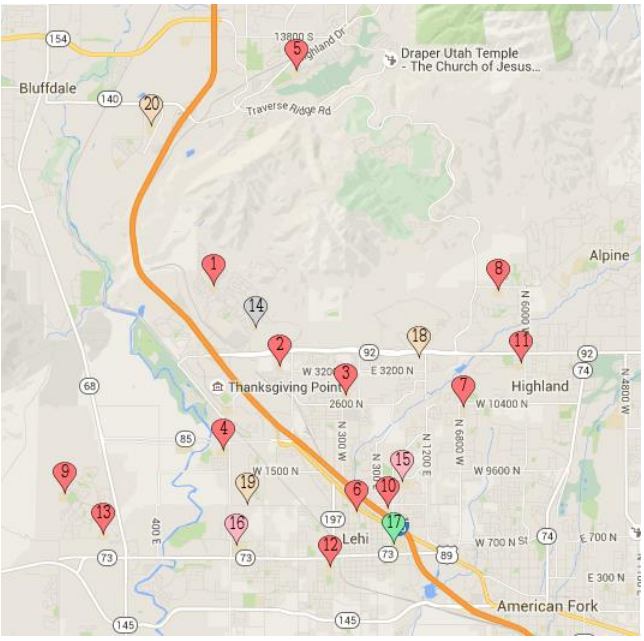
MARKET ANALYSIS

Target Area: Ignite Entrepreneurship Academy will be located in northern Utah County. For the purposes of this market analysis, we are using Traverse Mountain. This area is close to the freeway and provides easy access to students who will be commuting to school from outside of Lehi. The Target Area is located within the Alpine School District boundaries; however, we are open to all suitable locations in northern Utah County.

Educational Landscape: With the exception of the aforementioned school in South Weber, UT, no other entrepreneurial-focused schools exist in Utah. Northern Utah County and in particular "Silicon Slopes" (as the Target Area has been referred to) draws on a broad range of entrepreneurial talents. Locating an entrepreneurial charter school in this area is a natural fit

both in terms of the student culture and the ability to leverage corporate support for various entrepreneurial programs. The northern Utah County location would also be ideal for students commuting to Ignite Entrepreneurship Academy from both Salt Lake and Utah Counties.

<u>Schools within a 5 Mile Radius:</u> The following elementary, middle and high schools are located within 5 miles of the Target Area[2]:



1. Traverse Mountain Elementary School, 2500 W Chapel Ridge Rd, Lehi, UT 84043, USA
2. Fox Hollow Elementary School, 1450 W 3200 N, Lehi, UT 84043, USA
3. Eaglecrest Elementary School, 2760 N 300 W, Lehi, UT 84043, USA
4. North Point Elementary, 1901 N 2300 W, Lehi, UT 84043, USA
5. Oak Hollow Elementary School, 884 E 14400 S, Draper, UT 84020, USA
6. Lehi Elementary School, 765 N Center St, Lehi, UT 84043, USA
7. Freedom Elementary School, 10326 N 6800 W, Highland, UT 84003, USA
8. Ridgeline Elementary School, 6250 W 11800 N, Highland, UT 84003, USA
9. Harvest Elementary School, 2105 Providence Dr, Saratoga Springs, UT 84045, USA
10. Sego Lily School, 550 E 900 N, Lehi, UT 84043, USA
10. Sego Lily School, 550 E 900 N, Lehi, UT 84043, USA
11. Highland School, 10865 N 6000 W, Highland, UT 84003, USA
12. Meadow Elementary School, Lehi, UT 84043, USA
13. Riverview Elementary School, 273 Aspen Hills Blvd, Saratoga Springs, UT 84045, USA
14. Challenger School - Traverse Mountain, 3920 N Traverse Mountain Blvd, Lehi, UT 84043, USA
15. Lehi Junior High School, 700 Cedar Hollow Rd, Lehi, UT 84043, USA
16. Willowcreek Middle School, 2275 W 300 N, Lehi, UT 84043, USA
17. Lehi High School, 180 N 500 E, Lehi, UT 84043, USA
18. Renaissance Academy, 3435 N 1120 E, Lehi, UT 84043, USA
19. Ascent Academy, 1999 900 N, Lehi, UT, USA
20. Summit Academy High School, 14942 South 560

<u>Trends/Shifts in Target Location/Justification of School Location and Size:</u>

1. Rapid Growth in the Target Area. The Target Area is located between the two largest urban areas in Utah and is often referred to as "Silicon Slopes" due to the many technology and other companies locating there. Adode, Xactware, Ancestry.com, Xango, Sirsidynix, Microsoft, IASIS Medical, Micron/IM Flash all have a presence in the Target Area as well as hundreds of smaller businesses. Thanksgiving Point, one of the best hands-on education spots in Utah, is also located adjacent to the Target Area.

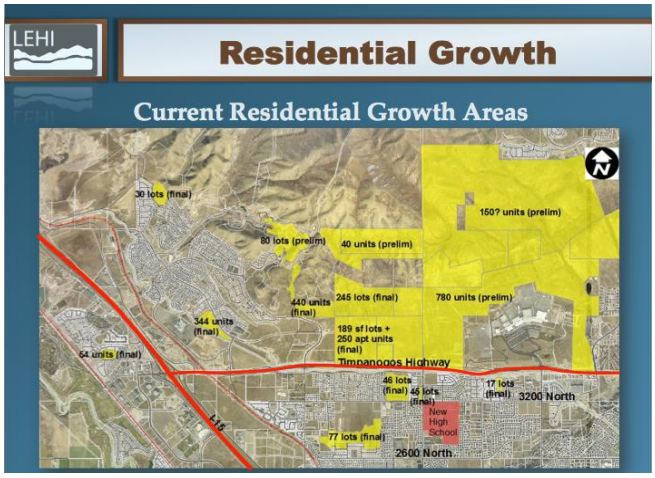
Significantly more future growth is planned for the Target Area. In February of 2014, Lehi City gave a presentation to the Alpine School District detailing the projected commercial and residential growth expected to spur student enrollment in Lehi schools over the next few years.[3] In this presentation, Lehi City reported that 900,000 square feet of commercial space is under construction in Lehi creating an estimated 2,850 jobs. Lehi City also estimated that in the next 24 months, construction will begin on an additional 782,000 square feet of office space

[2] GreatSchools, "Schools Near Traverse Mountain." *www.greatschools.org,* 09/8/2015. Google Maps.

[3] Lehi City, "Lehi City Residential and Commercial Growth" *Lehi City Power Point Presentation*, 2/25/14. Prepared by Lehi City Employees and e-mailed to Marianne Ludlow by Kim Struthers (Lehi City Planning Director) on June 18, 2014.

projected to add another 3,475 new jobs. Much of the commercial growth referenced by Lehi City is located in or adjacent to the Target Area.

2. Residential Growth in Target Area. The explosion of commercial growth in the Target Area has spurred high residential growth. The U.S. Census Bureau estimates that from 2010 to 2014, Lehi City grew by 17.9% adding 8,540 residents.[4] In 2015, the Salt Lake Tribune reported that Lehi City had the 2nd highest population growth of any city in the Utah in terms of raw numbers.[5] Lehi City estimates a continued population growth of 8-10% annually.[6] With an estimated 43% of Lehi's population being under 18 (as of 2010) many of those additional residents will likely be school-aged children.[7]



Lehi City's residential growth is poised to continue. Derek Todd, Lehi's City Manager, stated, "Lehi City's fast growth does not appear to be slowing down any time soon."[8] Traverse Mountain, located in the "Target Area" was given special mention as a place of rapid residential growth.[9] In Lehi City's presentation to the Alpine School District in 2014, it states that 1,077 single family units in addition to 1201 multi-family units, are proposed or under construction in Lehi as of February 2014.[10] Between January 1, 2014 and June 2015, Lehi City issued 1,169 residential building permits.[11] In a comprehensive professional survey of Lehi's residents taken in 2013, the average Lehi household had 4 people with 2 children. Using that estimate, the permits issued in 2014-2015 will increase Lehi's under 18 population by approximately 2,338 children causing substantial growth in the number of school-aged children in Lehi in upcoming years.[12]

The Target Area is an epicenter of Lehi's explosive growth. In the following map, Lehi City provided to Alpine School District the area near the intersection of I-15 and SR-92 Timpanogos

---

[4] U.S. Census Bureau, (2015) "State and County Quick Facts: Lehi, Utah" *U.S. Census Bureau*.
[5] Semerad, Tony, "Utah Growing Twice as Fast as Nation as Whole" *The Salt Lake Tribune, 5/21/2015.*
[6] Lehi City, "Economic Development, Business Incentives and Quality of Life" *Lehi City Website, 9/2015.*
[7] U.S. Census Bureau, (2015) "State and County Quick Facts: Lehi, Utah" *U.S. Census Bureau.*
[8] Allred, Cathy, "Building a House? Odds are You're in Lehi" *Daily Herald*, 4/20/2013.
[9] Id.
[10] Lehi City, "Lehi City Residential and Commercial Growth" *Lehi City Power Point Presentation*, 2/25/14.
[11] University of Utah David Ecceles School of Business, "Utah Construction Information DataBase Tables" *University of Utah School of Business, 9/2015.*
[12] Lighthouse Research and Development, Inc. "2013 Citizen Telephone Survey Prepared for Lehi City," 12/13, page 6.

Highway (the Target Area) is estimated to have a large portion of the expected population boom in Lehi. Well over 1,000 new homes and hundreds of apartment units are predicted to be built in this area.[13] In just the last year alone, 440 apartment units and hundreds of single-family homes have been built in the Target Area. The Edge Homes Canyon Hills development has plans for over 200 homes in this area with 141 of the lots being sold in the last year.[14] Perry Homes has six phases of residential development in this area with construction on phase 1 homes having begun in 2015.[15]

3. Rapid School Growth in Target Area: In Alpine School District (the public school district encompassing the Target Area), student enrollment has grown by 7,526 students since 2010.[16] The state projects that in 2015, Alpine School District enrollment will grow by another 1,432 students – accounting for 72% of the non-charter public school growth projected for 2015.[17] Given the tremendous commercial and residential growth anticipated in the Target Area, a significant portion of ASD's high student growth will likely occur in or near the Target Area.

Already the elementary, middle and high schools closest to the Target Area have experienced steep enrollment increases since 2010 (see chart below).

Student Enrollment in Schools Nearest Target Area by Year[18]							
Nearest Elementary & Middle Schools	**Oct 2014**	**Oct 2013**	**Oct 2012**	**Oct 2011**	**Oct 2010**	**2010-Present Change in # Students**	**% change from 2010**
Traverse Mountain Elementary	976	905	809	747	623	+ 353	+56%
Fox Hollow Elementary	1131	1145	1111	1085	1012	+119	+12%
Willowcreek Middle School	1616	1536	1438	1245	1028	+588	+57%
Lehi Jr. High School	1465	1412	1346	1343	1266	+199	+16%
Lehi High School	2487	2230	2048	1851	1656	+831	+50%

In the elementary school closest to the Target Area (Traverse Mountain Elementary), growth has been explosive. From 2010 to 2014, Traverse Mountain Elementary experienced 56%

[13] Id.
[14] Edge Homes, "Canyon Hills", http://www.edgehomes.com/communities/canyon-hills/
[15] Allred, Cathy. "Lehi Business and Residential Projects in Various Stages of Production." *Daily Herald,* 6/5/2014.
[16] Utah State Office of Education Data and Statistics, Data Reports, "Fall Enrollment by District, Charter and Year, 2006-2014, Projected 2015." *USOE*, 9/2015. Web
[17] Id.
[18] Utah State Office of Education,"Fall Enrollment by School, Grade, Gender, Race/Ethnicity." *USOE*, 10/2012, 10/2013, 10/14. Web. (2010 and 2011 data gathered by special request to USOE).

growth. According the school's front office, 1065 students are enrolled at Traverse Mountain Elementary for the 2015-2016 school year, putting the percentage increase over the previous year at 9% and the percentage increase over the last 5 years at 71%. The middle schools and high school servicing the Target Area have also experienced rapid growth. Willowcreek Middle School's student population has increased 57% since 2010. Lehi Jr. High has grown by 9% in the last two years while Lehi High School has grown by 21% in the last two years. This active student population growth has forced these schools to resort to trailers and other methods to accommodate growth.

4. Charter School Enrollment Numbers are Strong in Target Area:

a. Mountainville Academy 100% Full[19]
b. Renaissance Academy 100% Full[20]
c. Summit Academy 100% Full[21]
d. Ascent Academy: In its inaugural year Ascent Academy filled 512 out of 560 seats in their K-6th grades making their elementary program 91% full. They were able to fill 45 of 56 junior high seats, making them 80% full in their inaugural year. [22]

5. Easy Access to Target Area: The Target Area is a convenient location with easy access. It is located near the SR-92 exit of I-15 and would be easily accessible from Utah's I-15 corridor. There is also a UTA Frontrunner commuter rail station in Thanksgiving Point and a planned TRAX light rail stop in Traverse Mountain, connecting the Target Area with South Utah County and Salt Lake County. Such accessibility further enhances IEA's ability to recruit students.

<u>Competitive Advantages that Appeal to Target Population:</u>

1. Entrepreneurial Culture/Training: Aside from Highmark Charter School in South Weber, no other elementary-secondary education institutions in the state of Utah focus on entrepreneurship. Highmark's elementary program has been full all 4 years of its operations, and their middle school program is currently 85% full. Given the recent boom in business in Utah, entrepreneurs and innovative business leaders continue to flock to Utah. Provo/Orem and Salt Lake City ranked as the 16th and 22nd cities respectively in the nation for venture capital funding.[23] (Amazing considering their size with respect to the other cities in the ranking.) The Target Area, located directly between these two cities, is ideally located to leverage the talents and resources of the business community and provide an appealing option for business-minded parents and students looking for creative, entrepreneurial-based schooling options with high expectation of academic rigor.

2. Montessori Learning: Only a few Montessori/hands-on charter schools exist in Utah, and no public Montessori schools serve students beyond Kindergarten within 15 miles of

[19] Mountainville Secretary 11/20/2015
[20] Renaissance Secretary 11/20/2015
[21] Summit Secretary 11/20/205
[22] Ascent Secretary 11/20/2015
[23] Veghte, Ben, "U.S. Venture Capital Investment Spanned 160 Cities in 2014." *National Venture Capital Association, 1/20/2015.*

Traverse Mountain. Furthermore, Montessori-style learning enables Ignite Entrepreneurship Academy to personalize learning and empower each student to master material at their maximum pace. It also cultivates the self-direction, creativity and drive necessary to succeed in a business/entrepreneurial environment.

3. Personalized, Blended Learning: Many schools use technology in the classroom. Typically it is used to support a traditional school model where kids are moving at the same pace or broad ability-based groupings. IEA will use online software to enable each student to have his or her own customized learning plan. This approach is not commonly employed in the surrounding schools.

4. Project-based and Location-based Learning: Ignite Entrepreneurship Academy's focus on providing students the opportunity to engage in project-based, collaborative group learning – similar to the model used in many high-tech companies -- also has an appeal to residents in the Target Area. A school that cultivates student-led exploratory learning is desperately needed in northern Utah County. Northern Utah County has no schools which provide daily project and exploratory learning.

STUDENT POPULATION

Enrollment Projections: IEA intends to enroll a student body of up to 600 students that will initially serve a K-9th grade population. The goal is to build strong demand for high school enrollment before expanding. By centrally locating in Northern Utah County, IEA intends to situate itself to easily meet its target enrollment numbers. There are several factors that will contribute to our ability to enroll students:

1. Culture of the area strongly supports innovation in education, as well as, entrepreneurship. In a recent Facebook post when parents were asked if they would send their kids to a school that used blended and project based learning, 35 liked and 49 comments with a sweeping majority positive[24].
2. Lies within communities that rank nationally as one of the highest growing areas in the country.[25] School growth is happening at a rate of 8%-10% annually.
3. Strong demand for Montessori education. The Walden School of Liberal Arts is the only Montessori public school located in Utah County. Walden School of Liberal Arts is full, with a large waitlist.[26] Mountain West Montessori school located in Salt Lake County which was full its inaugural year (2014/2015) and currently has over a 1,000 student waitlist.[27]

[24] Traverse Mountain FB Page.
[25] http://www.business.utah.edu/news/south-jordan-and-lehi-among-fastest-growing-cities-in-the-nation/
[26] Information provided by Walden School of Liberal Arts, 11/20/2015
[27] Information provided by Mountain West Montessori School, 11/20/2015

4. As mentioned previously, there is strong support for charter schools locally. The following is a list of all the charter schools in the target area:
    a. Mountainville Academy 100% Full
    b. Renaissance Academy 100% Full
    c. Summit Academy 100% Full
    d. Ascent Academy (inaugural year) 91% K-6th
5. IEA's approach is to build strong demand for its K-9th grade level, and then develop the high school program.
6. Limited access to entrepreneurship education throughout Utah. The only other school focused on entrepreneurship is Highmark Charter School in South Weber, UT. Their elementary program has been full for all 4 years of its operations. There was a 197 student waitlist for the 2015/2016 school year[28]. Their middle school program is 85% full.
7. Location will provide easy freeway access to students and families.

Intended/Anticipated Population: The ideal student attending IEA will be entrepreneurial minded students that seek a flexible, personalized learning model designed to maximize academic potential and build creativity, collaboration, adaptability, communication, and accountability.

IEA will be located in Northern Utah County, an area heavily influenced by the entrepreneurial success of technology-focused companies, such as: Micron/IM Flash, Adobe, Xactware, Vivint and Oracle. (See Market Analysis for further discussion.) The culture of the area supports an education model that facilitates learning skills essential to being a successful entrepreneur without sacrificing academic excellence. As mentioned earlier, the community craves an innovative school model that combines academic rigor with project based learning that builds key career skills.

Due to the entrepreneurial, innovative, project-based approach to education, we anticipate IEA will attract families that reflect the entrepreneurial culture of the area, high achieving students, students with disabilities, and families whose needs are not met through traditional education.

Meeting Student Needs: The vision of IEA is to create an entrepreneurial program that uses a personalized approach to learning and gives meaning through projects that encourages ownership, collaboration, creativity, and communication.

Entrepreneurial Students: At its core, IEA is a program for entrepreneurs. Our first priority as a school is to develop a culture where student entrepreneurs feel motivated to exchange ideas,

[28] Information provided by HighMark Charter School, 11/20/2015

collaborate, and create. Consistent and supportive of the entrepreneurial culture, students will move forward at their maximum pace instead of at a traditional school where students move together in achieving learning objectives. The projects are carefully designed to inculcate a spirit of perseverance, creativity, and accountability.

Gifted Students: Academically gifted students will strongly benefit from the personalized approach to learning. Students who are gifted can move ahead at their own pace and ahead of their peers. The projects will give them an opportunity to stretch their abilities in ways that will be essential in future work environments, such as: project management, leadership, teamwork, and communication.

Academically Challenged Students: This demographic tends to gravitate to Montessori and blended learning programs because they are not able to keep up in the traditional school environment. IEA will employ the resources to assist academically challenged students offered to them in a tradition school setting. In addition, IEA's personalized approach to learning offered through Montessori (K-3rd grade) and Blended learning (4th through 9th grades) means that teachers are able to offer small group instruction and tools/programs to teach students at the appropriate level, at the appropriate time, and potentially in the mode of learning that may prove effective for meeting their needs. The project-based learning experience may give the academically challenged student another measure of their value and success.

More information on how these programs will function is found in the Program of Instruction Section.

Commitment to Serving All Students (Disabled, ELL, 504): IEA will seek to attract children whose parents feel that they would function better in a more student-centric, entrepreneurial learning environment, as well as parents who wish to see technology utilized more effectively to enhance student learning for disabled, ELL, and 504 students.

IEA will identify students within special populations through the following means:

- Registration: including home language survey, special education, and 504 identification questions
- Child Find for Special Education
- Assessment Data (State required and curriculum based)
- Behavioral Data
- Teacher Observation
- Teacher generated student information survey

Students who are English Language Learners will receive appropriate interventions including, but not limited to:

- Small group instruction
- One on one tutoring

- The implementation of World Class Instructional Design and Assessment (WIDA) strategies
- Professional Development for teachers of ELL students
- More instructional time in literacy
- Peer mentors

Students deemed eligible for 504 accommodations will have a plan developed by a team including parents, the student (when appropriate), administration, teachers, and any other appropriate person such as a medical professional. The school will annually review all 504 plans.

IEA Recruitment Plan: Student enrollment is a top priority for the founders of IEA because of the need to create a unified, entrepreneurial community with a solid student enrollment base and high retention rate.

Outreach to notify the community of IEA's admission and enrollment opportunities will take place through mediums such as the school's website, social networking sites, marketing materials, school open houses, information booths, flyer distribution and community outreach meetings.

If allowed to proceed, following our charter approval, we will post notices of public Governing Board meetings on the school's website as well as on the Utah Public Meeting Notice website as required by the Utah Open Meetings Act. IEA will also begin an aggressive marketing campaign to increase awareness of the school and generate enrollment for the 2017 school year. We intend to use a diverse array of marketing techniques in order to recruit students from a variety of backgrounds and cultures.

IEA is committed to providing access to the best possible education for all students and complying with all State and Federal laws regarding educational access, including serving homeless students, immigrant students, non-English speaking students, and students with disabilities. Subsequently, marketing techniques outlined below are intended to reach varied audiences such as those who find information online, those who find it at community venues, and those who live in the surrounding community but may not access these other sources of information. IEA will also seek to have marketing materials translated into Spanish (and other languages as the need and capacity exist) and made available to parents, as needed. In each of these contexts, IEA's marketing materials will include:

- The school's curriculum and methods,
- A clear statement that as a charter school IEA is a free, public school available to all Utah residents,
- How to enroll in the lottery and the relevant submission dates, and
- The school's non-discrimination policy.

Outreach and Recruitment Plan: The following is a sample outline of the forums and materials we may use to market IEA:

Marketing Resources:

- Press releases from Entrepreneurship organizations and publications; such as, SilconSlopes.com, Utah Business, and Grow Utah
- Corporate internal email distribution lists at neighboring companies
- Chambers of Commerce
- Social Networking Sites, such as: Residents of Traverse Mountain Facebook that has 2,089 members[29]
- Power of Moms, an online community of over 30,000 mothers, many of whom live in Utah blog and podcasts.[30]
- Network of founding families
- School Website
- Open Houses and Cottage Meetings

Events/Meetings:

- Regularly Scheduled Cottage Meetings
- Open Houses/Meet & Greet
- Ground Breaking
- Public Board Meetings Community-Related Events
- Site Sign at School Location
- City Newsletter
- Direct Mail (quarter flyers or brochures)
- Newspaper and Program Advertisements
- Email Campaign
- Door-to-door distribution of flyers in neighborhoods near the school site
- Ads in Community Brochures

Enrollment and Lottery Policy Purpose: In regards to applications, enrollment, and lottery procedures, IEA will follow all state and federal laws and guidelines.

Notice of the opportunity to submit an application and procedures for enrollment at IEA will be published on IEA's website beginning no later than 180 days before the school's initial open enrollment period and at least 60 days prior to the initial application period. IEA's website will also provide the following enrollment information: (i) the number of new students who will be admitted into the school by grade, (ii) a description of the procedures for applying for admission to IEA, including the requirement and availability of a IEA student application, (iii) the proposed school calendar for the upcoming year, including opening date and school holidays for IEA, (iv) the school's timeline for acceptance of students, and (v) a description of how a student may transfer from IEA to another charter or district school.

[29] https://www.facebook.com/groups/traverse.mountain/ 2,089 members as of 11/11/2015
[30] Power of Moms Ambassador Michelle Charles stated in an email June 25, 2014

For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, IEA will conduct a lottery to determine which students will be admitted to the school. IEA will conduct its lottery electronically or manually and notify the parents/guardians of accepted students in writing via email or mail. Parents/guardians will be required to provide written acceptance of an offer of admission within a specified period of time, after which their student's place may be offered to another student should a wait list be generated during the lottery process.

The following students will receive preference in IEA's lottery in the following order: siblings of children enrolled in the school, children and grandchildren of Founding Members, and children school employees. Such students will not, however, be given priority notice or guaranteed admission to IEA. No more than 5% of the total student population will be enrolled as a result of priority based on founder or employment status of the student's parent(s) or grandparent(s).

Based on the rapid development Lehi is experiencing, IEA will give students who live within the Alpine School District preferential enrollment.

IEA will not make any enrollment decision on any basis prohibited by state or federal law, including federal civil rights laws and IDEA 2004.

IEA will follow the provisions of UCA 53A-1a-506.5 and R277-470-5 regarding notification of prospective/enrolling parents and students.

For each enrollment period during which IEA accepts applications from students, the school will publicize that it is accepting applications on the school's website.

PROGRAM OF INSTRUCTION

Aligning Mission with Educational Priorities: IEA's mission is to promote entrepreneurial success through academic rigor, project-based learning, and creating a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving. In a traditional school, model students move along at the same pace; this traditional model would be inconsistent with the entrepreneurial focus of IEA. In a school designed to promote entrepreneurship, it is important that the academic model selected take a personalized approach to learning that enables each student to develop to his or her highest potential, while at the same time developing key entrepreneurial characteristics. It is also important that the project-based learning experiences turn student focus towards entrepreneurship.

Approach to discipline and parent involvement is addressed later in this section.

Replication: Acton Academy, Austin, TX is the source of inspiration for the program elements of IEA, as well as project-based learning. Acton Academy is a private school program that has an

emphasis on entrepreneurship. Its 1-12th grade program serves approximately 120 students with operating cost of $4,000 per pupil[31]. Students are tested annually using the Stanford 10 test, and have demonstrated an ability to master 1.5 years of content for every year that they attend Acton Academy.[32] The Clayton Christensen Institute has identified Acton Academy as one of the top blended learning schools in the nation.[33]

Acton Academy's founding teacher and program designer, Kaylie Reed, is serving as a board member at IEA. Ms. Reed has created a 250 page training manual that served as a blueprint for IEA in test piloting their programs. Under Ms. Reed's direction, IEA will be implementing Acton's proven methods of classroom management, culture setting, project-based learning and entrepreneurship. Utah core standards will be met through the program that IEA assembles from existing curriculum and will be tightly tied to Utah Core Standards.

The key to Acton Academy success is creating a culture of academic rigor, creativity, problem solving, collaboration and communication through student training and a framework that leverages a variety of instructional strategies designed to maximize student learning. During the afternoon, this knowledge is then applied in a project-based setting with an entrepreneurial focus. As an example, students may step into the role of a game designer. In that role, they would create a concept for a game, market test that game, develop the graphics, and attempt to sell the game at their entrepreneurship fair.

Acton Academy engages in a 6 week training program at the beginning of every school year that is designed to build a cohesive group and set a culture of excellence and accountability. During the first week, students engage in a collaborative project that drives students to develop creativity, collaboration, adaptability, accountability, communication, and problem solving in order to complete the challenge – creating an entrepreneurial culture.

During the remaining 5 weeks, students are progressing on their learning goals using online software programs, while simultaneously completing Socratic dialogue training, writing a learning contract, developing classroom rules, and learning goal setting strategies, etc. This further enhances students to take ownership and accountability for what happens at Acton Academy.

After the 6 weeks of training the students use online software and Montessori manipulatives with great independence to achieve their learning objectives. However, the learning is ensconced within a highly supportive, collaborative school culture that leverages peer encouragement and support. The learning is then applied in the context of entrepreneurial-inspired projects that give depth and life to core skills.

---

[31] The Rise of AltSchool and Other Micro-schools, Education Next, Michael B. Horn
[32] Interview Kaylie Dienelt-Reed, Founding teacher of Acton Academy, November 30, 2015
[33] Clayton Christensen Institute website http://www.christenseninstitute.org/acton-academy-2/

IEA is adopting Acton Academy's philosophical approach to education, cultural training program and its style of project-based learning. However, instead of adopting Acton's academic curriculum, IEA will be assembling its curriculum to meet Utah Core standards. This will enable IEA to achieve its mission of entrepreneurial success through academic rigor, project-based learning, and creating a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving while at the same time being tightly tied to Utah Core Standards.

Philosophical Approach:
IEA's program is designed to build the attributes of entrepreneurship starting in Kindergarten. Students begin with a K-3rd grade Montessori instruction wrapped around Utah Core Standards to empower students with a strong academic foundation and instills a culture of independence, accountability and leadership. As students mature, online software programs replace Montessori manipulatives and students transition into a blended learning environment. Throughout all grade levels, academic learning is paired with project experiences and entrepreneurial challenges that develop creativity, collaboration, adaptability, accountability, communication, and problem solving. In taking this approach, IEA will be building a flex, blended-learning classroom[34] in the same fashion as Acton Academy.

