



ELEVATED
CHARTER SCHOOL

Application submitted November 4, 2022

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Required Information

1. Name of Proposed Charter School: Elevated Charter School
2. Name of Applicant: Elevated Charter School
3. Authorized Agent: Amy Edwards
4. Mailing Address: 1740 N 440 E, Provo, UT 84604
5. Phone Number: 385-447-3223
6. Email Address: mz.amylou@gmail.com
7. New School Location and Location’s School District(s): Elevated Charter School will be a state-wide, virtual school, with an administrative office in Springville, UT.
8. Date & to whom submitted at District Office: Full application emailed to all Utah school districts listed in [Utah School District Directory](#) on November 4, 2022. Emails were sent directly to each listed Superintendent.

Governance Structure			
Name	Position	Areas of Expertise	Charter School Affiliations
Amy Edwards	Chair	School Administration; K-12 Instruction; Teacher hiring & training; Curriculum development & assessment; Implementation of state testing; Special Populations (SPED, EL, homeless, low-income, foster)	None
Tyler Nelson	Vice Chair	Small business owner; Governing roles in non-profits; Youth leadership	None
Jessica Ellis	Secretary	Non-profit educational organizations; Business; Technology Education; Digital literacy	None
Robert Marx	Treasurer	Finance; Business Operations; Regulatory Compliance	None
Mary Kavanaugh	Member at Large	Instruction; Curriculum; Core Standards; Teacher training & personnel management; Program Regional Director	None

Enrollment

9. Year School will start: 2024-2025
10. Grades Served: K-12, progressively over the first 3 operational years.

11.	Grades and Estimated Number of Students Served by Grade													Max
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY 24-25	50	50	50	40	40	40	30	0	0	0	0	0	0	300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25-26	50	60	60	60	50	50	50	40	30	0	0	0	0	450
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26-27	50	60	70	70	70	60	60	60	50	35	25	20	20	650
Year 4	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 27-28	50	60	65	75	75	80	70	70	70	50	40	25	20	750
Year 5	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 28-29	50	60	75	75	85	85	85	75	75	75	70	45	45	900

Elevated Charter School will open 300 spots in year 1 (24-25) in grades K-6, increasing both spots available and grade levels offered over 5 years, to a max of 900 students served in grades K-12. Each year, it is anticipated that current Elevated students will move up a grade level and additional new students will enroll as grade level offerings increase.

Elevated Charter School is opening with an elementary program first for two main reasons: First, because most online schools in Utah currently serve grades 7-12, and there is a need expressed by parents of elementary students to have online options at home (*see Section 4: Market Analysis*). Secondly, Elevated Charter School wants to ensure sufficient time to fully develop a secondary program for grades 7-12 that can thoroughly prepare students for college and career. In addition, Elevated Charter School will take time to build a solid core of teachers and budget management with elementary grades before adding the various teacher licenses and increased costs that come with grades 7-12.

The chart above reflects a projected breakout. While Elevated Charter School will adhere to the total enrollment maximums, actual numbers in each grade level may vary. Proposed grade configuration does match the state of Utah grade configuration, as this is a state-wide school.

Waivers

12-14. Elevated Charter School is not seeking special treatment, priority consideration, or waivers.

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Amy Edwards, Board Chair
Signature of Authorized Agent: <i>Amy Edwards</i>

Section 1: Executive Summary

Mission: Elevated Charter School develops students' initiative, creativity, collaboration, and critical thinking to create lifelong learners who are empowered for Life Elevated, in the 21st-Century, as they move on to college, career, and citizenship.

Vision: Elevated students will gain the skills needed to learn, work, and participate in our 21st-Century global and digital society. Through technology, they will have access to quality, rigorous education and collaborate with teachers and peers throughout the state of Utah. Elevated students will understand how to collaborate with diverse individuals within their community and throughout global and digital communities. Elevated students will be empowered to move on to higher education, fulfilling careers, and productive citizenship.

Motto: Learning Elevated

Introducing our Elevated Board

Our Elevated Board of Directors brings together individuals from all over the state of Utah, with years of experience in the diverse areas that are needed to create and govern a public charter school. Our board members bring decades of experience in education, including charter schools, curriculum, digital teaching and learning with the latest technology, and program development, as well as experience in finance & compliance, non-profit organizations, and small business operations.

We came together with a shared vision of creating an educational resource that is not yet available for K-12 students in Utah, as one cohesive program. We seek to use the latest technology alongside research-based and time-tested best practices in teaching to educate a generation who will need 21st-Century skills to thrive in our growing digital and global community.

One trait we all share is our love for lifelong learning. Each of us has continued our personal education and growth, taking on new challenges throughout life, and Elevated Charter School is our current passion and challenge. The key to the success of this board lies in each member's humble openness to continual learning. Each of our board members knows that we need to continually learn and grow, staying up to date with the latest in education and technology, to remain true to our Mission and Vision and true to responsible business practices in operating a publicly-funded school.

Elevated Charter School will promote the State Charter School Board's mission and vision by providing an innovative choice in education that is currently unavailable as one, cohesive program. This includes live online classes - *virtual classrooms* - that blend highly collaborative and hands-on learning activities, peer collaborative projects, the use of the latest education technology, and asynchronous homework assignments that are closely monitored. Students learn from teachers who are specifically trained in creating highly interactive virtual learning experiences. Elevated Charter School provides flexibility and choice in courses, allowing students to explore personal areas of interest and engage in personalized projects, while mastering core standard skills & knowledge, including college & career readiness. Elevated

Charter School seeks to work closely with the State Charter School Board and their staff to continue professional development for our teachers and staff, build a close relationship with the State Board, and collaborate to continually improve our school for the students of Utah.

A Choice Needed Now

The Elevated Board values Utah's choices in education and the student and family-focused approach that prevails. Still, we see a need for an education choice that integrates specific, highly-valued elements including:

- Education for the 21st-Century
- Virtual Classrooms
- Engaging & Accountable Asynchronous Assignments
- Virtual Teaching Specialists
- Subject Focused Teachers
- Testing as a Learning Environment

Our Elevated model was developed from the cumulative experience of all board members, as educators, administrators, business owners, community members, and parents, alongside requests and feedback from parents throughout Utah. It was refined through the proposal and application process, working closely with USCSB staff and department heads at the Utah Board of Education. The Elevated model includes research-based and proven best practices in teaching, and specifically in digital and virtual teaching. The board appreciates that there are schools available that currently offer some of these elements, but Elevated Charter School brings them together in a one-stop-shop for families throughout the state. *See Section 2: Charter Agreement for a summary of Elevated Key Elements; Section 3: Program of Instruction for details and examples of implementation of Key Elements; and Section 4: Market Research for detailed comparisons to current online charter schools in Utah.*

Section 2: Draft Charter Agreement Exhibit A: School Specific Elements

Elevated Key Elements

- **Education for the 21st-Century:** As a school designed from the beginning to be online, Elevated Charter School can ensure the highest level of student safety and security in an increasingly digital world. Elevated Charter School integrates the skills of digital literacy, digital equity, and digital safety into all classes to fully prepare students for future education, careers, and daily life in our 21st-Century digital & global society. *See Section 3: Program of Instruction for details on how Elevated builds 21st-Century Skills*
- **Virtual Classrooms:** Elevated Charter School takes online learning to a new level, creating a truly *virtual classroom* experience. Elevated classes are synchronous, interactive, and taught by an Elevated teacher who is specifically trained in online instruction. Students throughout the state of Utah receive the technology tools and learning materials to fully participate from home, as if they walked into a brick and mortar school. Elevated Charter School provides laptops, hotspots and/or satellite wifi to ensure students from every corner, canyon, and mountain in Utah have stable access to classes and learning resources. Without the building costs of most schools, Elevated Charter School can invest those funds in reaching students

who want and need equitable access to high quality education, from anywhere in Utah. *See Section 2: Program of Instruction for details and examples of implementation, and see Section 7: Business & Operations Plan for details on budgeting for required resources.*

- **Engaging & Accountable Asynchronous Assignments:** When not participating in live virtual class meetings, Elevated students complete homework assignments that engage their interests and are easily monitored by teachers to verify daily participation and progress. Students will use digital tools to engage in secure online activities, including but not limited to:
 - Online review & quiz games through *Blooket*, *Google Forms*, and/or *Kahoot!*
 - Student-created videos to showcase learning through programs such as *FlipGrid*
 - Exchange of ideas with classmates and teachers through secure online chat rooms
 - Student-created websites
 - Collaboration with classmates on class projects

All asynchronous assignments share the goal of increasing students' 21st-Century skills to use technology to communicate, collaborate, and demonstrate learning.

See Section 2: Program of Instruction for more details and examples of implementation, and see Section 3b: Curriculum for details on qualifying curriculum and courses.

- **Virtual Teaching Specialists:** Todd Rose, author of *The End of Average*, conducted research that revealed that if the teaching platform changes, such as from in-person to virtual/digital, but the pedagogy does not change, student performance decreases by approximately 10%. Online teachers need to be trained on utilizing a digital platform and teaching within a virtual learning environment. Elevated teachers are trained in implementing highly interactive learning using a digital platform and effectively monitoring progress and mastery to ensure fidelity to learning objectives. Elevated Charter School provides regular professional development in-house as well as supports teachers in becoming Google Certified Teachers, completing online teaching certification through universities, attending workshops and conferences, and continually updating online teaching skills. *See Section 6: Staffing for details on teacher qualifications, responsibilities, and on-going professional development*
- **Subject Focused Teachers:** Elevated teachers are professionally licensed to teach within the grade span assigned, with subject endorsements for grades 7-12, but unlike other schools, it is not just our secondary teachers who get to focus on a subject area. All Elevated teachers, for all grade levels, focus on one subject area. This allows our teachers, at every grade level, to provide in-depth learning, personalized and differentiated assignments, and highly engaging learning activities, in each subject area. Elevated elementary teachers can focus their instruction, rather than spread themselves out to cover many different subject areas. This also creates smooth transitions from grade to grade, because teachers understand the progression of skills and knowledge throughout the elementary grade levels. Elementary teachers will also meet with secondary teachers to ensure key skills and knowledge are included in elementary grades to support students' success at secondary levels for each subject. *See Section 6: Staffing for details on teacher qualifications, responsibilities, and on-going professional development*
- **Education Coordinators** are licensed teachers who supervise a roster of 30-40 students, overseeing all progress and acting as a trusted first point of contact between parents, students,

and our school. An Education Coordinator onboards each student and then remains with that family to answer questions and guide them throughout their Elevated experience. Education Coordinators work closely with class teachers to be another set of eyes monitoring progress and offering academic support. As licensed teachers, Education Coordinators understand the requirements of a standards-based education, and can help students and parents gain a vision of the long-term benefits of an Elevated education. As needed, ECs offer academic support to students on their Cohort roster. When needed, ECs connect students to intervention and SPED teachers, and even outside Education Service Providers. Working closely with the same students and families over multiple years, Education Coordinators create cohesion from year to year and address the individual needs of each student.

- **Testing as a Learning Environment.** Elevated Charter School views assessments as a collaborative and metacognitive process that partners teachers and students in evaluating learning and planning to fill gaps with future learning. Elevated students learn that testing can take many forms, including games, skills practice, individually designed projects, as well as formal and traditional tests. All testing, when properly approached and administered is a learning environment, helping our minds to solidify knowledge and skills. Elevated Charter School fosters an environment that understands the proper use and the value of all types of assessments. We seek to not only achieve high participation and proficiency on testing, but to help our families view it as a useful tool. Education Coordinators proctor testing for students on their Cohort Roster, and as a trusted partner in education can help parents and students develop a positive attitude and growth mindset about testing.

Our goal is to have all students participate in State Standardized Tests, but we will have alternatives in the form of school-wide tests and portfolio assessments for students who exercise the Parental Exclusion to State Assessments. Thus, Elevated Charter School will have assessment data for all students, while continually working with families to increase participation in State Standardized Testing. Our Testing Coordinator, with support from all instructional staff, will communicate and work with parents and students to embrace testing as a tool to further their education and improve our instructional methods. *See Section 3: Program of Instruction for details on Elevated Charter School's approach to all assessments. See Section 6: Staffing for details on the qualifications and responsibilities of Testing Coordinator.*

Elevated Charter School meets the legislative purposes outlined in UCA-53G-5-104:

Although the Elevated model supports all 7 of the legislative purposes in UCS-53G-5-104, we are focusing below on 1-4:

- (1) **continue to improve student learning** by blending proven teaching strategies and the latest in education technology. Building on the foundation of John Hattie's *Visible Learning* methods, which are proven teaching strategies shown to yield the highest learning retention, Elevated Charter School integrates 21st-Century skills in digital literacy and education technology to provide students with a rigorous and engaging learning environment. Elevated students and teachers work closely together to review assessment data and plan together for learning that fills knowledge and skills gaps, and enables students to continually grow academically. This builds foundational skills and knowledge that ensure success in future learning, career, and citizenship. Students engage in self-assessments and collaborate with

teachers to determine the most effective learning strategies for them. At Elevated Charter School, we believe that one of the most important tasks of a school is to teach students *how to think* and *how to learn*, thus we proactively teach our students metacognitive learning so that each of them is empowered to be successful in college, career, and citizenship.

Elevated Charter School utilizes Education Coordinators to continually improve each student's learning. They are another set of eyes focused on the progress of a specific roster of students whom they follow throughout their enrollment at Elevated Charter School. ECs work closely with the Executive Director, other Coordinators, and Teachers to improve student learning for the whole school. They are just one more way that Elevated Charter School ensures learning is always progressing for each individual student and for the whole student body.

See Section 3: Program of Instruction and Section 6: Staffing for details about the role of Education Coordinator

- (2) **encourage the use of different and innovative teaching methods** by training Elevated teachers to utilize the latest education technology tools while implementing proven effective instructional practices to create a truly 21st-Century education for Elevated students. Our school brings virtual instruction together with hands-on learning for a highly engaging virtual experience for every student, regardless of location within Utah or socioeconomic status. Materials kits are shipped to students' homes, so that every student has the materials needed for hands-on learning in real time with classmates. Class meeting times focus on teacher and student-led discussion, collaboration between students, peer teaching, student presentations, simulations, and projects. Elevated teachers are supported in their professional development as *virtual* teachers of highly interactive methods through in-house workshops, college certification and degree programs, Google Teacher Certification and training, and other programs designed to meet the specific needs of our teachers. Teachers have the opportunity to continually implement what they are learning in their own professional development.

See Section 3: Program of Instruction for details and examples of implementation of curriculum

- (3) **create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school** by facilitating collaboration between Elevated teachers and administrators to create and customize curriculum and instruction. Elevated teachers are able to focus on a single subject, at multiple grade levels, allowing them to create their own standards-aligned, rigorous curriculum that also fits their teaching style and goals. Elevated Charter School believes in the expertise of teachers, and thus provides opportunities for our licensed teachers to develop in-depth lessons that they find personally interesting, and respond to students' desires to learn more about a specific topic. Elevated teachers have a standards-based curriculum available as a foundational tool, while also having the freedom to express their creativity and expertise in designing learning activities and projects. Class teachers have opportunities to collaborate with fellow Elevated instructional staff, for an environment that provides a balance of support and freedom. Teachers who are trusted and empowered engage more deeply with each student and have the insight and resources to meet the needs of individual students.

Elevated Charter School has professional teaching opportunities for licensed teachers as either virtual class teachers or Education Coordinators, offering the right challenge to the right teacher, at the right time in their career. Elevated teachers can focus on implementing quality content and instruction within 1 subject area, or focus on the big picture of guiding students across all grade levels through the K-12 education journey. In both roles, Elevated teachers build student initiative and creativity and prepare them for 21st-Century higher learning, career, and citizenship.

See Section 3: Program of Instruction for details and examples of implementation of curriculum

- (4) **increase choice of learning opportunities for students** statewide, by connecting learners throughout Utah with each other and with teachers from throughout the state, through live virtual classes and secure digital collaboration tools. Elevated Charter School provides equitable access with school-issued laptops, wifi hotspots, and/or portable satellite routers as needed, so that the same high quality education and digital learning are available to all students regardless of economic status or location within Utah. Using the latest in educational technology, Elevated Charter School facilitates collaboration with teachers and learners outside of each student's immediate community, and brings new experiences such as virtual field trips into the homes of students throughout Utah.

Elevated Academic Goals

- Students will demonstrate standards-mastery at each grade level in all core areas as outlined by the Utah State Board of Education. Standards mastery will be determined using formative, summative, and standardized assessments. Students identified as a full grade level below their current grade will receive academic intervention and progress will be monitored using school-wide assessments taken three (3) times during the school year, with the goal of grade level mastery within two (2) years.
- Students will be able to appropriately respond to and use academic language in core subject areas, which they will demonstrate on formative and standardized tests, as well as while working with rubric-based self and peer evaluations.
- Students will demonstrate 21st-Century digital literacy, which includes safely interacting with digital technology, using technology to collaborate, researching and verifying credible information from digital sources, demonstrating learning through digital visual media and computer-based assessments.

Communication & Collaboration from School Leadership

Elevated Charter School recognizes that clear and consistent communication and professional collaboration among teachers and staff is a key to both school and student success. As such, one of our goals is to maintain clear and regular communication through regular all-staff and instructional staff meetings. These meetings will be held virtually to allow staff from throughout the state to conveniently attend and participate while still maintaining their instructional and other job responsibilities. Teachers and Education Coordinators will also meet virtually in smaller teams for more personalized collaboration. Once a year, Elevated Charter School will hold an all-day in-person meeting to create unity as a school and build strong relationships between all Elevated staff.

Effective Teaching Staff for Online Instruction

As stated above, in Key Elements, Todd Rose revealed that if the teaching platform changes, but the pedagogy does not change, student performance decreases by approximately 10%. Elevated teachers will be specifically trained in online instruction, so that they can plan and implement lessons both in live classes and through asynchronous homework assignments. Elevated Charter School will achieve this goal by facilitating professional development in online teaching for all Elevated instructional staff. Elevated Charter School will support teachers in becoming Google Certified Teachers, attending classes and workshops through local colleges, and attending in-house professional development workshops.

Student Achievement

Students in high performing online and charter schools score 40-50% on State Standardized tests in both Math and English Language Arts. Elevated Charter School seeks to match these currently high performing schools in student academic achievement. Students who do not participate in State Standardized Tests will complete school-wide assessments or work with their EC to create a portfolio demonstrating proficiency in grade level Standards in both Math and English Language Arts. All students will be encouraged to participate in State Standardized Testing, with school-wide and portfolio assessments serving as not just an alternative but a bridge to building the skills and especially confidence to participate and succeed in Utah's State Standardized Tests.

Student Academic Gain

Regardless of baseline scores on Standardized tests, it is our goal that all Elevated students make academic progress over the course of each school year and over multiple school years. Our ultimate goal is grade level proficiency, but we also focus on supporting students in academic growth, progressing from their starting point and making academic gains within each school year and across multiple school years. As part of Elevated Charter School's Growth Mindset, we encourage students to focus on growth, with the goal of mastering grade level Standards.

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Communication & Collaboration from School Leadership	Administration will engage in monthly collaboration with teaching staff to ensure clear communication continually align practices to Mission & Vision	Admin holds monthly virtual meetings with 100% of teaching staff attending live..	Admin holds monthly virtual meetings with at least 80% of staff attending live, and 100% attending live or viewing recorded meetings within 1 week of live meeting	Admin fails to hold meetings at least once a month during the school year, or less than 80% of teaching staff attend or view.	Admin fails to hold meetings at least once a month during the school, or less than 50% of teaching staff attend or view.
Effective Teaching Staff for online instruction	Elevated teachers will participate in courses and attend PD at least once a year in online instruction and/or using digital	100% of teachers have attended a course or PD event focused on online instruction and/or using digital tools	A minimum 75% of teachers have attended a course or PD within the past 12 months, and are Google Teacher	Less than 75% of teachers have attended a course or PD in online instruction and/or using digital	Less than 50% of teachers have attended a course or PD in online instruction and/or using digital tools.

	tools. Elevated teachers will be Google Teacher Certified or equivalent.	within the past 12 months. 100% of teachers are Google Teacher Certified or equivalent.	Certified or equivalent. Remaining teachers have a plan in place to complete certification and attend professional development within the next 3 months.	tools within the past 12 months, and have no plan in place to meet this requirement.	within the past 12 months, and have no plan in place to meet this requirement.
Student Achievement	Students will demonstrate grade level proficiency neither State Standardized Tests, school-wide tests, or portfolio assessments	Students score at least 60% proficiency in both math and reading on State Tests or demonstrate equivalent proficiency on school-wide tests or portfolio assessments	Students score at least 50% proficiency in both math and reading on State Tests or demonstrate equivalent proficiency on school-wide tests or portfolio assessments	Students score 40% or below proficiency in either math and reading on State Tests or equivalent scores on school-wide tests and/or portfolio	Students score below 35% proficiency in either math and reading on State Tests or equivalent score on school-wide tests and/or portfolio
Student Academic Gain	Students will demonstrate academic growth over the course of each school year and from year to year, demonstrated on either State Standardized tests, school-wide tests, or portfolio assessments.	90-100% of students demonstrate growth through State Tests, school-wide tests or portfolio assessments	At least 70% of students demonstrate growth through State Tests, school-wide tests, or portfolio assessments Students who fail to show growth on 2 or more assessments have an intervention plan in place.	Less than 70% of students demonstrate growth through State Tests, school-wide tests, or portfolio assessments, for 2 or more subsequent tests. No intervention plan is in place for students who do not show growth.	Less than 60% of students demonstrate growth through State Tests, school-wide tests, or portfolio assessments, for 2 or more subsequent tests. No intervention plan is in place for students who do not show growth.