Research shows that this is an effective approach to student outcomes in a meaningful, measureable way - not only for typical learners, but also for students with disabilities and English language learners.

Montessori: Both the Montessori curriculum and the approach that it takes to personalized learning have proven to be very successful in developing a strong academic foundation in younger students. In a recent study, Montessori students were shown to have better reading and math skills than their peers in traditional schools. [35]

Because Montessori instruction is personalized to the needs of the student's level, a Montessori approach could also be beneficial to fulfilling the academic needs of students with disabilities and ELL students more effectively than the traditional school model. A recent study published in The Journal of Education Psychology indicated that Montessori proved extremely effective for preschool students raised in Latino households. Within 8 months of Montessori training, ELL students jumped from the 22nd percentile to the 51st percentile for language[36]. The article posits that if Latino children's enrollment in Montessori pre-school programs is raised, this might help reduce the racial and ethnic gaps in achievement that exists in the Latino community.

---

[34] Classifying K-12 Blended Learning, Michael B. Horn and Heather Staker Clayton Christensen Institute.
[35] Science, "Evaluating Montessori Education", Angeline Lillard and Nicole Else-Quest, 29 September 2006
[36] Montessori Public School Pre-K Programs and the School Readiness of Low-Income Black and Latino Children, Journal of Educational Psychology, 2014

Entrepreneurs also require a high level of social intelligence, and Montessori students score higher on tests measuring social and behavior development.[37] This is consistent with other student-centered learning research which shows that a personalized approach improves student outcomes and satisfaction. In case studies using quantitative data to track achievement and using extensive observations, surveys, and interviews to document practices, students regularly engaging in student-centered practices achieved above, and in some cases substantially above, similar students in their districts and in the state.[38] A strong ability to socially interact with investors, coworkers, and clients is a skill pertinent to the entrepreneur.

Montessori philosophy promotes students taking ownership of their education through goal setting which is also consistent with IEA's mission. Students will understand grade level requirements and create weekly personalized learning goals that map their progress against those long term goals. Also consistent with the Montessori philosophy, students will learn concepts through small, ability-based instruction and have choice in learning. The mixed age environment will help students gain the necessary communication, leadership, and management skills vital to their entrepreneurial training. IEA also holds that many Montessori manipulatives provide concrete understanding necessary for early childhood learners.

In the state Montessori test scores have been low. However, in 2015, the Utah State Department of Education analyzed schools using the size of the school (in terms of October 1 enrollment), percentages of the student population who are ethnic minority, low income, and English language learners, and two measures of rurality based on locale codes assigned by the U.S. Bureau of the Census. Using a more statistical valid approach to school evaluations, Montessori faired well: The following are MPG scores for the two well-established Montessori schools in Utah[39]:

	Language Arts - MPG	**Math – MPG**	**Science - MPG**
Maria Montessori	46.5%	46%	47%
Walden School of Liberal Arts	66%	47.5%	25% (51.1% proficient)

We are hopeful that Montessori will provide a solid foundation of Utah Core standards at the elementary school level.

<u>Blended Learning:</u> As students grow out of Montessori manipulatives, online software programs fill that gap in mastering Utah Core Standards. According to the NEA, when certified teachers "blend" thoroughly evaluated technological resources with rigorous teacher

[37] Science, "Evaluating Montessori Education", Angeline Lillard and Nicole Else-Quest, 29 September 2006

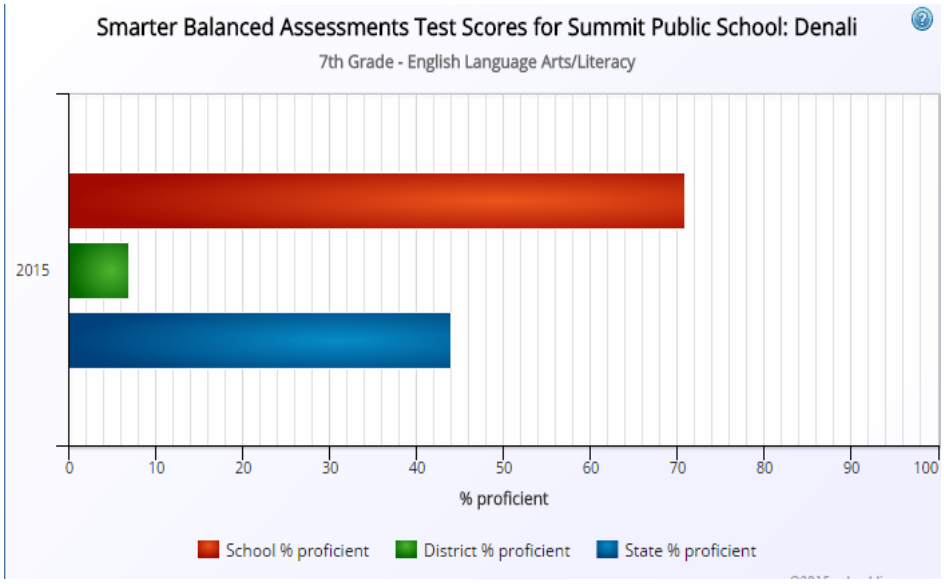
[38] Stanford Center for Opportunity Policy in Education. "Student-Centered Learning: How Four Schools Are Closing the Opportunity Gap." *Stanford Center for Opportunity Policy in Education*, 1/2014. Web.

[39] Utah State Office of Education Website, Data Gateway

instruction, students are more interested and motivated to learn. Blended learning prepares students to contribute to society, make ethical choices, and better compete in a 21st century global economy.[40]

Students with disabilities and ELL students also benefit from blended instruction. Online software facilitates learning by offering visual understanding of concepts – such is the case with ST Math, or enabling a student to read and hear instructions (often at the same time) which builds language and comprehension. In addition to the online software, students will have access to prerecorded lessons of certified teachers offering instruction that they can access at anytime, anywhere. By providing self-driven learning tools (via digital content and resources), IEA will give their students with disabilities and ELL students an engaging, effective learning experience they need to master Utah Core Standards.

Blended learning has shown promise elsewhere in the United States. Summit Public Schools – a charter management organization in the Bay Area - is an example of how blended learning can empower students. Their specialty is targeting lower income areas with large minority populations and offering students high quality education in the 7th-12th grades. The test results are astounding.



In districts where it is common for 5%-30%% of the students to meet minimum state requirements, often 50%-80% of Summit Public Schools students are meeting minimum state requirements. This is often even higher than state performance averages – successfully closing the achievement between lower income and minority students and their wealthier, white/Asian counterparts. The table below gives basic information on the various campuses and provides the link to the test data.

[40] NEA Policy and Practice Department, "An NEA Policy Brief: Blended Learning," *National Education Association*, 2011.

Campus	Free/ Reduced Lunch	Racial Data	Test Scores	Detailed Test Score Data 2013 and 2014
Tahoma Campus	48%	Hispanic (69%), Asian (16%), White (9%)	In 2015 the calculated Average Standard Score was 81.51 - better than 83.5% of high schools in California	http://www.schooldigger.com/go/CA/schools/9103512625/school.aspx
Rainer	48.3%	Hispanic (64%), White (13%), Asian (12%)	In 2015 the calculated Average Standard Score was 59.09 - better than 62% of high schools in California	http://www.schooldigger.com/go/CA/schools/1182012769/school.aspx
Denali	21.6%	White (32%), Hispanic (29%), Asian (27%)	In 2015 the calculated Average Standard Score was 85.77 - better than 87.3% of middle schools in California	http://www.schooldigger.com/go/CA/schools/9103513485/school.aspx

We have not seen this level of success in Utah schools employing blended learning. This is largely due to not using best practices. Using successful blended school models, The Clayton Christensen Institute has identified hallmarks of successful blended learning programs.[41] They are as follows:

Priority 1 Student Motivation: Successful blended learning programs start with the student experiences and design a program that is built around student engagement.

Priority 2 Teacher Experience: Great teachers are critically important to successful blended learning models. Successful programs do not use the technology in a traditional model to reduce the number of teachers or increase class size. Instead, software is used to automate work flow and frees teachers to expand their influence in the classroom by working more closely with students, thus, creating engaging learning experiences, and allowing teachers the opportunity to grow in ways that motivate them.

Priority 3 Software Selection: Selecting software that meets the needs of the student and teaching experience. This means that the software is engaging, adaptable/assignable, compatible, cost effective, easy to use, and aligned to standards and culture.

Priority 4 Technology: While not all successful blended learning schools use a learning management system (LMS), it does automate work flow and free up the teacher's time to be used more effectively by helping students.

[41] Best Practices for Blended Learning, Julia Freeland of the Clayton Christensen Institute, CarnegieLearning.com

Priority 5 Continual Improvement: Pausing each year to rethink teaching roles, choreograph the classroom, and evaluate technology is another hallmark of a successful program. Taking this approach reinforces the entrepreneurial culture of IEA.

IEA shapes its program around this proven approach. Details on the IEA's blended learning instruction are found in the Framework for Teaching and Learning section below.

Project-based Learning is also an effective learning strategy in adding academic rigor and enabling a student to achieve his/her highest academic potential. Studies comparing learning outcomes for students taught via project and location-based learning versus traditional instruction show that, when implemented well, project and location-based instruction increase long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.[42] Taking an idea and bringing it to life will be a powerful experience for IEA students and one that can lead to taking on greater and greater challenges, creating a pattern of success and building self-confidence.

Depending on the project – some of these activities will be offsite. Parent volunteers will assist IEA in transporting students for offsite activities. The necessary paperwork will be collected to ensure that parents are able to drive and are properly insured.

By taking this approach to learning, students will be able to move at their best pace consistent with the spirit of entrepreneurship within the school. They will also have many opportunities to apply that knowledge and gain the creativity, problem solving, communication, collaboration, and accountability so important to the life of an entrepreneur.

Curriculum: A detailed description of IEA's approach to curriculum is located in the framework section that follows. This section also goes into greater detail on how IEA's proposed program will be both measureable and manageable.

Framework for Teaching and Learning:
The key to a successful implementation of IEA's education philosophy hinges on establishing a framework for teaching and learning prioritized around the best practices identified by the Clayton Christensen Institute mentioned above:

- Step 1 Student Engagement
- Step 2 Teacher Experience

[42] Strobel, J., and Barneveld, V., "When is PBL more effective? A meta-synthesis of meta-analysis comparing PBL to conventional classrooms." *The Interdisciplinary Journal of Problem-Based Learning, 3*(1). (2009). Cited by Vanessa Vega, "Project-Based Research, Annotated Bibliography" *Edutopia* 12/3/12.

- Step 3 Curriculum Content
- Step 4 Technology
- Step 5 Innovation

Step 1 Student Engagement: One of the biggest mistakes blended learning schools make is to think that students will sit in front of a computer and be expected to stay engaged without guidance or interaction from a trained teacher and without proper training. IEA takes a student centered approach. IEA has created a program that is built around the question - What would the student consider an engaging learning environment? In a technology inundated world, students expect things to be stimulating. IEA has created a program that is built around a variety of instructional strategies to meet this need, including: entrepreneurial challenges, rich classroom discussion, reflection time, collaboration, project-based learning, small group instruction, and workshops that not only enhance learning, but also enable students to practice entrepreneurial skills.

A student's journey at IEA begins with students participating in a project-based learning challenge during the first week of school. The project doubles as a cultural training program consisting of workshops, games, and projects designed to build a cohesive, collaborative peer support, emphasizing the following skills:

- Socratic Dialogue
- Goal setting and tracking
- Time management
- Mapping an entrepreneur's journey
- Giving and accepting critique
- Mindfulness meditation
- Public speaking and presentation
- Teambuilding
- Learning critiquing skills
- Initiative/Accountability
- Experimenting with learning tools

IEA will then build upon the program in a similar fashion as Kaylie Reed designed for Acton Academy. During the next 5 weeks, students will be progressing towards mastering Utah Core Standards, but they will also be completing their cultural training. This includes the class collaboratively writing the learning contract – a standard of conduct that students will adhere to for the year. They also practice engaging in Socratic discussions, developing classroom rules, refining goal setting strategies, creating rubrics to assess their projects and celebrating learning milestones. By going through these steps, students are practicing the skills to someday set up and operate their own businesses.

Once students are inculcated to the culture, they settle into the following routine for 1-6th graders (Modifications to this framework are made for Kindergarten and Junior High Students):

8:15-8:30 Socratic Dialogue/Town Hall Meetings/Teambuilding/Group Activity: At the beginning of the school year, students are taught the elements of Socratic dialogue, then regularly practice them throughout the day in workshops and community discussions. Mastering discussion and conflict resolution is a vital entrepreneurial skill. During the morning,

IEA students have an opportunity to practice decision making, communication, and problem solving through the use of Socratic discussion. The discussions will be facilitated by either the teacher or a designated student.

There will be times when team building is needed to ensure that the classroom maintains a culture of collaboration. In the times that is needed, students will engage in a team building or group activity.

8:30-8:40 SMART Goal Setting: 10 minutes is spent formulating learning goals based on the Utah Core Standards, as well as, other personal goals of each student. This sets the expectation that students are in charge of their own learning, but under teacher oversight and support. It also helps the students analyze and assess themselves and create tactics and strategies to help them stay focused on their learning. In setting, strategizing and achieving goals, students are again practicing skills that will be vital to entrepreneurship.

8:40-9:40 Math/Science Power Hour: Students will make progress on their learning objectives accessed through curriculum sequence located on LMS for their grade level. Students will use a combination of online programs, small group lessons, manipulatives, videos, activities, and worksheets.

9:40-10:00 Recess

10:00-10:30 Reading/Library: Reading will be taught using traditional Montessori methods until a reader becomes independent. Then, time will be left for students to enjoy their own book or a common text.

10:30-11:30 English Language Arts/Social Studies: IEA is currently exploring grammar curriculum on the LMS. Students will make progress through small group instruction, online materials, and then practice the skills during writing workshops in the second half of the day.

Further social reinforcement may be given through incentive programs. For example, in karate, pupils earn different colored belts as they advance. Students could similarly earn different editing pens as they advance and can have the privilege of practicing the grammar skill through editing their peer's papers.

11:30-12:00 Recess/PE and Lunch

12:00-2:00 Entrepreneurial Challenges/Project-Based Learning/Writer's workshop/Arts: These are the collaborative, multi-disciplinary, project-based learning activities designed to foster entrepreneurship and develop skills vital to starting your own business, such as: problem solving, perseverance, project management, critique, etc. These projects are student led based on their skill level and abilities.

2:00:-2:30 Personalized Learning Time: Students will log on to their LMS platform and finish up what they are working on for the day.

2:30-2:45 Clean up/Personal Reflection: During this time, students are asked to reflect in their journals. What would they do differently? What helped them stay on task? Where/when did they lose focus? What brought them the greatest joy? What was challenging?

IEA piloted this program Summer/Fall of 2014 to eleven K-6th grade students. By following this implementation strategy, the Acton-style culture began to take shape. Further project-based learning pilots were done to test the project based learning experience that students will experience the first week. One hundred eighty-three summer campers participated, and achieved a 5 star yelp rating. Based on our trials, IEA is confident that cultural training paired with an engaging digital academic experience will prepare students to guide their own learning. IEA is also confident that the structure provided, creates an environment that is academically rigorous, while at the same time develops a student body that is creative, collaborative, able to problem solve, accountable, communicative, and driven to attain their highest potential.

Step 2 Teacher Experience: Certified teachers are the center of the education experience at IEA, however, the role of a teacher shifts away from lecturing to one on one or small group instruction, thus enabling students to receive the help when and how they need it. The teacher also will focus more attention on establishing an expectation of academic rigor, turning their focus to entrepreneurship, helping students develop a growth mindset, guiding students to take accountability, inspiring a love of learning, encouraging teamwork, helping students improve their communication skills, leading Socratic dialogues/town hall meetings, and helping students reshape their relationship with failure.

It is critical to the success of IEA that teachers feel appreciated and motivated. IEA will hire teachers that want to work closely with students, have creative ideas to engage students, and are open to innovation. Once teachers have been selected, IEA will understand the personality of each teacher, their strengths, and what motivates them. Companies, such as Adobe, do this for their employees. Many employees choose to make this information public to their coworkers to enhance collaboration, community, and friendships within the workplace. If the teachers choose to make this information public, it will help administration and parents know how to best collaborate with the instructor to bring about the most positive outcome and stable staffing.

IEA will also encourage teachers to be role models of entrepreneurship by helping them explore their interests and bringing them back into the classroom in the form of project-based learning experiences. A teacher's influence, unique gifts and contributions will be highly respected at IEA. We will create an environment where teachers feel valued and thrive.

Step 3 Curriculum Selection: IEA will create a robust, digital learning experience that is engaging for students and empowers them to take ownership of their learning, while at the same time enabling teachers to easily to manage, track, and assess student performance. This

learning experience will include online assessments, instructional and supplementary videos, online software, worksheets, activities, and post testing to ensure that Utah Core Standards are mastered. The curriculum will be organized and accessed through a robust learning management system that serves to organize the curriculum, track student progress, and provide a social networking platform to build cohesion and unity between students and staff.

IEA will locate a gifted academic Director with a proven track record of academic rigor and success. This Director will be responsible for curriculum, training and assessments. He/she will locate the most effective, engaging curriculum drawing upon his/her own expertise as well as a network of teachers nationwide through the LMS platform. As an example, Schoology has a network of 20,300 educators from across North America.[43] IEA hopes to leverage this resource to extend its knowledge base beyond Utah's blended learning expertise, and enhance the student experience.

Once curriculum/software programs have been identified, The Director of Curriculum, Training, and Assessments will evaluate the program. The following table shows which criteria will be used to evaluate the software programs IEA will implement:

`	**Description**	**Superior**	**Good**	**Poor**	**N/A**
Content & Design					
Content Quality	Information is accurate, current, relevant, complete, and balanced				
Curriculum Connections	Skills and concepts match state standards				
Program Perspective	Text and images are gender fair and free of racial, ethnic, and cultural biases or stereotypes				
Age/Grade Appropriateness	The reading level is suitable for the target; directions are understandable to users, logic skill progression				
Adaptability	The program accommodates a variety of interests, abilities, and learning styles; is usable for individual and group lessons				

[43] Schoology website 11/15/2015

`	**Description**	**Superior**	**Good**	**Poor**	**N/A**
Content & Design					
Engagement/ Interactivity	Learners are actively engaged and receive timely feedback; users are motivated to continue learning and to master concepts				
Assessment Capabilities	The program provides meaningful individual student and group data, tracking progress toward objectives				
Graphics/ Multimedia	Graphics, audio, video, and music are high quality and optimize learning. Background and text are compatible and easy to read				
Layout and Navigation	Layout is logical, intuitive and consistent. Screen directions are easy to follow. Pace is controllable with options for stop/pause/exit				
Documentation	Instructions for installation and operation are easy to follow. Content summary and objectives are clearly stated. Toll free and online technical support is available				
Teacher's Guide	Suggestions for classroom use, lesson plans, enrichment and remedial activities are provided				
Student Support	Help within the program is easily accessible and understandable				
Flexibility	Save/Printing/Download/import				
Adaptability and Accessibility	Software is compatible with LMS platform and other installed programs				
Universal Design for Learning	Incorporates features that support adaptive/assistive technologies				

`	Description	Superior	Good	Poor	N/A
Other Considerations					
Cost/Benefit	Educational benefits justify the cost with compared to existing educational resources				
Staff Development	Easy to use				
Additional Reviews	Independent reviews/evaluation support its proposed use				

Some of the programs IEA will select will include familiar online products, such as: ST Math, iREady, Spelling City, and Utah Compose. However, it will also include instructional and supplementary videos, worksheets, hands on learning activities, and workshops, as well as, entrepreneurship curriculum. These classes will teach students the following skills: starting a business, marketing/sales, time management, work/life balance, project management, communications, presentation skills, social networking, mentorships, etc. All curriculum assembled will be tightly tied to Utah Core Standards with no gaps in state requirements. The Director of Curriculum, Testing and Assessments will upload the curriculum into a learning management system, such as: Canvas, Blackboard, Schoology, Edmodo, etc.

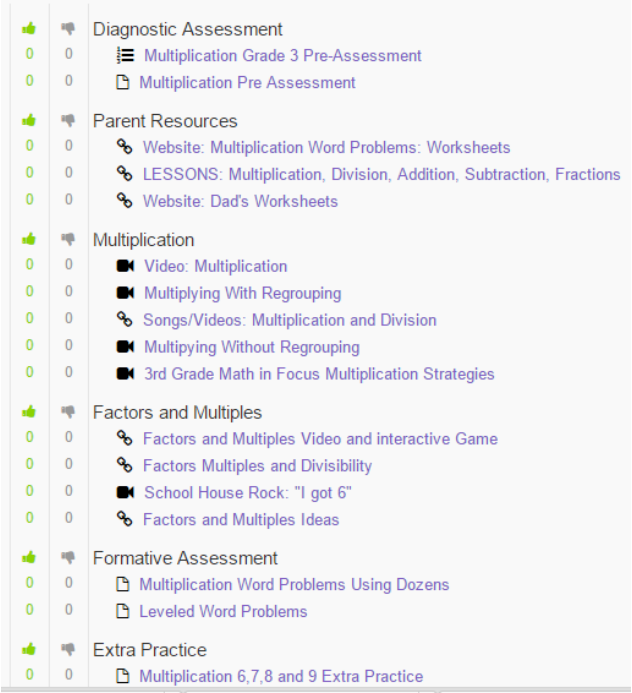
Step 4 Technology/Learning Management System (LMS): The key to making IEA program manageable and measurable is in selecting the right LMS platform. IEA has not yet selected a LMS platform, but will select from a reputable company, such as: Canvas, Schoology, Edmodo, or Blackboard. Top on our list of evaluation criteria include the following:

1. Integrates disparate software programs
2. Single login and easy navigation for students
3. Strong student tracking and analytics giving teachers the ability to track student performance, time online, and progress
4. Aligns curriculum to Utah Core Standards, and helps identify gaps in curriculum
5. Video conferencing, chat, discussion forums and email capabilities enabling communication between students, parents, and teachers
6. Social networking capabilities enabling students to form clubs
7. Easily implemented and strong technical support
8. Cost effective

Once the curriculum is assembled, it will be uploaded into the LMS in the proper sequence. The LMS is capable of mapping the curriculum to common core standards digitally and will offer a second check to make sure that there are no gaps in learning. Logic rules can also be applied to curriculum. These allow the teacher to control the flow of lessons and the required mastery

level, giving students the ability to navigate the map independently whenever, wherever. Teachers can also add programs/curriculum that can supplement the special ed instruction given by a certified instructor.

The figure to the right shows how a curriculum map is effective in organizing a wide variety of engaging, instructional materials in one location that is accessible by parents, teachers, and students anytime, anywhere. Students will begin their journey by completing pre-assessments, move through a learning adventure that employs videos, online software, worksheets, and other activities.

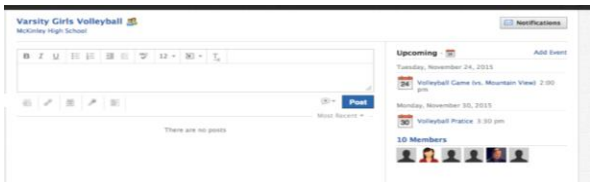


Access to digital curriculum is 2-3 hours of a student's day. The rest of the time is spent in Socratic discussion, goal setting, writing workshops, art, project-based learning, and reflection time. During these periods – students engage with each other and the teacher.

As students complete modules either through teacher led activities or online, progress will be recorded automatically for digital content and manually by the teacher on written assignments and projects. As part of this experience, both students and teachers will have the ability to pace student progress and ensure that they are on track academically to completing their learning goals before the end of the year.

If a student is not pacing at the proper rate or if the curriculum is not meeting their needs, the student will either ask the teacher for help, or the teacher will discover the issue via the analytic tools provided by the LMS. For students that are experiencing challenges, teachers can offer targeted one on one or small group instruction. As they complete each unit, students will take end of unit tests to assess mastery. If the skill is not mastered, supplemental activities will be provided within the LMS framework. If many students are not mastering a concept using the curriculum, the teacher will raise the concern with the Director of Curriculum, Training, and Assessments to make the necessary adjustments to curriculum.

This will free up teacher's time to creativiely approach their job. They will be able to create fun games, incentives and activites that reinforce learning and build cooperation and collaboration within a classroom environment. As an example, teachers will host learning celebrations where students are recognized for mastering skills that support IEA's mission of creating entrepreneurs through academic rigor, project based learning and a culture of creativity, problem solving, collaboration and communication.



LMS capabilities extend beyond providing a nationwide network of teachers, curriculum map for teachers and students, they also provide a social networking backbone with a format similar to Facebook that promotes collaboration and team building. For example, students can see who is in their class and see what their interests are. This enables students to collaborate on entrepreneurial efforts and assignments, as well as, form school groups based on interests. Students will be encouraged to use this social networking platform often to build relationships with other classmates, work with faculty, get updates, and manage their schedule. This further helps IEA achieve its mission by facilitating collaboration and communication school wide.

LMS programs have been used at a university level for almost a decade to manage coursework, receive instruction, and connect with classmates and faculty. These programs are now simple enough for elementary students to use. IEA estimates that the LMS programs will be employed at the school and provide the following benefits:

Teachers:

- Ensures that curriculum is tied tightly to core and with no gaps and minimal redundancy.
- Creating a curriculum map to be used by all teachers will ensure consistency between classes, accelerate teacher training, ensure quality of instruction, and facilitate collaboration and communication amongst the teaching staff.
- Enables a teacher to shift from instructional strategies heavy on classroom lecture to employing other techniques, such as: classroom discussions, writing workshops, project-based learning, and group projects.
- Centralized location for accessing all curriculum and tools to manage workflow anytime, anywhere.
- Enables a teacher to quickly assess student progress towards mastering Utah Core Standards and identify weaknesses in student understanding/ability and the curriculum.
- Consolidates student tracking across software programs.
- Easily monitor student progress as students move seamlessly between onsite and offsite programs
- Access to a support network of teachers from across the United States.
- Leveraging email and video conferencing capabilities will allow students to communicate with the teacher or other students anytime, anywhere.

Students

- More of an effective and fun way to learn. Translates well to the way students today are accustomed to doing things
- Students will know from the beginning of the year what is required to complete grade level standards, facilitating goal setting and tracking.

- Comprehensive curriculum map that leads students through a learning adventure with a greater degree of independence and teaching them accountability and initiative.
- SWD get instruction in ways that meets their needs
- Enables parents and students to understand expectations and stay informed and involved.
- Social networking components within the LMS, facilitates social groupings around student interests and collaborative learning opportunities, as well as, find resources within the school to help them on entrepreneurial engagements
- Enables students to get more personalized, targeted teacher instruction
- Single login for multiple online software programs
- All programs, videos, and worksheets are available in the cloud which allows students to move seamlessly between onsite and offsite learning environments.

The technology employed by IEA will enable it to achieve its mission of providing a rigorous academic and project-based learning experience for students in a way that is manageable and measureable for teachers.

Step 5 Innovation: The final hallmark of a successful blended learning program has a structured time each year where teachers innovate on the current program. Throughout the year, teachers will identify any gaps and weaknesses in the curriculum and alternative materials that can improve the digital curriculum platform. At the end of every school year, the teachers will hold a summit where new ideas are generated, problems are addressed, and efficiencies are identified. The curriculum map will change based on input from this summit in an effort to continually innovate.

Once fully refined, students will be able to guide themselves to mastering content with a great degree of independence. This frees up the teacher to track student analytics, identify student needs and provide individual or small group instruction to keep pacing efficiently.

Relevant Instructional Strategies: One of the highlights of IEA's program is that it employs a wide variety of instructional strategies. The table on the following page gives insight on how each activity at Ignite Entrepreneurial Academy is carefully designed to give students a robust education experience.

Activity	Instructional Strategies Employed
Socratic Discussions	Students practice thinking and communicating, evaluate positions, arguments, or designs; defend own position; identify problems, conflicts and inconsistencies; get feedback; draw on students' expertise and prior knowledge, evaluate and summarize, create solutions
Goal Setting	Students get in the habit of setting goals in small peer groups. Students assess their abilities, create goals, develop goal strategies, and receive peer feedback.
Core Skills (Montessori and blended learning)	-Lessons will be provided through a various methods: small group, videos, and software programs. - Curriculum will link new information and/or skills to prior knowledge. - Approach also encourages students to use technology to learn, map progress, and create content. - Model desired skills and outcome through Montessori manipulatives/other hands on learning as necessary - LMS platform gives students experience using graphic organizers in conjunction to goal setting and pacing.
Writing Workshops	Students develop systematic relationships among ideas; application, analysis, synthesis and evaluation; reflect on own thinking; record the evolution of own thinking; practice responding to feedback and revising
Project-based Learning	Excellent for employing a variety of instructional strategies including: integrate topics and concepts, investigate/observe, link new information and/or skills to prior knowledge, problem-solving, cooperative Learning, conflict resolution, decision making, critical/creative thinking, compare and contrast, critiquing activities, student and peer assessment, mentorship from field expert, independent work, and execution from beginning to end
Public Reviews	Evaluation; practice giving constructive feedback; self-reflection; defend vision for own work
Reflection Time	Reflective writing and discussion built into the daily schedule and also the culmination of project-based learning activities.

Professional Development Framework: Training teachers in the principles of instructional excellence is a high priority at IEA. As mentioned previously, IEA has been collaborating with Kaylie Reed, founding teacher of Acton Academy, in creating training materials and piloting them. Ms. Reed has created a 250 page instructional guide that takes schools through the steps of establishing a successful flex blended model school, and IEA has worked closely with Ms. Reed in creating an accompanying 20 page project based learning guide complete with instructions and videos that model the various activities. On the follow page you will find the training required, as well as, how IEA will train the teachers:

Training Required	How it will be provided	Assessment Criteria
Entrepreneurial Culture	IEA's training manual	Ability to move students from a fixed to a flexible mindset and encourage each student to identify their strength and interests
Socratic Discussion	IEA's training manual	Effectively leading classroom discussion
Project Management	IEA' project-based learning guide	Able to facilitate the project management experience in a way that encourages students to take ownership and stay focused
LMS	Webinars provided by the LMS	Navigates tools successfully to identify students that require assistance, teach curriculum, and lead discussions.
Small Group Lessons	IEA's training manual	Able to deliver lessons in a way that is meaningful and effective with students.
Approach to Discipline	IEA's training manual and required reading	Sees the root of behavioral problems and conflicts and addresses them efficiently
Classroom Management	IEA's training manual	Is able to keep students engaged and focused on learning activities, and effectively uses his/her time to meet the needs of individual students.
Innovation Summit	The expectation set by IEA	Comes prepared with a list of program elements that need to be strengthened and potential solutions for discussion

Teachers will work together in a pod of four teachers – with one lead teacher that can coach and mentor the others. For the first 1 month of school, the pod will have 15-30 minutes of reflection time at the end of each day, highlighting both successes and failures. Solutions are discussed and implemented the following day.

There will also be a weekly morning staff meeting to discuss challenges and solutions to overcoming them, as well as, reflecting on the mission statement and setting goals on how to enhance academic rigor, project-based learning experiences and create a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving.

After the first month, staff trainings will be held and guest instructors will be invited to share their knowledge with the staff. The Executive Director and The Director of Curriculum, Training, and Assessments will work closely with staff to ensure that training is implemented on a classroom level.

It is common in a school setting for the Executive Director's time to be consumed with tasks that can distract from the priority to train staff. IEA will employ a system where parents meet first with a designated staff person to address concerns. If the staff cannot address the concern, then they can meet with the Executive Director. In taking this approach, the Executive Director will have more time to train staff.

Distance Learning: IEA's goal is to mimic the 21st century work environment. Companies have gone to an anytime, anywhere model. Employees move seamlessly between office, home, client sites, airports – anywhere you can access internet is transformed into a mobile work station, helping companies improve customer service, revenue, and productivity. In a school for entrepreneurship, it is important that students have the flexibility to work anytime, anywhere. IEA will have no more than 30% of its student population working offsite at any given time.

In Utah, there has been an issue with losing track of students in a distance ed setting, most notably:

1. Many of the current programs do not offer a robust learning experience. They employ limited instructional strategies – making learning tedious for students. In addition, many do not offer robust curriculum that meets all Utah Core Standards.
2. Instruction is given by a parent
3. Limited social interaction amongst peers
4. Virtually no oversight or accountability

The purpose of having a distance ed program is so that IEA students can engage in entrepreneurial activities at a deeper level. When a distance ed student begins his or her year at IEA, the first thing that happens is he participates in a similar project-based learning experience as onsite students. This bonds the student with others in his class and the teacher. In addition to fun games and activities designed to promote entrepreneurial skills and team building, the student also engages in activities that lay the foundation for structure, accountability, and dedication throughout the year. This includes setting expectations on frequency of communications, writing the student contract, learning goal strategies, navigating the LMS, setting up clubs based on their interest, etc.

During the next 5 weeks, teachers will have contact with students several times a week through Socratic discussion, goal setting, formalizing entrepreneurship plans, class games and challenges. In addition, the teacher will also lead several field trips and sponsor group events to further solidify social relationships that formed during the project-based learning experience during the first week of school. During these excursions and events, the teachers will be able to follow up with students on their academic progress and observe/assess their participation in social networking and club participation.

Throughout the year, students will be able to access the curriculum regardless of their time or location. They will have access to curriculum that provides a rich, digital learning experience with instructional videos, entertaining/informative supplemental videos, fun online software

programs, and also worksheets. The LMS enables creative teachers to make learning fun and engaging. Students will also score points based on how much curriculum they master and also the amount of club participation and social interaction between their peers and teachers. They will receive recognition and incentives to stay motivated in their efforts.

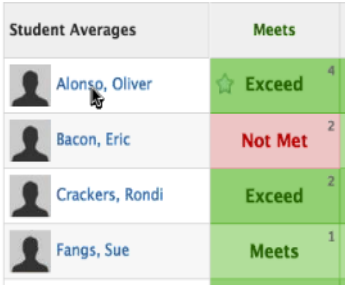
Students will also engage in Socratic discussion, speaking series, and teacher-led instruction via teleconferencing capabilities built into the LMS. They will also be able to attend onsite for formal presentations, specialty classes, market days or teacher instruction/mentoring.

By implementing a robust, engaging curriculum ensconced in a highly social, collaborative environment, IEA will achieve its mission of entrepreneurial success through academic rigor, project-based learning, and creating a culture of creativity, collaboration, adaptability, accountability, communication, and problem solving regardless of a student's location.

Technology: To support student learning, IEA will assign each distance ed student to a classroom of 75 students with a licensed instructor and equip the student with a laptop computer, internet, the LMS and access to technical support. Technical support will be offered through various training videos and access to technical support staff that will be available to address their questions. In the event of technical difficulties, IT staff will be able to have remote access to the computers and troubleshoot the technical difficulties.

Curriculum for each grade level is housed within the LMS platform and is internet accessible to every IEA student. This enables all IEA students to access the same curriculum from any location the internet is available – just as the corporate world operates.

As the curriculum is the same for both onsite and offsite students, so are the requirements for both sets of students. Offsite students will be required to attend project-based learning/team building activities, set and track goals, spend the equivalent amount of time making progress on core skills, complete entrepreneurship courses, making formal presentations on their entrepreneurial efforts, and engaging in Socratic discussion. The LMS program will enable offsite students and their teacher to participate in small group and individual instruction, coalesce as a group over video chat and give the teacher the visibility on how the student is spending his/her time and progression. Given that the majority of work is done online, very little delineation is required between online and offline time.



Delivery of Instruction: Both onsite and offsite students work with a great degree of independence in mastering learning objectives. It is a teacher's responsibility to monitor the progress of his/her students using the analytics tools provided, and provide instruction when they notice that a student is struggling with a concept or not doing their work. Contact can be made with students and parents through video chat, email, text, and phone calls.

Teachers will also be involved in guiding Socratic discussion/town hall meetings, goal setting, and reflection. This will be done through video and teleconferencing technology.

Authenticity of Student Work: In an effort to ensure the authenticity of student work, all students will be required to do proctored benchmark testing at regularly scheduled intervals throughout the year. In addition, Students will have the opportunity to do project related work at school that will demonstrate whether they understand the concepts.

Cooperative Learning Opportunities: IEA's program is a collaborative program, and the distance ed program functions the same as the onsite program. IEA's program has several elements that provide opportunities to socialize and collaborate:

1. IEA will begin its year with an onsite team building experience for distance ed students. This is a similar team building experience described in the Program of Instruction page for onsite students. During this time, students will be engaged in acquiring the foundational tools and social relationships that will enable their success for the school year.
2. Frequent events and social engagements will be scheduled within the first 2 months of the school year to solidify the relationships made during the first week.
3. The social networking capabilities offered through the LMS program enable students to join/form clubs based on their interests, and email/teleconference with other students in the class.
4. Licensed teacher will periodically lead Socratic discussion, targeted instruction and goal setting leveraging teleconferencing technologies.
5. Throughout the year, students will also be able to participate onsite for specialty classes and project-based learning experiences, as well as, market days.
6. Quarterly, the teacher will organize outings to local venues, areas of interest and museums.
7. Teachers will hold office hours both onsite and virtual to facilitate meetings with parents and students.
8. Games and challenges offered throughout the year will offer students a unique opportunity to collaborate to win.

Services and accommodations for SWD: IEA will hold an annual child find training to train staff on identification of special education students. The Executive Director and Special Education Coordinator will regularly review teacher observations, assessment results and other data to determine eligibility for special education programs. Students that are identified with special needs will receive the full continuum of placement and services to disabled students under the direction of the licensed Special Ed Coordinator and the Principal. These services include, but are not limited to:

- Consultative support to the IEA regular education teachers to provide modification and accommodation to the general education curriculum,
- Direct special education support and instruction to a student which may be provided via video conferencing, as well as, in person,
- Direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided face to face via computer or at a reasonable, agreed upon location,
- Ongoing progress monitoring for every student, including: frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent and teacher through their respective home pages, careful logging of every conversation (by phone, email, or other means) and consultation with the student and/or parent, and
- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.

According to Amy Trombetti, a special education expert that works with many Utah school, the program outlined has worked successfully in other schools to meet the needs of SWD.[44]

Complete Assessment plant to measure student progress: There will an assigned teacher that will help parents and students understand the learning goals for the year. The assigned teacher will work with the student on a weekly basis in setting and achieving goals that support on time completion of Utah Core Standards, as well as requiring proctored, benchmark testing to ensure that the material is being mastered.

As mentioned earlier, the curriculum for onsite and offsite students is the same. The LMS program enables students the ability to complete their work and for teachers to monitor their progress in real time regardless of the students' location. It also allows the teacher to check attendance and seat time.

Plan for measuring the effectiveness of the program: The plan effectiveness will be evaluated in the same terms as the onsite program – by how many students are meeting state

[44] Amy Trombetti verified in a phone interview 11/19/2015

requirements. In addition, IEA will have internal metrics to measure student engagement in projects, social networking, and entrepreneurship.

Online Learning: Online software will not replace the teacher in the onsite classroom or parent/teacher for the offsite learning environment. Students will have access to teacher-led instruction and online software will serve to enable students to maximize their learning potential. It will also free up teacher's time to work in small groups, monitor student progress, and identifying and addressing issues immediately.

Ignite Entrepreneurship Academy will select from a variety of online software vendors that support IEA. As the market for educational software is broadening quickly, teachers will be encouraged to seek out new programs and evaluate them to ensure that we are using the latest and greatest in software technology.

Approach to Discipline:

IEA Code of Conduct includes the following:

- All students, faculty, and parents at IEA will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.
- Students will be on time and ready to participate each day and work diligently on their studies.
- Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources.
- Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

The school's philosophy with discipline is to take a proactive approach by presenting clear classroom policies and expectations regarding student behavior on the first day of school and reinforce these expectations consistently throughout the school year.

In order to create this environment, teachers may include both positive and negative reinforcements that are consistent with recognized best practices. These reinforcements will not violate the policy of IEA or any applicable state and federal law.

Most problems can and should be handled in the classroom. When teachers are unable to remedy behavior problems in the classroom, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. In the event that suspension/dismissal is required, IEA staff will act pursuant to the applicable student discipline policy and in accordance with IDEA and all other applicable state and federal laws.

Parent/Guardian Involvement: Family Involvement is vital to entrepreneurship education and is an important purpose of charter schools. IEA will empower parents and guardians of students with a wide range of meaningful opportunities to participate at IEA, resulting in a strong and supportive community of parent stakeholders. Ignite Entrepreneurship Academy will include on their student enrollment forms a list of parent volunteer opportunities aimed at improving education, our school, and community outreach. These committees will include many of the more traditional parent volunteer roles including:

- Oversee student-related activities at the school,
- Plan and direct festivals,
- Help with recruitment of students and families,
- Oversee use of volunteers within the school,
- Direct various aspects of the school, such as garden, entrepreneurial activities, guest speakers, etc.,
- Provide Governing Board and Faculty Council insight into student needs,
- Coordinate IEA cooperation with outside groups,
- Assist in fund-raising efforts, and
- Chaperone activities

If parents would rather donate instead of volunteering, that opportunity will also be available. Parents are encouraged to volunteer 3 hours a month, but their participation does not limit their ability to enroll.

IEA will ensure that this list includes both onsite and flexible off site options for parent involvement. Each parent is given the opportunity to serve on a committee with other IEA parents, thereby giving them the opportunity to form bonds with school administrative staff, teachers, parents, and other community volunteers. In addition to building community through our committee assignments, parents will also be able to participate in annual activities, festivals, and learning celebrations.

Throughout the school year, parents will be encouraged to complete a survey so that IEA has an insight on the needs of its community. By offering their feedback throughout the year, IEA can work with parents in growing our community.

Regular means for communication with parents and families will be established, likely including but not limited to: a school newsletter, weekly emails from class teachers, use of class websites to convey information, online tracking of student progress, and Open Door Days with the Executive Director.

PERFORMANCE MEASURES

IEA is committed to a strong evaluation program of its performance. We will conduct a yearly evaluation that will be submitted to the State Charter School Board. This evaluation will include a report of the following areas:

1. Student academic performance and engagement

2. Financial performance and sustainability
3. Governing Board performance and stewardship
4. Upholding mission and vision Evaluation plans and mission-specific SMART goals. Each of these areas are included below.

Charter School Performance Standards:

Setting High Standards for Student Achievement: Ignite Entrepreneurship Academy will set high standards for student learning. Ignite Entrepreneurship Academy's goal by the 5th year is to be in the top 15% of Utah schools for language arts and math, but students will be expected to set individual mastery goals that exceed minimum competency requirements (if appropriate) and then will track their progress (see details below). Unlike traditional methods where the whole class moves at the same pace, Ignite Entrepreneurship Academy students are able to and encouraged to move ahead at their own pace, as appropriate. Student progress will be tracked via the following methods:

1. **Summative Assessments:** Summative assessments will be taken several times throughout the year. At the beginning of each school year, students will be tested to assess their current level. In addition, students will complete a preliminary test and a final test at the end of each school year to track student progress towards mastering Utah Core Standards.

2. **Formative Assessments:** In addition to summative assessments mandated by the State of Utah, IEA intends to develop a formative assessment tool that will provide valid and reliable data on student progress across a variety of dimensions, including but not limited to classroom participation, physical and fine motor skills, communication skills, creative thinking/problem solving, collaboration, and academic understanding. The assessment tool will be directly connected to the standards for each grade and enable IEA teachers to regularly assess students, analyze and document their progress on a variety of measures, identify areas in need of improvement or intervention, adapt instruction accordingly, and report accurately and consistently to faculty, parents, and the State on student progress.

   Data to complete the formative assessment will be collected at scheduled times throughout the year. The sources for data will vary based on the item being assessed. Faculty members will identify target instruction based on test results and adjust lesson plans accordingly to master material where deficiencies exist. The following is potentially how the various subjects will be assessed:

   ELA: Performance Series Testing
   Math: Performance Series Testing
   Reading: DIBELS
   Written: Writing may be assessed through teacher evaluation of students' written work
   Entrepreneurial Skills: Recorded teacher observations

Physical skills: PE teacher's observations

For each objective, students will be ranked as "Not Observed," "Emerging," "Proficient", or "Exceeds Expectations." IEA's goal is that across the various dimensions, 80% of students in grades 2-4 and 90% of students in grades 5-8 will be measured as "Proficient" and/or be meeting the targets described in their IEPs.

3. **Technology Tracking**. The learning management system will effectively track student progress throughout the year and ensure that students are on pace to complete learning goals by the end of every school year. When remediation is needed, teachers will be informed for immediate attention – which may include alternate learning methods, peer tutoring, individual teacher instruction, parent involvement, or special education intervention.

4. **Completion of Student Goals.** At the beginning of every day and the beginning of each term, students will set personal academic goals. Because of Ignite Entrepreneurship Academy's focus on personalized learning, each student's goals will be different. At the beginning of each academic year, students will engage in extensive training regarding goal setting, goal tracking, goal completion and student excellence so that students will understand the process of setting appropriate and rigorous goals and working towards completion of those goals. Goals are monitored to make sure they challenge the students and also address student deficiencies. Goal completion is tracked online daily with the support of aides and parent volunteers. Teachers will report the percentage of students completing their daily goals to the Ignite Entrepreneurship Academy Director so school-wide progress can be tracked and assessed.

5. **Assessment of Student Project Work.** Teachers and peer groups will provide assessments of projects in class. Peers and teachers will use a project rubric to measure project outcomes. Twice a year, students will organize a project exhibition fair to celebrate their progress and share their work. The fair will be a large event that parents and community members will be invited to attend. At this event, students will show case their projects, provide written and verbal explanations of their projects, and highlight how their projects relate to learned concepts. Parents and students will also provide assessments at these fairs to chart project improvement throughout the year.

The data collected through this assessment tool and the use of portfolios and teacher observations are used to supplement and augment data collected through state mandated formative and summative assessments and teacher-administered summative assessments given at the completion of Main Lesson blocks. All data is regularly reviewed by teachers, the Executive Director, and the Director of Training, Curriculum, and Assessments to ensure that curriculum is effectively meeting the instructional needs of the students in mastering Utah Core Standards. It also a part of regular teacher evaluations. By compiling student portfolios,

formative assessment data, and summative scores, IEA intends to provide a broad and detailed accounting of student development and needs.

Grade advancement and graduation: IEA will base grade advancement and graduation based on adequate progress across the various dimensions that are regularly being assessed and an evaluation of the student's best interests. Class teachers will evaluate student progress at the end of each year and make recommendations for advancement. In particular, they will include student growth on formative and summative tests, observations of classroom behavior, physical abilities and social skills, review of student attendance and student portfolio work, and consultations with specialty teachers. Students with Individualized Education Plans (IEP) will be evaluated based on the criteria set forth in their IEP's.

Student Academic Performance and Engagement		
Measure	**Metric**	**Goal**
Reading at Grade Level	At or above grade level score on reading in the 3rd grade for students who are in at least their 2nd year	Year 3: 100%
Personalized and Accelerated Learning	Attainment of minimum status composite score (school wide) on Utah adopted assessments	Year 5: Ignite Entrepreneurship Academy will rank in the top 15% of Utah schools in language arts and math within 3 years
Academic Performance	Standardized test scores	Year 3: 85% of students will be meeting grade requirements

Financial Performance and Sustainability:

Indicator – Financial performance and sustainability		
Measure	**Metric**	**Goal**
Current ratio	Current Assets ÷ Current Liabilities	Year 1: >1, Year 2: >1.2 Year 3: > 1.3
Debt ratio	Total Liabilities ÷ Total Assets	Year 1: >1, Year 2:>.9
Occupancy costs	Facility Costs ÷ Total Operating Revenues	Year 1: < 22%
Current assets to total annual operating expenses	[Current Assets ÷ (Total Annual Operating Expenses ÷ 365)]	Year 1: > 30 – 60 days cash on hand
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	Year 1: Overall budget to actual expenditures within 5% of budget

Governing Board Performance:

Indicator – Board performance & stewardship		
Measure	**Metric**	**Goal**
Board member development	Percentage of board passing all available training modules available on State Charter School Board website	Year 1: 50%
Regulatory and reporting compliance	Percentage of all required reports that are complete, accurate, and on time	Year 1: 100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper agreement from chartering entity	Year 1: 100% agreement
Board member participation	Percentage of meetings attended by individual Board members	Year 1: 80%

SMART MISSION GOALS:

Measure	Metric	Board Goal	Type of Goal
Setting weekly work goals	Percent of students outlining weekly goals independently.	60%	Charter Fidelity
Students will develop ownership over education	Percentage of students setting learning goals independently	60%	Charter Fidelity
Project-based learning	Student participation in at least 3 project-based learning experiences each year	80% of students	Mission/Vision
Entrepreneurial culture	Percentage of 5th grade students passing the survey of entrepreneurial attitudes.	75% of the students get a passing score	Mission/Vision
Student Engagement	On time attendance rate	95%	Outcome: Education Philosophy
Entrepreneurial Pursuits	Students who run their own businesses	25%	Mission/Vision
Accelerated Learning	Percentage of students exceeding grade level requirements by end of year.	20%	Mission/Vision
Setting appropriate and completing appropriate work goals	Percent of students meeting weekly academic goals	75%	Outcome: Education Philosophy

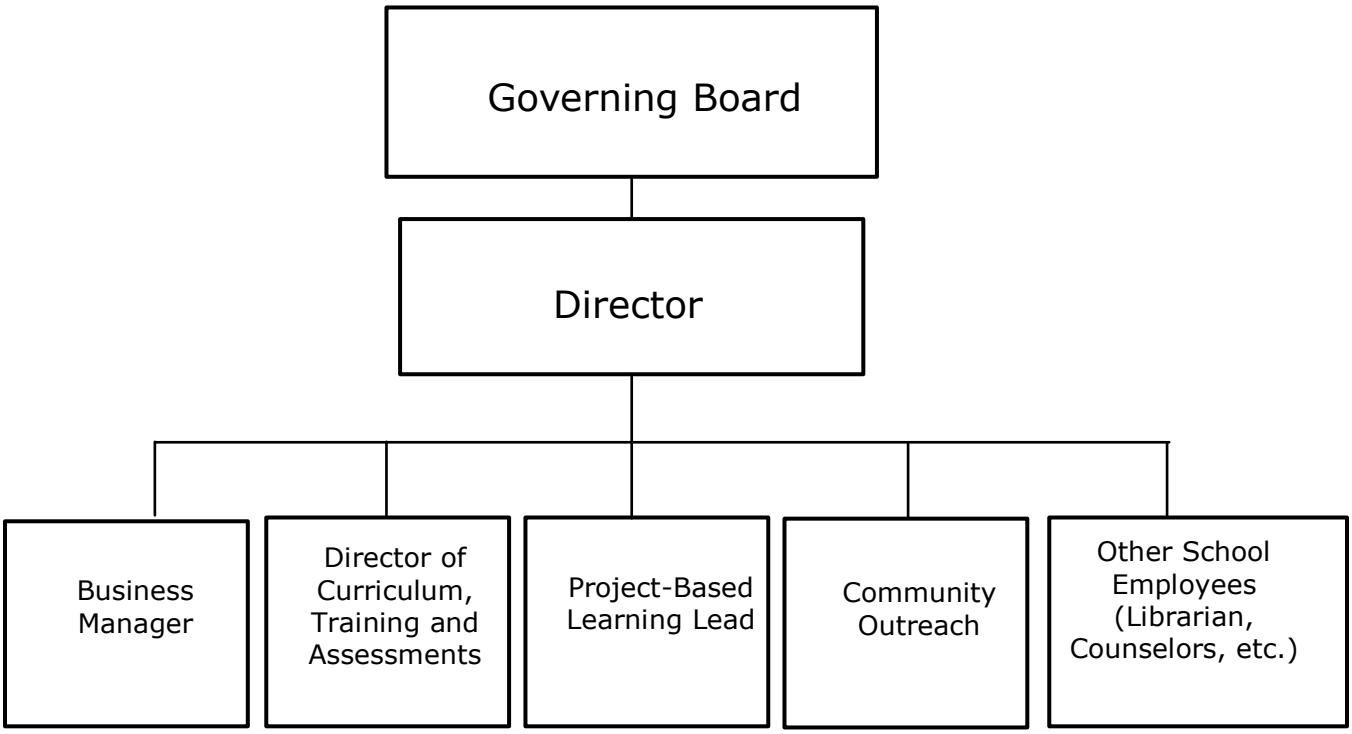
Measure	Metric	Board Goal	Type of Goal
Student Engagement	Percentage of teachers meeting the Ignite rubric of student engagement.	80%	Outcome: Education Philosophy
Family Member Participation	Percentage of students with a family members volunteering 20 hours per year or more	60% of students have a family members that have volunteered 20 hours or more per year	
Employee Retention	Percentage of teachers who have taught for over 5 years at IEA	75%	Mission/Vision
Online Materials	Amount of Amount of classroom instruction that is available online	50% of the classroom instruction is available online	Distance Ed
Use of online resources	Percentage of students in grades 4-9 that are using online resources to master Utah Core Standards	80%	Online Goal
Independent Learning	Students 4th -9th grades that are completing learning goals independently through the use of online learning software in at least one subject area.	70%	Online Goal

GOVERNING BOARD

Non Profit: IEA is organized as a nonprofit corporation pursuant to the Utah Revised Nonprofit Corporation Act. Pursuant to its bylaws, IEA is governed by three to seven Board Members. Membership on the Governing Board of Directors is determined by majority vote of the Governing Board of Directors and members. Signed Articles of Incorporation and Bylaws can be found in Appendix B and C respectively.

Meeting Frequency and Notification: The Board of Trustees meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of the school performance, and d) consider requests and concerns from parents, students, and teachers.

Organizational Chart:



Governing Board Capacities: Ignite Entrepreneurship Academy has assembled a governing board with a diversity of talent in operation, curriculum design, training, entrepreneurship, strategic relationships, finance, charter school law, and construction capable of fulfilling these obligations. The founding board, consists of the following members:

Jennifer Ryan – Chairman: Ms. Ryan has experience in strategy and operations consulting for fortune 500 companies and renowned start-up companies. She has lead teams ranging from 5-50 employees. In addition, she has done financial analysis for private equity companies on real estate deals ranging from $5,000,000 to $90,000,000, and managed construction on $2,000,000 projects. She brings this expertise to founding Ignite Entrepreneurship Academy.

Dan Smith – Vice Chair: Mr. Smith has been a small business owner for over 20 years. Mr. Smith also served on Pioneer's board for 3 years and has completed all charter school training. He will be instrumental in ensuring that all aspects of Ignite Entrepreneurship Academy's operations are in compliance with charter school law.

Chris Parkin – Finance: Mr. Parkin is currently the Global VP of Industry Strategy and Marketing at Adobe. He has 20+ years of product marketing, market strategy, business development and strategic partnership experience. He will apply his strategic relationship experience in developing partnerships between Ignite Entrepreneurship Academy and businesses.

Tasi Young – Legal/Secretary: Mr. Young has 13 years of experience in school ownership, testing preparation and charter school law. He will apply his school operations and legal expertise in the founding of Ignite Entrepreneurship Academy.

Kaylie Reed – Montessori/Blended Learning Expert: Ms. Reed is the founding teacher and former director of Acton Academy – a school that has been nationally recognized as one of the nation's top blended learning program. While at Acton, Kaylie created and implemented a learning program enabling students to master 1.5 years of material for every year in school.

Ben Moulton – Education Expert: Mr. Moulton has been involved in the fields of education and civil/environmental engineering for over 20 years. During that time he has taught junior high school and high school math and Spanish as well as in the university setting. Currently he is teaching mathematics and college success and leadership courses at Utah Valley University since 2002.

Kelly Tate – Special Ed Expert: Ms. Tate is a Certified Academic Language Therapist (CALT) and is recognized as one of the top three specialists in the state for dyslexia therapy. She has been teaching students since 1998.