Admission Policies

Elevated Charter School will enroll students, in accordance with state and federal education law, using a lottery system if necessary.

- Open enrollment for the 24-25 school year will begin January 2, 2024 and close on February 29, 2024. Open enrollment for subsequent school years will begin by February 1st and remain open for approximately 30 days.
- If enrollment does not exceed maximum as stated in Enrollment chart (*See Required Information above*), all families will be contacted to complete the full enrollment process.
- If open enrollment exceeds maximum, then an electronic lottery will be held on March 4, 2024 for year 1, and within 5 school days from close of open enrollment for subsequent school years.
- Students who are selected by the lottery will be notified and will have until March 15, 2024 to confirm enrollment, for the 24-25 school year. In subsequent school years, students will

have at least 2 weeks to confirm acceptance of enrollment. If confirmation is not received by the date stated, the spot will be opened to other students.

- Students who are not selected by the lottery will be placed on a waitlist, ranked in the order in which they signed up during open enrollment, and in accordance with admission policies below.
- On March 18, 2024, students on the waitlist will be offered spots as they become available, for the 24-25 school year. In subsequent school years, spots will be offered as they become available based on maximum enrollment for each school year.
- After initial enrollment, as spaces permit, students will first be taken from the waitlist. New students will first be placed on the waitlist and then offered enrollment as space becomes available.
- When space opens, the parent or guardian with the highest ranking position on the waitlist and a corresponding number of students to spaces available, will be contacted. For example, if 2 spaces become available and the highest ranking waitlist family has 3 students, then Elevated Charter School will proceed to the highest ranking waitlisted family with 2 students. The potential family will have 3 school/business days to respond to notification of an available space and complete the enrollment process. If they do not respond, or if they decline enrollment, Elevated Charter School will contact the next family on the waitlist, and so on.

Preferred Enrollment Policies

Per Utah legislation 53G-6-502 Eligible students, Elevated Charter School will allow preferential enrollment to certain student populations, in accordance with state and federal law.

- (1) a child or grandchild of an individual who has actively participated in the development of the charter school;
- (2) a child or grandchild of a member of the charter school governing board;
- (3) a sibling of an individual who was previously or is presently enrolled in the charter school;
- (4) a child of an employee of the charter school;
- (5) a student articulating between charter schools offering similar programs that are governed by the same charter school governing board;
- (6) a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board;
- (7) a student who resides within up to a two-mile radius of the charter school and whose school of residence is at capacity;
- (8) a child of a military service member as defined in Section 53B-8-102.

Returning students always have a spot in the new school year, until they formally withdraw or there are 10 days of non-attendance and no response to school communication.

A student's family income, socio-economic status, ethnicity, special education needs, or homeless status will not be used to discriminate enrollment. Elevated Charter School seeks to extend quality, accessible education to all students throughout Utah, regardless of these factors.

Section 3: Program of Instruction

3a. Method of Instruction

Education for the 21st-Century

Elevated Charter School builds on a foundation of proven instructional strategies, as outlined in John Hattie’s *Visible Learning*. Hattie’s book is a summary of over 800 peer-reviewed studies of the most effective teaching strategies, meaning strategies that routinely result in the highest learning retention and ability to demonstrate mastery on assessments. Hattie’s research shows that the most effective learning is *metacognitive learning*, which happens when teachers and students purposely engage in the following practices of (1) task, (2) process, and (3) reflection:

Visible learning in the task.

- Teachers are clear about what students will do at the end, from the beginning. Teachers provide learning objectives and explain the learning target in terms of what the student will actually do.
- Teachers ask students to explain the task to each other before beginning instruction and again before beginning the task.
- Teachers use rubrics as much as possible, to help students see the stages of learning and understanding.
- Teachers ask students to think about their own expectations before starting the task, including: “What do you think you can do? What do you think will be challenging for you?”

Visible learning in the process.

- Teachers explain and describe to students, “This is what great students do during instruction and during classwork.”
- Teachers then model what it is by thinking aloud, “What did the teacher say to do? What did I write in my notes? What steps do I take?”
- Teachers ask students to tell each other the steps needed to complete the learning task.
- Teachers ask students to decide which steps they need to take next.
- Teachers use checklists or rubrics, so students can visually evaluate their own learning during the work itself. Not just at the end.

Visible learning as reflection.

- Students are constantly gauging themselves against their own expectations.
- Teachers help students reflect by asking along the way, “What is it right now that you think you really understand well?” “What is one thing that we’ve done or said that is strange for you?”
- Teachers give students feedback on their reflection to let them know if their learning actually matches what they think.
- Rather than say, “Do your best.” teachers say, “What are you doing? How can you make it just one step better?”

(Summarized from John Hattie’s *Visible Learning* and <https://teamtomeducation.com/what-is-student-visible-learning/>)

Building upon these time-tested and proven strategies, Elevated Charter School utilizes the latest in Education Technology to bring learning into the 21st-Century for students throughout the state of Utah. Elevated teachers implement the *Visible Learning* strategies within the context of a virtual classroom, with the help of the latest education technology and digital tools, such as Google Classroom, Google Sites, Google Scholar, digital docs, sheets, slides, and visual presentation tools, online review games, and online collaboration using tools that provide safe and secure collaboration spaces for students.

Elevated Charter School integrates skills in digital literacy into all classes. Elevated Charter School adopts the American Library Association’s definition of digital literacy, which states, “Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.” Elevated classes integrate direct instruction and interactive student tasks in finding, verifying, and evaluating digital information, using technology to collaborate with fellow students and teachers, and demonstrating learning through the use of technology such as digital visual presentations.

Elevated Charter School supports digital equity by providing students with laptops, education software, online subscriptions, internet access through mesh hotspots or satellite routers based on the needs of each student. We are concerned with the online safety of our students, and so instruct them in safe practices for engaging with online material and communities, but also provide built-in safeguards on school-issued computers such as disabling non-educational sites, installing a secure browser for testing situations, limiting hours of use, and monitoring activity on computers. Our tech experts have the ability to ensure that only school-issued computers can access school-provided internet, closely monitor the use and content accessed, and remotely shut down laptops if needed.

Collaborative Teaching & Learning: Elevated Charter School, as our mission states, seeks to facilitate collaboration, both among students and between teachers and students. John Spencer created a graphic that provides a clear description of *collaboration*. While cooperation is positive, our Elevated goal is *collaboration*.

Cooperative v. Collaborative By John Spencer @specncrideas	
Cooperation <ul style="list-style-type: none"> ● Mutual respect ● Transparency ● Shared goals ● Independent & dependent ● Loose network ● Short-term ● Sharing of ideas as a group ● Engagement 	Collaboration <ul style="list-style-type: none"> ● Mutual trust ● Vulnerability ● Shared vision and values ● Constant state of interdependence ● Tight culture ● Long-term ● Generation of new ideas as a group ● Empowerment

Elevated teachers design learning activities and seek out opportunities for students to *collaborate* as frequently as possible, especially using technology to facilitate collaboration. Teachers

themselves collaborate with students by openly sharing learning goals at the start and throughout each lesson, soliciting feedback and input in designing future instruction for the class as well as adapting for individual students. Integrated into collaborating, teachers work to create a safe learning environment that encourages and facilitates student creativity, initiative, and critical thinking.

Welcome from our Education Coordinators

The Elevated journey begins with a personal Education Coordinator. Our ECs are licensed teachers who guide and monitor a Cohort Roster of 30-40 students. Education Coordinators hold all students from the same family on their roster, and follow them throughout their time enrolled with Elevated Charter School. They are a family's first point of contact for any and all questions. They build a relationship of trust with students and their families, and get to know each student on their roster well, so they can make productive recommendations as needed to class teachers, intervention teachers, SPED and other staff who all support our Elevated students.

Upon enrollment, the student's Education Coordinator reaches out to the family to complete onboarding, including: collecting administrative and informational forms, making class selections, showing parents and students how to work with the Elevated Learning Management System, reviewing the resources found on the school website, and accessing virtual class meetings and teacher office hours. Education Coordinators work with all students from the same household, so that parents/guardians receive information for all their Elevated students in one convenient place.

Education Coordinators continue to be available to students and their parents/guardians as the first point of contact, to answer questions as they arise. ECs work closely with other staff to find answers for families, so that families don't have to spend time trying to hunt down answers from several different people. ECs hold Learning Conferences at least every 30 school days, meeting virtually with students within the same household and at least 1 parent/guardian. These Learning Conferences are a time to review each student's overall progress, address any questions or concerns, plan for future classes, plan together for any intervention needed, and answer any questions from parents/guardians or students.

Education Coordinators receive weekly progress updates from each class teacher for each of the students on their Cohort Roster. These updates include live class attendance, percentage of assignments completed, and current grade in the class. Thus, Education Coordinators can provide early intervention and/or make adjustments to classes as needed. ECs serve as liaisons between students & parents and class teachers as needed. Education Coordinators work closely with SPED teachers, attend all IEP and other SPED meetings as the "Primary General Education Teacher" for SPED students. Education Coordinators who have students in grades 7-12 on their Cohort Roster also work closely with the High School Coordinator to ensure students are progressing toward goals for higher education and/or career.

Welcome to Your Virtual Classroom

Elevated Charter School provides accessible, live, online classes - *Virtual Classrooms* - that include collaborative activities with teachers and peers and instruction that is supported by years of peer-reviewed studies to produce the highest retention of learning (*Visible Learning*). Elevated class teachers are trained in implementing highly interactive learning using a digital platform and effectively monitoring participation, progress, and mastery to ensure fidelity to learning

objectives. Elevated students are able to use the most current technology to learn, collaborate, and present their learning. Elevated classes include hands-on activities, using materials that are shipped directly to students' homes, and directed by the class teacher during live virtual meetings, so that students can collaborate with and share learning with peers. Elevated students have opportunities to present their learning using visual presentations, games, surveys, and digital projects. Elevated students engage in hands-on projects and present or create videos to showcase their learning and project results to teachers and peers. The Elevated online experience moves beyond simply learning on a computer screen and into creating a truly virtual learning environment in real time, with peers and teachers. This models the current and developing professional working environment, thus preparing students for productive future learning and career.

Elevated classes gradually increase from teacher-guided instruction to more independent peer collaborative learning, as students advance in grade level. The long-term goal is that students gradually take on more ownership of their education. Elevated teachers, along with Education Coordinators, continually encourage and facilitate creativity, collaboration, and critical thinking in alignment with the Elevated Mission. Students are encouraged to get creative and try new approaches to learning and to demonstrate their learning. They collaborate with peers and present their learning in small groups. They engage in critical thinking as they respond to open-ended and Socratic questions that require them to analyze, apply multiple ideas, and synthesize information to propose a new idea or solution.

Elevated teachers are professionally licensed to teach within the grade span assigned, with subject endorsements for grades 7-12. Unlike elementary teachers in other schools, Elevated elementary teachers focus on 1 subject area. This allows our teachers, at every grade level to provide in-depth learning, personalized and differentiated assignments, and highly engaging learning activities, in each subject area. Elevated teachers from elementary through high school can focus their instruction, rather than spread themselves out to cover many different subject areas. This also provides continuity within each subject area as elementary teachers clearly understand the progression through grade levels of their focus subject area, and subject area teachers from K through 12 meet routinely to share ideas for content and instruction and coordinate efforts. *See Section 6: Staffing for details on teacher qualifications, responsibilities, and on-going professional development*

Learning Journals & Digital Portfolios

Students maintain a Learning Journal and/or Digital Portfolio for each class (i.e. sketchbooks, ruled notebooks, grid notebooks, 3-ring binders, and/or digital portfolios, Google sites) in which they create and capture learning through: notes, illustrations, timelines, graphs, learning reflections, teacher-provided planning tools, learning objectives, rubrics, templates, graphic organizers, photos, videos, and assessments. Students can use their own creativity to personalize learning in the way that resonates for them and increases retention. Elementary students create and maintain physical learning journals, with some pages included that they produce digitally. Beginning in grade 7 and increasing with each grade, Elevated students transition from physical learning journals to digital portfolios, with teachers making a clear connection between the elementary notebooks and digital portfolios to capture “process, progress, & product” in the learning process.

(<https://classtechtips.com/2021/01/14/digital-portfolios/#:~:text=Digital%20portfolios%20can%20fall%20into,some%20combination%20of%20these%20formats.>)

Education Coordinators review Learning Journals and/or Digital Portfolios with students at monthly Learning Conferences to verify academic progress and provide opportunities for students to show off their learning and reflect on their own growth. At the end of each school year, Learning Journals and/or Digital Portfolios become not only a reference for later learning, but a treasured keepsake.

Active Learning Offline

When not participating in live virtual classes, Elevated students engage in homework assignments that engage their interests and are easily monitored by teachers to verify participation and progress. This includes secure online activities such as Blooket, FlipGrid, Google forms, moderated chats where students exchange ideas about topics and skills covered in class, student-created class websites, small group collaborations on digital projects using technology to connect students from all over Utah, and many other resources as they are developed for learning and collaborating in our digital world. Elevated teachers continually seek out educational technology that students will enjoy and that can confirm daily participation and learning.

Elevated students in grades 7-12 have the option of using asynchronous online courses with the unique component of an Elevated teacher monitoring their progress in the course, and available through virtual office hours. These older students are approved to use asynchronous courses by their Education Coordinator, based on previous academic performance. Students in grades 7-8 are limited to one asynchronous course, and students in grades 9-12 are limited to two asynchronous courses. All other courses are synchronous classes as described above in Virtual Classrooms. Although these asynchronous courses are video-based and/or offline, we maintain fidelity to our Mission & Vision, because an Elevated teacher is specifically assigned to the class, available in virtual office hours daily, and requires weekly check in by every student. Progress in asynchronous classes is closely monitored and students falling behind or struggling with content will be required to attend teacher office hours, receive academic support and/or change to a synchronous class.

Education Coordinators review progress in all courses when they hold monthly learning conferences, including live online, asynchronous, and classes taken through the State Online Education program, their district school, and/or an ESP. Our students are fully supported by Elevated staff, even when they access resources outside of our school.

An Elevated Week

Morning Meeting: Elevated students attend a 30-minute Morning Cohort Meeting, led by their Education Coordinator. At this meeting, the EC leads students in the Pledge of Allegiance, and then a mini lesson focused on: Growth Mindset, Test Prep, Critical Thinking, and other thematic topics. Morning Cohort Meetings are a great way to start the day off on a positive note and to allow all students to check in with their Education Coordinator, the teacher with whom they are

the most familiar. On Friday mornings, Elevated high school students have the option of attending Elevated Teens Club to meet with peers, plan activities, and participate in leadership roles.

Virtual Classes: Students attend live, synchronous online classes in core academic and elective subjects for most of the school day. Classes meet 1-4 times per week, for 60-75 minutes, based on subject matter and grade level. See grade level descriptions and sample weeks below.

In grades K-3, students meet in live classes Monday-Thursday in both Language Arts and Mathematics to ensure a solid foundation of skills reinforced by regular practice and application. In grades K-3 Science and Social Studies classes meet live twice a week, with detailed asynchronous homework assignments and optional teacher help sessions on days without live class. K-3 students can also choose an Elevated Elective class on Friday mornings, with topics rotating each month throughout the school year.

In grades 4-6, live class time increases and students attend live classes 3-4 times per week for Language Arts and Math, and 2 times per week for Social Studies and Science. These students also have the opportunity to take regular elective classes and/or Elevated Electives on Friday mornings.

In grades 7-12, class session time again increases and students attend live classes twice a week for each course. When not in live classes, students in grades 7-12 complete detailed asynchronous assignments and use technology to collaborate with classmates on small group projects. Progress is closely monitored, at least weekly, to ensure that these students stay on track and receive early intervention and support when needed.

Asynchronous Assignments: When not attending live online classes, during school hours, students complete teacher-directed assignments, as homework or asynchronous assignments. Teachers provide step-by-step instructions, additional resources such as safe online content, videos, and educational websites. Students can attend scheduled live online help sessions, teacher office hours, and message class teachers if questions arise. Students participate in game-style reviews, Google surveys, and online digital collaboration projects. Students also complete short assignments in reading or video viewing in preparation for upcoming classes. This preparation, often used in a “flipped classroom” model, increases retention and allows students to learn at a deeper level during live class meetings. As described above, students in grades 7-8 have the option of taking one asynchronous class, and students in grades 9-12 have the option of taking up to two asynchronous classes. All asynchronous assignments and classes are monitored weekly, or more often if students are falling behind or struggling academically.

Dual Enrollment: Per Utah Education Code, Elevated students can participate in extracurriculars at their district school for activities not offered directly through Elevated Charter School. As enrollment space allows, privately homeschooled students will be permitted to take classes through Elevated Charter School.

Ashleigh, grade 3

Ashleigh is a 3rd grader who loves stories and art. She is an advanced reader and is always reading outside of course-required books. Her confidence in math is low and she struggles to enjoy or complete math assignments. Her synchronous online classes include: Math 3, ELA 3, Social Studies 3, STEM 2-3, and Art 2-4 Elective.

ELA 3 is taught in 4-6 week units that focus on historical and fictional heroes and cover [Utah Core Standards for ELA grade 3](#). Students also choose a hero and give a visual & oral presentation to the class at the end of the year. This class fosters a growth mindset while building skills in reading, writing, speaking, & listening.

Math 3 is one of our Love of Math classes that covers the [Utah Core Standards for Math grade 3](#), while integrating real-world scenarios relevant to student life. Love of Math also includes stories of mathematicians, including their successes and failures and what they learned from each, to foster a growth mindset and bring math to life for each student.

STEM 3-4 includes [Utah Core Standards for Science for both grades 3 and 4](#), and incorporates both hands-on projects and digital assignments. This class also includes stories about scientists, again to foster a growth mindset as well as show real world application. STEM 2-3 class is recommended for students struggling with math, because it brings math to life and into the real world of the student.

Social Studies 3 covers [Utah Core Standards for Social Studies grade 3](#), and as such focuses on “the concept of community, learning about the development of cultures, systems of governance, how communities and cultures interconnect both locally and globally, and how the world around them has changed over time. Students will learn about individual rights and responsibilities as well as opportunities for active participation in the life of the community.”

Art 2-4 is an elective that focuses on visual arts, guiding students through using various mediums to learn art techniques while expressing personal creativity.

This month’s Elevated Elective is “Story Tellers”, which uses Pixar Shorts to teach students about story elements and concludes with each student composing their own short story.

Ashleigh receives all needed materials for her classes, shipped directly to her house by month or semester, depending on the class and materials needed.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Morning Cohort Meeting with EC				
8:30am	Brain Break - time to go outside, get a snack, dance around				
9-10am	Math 3	Math 3	Math 3	Math 3	Elevated Elective
10:30-	ELA 3	ELA 3	ELA 3	ELA 3	Park Day

11:30am					Field Trip Teacher office hours for extra help Conference with EC
12:00pm	Lunch Break				
12:30-1:30pm	STEM 3-4	Social Studies 3	STEM 3-4	Social Studies 3	
2-3pm	Asynchronous Assignments	Art	Asynchronous Assignments	Art	
4:00pm		Dance class <i>contracted ESP</i>		Dance class <i>contracted ESP</i>	

Ethan, grade 5

Ethan is a 5th grader who has an IEP for ADHD and processing disorder. He also has a sleep disorder that makes it difficult for him to fall asleep and/or stay asleep on many nights. He struggles with reading, but he enjoys math and is on track with grade 5 Utah Math Standards. His synchronous classes include: ELA 4-5, Math 5, STEM 4-5, Social Studies 5, and Robotics 4-6.