The collective board will be tasked with the following responsibility areas:

Expertise	Board Experience
Education	**Ben Moulton:** 20 years of teaching experience at junior high, high school, and university levels **Kelly Tate:** 18 years of traditional teaching experience and dyslexia therapy experience **Kaylie Reed:** 9 years of Montessori, blended learning and education consulting experience **Tasi Young:** 5 years as of high school administrative experience and x years of test preparation experience **Jennifer Ryan:** Taught presentation skills to senior management at Price Waterhouse Cooper for 2 years. TA for Economics 101, and Education Software class at BYU.
Blended Learning	**Kaylie Reed:** Founding teacher and director of Acton Academy – nationally recognized as one of the nation's best blended learning programs.
Montessori	**Kaylie Reed:** 9 years of Montessori teaching experience **Kelly Tate:** 2 years of experience working at Elizabeth Academy – a local inclusion Montessori
Entrepreneur ship	**Chris Parkin:** 20+ years of experience working in successful start ups, including, Ominture, Adobe, and Best Consulting. **Jennifer Ryan:** 6 years of experience working on behalf of several start-up companies, including: Microsoft, Amazon.com, and Broadcomm. **Kaylie Reed:** Founding teacher and director at Acton Academy for 4 years **Dan Smith:** Owned and operated his own insurance company for 20 years.
Finance	**Dan Smith:** 3 years as governing board member of Pioneer Charter School deeply involved in financials **Jennifer Ryan:** 2 years of financial analyst experience **Business manager or ESP**: Upon approval, IEA will submit an RFP for ESP services.
Operations	**Chris Parkin:** Manages a department with $1 billion in sales revenues and 28 employees around the globe. **Jennifer Ryan:** Operational consulting for leading entertainment and distribution companies, including: Amazon.com, McMaster-Carr, Sony Motion Pictures. Has managed 5-50 employees with operating budgets as high as $4.5 million. **Dan Smith:** Managed operations for his own business for 25 years **Kaylie Reed:** Director of Acton Academy for 4 years
Construction	**Jennifer Ryan:** 2 years as a real estate analyst and project manager.
Marketing	**Chris Parkin:** Global VP of Industry Strategy and Marketing for Adobe; has 20+ years of product marketing, market strategy, business development and strategic partnership experience
Legal	**Tasi Young:** Worked as internal legal counsel at AISU for 1 year

Governing Board Duties to Public: The board is passionate about creating an innovative education offering in Utah. They are aware of their duties and responsibilities as public servants to Utah taxpayers, parents and students and will act within that capacity to fund and govern a quality school. The founding board, consisting of the members listed in this application will govern the school according to the Bylaws until the school opens.

Should this board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing the school director's performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the school director.

Capacity to Found and Sustain A Quality School: The board is comprised of successful educators and business people that have a proven track record of success. Each board member is committed to carrying out the following duties that will enable the Governing board to found and sustain a quality school. The responsibilities of the Board may include but are not limited to:

- Protect the legal interests of Ignite Entrepreneurship Academy
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, parents, and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school's interests, minimize risk, and to comply with requirements in rule or statute
- Oversight and accounting of money received / disbursed and ensure that the proper financial controls are in place

Responsibilities of Board Chair
- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice Chair
- Performs duties of Chair if the Chair is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer
- Oversight of money received / disbursed
- Countersign disbursements w/ School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary
- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

Finance Committee: For information regarding the Finance Committee can be found in the Business Plan section.

SUB COMMITTEES The Board of Trustees may, at its discretion, appoint and delegate special task forces or committees, or the School Director to investigate and research specific items related to school policy, procedure, programs, and curriculum and make recommendations to the board for potential action.

Administration: It will be the responsibility of the administration team to oversee the following activities:
- Ensure that the development and implementation of curriculum and assessment is congruent with Ignite's mission and state standards,
- Hire, supervise, and evaluate Ignite Entrepreneurship Academy employees in conjunction with the various team leads,
- Meet with parents of Ignite Entrepreneurship Academy students, and community leaders to advance the school's goals,
- Oversee student enrollment process and development of class schedules,
- Work with the Business Administrator and the Governing Board to adhere to budget guidelines and administer the budget,
- Work with the Director of Curriculum, Training, and Assessments to oversee teacher training, evaluation, and performance,
- Work with the Director of Curriculum, Training, and Assessments to maintain and report assessment data,
- Ensure compliance with all relevant State and Federal Regulations,
- Oversee facility maintenance and improvements,
- Coordinate fire and other drills and implementation of emergency procedures,
- Oversee all school-sanctioned fund-raising activities,
- Regularly attend trainings provided by the USOE,
- Represent Ignite Entrepreneurship Academy within the community, and
- Perform all other duties customary with the position.

PARENT ORGANIZATIONS The Parent Organization is comprised of parents/guardians whose students attend the school. The Parent Organization offer parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities. The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities.
- Organizing and maintaining additional programs as directed by the Board.
- Raising funds for supplementary materials and activities.
- Assist the board in other areas such as serving on sub-committees, etc.

STAFFING

Staffing Needs Based on Budget, Enrollment, and Target Population: IEA anticipated enrollment numbers are 600 students grade K-9th grade the first year. IEA will seek out certified teachers that believe that students are naturally curious and eager to learn in a carefully prepared environment, and will expect a high level of independence as wells as academic achievement from the students. This is consistent with the philosophies of Montessori, and that will resonate with entrepreneurial minded students. IEA will hire instructional staff that hold these same core values.

Administering Day to Day Activities/Management Needs:

Administrative Roles and Responsibilities Executive Director: The Executive Director, as the day-to-day leader of the school, must be capable of embodying the school's vision, mission, and goals and translating them into effective policies and procedures as well as a dynamic school environment. The Executive Director is responsible for instruction and curriculum, personnel decisions and hiring, and budgetary and legal compliance. Specifically, the Executive Director will:

- Work with the Governing Board to ensure that all activities at Ignite Entrepreneurship Academy are aligned with the mission and goals;
- Ensure that the development and implementation of curriculum and assessment is congruent with Ignite's mission and state standards
- Hire, supervise, and evaluate Ignite Entrepreneurship Academy employees in conjunction with the various team leads;
- Meet with parents of Ignite Entrepreneurship Academy students, and community leaders to advance the school's goals;
- Oversee student enrollment process and development of class schedules;
- Work with the Business Administrator and the Governing Board to adhere to budget guidelines and administer budget;

- Work with the Director of Curriculum, Training, and Assessments to oversee teacher training, evaluation, and performance;
- Work with the Director of Curriculum, Training, and Assessments to maintain and report assessment data;
- Ensure compliance with all relevant State and Federal Regulations;
- Oversee facility maintenance and improvements;
- Coordinate fire and other drills and implementation of emergency procedures;
- Over-see all school-sanctioned fund-raising activities;
- Regularly attend trainings provided by the USOE;
- Represent Ignite Entrepreneurship Academy within the community; and
- Perform all other duties customary with the position.

The Executive Director will be hired by the Governing Board and report regularly to the Governing Board regarding the progress and status of Ignite Entrepreneurship Academy. The Governing Board will seek to hire an Executive Director with the skills and abilities necessary to ensure the full success of Ignite Entrepreneurship Academy. In particular, the Governing Board will seek an Executive Director who:

- Has administrative experience at an entrepreneurial school or work experience, Montessori or Project Based Learning school or other relevant entrepreneurial work experience.
- Is committed to the mission, vision, and goals of Ignite Entrepreneurship Academy and has effective project management skills needed to implement;
- Has a working knowledge of the relevant State and Federal regulations that will affect Ignite Entrepreneurship Academy;
- Demonstrates sound judgment and decision-making skills;
- Possess excellent communication and relationship building skills;
- Is responsive to various stakeholders, such as State Charter School Board, faculty, parents, Councils, and students;
- Has a knowledge of Utah Core Curriculum, required assessments, and relevant pedagogical methods;
- Is organized, efficient, and hard-working; and
- Is capable of effectively hiring, managing, supervising and mentoring other staff.

The Business Administrator or Consultant will be hired by the Executive Director, with approval from the Governing Board, to oversee the financial management and budget compliance responsibilities at Ignite Entrepreneurship Academy. In particular, the Business Administrator should:

- Have experience in budgeting, accounting, and/or auditing, preferably at a charter school;
- Demonstrate sound judgment;
- Be able to clearly communicate financial data to the relevant stakeholders;

- Have experience managing funds for a business, non-profit, school, or other large organization;
- Be committed to the long-term growth and sustainability of Ignite Entrepreneurship Academy;
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting, and reporting.

Director of Curriculum, Training, and Assessments: The Director of Curriculum, Training, and Assessments works with the Executive Director to ensure the quality of instruction at Ignite Entrepreneurship Academy. This experienced teacher serves as a curriculum specialist to mentor and assist newer teachers in applying the classroom methods of Montessori in teaching Utah Core Curriculum. Specifically, the Director of Curriculum, Training and Assessments will:

- Procure and facilitate the development of new curriculum and materials;
- Solicit input from teachers in curriculum improvements;
- Ensure the school's curriculum aligns with standards and Ignite Entrepreneurship Academy goals;
- Lead hiring of qualified academic personnel;
- Provide training to teaching staff;
- Oversee the administration of and effective use of formative and summative assessments;
- Provide training to teachers on the use and development of appropriate assessments;
- Provide technical assistance in the use of assessment tools;
- Help monitor, interpret, report and submit assessment data;
- Evaluate the fidelity of assessment tools being used at Ignite Entrepreneurship Academy.
- Regularly attend trainings provided by the USOE; and

Project Coordinator: Project Coordinator will work with the Executive Director and Director of Curriculum, Training, and Assessments in developing a project-based learning program that supports Utah State Core requirements and engrain entrepreneurial characteristics. The Project Coordinator should develop and guide projects that achieve the following objectives:

- Take a multiple discipline approach to learning
- Engage students
- Encourages ownership of both the project and the process
- Builds collaboration and communication skills
- Helps students embrace failure as an opportunity

Teachers: Licensed, classroom teachers hold the primary responsibility for the delivery of the curriculum in an imaginative, collaborative and meaningful way to students each day. They ensure that student learning and growth through the use of formative and summative assessments and adjust their teaching and provide additional resources as needed. The Executive Director will be responsible for hiring all teachers, with the assistance of the Director

of Curriculum, Training, and Assessments. In hiring teachers, Ignite Entrepreneurship Academy will follow applicable USOE standards. All of the school's teachers, paraprofessionals, aides and substitutes will be held to the appropriate standards for their positions.

All Ignite Entrepreneurship Academy teachers will have received a bachelor's degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements as approved 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). Because Montessori classroom management and project-based learning will play a strong role in developing core entrepreneurial skills, emphasis will be placed on hiring experienced, Montessori and project-based learning personnel. A teacher at IEA should:

- Have received at least a bachelor's degree at an approved higher education institution;
- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Have Montessori or project-based learning training
- Demonstrate a commitment to Montessori classroom philosophies yet be open to online learning and various other curriculums that have proven effective.
- Able to think creatively
- Possess a clear and demonstrable concern for the children to be taught;
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with colleagues, administration, and parents;
- Seek continual learning and self-development.

Special Ed Coordinator: The Special Ed Coordinator will be responsible for the day-to-day monitoring of progress for students with special needs for both onsite and offsite students. The coordinator will be able to:

- Provide consultative support to the IEA regular education teachers to provide modification and accommodation to the general education curriculum;
- Direct special education support to a student which may be provided via the telephone, Internet, as well as in person. The support will be documented according to the service minutes in the IEP;
- Direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided face to face via computer and community sites;
- Ongoing progress monitoring for every student, including: frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent and teacher through their respective home pages; careful logging of

every conversation (by phone, email, or video conferencing) and consultation with the student and/or parent;
- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.
- Ensure compliance with all relevant state and federal regulations and report accordingly;

Teachers working with other demographic groups or special populations, such as ELLs, will also receive the appropriate endorsements as required by the USOE.

IT Specialist: IEA requires a strong IT Specialist that can manage a robust IT platform. This includes IT networks, hardware, operational software and instructional programs. Skills required include the follow:

- Experience with IT infrastructure planning, implantation and maintenance.
- Excellent Communication Skills.
- Can manage IT support requests in a timely manner.
- Manage to a budget.

Administrative Assistant: The Administrative Assistant will work directly with the Executive Director in a supportive capacity. Responsibilities will include:

- Student enrollment and schedules;
- Submission of reports;
- Communications;
- Scheduling and organization of Council meetings, including agendas, and other logistical functions.

Receptionists: The receptionists are in many ways the first impression and face of the school. As such, the receptionists' responsibilities include building personal relationships with students and parents, in addition to tracking attendance, answering phones, assisting students and teachers, and general secretarial duties that may be shared with the Administrative Assistant.

Librarian: The Librarian at Ignite Entrepreneurship Academy will be charged with maintaining all print and digital media and resources. Responsibilities will include:

- Maintaining current library of resource and curriculum materials for teacher use;
- Acquiring texts for students in relevant areas of interest
- Maintaining subscriptions to relevant educational periodicals and making them available to teaching staff;
- Ensuring that technical needs are being met within the school and offering technical assistance, as needed.

Non-certified Instructional Personnel: under circumstances that talent is brought onto IEA's staff that is not licensed, their lesson plans and materials will be reviewed by a licensed instructor and the quality of the instruction will be carefully monitored by the Director of Curriculum, Training and Assessments.

Staffing Plan Year 1:

Position	Grades Taught	Quantity Needed	Position	Grades Taught	Quantity Needed
Executive Director	N/A	1	Art Teacher	1-9	2
Director of Academic Curriculum, Testing and Assessments	N/A	1	Science Teachers	1-9	1
Project Coordinator		1	Gym Teacher	1-9	1
Business Manager/ Consultant	N/A	1	Music Teacher	K-9	1
Project Based Learning Guides	K-9	4	Librarian	N/A	1
Teachers	K-9	21	Special Ed Coordinator	K-9	2
Administrative Assistant	N/A	1	IT Specialist (outsourced)	N/A	0
Secretary	N/A	1			

Teacher Recruitment: IEA's program requires a diverse set of skills that promote academic excellence, project based learning, and entrepreneurial expertise. Academic talent will be recruited from job boards at local universities, Waldorf/Montessori training schools, recruiting fairs and through the board's network of teachers. IEA anticipates that the majority of its teaching staff will come from experienced teachers who are seeking an alternative educational environment in which to work and are drawn to IEA based on the pedagogy and curriculum.

To develop the project based learning components of the program, IEA will expand it's search to include people with a background in project management and youth leadership. There are several universities in Utah that have strong Recreation Management Youth Leadership training programs. Our style of project-based learning requires that the students guide their projects independently. It requires someone that can carefully construct an environment so that students follow a natural progression, and to act as a facilitator, not an instructor. It is likely that we will train our project guides via the same Summer camps we executed in Summer 2015.

IEA is an at will employer that intends on building strong relationships with staff.

Background Check: Any employee or volunteer who will have significant unsupervised time with students (including teachers, paraprofessionals, staff members, board members, volunteers, etc.) must submit to a criminal background check consistent with R277-516-4. Copies of the background check forms and results will be stored in the school office under the supervision of the office staff. The building will be designed so that the office staff will be able to monitor all incoming and outgoing visitors. All visitors will wear a prominent visitor's badge unless they have a background check form on file in the school office. The Executive Director will review all background checks at the beginning of each year to keep them current. A summary of the status of the background checks will be reported to the Director of Curriculum, Training, and Assessments and the Project Lead.

License Suspension/Revocation: IEA will not employ any educators whose license has been suspended or revoked by the Utah State Board of Education.

BUSINESS PLAN

Budget Priorities: The Ignite Entrepreneurship Academy Governing Board recognizes the need to make sound financial decisions a daily practice of the school in order to accomplish our mission. In addition, Ignite Entrepreneurship Academy's budget priorities and decision making are aligned to our mission. For example, Ignite Entrepreneurship Academy has prioritized the hiring of the following skilled staff to meet our mission objectives:

- Director of Curriculum, Training and Assessments to ensure that academic targets are met.
- Provided an extensive training budget for project-based learning guides
- IT budget and qualified staff to support IEA's online learning objectives.
- Provided a substation budget for classroom supplies to be used in project-based learning activities

The area of scope for financial decision-making includes, but is not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services.

The Governing Board holds the school's Executive Director accountable for administering the budget. As yearly budgets and projections are prepared, Ignite Entrepreneurship Academy will ensure the funds are tied to fulfilling the Ignite Entrepreneurship Academy's vision and mission and that the vision and mission, according to established guidelines, IEA will remain operationally feasible. Below is a description of activities for appropriate accounting of costs for the planning year, the first and second operational years, and the contingency budget if enrollment only reaches 80%. The numbers below were calculated by Jeff Biesinger with Red Apple.

Planning Year July 2016/June 2017
Summary: Following is a numeric summary of the Planning Year Budget:
Total Revenue: $350,000
Total Expenses: $347,000
Total Reserve Funds at Planning: $13,000

Enrollment: 600 students will enroll during the planning year and are reflected in the Operational Year 1 numbers listed below.

Revenue: In the planning year, the Governing Board estimates the school will receive a state start-up grant ($100,000) and a state Revolving Loan ($250,000) totaling $350,000.

Expenditures:
300: Purchased Professional and Technical Services: Ignite Entrepreneurship Academy will pay a part time Executive Director ($30,000), Director of Curriculum, Training, and Assessments ($20,000), Business Manager or Consultant ($45,000), Administrative Assistant ($15,000),

500: Other Purchased Services: Ignite Entrepreneurship Academy will purchase Risk Management Insurance which, consistent with Utah Administrative Code R628-4-4, includes liability, bond, and directors insurance ($1,000). The Risk Management Insurance includes the fidelity bond in the amount. The Treasurer's Bond will be effective as of the date the Treasurer assumes the duties of the office. This bond will be renewed annually to remain in compliance with the aforementioned Utah Administrative Code. In order to secure enrollment goals, Ignite Entrepreneurship Academy has also budgeted $10,000 in marketing activities and $5000 for travel and board expenses.

600: Supplies and Materials: Ignite Entrepreneurship Academy will spend $2,000 in office supplies, $62,000 towards instructional supplies/curriculum to support project-based learning initiatives, $2,000 for LMS set up costs, and $10,000 in library books.

700: Property, Equipment: Ignite Entrepreneurship Academy will spend a significant amount of money on technology ($95,000) to support the technology platform and also $50,000 in furniture and fixtures.

Operation Year One: 2017–18
Summary: Following is a numeric summary of the Operation Year One:
Total Revenue: $3,618,907
Total Expenses: $3,359,317
Total Reserve Funds at End of Year: $259,590

Enrollment: Ignite Entrepreneurship Academy is scheduled to open August 2017. For the first year, Ignite Entrepreneurship Academy anticipates opening with 600 students

and offering an academic scope of grades K–9 grades: 70 Kindergarteners, 250 1st 3rd grade students, 250 4th-6th grade students, and 30 7th-9th graders.

Revenue:
1000: Local Sources: IEA will most likely receive additional funding, from after school care and programs, donations, class fees, but IEA wants to ensure it can run the program without those items.

3000: State Sources: Ignite Entrepreneurship Academy will receive an estimated $3,350,043 in State funding. This comes from State Educational Funding worksheet.

4000: Federal Sources: Ignite Entrepreneurship Academy assumes it will earn $168,864 in total federal sources. This comes from the State Educational Funding worksheet.

Private Grants and Donations: $100,000 in start-up grants. In general, parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations given directly to Ignite Entrepreneurship Academy will be considered additional revenue for the school year and will be used in addition and not in replacement of regular funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Governing Board.

Expenditures:
100 Salaries and 200 Benefits: The following is the summary for year one Salaries and Benefits:
Total Salary Expenditure: $1,575,552
Full or part-time employees: 49

Salaried employees will be paid across 52 weeks while hourly employees will be paid for 38 weeks. Benefits are estimated to cost. Benefits Expenditure will total $431,515. This includes a 30% adjustment for retirement, insurance and social security (FICA. UNEMP, WCF, and Health/Dental/Life insurance).

Instructional Staff: Ignite Entrepreneurship Academy plans on hiring an Executive Director ($80,000), Director of Curriculum, Training, and Assessments ($60,000) and Project-based learning lead ($40,000), 32 classroom teachers including 21 classroom teachers, 4 project guides, 2 Special Ed teaches, and 5 Specialty Teachers ($36,000). Additionally, Ignite Entrepreneurship Academy estimates it will incur $17,552 in substitute teaching costs. IEA will also hire 10 part-time teacher aides ($13,000).

300 Purchased Professional and Technical Services:
Ignite Entrepreneurship Academy will follow all relevant rules and regulations that govern the charter schools within the state of Utah. The Governing Board will bear the responsibility of the financial oversight of Ignite Entrepreneurship Academy. As such, the Council will contract with an independent CPA firm to conduct an annual

independent audit at the end of each fiscal year as required by state law. Funds in the amount of $2,000 have been budgeted for audit services and reporting during operational years including the Annual Financial Audit, October 1st Enrollment Count and Membership reporting, and annual IRS Form 990 Preparation and filing. The audit report will be delivered to both USOE and the Utah State Auditor's office by November 30 each year in compliance with state requirements.

In addition to audit services, Ignite Entrepreneurship Academy also anticipates needing ESP services ($64,900), 3 days a week onsite and remote IT services ($20,200), special ed consulting services ($20,000), Speech/Language therapists ($40,000), and professional development ($20,000) for a total purchased professional services of $177,200.

400 Purchased Property Services: The facility- related costs will include water/garbage and sewage ($7500), lawn/snow care ($15,000), cleaning services ($45,000), copy machine lease ($10,000), and a facility lease for ten months ($14 per square foot x 50,000 square feet for $583,333), for a total of $653,333.

500 Other Purchased Services: Majority of driving will be done by parents so Ignite Entrepreneurship Academy is estimating it will pay $8,000 for transportation services. There is $5,000 for D&O insurance, $11,000 for property and liability insurance, $12,000 annually for the operation and maintenance of facilities to include Internet, Phone, and cable. In addition, IEA will incur $5,000 for advertising, $1,000 for print work, and $15,000 travel related expense.

600 Supplies: Ignite Entrepreneurship Academy will spend money for supplies on the school for curriculum, library facility, and administrative support, including: text books ($60,000), classroom supplies ($62,000), support services supplies ($8,000), office supplies ($21,000), library ($10,000), $55,000 in operation and maintenance supplies ($45,000 is allocated for utilities and $10,000 for operational supplies), and $5,000 for food. All supplies total $221,000.

700 Property: Ignite Entrepreneurship Academy intends to use $55,000 for furniture and fixtures, and due to the large role technology plays in Ignite's program, an addition $113,000 is allocated for technology purchases.

800 Other Objects: Ignite Entrepreneurship Academy will spend $6,500 in dues and subscriptions. $68,217 is allocated for payments on a revolving loan

Necessary Closure Fund: The Ignite Entrepreneurship Academy Governing Board has budgeted $121,508 (7% of total revenues) in the necessary closure fund that will be used to do the following: cover payroll for closure transition team until official winding up of all corporate business, pay for required audits by independent accounting firms, pay for accounting/legal services to the extent these services are not paid through payroll, pay for rent/utilities/taxes throughout the winding up process, maintain

insurance throughout the closure process, and pay for other reasonable and necessary expenses related to the effective corporate dissolution.

Cash Reserves: $259,590 is remaining to build Ignite Entrepreneurship Academy's cash on hand. It is the intention of Ignite Entrepreneurship Academy to meet the criteria set forth by the Utah Charter School Finance Authority and to qualify for credit enhancement in order to issue bonds through the municipal bond market to purchase our facility within five years of opening.

Operation Year Two: 2018–19

Summary: Following is a numeric summary of the Operation Year Two:
Total Revenue: $3,635,903
Total Expenses: $3,323,674
Total Reserve Funds at End of Year: $312,229

Enrollment: Ignite Entrepreneurship Academy is scheduled to enroll 600 students in year 2.

Revenue:

1000: Local Sources: As in the first operational year, IEA will most likely receive additional funding, from after school care and programs, donations, class fees, but IEA wants to ensure it can run the program without those items.

3000: State Sources: Ignite Entrepreneurship Academy will receive an estimated $3,367,039 in State funding. This comes from State Educational Funding worksheet.

4000: Federal Sources: Ignite Entrepreneurship Academy assumes it will earn $168,864 in total federal sources. This comes from the State Educational Funding worksheet.

Private Grants and Donations: $100,000 in start-up grant funding. In general, parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations given directly to Ignite Entrepreneurship Academy will be considered additional revenue for the school year and will be used in addition and not in replacement of regular funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Governing Board.

Expenditures:

100 Salaries and 200 Benefits: The following is the summary for year one Salaries and Benefits:
Total Salary Expenditure: $1,606,652
Full or part-time employees: 49

Salaried employees will be paid across 52 weeks while hourly employees will be paid for 38 weeks. Benefits are estimated to cost. Benefits Expenditure will total $443,605. This

includes a 30% adjustment for retirement, insurance and social security (FICA. UNEMP, WCF, and Health/Dental/Life insurance).

Instructional Staff: Ignite Entrepreneurship Academy plans on hiring an Executive Director ($82,000), Director of Curriculum, Training, and Assessments ($61,500) and Project-based learning lead ($41,000), 32 classroom teachers ($36,800). Included in the teacher numbers are and 4 project guides, 2 Special Ed teacher, and 5 Specialty Teachers. Additionally, Ignite Entrepreneurship Academy estimates it will incur $17,552 in substitute teaching costs. IEA will also hire 15 part-time teacher aides ($13,260).

300 Purchased Professional and Technical Services: In addition to audit services (10,000), Ignite Entrepreneurship Academy also anticipates needing ESP services ($70,800), 3 days a week onsite and remote IT services ($20,200), special ed consulting services ($20,000), Speech/Language therapists ($40,000), and professional development ($20,000) for a total purchased professional services of $191,200.

400 Purchased Property Services: The facility- related costs will include water/garbage and sewage ($7,500), lawn/snow care ($19,000), cleaning services ($45,000), copy machine lease ($12,000), and a facility lease for twelve months ($14 per square foot x 50,000 square feet for $714,000), for a total of $786,000.

500 Other Purchased Services: Ignite Entrepreneurship Academy will pay $8,000 for transportation services, $5,000 for D&O insurance, $11,000 for property and liability insurance, $12,000 annually for the operation and maintenance of facilities to include Internet, Phone, and cable. In addition, IEA will incur $5,000 for advertising, $1,000 for print work, and $15,000 travel related expense.

600 Supplies: Ignite Entrepreneurship Academy will spend money for supplies on the school for curriculum, library facility, and administrative support, including: text books ($5,000), classroom supplies ($34,000), support services supplies ($8,000), office supplies ($21,000), library ($10,000), and for $55,000 in operation and maintenance supplies, and $5,000 food services. All supplies total $138,000.

700 Property: Ignite Entrepreneurship Academy intends to use $15,000 for furniture and fixtures, and $6,500 in additional technology purchases.

800 Other Objects: Ignite Entrepreneurship Academy will spend $4,044 in dues and subscriptions. $68,217 is allocated for payments on a revolving loan

Necessary Closure Fund: The Ignite Entrepreneurship Academy Governing Board has budgeted $144,286.

Cash Reserves: $312,229 is remaining to build Ignite Entrepreneurship Academy's cash on hand in its second operational year.

Operation Year Three: 2018–19

Summary: Following is a numeric summary of the Operation Year Three:
Total Revenue: $3,557,377
Total Expenses: $3,357,232
Total Reserve Funds at End of Year: $200,145

Enrollment: Ignite Entrepreneurship Academy is scheduled to be fully enrolled with 600 K-9th grade students in year 3.

Revenue:

1000: Local Sources: As in the first operational year, IEA will most likely receive additional funding, from after school care and programs, donations, class fees, but IEA wants to ensure it can run the program without those items.

3000: State Sources: Ignite Entrepreneurship Academy will receive an estimated $3,388,513 in State funding. This comes from State Educational Funding worksheet.

4000: Federal Sources: Ignite Entrepreneurship Academy assumes it will earn $168,864 in total federal sources. This comes from the State Educational Funding worksheet.

Private Grants and Donations: In general, parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations given directly to Ignite Entrepreneurship Academy will be considered additional revenue for the school year and will be used in addition and not in replacement of regular funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Governing Board.

Expenditures:

100 Salaries and 200 Benefits: The following is the summary for year one Salaries and Benefits:
Total Salary Expenditure: $1,634,552
Full or part-time employees: 49

Salaried employees will be paid across 52 weeks while hourly employees will be paid for 38 weeks. Benefits are estimated to cost. Benefits Expenditure will total $451,735. This includes a 30% adjustment for retirement, insurance and social security (FICA. UNEMP, WCF, and Health/Dental/Life insurance).

Instructional Staff: Ignite Entrepreneurship Academy plans on hiring an Executive Director ($84,000), Director of Curriculum, Training, and Assessments ($63,000) and Project-based learning lead ($42,000). 32 classroom teachers ($37,500). Included in the teacher numbers are 21 teachers, 4 project guides, 2 Special Ed teachers, and 5

Specialty Teachers. Additionally, Ignite Entrepreneurship Academy estimates it will incur $17,552 in substitute teaching costs. IEA will also hire 20 part-time teacher aides ($13,000).

300 Purchased Professional and Technical Services: In addition to audit services (10,000), Ignite Entrepreneurship Academy also anticipates needing ESP services ($70,800), 3 days a week onsite and remote IT services ($20,200), special ed consulting services ($20,000), Speech/Language therapists ($40,000), and professional development ($20,000) for a total purchased professional services of $191,200

400 Purchased Property Services: The facility- related costs will include water/garbage and sewage ($7,500), lawn/snow care ($19,000), cleaning services ($45,000), copy machine lease ($12,000), and a facility lease for twelve months ($14 per square foot x 50,000 square feet for $728,280), for a total of $811,780.

500 Other Purchased Services: Ignite Entrepreneurship Academy will pay $8,000 for transportation services, $5,000 for D&O insurance, $11,000 for property and liability insurance, $12,000 annually for the operation and maintenance of facilities to include Internet, Phone, and cable. In addition, IEA will incur $15,000 for advertising, $1,000 for print work, and $15,000 travel related expense.

600 Supplies: Ignite Entrepreneurship Academy will spend money for supplies on the school for curriculum, library facility, and administrative support, including: text books ($5,000), classroom supplies ($30,000), support services supplies ($10,000), office supplies ($21,000), library ($5,000), and for $55,000 in operation and maintenance supplies. All supplies total $131,000.

700 Property: Ignite Entrepreneurship Academy intends to use $4,500 for furniture and fixtures, and $6,000 in additional technology purchases.

800 Other Objects: Ignite Entrepreneurship Academy will spend $6,500 in dues and subscriptions. $69,465 is allocated for payments on a revolving loan.

Necessary Closure Fund: The Ignite Entrepreneurship Academy Governing Board has budgeted $146,874.

Cash Reserves: $200,145 is remaining to build Ignite Entrepreneurship Academy's cash on hand in its second operational year.

Student Tracking: IEA will follow all applicable state and federal laws regarding the identification and tracking of student enrollment information. Once a student has been admitted, parents will be expected to complete an enrollment questionnaire. This document will ask parents for information we are required to have, such as names, phone numbers,

emergency contacts, and addresses. It will also include requests for any prior school enrollment histories, health information, and any prior diagnosis.

This information will be reviewed annually by the school teacher. The teacher will determine whether a student should be enrolled as a student with disability or an ELL enrollment. The teacher will enter this information in the school's student information system software. The teacher will also verify this information and the appropriateness of any classification during student/parent conferences.

When a student on an IEP or 504 plan transfers to IEA from another school, the special education department will conduct a review of the records within thirty days (or sooner as required by law), then do one of the following:

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

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

All student information will be entered into our school's student information system. This database will have the necessary security controls to ensure privacy and proper access and compliance with Federal Education Right to Privacy Act (FERPA) regulations.

All FERPA laws will be followed at IEA. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Executive Director has responsibility for ensuring this confidentiality, in conjunction with the special education teacher. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Executive Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless IEA has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Commitment to Financial Viability:
IEA has developed a plan to ensure that it maintains financial viability.

Enrollment Risk: Ignite Entrepreneurship Academy will work diligently on recruiting families in preparation for opening Fall 2016. An assessment of student enrollment numbers will be made before hiring permanent staff. Because employment costs represent such a large portion of the school's costs, it is an area that can be regulated to match enrollment needs. If enrollment is not met, the school will reduce the number of classroom teachers. Enrollment risk could also impact the amount of specialty teachers used by the school, resulting in the need to hire only part-time specialty teachers or for classroom teachers to also teach the extra classes such as PE and art.

In addition, if enrollment is low Ignite Entrepreneurship Academy may be able to also reduce expenditures related to facility rental should not all classrooms not be needed.

Financial Risk:
Limits on Appropriations: The Ignite Entrepreneurship Academy Governing Board and administration will decide each year on the priorities for the school. The chosen priorities will direct the use of public resources. In the first two operational years, the school will appropriate a substantial amount of resources for hiring, training, and monitoring educational staff as well as acquiring technology, supplies and physical resources that will enable Ignite Entrepreneurship Academy to accomplish the vision and mission. However, appropriations in the final annual budget will not be made for any fund in excess of the estimated expendable revenues for the budget year.

Policy on Making Appropriations In Excess of Estimated Expendable Revenue: Ignite Entrepreneurship Academy takes very seriously its responsibility to wisely and ethically use and manage public funds. The school will maintain a policy of fiscal solvency; no appropriations will be made for any fund in excess of the estimated revenues. Therefore, no budgets may be approved which show a budget deficit. Expendable revenue will be reduced by any existing deficits provided these occur through emergency or other unforeseen circumstances.

Reserve Fund: The Ignite Entrepreneurship Academy Governing Board will work with accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities and must receive approval in an open meeting.

Emergency Expenditures: In the event of an emergency, the Executive Director or member of the Governing Board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the Director within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the particular expense budget line item. However, such approval requires justification in the following open council meeting. In the event of an emergency (UCA § 17B-1-623), the Governing Board may, by

resolution, amend a budget and authorize an expenditure of money that results in a deficit. This may occur only if the Governing Board determines that:

(a) An emergency exists,
(b) The expenditure is reasonably necessary to meet the emergency, and
(c) The expenditure is used to meet the emergency.

Ignite Entrepreneurship Academy acknowledges that neither the chartering entity nor the State of Utah, including an agency of the state, is liable for the debts or financial obligations of the school or persons/entities that operate the school

Financial Management Obligations: The Governing Board is responsible for the financial oversight and management of the school in accordance with state and federal laws. IEA's financial information will be gathered and reported consistently across all fiscal periods. The Governing Board is responsible for operating the school in accordance with the representations made in its charter. Specifically, it shall have the sole authority to approve and will incorporate into its minutes such matters as:

- Adopt and amend fiscal policies and procedures
- Adopt and amend the annual budget
- Select or terminate the Executive Director
- Change key employees' salary and benefits
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter
- Investment policies, depository and investment banks
- Purchase, sale, or lease of property
- Review and accept interim monthly financial statements
- Select the school's auditor (CPA firm)
- Review any transaction or account of the school at its discretion.

Audit: The Governing Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The Annual Financial Report and Audit (UCA § 53A-3-404) will be prepared as required by UCA § 51-2a-201 and Audit consisted with will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S. Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective Governing Board provides financial security for a school through oversight of the budget and financial operations. IEA's finance committee, which is made up of the Business Administrator, the Executive Director, and selected Council Members, will work

together to prepare monthly and annual budgets. The budgets will use the USOE chart of accounts and budget categories. These budgets will be reviewed and approved in an open Council Meeting with appropriate notice to interested parties, as provided by UCA §53A-19. All interested persons in attendance at the open meeting will be given an opportunity to be heard on any item in the budget.

The school administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Governing Board approves a final budget for the operation of the school for the next twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward looking budgets and projections are reviewed and approved by the Governing Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals;
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the Executive Director and Treasurer and are presented to the Council at each Council meeting (with limited exceptions);
- Administration shall follow the Council approved budget with exceptions approved by the Governing Board.

Insurance and Bonding: The school maintains minimum levels of coverage, as deemed appropriate by the Governing Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- A Treasurer's Bond (fidelity bond or Public Official Bond)
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the Business Administrator (UCA 51-7-15). This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective subcontractors, as deemed applicable by the Governing Board.

Financial Reporting: Each month the Business Manager or Consultant will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Governing Board as well as the school administration. Financial statements will be provided as required to the chartering entity. IEA will accommodate any person's request for public documents made in compliance with Utah State Code and Federal regulations governing the request of public records.

The business office is required to maintain supporting records in sufficient detail to prepare the school's financial reports, including;

Monthly

- USOE—Monthly Financial and Enrollment Report
- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register

Quarterly

- IRS Form 941 and payroll tax returns and comparable state taxing authority returns

Annually

- Financial statements for audit
- Annual budget

Budget Amendment Process: Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the IEA Governing Board in open meeting, as constituted by UCA 53A-19, and reported to USOE.

Business Manager or Consultant: IEA will hire a Business Administrator or Consultant in the planning year who will fulfill the requirements of the Business Administrator, which is consistent with UCA 53A-3-302. The Business Administrator's financial duties include, but are not limited to:

- Tracking expenditures, employee hours, and other measures and report all necessary data to the relevant entities.
- Working with an auditor to assure IEA compliance to all relevant regulations, guidelines, and best practices.
- Attending all meetings of the Governing Board, keeping an accurate record of its proceedings, and having custody of the seal and records;

- Being custodian of all school funds after deposit in the school's account by action of the Governing Board Financial Coordinator;
- Countersigning with the President of the Governing Board legal documents approved by the Council;
- Attending all necessary Utah State Office of Education USOE School Finance trainings;
- Keeping accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Preparing and submitting to the Governing Board each month a written report of the school's receipts and expenditures;
- Using uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Utah Budgetary Procedures Act;
- Preparing and submitting to the Governing Board a detailed annual statement for the period ending month/day/year, of the revenues and expenditures, including beginning and ending fund balances;
- Assisting the Executive Director in the preparation and submission of budget documents and fiscal reports required by law or the State Board of Education;
- Insuring that adequate internal controls are in place to safeguard the school's funds;
- Overseeing the human resource and benefits components of IEA hiring and budget process; and
- Performing other duties as the Executive Director may require.

IEA's appointed business manager and will be responsible for submitting all reports and information required by the Utah State Board of Education (see R277-470-9(D)).

Fiscal Procedures: IEA is committed to ensuring sound fiscal procedures. As part of this commitment, IEA will adopt fiscal procedures to safeguard school assets and resources and procedures surrounding purchasing requirements, as stated by UCA § 63G-6 and Administrative Rule R33. IEA will also identify the important role of its Business Manager or Consultant.

USOE School Finance Training: The IEA Governing Board understands that it is fiscally responsible for all school assets and appropriate use of state and federal funds. IEA assures that the Business Manager or ESP will attend all necessary USOE School Finance trainings prior to working with IEA, and that the Business Administrator will be able to articulate a clear understanding of the importance of continual attendance at these trainings. In addition, the school will ensure that a representative from the IEA Governing Board, preferably the Treasurer or Board Chair, will attend the USOE school finance training and all other required finance trainings prior to the first day of school.

State and Federal Funds: The school makes a commitment to continual fiscal professional development not only because it is required, but also because it recognizes the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds. Thus IEA members will receive current and on-going training regarding allowable uses of restricted State and Federal (IDEA) special education funds (EDGAR, OMB A-133, and USBE-SER IX and X) and ensure that adequate documentation is maintained to support the use of those restricted funds.

IEA recognizes the reality of an ever-changing landscape in public education finance and feels it is critical to the financial success of the school that its representatives stay up-to-date and informed on public finance changes and current issues. This will ensure that the IEA staff receives the latest and most accurate information available concerning technical requirements specific to school finance. Furthermore, IEA will ensure that its representatives attend future/ongoing trainings as they become available to ensure that the school manages and accounts for its funds in compliance with any revisions to rules governing the financial management of the school.

Generally Accepted Accounting Principles: IEA's fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevancy, reliability and comparability.

IEA's financial information will be gathered and reported consistently across all fiscal periods. The financial information and documentation retained by the school will be appropriately relevant, thereby supporting the financial condition of IEA. All financial information will be reliable and verifiable by an independent party. This means that IEA's financial statements will present a clear picture of what is happening with the school at any point in time. IEA will also ensure comparability. By ensuring comparability, the school's financial statements and other documentation will be comparable in performance to other successful charter schools. Furthermore, IEA will adhere to the following fiscal procedures which have been approved to facilitate the execution of fiscal responsibility: Gift Policy and Disclosure Form, Fixed Asset Management Policy, Record Keeping, General Procedures, Internal Controls, School Property, and School Procurement Policy.

Grants and Federal Programs:
Fundraising in general will be overseen by the Executive Director. Grants applied for by lab directors or other staff will be reported to the business manager for proper accounting. All grant funds will be made out to the school and accounted for and distributed by the business manager. Inventory accounting and appropriate retention and disposal policies will be implemented to assist in accounting for items purchased with federal or restricted funds in accordance with rules appropriate to such funds.

Facility Needs: As IEA has been piloting their program, they have been getting a better idea of what the facilities require to support their 21st century program, and how the school can

function operationally to facilitate learning while at the same time minimizing construction related expenses.

One of these program elements is the space required to do project-based engineering and scientific experiments. As another example, during academic learning, students require spaces both for collaborative learning and also quieter environments. Locally, Elizabeth Academy and Weilenmann School of Discovery, at times utilize hallways and pod areas outside of the classroom to provide students additional learning spaces that meet their needs. When IEA works with an architect, these details will be taken into consideration.

One aspect that became apparent during the pilot program camps is that the traditional 600 square foot classroom is too small to do both project based learning and academic coursework for students in 3rd grade and above. IEA believes that a traditional Montessori classroom size would be a better fit. In a traditional Montessori environment 40 square feet per child is recommended per student.[45] That would mean each classroom space would require 1000 square feet verses the standard 600-700 square feet which would require an extra 10,000 square feet beyond what is required by a typical public school. This would add additional building expenses.

Another option that we are exploring is to mimic the operations of immersion programs where students spend ½ of their day in the English component classroom, and the other ½ of their day in the language classroom. IEA could do something similar with our project based learning where ½ of a student's day is in the academic classroom, and the other ½ of the day is spent in the project based learning classroom. IEA sees potential benefits from using this type of structure. First, it minimizes the amount of specialized equipment and supplies. Second, through our trials we have found that project based learning is best done in larger groups because students build upon the ideas of others. This structure would mean that students would be able to see the projects of approximately 50 students instead of just the 25 in their class. This, IEA believes would enhance student creativity. If IEA is permitted to have the early start waiver, they will be able to experiment with this approach prior to building out a facility.

Another program element worth considering is Onsite/Offsite time. Because students have customized learning plan and access to technology learning can take place anytime and anywhere. IEA will have an onsite/offsite that mimics real world scenarios.

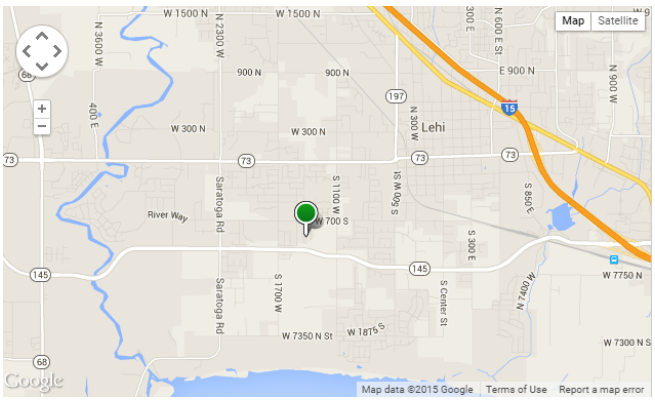
1-2 more years of experimenting with the program IEA should have a very specific set of requirements for classrooms, offices, a gym/conference space, a stage, a library, a kitchen, music rooms, break room, library, lobby space, and a science lab with all necessary plumbing and safety systems, bathrooms, supply closets, etc. At this point in time, our model estimate that the amount of extra space we will need for project based learning spaces and the capacity

[45] North American Montessori Teacher's Association website, http://www.montessori-namta.org/Site-Selection

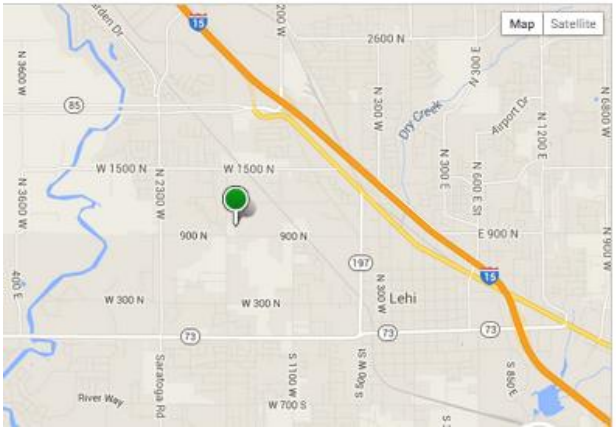
we gain through the flexibility of the program is equal, and we budget 50,000 square feet for 800 students.

The exterior of the school has parking needs and outdoor play space. The parking lot will follow Lehi guidelines and have approximately 80 spaces for staff, visitors, and handicapped. The parking lot will comply with ADA rules and regulations, and include a layout to accommodate drop-off and pick up of students. IEA is researching land available near the target area to purchase so that it can create a space that is suited to its education needs. Below are some available plots.

Facility: Land
Property Profiles



Address: 1385 W. 700 S. Lehi, UT
Property Size: 5.3 Acres
Financial Details: Acquisition Price: $795,000**,** Construction Cost: $6,900,000
Other Expenses: This property may require demolition of the existing house. IEA assumes $125 per square foot build construction costs for new build options. This is the average number used for new construction according to Red Apple. Construction costs for this site option are $138/ SF, including the new construction, demolition of the existing buildings, playground and site work, and a 4% contingency.



Address: 1584 W. 900 N. Lehi, UT 84043
Property Size: 6.46 Acres
Financial Details: Acquisition Price: $1,600,000, Construction Cost: $6,900,000
Other Expenses: This property may require demolition of the existing house. IEA assumes $125 per square foot build construction costs for new build options. This is the average number used for new construction according to Red Apple. Construction costs for this site option are $138/ SF, including the new construction, demolition of the existing buildings, playground and site work, and a 4% contingency.

<u>Facility Rental:</u> IEA anticipates renting a facility for up to three years and is reflected in the budget numbers prepared for the proposal. Based upon Red Apple's experience with other charter schools, it has budgeted $14 per square foot for an eOccupancy compliant location. IEA

will begin looking for facilities to rent in August 2016. A commercial leasing agent will assist IEA in identifying properties in the Lehi where IEA anticipates strong interest.

Tasks and Resources:

Date:2016	Item	Lead
March	Board attend Professional Development on School Model	
March	Start following open meetings law, post agendas, submit budgets, attendance log, receive training if necessary	Board / ESP
March	Submit all board minutes from charter approval forward. Send to charter section	ESP
April	Open Bank Account - $100 deposit	ESP
April	Apply for Vendor/LEA School #, Submit ACH form to the state (Make sure you like your name first)	ESP
April	Criminal background checks completed for all current board members (within 90 days after charter is approved, new board members; at least 14 days prior to be being appointed)	ESP
May-Oct.	Obtain Facility:	Board / ESP
	1. Find a property to rent	
	2. Find financing (lease, developer, bond, USDA, bank)	
	3. Find construction manager - USOE approval - Project #	
	4. Building Design/Improvements	
May	Apply for IRS Entity number (FEIN) - SS4	ESP
May	Submit Public Charity 501c3 app to the IRS – 1023	ESP
May	Obtain Startup funds	Board / ESP
	1. Apply for State Startup Grant	
	2. Apply for State CS Revolving Loan	
June	GBOT - Complete board online modules (one per month)	Board
June	Form Finance Committee	Board
	Begin working on and voting on board policies, create manual	Board
	Create Startup & First Yr Budget	Finance Com
May	Continue & update Marketing - Parent Meetings, Student list	Board
May	Develop Crews of Founding Members	Board
Sept	Receive 501c3 status - determination letter	ESP
July	Turn in Monthly Financial and Enrollment reports to Charter Section	ESP
July 15th	Request AFR password, Fill out submit AFR Budget	ESP
July	Setup Accounting System	ESP
July	Setup File Cabinet and Record Keeping	ESP

Date:2016	Item	Lead
July-July	Board member attends Director's mtg (monthly)	Board
July-Oct	Find and contract with Director	Board
Jan-Sept	Contract for webpage development; make enrollment application available	Board
Aug-June	Attend mandatory trainings	Board / Director
Sept	Apply for Utah sales tax exemption	ESP
Oct	Request SIS database be setup	ESP
Oct	Request CACTUS database be setup	ESP
Date:2017	**Item**	**Lead**
Feb	Hold Lottery, identify founding members (preferential 5% max), follow-up process each month forward	Board
Feb	Create Accounting Manual	Finance Com
Feb	Develop Administrative Report Calendar - Charter Section requirement	ESP
March	Develop School Calendar - first year, include 180 days, 990 instructional hours, testing schedule	Board / Director
March	Organizational Chart and suggested salary schedule	ESP
March	Daily Schedule - instruction, prep, bells	Board / Director
March-May	Hire teachers & Special Education Director	Board / Director
March-Aug	School actively notified community (district - monthly enrollment reports)	Board
April	School website contains all required info (R277-482)	Board
April	Choose an IT provider	Board
April-July	Send teachers to Professional Development: Singapore, EL Conference, other	Board / Director
April-May	Develop using state template - Special Education plan	SpEd Director
April-May	Intake process that identifies students w/disabilities	SpEd Teacher
March	Procedure to notify district of students that withdraw during the school year	Board
April	Board treasurer - attend spring finance trng	Treasurer
May	Select Auditor - board vote	ESP
May	Submit charter school board building officer to charter section at June visit	ESP
May	Order Furniture and Equipment	Procurement
May	Create Asset inventory process	ESP
May	Create Employee Benefits Handbook	ESP
May	Create Teacher Budgets	ESP

Date:2017	Item	Lead
May	Apply for Risk Management Coverage - Liability, Employee Dishonesty bond, Property if own building	ESP
May	Decide on Health Insurance Agent	Finance Com
May	Decide on 401k Financial Advisor	Finance Com
May-June	Order Curriculum	Procurement
May-June	Order Technology	Procurement
June	Hire Head Secretary and Receptionist	Board / Director
June-July	Head Secretary attends all SIS & UTREx trainings	Secretary
June	SIS work: enter school calendar, classes, staff, students, decide on attendance, etc.	Secretary
June	SpEd Director attends SpEd Law Conf & 504 trng	SpEd Director
June	Principal/Director attend USOE sponsored SpEd training	Director
June	Create 3 year forecast, w/cashflow	ESP
June	School Safety and Emergency Response Plan	Board / Director
June-July	Plan/system for measuring student performance, including baseline data	Board / Director
June	Procedure for administering medications	Board / Director
June	Procedure to document student immunizations	Board / Director
June	Procedure to screen & document hearing, vision, and posture	Board / Director
July	Discipline policy distributed to parents and prominently displayed in building	Director
July	Have all full-time staff fill out Health questionnaire	ESP
July	All staff are entered into CACTUS, ARL and authorizations have been discussed	ESP / Director
July	Secretary & Receptionist receive training and follow GRAMA and FERPA records keeping laws	Secretary
July	Setup Direct Deposit ACH through Bank	ESP
July	Setup E-Verify	ESP
July	Setup EFTPS	ESP
July	Setup SUTA	ESP
July	Setup State Income tax withholding account	ESP
July	Setup Worker's Compensation coverage	ESP
July	Process for administrating CBT	Director
Aug	Hold benefits meeting, have staff fill out all new hire paperwork	ESP
Aug	Sign up all full-time salaried staff for: Health Ins or HRA, dental, life, 401k, and any other benefits	ESP
Aug	Apply for DUNS # and CAGE #	ESP

Date:2017	Item	Lead
Aug	Turn in policies to charter section	Board
Aug	Background checks on all classified staff	Secretary / ESP
Aug-Oct	Folks in Title I are HQ (Paras or Teachers)	Director / ESP

EDUCATION SERVICE PROVIDER

It is IEA's objective to start the first academic year with a seasoned financial team that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and financial management, while maintaining fiscal responsibility and sound fiduciary practices. Upon charter approval, IEA plans to investigate contracting with an experienced ESP, and if that is not possible, exploring other options for obtaining necessary business management services.

If it is determined that the best interests of IEA will be served by employing the services provided by an ESP, it is anticipated that the services provided may include, but are not limited to: board training, state compliance, special education consulting, director mentoring, finance training, monthly and annual budget preparation, bookkeeping, employee recruitment, human resource management, payroll, UCA and grant application preparation, building maintenance, and other special projects and research as directed by the school's Governing Board of Directors and Director. The amount budgeted for these services are approximately $75,000 per year per Red Apple estimates.

IEA will begin its search for an ESP once a charter has been granted. No contract will be offered or signed until IEA has gone through the RFP process and interviews and considers all applicants. This includes evaluating cost and checking references for quality, accuracy, and ability to meet deadlines. The governing board will complete this process in compliance with the State Law and Board rule for procurement for services as outlined in 63G-6a and R277-113.

The Executive Director is responsible for overseeing that reports are submitted on time and meeting reporting requirements. The performance of the ESP will be monitored monthly to ensure that the ESP is meeting school operational and state reporting standards. Each month the ESP will meet with the Finance committee, going through the budget line item by line item, and an accounting of all reporting requirements will be made. Details of the report card will be made available to the Governing Board. If there are changes that need to be made, the Finance Committee will make recommendations to the board.

APPENDIX A: WAIVERS

No waivers are being requested.

APPENDIX B: ARTICLES OF INCORPORATION

Domestic Non-Profit Corporation Articles
ARTICLES OF INCORPORATION OF
Ignite Entrepreneurship Academy

THE UNDERSIGNED, individual, above the age of eighteen (18) years, acting as incorporator under the Utah Revised Nonprofit Corporation Act, adopts the following Articles of Incorporation for Ignite Entrepreneurship Academy (the "corporation").

ARTICLE I NAME
The name of the corporation is Ignite Entrepreneurship Academy.

ARTICLE II DURATION
The period of duration for this corporation is perpetual.

ARTICLE III PURPOSE

1. To generally engage in any lawful business or activity for which nonprofit corporations may be organized under the Utah Revised Nonprofit Corporation Act, not inconsistent with the purposes stated above and which may, in the judgment of the directors of the Corporation, be necessary.

2. Neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

3. The corporation is organized exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Internal Revenue Code Section 501(c)(3), or corresponding section of any future federal tax code. Amounts in excess of income may be distributed for that same purpose, at the sole discretion of the directors.

4. The corporation shall be a non-profit corporation under Article 16-6a-101, et seq., of the Utah Revised Nonprofit Corporation Act. The purposes for which the corporation is formed are exclusively to receive and administer funds for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3), as amended and, to that end, to take and hold by bequest, devise, gift, grant, purchase, lease or otherwise any property, real, personal, tangible or intangible, or any undivided interest therein, without limitation as to amount or value; to sell, convey, or otherwise dispose of any such property and to invest, reinvest, or deal with the principal or the income thereof in such manner as, in the judgment of the directors, will best promote the purposes of the

corporation without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, the Articles of Incorporation, the Bylaws of the corporation, or any laws applicable thereto; to do any other act or thing incidental to or connected with the foregoing purposes or in advancement thereof, but not for the pecuniary profit or financial gain of its directors or officers, except as permitted under the Utah Revised Nonprofit Corporation Act.

5. Should the governing board decide authority is given to them to take on debt on behalf of the corporation.

6. No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Internal Revenue Code Section 501(c)(3), or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Internal Revenue Code Section 170(c)(2), or corresponding section of any future federal tax code.

7. The corporation shall distribute its income for each taxable year at such time and in such manner so as not to become subject to the tax on undistributed income imposed by Internal Revenue Code Section 4942, as amended, or corresponding provisions of any subsequent federal tax laws.

8. The corporation shall not engage in self-dealing defined in Internal Revenue Code Section 4941(d), as amended, or corresponding provisions of any subsequent federal tax laws.

9. The corporation shall not retain any excess business holdings as defined in Internal Revenue Code Section 4943(c), as amended, or corresponding provisions of any subsequent federal tax laws.

10. The corporation shall not make any investments in such manner so as to subject it to tax under Internal Revenue Code Section 4944, as amended, or corresponding provisions of any subsequent federal tax laws.

11. The corporation shall not make any taxable expenditures as defined in Internal Revenue Code Section 4945(d), as amended, or corresponding provisions of any subsequent federal tax laws.

12. Notwithstanding any other provision in these Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt under Internal Revenue Code Section 501(c)(3), as amended, and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under Internal Revenue Code Section 170(c)(2) and its regulations as they now exist or as they may hereafter be amended.

13. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Internal Revenue Code Section 501(c)(3), or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV MEMBERSHIP AND MANAGEMENT OF CORPORATION

The corporation shall be managed by its board of directors and will not have voting members. The corporation will not issue stock evidencing membership in the corporation or any rights, including water rights or other property rights with the corporation.