ELA 4-5 covers [Utah Core Standards for ELA both grades 4 and 5](#), and is recommended for grade 4 students who are advanced or moving quickly through ELA 4 Standards, as well as for grade 5 students who need more practice in skills in reading comprehension and/or writing. Students receive individual feedback and grades from the teacher based on their actual grade level to ensure they are on track for their specific grade standards. This class covers units in different genres of reading and writing, including: informational, research, personal and imaginative narrative, and persuasive or argumentative. Students incorporate technology with digital assignments in visual presentations and collaboration with classmates.

Math 5 meets [Utah Core Standards for Math grade 5](#). This course falls within Elevated Charter School's "Love of Math" grouping, but builds on more challenging concepts and integrating skills built throughout elementary math to ensure a solid foundation as students move into middle school mathematics. Math Lab is a weekly live class session dedicated to real-world application of math concepts for that week. In Math Labs, students review concepts, and practice integrating current and past concepts and engaging in real-world projects and simulations. Based on Ethan's IEP, his Education Coordinator, SPED Case Worker, and mom have determined this class, supported by weekly math support, is the best fit.

STEM 4-5 includes hands-on activities and live online labs that meet [Utah Core Standards for Science in both grades 4 and 5](#). This class also includes more complex projects so students can explore science concepts and develop core skills of engineering & design more deeply.

Social Studies 5 aligns with [Utah Core Standards for Social Studies grade 5](#), and so covers the history of the United States.

Robotics is an elective class, open to students in grade blocks of 4-6, 7-8, and high school. Students receive kits at their house, complete projects building and programming their own robot, and then demonstrate in class meetings. Students have the option of attending robotics events with parent/guardian accompaniment.

Ethan's Elevated Elective this month is [Chew On This](#), a health class based on the best-selling book by the same name, which teaches healthy eating habits and food choices. In this class, students are given a choice of recipes to try at home each week and then report back. Recipes are healthier versions of common fast food items (such as homemade potato or sweet potato fries, homemade pizza with dough from scratch, and granola bars instead of cookies).

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Excused from Morning Meeting per IEP				
9-10am	SPED Support (OT, SAI)				Elevated Elective
10:30-11:45am	ELA 4-5	Robotics	ELA 4-5	ELA 4-5	Park Day
11:45am	Lunch Break				Field Trip
12:30-1:45pm	STEM 4-5	Social Studies 5	STEM 4-5	Social Studies 5	Teacher office hours for extra help
2-3:15	Math 5	Math 5	Math 5	Math 5 Lab	Conference with EC
3:15pm	Asynchronous assignments Teacher Office Hours Available				

Trevan, grade 7

Trevan is a 7th grader who loves Science, Math, and Computers. He is on track for grade 7 ELA standards, but is a reluctant reader and resists writing. His synchronous online classes include: ELA 7-8, Math 7, Science 7, and Social Studies 7.

ELA 7-8 "Imagination & Invention" meets [Utah Core Standards for both ELA grades 7 and 8](#) while supporting our Elevated Mission & Vision. This class builds skills in close reading, writing for multiple purposes, speaking & listening, and language usage through exploring individuals who used their imagination, learning, and growth mindset to overcome challenges and bring new inventions and ideas into the world. The class explores both historical and fictional individuals to include standards for literary and informational reading & writing.

Math 7 "Think Like a Mathematician" meets [Utah Core Standards for Math grade 7](#). This class also emphasizes how math is the basis for critical thinking and logic. Math 7 Lab, similar to

Math 7 Lab, is a weekly live class session dedicated to real-world application of math concepts for that week. Math Labs in grades 7 and 8 focus on Algebra prep, with direct correlation explained, so that students can look forward to future learning.

Science 7 meets [Utah Core Standards for Science grade 7](#), including: relationships of cause and effect, making predictions, how forces can cause changes in motion and are responsible for the transfer of energy and the cycling of matter, Earth's environments and how they provide the conditions for life, as well as Scientific Method and writing formal lab reports in preparation for high school courses.

Social Studies 7 aligns with [Utah Core Standards for Social Studies grade 7](#).

Game Design Lab is an elective that meets once a week and guides students in computer coding and game design. Students work on projects independently outside of live class meetings, but have access to teacher office hours each school day if they need more support.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Morning Meeting with EC				
8:30-10am	Science 7	Social Studies 7	Science 7	Social Studies 7	Field Trips Teacher office hours for extra help Conference with EC
10:30-12:00	Math 7	Math 7	Math 7 Lab	Math 7 <i>help session</i>	
12:00pm	Lunch Break				
12:30-2:00pm	ELA 7-8	Game Design Lab	ELA 7-8	Writing Lab <i>help session</i>	
2:00pm	Asynchronous assignments Teacher Office Hours Available				

Heather, grade 9

Heather is a 9th grade student who is working above grade level in English, as a strong linguistic learner, but she is struggling with math and not ready to take Secondary Mathematics I in grade 9. She is taking World Geography this year, and plans to take AP World History next school year. Her primary reason for doing home-based, online school is to facilitate her work in local theater, which keeps her up late during show weeks. She loves to read and write narrative stories. Her synchronous online classes include: English 9, Math Foundations, World Geography, and Earth & Space Science. She completes Musical Theater Elective as an asynchronous course. The morning is available for teacher office hour help, but Heather begins her formal class schedule at 10am due to her late work hours during show weeks.

English 9 covers [Utah Core Standards for English grade 9](#). Students read a variety of fiction, non-fiction, and poetry selections from all over the world. Students complete hands-on projects, collaborate with classmates, and use technology to produce digital visual presentations, as they build content knowledge in literary elements, reading for information, research, and skills in critical thinking and using technology and 21st-Century digital skills.

World Geography covers the [Utah Standards for World Geography](#), which includes “both human geography and physical geography, and...the interconnections between the two”. This class also explores World History, as many students take this class before taking AP World History in the following school year.

Math Foundations is a preparatory class for 9th grade students who are not prepared to complete Secondary Math I during grade 9. This course is designed to fill gaps in math knowledge and skills and fully prepare students for mathematical success in grades 10-12. Elevated Charter School believes that a solid foundation in math is essential for continued success as a student moves through the mathematics courses.

Biology meets [Utah Secondary Biology Standards](#), building students’ content knowledge while also building skills in scientific thinking and investigative methods. This class meets virtually twice a week for interactive class activities and every other week for an additional hour for guided labs. All materials needed for labs are shipped to students’ homes. Teachers also use virtual labs for this class. This course does not have a math prerequisite and so is recommended for Heather who is still building her foundational math skills.

Heather earns high school elective credit for “Musical Theater” through a combination of participation in local theater and by completing written learning reflection assignments designed by her Education Coordinator to extend learning into the history of theater and specific theatrical styles.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	Asynchronous assignments and Musical Theater coursework Teacher Office Hours Available				9:00am Teen Time
10:00-11:30am	English 9	World Geography	English 9	World Geography	Park Day
11:30am	Lunch Break				Field Trip
12:00-1:30pm	Math Foundations	Math Foundations	Math Foundations	Math Lab <i>Small group support</i>	Teacher office hours for extra help
1:30-3:00pm	Art	Biology	Biology Lab <i>Every other week</i>	Biology	Conference with EC
3:00pm	Asynchronous learning (homework and project collaboration) Teacher Office Hours Available				
4:00pm	Theater rehearsal & shows; dance & voice lessons				

A Positive Approach to Testing

Elevated Charter School views testing as a learning environment, and we message that out to students at every grade level and to all parents/guardians. The Elevated model seeks to improve test participation, especially as an online charter school, through positive messaging and personal exchanges between trusted Education Coordinators and the parents on their Cohort Roster.

Elevated assessments are approached as a collaborative and metacognitive process that partners teachers and students in evaluating learning and in driving future instruction. Assessments not only reveal what students have learned, but how well teachers are delivering instruction. We seek to communicate this partnership with our parents, so they understand the full value of testing.

Elevated students learn that testing can take many forms, including games, skills practice, and individually designed projects. All testing, when properly approached and administered is a learning environment, by helping our minds solidify knowledge and skills. Elevated Charter School fosters an environment that understands the proper use and the value of all types of assessments. We seek to not only achieve high participation and proficiency on testing, but to help our families view it as a useful tool. Our Testing Coordinator, with support from all instructional staff, communicates and works with parents and students to embrace assessments as a tool to further their education. *See Section 3: Program of Instruction for details on Elevated Charter School's approach to all assessments. See Section 6: Staffing for details on the qualifications and responsibilities of Testing Coordinator.*

Elevated students participate in a variety of assessments, including summative and formative, informal and formal, and both teacher-created and student self-assessments. Students build skills in demonstrating knowledge, understanding, and critical thinking through both standardized tests and teacher-created assessments, empowering them to move successfully into higher education.

Elevated teachers begin every lesson with a list of learning objectives and/or a rubric, so that students have clear expectations about what they will know and be able to do at the conclusion of a lesson or unit. Students use rubrics for self-assessment and peer assessment, and receive detailed feedback on grading rubrics from teachers, so they know how and where to focus improvement. Teachers conduct summative assessments frequently throughout instruction to ensure early intervention is provided as needed to the class as a whole and to individual students. Summative and formative assessments factor into driving instruction, as teachers reteach or incorporate into future lessons skills or topics for which a majority of students do not demonstrate mastery. Elevated teachers collaborate with students in reviewing assessment data and work together to plan future instruction and skills practice. The student is both an active participant and a planner in the use of testing to help them progress academically.

Elevated Charter School recognizes that parents have a right to exclude their student(s) from State Standardized tests, and that charter schools typically have a lower participation rate in State Standardized tests than district schools. We address this by (1) early and positive communication with parents about the benefits of testing both for the school and for their student(s), (2) providing alternative school-based tests for students who do not participate in State Standardized tests, and (3) Education Coordinators collaborate with students and parents to create individual portfolios of student work that demonstrates standards progression and mastery. Our goal is to have all students participate in State Standardized testing, but as we work to reach that goal, we will still provide evidence on the learning and instruction at Elevated Charter School through these alternatives.

Security & Fidelity for Testing

Elevated laptops are configured with a secure browser to be used when students participate in state assessments and formal course assessments. The secure browser disables a computer from accessing the internet, except for the testing site, to ensure fidelity to Utah Assessment Ethics. Additional requirements of state assessments and formal course assessments will include computer camera and screen sharing turned on for the duration of the test. Elevated teachers will virtually proctor assessments as permitted, such as Acadience, and provide facility-based testing as required, such as when administering RISE. Elevated Charter School adheres to all provisions of the Utah Standard Test Administration and Testing Ethics Policy (R277-404-3, May 6, 2021).

Utah Core Standards

Elevated Charter School and class teachers use Utah’s Core Standards to guide all academic planning, as they set year-long goals, and plan units and lessons. Elevated teachers have access to standardized textbooks, meeting criteria listed in *Section 3b. Curriculum*, but also have the freedom to create their own virtual lessons and activities. Blending the foundational resources with that freedom allows Elevated teachers to gradually develop their own learning activities to be used in their class instruction, ensuring quality instruction and alignment with Utah Core Standards.

Academic Support and non-SPED Intervention

Students who need additional academic support can attend office hours held by class teachers and Education Coordinators, or by appointment. Students who are identified as needing intervention, if they fall behind or face learning challenges, will meet with their Education Coordinator and parent(s) to create an academic support plan, with a focus on growth mindset. As our school grows and need increases, Elevated Charter School will hire teachers who focus on non-SPED intervention and academic support.

Academic Requirements

Elevated students will meet academic requirements as assigned by the Utah Board of Education.

<p>K-2 Requirements Core curriculum that includes:</p> <ul style="list-style-type: none"> ● Reading/Language Arts; ● Mathematics; ● Integrated Curriculum. 	<p>Grades 3-6 Core curriculum that includes:</p> <ul style="list-style-type: none"> ● Reading/Language Arts; ● Mathematics; ● Science; ● Social Studies (including Utah State History, US History, & Ancient Civilizations) ● Visual & Performing Arts; ● Health Education; ● Physical Education; ● Educational Technology; ● Library Media.
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Grades 7-8

Core curriculum that includes:

- Grade 7 Language Arts;
- Grade 8 Language Arts;
- Grade 7 Mathematics;
- Grade 8 Mathematics;
- Grade 7 Integrated Science;
- Grade 8 Integrated Science;
- United States History;
- Utah History; and
- at least one course in each of the following in grades 7 or 8: Health Education; College and Career Awareness; Digital Literacy; the Arts; and Physical Education.

High School Requirements

Elevated high school graduation requirements mirror Utah Dept of Education's high school completion requirements, including:

- English/Language Arts (4 Credits)
- Mathematics (3 Credits):
 - Successful completion of Secondary Mathematics I, II, and III or higher.
 - Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.
 - Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.
- Science (3 Credits):
 - 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
 - 1 Credit (from the foundation courses or the applied or advanced science core list).
- Social Studies (3 Credits):
 - 1 Credit (United States History)
 - 0.5 Credit (Geography)
 - 0.5 Credit (Civilization)
 - 0.5 Credit (United States Government and Citizenship)
 - 0.5 Credit (LEA) Discretion)
- Directed Coursework (3.5 Credits):
 - 1.5 Credit (Fine Arts)
 - 1 Credit (Career and Technical Education (CTE))
 - 0.5 Credit (Digital Studies)
 - 0.5 General Financial Literacy
- Physical Education Health (2 Credits):
 - 0.5 Credit (Health)
 - 0.5 Credit (Participation Skills)
 - 0.5 Credit (Fitness for Life)
 - 0.5 Credit (Individualized Lifetime Activities)
 - Optional: 1.0 Credit Maximum (Team Sport/Athletic Participation)
- Electives (5.5 Credits)
- Total Credit Hours (24)

Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- are consistent with the student's IEP or Student Education Occupation Plan (SEOP) or both;
- are maintained in the student's file and include the parent's/guardian's signature; and
- maintain the integrity and rigor expected for high school graduation, as determined by the Board.

High school students, along with at least 1 parent/guardian and their EC, will meet with a high school counselor to create a graduation plan that aligns to post high school plans. Students who plan to apply to a 4-year college/university directly from high school will be advised on additional and/or specific courses to take during grades 9-12.

Courses required for graduation can be retaken in accordance with the Utah Office of Administrative Rule [R277-717: High School Course Grading Requirements](#)

Learning Management System (LMS)

A quality LMS allows easy access to course materials for teachers, students, and parents and is essential to academic monitoring, especially with an online school. This enables teachers to provide early intervention and partner with parents to further learning in the home. LMS is the key to clear and open communication that connects the environments of school and home harmoniously. Currently, Elevated Charter School is reviewing Schoology, Blackboard, and Blackbaud as potential LMS providers. The Executive Director will evaluate each system that meets the criteria below, and then present findings and a recommendation to the Board for approval by June 2023. LMS will be fully set up and operational by February 2024.

LMS must meet the following criteria:

- Allow secure messaging between teachers & students, and teachers & parents.
 - Student to student messaging is a consideration, but only if it can easily be monitored to ensure there is no cyberbullying.
 - Collaboration message boards connected to assignments from class teachers.
- Easy to navigate by teachers, students, and parents. Clear sections and navigation throughout, with easy return to the home page.
- Allows teachers to upload all parts of assignments, especially for project-based assignments which have several components. Allow teachers to organize assignments, such as folders for each Unit.
- Allow students to easily upload and submit assignments.
- Allow teachers to grade assignments within the LMS and grades post in real-time, as well as immediately calculate impact on overall course grade.
- Allow teachers, SPED and EL personnel, and administrators to download reports for an individual student or a designated group.
- Makes school calendar available to teachers, students, and parents.
- Preferred: Integrated platform for synchronous online classes, with features including: whiteboard, screen sharing, small group rooms that can be monitored by class teacher,

written chat option, engagement with virtual hand-raising and responses to teacher and peer contributions.

- Preferred: Integrated platform that enables secure proctoring of students during assessments.

Student Information System (SIS)

Elevated Charter School will store required hard copies of student records at a secure facility in Springville, Utah. However, as a virtual school, Elevated Charter School understands the importance of maintaining student records within a secure system online, so that all authorized staff and guardians have easy access to appropriate information, while student privacy is protected. An acceptable SIS will protect student's personal information, per FERPA guidelines, while also giving appropriate access to administration, teachers, other Elevated Charter School records staff, and parents. Elevated Charter School is currently evaluating Blackboard and Blackbaud as potential SIS. Using the same provider for both LMS and SIS will streamline the processes, which is a strong consideration. The Executive Director will evaluate SIS meeting criteria below, and present findings and a recommendation to the Board for approval by June 2023. LMS will be set up and operational by February 2024, when Elevated Charter School begins enrollment for the 24-25 school year.

A secure and versatile SIS makes monitoring and reporting compliance efficient, allowing more time to be focused on teaching. It also ensures that gaps in student progress, especially at the high school level, are identified early and can be addressed before they cause a serious impediment to a student's post high school goals.

SIS must meet the following criteria:

- Maintain security compliant with FERPA laws and state and federal regulations pertaining to private information of a minor.
- Maintain enrollment forms and student records.
- Allow attendance recording, tracking, and download reports to show school compliance.
- List current courses, and maintain a record of courses completed. Generate course reports and transcripts.
- Generate progress reports and report cards.
- Allow monitoring of completion and results of statewide assessments.
- Allow parents access, through a Parent Portal, allowing them to download records, complete logs, see graduation progress, and transcripts.

3b. Curriculum

Elevated Charter School will use a mix of existing standards-aligned curriculum and curriculum developed by our own teaching staff. The balance of pre-made curriculum materials and teacher-created lessons is intended to increase over the years, but is ultimately at the discretion of each teacher. We want to support our Elevated teachers by providing adequate resources that align with our Mission and Vision, but also allowing teachers to explore their own creativity and integrate their own teaching style into their classes.

Curriculum

- **Standardized Curriculum:** For the first operational year, Elevated Charter School will primarily use textbooks, eTextbooks, and online resources that are already developed and aligned with Utah Core Standards. These curriculum materials will be used as a primary resource, alongside teacher-created learning activities, projects, lessons, and various assessments based on the learning needs of students. *See Curriculum Adoption & Development Criteria below for details.*
- **Elevated Curriculum:** In January of the first operational year, teachers and administrators will meet to evaluate current curriculum and plan for future school years. Elevated teachers will work together to develop Elevated curriculum that integrates core academic skills & content with 21st-Century digital skills and relevant, real-life applications. The goal is to develop an Elevated curriculum for all core subjects and grade levels, at a pace that ensures quality and smooth transition from outside curriculum.
- **Curriculum Adoption & Development:** Adoption of curriculum and/or curriculum developed by Elevated staff must meet the following criteria:
 - Aligns to Utah Core Standards
 - At least 60% of learning involves projects or hands-on activities, with options for peer collaboration, oral presentations, and simulations.
 - Education technology is built into assignments, such as using online sources for learning, collaborating, reinforcing content and skills, and demonstrating learning
 - Includes student-friendly rubrics with clear expectations described for all key assignments and end unit learning objectives
 - Enables students to use creativity & initiative through choice in learning activities and/or final project, through a good variety of assignment options.
 - Enables critical thinking through inquiry-based assignments
 - Includes a balance of standardized, inquiry-based, and project-based assessments. Includes both formative and summative assessments.

Supplemental Curriculum & Additional Resources

Elevated class teachers and Education Coordinators provide additional resources as needed to support comprehension of content, mastery of skills, cognitive progression, and build students' skills in digital literacy. Examples of supplemental resources to support and engage students include but are not limited to: Khan Academy, ALEKS, MobyMax, BrainPop, Reading Eggs, Crash Course, student workbooks, and personalized projects. Teachers and ECs can also direct families to open source curriculum as appropriate for each student's needs.

Supporting SPED & EL Students

Elevated Charter School is dedicated to inclusive classrooms and learning environments, as this benefits both students with special learning needs and mainstream students. We believe that by including a range of learners, all students gain skills needed for future learning, career, and citizenship. Students are able to learn from and teach peers, provide constructive and encouraging feedback, and witness growth first-hand. Elevated Charter School recognizes that special education students are first and foremost general education students, and seeks to create learning in all classes that (1) can be adapted for a variety of learners, (2) recognizes and even celebrates differences, (3) provides support to all students, and (4) creates high expectations

for all students.

(Understood Team. Understood. 2020.

<https://www.understood.org/articles/en/4-benefits-of-inclusive-classrooms>)

Elevated teachers work closely with EL and SPED specialists to adapt curriculum and access support materials for EL and SPED students. In addition to regular classes, Elevated students identified as EL or SPED have access to additional curriculum resources, differentiated activities, alternative content format, and instructional support by specialized staff, as outlined in each student’s IEP or 504 Plan. Elevated Charter School’s digital platform gives students access to a wide range of support materials and teachers that would be limited in a traditional, district classroom.