ARTICLE V DIRECTORS

The number of directors of the corporation shall be no fewer than three as fixed from time to time by the bylaws of the corporation. The number of directors constituting the present Board of Directors of the corporation is three, and the name and addresses of the persons who are to serve as directors, until their successors are elected and qualified, are as follows:

ARTICLE VI AMENDMENT

These Articles of Incorporation may be amended by the affirmative vote of the Board of Directors.

ARTICLE VII INITIAL REGISTERED OFFICE AND INITIAL REGISTERED AGENT

The corporation's initial registered office is 13236 S. Aintree Ave. Draper, Ut 84020. The name of the corporation's initial agent, at that address, is Jennifer Ryan. The appointment of the undersigned as the initial registered agent of the Corporation is hereby accepted.

_____

Signature/Date

ARTICLE VIII INCORPORATORS

The name and address of the incorporators of the Corporation is as follows:
Jennifer Ryan 13236 S. Aintree Ave. Draper, Ut 84020

_____

Signature/Date

ARTICLE IX INITIAL DIRECTORS

Jennifer Ryan, 13236 S. Aintree Ave. Draper, Ut 84020

_____

Signature/Date

Christopher Parkin, 4720 N Pheasant Ridge Trail, Lehi, 84043

Christopher Parkin
_____

Signature/Date

Daniel W. Smith, 4022 West Severn Circle, South Jordan UT 84095

Daniel W. Smith
_____

Signature/Date

Tasi Young, 1959 W. Colony Point, Dr. Lehi, UT 84043

_____

Signature/Date

Kelly L. Tate, 1902 Deer Ridge Trail, Lehi, UT 84043

_____
Signature/Date

Kaylie Reed, 714 Turtle Creek Blvd. #147, Austin, TX 78745

_____ November 30, 2015
Signature/Date

Ben Moulton, 1011 W 1770 N. Orem, UT 84057

_____
Signature/Date

APPENDIX C: GOVERNING BOARD BYLAWS

BYLAWS OF IGNITE ENTREPRENEURSHIP ACADEMY

A Utah Non-Profit Corporation
Adopted by the Board of Directors on September 21, 2015

ARTICLE I—OFFICES

1.1 Offices.

The principal offices of Ignite Entrepreneurship Academy (the "**Corporation**") will be located in Draper, Utah and the initial Principal Office of the Corporation will be located at 13236 S. Aintree Avenue, Draper, Utah 84020. The Corporation may have such other offices, either within or outside Utah, as the governing Board of Directors may designate or as the affairs of the Corporation may require from time to time.

1.2 Registered Office and Registered Agent.

The registered office of the Corporation required by the Utah Revised Nonprofit Corporation Act (the "**Act**") may be, but need not be, the same as the Corporation's principal business office in Utah. The initial registered office is 13236 S. Aintree Avenue, Draper, Utah 84020, and the name of the Corporation's registered agent at that address is Jennifer Ryan. The Corporation's registered office and registered agent are subject to change from time to time by the Board of Directors, by the officers of the Corporation, or as otherwise provided by the Act.

ARTICLE II—MEMBERS
The Corporation shall have no members.

ARTICLE III—BOARD OF DIRECTORS
3.1 General Powers

The business and affairs of the Corporation will be managed by its governing Board of Directors, except as otherwise provided in the Act, the articles of incorporation, or these bylaws.

3.2 Number, Composition, Election, Tenure, and Qualifications.

(a) The number of Directors of the Corporation may be specified from time to time by resolution of the governing Board of Directors, but will not be less than three. Directors must be at least eighteen years old but, unless otherwise provided herein, need not be residents of Utah.

(b) Directors may be elected to serve on the Board of Directors by a majority vote of the Board of Directors.

(c) Directors may be elected for successive terms. The terms of the initial directors of the Corporation expire at the first meeting at which directors are elected or appointed. A decrease in the number of directors or in the term of office does not shorten an incumbent director's term.

(d) Unless otherwise provided herein, the term of a director filling a vacancy expires at the end of the unexpired term that the director is filling, except that if a director is elected to fill a vacancy created by reason of an increase in the number of directors, the term of the director will expire on the later of the next meeting at which directors are elected or the term, if any, designated for the director at the time of the creation of the position being filled. Despite the expiration of a director's term, a director continues to serve until the director's successor is elected, appointed, or designated and qualifies or there is a decrease in the number of directors. A director whose term has expired may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect pursuant to Section 16-6a-1608 of the Act.

(e) A Director's term shall be four years, except that the length of the terms of the first elected or appointed directors shall be staggered so that no more than one director's term expires in any given year. The names, addresses, and length of terms for the initial board members are as follows:
Jennifer Ryan, 13236 S. Aintree Ave. Draper, Ut 84020 (Four Years)

_____
Signature/Date

Christopher Parkin, 4720 N Pheasant Ridge Trail, Lehi, 84043 (Three Years)

Christopher Parkin
_____
Signature/Date

Daniel W. Smith, 4022 West Severn Circle, South Jordan UT 84095 (Three Years)

Daniel W. Smith
_____
Signature/Date

Tasi Young, 1959 W. Colony Point, Dr. Lehi, UT 84043 (Two Years)

_____
Signature/Date

Kelly L. Tate, 1902 Deer Ridge Trail, Lehi, UT 84043 (Two Years)

Kelly L Tate
_____
Signature/Date

Kaylie Reed, 714 Turtle Creek Blvd. #147, Austin, TX 78745 (Three Years)

_____ November 30, 2015
Signature/Date

Ben Moulton, 1011 W 1770 N. Orem, UT 84057 (Two Years)

_____
Signature/Date

3.3 Resignation.

A director may resign at any time by giving written notice of resignation to the Corporation. A director's resignation is effective when the notice is received by the Corporation unless the notice specifies a later effective date. A director who resigns may deliver to the Utah Division of Corporations and Commercial Code for filing a statement that the director resigns pursuant to Section 16-6a-1608 of the Act. The failure to attend or meet obligations will be effective as a resignation at the time of the Board of Directors' vote to confirm the failure if at the beginning

of a director's term on the board, these bylaws provide that a director may be considered to have resigned for failing to attend a specified number of board meetings, meet other specified obligations of directors; and the failure to attend or meet obligations is confirmed by a unanimous affirmative vote of the Board of Directors.

3.4 Removal.

A director may be removed with or without cause by the vote of a majority of the directors then in office. A director who is removed pursuant to this Section 3.4 may deliver to the Utah Division of Corporations and Commercial Code for filing a statement to that effect pursuant to Section 16-6a-1608 of the Act.

3.5 Vacancy.

Unless otherwise provided herein, if a vacancy occurs on a Board of Directors, including a vacancy resulting from an increase in the number of directors, the Board of Directors may fill the vacancy, or if the directors remaining in office constitute fewer than a quorum of the Board of Directors, the remaining directors may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office. A vacancy that will occur at a specific later date by reason of a resignation effective at a later date may be filled before the vacancy occurs, but the new director may not take office until the vacancy occurs.

3.6 Officers of the Board.

The board shall have a chairperson, a secretary, and any number of vice-chairpersons as determined by the board. The officers shall be elected by a majority of the board of directors. The officers shall serve a term of 2 years, and may be successively elected to their positions.

3.7 Meetings.

(a) The Board of Directors may hold regular or special meetings in or out of Utah. The Board of Directors may permit any director to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear each other during the meeting. A director participating in a meeting by a means permitted under this Section 3.6 is considered to be present in person at the meeting.

(b) Regular Meetings.

Regular meetings of the Board of Directors may be held without notice of the date, time, place, or purpose of the meeting. The Board of Directors shall have as many regular meetings as the Board shall from time to time decide by affirmative vote of a majority of the directors.

(c) Special Meetings.

Special meetings of the Board of Directors must be preceded by at least two days notice of the date, time, and place of the meeting. The notice required by this Section 3.6 need not describe

the purpose of the special meeting unless otherwise required by the Act.

(d) Notice.

A director may waive any notice of a meeting before or after the time and date of the meeting stated in the notice. Except as provided by this Section 3.6, the waiver must be in writing, signed by the director entitled to the notice, and be delivered to the Corporation, although such delivery will not be a condition of the effectiveness of the waiver. A director's attendance at or participation in a meeting waives any required notice to that director of the meeting unless at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and after objecting, the director does not vote for or assent to action taken at the meeting; or if special notice was required of a particular purpose under the Act or herein, the director objects to transacting business with respect to the purpose for which the special notice was required, and after objecting, the director does not vote for or assent to action taken at the meeting with respect to the purpose.

3.8 Action without Meeting.

(a) Any action required or permitted by the Act to be taken at a Board of Directors' meeting may be taken without a meeting if each and every member of the board in writing either

(1) votes for the action; or,

(2)(i) votes against the action or abstains from voting; and

(ii) waives the right to demand that action not be taken without a meeting.

(b) Action is taken under this Section 3.7 only if the affirmative vote for the action equals or exceeds the minimum number of votes that would be necessary to take the action at a meeting at which all of the directors then in office were present and voted. An action taken pursuant to this Section 3.7 is not be effective unless the Corporation receives writings describing the action taken, otherwise satisfying the requirements of this Subsection (a) above, signed by all directors; and not revoked pursuant to this Section 3.7.

(c) Unless otherwise provided herein, a writing described in Subsection (b) above may be received by the Corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the Corporation with a complete copy of the document, including a copy of the signature on the document.

(d) A director's right to demand that action not be taken without a meeting will be considered to have been waived if the Corporation receives a writing satisfying the requirements of Subsection (a) that has been signed by the director and not revoked pursuant to this Section 3.7.

(e) Action taken pursuant to this Section 3.7 will be effective when the last writing necessary to

effect the action is received by the Corporation, unless the writings describing the action taken set forth a different effective date. If the writing is received by the Corporation before the last writing necessary to effect the action is received by the Corporation, any director who has signed a writing pursuant to this Section 3.7 may revoke the writing by a writing signed and dated by the director describing the action and stating that the director's prior vote with respect to the writing is revoked.

(f) Action taken pursuant to this Section 3.7 has the same effect as action taken at a meeting of directors.

3.9 Quorum.

(a) Unless a greater or lesser number is required by these bylaws, a quorum of a Board of Directors consists of a majority of the number of directors in office immediately before the meeting begins.

(b) If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the Board of Directors unless the vote of a greater number of directors is required by the Act or herein. For purposes of determining a quorum with respect to a particular proposal, and for purposes of casting a vote for or against a particular proposal, a director may be considered to be present at a meeting and to vote if the director has granted a signed written proxy to another director who is present at the meeting and authorizing the other director to cast the vote that is directed to be cast by the written proxy with respect to the particular proposal that is described with reasonable specificity in the proxy. Except as provided in this Section 3.8 and as permitted by Section 16-6a-813 of the Act, directors may not vote or otherwise act by proxy. Except as otherwise provided herein, a director may grant a proxy to a person who is not a director with prior approval of the Chairperson of the Board.

(c) A director who is present at a meeting of the Board of Directors when corporate action is taken is considered to have assented to all action taken at the meeting unless the director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting business at the meeting, and after objecting, the director does not vote for or assent to any action taken at the meeting, the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or the director causes written notice of the director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before adjournment of the meeting or the Corporation promptly after adjournment of the meeting. The right of dissent or abstention as to a specific action is not available to a director who votes in favor of the action taken.

3.10 Committees.

Subject to Section 16-6a-906 of the Act, the Board of Directors may create one or more committees of the board and appoint one or more directors to serve on such committees. The creation of a committee of the board and appointment of directors to it must be approved by

the greater of a majority of all the directors in office when the action is taken or the number of directors required by the bylaws to take action under Section 16-6a-816 of the Act. A committee of the board and the members of the committee are subject to Sections 3.6 through 3.10. To the extent specified herein or by the Board of Directors, each committee of the board will have the authority of the Board of Directors under these bylaws. The creation of, delegation of authority to, or action by a committee does not alone constitute compliance by a director with the standards of conduct described in Section 16-6a-822 of the Act. Nothing in this Section 3.9 prohibits or restricts the Corporation from establishing in its bylaws or by action of the Board of Directors or otherwise one or more committees, advisory boards, auxiliaries, or other bodies of any kind having the members and rules of procedure as the bylaws or Board of Directors may provide, established to provide the advice, service, and assistance to the Corporation as may be specified herein the bylaws or by the Board of Directors, and established to carry out the duties and responsibilities for the Corporation as set forth herein or by the Board of Directors. Notwithstanding the preceding sentence, if any committee or other body established under has one or more members who are entitled to vote on committee matters and who are not then also directors, the committee or other body may not exercise any power or authority reserved to the Board of Directors in the Act or these bylaws.

3.11 Compensation.

Directors may not receive compensation for their services as such, although the reasonable expenses of directors of attendance at board meetings may be paid or reimbursed by the Corporation. Directors will not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.

3.12 Emergency Powers.

(a) In anticipation of or during an emergency defined in this Section 3.11, the Board of Directors may modify lines of succession to accommodate the incapacity of any director, officer, employee, or agent; adopt bylaws to be effective only in an emergency; and relocate the principal office, designate an alternative principal office or regional office, authorize officers to relocate or designate an alternative principal office or regional office.

(b) During an emergency as defined in this Section 3.11, unless emergency bylaws provide otherwise, notice of a meeting of the Board of Directors need be given only to those directors whom it is practicable to reach, and may be given in any practicable manner, including by publication or radio; and the officers of the Corporation present at a meeting of the Board of Directors may be considered to be directors for the meeting, in order of rank and within the same rank in order of seniority, as necessary to achieve a quorum.

(c) Corporate action taken in good faith during an emergency under this Section 3.11 to further the ordinary business affairs of the Corporation binds the Corporation and may not be the basis for the imposition of liability on any director, officer, employee, or agent of the Corporation on the ground that the action was not an authorized corporate action.

(d) An emergency exists for purposes of this section if a quorum of the directors cannot readily be obtained because of a catastrophic event.

ARTICLE IV—OFFICERS

4.1 Elected Officers—Number and Qualifications.

The elected officers of the Corporation will be an Executive Director and a Treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including one or more vice-presidents, a controller, assistant secretaries and assistant treasurers, as it may consider necessary. An officer may appoint one or more assistant officers or other officers if granted such appointment authority herein or by a resolution of the Board of Directors. One person may hold more than one office at a time. Officers need not be directors of the Corporation.

4.2 Election and Term of Office.

The elected officers of the Corporation will be elected by the Board of Directors at each regular annual meeting. If the election of officers is not held at such meeting, such election will be held as soon as convenient thereafter. Each officer will hold office until the officer's successor is duly elected and qualified, or until the officer's earlier death, resignation or removal.

4.3 Compensation.

The compensation of the officers will be as fixed from time to time by the Board of Directors, and no officer will be prevented from receiving a salary by reason of the fact that such officer is also a director of the Corporation. However, during any period in which the Corporation is a private foundation as described in section 509(a) of the Internal Revenue Code, no payment of compensation (or payment or reimbursement of expenses) will be made in any manner so as to result in the imposition of any liability under section 4941 of the Internal Revenue Code, or such successive statutes as may be enacted.

4.4 Resignation and Removal.

(a) An officer may resign at any time by giving written notice of resignation to the Corporation. A resignation of an officer is effective when the notice is received by the Corporation unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may permit the officer to remain in office until the effective date and fill the pending vacancy before the effective date if the successor does not take office until the effective date, or remove the officer at any time before the effective date and fill the vacancy created by the removal.

(b) Unless otherwise provided herein, the Board of Directors may remove any officer at any time with or without cause.

(c) An officer who resigns, is removed, or whose appointment has expired may deliver to the

Utah Division of Corporations and Commercial Code for filing a statement to that effect pursuant to Section 16-6a-1608 of the Act.

4.5 Contract Rights.

The appointment of an officer does not itself create contract rights. An officer's removal does not affect the officer's contract rights, if any, with the Corporation. An officer's resignation does not affect the Corporation's contract rights, if any, with the officer.

4.6 Authority and Duties of Officers.

The officers of the Corporation will have the authority and will exercise the powers and perform the duties specified below and as may be additionally specified by the Executive Director, the Board of Directors or these bylaws, except that in any event each officer will exercise such powers and perform such duties as may be required by law, including without limitation the duties according to the standards of conduct for officers set forth in Section 16-6a-822 of the Act.

(a) Chairperson of the Board. The chairperson of the board will (i) preside at all meetings of the Board of Directors; (ii) see that all orders and resolutions of the Board of Directors are carried into effect; and (iii) perform all other duties incident to the office of chairperson of the board and as from time to time may be assigned to the chairperson by the Board of Directors.

(b) Executive Director. The Executive Director will, subject to the direction and supervision of the chairman of the board and the Board of Directors, (i) be the chief executive officer of the Corporation and have general and active control of its affairs and business and general supervision of its officers, agents and employees; (ii) in the absence of the chairperson of the board, preside at all meetings of the Board of Directors; (iii) see that all orders and resolutions of the Board of Directors are carried into effect; and (iv) perform all other duties incident to the office of Executive Director and as from time to time may be assigned to the Executive Director by the Board of Directors.

(c) Vice-Presidents. The vice-president or vice-presidents will assist the Executive Director and will perform such duties as may be assigned to them by the Executive Director or by the Board of Directors. The vice-president (or if there is more than one, then the vice-president designated by the Board of Directors, or if there be no such designation, then the vice-presidents in order of their election) will, at the request of the Executive Director, or in the Executive Director's absence or inability or refusal to act, perform the duties of the Executive Director and when so acting will have all the powers of and be subject to all the restrictions upon the Executive Director.

(d) Secretary. The secretary, or such other officer as may be appointed by the Board of Directors to perform such tasks will prepare and maintain minutes of the directors' meetings and other records and information required to be kept by the Corporation under Section 16-6a-1601 of the Act, and authenticate records of the Corporation. Assistant secretaries, if any, will

have the same duties and powers, subject to supervision by the secretary.

(e) Treasurer. The treasurer will: (i) be the principal financial officer of the Corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (ii) receive and give receipts for moneys paid in on account of the Corporation, and pay out of the funds on hand all bills, payrolls, and other just debts of the Corporation of whatever nature upon maturity; (iii) unless there is a controller, be the principal accounting officer of the Corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the president and the Board of Directors statements of account showing the financial position of the Corporation and the results of its operations; (iv) upon request of the Board, make such reports to it as may be required at any time; and (v) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to the treasurer by the president or the Board of Directors. Assistant treasurers, if any, will have the same powers and duties, subject to supervision by the treasurer.

4.7 Surety Bonds.

The Board of Directors may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as will be satisfactory to the board, conditioned upon the faithful performance of such person's duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the Corporation.

ARTICLE V—INDEMNIFICATION

5.1 Authority to Indemnify.

Except as otherwise provided in this Section 5.1, the Corporation may in its discretion indemnify an individual made a party to a proceeding because the individual is or was a director, against liability incurred in the proceeding if the individual's conduct was in good faith, the individual reasonably believed that the individual's conduct was in, or not opposed to, the Corporation's best interests (or with respect to an employee benefit plan for a purpose the director reasonably believed to be in or not opposed to the interests of the participants in and beneficiaries of the plan), and in the case of any criminal proceeding, the individual had no reasonable cause to believe the individual's conduct was unlawful. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director did not meet the standard of conduct described in this Section 5.1. The Corporation may not indemnify a director in connection with a proceeding by or in the right of the Corporation in which the director was adjudged liable to the Corporation, or in connection with any other proceeding charging that the director derived an improper personal benefit, whether or not involving action in the director's official capacity, in which proceeding the director was adjudged liable on the basis that the director derived an

improper personal benefit. Indemnification permitted under this Section 5.1 in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

5.2 Mandatory Indemnification of Directors.

Subject to the Corporation having sufficient funds at the time the request for indemnification is made, the Corporation will indemnify a director against reasonable expenses incurred by the director in connection with the proceeding or claim with respect to which the director has been successful. This Section 5.2 applies to a director who was successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because the director is or was a director of the Corporation, or any claim, issue, or matter in the proceeding, to which the director was a party because the director is or was a director of the Corporation.

5.3 Advance of Expenses for Directors.

The Corporation may at its discretion pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if the director furnishes the Corporation a written affirmation of the director's good faith belief that the director has met the applicable standard of conduct described in Section 5.1, the director furnishes the Corporation a written undertaking, executed personally or on the director's behalf, to repay the advance, if it is ultimately determined that the director did not meet the applicable standard of conduct. The undertaking required by this Section 5.3 will be an unlimited general obligation of the director, need not be secured, and may be accepted without reference to the director's financial ability to make repayment. Determinations and authorizations of payments under this Section 5.3 will be made in the manner specified in Section 5.4.

5.4 Determination and Authorization of Indemnification of Directors.

The Corporation may not indemnify under a director under Section 5.1, or allow an advance of expenses under Section 5.3, unless authorized in the specific case after a determination has been made that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in Section 5.1. The Corporation may not advance expenses to a director under Section 5.3 unless authorized in the specific case after the written affirmation and undertaking required by Section 5.3 are received and the determination required by Section 5.3 has been made.

(a) The determinations required by this Section 5.4 will be made by the Board of Directors by a majority vote of those present at a meeting at which a quorum is present if only those directors not parties to the proceeding are counted in satisfying the quorum. If a quorum cannot be obtained under this Section 5.4, by a majority vote of a committee of the Board of Directors designated by the Board of Directors and consisting of two or more directors not parties to the proceeding, or by persons listed in Subsection (b). The directors who are parties to the proceeding may participate in the designation of directors for the committee described in this

Subsection (a).

(b) The determination required to be made by Subsection (a) will be made by a person described in this Subsection (b) if a quorum cannot be obtained in accordance with Subsection (a) and a committee cannot be established under Subsection (a), or even if a quorum is obtained or a committee is designated, a majority of the directors constituting the quorum or committee so directs, as follows: the indemnification determination shall be made by independent legal counsel selected by a vote of the Board of Directors or the committee in the manner specified in Subsection (a), or if a quorum of the full board cannot be obtained and a committee cannot be established, by independent legal counsel selected by a majority vote of the full Board of Directors.

(c) An authorization of indemnification and advance of expenses will be made in the same manner as the determination that indemnification or advance of expenses is permissible; provided, however that if the determination that indemnification or advance of expenses is permissible is made by independent legal counsel, authorization of indemnification and advance of expenses will be made by the body that selected the independent legal counsel.

5.5 Indemnification of Officers, Employees, Fiduciaries, and Agents.

To the same extent as a director, an officer of the Corporation is entitled to mandatory indemnification under Section 5.2. The Corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent of the Corporation to the same extent as to a director, and the Corporation may indemnify and advance expenses to an officer, employee, fiduciary, or agent who is not a director to a greater extent if provided for herein, by a general or specific action of its Board of Directors; or by contract.

5.6 Insurance.

The Corporation may purchase and maintain liability insurance on behalf of a person who is or was a director, officer, employee, fiduciary, or agent of the Corporation, or while serving as a director, officer, employee, fiduciary, or agent of a the Corporation at the request of the Corporation, is or was serving as a director, officer, partner, trustee, employee, fiduciary, or agent of another foreign or domestic nonprofit corporation, other person, or an employee benefit plan; and against liability asserted against or incurred by the person in that capacity or arising from the person's status as a director, officer, employee, fiduciary, or agent, whether or not the Corporation would have power to indemnify the person against the same liability under this Article 5. Insurance may be procured from any insurance company designated by the Board of Directors, whether the insurance company is formed under the laws of this state or any other jurisdiction of the United States or elsewhere, including any insurance company in which the Corporation has an equity or any other interest through stock ownership or otherwise.

5.7 Limitation on Indemnification.

Notwithstanding any other provision of these bylaws, the Corporation will neither indemnify

any person nor purchase any insurance in any manner or to any extent that would violate the Act or jeopardize or be inconsistent with qualification of the Corporation as an organization described in section 501(c)(3) of the Internal Revenue Code or would result in liability under section 4941 of the Internal Revenue Code.

ARTICLE VI—LIMITATION ON LIABILITY

No director or officer of this Corporation will be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of such person's duties as a director or officer, unless the acts or omissions are the result of such person's gross negligence, intentional misconduct, or breach of fiduciary duty.

ARTICLE VII—NONDISCRIMINATION

The Corporation shall not discrimination on the basis of race, religion, national origin, color, gender, age, or any other protected class or prohibited basis in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space-available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of private schools in the State of Utah.

ARTICLE VIII—MISCELLANEOUS PROVISIONS

7.1 Account Books, Minutes, and other Required Records.

The Corporation will keep correct and complete books and records of account and will also keep minutes of the proceedings of its Board of Directors and committees. All books and records of the Corporation may be inspected by any director or such director's authorized agent or attorney, for any proper purpose at a reasonable time provided the director gives notice in writing at least three (3) business days prior to the inspection.

7.2 Fiscal Year.

The fiscal year of the Corporation will be as established by the Board of Directors.

7.3 Conveyances and Encumbrances.

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

7.4 Designated Contributions.

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

7.5 Conflicting Interest Transaction.

As used in this Section 7.5, "conflicting interest transaction" means a contract, transaction, or other financial relationship between the Corporation and a director of the Corporation, a party related to a director, or an entity in which a director of the Corporation is a director or officer or has a financial interest. The Corporation may not enter into a conflicting interest transaction unless the material facts as to the director's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the members entitled to vote on the conflicting interest transaction and the conflicting interest transaction is specifically authorized, approved, or ratified in good faith by a vote of the members entitled to vote thereon, or the conflicting interest transaction is fair as to the Corporation.

7.6 Loans to Directors and Officers Prohibited.

No loans will be made by the Corporation to any of its directors or officers.

7.7 References to Internal Revenue Code and the Act.

All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and will include the corresponding provisions of any subsequent federal tax laws. All references in these bylaws to the Act are to the Utah Revised Nonprofit Corporation Act, as amended, and will include the corresponding provisions of any subsequent revisions or provisions of the Act.

7.8 Amendments.

The Board of Directors may alter, amend, or repeal these bylaws and adopt new bylaws at any time by the affirmative vote of a majority of the directors. However, action by the Board of Directors to adopt or amend bylaws that change the quorum or voting requirement for the Board of Directors must meet the greater of the quorum and voting requirement for taking the action then in effect or proposed to be adopted.

7.9 Severability.

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

BYLAWS CERTIFICATE

The undersigned certifies that he or she is the Secretary of Ignite Entrepreneurship Academy, a Utah Non-profit Corporation, and that, as such, he or she is authorized to execute this certificate on behalf of said Corporation, and further certifies that attached hereto is a complete and correct copy of the presently effective bylaws of said Corporation.

DATED this 21 day of September, 20 15.

_____

by: Tasi Young

APPENDIX D: MINUTES OF BOARD MEETINGS

Meeting Notes 9/21/15
Present: Christopher Parkin, Jennifer Ryan, Daniel W. Smith, and Tasi Young
Quorum Present: Yes

Proceeding:

Bylaws and Articles of Incorporation:

1. Feedback is solicited on Bylaws and Articles. The following changes are proposed:
    a. Name changes for Christopher Parkin from Chris to Christopher
    b. Daniel W. Smith from Dan to Daniel W.
    c. Please add space to date the Bylaws
    d. Remove Sara Jo Hopkins from the list because she is becoming a school employee
2. Votes on Bylaws:
    a. Jennifer Ryan – Yay
    b. Christopher Parkin – Yay
    c. Daniel W. Smith – Yay
    d. Tasi Young - Yay

3. Votes on Articles
    a. Jennifer Ryan – Yay
    b. Christopher Parkin – Yay
    c. Daniel W. Smith – Yay
    d. Tasi Young - Yay
4. Expenses:
    a. Expenses are being incurred in setting up the school. Next meeting we will appropriate funds for this purpose and a process of approval required.

APPENDIX E: EXECUTED CONTRACTS OR MOU'S

IEA has no executed contracts or MOU's.

APPENDIX F: BOARD BIOS

Name: Jennifer Ryan

Role with school: Board Chairman

Expertise: Business strategy, operations management and construction

Select the statements that are applicable and proceed as directed:

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☑ I am related to a person(s) identified as a founding member, governing board member, or administrator. Daniel W. Smith is an uncle by marriage.
- ☐ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: My role at Ignite Entrepreneurship Academy is as Board Chairman, and I am committed to the principals described in this proposal. As the chairman of the board, I will be directing all aspects of the Ignite Entrepreneurship Academy start up process. During my tenure as board chairman I will be drawing upon 12 years of business experience in management consulting and real estate analysis and construction in the execution of my duties.