Support resources include, but are not limited to: IXL online learning, EL Education print resources, and Stride Learning Solutions’ ELL Curriculum “written by PhD-level academics and language education experts working with Middlebury Interactive to help students accelerate their English language learning. It features age-appropriate themes specifically designed to engage elementary and middle school students... focused on academic English, critical thinking, vocabulary, and communication skills.”. MobyMax, Reading Eggs, and IXL offer effective instructional support for struggling learners, both of which will be available to all Elevated students through school subscriptions.

3c. Select Programs

Elevated Charter School offers “distance and/or online education” as described above in the *Program of Instruction, Sections 3a and 3b*. For details on how Elevated Charter School’s online program is unique, see school comparisons in *Section 4: Marketing*.

Section 4: Market Analysis

Market Research Summary

Elevated Charter School partnered with Strategic Vision, Inc. (<https://www.strategicvision.com/>), in 2021, while using the school name “Quest Prep Academy”. Although the school name has changed, the Key Elements remain the same, and thus the same values-centered market research applies. Parents interviewed cited all of the Key Elements that make up Elevated Charter School as highly desirable and as motivation for enrolling in this charter school. Strategic Vision used their patented ValueCenter Qualitative Research to determine the school needs of families throughout Utah. Strategic Vision is an established company, with over 40 years of experience using their unique research approach to serve companies including: American Airlines, Chrysler, Pizza Hut, Coca Cola, Sargento Foods, Margaret Thatcher, and George Bush Sr. The following is a summary of the research conducted in partnership with Strategic Vision.

Strategic Vision’s research confirmed that the Elevated Key Elements, as listed above in *Section 2*, are highly valued by parents of school age students, throughout Utah. Multiple key elements of the model received SVI’s highest value rating by parents throughout Utah. The highest rated elements of the Elevated model include:

- **Virtual Classrooms** that include live, online instruction, taught by in-house teachers, who are specifically trained in implementing virtual learning and who are up to date on the most current technological tools. Parents interviewed expressed enthusiasm for their students having immediate access to a live teacher who could respond to questions on the spot and facilitate student engagement and collaboration. This element provided parents with reduced stress regarding bullying and distractions to learning which they repeatedly cited as a problem with site-based schools.
- **Hands-on learning & materials kits shipped to students** also received SVI's highest value rating. Parents overwhelmingly responded positively to hands-on learning, citing that their students of all ages preferred this and it led to higher levels of interest and retention rates. Parents expressed high value in receiving materials kits, as it "takes the guesswork out for me" and their students' excitement over receiving a package would carry over into using it in the virtual classroom and with homework assignments.
- **Education Coordinators** were identified as a highly positive element of Elevated Charter School. Parents expressed high value in having a teacher who would welcome and onboard them, become familiar with the family as a whole as he/she followed students throughout multiple years, and who could serve as a mediator between class teachers and parents or students. Education Coordinators were also valued as a connection for students with additional support, including early intervention and SPED.

Planned Promotions

Elevated Charter School will create ads and messaging that connects with the values and core motivations of families throughout Utah. Strategic Vision's approach has proven highly successful for multiple large, international, and diverse companies, and Elevated Charter School will continue to consult with them about advertising strategies.

Elevated Charter School will promote the school state-wide, through social media, commercial advertising, and in-person appearances.

- Social media posts, with optimized boosts for high engagement.
- Print ads in parenting magazines and at local events attended by families with K-12 students.
- Online advertising to parent groups and on websites for Utah-based businesses aimed at K-12 students.
- In-person appearances at local events, in each of the major regions of Utah, that have a high attendance of K-12 students, including: info sessions, information booths with fun learning activities, and speaking engagements.
- In-person appearances at libraries, recreation centers, and parks throughout Utah, to meet families with K-12 students, in each of the major regions of Utah.
- Elevated Charter School will approach school districts in each major region of Utah to ascertain how our charter school can support students within their boundaries who need an alternative educational model.

Advertising Strategy

Elevated Charter School will direct advertising and messaging to a target demographic, which includes families with K-12 students, currently enrolled with public district and site-based charter schools, private schools, and those choosing to homeschool, throughout Utah. All Elevated Charter School advertising, including print and digital, will be offered in both English and Spanish, since Hispanic population is the 2nd highest demographic choosing charter schools, making up 19% of charter school enrollment.

(<https://www.abc4.com/news/student-enrollment-is-up-in-utahs-public-schools-report-shows/>)

Similar School Options

There are online schools available to students in Utah, but Elevated Charter School provides a unique combination of elements for which families throughout Utah have expressed a need. Since Elevated Charter School intends to become an approved Statewide Online Education Program (SOEP), we have included two currently approved SOEPs in our Similar School Options.

Connections Academy Utah offers online learning to K-12 students, using the proprietary K12 Curriculum. Students learn from online videos and assignments, but do not engage in daily live virtual classes. Connections Academy teachers are available to students by phone or online when students request, but they do not hold regular, daily office/help hours.

Utah Virtual Academy also offers online learning for K-12 students, again using K12 curriculum with asynchronous online lessons and teachers who monitor progress and help as needed, but who do not teach live online group classes. Utah Virtual Academy's informational video emphasizes the high parent involvement requirement.

Both Connections and Utah Virtual emphasize parents as "Learning Coaches", and the need for a high level of parent involvement. These schools provide the curriculum so that parents do not need to plan lessons, but there is still some required teaching by parents as students receive all learning in asynchronous online format or from textbooks. While Elevated Charter School agrees that especially younger students need supervision and follow up by parents, our model provides live instruction and peer interaction with parents providing homework support similar to a district school.

K12 curriculum includes workbooks and some hands-on materials, but primarily paper & pencil tasks and mostly in the elementary grades. Elevated Charter School includes materials such as contraptions to build, art supplies, basic building supplies for projects, and science materials that are not easily obtained from local retail sources. Hands-on learning is carried throughout all grade levels, from Kindergarten to high school. Students in high school classes also participate in live simulations, such as United Nations meetings and Supreme Court simulations. Elevated Charter School also welcomes guest presenters to answer questions live from students about future careers.

Mountain Heights Academy is an online charter school for students in grades 7-12. They assign students asynchronous assignments, using open-source curriculum, that are due weekly. Their teachers are accessible to students and support learning as needed, but do not provide regular live instruction. We applaud the use of open source materials, as this builds 21st-Century skills.

Elevated Charter School helps students access open source materials as well, but for supplementation to core curriculum and/or as academic support. As our Mission states, Elevated Charter School seeks to empower students, and accessing open source materials while learning how to assess credibility is an essential skill for future education, career, and citizenship. Like Mountain Heights Academy, our Education Coordinators check progress weekly to ensure students do not fall behind and receive early and effective intervention. However, Elevated instruction is delivered in live classes and connects students virtually to collaborate with peers on projects and presentations. Elevated Charter School serves students in elementary grades, which Mountain Heights Academy does not serve.

Additional online schools that are currently popular include [Leadership Academy of Utah](#) (LAU) and [My Tech High](#). Both of these schools actually contract with private providers for instruction and curriculum. LAU is a charter school connecting public school students with [Williamsburg Academy](#), a private school. Both of these schools offer classes taught by private instructors, some of which are not licensed teachers. The disconnect in teachers providing the instruction and the entity receiving public school funds calls into question the quality and integrity of the programs. Elevated Charter School offers classes taught by Elevated teachers. Even asynchronous class options have an Elevated Teacher or Education Coordinator monitoring progress, assessing academics, and providing support resources as needed.

Section 5: Governance

Founding Board

Elevated Charter School's founding board is a team of diverse members with experience and expertise in charter school set up and administration, school accreditation, teaching and curriculum development, online education, use of technology in K-12 education, non-profit organizations, business administration, banking, and state compliance. This founding board oversees the application and initial establishment of the school. In addition to professional and volunteer experience, all founding board members are parents who have raised or currently have their own children in K-12 public education and also have experience with homeschooling and charter schools. We united with a passion for establishing an accessible high quality education for all students in Utah. All current board members have completed a Background Information Sheet, and agree to have a background check completed upon approval of the charter.

Startup Board

Upon charter approval, Elevated Charter School will operate under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act. Elevated Charter School was approved as a Non-profit Corporation, by the UTAH Dept. of Commerce, on October 27, 2021, as "Quest Prep Academy", and then a name change was recognized by the state of Utah in May 2022. This organization was established for the sole purpose of operating as a public charter school in Utah. Upon approval of the charter, the board will move forward with obtaining 501(c)(3) status with the IRS.

Upon approval of the charter, Amy Edwards, current Board Chair, will transition from the Board to become the Executive Director of the school. The current founding board members intend to continue serving on the board, and one of them will move into the role of Board Chair. One or

two additional board members will be appointed by the remaining board members: Tyler Nelson, Jessica Ellis, Robert Marx, and Mary Kavanaugh.

School Governance Board

The governing board, upon opening of the school, will continue to seek out board members representing diverse regions of Utah, so that state-wide educational needs and interests are addressed. Board members may include, but are not limited to: community members, educators, business owners, and parents of current Elevated students. Since Elevated Charter School is an online school, board members can reside throughout Utah and board meetings are held virtually. We seek to represent diverse geographical regions of Utah as well as diverse areas of expertise. Elevated Charter School plans to organize committees, which will meet the needs of the school, but also prepare parents who want to serve on the board by giving them experience working closely with the Elevated board and observing school governance.

All decisions impacting application and establishment of Elevated Charter School are voted on in board meetings, at which a quorum is in attendance. Upon school approval, all board meetings will become public with agendas and minutes posted in accordance with state regulations regarding public entities.

As stated in Appendix B, Articles of Incorporation, neither the charter school authorizer nor the state, including an agency of the state, are liable for the debts or financial obligations of the Elevated Charter School, nor are persons or entities that operate the charter school.

Section 6: Staffing

Finding the Right People

Qualifications on paper are just a small part of the equation in building the right team who will bring the Elevated mission and vision into reality. The right team, with people who fit our model are the key. As Brian Westfall pointed out in his article, “How to Hire the Right Person, Not the Best Person”, there are three important steps that can be taken to find the right people to help Elevated Charter School not just “get the job done”, but achieve its Mission & Vision. These steps are (1) Do a culture fit assessment, (2) Implement job auditions, and (3) Make hiring a collaborative effort. At Elevated Charter School, we use all three, along with other proven strategies, to find the right people to build the school we have envisioned. Our goal is to be inclusive and seek out diversity in our instructional and support staff, while gathering people who desire to help move the Elevated mission and vision forward. As one of our school focuses is collaboration, for both students and among staff, it is important that we find people who want to share ideas and collaborate with their fellow school staff members.

First and foremost, we want people who are excited about our mission and vision, and about the key elements we plan to achieve through our short and long term goals. We want people who have the vision to see how the key elements of our model fit into our mission and vision. Before each interview, applicants will complete an assessment that includes “...questions about their motivations, goals, preferences and other qualities to help hiring managers make more informed decisions when it comes to hiring the right person.” (Westfall). This information will then be

used to drive the interview to determine if a candidate will fit well into Elevated Charter School's culture of fostering a growth mindset, encouraging students to express their own creativity and take initiative, empowering students with the skills to learn and think independently, conveying an appreciation of testing as a learning environment, and most importantly a love of lifelong learning. After initial hiring, Elevated Charter School will foster staff relationships by including time during staff meetings for sharing about personal achievements as well as their ideas for our Elevated model.

For candidates who are invited to move onto the final hiring stage, we use a technique known as a "job audition" to evaluate the capability of each candidate with Elevated Charter School's needs within each position. "Respondents to LinkedIn's 2018 Global Recruiting Trends Survey named job auditions as the second most useful innovation to candidate evaluation, behind soft skills assessments." (Westfall). Candidates will be presented with realistic scenarios that will likely arise within their position and asked to respond in the moment. This also allows candidates to get a realistic vision of the day to day job, so that they can assess for themselves if the position is the right fit for them. We want staff who want to be here!

General Staffing Guidelines

Elevated Charter School will use a significant amount of the overall budget to obtain quality teachers and support staff. Funds that most schools spend on purchase, rent, and maintenance of physical school sites is not needed by Elevated Charter School and will thus be partially used in acquiring and maintaining teaching and support staff who are a good fit for moving our mission and vision forward. Providing competitive compensation also communicates to our staff how much we value them.

All potential employees, volunteers, and governing board members must submit to a criminal background check and continued monitoring, per Utah Legislative Code 53G-11-402. Proof of completing background check must be provided before final contract will be offered, and results of background check must be obtained by Elevated Charter School before any employee may have contact with Elevated students.

Elevated Charter School will not discriminate against relatives of current employees; however, any relatives of charter officers - governing board members - must meet the Utah State provisions in legislative code 53G-5-409. In addition no staff member can report directly to or be evaluated by an immediate relative. As we seek to recruit team members who are the right fit for our culture, mission, and vision, we value recommendations by existing staff, who understand that culture.

All salaries have a range and individual salaries, including stipends, are based on years of experience, educational degrees and post BA/BS credits, and other qualifications.

Preoperational Year Staffing (23-24)

In the preoperational year, the Board will contract with an Executive Director and a business management organization. The Executive Director will be responsible for preparing the academic and administrative elements of Elevated Charter School for opening in August 2024. The business management organization will be responsible for preparing the business

components of Elevated Charter School for opening in the 2024-25 school year. Both will attend board meetings to report and to receive direction. The Executive Director will transition to a full-time employee of Elevated Charter School on January 2, 2024, or a date approved by a quorum of the Board, for school opening in August 2024.

Key Positions

Position	Start Date Year 1 (24-25)	Start Date Year 2+
Executive Director	January 2, 2024	Year-round position
Education Coordinators Testing Coordinator SPED Coordinator	July 29, 2024	August 1 - June 15 <i>Depending on student start/end dates</i>
Teachers <i>(SPED Teachers to begin 2nd operational year as needed)</i>	August 5, 2024	August 15 - June 15 <i>Depending on student start/end dates</i>
Student Information Coordinator	As needed based on enrollment activity January - May 2024 Full-time starting June 1, 2024	August 1 - June 15

School Calendar: It is anticipated that the first day of student attendance will be August 26, 2024, and the last day of student attendance for the 24-25 school year will be June 6, 2025. In subsequent years, Elevated students will attend classes approximately from the last Monday in August through the first Friday in June, for a minimum of 170 school days.

Executive Director

The Executive Director works closely with the governing board to implement policies and procedures that further the mission and vision of Elevated Charter School. The Director oversees all coordinator positions, including the implementation of Elevated policies and procedures by coordinators and teaching staff. Duties include, but are not limited to: training Coordinators; collaborating with department Coordinators to ensure that information, processes, and procedures from departments are shared with fidelity and in a timely manner; attending leadership meetings; monitoring compliance and overall academic progress; participating in staff hiring and evaluations; approving staff salaries for presentation to the Board for final approval; approving stipends, overtime, and time off requests; approving policy exception requests; ensuring SPED services are provided appropriately; fostering positive authorizer relationships; being responsive to parent concerns; implementing accreditation action plan. The Executive Director is a 12-month, full-time position. This position requires travel throughout the state of Utah and work outside school hours. Starting salary range: \$90,000 - \$120,000 (*see OYB row 45 line item 24.121*). This will be a contracted position for the startup year (*see OYB row 85 line item 24.300*).

Qualifications

- Master's Degree in Education or related field.
- Utah teaching licenses in Elementary Education and Secondary Education
- Min 5 years experience teaching, preferably in charter and/or online school
- Min 2 years administrative experience, preferably in a charter and/or online school
- Track record of compliance within public school, preferably charter school.
- Exceptional organizational skills, interpersonal communication skills, personnel management and ability to supervise a group, ability to work as a team player as well as independently and be self-motivated, and high competency in using electronic communications methods.

Testing Coordinator

Elevated Charter School will begin, in year 1, with a Testing Coordinator in order to meet our Key Element of creating a positive “testing as a learning environment” culture, and to immediately address the trend of low test participation rates for charter schools. The Testing Coordinator will work directly under the Executive Director, and then closely with Education Coordinators, Teachers, and SPED staff to cultivate a positive testing environment. Since year 1 will include grades K-6, the testing coordinator will hold a Utah teaching license for elementary grades. As the school plans to expand to include all grades K-12, it is preferred that the Testing Coordinator hold licenses in both Elementary and Secondary Education. The Testing Coordinator works a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. Starting salary range: \$60,000-75,000 (*see OYB row 39 line item 21.100*).

Qualifications

- State of Utah Teacher License, Elementary
 - Preferred: Additional Teacher License in Secondary Education with Subject Endorsement
- Minimum 5 years teaching experience, including administering State Standardized Tests
- Experience creating formative and summative tests
- Experience implementing testing accommodations per IEP or other guidelines
- Positive approach to testing as a learning environment
- Exceptional organizational skills
- Strong communication skills
- Strong liaison skills in working with parents and promoting a positive testing culture
- Ability to work as a team player as well as independently and be self-motivated
- High competency in using technology for tracking data and communicating with teachers, staff, and parents.

Education Coordinator

Education Coordinators are licensed teachers who maintain a Cohort roster of 30-40 students in grades K-12. They are responsible for onboarding all students and parent/guardians and serving as their ongoing first point of contact with Elevated Charter School. ECs monitor the progress of each student on their Cohort roster, continually communicating with class teachers as well as SPED teachers, EL teachers, and other staff as needed. Education Coordinators may be called upon to teach live classes, as a substitute teacher, receiving an additional payment of \$35 per

hour for live teaching time. Education Coordinators work a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. This position requires some travel within Utah. Starting salary range: Licensed Teacher Salary Schedule range of \$50,000-\$65,000, plus \$10,000 stipend distributed equally throughout regular pay periods (*see OYB rows 29 and 30 line items 10.131 and 10.132*).

Qualifications

- State of Utah Teacher License in Elementary Education
 - Preferred: Additional Teacher License in Secondary Education with Subject Endorsement
- Bachelor's degree required. Master's degree in Education or related field preferred
- Min 2 years experience teaching, preferably in online or distance program
- Experience adapting and creating curriculum and/or standards-aligned learning activities, including SPED and EL accommodations
- Excellent organizational skills.
- Ability to problem-solve and mediate with teachers and parents
- Track record of compliance within public school, preferably charter school

Teacher

Elevated teachers focus on preparing for and teaching live, online classes in their subject area of focus and/or endorsement. Responsibilities include, but are not limited to: reviewing and planning class activities and homework assignments based on standardized textbook or online curriculum adopted or developed by Elevated Charter School; adapting and creating learning activities to align with our Elevated mission and model; providing additional academic support through scheduled office hours and by appointment; supervising asynchronous courses for approved students, maintaining open communication with Education Coordinators regarding progress and any areas of concern for students on the EC's cohort roster. Teachers can teach as a substitute for another Elevated teacher as needed and receive an additional fee of \$35 per hour, for live teaching time. Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June. Salary range: Licensed Teacher Salary Schedule range of \$50,000-\$65,000 (*see OYB row 29 line item 10.131*).

Qualifications

- State of Utah Teacher License for Elementary Education or Secondary Education with Subject Endorsement, depending on assignment.
- Online teaching experience preferred. Unless already certified at time of hire, teacher will be required to complete specific training in online teaching by December 1 of initial school year
- Experience successfully implementing standardized curriculum
- Ability to use various assessment tools to drive instruction
- Ability to integrate education technology into teaching and teach digital skills

Special Education Coordinator

The Special Program Coordinator oversees Elevated support for students with IEP/504 Plans, those in need of focused intervention, EL students, and At-Risk populations (homeless and

low-income). The Special Education Coordinator works a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. He/she will focus on three (3) areas of support: (1) Teacher Coaching, (2) Parent Coaching, and (3) Compliance.

In the first operational year, the SPED Coordinator will also serve as a Special Education teacher, providing support classes for academics and other needs aligning with student IEPs. In subsequent years, with increased enrollment and expansion of grade levels offered, SPED Teachers will be hired based on need.

Starting salary range: \$65,000-\$80,000 (*see OYB row 29 line item 10.131*).