Not-for-Profit History: I have volunteered in various non-profits companies. I have extensively worked in the capacity of career counselor, event planner, and teacher.

Employment History:
During my 8 years in management consulting, I guided both start up and fortune 500 companies in improving their business strategy and operations. My client list includes such companies as Microsoft, Amazon.com, Universal Studios, Broadcom, and Sony Motion Pictures. I have managed departments ranging in size from 5-50 employees and managed to annual operating budget of $1,000,000 - $10,000,000. In my last consulting position, I was the Managing Director of Consulting for a Microsoft/Qualcomm joint venture that developed wireless applications. Working in highly competitive start up environments has given me a vast amount of experience in running all duties associated with the start-up phase of an organization including marketing, operations, human resources, and finance.

After leaving a career in consulting in 2003, I went on to do real estate finance and construction for various private equity companies. I worked as a real estate analyst for 2 years in the area of commercial residential, mixed use, and water/mineral rights ranging from $5,000,000-$90,000,000 in project value.

While working for private equity clients, I also funded and managed my own construction real estate ventures - building and selling 3 luxury homes near Jackson Hole, WY.

I am excited to apply my vast professional experience in real estate, technology, operations, finance, and market strategy in the successful management of Ignite Entrepreneurship Academy's founding and operations.

Education History: Graduated from BYU in 1995 with a BS in Economics and a minor in International Relations.

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

_____

Applicant's Signature

Name: Daniel W. Smith

Role with school: Vice Chair

Expertise: Small Business and Charter School Finance

Select the statements that are applicable and proceed as directed:

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☑ I am related to a person(s) identified as a founding member, governing board member, or administrator. Jennifer Ryan is my niece by marriage.
- ☐ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: I have spent over 35 years of my life in Utah. During much of this time, I have owned my owner insurance company. I have 8 children that have attended every level of schooling that Utah has to offer. These experiences have given me a perspective and passion for entrepreneurship education in Utah that I believe is unique. My passion is to be able to offer a top quality education to our Utah children that will allow them to pursue their entrepreneurial ambitions.

Not-for-Profit History: I have always believed in giving back to the community which has supported me in my business ventures. I have therefore had several opportunities to work with not-for-profit organizations, not only as a volunteer but in leadership positions. I assisted in founding of Pioneer High School, and moved to the governing board until July of 2014. These experiences have given me a foundation to work in a not-for-profit charter school setting and to sit on a governing board of directors and be able to offer significant leadership experience.

Employment History: My primary employment for the last 20 years has been running my own insurance agency. As a small business owner, I have had primary responsibility for the success of my business. My business has been successful and I have always been one of the top rated agents in my district. In order to achieve this success, I have had to become proficient in all aspect of my business. I have become a student of successful businesses and have consistently sought to incorporate the best practices in my business. I believe that this determination to succeed and always implement best practices will allow me to infuse this disciplined approach to business into Pioneer School.

Education History: I attended BYU for a period of time but due to financial pressures, began my professional career to provide for a quickly growing family. My professional, as well as my own scholastic experiences have taught me the need for quality education in Utah and I am committed to providing Utah students the best education possible which will hopefully provide them with a stepping stone for higher education and success in their personal and professional careers

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

Daniel N. Smith

Applicant's Signature

Name: Tasi Young

Role with school: Board Member

Expertise: Legal

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☐ I am related to a person(s) identified as a founding member, governing board member, or administrator.
- ☑ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: Several years ago I was invited to lead a small school for what I thought would be a year or two. I entered a global community of dedicated teachers, parents, and business leaders who were committed to building and improving education models for students all over the world. Their enthusiasm and dedication was inspiring and when it came time, I could not walk away. My life is now fully engulfed in collaborating, building, testing, and implementing in order to innovate and find new ways to personalize and modernize education. I believe Ignite Entrepreneurship Academy's model will provide its students with meaningful mentorship and opportunities that could personalize education and engage students in a truly revolutionary way.

With my background in small-business start-ups, school administration, and law, I will serve the board by providing advice and counsel. It is my goal to help set up policies and procedures that will allow an administration to effectively achieve its goals and be accountable to the charter and Utah's governing rules and regulations.

Not-for-Profit History: I have worked on teams in large non-profit education organizations such as J. Reuben Clark Law School, Brigham Young University and small school startups such as Meridian School in Utah County and Merit College Preparatory Academy in Springville, UT. I currently serve on the Board for Meridian School (for-profit) and the Board of Advisors for Kidnected World (non-profit).

Employment History: Currently I am Head of School and CEO of Meridian School. I came on board at Meridian School in 2010 as an effort to pull the school out of financial distress. I was able to develop a strong school vision, assemble a team of educators and administrators, and successfully reopen the school in August 2011. Today, Meridian school has been in business for now 25 years serving students from 8 countries.

Innovation is the cornerstone of my approach to education. While at Meridian School I was greatly influenced by my colleagues at The Bill & Melinda Gates foundation to design and implement an innovative technology-based education model. This model successfully controlled costs by hiring multi-faceted educators and utilizing on-line instruction.

My desire to innovate goes beyond improving operations, but also to students. Leadership training has also been an emphasis at Meridian School. The program developed focused on leveraging arts, sports, and extra-curricular activities to teach leadership principles to students and faculty. The outcome enabled faculty and staff to be managed in a purposeful horizontal organizational design that allowed for leadership opportunities in every division of the school.

In addition to understanding the intricacies of school management, I have also provided legal counsel to AISU.

My education experience also extends to work for Ace Test Prep for 8 years. During my tenure I was responsible for launching 4 new course offerings and leading several technology initiatives that drove innovation while at the same time growing revenue at a rate of 16% per year on average.

The diversity of my background will be leveraged at IEA to ensure that programs are implemented successfully academically, legally, and financially.

Education History:
2006 J.D. J. Rueben Clark Law School, Brigham Young University 3-year, Full-Tuition Scholarship
2001 B.S. Marriott School of Management, Brigham Young University, 4-year Full-Ride Scholarship

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

_____
Applicant's Signature

Name: Christopher Parkin

Role with school: Strategic Business Relationships/Finance

Expertise: Strategic Business Relationships

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☐ I am related to a person(s) identified as a founding member, governing board member, or administrator.
- ☑ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: I am currently the Global Head of Industry Strategy and Marketing at Adobe. I have 20+ years of product marketing, market strategy, business development and strategic partnership experience. I am interested in applying this expertise to assist Ignite Entrepreneurship Academy in developing strategic relationships with organizations that can support their mission to provide entrepreneurial, innovative education offering in the north Utah County area.

Not-for-Profit History: I have had the pleasure of working with numerous not-for-profit organizations over the years, including Big Brothers Big Sisters, PJ's Forgotten Children, Habitat for Humanity, Montessori at Riverton, and others.

Employment History: Currently I am employed at Adobe as the Global Head of Industry Strategy and Marketing. I have global responsibility for driving the strategy and future evolution of industry verticals at Adobe, including go-to-market, marketing execution, product strategy, organization structure, and industry thought leadership for the Adobe Marketing Cloud business. This division represents over $1B of Adobe's annual recurring revenue. In this position I manage 28 employees located around the globe.

Throughout my career I have focused on identifying and developing partnerships and strategic marketing in the context of highly entrepreneurial corporations; including Siebel, Ominiture, Corillian and Best Corporation. As we continue to develop Ignite's entrepreneurship program, I will employ my vast expertise in building strategic relationships to helping Ignite Entrepreneurship Academy form key partnerships with companies and other community resources that will enable Ignite to achieve its full vision.

Education History:
University of Utah, BS Business Communications, Biology, 1988 – 1996
Pragmatic Marketing, Certified, Pragmatic Marketing, Effective Marketing Programs

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

Christopher Parkin

Applicant's Signature

Name: Ben Moulton

Role with school: Board Member

Expertise: Teaching and Curriculum Development

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☐ I am related to a person(s) identified as a founding member, governing board member, or administrator.
- ☑ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: Education is my passion. I want the best education possible for Utah's children. They are our future, so I consider them as the best investment for my retirement. I believe Ignite Entrepreneurship Academy can provide the best quality of education possible for children to grow and make a difference in the world. IEA's model will allow them to tailor their educational needs to help them develop into the leaders of tomorrow.

Not-for-Profit History: I assisted in the foundation of Noah Webster Academy in Orem, Utah. I was in charge of helping the school finance their initial years of operation. I have also been involved in helping Utah Valley University get their Center for Autism established through my involvement on their Autism Initiative Committee.

Employment History: I have been involved in the fields of education and civil/environmental engineering for over 20 years. During that time I taught junior high school and high school math and Spanish as well as in the university setting. I have been teaching mathematics and college success and leadership courses at Utah Valley University since 2002. During this time I have been involved in several areas of service including: the environmental initiative, University and department tenure review boards, University Planning Advisory Committee, Freshmen/Faculty Connections Committee, UVU Business Advisory Council, Math Awareness Week Committee, Math Task Force, Faculty Senate Standing Committee for Intercollegiate Athletics, National Association of Developmental Education Certification Committee, Outcomes Assessment Committee, numerous faculty search committees, Math Mentor Coordinator, Assistant

Department Chair, and President of the Utah Mathematics Association of Developmental Mathematics.

A large majority of UVU's students come from within the State of Utah. I have seen many students, products of Utah's public and charter school systems, come through my courses. Many of them are excellent students who are well-prepared for the rigors of college. However, many others are ill-prepared for college. To this end, I believe that a school like IEA will greatly aid in preparing students for college and beyond.

Education History:
2014 PhD Education, Emphasis in Curriculum, Assessment, and Instruction, Walden University
1999 M.S. Civil/Environmental Engineering, Brigham Young University
1995 B.S. Mathematics, Montana State University
1995 B.A. Modern Languages, Montana State University

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

Applicant's Signature

Name: Kaylie Dienelt-Reed

Role with school: Board Member

Expertise: Blended Learning Expert

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☐ I am related to a person(s) identified as a founding member, governing board member, or administrator.
- ☑ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: Education is has been my passion from a very early age, and throughout my life I have sought for ways to develop my natural gifts. This has led me to studying education at Dartmouth, getting my Montessori Certificate, and then applying these talents to create innovative classrooms. I have always believed that children have good instincts and great potential that is best unlocked through challenging experiences that allow for authentic

encounters with success and failure. This growth is supported by clear boundaries and ample opportunity (and training) for collaboration with peers. I specialize in creating a culture within the classroom that encourages this, as well as, harnessing the power of technology that frees teachers from being the bearers of knowledge and allows them to become inspirational guides to their students. I successfully achieved this goal in the creation of Acton Academy (www.actonacademy.org) in Austin, Texas, a program that has been recognized nationally as one of the best blended learning programs in the United States. I now seek to share my experience with Utah students.

Not-for-Profit History: Kaylie has volunteered for AmeriCorp. While a volunteer she created a reading and writing program for elementary school children with a focus on nutrition. She implemented the program in rural areas of West Virginia where students did not get enough food and reading support at home. As part of her volunteer efforts, Ms. Reed also made in home visits and evaluations.

Employment History: Kaylie Dienelt Reed is a talented educator with a proven track record of creating and developing child-driven learning programs and supportive classroom cultures. During Acton Academy's first 4 years, Ms. Reed was founding teacher, lead guide and director of the elementary program. Before leaving the classroom, Ms. Reed was also responsible for identifying candidates to replicate the model. There are now over 10 operating Acton Academies with dozens more in the making.

Kaylie is currently consulting with schools that believe in putting children in charge of their learning and running summer programs that incorporate her educational philosophy and her experience with hands-on, child-driven learning into an impactful camp experience.

Education History:
2006 B.S. AMS Montessori Certificate, Montessori Teacher Education Center, San Diego, CA
2004 B.A. Education and Psychology, Dartmouth College

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

Applicant's Signature

Name: Kelly L. Tate

Role with school: Board Member

Expertise: Teacher, Dyslexia Therapist

- ☐ I intend to become an employee of the school.
- ☑ I do not intend to become an employee of the school.
- ☐ I am related to a person(s) identified as a founding member, governing board member, or administrator.
- ☑ I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent: My passion is teaching children to read. I want every student to have that opportunity regardless of their disability and to understand best learning practices that work for them. I believe Ignite Entrepreneurship Academy understands how important this is for all children as well. I feel they will focus on helping children learn in ways that will teach them confidence in their abilities and motivate children to find their strengths.

Not-for-Profit History: I have started up after school programs for reading volunteers and children that struggle with reading. I have also provided scholarships for children for reading remediation over the last decade because of the value I see it is for children to have this skill.

Employment History: I am a Certified Academic Language Therapist (CALT) and have been teaching students since 1998. I currently have a private practice with employees at two locations in Utah Valley. Before working as a dyslexia therapist, I taught special education in junior high and worked with students on their social skills, study skills, language arts, along with their reading and writing abilities. Previous to special education, I taught World Language Spanish in middle school, and also worked at the Smithsonian in Early Childhood Education in Washington, D.C.

Education History:
2010 M.Ed. Educational Administration, Scranton University
2003 Certified Academic Language Therapist, Dyslexia Therapist
1999 B.A. Special Education k-12
1997 B.A Elementary Education k-8

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

Kelly L Tate

Applicant's Signature

Charter Name: Ignite Entrepreneurship Academy		Fiscal Year: FY17 (7/1/16 - 6/30/17)		
Revenue		**Planning Year**		
	Charter School Revolving Loan			$260,000
	Total Revenue from State Sources (3000)			**$260,000**
	Private Grants & Donations :			$100,000
	State Start-up Grant			
	Loans:			
	Commercial			$0
	Other *(specify)*			$0
	Total Revenue from Other Sources (5000)			**$100,000**
	Total Revenue			**$360,000**
Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
24.121	Salaries - Principals and Assistants	0.00	$0	$0
24.152	Salaries - Secretarial and Clerical	0.00	$0	$0
24.100	Salaries - Other School Administration	0.00	$0	$0
	Total - School Administration Salaries (100)			**$0**
26.182	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0
	Total 2600 - Operation & Maintenance of Facilities Salaries (100)			**$0**
	TOTAL - ALL SALARIES (100)			**$0**
	--- BENEFITS ---			
24.210	Retirement - School Administration	0%	$0	$0
26.210	Retirement - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All Retirement			**$0**
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	$0	$0
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	$0	$0
	Total - All Social Security/FICA/Unemployment/Workers Compensation			**$0**
24.240	Insurance (Health/Dental/Life) - School Administration	0%	$0	$0
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All Insurance (Health/Dental/Life)			**$0**
24.290	Other Benefits *(specify)* - School Administration	0%	$0	$0
26.290	Other Benefits *(specify)* - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All other benefits (*specify*)			**$0**
	TOTAL ALL BENEFITS (200)			**$0**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
24.300	Purchased Professional & Technical Services - School Administration			$110,000
26.300	Purchased Professional & Technical Services - Operation & Maintenance of Facilities			$0
45.300	Purchased Professional & Technical Services - Building Acquisition & Construction Services			$0
	TOTAL - ALL PURCHASED PROFFESSIONAL & TECHNICAL SERVICES (300)			**$110,000**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$0
26.441	Rental of Land & Buildings			$0
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$0**
	--- OTHER PURCHASED SERVICES ---			
24.520	Insurance(other than employee benefits - e.g. D&O)			$0
45.521	Property Insurance			$0
45.522	Liability Insurance			$1,000
24.530	Communication(telephone and other)			$0
26.530	Communication(telephone and other)			$0
24.540	Advertising			$10,000
24.550	Printing and Binding			$0
24.580	Travel/Per Diem			$5,000
26.580	Travel/Per Diem			$0
	TOTAL - OTHER PURCHASED SERVICES (500)			**$16,000**
	--- SUPPLIES ---			
10.600	Instructional Supplies			$2,000
10.641	Textbooks	0.00	$0	$35,000
21.600	Supplies - Student Support Services	0.00	$0	$2,000
22.600	Supplies - Instructional Staff Support Services	0.00	$0	$27,000
22.644	Library Books	0.00	$0	$10,000
22.650	Periodicals	0.00	$0	$0
22.660	Audio Visual Materials - Instructional Support Staff	0.00	$0	$0

24.600	Supplies - School Administration		$0
31.600	Supplies - Food Service		$0
31.630	Food - Food Service		$0
	TOTAL - ALL SUPPLIES (600)		**$76,000**
	--- 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	$0
49.710	Land and Improvements		$0
49.720	Buildings		$0
27.732	School Buses		$0
10.733	Furniture and Fixtures - Instruction		$45,000
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		$85,000
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)		**$145,000**
	--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction		$0
21.800	Other Objects- Student Support		$0
22.800	Other Objects- Instructional Staff		$0
24.800	Other Objects- School Administration		$0
26.800	Other Objects - Operation & Maintenance of Facilities		$0
31.800	Other Objects - Food Services		$0
10.800	Other Objects - Building Acquisition		$0
	Total - All Other Objects		**$0**
10.810	Dues and Fees - Instruction		$0
21.810	Dues and Fees - Student Support		$0
22.810	Dues and Fees - Instructional Staff		$0
24.810	Dues and Fees -School Administration		$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		$0
	Total - All Dues and Fees		**$0**
	TOTAL - OTHER OBJECTS (800)		**$0**
3000	Total State		$260,000
	TOTAL REVENUES		**$260,000**
100	Salaries		$0
200	Employee Benefits		$0
300	Purchased Professional and Technical Services		$110,000
400	Purchased Property Services		$0
500	Other Purchased Services		$16,000
600	Supplies		$76,000
700	Property		$145,000
800	Other Objects		$0
	TOTAL EXPENDITURES		**$347,000**
Excess or Deficiency of Revenues over Expenditures			**-$87,000**
Other Sources of Funding (5000)			**$100,000**
Net Asset Balance (Fund Balance)			**$13,000**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**5%**
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)			**-0.334615385**
Necessary Closure Fund (2 months Purchased Prop Serv + Other)			**$0**

CHARTER SCHOOL WORKSHEET
******PROJECTION ONLY******

Charter Name: Ignite Entrepreneurship Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	70	0.55	38.5
Estimated enrollment (1-3)	275	0.9	247.5
Estimated enrollment (4-6)	225	0.9	202.5
Estimated enrollment (7-8)	30	0.99	29.7
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)			
Special Ed enrollment (1-12)	53		
Special Ed (Self-Contained)	5.3		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	4		
WPU Value	$3,092	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	20		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	518.2000	$ 1,602,274
Professional Staff	0.059507	30.8365	95,347
Restricted Basic School:			
Special Ed--Add-on	1.0000	58.3000	158,926
Spec. Ed. Self-Contained	1.0000	5.3000	16,388
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		157,182
Total WPU Programs		612.6365	$ 2,030,116
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 17,338
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		15,828
Enhancement for Accelerated Studer	$5.00 per student		3,000
Other			
School Land Trust Program	$49.35 per student		29,610
Reading Achievement Program	$15.81 per student-Guarantee Program		5,454
Charter Administrative Costs	$100 per student		60,000
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		104,300
ESA-School Administrators	$3,104 per qualified administrator		3,104
Library Books and Resources	$0.960162 per student	605.3	581
Local Replacement Dollars	Average $1,660 per student		1,004,798
Total Non-WPU			$ 1,244,013
One Time			
Teacher Materials/Supplies[1, 2]	$176.33 per eligible F.T.E.	20	3,527
			-
Total One Time			$ 3,527
ESTIMATED Total All State Funding			**$ 3,277,656**

[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: Ignite Entrepreneurship Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	70	0.55	38.5
Estimated enrollment (1-3)	250	0.9	225
Estimated enrollment (4-6)	250	0.9	225
Estimated enrollment (7-8)	30	0.99	29.7
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	7		
Special Ed enrollment (1-12)	60		
Special Ed (Self-Contained)	6.7		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	6		
WPU Value	$3,092	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	26		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	518.2000	$ 1,602,274
Professional Staff	0.059507	30.8365	95,347
Restricted Basic School:			
Special Ed--Add-on	1.0000	70.5500	192,319
Spec. Ed. Self-Contained	1.0000	6.7000	20,716
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		157,182
Total WPU Programs		626.2865	$ 2,067,839
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 17,724
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		15,828
Enhancement for Accelerated Studer	$5.00 per student		3,000
Other			
School Land Trust Program	$49.35 per student		29,610
Reading Achievement Program	$15.81 per student-Guarantee Program		5,059
Charter Administrative Costs	$100 per student		60,000
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		135,590
ESA-School Administrators	$3,104 per qualified administrator		3,104
Library Books and Resources	$0.960162 per student	606.7	583
Local Replacement Dollars	Average $1,660 per student		1,007,122
Total Non-WPU			$ 1,277,620
One Time			
Teacher Materials/Supplies[1, 2]	$176.33 per eligible F.T.E.	26	4,585
			-
Total One Time			$ 4,585
ESTIMATED Total All State Funding			**$ 3,350,043**

[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: Ignite Entrepreneurship Academy		FY18			FY18		
First Operational Year		**100% Enrollment**			**Breakeven Enrollment**		
Number of Students:		600			600		
Grade Configuration:		Grades			Grades		
Revenue							
	Child Nutrition Program (CNP) and Lunchroom Sales	600		$0	600		$0
	Student Activities	$0			$0		
	Other	$0			$0		
	Total Revenue From Local Sources (1000)	**$0**			**$0**		
	Charter School Revolving Loan	X			X		
	State Educational Funding	$3,350,043			$3,277,656		
	Total Revenue from State Sources (3000)	**$3,350,043**			**$3,277,656**		
	Lunch and Breakfast Reimbursement	600		$0	600		$0
	Restricted Federal Through State	$0			$0		
	Programs for the Disabled (IDEA)	$87,360			$87,360		
	Elementary and Secondary Education Act (ESEA)	$81,504			$81,504		
	Total Revenue from Federal Sources (4000)	**$168,864**			**$168,864**		
	Private Grants & Donations:	$0			$0		
	State Start-up Grant	$100,000			$100,000		
	Loans:				$0		
	Commercial	$0			$0		
	Other *(specify)*	$0			$0		
	Prior Year Carryforward	$0			$0		
	Total Revenue from Other Sources (5000)	**$100,000**			**$100,000**		
	Total Revenue	**$3,618,907**			**$3,546,520**		
Expenditures		**Number**	**Salary/Cost**	**Total**	**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---						
10.131	Salaries - Teachers	32.00	$36,000	$1,152,000	21.50	$36,000	$774,000
10.132	Salaries - Substitute Teachers	0.00	$0	$17,552	0.00	$0	$11,900
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$13,000	$130,000	5.00	$13,000	$65,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,299,552**			**$850,900**
21.141	Salaries - Attendance and Social Work Personnel	0.00	$0	$0	0.00	$0	$0
21.142	Salaries - Guidance Personnel	0.00	$0	$0	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)			**$0**			**$40,000**
22.145	Salaries - Media Personnel - Certified	1.00	$36,000	$36,000	1.00	$36,000	$36,000
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)			**$36,000**			**$36,000**
24.121	Salaries - Principals and Assistants	3.00	$60,000	$180,000	2.00	$65,000	$130,000
24.152	Salaries - Secretarial and Clerical	3.00	$20,000	$60,000	2.50	$20,000	$50,000
24.100	Salaries - Other 2400-Business Administrator	0.00	$0	$0	0.00	$0	$0
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$240,000**			**$180,000**
26.100	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0	0.00	$0	$0
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$0**			**$0**
31.100	Salaries - Food Services	0.00	$0	$0	0.00	$0	$0
	Total **-FOOD SERVICES** Salaries (100)			**$0**			**$0**
	TOTAL - ALL SALARIES (100)			**$1,575,552**			**$1,106,900**
	--- BENEFITS ---						
10.210	Retirement - Instruction	6%	$1,152,000	$69,120	3%	$756,000	$22,680
21.210	Retirement - Student Support	6%	$0	$0	3%	$40,000	$1,200
22.210	Retirement - Instructional Staff Support	6%	$36,000	$2,160	3%	$36,000	$1,080
24.210	Retirement - School Administration	6%	$225,000	$13,500	3%	$160,000	$4,800
26.210	Retirement - Operation & Main of Facilities	6%	$0	$0	3%	$0	$0
31.210	Retirement - Food Services	6%	$0	$0	3%	$0	$0
	Total - All Retirement			**$84,780**			**$29,760**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$1,299,552	$129,955	10%	$850,900	$85,090
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$0	$0	10%	$40,000	$4,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administra	10%	$240,000	$24,000	10%	$180,000	$18,000
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Mai	10%	$0	$0	10%	$0	$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$0	$0	10%	$0	$0
	Total - Social Security/FICA/Unemployment/Workers Comp			**$153,955**			**$107,090**
10.240	Insurance (Health/Dental/Life) - Instruction	12%	$1,152,000	$138,240	12%	$792,000	$95,040
21.240	Insurance (Health/Dental/Life) - Student Support	12%	$0	$0	12%	$40,000	$4,800
24.240	Insurance (Health/Dental/Life) - School Administration	12%	$225,000	$27,000	12%	$160,000	$19,200
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	$0	$0	12%	$0	$0
31.240	Insurance (Health/Dental/Life) - Food Services	12%	$0	$0	12%	$0	$0

	Total- All Insurance(Health/Dental/Life)			**$165,240**			**$119,040**
10.200	Other Benefits *(specify)* - Instruction	2%	$1,152,000	$23,040	2%	$792,000	$15,840
21.200	Other Benefits *(specify)* - Student Support	2%	$0	$0	2%	$40,000	$800
24.200	Other Benefits *(specify)* - School Administration	2%	$225,000	$4,500	2%	$160,000	$3,200
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	2%	$0	$0	2%	$0	$0
31.200	Other Benefits *(specify)* - Food Services	2%	$0	$0	2%	$0	$0
	Total - All Other Insurance			**$27,540**			**$19,840**
	TOTAL ALL BENEFITS (200)			**$431,515**			**$275,730**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - Instruction			$0			$0
21.300	Purchased Prof & Tech Services - Student Support			$40,000			$40,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$40,000			$40,000
24.300	Purchased Prof & Tech Services - School Administration			$97,200			$89,100
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0			$0
31.300	Purchased Prof & Tech Services - Food Services			$0			$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$177,200**			**$169,100**
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services			$77,500			$70,000
26.441	Rental of Land & Buildings			$583,333			$583,333
26.450	Construction and Remodeling			$0			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$660,833**			**$653,333**
	--- OTHER PURCHASED SERVICES ---						
27.510	Student Transportation services			$8,000			$2,500
24.520	Insurance(other than employee benefits - e.g. D&O)			$5,000			$5,000
45.521	Property Insurance			$5,000			$5,000
45.522	Liability Insurance			$6,000			$6,000
10.530	Communication(telephone and other)			$0			$0
21.530	Communication(telephone and other)			$0			$0
24.530	Communication(telephone and other)			$12,000			$12,000
26.530	Communication(telephone and other)			$0			$0
24.540	Advertising			$5,000			$4,000
10.550	Printing and Binding			$0			$0
21.550	Printing and Binding			$0			$0
24.550	Printing and Binding			$1,000			$1,000
10.560	Tuition			$0			$0
21.570	Food Service Management			$0			$0
21.580	Travel/Per Diem			$15,000			$11,000
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)			**$57,000**			**$46,500**
	--- SUPPLIES ---						
10.600	Instructional Supplies	0	$0	$62,000	0	$0	$31,500
10.641	Textbooks	0	$0	$60,000	0	$0	$45,000
21.600	Supplies - Student Support Services	0	$0	$8,000	0	$0	$7,000
22.644	Library Books	0	$0	$10,000	0	$0	$7,000
22.650	Periodicals	0	$0	$0	0	$0	$0
24.600	Supplies - School Administration	0	$0	$21,000	0	$0	$19,000
26.600	Supplies - Operation & Maintenance of Facilities	0	$0	$55,000	0	$0	$52,000
31.600	Supplies - Food Service	0	$0	$5,000	0	$0	$0
31.630	Food - Food Service			$0			$0
	TOTAL - ALL SUPPLIES (600)			**$221,000**			**$161,500**
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - Instruction			$0			$0
21.700	Property - Student Support Services			$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			$50,000			$42,000
24.733	Furniture and Fixtures - School Administration			$5,000			$3,500
21.733	Furniture and Fixtures - Student Support Services			$0			$0
10.734	Technology Equipment - Instruction			$110,000			$100,000
24.734	Technology Equipment - School Administration			$3,000			$2,000
21.734	Technology Equipment - Student Support Services			$0			$0
27.735	Non-Bus Vehicles			$0			$0
10.739	Other Equipment - Instruction			$0			$0
21.739	Other Equipment - Student Support Services			$0			$0