Qualifications

- State of Utah Teacher License for Elementary Education
- State of Utah Special Education Teacher License and Mild/Moderate endorsement
- Track record of compliance with regards to SPED & Special Populations
- High skills in communicating through technology and creating and delivering virtual presentations and training.
- High interpersonal skills in communicating with teaching staff and parents
- Excellent organizational skills

Special Education Teacher

**Beginning in 2nd operational year, based on need*

Elevated special education teachers support class teachers, Education Coordinators, and other staff in administering and adapting education for students with IEP/504. Responsibilities include, but are not limited to: assessing students for special education services; meeting with parents, general education teachers, and other required participants to develop Individual Education Plans and other plans for support; providing instruction for students with an IEP or those in need of academic intervention; collecting and maintaining data on students with IEP/504 to track progress and compliance to support agreements. Special Education Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June. Starting salary range: Licensed SPED Salary Schedule range of \$60,000-\$75,000. (*note - not included in 1st operational budget year as noted above.*)

Qualifications

- State of Utah Special Education Teacher License and Mild/Moderate endorsement for subject(s) taught; or is participating in the alternate pathway to professional educator licensure (APPEL) for special education through USBE and has obtained an associate educator license (AEL).
- Utah Special Education Teacher License
- Online teaching experience preferred.
- Ability to use various assessment tools to drive instruction, intervention, and support

Student Information Coordinator

The Student Information Coordinator is an administrative position that works closely with the Executive Director as well as Education Coordinators. This position is responsible for entering all student information into the school's Student Information System, so that Education Coordinators, Teachers, and parents have easy access. The SIS manages student records digitally,

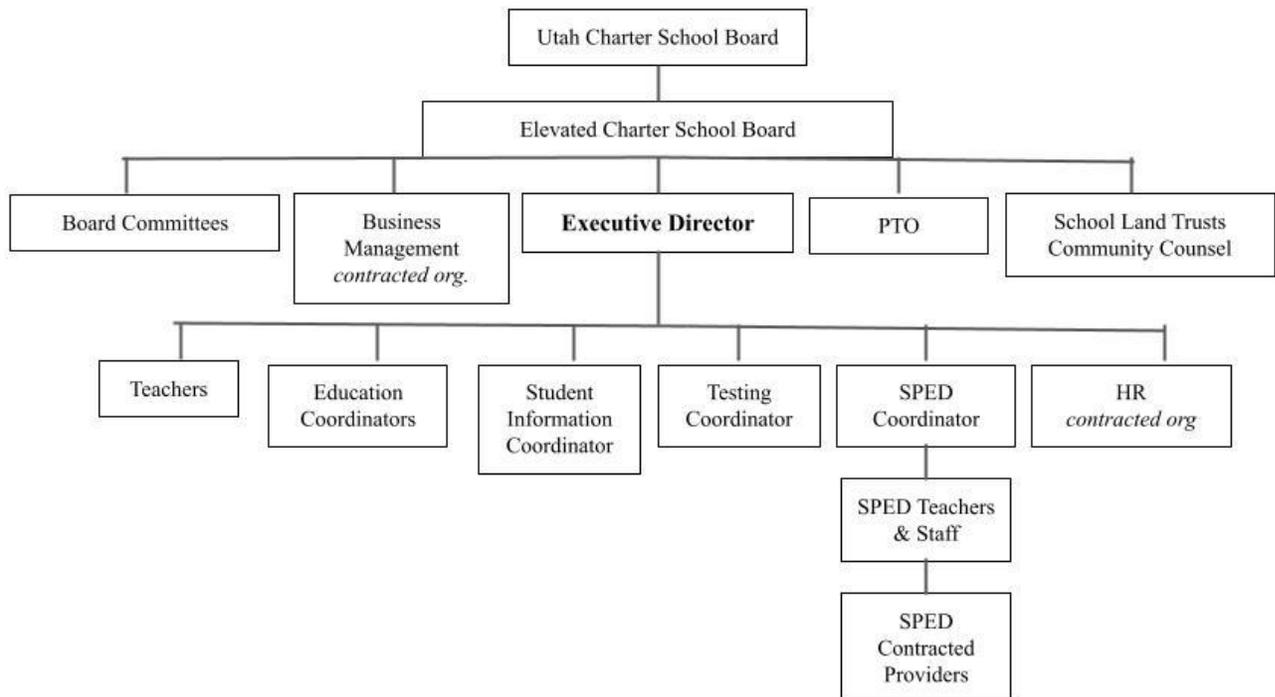
with security in place so that only authorized users can access various types of information. The SIS is also where Teachers and Education Coordinators record grades, issue report cards, upload written requests from parents, and other required forms. Education Coordinators are responsible for collecting some forms from families for students on their Cohort Roster, but the Student Information Coordinator checks that all student files are complete and works with Education Coordinators if any forms or information is missing. The Student Information Coordinator is especially needed during high enrollment periods to ensure new and returning students are processed quickly.

Qualifications include:

- Bachelor’s Degree preferred (not required)
- Strong clerical skills
- Strong knowledge of and skills using digital information systems
- Strong organizational skills
- Good attention to detail
- Ability to work independently and be self-motivated
- Clear communication skills.

Position will be part-time and hourly, based on need, January-May 2024, at the rate of \$18 per hour. Starting June 2024, Student Information Coordinator will work an 11-month year, approximately 210 school/prep days from August to June. Starting annual pay range (not a salaried position): \$24,000-\$28,000 based on experience and training. (See OYB row 34 line item 21.141)

Organizational Chart



In the first operational year, the Executive Director will work directly with instructional and administrative staff. As the number of instructional and support staff increases with enrollment, assistant directors and additional staff will be added to align with enrollment numbers and grade level needs. Temporary and/or hourly administrative positions may be added if needed in the first operational year and will report directly to the Executive Director. Business management and human resources will be through contracted outside organizations with experience in supporting charter schools. In future years, Elevated Charter may hire, as in-house staff, a Business Manager and/or Human Resources Director.

6a. Required Employment Policies

Criminal Background Check

Per Utah Legislation 53G-5-408, the following individuals are required to submit to a criminal background check and ongoing monitoring as provided in Utah Code Section 53G-11-402:

- (1) an employee of a charter school who does not hold a current Utah educator license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure;
- (2) a volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer's assignment;
- (3) a contract employee, as defined in Section 53G-11-401, who works at a charter school;
- (4) a charter school governing board member

Elevated Charter School will require proof of completion of criminal background checks for all staff who do not hold a current Utah educator license, volunteers, contract employees, and governing board members before employment or service can be contracted. Results of criminal background check, for the DOJ, must be obtained by Elevated Charter School before any person has unsupervised access to any Elevated student.

Employment of Relatives

Per Utah Legislative Code 53G-5-409: Regulated Transactions and Relationships - Definitions - Rule Making:

- (2)
 - (a) Except as provided in Subsection (2)(b), a relative of a charter school officer may not be employed at a charter school.
 - (b) If a relative of a charter school officer is to be considered for employment in a charter school, the charter school officer shall:
 - (i) disclose the relationship, in writing to the other charter school officers;
 - (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
 - (iii) abstain from voting on the issue;
 - (iv) be absent from the portion of the meeting where the employment is being considered and determined.
- (3)
 - (a) Except as provided in Subsections (3)(b) and (3)(c), a charter school officer or a relative of a charter school officer may not have a financial interest in a contract or other transaction involving a charter school in which the charter school officer serves as a charter school officer.

(b) If a charter school's governing board considers entering into a contract or executing a transaction in which a charter school officer or a relative of a charter school officer has a financial interest, the charter school officer shall:

- (i) disclose the financial interest, in writing, to the other charter school officers;
- (ii) submit the contract or transaction decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
- (iii) abstain from voting on the issue;
- (iv) be absent from the portion of the meeting where the contract or transaction is being considered and determined.

Employment Evaluations

Per Utah Legislative Code 53G-5-302, all employees shall participate in evaluations. Each employee will meet with his/her direct supervisor to complete an evaluation, each school year. Employees will be provided with the evaluation form and asked to enter self-scores and commentary that includes examples to justify their score in 1 column, and then submit to their direct supervisor by a set due date in early Spring of each school year. Supervisors will then score and comment on the same criteria in a column to the right of the employee's scores & commentary, and then schedule a meeting with the employee to review evaluation before the end of the school year. Evaluations will impact continued employment and adjustments in salary. All employees may request to have their evaluation reviewed by the Executive Director and/or schedule a meeting to discuss evaluation with the Executive Director.

Sample Evaluation (Education Coordinator)

Teacher Name:	Date:	
SMART Goals	Self Rating (1-5)	Evaluator Rating (1-5)
Job Performance:		
Student Achievement:		
Evaluation Area	Self Rating (1-5)	Evaluator Rating (1-5)
Respond to calls, emails, & LMS messages in a timely matter (within 24 business/school hours)		
Attend all required staff, student-teacher, and family meetings on time and prepared.		
Effective and positive communication with staff, students, and families, both verbal and written.		
Accurately complete all assigned tasks by the due date. Uploading verification of student work, attendance, and other records as needed.		

Actively collaborate with colleagues in creating and integrating learning and assessments.		
Monitor student progress and ensure that learning goals are met each learning period (every 20 school days). Create an action plan with any students who fall behind.		
Demonstrate understanding of Visible Teaching & Learning through instructional practices, adaptation of curriculum, and creation & use of learning activities that include visible student outcomes.		
Plan learning goals in collaboration with students, including assessment reflection as a learning tool.		
Score Totals	/ 100	/ 100
Self Reflection Describe areas of strength and opportunities for growth. Suggest specific steps planned to achieve growth and/or support needed from administration and other Elevated staff.		
Evaluator Comments		

Section 7: Business & Operations Plan

Elevated Charter School understands the important role that sound financial decision-making plays in accomplishing the school’s mission and vision. This includes ensuring that we are exercising appropriate discretion with its expenses including, but not limited to, technology, staffing and benefits, curriculum, materials, and purchased services. Elevated Charter School is committed to being a fiscally responsible non-profit charter school in compliance with all state and federal financial reporting and oversight requirements. As stewards of taxpayer dollars, Elevated Charter School will review monthly and yearly budgets for both state and federal funds, to ensure the monies spent advance our mission and vision.

Planning Year

With a scheduled 2024-2025 school opening, Elevated Charter School intends to hire an Executive Director and contract with an outside organization for business management to support the development of a quality program. Hiring will be subject to available funding, either from the Utah Charter School Revolving Loan or the Charter School Start-Up funding. For the Planning Year, Elevated Charter School has included \$300,000 in revolving loan funds (*see operational year budget “OYB” row 11*) which will be paid back over a five year period, with the first year being interest only payments (*see OYB row 161 line item 45.830*), per previous agreements between charter schools and the Utah State Revolving Loan Committee. The interest

rate used in the budget is the greater of 2% or one-half of the Triple A Bond Rate (AAA Bond). The AAA Bond rate as of November 2, 2022 is 5.09%.

Audit and Controls

Elevated Charter School recognizes that the Board is responsible to ensure compliance with all state-mandated reports and deadlines and institutes proper controls to mitigate risk factors that exist in a business environment. With this in mind, Elevated Charter School 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 \$25,000 (*see OYB row 85 line item 24.300*) have been budgeted for audit services and reporting, 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 the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements. Elevated Charter School will submit required monthly financial reports in the first year of operation, followed by required quarterly financial reports beginning in Year 2.

Fundraising

Elevated Charter School is not planning to rely on donations (*see OYB row 19*) for funding and operations. If any donations are received, any restricted donations will be used in accordance to the donor's request and any unrestricted donations may be used at the discretion of the Board of Directors and/or Executive Director, with input from the business management consultants.

Balanced Budget

In accordance with Utah State Law, Title 53A-3-303 and 304, Elevated Charter School will appoint a business manager from a contracted outside organization with expertise and experience in charter school operations. The Elevated Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Executive Director will review the budget and reports. This includes the Board appointing a board member (Treasurer) to review and report on the on-going financial activities of Elevated Charter School. The Treasurer (or the Board) will ensure that the Executive Director is adhering to the approved budget and that the individuals charged with business activities are properly reporting such activities to the Utah State Office of Education Board and the State of Utah in a timely manner. Examples of financial reports that will be submitted in accordance with state statute or USOE requirements include: Annual Financial Report and Annual Program Reports by October 1st of each year, Monthly Financial and Enrollment Summary reports monthly for the planning year and first year of operations; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

The focus of the Board's financial oversight will provide checks and balances to ensure the proper expenditure of school funds, and oversee the cash flow activities of Elevated Charter School. The school will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures. The reserve balance percentage (*see OYB row 181*)

for full enrollment is 5.1%, 5.9% 6.2% respectively for the startup, 1st operational, and 2nd operational years respectively. Breakeven enrollment is targeted at 66% for both operational years. The second operational year anticipates increased costs of between 1 and 10% for the various line items and a prospective increase to the WPU of 1.5%. Should interest rates and/or costs continue to increase at an unreasonable amount, the education service providers budget item (*see row 112 line item 10.590*) is adjustable and can be utilized to help offset other costs.

Contract Services

Elevated Charter School will comply with the state of Utah's purchasing and procurement procedures, circulate a Request for Proposal (RFP), and consider all qualified applicants before entering into any contract or agreement with a management company.

Elevated Charter School's Executive Director and Business Management company will be charged with working with the Board on a number of start-up activities such as recruiting and registration of students; recruiting and hiring faculty and staff with the skills to help the school fulfill its mission and vision; procurement of textbooks, curriculum materials, other materials and supplies; implementing the technology plan; writing the Teacher Handbook and preparing a Parent and Student Handbook.

The Executive Directors' annual salary and cost of contracting with an organization for business management are estimated to total \$173,000 (*see OYB row 45 line item 24.121 and row 85 line item 24.300*). This cost is commensurate with the planned three-year growth which expands Elevated Charter School from an elementary school to a combined elementary and secondary school using synchronous distance learning method and technologies. Such benefits will be similar in nature to those offered to other full-time staff members.

Elevated Charter School plans on purchasing computers for use by staff to complete the necessary tasks during the planning year (*see OYB row 120 line item 24.600*), as well as a small administrative office space (*see OYB row 91 line item 26.441*) to be leased or rented for the purpose of storing admission forms, student records, and technology & materials that will be provided to students at the start of the first operational year. A small amount of funds (*see row 128 line item 24.700*) has been allocated to provide the Elevated staff with supplies (filing cabinet, printer, office supplies, shelves, etc.) for the initial planning phase.

Elevated Charter School has also set aside funds, during the planning year, for purchased services and insurance. Elevated Charter School has budgeted legal fees (*see OYB row 85 line item 24*) to retain an attorney to review contracts, leases or purchase agreements, etc.

Elevated Charter School will secure a fidelity bond in the amount consistent with Utah Administrative Code R628-4-4. The school will ensure that the bond received is issued by a corporate surety licensed to do business in the state of Utah and having a current A.M. Best Rating of "A" or better. Elevated Charter School has budgeted to purchase insurance (*see OYB row 98 line item 45.522*) during the planning year. This bond will be renewed annually to remain in compliance with the aforementioned Utah Administrative Code.

7a. Budget

The Elevated Board will continue to follow procedures adopted in the planning year and first year of operation. The Board will approve an annual budget in compliance with state law before the beginning of each fiscal year and the Board and the Executive Director will continue to review the budget at least monthly to ensure financial stability. The fiscal year will begin on July 1 and end on June 30 of the following calendar year.

The Board Treasurer will also continue to review and report on the on-going financial activities of the school, measuring and reporting on items related to the budget and cash flow and any additional items as deemed necessary. The Treasurer, in conjunction with the Board, will continue to ensure that the Executive Director is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting the school's activities to the Board and the State of Utah.

Operational Years 1-3: Elevated Charter School has applied to open its doors in August 2024. The school anticipates having a first year enrollment of 300 students in grades K-6, and increasing enrollment numbers and grade offerings up to a maximum of 900 students in grades K-12. *See Required Information, Enrollment chart.*

Revenue: During the 2024-2025 fiscal year, Elevated Charter School has budgeted to receive \$2,359,189 in total funding (*see OYB row 26*). In determining this amount, the founding Board Treasurer used the charter school funding worksheet provided by the state of Utah (updated as of 8.23.2022) on the charter school section of the state's website.

Elevated Charter School's budget includes \$131,250 (*see OYB row 12*) in the first year of operations as an awarded amount from the charter school start-up grant. While the maximum amount a school can receive is \$400,000 spread out over a three year period, our school is applying for a total of \$321,875 based on annual enrollment. While the timing of the award may be different the first year as Elevated Charter School may receive a portion of the funds in its planning year and a different amount in its first year of operations. If that occurs, the school will make the necessary adjustments to purchase items written for that grant in the proper accounting period.

Text, Curriculum, & Library Materials: \$745 (plus shipping) per student per year has been allocated for the purchase of materials kits (*see OYB row 115 line item 10.600*) and etextbooks (*see OYB row 116 line item 10.641*). The budget lines include an overage of 10% (e.g., 330 total for full enrollment of 300) to account for lost, missing, transfers, etc. The materials budget line includes receiving and processing the materials, and shipping the final kits to students. Shipping the materials to enrolled students is estimated at \$19.95 per package (4 per student for the academic year - sending laptop, first semester materials, second semester materials, and returns to the school office) shipped using USPS flat rate shipping boxes.

Payroll & Benefits: The projected salaries shown on the budget are based on expected averages for the positions listed. Benefits include medical, dental and vision (*see OYB row 73*) partially paid by Elevated Charter School. The school will also offer a partial insurance waiver bonus.

Elevated Charter School will also offer an employer matched (up to 5%) 403(b) retirement account (*see OYB row 61*).

Teachers: While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$55,000 (*see OYB row 29 line item 10.131*). This is in the upper end of the industry range for charter school instructors, but is necessary to ensure Elevated Charter School's ability to hire qualified instructors in a tight job market (*see <https://utahpolicy.com/archive/26260-solving-the-teacher-shortage-when-the-world-is-on-fire>*). Staff will also include SPED teachers and at least one EL-qualified teacher.

Staff Support Services: Elevated Charter School plans on hiring additional support staff as outlined in *Section 6: Staffing*.

Capital Facilities: Elevated Charter School is not planning to build, buy, or lease capital facilities. The school will rent a small office space for administrative use and secure records and materials storage. Since facility cost is typically a significant part of school budget, this makes additional funds available for the unique aspects of Elevated Charter School, including specialized professional development for online teachers (*see OYB row 154 line item 10.810*), laptop computers for every student (with hotspots and/or satellite internet access if necessary,) and learning materials shipped directly to student homes for use during live class meetings and to complete homework assignments. Additional property and liability insurance has been budgeted (*see OYB rows 97-98 and line items 45.521-522*) for administrative and support functions to be handled remotely.

Technology: Elevated Charter School is a synchronous online school. This requires significant resources for instructors and students to be successful. The budget includes Chromebooks for all students (*see OYB row 126 line item 10.70*) with appropriate hardware and software. Instructors will receive laptops that can support daily instruction via video feeds (*see OYB row 138 line item 10.734*). Students without adequate internet connections will be provided with Wi-Fi extenders, hotspots, and/or satellite internet access, which has been a successful approach with other online learning schools. The budget includes shipping laptops to/from students.

The cost for a Student Information System (SIS) is budgeted for \$7,500 per year for up to 1,000 students and a one-time set up fee of \$7,000 (*see OYB row 85 line item 24.300*). Elevated Charter School does not anticipate needing to increase this cost during the first three years of operations. The cost for the Learning Management System (LMS) is budgeted for \$7,000 for the first year (*see OYB row 82 line item 10.300*) with an annual ongoing cost of \$3,500 plus \$10 per student after the first 350 students.

Education Service Providers: In keeping with its mission and vision, Elevated Charter School has budgeted \$500 per student per academic year (*see OYB row 112 line item 10.590*) for academic services provided by Education Service Providers (ESPs). These may include activities and subjects as listed in [Utah Board of Education's Graduation Requirements](#) but not available directly from Elevated Charter School or Utah's State Online Education. Activities may include instruction in areas of: arts, physical education (excluding team sports), and technology

education (e.g. coding, programming, robotics). This amount is not a prepayment for services, and will be adjusted if not used. Any unused funds will be returned to the general fund at the end of each school year. Elevated Charter School will not reimburse families who pay out of pocket for academic or extracurricular activities, even if those activities are with a contracted ESP.

Enrollment Assumptions: The enclosed budgets account for the planned growth of the school as shown in the table below. Elevated Charter School plans to open for 300 students in year one in grades K-6, increasing to 450 in year two in grades K-8, increasing to 600 in year three in grades K-10, increasing to 750 in year 4 in grades K-12, with a final maximum enrollment of 900 students in grades K-12. The break even analysis is conservative and contemplates a 66% enrollment rate for operational years one and two. Elevated Charter School used an approach to ensure funds were still available from inception to ensure a timely and funded wind down in the event the Closure Plan outlined in section 7E needs to be implemented.

	Grades and Estimated Number of Students Served by Grade													Max
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY 24-25	50	50	50	40	40	40	30	0	0	0	0	0	0	300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25-26	50	60	60	60	50	50	50	40	30	0	0	0	0	450
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26-27	50	60	70	70	70	60	60	60	50	35	25	20	20	650
Year 4	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 27-28	50	60	65	75	75	80	70	70	70	50	40	25	20	750
Year 5	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 28-29	50	60	75	75	85	85	85	75	75	75	70	45	45	900

Budget template for the preoperational year and first 2 operational years is attached at the end of this application. Additional operational years are available upon request.

7b. Finances

The Elevated Board will review the annual audit performed by an independent CPA firm selected and engaged by the Board. Upon receipt and review of the annual audit report, the Elevated Board of Directors will oversee that management acts upon and addresses all comments that arise from the independent audit. The Executive Director (or delegate) will be requested to report on the progress of these items regularly in Board Meetings and other correspondence with the Board, in particular with the Board Member appointed to oversee finances (Treasurer).

In accordance with Utah State Law, Title 53A-3-303 and 304, Elevated Charter School will appoint a business manager from a contracted outside organization with expertise in charter school business management. The Elevated Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Executive Director will review the budget and reports. This includes the Board appointing a board member (Treasurer) to review and report on the on-going financial activities of Elevated Charter School. The Treasurer (or the Board) will ensure that the Executive Director

is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting activities to the Utah State Office of Education Board and the State of Utah in a timely manner. The Treasurer will also ensure the school's records and reports are adequate to meet insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations and that any grants or federal programs Elevated Charter School receives are administered according to established guidelines.

Student attendance and performance will be tracked and assessed not only to ensure Elevated Charter School is meeting the needs of its students, but also to ensure the school has the necessary records to satisfy grant application, eligibility and reporting requirements.

The focus of the Board's financial oversight will provide checks and balances to ensure the proper expenditure of school funds and oversee the cash flow activities of Elevated Charter School. The school will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events.

7c. Facilities

As stated below, in *Section 8: Contracts, under Building/Facility Contracts*, Elevated Charter School will not have a physical site/school, but will rent a small office space for administrative purposes and secure records and materials storage. Additional insurance policies will be obtained to protect Elevated assets stored in the administrative office. Teaching staff will work from their homes, throughout Utah, with some travel which will be reimbursed. Elevated Charter School will hold regular staff meetings virtually. All staff will meet in person once each school year for all-day professional development and collaboration. For in-person annual staff meetings, Elevated Charter School will rent a facility for 1 day with a contract limited to that day. No students will attend that meeting and thus provisions for student facilities will not be a consideration. In regions with adequate enrollment, Elevated Charter School will facilitate in-person activities (park days, field trips, etc), renting space for that event only when necessary. Any rented space will meet all e-occupancy requirements for hosting public school students.

7d. Pre-Opening Plan

Elevated Charter School's pre-opening plan is relatively simple compared to its brick-and-mortar cohorts. As discussed in the business plan, the school does not plan to build, buy or lease instructional facilities. The school will rent a small office space for administrative use and records storage, at minimal cost. Throughout operational school years, Elevated Charter School may rent, on a daily basis, space for State Testing, again at minimal cost. Herein we have listed the critical milestones to be accomplished. Additional details for each step are included in the previous sections of this application.

Please note, all activities are contingent on funding release.

- Executive Director contract and Business Management Company start date: estimated Spring 2023
- Prepare and publish RFPs for services and products - Spring/Summer 2023
- Finalize staffing and contingency plans - Fall/Winter 2023
 - Interview teachers and staff: January-May 2024
 - Initial offers begin going out in February 2024

- Additional offers will be done based on contingency plan and enrollment numbers
- Student enrollment opens: January 2024
- Place laptop orders: May 2024
- Order student kit materials: June 2024
- Process laptops and software: June-July 2024
- Process student kit materials: June-July 2024
- Ship all items: July-August 2024
- School opens: August 2024

7e. Closure Plan

Elevated Charter School recognizes that charter schools are accountable to their stakeholders, including the taxpayers of the state of Utah, the students who attend the school and their parents, and to the charter authorizer. Based on national data, the number one reason for charter school closure is financial and managerial problems. Elevated Charter School recognizes that the flexibility and autonomy given to charter schools requires accountability to the stakeholders for both academic results and fiscal practices. If the school persistently fails to meet the expectations placed on it as a public school and/or fails to take steps required to remedy identified deficiencies, then closure may be the best option.

The Elevated Board of Directors will establish a committee that will annually evaluate the school and determine whether the school is in line with the goals and standards contained in the Charter Agreement and this Charter Application. The committee will report its results to the Board of Directors. In the event the school is not meeting its goals, the Board of Directors will report the results of the evaluation to the Utah State Charter School Board. The Board will then form a committee that will develop a plan to address all deficiencies identified in the evaluation. This committee will report the plan to the Board, which will make any necessary adjustments, ratify the plan and instruct the Executive Director to assemble a team to implement the plan. The plan will include milestones and deadlines for reporting progress to the Board. The Board, in turn, will periodically report progress to the Utah State Charter School Board.

In the event of a decision to close the school, Elevated Charter School will place the needs of students first and will attempt to conduct the process in a manner that will cause the least disruption to students' education.

This section establishes the process the school intends to take in order to close the school in an orderly manner and pursuant to Utah Code 53A-1a-510 and 53A-1a-517. This process will be followed if the school voluntarily surrenders its charter or the Utah State Charter School Board revokes the school's charter.

Once the final decision to close has been made, there is a great deal of information that must be distributed to all affected members of the school community as soon as possible. The State Charter School Board and the school will determine if the communications regarding the school closure would be more effective coming from the school or the authorizer.

The necessary communications will need to be distributed multiple times and through multiple channels. Parents should be contacted through email, mailed letters, the school's website, or even

through community newspapers. The goal of the communications will be to make closure as smooth as possible for all affected members of the community.

The school will deliver to the Utah State Charter School Board a closure plan no more than sixty (60) days from the public meeting at which the closure was approved by the Elevated Board of Directors. The plan will include at a minimum (a) a custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address, contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of the school's assets, (g) a list of all the school's creditors, specifically identifying secured creditors and encumbered assets, and (h) specific plans to protect all school assets against theft, misappropriation, and deterioration. All records will be retained.

Maintain Insurance: The school will protect its assets and any assets in its possession that belong to third parties against theft, misappropriation, and deterioration by maintaining existing insurance coverage on its assets until the disposal of those assets.

Inventory Assets: The school will perform a complete inventory of its assets and identify any items:

- Loaned from other entities
- Encumbered by the terms of a contingent gift, grant or donation, or a security interest
- Belonging to other contractors
- Purchased with federal grants (dispose of such assets in accordance with federal regulations).
- Purchased with Public Charter School Program startup funds (transfer assets accordingly)

The school will return all assets not belonging to the school as long as appropriate documentation exists. The school will maintain records of all returned assets.

Maintain IRS Compliance - The school will notify the IRS of any address change and continue to file required Form 990 tax returns.

Send Initial Closure Notification Letter: The school will draft and send a letter to faculty, staff and parents announcing the closure decision.

Notification of School Districts: The school will notify school districts that will be impacted by the closure decision.

Staff Meeting: The school will meet with school employees to:

- Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision
- Emphasize importance of maintaining continuity of instruction throughout closure transition
- Discuss plans for helping students transition to new schools
- Identify date when last salary check will be issued, when benefits terminate, COBRA information, and last day of work

- Describe assistance, if any, that will be provided to staff to find new positions, including plans for letters of recommendation
- Finalize timelines for outstanding professional development

Financial Audit: The school will retain an independent auditor to perform the school’s final financial audit.

Notification of Agencies: The school will notify state and federal agencies with which it has dealt,

End of Year Reports: The school will prepare and submit all required end-of-year reports to the Utah State Office of Education.

Final Report Cards and Student Records Notice: The school will provide parents with copies of final report cards and notice of where student records will be sent along with contact information.

Dispose of Assets: After paying all outstanding debts to the extent possible, the school will transfer/dispose of any remaining assets in accordance with the Utah Code § 53A-1a-517.

Transfer School Records: The school will send student records, including final grades and evaluations, to the receiving schools. If no school is selected, they will be sent to the student’s district boundary school. These records include:

- Individual Education Programs (IEPs) and all records regarding special education and supplemental services
- Student health / immunization records
- Attendance records
- Any testing materials required to be maintained by the school
- Student transcripts and report cards
- All other student records

The school will document the transfer of student records, including:

- The number of general and special education records transferred.
- Date of transfer
- Signature and printed name of the charter school representative releasing the records
- Signature and printed name of the representatives who receive the records

The school will transfer all remaining records in its possession, including student, corporate and financial records to the Utah State Archives for storage and retention in accordance with GRAMA requirements.

Closure Reserves Fund: Elevated Charter School has budgeted \$45,000 (*see OYB row 149 line item 24.800*) in case of school closure. Closure reserves are identified as “Closure Reserve Fund,” and are explained in *Section 6: Detailed Business Plan*.

Section 8: Contracts

Building/Facility Contracts: As an online school, Elevated Charter School will not have a physical site/school, but will locate and rent a small office space for administrative purposes and secure records and materials storage. No students will be present in the administrative office, and thus provisions for student facilities will not be a consideration. Teaching staff will work from their homes, throughout Utah, with some travel which will be reimbursed. Elevated Charter School will hold regular staff meetings virtually. *Also see Section 7c: Facilities (above).*

All staff will meet in person once each school year for all-day professional development and collaboration. For in-person annual staff meetings, Elevated Charter School will rent a facility for 1 day with a contract limited to that day. No students will attend that meeting and thus provisions for student facilities will not be a consideration.

In regions with adequate enrollment, Elevated Charter School will facilitate in-person activities (park days, field trips, etc), renting space for that event only when necessary. Any rented space will meet all e-occupancy requirements for hosting public school students.

Materials for the preoperational year and subsequent operational years will be stored in the Elevated Charter School administrative office. Appropriate insurance policies will be obtained to protect Elevated assets stored in the administrative office.

Education Service Provider Contracts: Elevated Charter School will budget up to \$500 per student, per school year, and prorated for students who enroll after the start of the school year at the rate of \$50 per month, for student-chosen, general education, academic activities provided by Education Service Providers. These funds can only be used to pay ESPs who are approved by Elevated Charter School. Approval must be granted before Elevated students begin services and requires (1) background checks on all ESP employees or contracted workers who will have contact with Elevated students, and (2) ESP signing an agreement acknowledging that ESP will receive payment directly from Elevated Charter School and only after services contracted have been completed and verified, as well as a form W2 or 1099 as appropriate.

Services may include those activities and subjects as listed in [Utah Board of Education's Graduation Requirements](#) but not available directly from Elevated Charter School or Utah's State Online Education. Activities may include instruction in areas of: arts, physical education (excluding team sports), and technology education (e.g., coding, programming, robotics), and family-led field trips.

This amount is not a prepayment for services, and will be adjusted if not used. Any unused funds will be returned to the general fund at the end of each school year. Elevated Charter School will not reimburse families who pay out of pocket for academic or extracurricular activities, even if those activities are with a contracted ESP. *Also see Section 7a: Budget, under Education Service Providers*

Elevated Charter School will facilitate school-led field trips that may include outside educational providers, but an Elevated teacher will always attend to supervise. Elevated Charter School may

host experts in specific fields as guest speakers, who will present live online and all sessions will be moderated by Elevated teaching staff.

All Elevated Charter School core academic classes will be taught by Elevated teachers and staff. Elevated staff may also teach electives such as: Art, Music, Robotics, Computer Programming & Coding, based on interest of families and qualifications of existing teaching staff. Additional elective courses may be taken through approved ESPs, up to a maximum of \$500 per student, per school year, as described above.

Elevated Charter School will provide SPED services by in-house staff where finances and staffing facilitate. If determined to be economically beneficial and/or meeting the particular need of an Elevated student, Elevated Charter School may contract with SPED service providers, such as occupational therapists, speech therapists, and other specialists. Elevated Charter School will provide SPED services virtually whenever possible, but if a student needs in-person SPED services, and there is not an Elevated staff member in that region, the school will contract with a provider in the region to provide services to the student. All contracted service providers will be licensed in their field of service and complete a background check prior to any contact with Elevated students.

Appendix A: Background Information Sheets

Name: Amy Edwards, MAED

Role: Board Chair

Expertise: School administration, instruction, curriculum development, testing, Special Programs/Populations, Teacher Training, Commercial Business/CFO

I intend to become the Executive Director of the school. Letters of recommendation, with contact information are provided below.

I am related to Mary Kavanaugh on the board. We are first cousins.

Statement of Intent

I am passionate about education, but especially about choices in education and more specifically about harmoniously blending education and family life to create a home culture of lifelong learning. Elevated Charter School was initially born out of the best practices that I have observed and implemented for over 30 years as a teacher, administrator, and parent. In addition to providing an excellent and personalized education to students, I am excited to create meaningful opportunities for teachers to impact the lives of students for a lifetime. As a teacher myself, and having worked with and trained many teachers, I understand the desire of these professionals to engage in meaningful academic practices and make a true impact in the lives of their students. It is my intention to transition from Board Chair to Executive Director of Elevated Charter School. Our board supports this transition, and we have a smooth change of leadership roles already planned to ensure that our school continues to move forward.

Non-Profit History

- ❖ Pacific Coast Academy, a non-profit public charter school. I worked as both instructional and administrative staff, which required decision making in alignment with non-profit regulations.
- ❖ YMCA, a non-profit 501c. I worked as a “Childcare Resource Specialist”, providing parents with referrals for licensed childcare and preschool facilities, financial assistance for low-income families, and respite care referrals for parents of children with special needs.
- ❖ Millennial Scholar Academy, a not-for-profit homeschool group. I served as the Board Chair, Board Parent Representative, and teacher.
- ❖ Girl Scout Troop Leader

Employment History

I have worked in education since 1991. I have worked in public district schools, public charter schools, private ESPs that contracted with public charter schools, and as a private consultant. I have taught all grades, from Kindergarten through high school, both in person and online, using both Standardized textbooks and curriculum I have created. I have also created standards-aligned curriculum for use in public schools and private ESPs. I have trained

teachers in person and virtually and traveled throughout the US providing parent & teacher all-day workshops. Letters of support and recommendation are included below, after the general information. These come from parents, teachers, and administrators who have worked closely with me for 10 or more years. Contact information is available upon request.

❖ **Pacific Coast Academy**

California public charter school, supporting at-home education for students in grades K-12. Fully accredited for all grades. Enrollment as of August 2022 is 4,700. Information about this school can be found on the website: <https://pacificcoastacademy.org/> Information can be verified on California Department of Education Public School Directory at <https://www.cde.ca.gov/schooldirectory/details?cdscode=37680490136416>

I joined Pacific Coast Academy (previously Inspire Charter School) in 2016, when the charter school first opened in San Diego County. I worked closely with leadership to develop many of the school's current programs, policies, and procedures. Roles included: in-person class teacher, online class teacher, supervising teacher, accreditation team, teacher trainer, high school coordinator, testing coordinator, and special populations team. With my diverse background in K-12 education, with charter schools, district schools, and as a private ESP, I was able to harmonize the needs of families with requirements from the school's authorizers. In 2019, I chose to step away from administration in order to focus on teaching synchronous online classes, gathering more up-to-date experience with education technology in preparation for opening a charter school focused on that model.

❖ **San Diego Liberal Arts Academy**

SDLAA is an Education Service Provider, contracted with multiple district and charter schools throughout the United States, since 2010. SDLAA provides in-person classes in the San Diego area, and online classes open to students from all over the world, in both core academic and elective courses, for grades 3-12. Students enrolled in charter and private schools, as well as those who are privately homeschooled, attend SDLAA classes. From 2015-2022, average student registration has been 75 students per school year. For the 22-23 school year, as of November 2022, 60 students are registered and participate in in-person classes, and an additional 45 students are registered and participate in on-line classes.

Founder, Director, Principal Teacher: I founded SDLAA in 2010 and served as the Director and Principal Teacher. In 2016, I accepted a full-time position with Inspire/Pacific Coast Academy, and my husband took over the operation of SDLAA. I continued to help by creating the curriculum for classes in Language Arts, Humanities, Writing, History, and Elementary STEM. I continue to consult on the hiring of Humanities teachers for grades 6-12 and elementary teachers.

Information is available on website at: <https://www.sdlaa.com>

Note: Inaccurate information regarding "San Diego Liberal Arts Academy" has been listed online by a private, for-profit group "privateschoolreview.com". SDLAA is not a private school and serves 50-100 students each school year, as an ESP.

❖ **Mira Mesa High School**

I worked as a Teaching Assistant at Mira Mesa High School and supported students and teachers by: creating curriculum and teaching a class for AVID students in preparation for the SAT, as well as one-on-one and small group English & History tutoring for students, grades 9-12.

Professional Credentials

- Multiple-subject, K-8 Teaching License
- Secondary License & Subject Endorsement: English Language Arts
- Google Certified Teacher

Education History

- University of Phoenix
 - Master of Arts, Education (focus on curriculum design and instruction)
 - Renewed K-8 Multiple-Subject & Secondary English Credential
 - Graduate course in teaching secondary history, subject endorsement
- George Wythe University
 - Master of Arts, Education (focus on history & philosophy of education)
 - Graduated Magna Cum Laude
- University of California, San Diego
 - Bachelor of Arts, English and American Literature
 - Minors in French Literature and Sociology of Education
 - Graduate work: Teacher Education Program, K-8

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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

Applicant's Authorized eSignature

Amy Edwards

From professionally licensed teachers:

To Whom It May Concern:

Amy has been so supportive with my high school students. I have had numerous families that think outside the box. She is always so happy to help me with these families. It is not that she just tells me what to do, but she meets with the family and myself to ensure we are all on the same page. Amy will go through outlines with us to make sure that our HS program can and will work for the family. Further, she is approachable and extremely easy to talk to. In addition, Amy has helped with my students that take SDLAA classes. It is great she is able to match syllabus assignments with AWRs. This has really streamlined the process for me and made it extremely easy to assign AWRs. I appreciate Amy and all she does for our high school program.

Sincerely,

Meredith Raymundo

-----,

I would like to take this opportunity to thank Amy for all of her support with my middle school and High School students. She is always willing to help. Amy takes the time to explain things and is readily available when I contact her.

I have had several questions (sometimes concerns) that I took to Amy involving middle school and High School students. She has helped me change and add a High School course in Pathways when I was locked out as the teacher. Amy kindly stepped in to help proctor one of my High School students for a High School final exam. I had a student suddenly change his HS English course from CPA to Choice Plus and she took the time to explain the transition, as well as, the outline. It seems like there are constant changes happening in High School (often middle school) and I really appreciate her time, knowledge, and dedication in supporting me and other teachers.

Respectfully,
Wendi Ingraham

Amy Edwards has been my go-to help and a wonderful source of encouragement to me this year as I navigated the world of high school for the first time. I was petrified to undertake the responsibility of high school students on my roster. Amy was a phone call/text/Zoom conference away! Her assistance began even in the summer when an "outside the box" family had numerous questions about curricula, and I wanted to check into each of their ideas and concerns. Amy joyfully met with us twice during the summer to share information and get us ready to start the year fully prepared! Many a time, I have texted and called Amy to ask for curriculum, Pathways, IGP, and course outline help. I can hear her enthusiasm and joy through the phone. She has consistently been helpful, knowledgeable, and also encouraging. It is obvious she loves homeschooling, high school, and assisting others! She has empowered me to feel comfortable and confident in working with high schoolers. I appreciate her knowledge, but also her approachable attitude. I know I can ALWAYS ask a question, big or small, and get a happy and accurate response quickly!

Thank you!

Emily Trierweiler

From charter school administration

LETTER OF RECOMMENDATION: Amy Edwards, M.Ed.

To Whom it May Concern:

It is with great pleasure that I write this letter of recommendation for Amy Edwards, M.Ed. I have had the opportunity to work with Amy over the past 10 years in several different charter settings. First as a vendor with her very popular San Diego Liberal Arts Academy and second while working together with Inspire Charter Schools also known as Pacific Coast Academy as the High School Liaison and Teacher Training Coordinator.

Amy is an incredibly hard worker. She is detail oriented and brings her expertise as an entrepreneur and professional trainer to work with her every day. Amy has assisted me with several projects and always completes requested tasks with a genuine caring for the audience as well as a professionalism that is unparalleled. Amy is knowledgeable in the educational modalities and is aware of the trials and tribulations of the homeschool parent. She is able to quickly assess issues and support families in new and innovative ways. This comforting approach allows families to quickly return to academic success.

Amy's time as a Teacher Training Coordinator was delightful! She brought so much joy and laughter to our team while also infusing the team with new knowledge on topics such as educational modalities, understanding the 4 Agreements and applying those principals to a work-at-home job for teachers. Amy is always approachable and welcomes interactions with staff and families with open arms.