24.739	Other Equipment - School Administration		$0			$0
	TOTAL - ALL PROPERTY (700)		**$168,000**			**$147,500**
	--- OTHER OBJECTS ---					
10.800	Other Objects- Instruction		$0			$0
21.800	Other Objects- Student Support		$0			$0
24.800	Other Objects- School Administration		$0			$0
26.800	Other Objects - Operation & Maintenance of Facilities		$0			$0
31.800	Other Objects - Food Services		$0			$0
45.800	Other Objects - Building Acquisition		$0			$0
	Total - All Other Objects		$0			$0
10.810	Dues and Fees - Instruction		$1,500			$1,500
21.810	Dues and Fees - Student Support		$0			$0
24.810	Dues and Fees -School Administration		$5,000			$4,000
26.810	Dues and Fees - Operation & Maintenance of Facilities		$0			$0
	Total - All Dues and Fees		$0			$0
	TOTAL - OTHER OBJECTS (800)		**$6,500**			**$5,500**
	Total Building Acquisition & Instruction (4500)					
45.830	Interest		$4,096			$4,096
45.840	Redemption of Principal		$64,121			$64,121
	Total other financing sources (uses) and other items		**$68,217**			**$68,217**

1000	Total Local		$0			$0
3000	Total State		$3,350,043			$3,277,656
4000	Total Federal		$168,864			$168,864
	TOTAL REVENUES		**$3,518,907**			**$3,446,520**
100	Salaries		$1,575,552			$1,106,900
200	Employee Benefits		$431,515			$275,730
300	Purchased Professional and Technical Services		$177,200			$169,100
400	Purchased Property Services		$660,833			$653,333
500	Other Purchased Services		$57,000			$0
600	Supplies		$221,000			$161,500
700	Property		$168,000			$147,500
800	Other Objects		$68,217			$5,500
	TOTAL EXPENDITURES		**$3,359,317**			**$2,519,563**
Excess or Deficiency of Revenues over Expenditures			**$159,590**			**$926,957**
Other Sources of Funding (5000)			**$100,000**			**$100,000**
Net Asset Balance (Fund Balance)			**$259,590**			**$1,026,957**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**7%**			**30%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.045352097**			**27%**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$121,508**			**$109,806**

CHARTER SCHOOL WORKSHEET
******PROJECTION ONLY******

Charter Name: Ignite Entrepreneurship Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	70	0.55	38.5
Estimated enrollment (1-3)	215	0.9	193.5
Estimated enrollment (4-6)	215	0.9	193.5
Estimated enrollment (7-8)	75	0.99	74.25
Estimated enrollment (9-12)	25	1.2	30
Special Ed enrollment (K)	7		
Special Ed enrollment (1-12)	53		
Special Ed (Self-Contained)	6		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	8		
WPU Value	$3,058	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	28		
School Administrators (CACTUS)	1		
Prior Year WPUs	518.2		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	529.7500	$ 1,619,760
Professional Staff	0.059507	31.5238	96,387
Restricted Basic School:			
Special Ed--Add-on	1.0000	62.8500	171,329
Spec. Ed. Self-Contained	1.0000	6.0000	18,346
Special Ed Pre-School	1.0000	6.0000	18,346
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		150,633
Total WPU Programs		636.1238	$ 2,074,800
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 18,002
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		15,828
Enhancement for Accelerated Studer	$5.00 per student		3,000
Other			
School Land Trust Program	$49.35 per student		29,610
Reading Achievement Program	$15.81 per student-Guarantee Program		4,506
	$1.33 per K-3 student		689
	$29.94 per low income student		-
Charter Administrative Costs	$100 per student		60,000
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		146,020
ESA-School Administrators	$3,104 per qualified administrator		3,104
Library Books and Resources	$0.960162 per student	606	582
Local Replacement Dollars	Average $1,665 per student		1,005,960
Total Non-WPU			$ 1,287,301
One Time			
Teacher Materials/Supplies[1, 2]	$176.33 per eligible F.T.E.	28	4,937
			-
Total One Time			$ 4,937
ESTIMATED Total All State Funding			**$ 3,367,039**

[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: Ignite Entrepreneurship Academy	FY19	
Second Year of Operation	**100% Enrollment**	
Number of Students:	600	
Grade Configuration:		
Revenue		
Child Nutrition Program (CNP) and Lunchroom Sales	600	$0
Student Activities	$190	
Other	$0	
Total Revenue From Local Sources (1000)	**$0**	
Charter School Revolving Loan	X	
State Educational Funding	$3,367,039	
Total Revenue from State Sources (3000)	**$3,367,039**	
Lunch and Breakfast Reimbursement	190	$0
Restricted Federal Through State	$0	
Programs for the Disabled (IDEA)	$87,360	
Elementary and Secondary Education Act (ESEA)	$81,504	
Total Revenue from Federal Sources (4000)	**$168,864**	
Private Grants & Donations:	$0	
State Start-up Grant	$100,000	
Loans:	$0	
Commercial	$0	
Other *(specify)*	$0	
Prior Year Carryforward	$0	
Total Revenue from Other Sources (5000)	**$100,000**	
Total Revenue	**$3,635,903**	

Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers	32.00	$36,800	$1,177,600
10.132	Salaries - Substitute Teachers	0.00	$0	$17,552
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$13,000	$130,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,325,152**
21.141	Salaries - Attendance and Social Work Personnel	0.00	$0	$0
21.142	Salaries - Guidance Personnel	0.00	$0	$0
21.143	Salaries - Health Services Personnel	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	0.00	$0	$0
21.100	Salaries - Other 2100-Student Support	0.00	$0	$0
	Total - STUDENT SUPPORT Salaries (100)			**$0**
22.145	Salaries - Media Personnel - Certified	1.00	$37,000	$37,000
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)			**$37,000**
24.121	Salaries - Principals and Assistants	3.00	$61,500	$184,500
24.152	Salaries - Secretarial and Clerical	3.00	$20,000	$60,000
24.100	Salaries - Other 2400-Business Administrator	0.00	$0	$0
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$244,500**
26.100	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$0**
31.100	Salaries - Food Services	0.00	$0	$0
	Total **-FOOD SERVICES** Salaries (100)			**$0**
	TOTAL - ALL SALARIES (100)			**$1,606,652**

	--- BENEFITS ---			
10.210	Retirement - Instruction	6%	$1,177,600	$70,656.00
21.210	Retirement - Student Support	6%	$0	$0
22.210	Retirement - Instructional Staff Support	6%	$37,000	$2,220
24.210	Retirement - School Administration	6%	$244,500	$14,670
26.210	Retirement - Operation & Main of Facilities	6%	$0	$0
31.210	Retirement - Food Services	6%	$0	$0
	Total - All Retirement			**$87,546**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$1,325,152	$132,515
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$0	$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	$244,500	$24,450
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	$0	$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$0	$0
	Total - Social Security/FICA/Unemployment/Workers Comp			**$156,965**
10.240	Insurance (Health/Dental/Life) - Instruction	12%	$1,177,600	$141,312.00
21.240	Insurance (Health/Dental/Life) - Student Support	12%	$0	$0
24.240	Insurance (Health/Dental/Life) - School Administration	12%	$244,500	$29,340
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	$0	$0
31.240	Insurance (Health/Dental/Life) - Food Services	12%	$0	$0
	Total- All Insurance(Health/Dental/Life)			**$170,652**
10.200	Other Benefits *(specify)* - Instruction	2%	$1,177,600	$23,552
21.200	Other Benefits *(specify)* - Student Support	2%	$0	$0
24.200	Other Benefits *(specify)* - School Administration	2%	$244,500	$4,890
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	2%	$0	$0
31.200	Other Benefits *(specify)* - Food Services	2%	$0	$0
	Total - All Other Insurance			**$28,442**
	TOTAL ALL BENEFITS (200)			**$443,605**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction			$0
21.300	Purchased Prof & Tech Services - Student Support			$40,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$40,000
24.300	Purchased Prof & Tech Services - School Administration			$111,200
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0
31.300	Purchased Prof & Tech Services - Food Services			$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$191,200**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$83,500
26.441	Rental of Land & Buildings			$714,000
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$797,500**
	--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services			$8,000
24.520	Insurance(other than employee benefits - e.g. D&O)			$5,000
45.521	Property Insurance			$5,000
45.522	Liability Insurance			$6,000
10.530	Communication(telephone and other)			$0
21.530	Communication(telephone and other)			$0
24.530	Communication(telephone and other)			$12,000
26.530	Communication(telephone and other)			$0
24.540	Advertising			$5,000
10.550	Printing and Binding			$0
21.550	Printing and Binding			$0

24.550	Printing and Binding		$1,000
10.560	Tuition		$0
21.570	Food Service Management		$0
21.580	Travel/Per Diem		$15,000
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)		**$57,000**
	--- SUPPLIES ---		
10.600	Instructional Supplies		$34,000
10.641	Textbooks		$5,000
21.600	Supplies - Student Support Services		$8,000
22.644	Library Books		$10,000
22.650	Periodicals		$0
24.600	Supplies - School Administration		$21,000
26.600	Supplies - Operation & Maintenance of Facilities		$55,000
31.600	Supplies - Food Service		$5,000
31.630	Food - Food Service		$0
	TOTAL - ALL SUPPLIES (600)		**$138,000**
	--- PROPERTY ---		
10.700	Property (Instructional Equipment) - Instruction		$0
21.700	Property - Student Support Services		$0
24.700	Property - School Administration		$0
26.700	Property - Operation & Maintenance of Facilities		$0
31.700	Property - Food Services		$0
31.780	Depreciation - Kitchen Equipment Depreciation		$0
49.710	Land and Improvements		$0
49.720	Buildings		$0
27.732	School Buses		$0
10.733	Furniture and Fixtures - Instruction		$10,000
24.733	Furniture and Fixtures - School Administration		$5,000
21.733	Furniture and Fixtures - Student Support Services		$0
10.734	Technology Equipment - Instruction		$5,000
24.734	Technology Equipment - School Administration		$1,500
21.734	Technology Equipment - Student Support Services		$0
27.735	Non-Bus Vehicles		$0
10.739	Other Equipment - Instruction		$0
21.739	Other Equipment - Student Support Services		$0
24.739	Other Equipment - School Administration		$0
	TOTAL - ALL PROPERTY (700)		**$21,500**
	--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction		$0
21.800	Other Objects- Student Support		$0
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		$0
10.810	Dues and Fees - Instruction		$1,500
21.810	Dues and Fees - Student Support		$0
24.810	Dues and Fees -School Administration		$2,544
26.810	Dues and Fees - Operation & Maintenance of Facilities		$0

	Total - All Dues and Fees		$0
	TOTAL - OTHER OBJECTS (800)		**$4,044**
	Total Building Acquisition & Instruction (4500)		
45.830	Interest		$2,870
45.840	Redemption of Principal		$65,347
	Total other financing sources (uses) and other items		**$68,217**

1000	Total Local		$0
3000	Total State		$3,367,039
4000	Total Federal		$168,864
	TOTAL REVENUES		**$3,535,903**
100	Salaries		$1,606,652
200	Employee Benefits		$443,605
300	Purchased Professional and Technical Services		$191,200
400	Purchased Property Services		$797,500
500	Other Purchased Services		$57,000
600	Supplies		$138,000
700	Property		$21,500
800	Other Objects		$68,217
	TOTAL EXPENDITURES		**$3,323,674**
Excess or Deficiency of Revenues over Expenditures			**$212,229**
Other Sources of Funding (5000)			**$100,000**
Net Asset Balance (Fund Balance)			**$312,229**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**9%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.060021067**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$144,286**

CHARTER SCHOOL WORKSHEET
******PROJECTION ONLY******

Charter Name: Ignite Entrepreneurship Academy

		Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)		70	0.55	38.5
Estimated enrollment (1-3)		215	0.9	193.5
Estimated enrollment (4-6)		215	0.9	193.5
Estimated enrollment (7-8)		75	0.99	74.25
Estimated enrollment (9-12)		25	1.2	30
Special Ed Pre-School				
Special Ed enrollment (K)		21.5		
Special Ed enrollment (1-12)		31.5		
Special Ed (Self-Contained)		5.3		
Number of Teachers (K-6)	20			
Number of Teachers (7-12)	14			
WPU Value	$3,146		*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	34			
School Administrators (CACTUS)	1			
Prior Year WPUs	529.75			
Low Income Students-prior year	0			

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	529.7500	$ 1,666,631
Professional Staff	0.059507	31.5238	99,176
Restricted Basic School:			
Special Ed--Add-on	1.0000	48.6250	132,552
Spec. Ed. Self-Contained	1.0000	5.3000	16,674
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		150,633
Total WPU Programs		615.1988	$ 2,065,666
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 17,410
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		15,828
Enhancement for Accelerated Studer	$5.00 per student		3,000
Other			
School Land Trust Program	$49.35 per student		29,610
Reading Achievement Program	$15.81 per student-Guarantee Program		4,506
	$1.33 per K-3 student		705
	$29.94 per low income student		-
Charter Administrative Costs	$100 per student		60,000
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		177,310
ESA-School Administrators	$3,104 per qualified administrator		3,104
Library Books and Resources	$0.960162 per student	605.3	581
Local Replacement Dollars	Average $1,670 per student		1,004,798
Total Non-WPU			$ 1,316,852
One Time			
Teacher Materials/Supplies[1, 2]	$176.33 per eligible F.T.E.	34	5,995
			-
Total One Time			$ 5,995
ESTIMATED Total All State Funding			**$ 3,388,513**

[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: Ignite Entrepreneurship Academy	2019-2020	
Second Operational Year	**100% Enrollment**	
Number of Students:	600	
Revenue		
Child Nutrition Program (CNP) and Lunchroom Sales	600	$0
Student Activities	$190	
Other	$0	
Total Revenue From Local Sources (1000)	**$0**	
State Educational Funding	$3,388,513	
Total Revenue from State Sources (3000)	**$3,388,513**	
Lunch and Breakfast Reimbursement	190	$0
Restricted Federal Through State	$0	
Programs for the Disabled (IDEA)	$87,360	
Elementary and Secondary Education Act (ESEA)	$81,504	
Total Revenue from Federal Sources (4000)	**$168,864**	
Private Grants & Donations:		
Source(s) *(specify)*	$0	
Loans:	$0	
Commercial	$0	
Other *(specify)*	$0	
Prior Year Carryforward	$0	
Total Revenue from Other Sources (5000)	**$0**	
Total Revenue	**$3,557,377**	

Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers	32.00	$37,500	$1,200,000
10.132	Salaries - Substitute Teachers	0.00	$0	$17,552
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$13,000	$130,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,347,552**
21.141	Salaries - Attendance and Social Work Personnel	0.00	$0	$0
21.142	Salaries - Guidance Personnel	0.00	$0	$0
21.143	Salaries - Health Services Personnel	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	0.00	$0	$0
21.100	Salaries - Other 2100-Student Support	0.00	$0	$0
	Total - STUDENT SUPPORT Salaries (100)			**$0**
22.145	Salaries - Media Personnel - Certified	1.00	$38,000	$38,000
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)			**$38,000**
24.121	Salaries - Principals and Assistants	3.00	$63,000	$189,000
24.152	Salaries - Secretarial and Clerical	3.00	$20,000	$60,000
24.100	Salaries - Other 2400-Business Administrator	0.00	$0	$0
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$249,000**
26.100	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$0**
31.100	Salaries - Food Services	0.00	$0	$0
	Total **-FOOD SERVICES** Salaries (100)			**$0**
	TOTAL - ALL SALARIES (100)			**$1,634,552**
	--- BENEFITS ---			
10.210	Retirement - Instruction	6%	$1,200,000	$72,000

21.210	Retirement - Student Support	6%	$0	$0
22.210	Retirement - Instructional Staff Support	6%	$38,000	$2,280
24.210	Retirement - School Administration	6%	$249,000	$14,940
26.210	Retirement - Operation & Main of Facilities	6%	$0	$0
31.210	Retirement - Food Services	6%	$0	$0
	Total - All Retirement			**$89,220**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$1,347,552	$134,755
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$0	$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administra	10%	$249,000	$24,900
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	$0	$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$0	$0
	Total - Social Security/FICA/Unemployment/Workers Comp			**$159,655**
10.240	Insurance (Health/Dental/Life) - Instruction	12%	$1,200,000	$144,000
21.240	Insurance (Health/Dental/Life) - Student Support	12%	$0	$0
24.240	Insurance (Health/Dental/Life) - School Administration	12%	$249,000	$29,880
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	$0	$0
31.240	Insurance (Health/Dental/Life) - Food Services	12%	$0	$0
	Total- All Insurance(Health/Dental/Life)			**$173,880**
10.200	Other Benefits *(specify)* - Instruction	2%	$1,200,000	$24,000
21.200	Other Benefits *(specify)* - Student Support	2%	$0	$0
24.200	Other Benefits *(specify)* - School Administration	2%	$249,000	$4,980
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	2%	$0	$0
31.200	Other Benefits *(specify)* - Food Services	2%	$0	$0
	Total - All Other Insurance			**$28,980**
	TOTAL ALL BENEFITS (200)			**$451,735**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction			$0
21.300	Purchased Prof & Tech Services - Student Support			$40,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$40,000
24.300	Purchased Prof & Tech Services - School Administration			$111,200
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0
31.300	Purchased Prof & Tech Services - Food Services			$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$191,200**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$83,500
26.441	Rental of Land & Buildings			$728,280
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$811,780**
	--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services			$8,000
24.520	Insurance(other than employee benefits - e.g. D&O)			$5,000
45.521	Property Insurance			$5,000
45.522	Liability Insurance			$6,000
10.530	Communication(telephone and other)			$0
21.530	Communication(telephone and other)			$0
24.530	Communication(telephone and other)			$12,000
26.530	Communication(telephone and other)			$0
24.540	Advertising			$5,000
10.550	Printing and Binding			$0
21.550	Printing and Binding			$0
24.550	Printing and Binding			$1,000
10.560	Tuition			$0

21.570	Food Service Management		$0
21.580	Travel/Per Diem		$15,000
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)		**$57,000**
	--- SUPPLIES ---		
10.600	Instructional Supplies		$30,000
10.641	Textbooks		$5,000
21.600	Supplies - Student Support Services		$10,000
22.644	Library Books		$5,000
22.650	Periodicals		$0
24.600	Supplies - School Administration		$21,000
26.600	Supplies - Operation & Maintenance of Facilities		$55,000
31.600	Supplies - Food Service		$5,000
31.630	Food - Food Service		$0
	TOTAL - ALL SUPPLIES (600)		**$131,000**
	--- PROPERTY ---		
10.700	Property (Instructional Equipment) - Instruction		$0
21.700	Property - Student Support Services		$0
24.700	Property - School Administration		$0
26.700	Property - Operation & Maintenance of Facilities		$0
31.700	Property - Food Services		$0
31.780	Depreciation - Kitchen Equipment Depreciation		$0
49.710	Land and Improvements		$0
49.720	Buildings		$0
27.732	School Buses		$0
10.733	Furniture and Fixtures - Instruction		$3,000
24.733	Furniture and Fixtures - School Administration		$1,500
21.733	Furniture and Fixtures - Student Support Services		$0
10.734	Technology Equipment - Instruction		$5,000
24.734	Technology Equipment - School Administration		$1,000
21.734	Technology Equipment - Student Support Services		$0
27.735	Non-Bus Vehicles		$0
10.739	Other Equipment - Instruction		$0
21.739	Other Equipment - Student Support Services		$0
24.739	Other Equipment - School Administration		$0
	TOTAL - ALL PROPERTY (700)		**$10,500**
	--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction		$0
21.800	Other Objects- Student Support		$0
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		$0
10.810	Dues and Fees - Instruction		$1,500
21.810	Dues and Fees - Student Support		$0
24.810	Dues and Fees -School Administration		$5,000
26.810	Dues and Fees - Operation & Maintenance of Facilities		$0
	Total - All Dues and Fees		$0
	TOTAL - OTHER OBJECTS (800)		**$6,500**

Total Building Acquisition & Instruction (4500)			
45.830	Interest		$2,965
45.840	Redemption of Principal		$66,500
Total other financing sources (uses) and other items			**$69,465**

1000	Total Local		$0
3000	Total State		$3,388,513
4000	Total Federal		$168,864
TOTAL REVENUES			**$3,557,377**
100	Salaries		$1,634,552
200	Employee Benefits		$451,735
300	Purchased Professional and Technical Services		$191,200
400	Purchased Property Services		$811,780
500	Other Purchased Services		$57,000
600	Supplies		$131,000
700	Property		$10,500
800	Other Objects		$69,465
TOTAL EXPENDITURES			**$3,357,232**
Excess or Deficiency of Revenues over Expenditures			**$200,145**
Other Sources of Funding (5000)			**$0**
Net Asset Balance (Fund Balance)			**$200,145**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**6%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.056261855**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$146,874**

Charter Name: Ignite Entrepreneurship Academy			FY18	FY19
Operational Year			**Planning**	**One**
Number of Student			X	600
Revenue				
	Child Nutrition Program (CNP) and Lunchroom Sales		X	$0
	Student Activities		X	$0
	Other		X	$0
		Total Revenue From Local Sources (1000)	X	**$0**
	State Educational Funding		X	$3,350,043
		Total Revenue from State Sources (3000)	**$260,000**	**$3,350,043**
	Lunch and Breakfast Reimbursement		X	$0
	Restricted Federal Through State		X	$0
	Programs for the Disabled (IDEA)		X	$87,360
	Elementary and Secondary Education Act (ESEA)		X	$81,504
		Total Revenue from Federal Sources (4000)	X	**$168,864**
	Private Grants & Donations:		$100,000	$100,000
		Source(s) *(specify)*	$0	
	Loans:		$0	$0
	Commercial Loans	Commercial	$0	$0
		Other *(specify)*	$0	$0
	Prior Year Carryforward		X	$0
		Total Revenue from Other Sources (5000)	**$360,000**	**$3,618,907**
		Total Revenue		
Expenditures			**Total**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers		X	$1,152,000
10.132	Salaries - Substitute Teachers		X	$17,552
10.161	Salaries - Teacher Aides and Paraprofessionals		X	$130,000
10.100	Salaries - Other 1000-INSTRUCTION		X	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)		X	$1,299,552
21.141	Salaries - Attendance and Social Work Personnel		X	$0
21.142	Salaries - Guidance Personnel		X	$0
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	$0
22.145	Salaries - Media Personnel - Certified		X	$36,000
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	$36,000
24.121	Salaries - Principals and Assistants		$0	$180,000
24.152	Salaries - Secretarial and Clerical		$0	$60,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION		$0	$0
	Total **24 (2400)-SCHOOL ADMINISTRATION** Salaries (100)		**$0**	$240,000
26.100	Salaries - Operation & Maintenance of Facilities		$0	$0
	Total **26 (2600)-OPERATION & MAINT OF FACILITIES** Salaries (100)		**$0**	$0
31.100	Salaries - FOOD SERVICES		X	$0
	Total **31 (3100)-FOOD SERVICES** Salaries (100)		X	$0
	TOTAL - ALL SALARIES (100)		**$0**	**$1,575,552**
	--- BENEFITS ---			
10.210	Retirement - Instruction		X	$69,120
21.210	Retirement - Student Support		X	$0
22.210	Retirement - Instructional Staff Support		X	$2,160
24.210	Retirement - School Administration		$0	$13,500
26.210	Retirement - Operation & Main of Facilities		$0	$0
31.210	Retirement - Food Services		X	$0
	TOTAL - ALL RETIREMENT		**$0**	**$84,780**
10.220	Social Security/FICA/UNEMP/WCF - Instruction		X	$129,955
21.220	Social Security/FICA/UNEMP/WCF - Student Support		X	$0
26.220	Social Security/FICA/UNEMP/WCF - Operation & Maintenance of Facilities		$0	$0
31.220	Social Security - Food Services		X	$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF		**$0**	**$129,955**
10.240	Insurance (Health/Dental/Life) - Instruction		X	$138,240

21.240	Insurance (Health/Dental/Life) - Student Support		X	$0
24.240	Insurance (Health/Dental/Life) - School Administration		$0	$27,000
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities		$0	$0
31.240	Insurance (Health/Dental/Life) - Food Services		X	$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)		**$0**	**$165,240**
10.200	Other Benefits *(specify)* - Instruction		X	$23,040
21.200	Other Benefits *(specify)* - Student Support		X	$0
24.200	Other Benefits *(specify)* - School Administration		$0	$4,500
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**	**$27,540**
	TOTAL ALL BENEFITS (200)		**$0**	**$407,515**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction		X	$0
21.300	Purchased Prof & Tech Services - Student Support		X	$40,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support		X	$40,000
24.300	Purchased Prof & Tech Services - School Administration		$110,000	$97,200
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		$0	$0
31.300	Purchased Prof & Tech Services - Food Services		X	$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		**$110,000**	**$177,200**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services		$0	$77,500
26.441	Rental of Land & Buildings		$0	$583,333
26.450	Construction and Remodeling		$0	$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		**$0**	**$660,833**
	--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services		X	$8,000
24.520	Insurance(other than employee benefits - e.g. D&O)		0.00	$5,000
45.521	Property Insurance		0.00	$5,000
45.522	Liability Insurance		1000.00	$6,000
10.530	Communication(telephone and other)		X	$0
21.530	Communication(telephone and other)		X	$0
24.530	Communication(telephone and other)		0.00	$12,000
26.530	Communication(telephone and other)		0.00	$0
24.540	Advertising		10000.00	$5,000
10.550	Printing and Binding		X	$0
21.550	Printing and Binding		X	$0
24.550	Printing and Binding		0.00	$1,000
10.560	Tuition		X	$0
21.570	Food Service Management		X	$0
21.580	Travel/Per Diem		X	$15,000
24.580	Travel/Per Diem		5000.00	$0
26.580	Travel/Per Diem		0.00	$0
10.590	Inter-educational, Interagency Purchased Services		X	$0
	TOTAL - OTHER PURCHASED SERVICES (500)		**$16,000**	**$57,000**
	--- SUPPLIES ---			
10.600	Instructional Supplies		$2,000	$62,000
10.641	Textbooks		$35,000	$60,000
21.600	Supplies - Student Support Services		$2,000	$8,000
22.644	Library Books		$10,000	$10,000
22.650	Periodicals		$0	$0
24.600	Supplies - School Administration		$0	$21,000
26.600	Supplies - Operation & Maintenance of Facilities		$0	$55,000
31.600	Supplies - Food Service		$0	$5,000
31.630	Food - Food Service		$0	$0
	TOTAL - ALL SUPPLIES (600)		**$49,000**	**$221,000**
	--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		$0	$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 - 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		$45,000	$35,000
24.733	Furniture and Fixtures - School Administration		$5,000	$2,000
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		$85,000	$5,000
24.734	Technology Equipment - School Administration		$10,000	$0
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
21.739	Other Equipment - Instruction		$0	$0
	TOTAL - ALL PROPERTY (700)		**$145,000**	**$42,000**
	--- OTHER 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		$0	$0
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		$0	$1,500
10.810	Dues and Fees - Instruction		$0	$0
21.810	Dues and Fees - Student Support		$0	$5,000
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	$6,500
	Total - All Dues and Fees		$0	$0
	TOTAL - OTHER Objects (800)		**$0**	**$13,000**
		Total Building Acquisition & Instruction (4500)	**$0**	**$13,000**
830	Interest		X	$4,096
840	Redemption of Principal		X	$64,121
		Total other financing sources (uses) and other items	**$0**	**$68,217**

1000	Total Local		X	$0
3000	Total State		$260,000	$3,350,043
4000	Total Federal		X	$168,864
		TOTAL REVENUES	**$260,000**	**$3,518,907**
100	Salaries		$0	$1,575,552
200	Employee Benefits		$0	$407,515
300	Purchased Professional and Technical Services		$110,000	$177,200
400	Purchased Property Services		$0	$660,833
500	Other Purchased Services		$16,000	$57,000
600	Supplies		$76,000	$221,000
700	Property		$145,000	$42,000
800	Other Objects		$0	$13,000
		TOTAL EXPENDITURES	**$347,000**	**$3,154,100**
Excess or Deficiency of Revenues over Expenditures			**-$87,000**	**$364,807**
Other Sources of Funding (5000)			**$360,000**	**$3,618,907**
Net Asset Balance (Fund Balance)			**$273,000**	**$3,983,714**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**105%**	**113%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**-0.334615385**	**10%**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$0**	**$112,306**