Maria Kirkbride
Pacific Coast Academy
mjkirkbride@yahoo.com
(760) 458-7289

From fellow teacher

To Whom It May Concern:

It is my pleasure to recommend Amy Edwards to you as a consummate professional and congenial colleague. Over the past two years, Amy and I were on the same RC team. During my first year, she and I were partnered up to review each other's work records, and be each other's first point of contact when questions arose. Amy's insights, especially on everything related High School, were extremely helpful. She was readily available and always excited to share and support. During RC meetings, she was often able to clarify when others were confused or unsure on certain procedures or requirements as they related to High School. Her wealth of knowledge and experience with High School curriculum is astounding, and through her, I got a much better understanding of all the different options to then best tailor the curriculum to my students' needs. Without Amy, my first year would not have been as smooth.

When reviewing her work records, I was often amazed at the high quality of the work her High Schoolers produced. It was also apparent that Amy knows how to balance all the different demands, needs, and educational approaches of her families. While I followed a rigid plan for my TK-8th grade students on what work samples to collect each LP, Amy allowed her students to turn in their best work regardless of subject. Her level of organization made it possible for her to allow student choice while keeping track that work samples from all subjects would be submitted over the course of a semester.

In talking with Amy, both on a professional and personal level, she impresses me with her level of self-awareness. She can clearly state her strengths yet is aware of areas that are not her strong suit. I believe that this balance makes her very approachable. It is nice to have the support of someone who is so capable and approachable. I know that there are lots of other teachers and students who have similarly benefitted from Amy's expertise, and her willingness to mentor others.

Sincerely,



Jared Loehrmann
Home School Teacher
Pacific Coast Academy
Jared.Loehrmann@pacificcoastacademy.org
Cell: 801-472-3221

From parents of students

Amy Edwards is an absolute treasure of a homeschool teacher. She is incredibly knowledgeable about all aspects of home education, and helps guide our family along our homeschool journey. Amy is a tremendous resource, always ready with a new reference that will supplement our learning plan. She understands our desire to let kids explore their passions and learn through experience, while supporting our efforts to meet the milestones that are necessary to succeed in public school.

We have been with Amy Edwards since 2016. Her expertise in homeschooling high school was invaluable to our family, as she assisted in crafting our eldest student's experience from freshman through graduation. We now have a new freshman, and he is thriving in high school with the help of Amy. We look forward to working with her all through our time homeschooling, as she is the teacher of record for our youngest child as well.

We cannot say enough to praise "Miss Amy," as her gentle and humorous encouragement is such an important part of our charter school encouragement. Our family is strongly for school choice, and educational alternatives, to make sure that every student has the opportunity to grow and achieve in the best way for them. This has been a challenging year for charter schools, and for the families that have had to ride out all these changes. Amy Edwards has a unique way of working with her students and parents to bring together all the facets of creating satisfying custom educational experiences while seamlessly working within the framework of the public education system. Thank you so much to our beloved teacher for all she does. Three cheers for Amy Edwards!

Sincerely,

Laurel Ward

From parent, and co-teacher in a homeschool pod

To whom it may concern,

I am pleased to write a letter of reference for Amy Edwards. In the nearly 10 years I have known Amy, I have gained much from her knowledge of education techniques and the application of them for a wide variety of ages.

As a parent of her students, I appreciate her open communication style, her passion for teaching, and her ability to ignite the curiosity and passions for learning in my children. She is the favorite teacher for all of my daughters who were her students from age 8 to 18 years old. One or two of them have also been student teachers under her thoughtful mentoring and leadership.

As a co-teacher, I admire Amy's organization, forethought and planning skills, thorough coverage of the standards, classroom management style, and ability to draw in students. I always look forward to opportunities to teach with Amy Edwards.

In recent years, I have also noticed and appreciated Amy's ability to stay current in educational changes in the community and the ease with which she bridges the gap between parents and administrators. She is my go-to asset when I have educational questions or concerns.

Thank you,

Mrs. Amy Ward

(714) 394-8374

Name: Tyler Nelson, MD

Role: Vice Chair

Expertise: Small business owner, governing roles in non-profits, youth leadership

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

I am not related to any member of the board.

Statement of Intent:

Education is the key to unlocking the future. My own education has provided me numerous opportunities and I'm witnessing the same thing occur in the lives of my five children. Through youth sports, scouting, and church service, I've been actively coaching and mentoring youth for most of my adult life. Children come with a variety of learning styles and they deserve the ability to tailor their education to best meet their own needs. Elevated Charter School is well-structured to provide that flexibility.

Non-Profit History:

I served on the 2020 Dixie Regional Medical Center Board of Trustees, which is a 284 bed not-for-profit level II trauma center. Over the past few years, I've worked collaboratively with other board members to make a variety of difficult decisions including navigating the recent pandemic. Additionally I am the President of our Villa Bonita Estates HOA board, which is also not-for-profit. When I took over the position, the HOA had recently suffered from years of mismanagement leaving the HOA unincorporated, uninsured, and out of money. I was able to correct the deficiencies in a timely manner and put the HOA back on solid footing. HOA verification available at: <https://secure.utah.gov/hoa/index.html>. I am also actively involved in my church. I have served in multiple capacities there which have given me opportunities to teach, train, formulate budgets, and to motivate unpaid volunteers.

Employment History:

As a partner of a large anesthesia practice, I've been in a position to develop quality improvement programs and to consider strategies to secure our group's financial well-being. As owner of my own personal professional corporation as well, I've become comfortable managing budgets, maintaining credentials, and developing interpersonal relationships. I also run a mobile DJ business with my children. That business has provided us experiences with marketing, advertising, and networking.

Education History:

Brigham Young University - Bachelor of Arts in Spanish (1991-92 & 1994-97)

University of Southern California - Doctor of Medicine (1997-2001)

University of California, San Diego - Anesthesiology Residency (2001-05)

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Applicant's Authorized eSignature

Tyler Nelson

Name: Jessica Ellis

Role: Secretary

Expertise: Non-profit educational organizations, business, technology/digital literacy

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

I am not related to any member of the board.

Statement of Intent: I love living in Provo, Utah and across the street from BYU. I have one son who recently graduated, another currently working on his bachelor's degree, and a dozen honorary "nieces" and "nephews" at various points in their college careers. They regularly speak of their love for the mountains, the local restaurants they have discovered, and the job and housing opportunities that exist here. Several have expressed interest in staying in Utah, but they are concerned with raising kids here "because of the schools". We have a whole community of educated college grads demanding a place of inspiration for their children. There is an educational option missing in Utah that is causing these young families to look elsewhere. I believe that Elevated Charter School will fill that gap.

Although I am not a traditional educator, for the last decade, all of my professional work has been in creating training and curriculum to inspire both children and adults to learn or to teach something new. I am excited to bring that experience to a school in Utah devoted to developing a love of learning in each student by exposing them to the power of being a lifelong learner, a critical thinker, a methodical skill builder, and to using these talents to serve their community.

Non-Profit History:

Boys and Girls Clubs of San Dieguito, Director

I was hired to project manage the creation of a teaching kitchen and half-acre organic urban farm from a swampy lot in Encinitas, CA. This particular club was the second home to several hundred economically disadvantaged youth who had little opportunity to grow and prepare their own food. When developing the garden curriculum, we addressed that most of these children lived in housing without land, in conjunction with the gardening they did at the club, we taught them "fence gardening", requiring no land. We used the kitchen to not only teach cooking, but the math and science of preparing food. Seeing the opportunity, I fundraised, converted a room next to the new kitchen into a tech room, and began classes and camps. One camp combined Java computer programming and cooking Greek cuisine, another introduced Data Science with a workshop called "Data Unplugged" and we taught the kids to install IoT devices in the farm that made a twenty-three-foot-tall windmill "tweet". Example of a STEM event: Raspberry Pi Day

Supocho, Tech School in Malawi

The AIDS crisis in Malawi has left a far too large orphaned population of young children. Supocho aims to offer a free technical education to these boys and girls. Since 2014, a small group of us have worked to keep this school and its opportunities available to these students. This has included several trips to Malawi to bring laptops, equipment and volunteer teachers and money raised so that they could purchase their own land. In a village where an orphaned girl

would normally be married by thirteen, many of the Supocho girls are self-supporting or in college. All are financially supporting younger siblings as they too get their education. And if anyone is in need of a person experienced with talking a Malawian chief into allowing equipment into the village, I have a perfect record.

Teaching Kids Programming, Executive Director

I led a small team in the development of training materials to teach computer programmers and teachers to teach computational thinking and computer programming to middle school aged students. We have now trained teachers in six continents. This work has led to very unique collaborations. After insisting that fifty percent of the teachers be women, we were hired by the Educational Minister of Palestine to provide a three week training for twenty-four teachers in the West Bank, this has resulted in thousands of Palestinian children receiving a full year of computer programming education. We have trained teachers in private schools in the UK, teachers in all girls schools in Jordan, teachers in Australia, Hawaii, Riverside, CA, Lithuania (in Russia) and many places in between. I have been hired by corporations to train engineers to use compelling and inspiring teaching techniques in their volunteer efforts in their communities.

Employment History: For the last decade I have consulted as a project manager and content creator for many clients in the tech industry. My job is often to help stabilize a team that is not working well together by creating processes and introducing effective communication strategies, as well as bringing organization to an existing project or program.

Most recently I have been working with a company that produces health education content, I specialize in oncology. I interview both medical experts and patients and create programs to bring clarity to the very confusing and quickly changing world of cancer treatment. It is very difficult for a patient to digest any information after hearing the word “cancer” and it is an honor to accept the challenge of educating a patient and a family that is understandably stressed and anxious.

Education History:

San Diego State University, History Major/Statistic Minor
Yavapai College, Paralegal Certificate, ABA

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Applicant's Authorized eSignature
Jessica Ellis

Name: Robert Marx, MBA, CIA, CRCM

Role: Treasurer

Expertise: Finance, Business Operations, Regulatory Compliance

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

I am not related to any member of the board.

Statement of Intent: I grew up in a US military family and experienced living in a variety of states, countries and cultures. I also experienced a wide variety of education systems from homeschooling with neighbors, to public schooling with and without public prayer, to national industry associations. The variety of education channels and experiences have contributed to my appreciation for variety and specialty, with a focus on positive results and a successful outcome. My career has been primarily in the private sector, but expanded about 12 years ago when I was given the opportunity to join the advisory board of a national banking compliance association that helps train new and experienced bank compliance professionals. I took that opportunity with the intent of giving back to others in my profession and industry. I consider being a member of the board of directors for Elevated Charter School as a further opportunity to give back to the rising generation of young students.

Not-for-Profit History: I have worked with several not-for-profit entities. I was a member of the Loan Committee of the Utah Microenterprise Loan Fund (UMLF). The UMLF is considered a “lender of last resort,” meaning they try to help business owners who are not able to receive bank financing because of poor credit, insufficient business history, insufficient collateral, etc. I am a regular volunteer at the Spencer F. Eccles Junior Achievement City (JA City) sponsored by Junior Achievement of Utah. JA City. JA City was built for students to learn by experience and discovery. Students learn concepts like responsibility, money management, professionalism, teamwork and real-world economics. I was a member of several Toastmasters clubs and served in leadership positions (VP of Education, VP of Public Relations, Treasurer, Club President, and Area Director) with the various clubs and districts. Responsibilities included building and maintaining membership, training, managing budgets, hosting meetings and events, and supporting club members. I have also served in various positions in my church from teaching to handling finances to recordkeeping and reporting.

Employment History: I have almost 30 years of experience in financial services from operations to audit and regulatory compliance. For over 14 years I have been a member of the Compliance Committee for the Utah Bankers Association, and for the last 12 years I have been an advisory board member and faculty member of the American Bankers Association compliance schools.

WebBank - VP of Compliance plus various officer positions - 2015 – Present

UBS Bank USA - Director – Compliance Officer, BSA/AML Officer - 2010 – 2015

American Express - Compliance Director, Director - Audit Team Leader - 2004 –2008

Authorize.Net - Risk Manager, Audit and Compliance Manager - 2002 – 2004

Wright Express Financial Services - Chief Compliance Officer -2001 – 2002
Wells Fargo Bank - Senior Auditor - 1998 – 2001
Premier Mortgage - Mortgage Loan Officer - 1997 – 1998
Pacific Rim Financial Group - Quality Control Manager - 1996 – 1997
CrossLand Mortgage Corp. - Senior Staff Auditor, Applications Analyst - 1992 – 1996

Education History:

MBA, University of Phoenix
B.A. Finance, University of Utah
Institute of Internal Auditors – Certified Internal Auditor (CIA)
Institute of Certified Bankers – Certified Regulatory Compliance Manager (CRCM)

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Applicant’s Authorized eSignature

Robert Marx

Name: Mary Kavanaugh

Role: Board Member at Large

Expertise: Regional program director, teacher training, instruction, curriculum, core standards

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

I am related to Amy Edwards. We are first cousins.

Statement of Intent:

As a general board member for Elevated Charter School I will do my best to have open conversations about how best to support our teachers and students. I intend to be closely involved with parents and be able to listen to their concerns and bring those to the board. As a parent of children in the K-12 system I am able to see what they are doing and what is happening. I am also able to use that to see what is and isn't working in that system and bring that back to the board. As a Regional Director of 3 child care centers, I am experienced in communicating with parents and teachers, and solving problems in a calm manner with multiple individuals, holding varied points of view.

Non-Profit History: I have volunteered for numerous non-profit organizations, primarily those my own children have participated in. I enjoy donating my time and abilities to support not-for-profit organizations, especially those with an educational emphasis.

Employment History:

2016-Present: Regional Director: Play2Learn Academies in: Layton, Bountiful, & Clearfield, Utah

2007-2009: St. Joseph's Catholic School, Tucson, Az (4th Grade Teacher)

2006-2007: Anza Trail Elementary School, Sahuarita, Az (5th Grade Teacher)

2005-2006: Desert Springs Academy Charter School, Tucson, Az (3rd Grade Teacher)

Education History:

2003-2005: University of Arizona: Bachelor of Arts in Education- Elementary Education, Tucson, Az

2000-2003: Pima Community College: Associate of Arts- Liberal Arts, Tucson, Az

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

Applicant's Authorized eSignature

Mary Kavanaugh

Appendix B: Articles of Incorporation

Articles of Incorporation

Elevated Charter School
A Utah Non-Profit Corporation

The undersigned, acting under the Utah Revised Nonprofit Corporation Act, Utah Code Ann. 16-6a-1001 et seq. (the “Act”), adopts the following Articles of Incorporation (the “Articles”) and does hereby certify:

ARTICLE I

Name

The name of the Corporation shall be Elevated Charter School, a Utah nonprofit corporation (the “Corporation”).

ARTICLE II

Principle Office/Place of Business

The principal place of business in Utah and the mailing address of the Corporation shall be 1740 N 440 E, Provo, UT 84604. The business of the Corporation may be conducted in all states of the United States, and in all territories thereof, and in such other locations around the world as the Board of Directors shall determine.

ARTICLE III

Purpose

The purposes for which the Corporation is formed are exclusively for charitable, benevolent and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"). In furtherance of these purposes, the Corporation may engage in all lawful activities and pursuits consistent with the powers described in the Utah Revised Nonprofit Corporation Act and authorized by Code Section 501(c)(3), including, but not limited to, operating a Utah Charter School and all activities related thereto.

Furthermore, the Corporation is formed exclusively for purposes for which a corporation may be formed under the Utah Revised Nonprofit Corporation Act, and not for pecuniary profit or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons or organizations, except that the Corporation 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 Article III hereof.

The Corporation shall have the power to borrow money and to do any and all lawful acts to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further, accomplish, foster or attain any such purposes.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent provided in Code Section 501(h)), and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on: (a) by a corporation exempt from federal income tax as an organization described in Code Section 501(c)(3); or (b) by a corporation, contributions to which are deductible under Code Sections 170(c), 2055(a) and 2522(a).

ARTICLE IV

Members/Stock

The Corporation shall not have any class of members or stock.

ARTICLE V

Board of Directors

The property, business and affairs of the Corporation shall be managed by a Board of Directors. The number of Directors shall be no less than three (3), and no more than seven (7), as fixed from time to time by the Bylaws of the Corporation. Should the number of Directors become less than three (3), the remaining Directors shall appoint a replacement by majority vote.

The Directors shall be elected in the manner set forth in the Bylaws of the Corporation.

The Directors shall manage the business of the Corporation. Each Director shall hold office as described in the Bylaws of the Corporation. Vacancies on the Board shall be filled by a vote of the majority of the remaining Directors.

The names and addresses of the current Directors of the Corporation are as follows: (1) Amy Edwards, 285 Meadow Dr, Springville, UT 84663; (2) Tyler Nelson, 470 Country Lane #5, Santa Clara, UT 84765; (3) Jessica Ellis, 1740 N 440 E, Provo, UT 84604; (4) Robert Marx, 11522 S Skyward Rd., South Jordan, UT 84009; (5) Mary Kavanaugh, 1743 S 3720 W, Syracuse, UT 84075

ARTICLE VI

Officers

The Officers of the Corporation, as set forth in the Bylaws, shall include: (1) Chair, (2) Secretary, (3) Treasurer, and any other officers as agreed upon by the majority of the Board.

ARTICLE VII

Distribution on Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education.

ARTICLE VIII

Amendment

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the whole number of Directors. Any such amendments shall be consistent with the Corporation's status as a tax exempt organization under Code Section 501(c)(3).

ARTICLE IX

Bylaws

The Board may adopt bylaws that are not inconsistent with law or these Articles for the regulation and management of the affairs of the Corporation.

ARTICLE X

Indemnification

To the extent permitted or required by any applicable law, if any Director or officer of the Corporation is made a party to or is involved in any proceeding because such person is or was a Director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines, amounts paid in settlement and reasonable expenses incurred by such person in such proceeding and (ii) shall advance to such person expenses incurred in such proceeding.

ARTICLE XI

Debts and Obligations

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, nor officers or agents of the corporation are liable for the debts or financial obligations of the corporation.

These Articles of Incorporation are hereby adopted, effective May 23, 2022:

Amy Edwards
Amy Edwards, Board Chair

Tyler Nelson
Tyler Nelson, Board Vice Chair

Jessica Ellis
Jessica Ellis, Board Secretary

Robert Marx
Robert Marx, Board Treasurer

Mary Kavanaugh
Mary Kavanaugh, Board Member at Large

Appendix C: Governing Board Bylaws

Elevated Charter School
Bylaws

ARTICLE I: NAME

1.01 NAME

The name of this corporation shall be Elevated Charter School. The business of the corporation may be conducted as Elevated Charter School.

ARTICLE II: PURPOSES AND POWERS

2.01 PURPOSE

Elevated Charter School is a C-Corporation, also registered in the state of Utah as a non-profit entity. It will be converted to a nonprofit with the Internal Revenue Service upon charter approval. Elevated Charter School shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Elevated Charter School provides publicly-funded education for students from Kindergarten through completion of high school, using virtual instruction, by Utah-licensed teachers.

2.02 POWERS

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Elevated Charter School is registered as a Utah nonprofit corporation, and will be converted to a nonprofit with the Internal Revenue Service upon charter approval, and thus recognized as a tax exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

Notwithstanding any other provision of these Bylaws, no board member, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended. No part of the net

earnings of the corporation shall inure to the benefit or be distributable to any director, officers, member, or other private individual, except that the corporation 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 Articles of Incorporation and these Bylaws.

Distribution Upon Dissolution. Upon termination or dissolution of Elevated Charter School,. any assets lawfully available for distribution shall be distributed to one or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to Elevated Charter School.

ARTICLE III: MEMBERSHIP

3.01 NO MEMBERS

The corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Except as otherwise provided herein, any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board, and all which would otherwise by law vest in the members, shall vest in the Board.

3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The Board, a designated committee of the Board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not officers of the corporation.

3.03 ASSOCIATES

Nothing in Article V shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Utah Nonprofit Corporation Law. Such individuals may originate and take part in the discussion on any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Utah Nonprofit Corporation Law, upon any person

who does not have the right to vote for the election of Board Members or Officers of the corporation, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a Board Member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups, as it deems appropriate to advise and support the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least once each 12 months, the Board meeting shall include: (1) review and/or election of Board Members and specific positions; (2) review and/or appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has not been elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

ARTICLE V: BOARD OF DIRECTORS

5.01 GENERAL POWERS

Subject to limitations of the Utah Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be no fewer than three (3) and no more than seven (7), unless changed by amendment of these Bylaws. If a charter authorizer appoints a representative to serve on the Board of Directors, then the Board of Directors may appoint an

additional Member to ensure an odd number of Board members.

The Members from the community at large are to be elected by the current Board of Directors and may be elected for up to three (3) four-year terms; provided that a Member who has served three (3) four-year terms may be elected to additional terms if the Board determines that such additional terms are essential to the continuity of Board management and affairs.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Member's actual and necessary expenses incurred in the conduct of the corporation's business.

SECTION 5.04 RESTRICTION OF INTERESTED DIRECTORS

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part time employee, independent contractor or otherwise and (b) any immediate relative of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

SECTION 5.05 CHAIR

The Chair shall preside over the meetings of the Board. The Chair shall have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.06 SECRETARY

The Secretary shall keep or cause to be kept a record of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep, or cause to be kept the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the

seal of the corporation in safe custody, shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE VI: OFFICERS

SECTION 6.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the President of the corporation, with approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation, unless other individuals are appointed by the Board. The corporation may also have, at the discretion of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as deemed necessary by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the corporation or as the Chair of the Board.

SECTION 6.02 REMOVAL

At the request of a majority of Board Members, any Officer may be placed on probation pending a final vote to remove the Officer; the vote must occur within 60 days of notice of probation. Upon final removal, the Officer will relinquish any and all information pertaining to the corporation within 48 hours of removal.

SECTION 6.03 RESIGNATION

Any Officer may resign at any time by giving written notice to the Board. Such resignation

may not prejudice any contract to which the Officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 6.04 VACANCIES

A vacancy in any office shall be filled by appointment from the Board of Directors. Such vacancies shall be filled as they occur.

ARTICLE VII. COMMITTEES

SECTION 7.01 BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees of the Board, each consisting of at least one (1) member of the Board. Appointments to such Board committees shall be by majority vote of the Board Members then in office. Unless otherwise provided in these Bylaws or by the laws of the State of Utah, each Committee shall have all of the authority of the Board to the extent delegated by the Board.

ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES

SECTION 8.01 BYLAWS

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Members, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the corporation or make any provisions of these Bylaws inconsistent with the charter, the corporation's Articles of Incorporation, or any law.

SECTION 8.02 ARTICLES OF INCORPORATION

Amendments to the corporation's Articles of Incorporation shall require a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Secretary of Elevated Charter School; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on 5/23/2033; and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name on 5/23/2022, UTAH.

Jessica Ellis, Board Secretary

Appendix D: Minutes from Government Board Meetings

Board Meeting Minutes

Date & Time: May 23, 2022. 7:00pm (MDT)

Location: Virtual, via Zoom

Attendance:

Call to order:

- Called to order by: Amy Edwards
- Time: 7:02pm

For Review, Discussion, & Voting

- Board members update: Cameron has resigned from the board
- Approval of name change to **Elevated Charter School**
- Approval of Logo
- Approval of Articles of Incorporation
- Approval of ByLaws
- Elevated Mission & Vision Statements - review & edit as needed
 - Mission: Elevated Academy develops initiative, creativity, collaboration, and critical thinking to create lifelong learners who are successful throughout college, career, and citizenship.
 - Vision: Elevated Academy students will have access to quality, rigorous education, as they collaborate with teachers to plan and achieve learning goals. Students are empowered to move on to higher education, fulfilling careers, and productive citizenship. Elevated Academy families will extend learning beyond school walls, into homes and out to communities.
 - Motto: Learning Elevated
- Review Proposal 2022
- Upcoming dates
 - June 24, 2022: Proposal Due
 - August 11, 2022: Presentation of proposal to SCSB
 - August 12, 2022: Application “Boot Camp”
 - Nov 4, 2022: Full application due (via email)
 - Jan 10-13, 2023: Presentation of application to SCSB

Meeting Adjourned

- Adjourned by: Amy Edwards
- Time: 7:56pm



Utah State Charter School Board

Startup and Implementation Grant Application - Revised July 29, 2021

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042
(801) 538-7720
UtahSCSB.org

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$300,000 and maximum of \$400,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.

The Startup and Implementation Grant is based on UCA §53F-2-705 and USBE Rule R277-470-5.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>\$150,000</i>	<i>Enrollment x \$125</i>	<i>\$200,000</i>
<i>Implementation 1</i>	<i>\$125,000</i>	<i>Enrollment x \$62.50</i>	<i>\$150,000</i>
<i>Implementation 2</i>	<i>\$25,000</i>	<i>Enrollment x \$62.50</i>	<i>\$50,000</i>
<i>TOTAL</i>	<i>\$300,000</i>		<i>\$400,000</i>

Grant Assurances

Grant funds may only be used for the following:

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

The board understands that:

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



Board Chair Signature

11/4/2022

Date

Budget - List total dollar amount required by category, as well as the details of what will be purchased in each category

If the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school’s governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$51,750	\$1,334,500	\$1,879,478	\$3,265,728
<i>Additional info and Comments</i>	Office and tech staff for registration during set up year	All salaries	All salaries	
Benefits (200)	\$8,543	\$239,145	\$337,082	\$584,770
<i>Additional info and Comments</i>				
P & T Services (300)	\$209,500	\$96,000	\$98,850	\$404,350
<i>Additional info and Comments</i>	Audit, business management contract, legal, systems, and contracts	Ongoing contract services	Ongoing contract services	
Property Services (400)	\$12,000	\$24,000	\$25,200	\$61,200
<i>Additional info and Comments</i>	Rent (6 months)	Rent (12 months)	Rent (12 months)	
Other Services (500)	\$8,700	\$172,200	\$254,700	\$435,600
<i>Additional info and Comments</i>	Insurance, telephone, advertising, and printing.	Education service providers, insurance, telephone, advertising, etc.	Education service providers, insurance, telephone, advertising, etc.	
Travel (580)	\$2,500	\$5,000	\$6,500	\$14,000
<i>Additional info and Comments</i>	Amount included in “Other Services (500)” above	Amount included in “Other Services (500)” above	Amount included in “Other Services (500)” above	
Supplies and Materials (600)	\$33,750	\$238,700	\$413,401	\$685,851
<i>Additional info and Comments</i>	Lesson materials for prep	Lesson manuals and textbooks.	Lesson manuals and textbooks.	

Property (700)	\$114,585	\$116,312	\$133,239	\$364,136
<i>Additional info and Comments</i>	Equipment for office and student set up, financing (includes "Other Objects (800)")	Staff and remaining student set up, financing (includes "Other Objects (800)")	Staff and student set up, financing (includes "Other Objects (800)")	
Total	\$438,828	\$2,220,857	\$3,141,949	\$5,801,634

Elevated Charter School		Startup Operational Year Budget (2022-June 2023)					
Startup Year		No Enrollment			Breakeven Enrollment		
Number of Students:		0			0		
Grade Configuration:		n/a			n/a		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		0			0		
Student Activities		\$0			\$0		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$0			\$0		
Estimated Total All State Funding		\$ -			n/a		
Charter School Revolving Loan		\$300,000			n/a		
Charter School Startup and Implementation Grant		\$162,500			n/a		
Total Revenue from State Sources (3000)		\$462,500			\$0		
Lunch and Breakfast Reimbursement					\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$0			\$0		
Elementary and Secondary Education Act (ESEA)		\$0			\$0		
Total Revenue from Federal Sources (4000)		\$0			\$0		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Pre-Operational Carryforward		\$0			\$0		
Total Revenue from Other Sources (5000)		\$0			\$0		
Total Revenue		\$462,500			\$0		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	0.00	\$61,000	\$0			
10.132	Salaries - Substitute Teachers	0.00	\$12,500	\$0			
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0			
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0			
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$0			
21.141	Salaries - Attendance and Social Work Personnel	0.50	\$22,000	\$11,000			
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	\$4,500	\$0			
21.100	Salaries - Other 2100-Student Support	0.00	\$62,500	\$0			
	Total - STUDENT SUPPORT Salaries (100)			\$11,000			
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0			
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0			
22.100	Salaries - Other 2200-Instructional Staff Support	0.50	\$51,500	\$25,750			
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$25,750			
24.121	Salaries - Principals and Assistants	0.00	\$115,000	\$0			
24.152	Salaries - Secretarial and Clerical	0.50	\$30,000	\$15,000			
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0			
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$15,000			
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)			\$51,750			\$0
--- BENEFITS ---							
10.210	Retirement - Instruction	5%	\$0	\$0			
21.210	Retirement - Student Support	5%	\$0	\$550			
22.210	Retirement - Instructional Staff Support	5%	\$25,750	\$1,288			
24.210	Retirement - School Administration	5%	\$15,000	\$750			
26.210	Retirement - Operation & Main of Facilities	5%	\$0	\$0			
31.210	Retirement - Food Services	5%	\$0	\$0			
	Total - All Retirement			\$2,588			\$0
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$0	\$0			
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$36,750	\$3,675			
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$15,000	\$1,500			
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			\$5,175			\$0
10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$0	\$0			
21.240	Insurance (Health/Dental/Life) - Student Support	3%	\$0	\$330			

Student Information Coordinator

computer support (3 months X 2)

secretary - 2 months

24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$15,000	\$450			
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	3%	\$0	\$0			
31.240	Insurance (Health/Dental/Life) - Food Services	3%	\$0	\$0			
	Total - All Insurance(Health/Dental/Life)			\$780			\$0
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$0	\$0			
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$0	\$0			
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$15,000	\$0			
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0	\$0			
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0	\$0			
	Total - All Other Insurance			\$0			
	TOTAL ALL BENEFITS (200)			\$8,543			\$0
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$7,000			Learning Management System
21.300	Purchased Prof & Tech Services - Student Support			\$0			
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			
24.300	Purchased Prof & Tech Services - School Administration			\$202,500			auditing, bus. management, legal, SIS
26.349	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)			\$209,500			\$0
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$0			
26.441	Rental of Land & Buildings	6.00	\$2,000	\$12,000			office rental
26.450	Construction and Remodeling			\$0			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$12,000			\$0
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			
24.520	Insurance (other than employee benefits - e.g. D&O)			\$600			D&O insurance
45.521	Property Insurance			\$600			renters insurance
45.522	Liability Insurance			\$1,000			fidelity bond
10.530	Communication (telephone and other)			\$1,000			internet/phone service for staff
21.530	Communication (telephone and other)			\$0			
24.530	Communication (telephone and other)			\$0			
26.530	Communication (telephone and other)			\$0			
24.540	Advertising			\$2,000			
10.550	Printing and Binding			\$1,000			
21.550	Printing and Binding			\$0			
24.550	Printing and Binding			\$0			
10.560	Tuition			\$0			
21.570	Food Service Management			\$0			
21.580	Travel/Per Diem			\$0			
24.580	Travel/Per Diem			\$2,500			
26.580	Travel/Per Diem			\$0			
10.590	Inter-educational, Interagency Purchased Services			\$0			
	TOTAL - OTHER PURCHASED SERVICES (500)			\$8,700			\$0
--- SUPPLIES ---							
10.600	Instructional Supplies	50	\$675	\$33,750			activity materials incl. shipping
10.641	Textbooks	0	\$150	\$0			
21.600	Supplies - Student Support Services			\$0			
22.644	Library Books			\$0			
22.650	Periodicals			\$0			
24.600	Supplies - School Administration			\$0			
26.600	Supplies - Operation & Maintenance of Facilities			\$0			
31.600	Supplies - Food Service			\$0			
31.630	Food - Food Service			\$0			
	TOTAL - ALL SUPPLIES (600)			\$33,750			\$0
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction	200.00	\$220	\$44,000			laptops incl. shipping
21.700	Property - Student Support Services			\$0			
24.700	Property - School Administration			\$4,000			staff computers and off. equip.
26.700	Property - Operation & Maintenance of Facilities			\$0			
31.700	Property - Food Services			\$0			
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0			
49.710	Land and Improvements			\$0			
49.720	Buildings			\$0			
27.732	School Buses			\$0			
10.733	Furniture and Fixtures - Instruction			\$0			
24.733	Furniture and Fixtures - School Administration			\$1,000			

21.733	Furniture and Fixtures - Student Support Services			\$2,500			
10.734	Technology Equipment - Instruction	12.00	\$550	\$6,600			Instructors' equipment
24.734	Technology Equipment - School Administration	2.00	\$550	\$1,100			
21.734	Technology Equipment - Student Support Services	3.00	\$550	\$1,650			
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)				\$60,850			\$0
--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction			\$0			
21.800	Other Objects- Student Support			\$0			
24.800	Other Objects- School Administration - Closure Reserves Fund			\$45,000			
26.800	Other Objects - Operation & Maintenance of Facilities	6.00	\$150	\$900			utilities
31.800	Other Objects - Food Services			\$0			
45.800	Other Objects - Building Acquisition			\$0			
	Total - All Other Objects			\$45,900			
10.810	Dues and Fees - Instruction			\$200			professional development
21.810	Dues and Fees - Student Support			\$0			
24.810	Dues and Fees -School Administration			\$0			
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0			
	Total - All Dues and Fees			\$200			
TOTAL - OTHER OBJECTS (800)				\$46,100			\$0
Total Building Acquisition & Instruction (4500)							
45.830	Interest			\$7,635			
45.840	Redemption of Principal			\$0			
Total other financing sources (uses) and other items (800)				\$7,635			\$0
1000	Total Local			\$0			
3000	Total State			\$462,500			
4000	Total Federal			\$0			
TOTAL REVENUES				\$462,500			\$0
100	Salaries			\$51,750			
200	Employee Benefits			\$8,543			
300	Purchased Professional and Technical Services			\$209,500			
400	Purchased Property Services			\$12,000			
500	Other Purchased Services			\$8,700			
600	Supplies			\$33,750			
700	Property			\$60,850			
800	Other Objects			\$53,735			
TOTAL EXPENDITURES				\$438,828			\$0
Excess or Deficiency of Revenues over Expenditures							\$23,673
Other Sources of Funding (5000)							\$0
Net Asset Balance (Fund Balance)							\$23,673
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)							5.1%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)							5.1%

CHARTER SCHOOL WORKSHEET

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

Elevated Charter School	1st Operational Year Budget (FY 2024-25)		
	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	50	0.55	27.5
Estimated enrollment (1-3)	140	0.9	126
Estimated enrollment (4-6)	110	0.9	99
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	5		
Special Ed enrollment (1-12)	25		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	0		
WPU Value	\$4,038		
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)	3		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	252.5000	\$ 1,019,595
Professional Staff	0.059507	15.0255	60,673
Restricted Basic School:			
Special Ed--Add-on	0.8417	25.2500	101,960
Spec. Ed. Self-Contained	1.0000	3.0000	12,114
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		295.7755	\$ 1,194,342
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 7,514
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		5,670
Enhancement for Accelerated Student	\$3.96 per student		1,188
Other			
School Land Trust Program	\$37.67 per student		11,301
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		45,000
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,899 per student		878,397
Total Non-WPU			\$ 949,070
ESTIMATED Total All State Funding			\$ 2,143,412

CHARTER SCHOOL WORKSHEET

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

Elevated Charter School	1st Operational Year Budget (FY 2024-25)		
	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	33	0.55	18.15
Estimated enrollment (1-3)	92	0.9	82.8
Estimated enrollment (4-6)	73	0.9	65.7
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	3		
Special Ed enrollment (1-12)	17		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	10		
Number of Teachers (7-12)	0		
WPU Value	\$4,038		
No. of Teachers (FTE) (CACTUS)	10		
School Administrators (CACTUS)	3		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	166.6500	\$ 672,933
Professional Staff	0.059507	9.9168	40,044
Restricted Basic School:			
Special Ed--Add-on	0.8417	16.6650	67,293
Spec. Ed. Self-Contained	1.0000	1.9800	7,995
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		195.2118	\$ 788,265
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 4,960
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		3,742
Enhancement for Accelerated Student	\$3.96 per student		784
Other			
School Land Trust Program	\$37.67 per student		7,459
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		45,000
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,899 per student		579,742
Total Non-WPU			\$ 641,686
ESTIMATED Total All State Funding			\$ 1,429,952

Elevated Charter School		1st Operational Year Budget (FY 2024-25)					
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		300			198		
Grade Configuration:		K-6			K-6		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		0 \$0			0 \$0		
Student Activities		\$95			\$63		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$95			\$63		
Estimated Total All State Funding		\$ 2,143,411.94			\$ 1,429,951.88		
Charter School Revolving Loan		\$0			\$0		
Charter School Startup and Implementation Grant		\$131,250			\$125,000		
Total Revenue from State Sources (3000)		\$2,274,662			\$1,554,952		
Lunch and Breakfast Reimbursement		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$43,680			\$28,829		
Elementary and Secondary Education Act (ESEA)		\$40,752			\$26,896		
Total Revenue from Federal Sources (4000)		\$84,432			\$55,725		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Pre-Operational Carryforward		\$0			\$0		
Total Revenue from Other Sources (5000)		\$0			\$0		
Total Revenue		\$2,359,189			\$1,610,740		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	16.00	\$61,000	\$976,000	10.00	\$61,000	\$610,000
10.132	Salaries - Substitute Teachers	1.00	\$12,500	\$12,500	0.70	\$12,500	\$8,750
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$988,500			\$618,750
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$22,000	\$22,000	1.00	\$22,000	\$22,000
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
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	3.00	\$4,500	\$13,500	2.00	\$4,500	\$9,000
21.100	Salaries - Other 2100-Student Support	1.00	\$62,500	\$62,500	1.00	\$62,500	\$62,500
Total - STUDENT SUPPORT Salaries (100)				\$98,000			\$93,500
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	2.00	\$51,500	\$103,000	2.00	\$51,500	\$103,000
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$103,000			\$103,000
24.121	Salaries - Principals and Assistants	1.00	\$115,000	\$115,000	1.00	\$115,000	\$115,000
24.152	Salaries - Secretarial and Clerical	1.00	\$30,000	\$30,000	1.00	\$30,000	\$30,000
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0	0.00	\$0	\$0
Total -SCHOOL ADMINISTRATION Salaries (100)				\$145,000			\$145,000
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)				\$1,334,500			\$960,250
--- BENEFITS ---							
10.210	Retirement - Instruction	5%	\$988,500	\$49,425	5%	\$618,750	\$30,938
21.210	Retirement - Student Support	5%	\$62,500	\$4,900	5%	\$62,500	\$4,675
22.210	Retirement - Instructional Staff Support	5%	\$103,000	\$5,150	5%	\$103,000	\$5,150
24.210	Retirement - School Administration	5%	\$145,000	\$7,250	5%	\$145,000	\$7,250
26.210	Retirement - Operation & Main of Facilities	5%	\$0	\$0	5%	\$0	\$0
31.210	Retirement - Food Services	5%	\$0	\$0	5%	\$0	\$0
Total - All Retirement				\$66,725			\$48,013
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$988,500	\$98,850	10%	\$618,750	\$61,875
21.220	Social Security/FICA/Unemployment/Workers Comp - Sdnt/Stff Support	10%	\$201,000	\$20,100	10%	\$196,500	\$19,650
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administratic	10%	\$145,000	\$14,500	10%	\$145,000	\$14,500
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Mainte	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				\$133,450			\$96,025
10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$988,500	\$29,655	3%	\$618,750	\$18,563
21.240	Insurance (Health/Dental/Life) - Sdnt/Stff Support	3%	\$165,500	\$4,965	3%	\$165,500	\$4,965
24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$145,000	\$4,350	3%	\$145,000	\$4,350
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	3%	\$0	\$0	3%	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	3%	\$0	\$0	3%	\$0	\$0
Total- All Insurance(Health/Dental/Life)				\$38,970			\$27,878
10.200	Other Benefits (specify) - Instruction	0%	\$988,500	\$0	0%	\$618,750	\$0

teachers, coordinators, and SPED filled by education coordinators as needed

Student Information Coordinator

school year start up and wind down help testing coordinator

computer support positions

executive director secretary

21.200	Other Benefits (specify) - Sdnt/Staff Support	0%	\$62,500	\$0	0%	\$62,500	\$0	
24.200	Other Benefits (specify) - School Administration	0%	\$145,000	\$0	0%	\$145,000	\$0	
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0	0%	\$0	\$0	
31.200	Other Benefits (specify) - Food Services	0%	\$0	\$0	0%	\$0	\$0	
	Total - All Other Insurance			\$0			\$0	
TOTAL ALL BENEFITS (200)				\$239,145			\$171,915	
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---								
10.300	Purchased Prof & Tech Services - Instruction			\$3,500			\$3,500	Learning Management System
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0	
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0	
24.300	Purchased Prof & Tech Services - School Administration			\$92,500			\$92,500	auditing, bus. management, legal, SIS
26.349	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)				\$96,000			\$96,000	
--- PURCHASED PROPERTY SERVICES ---								
26.400	Purchased Property Services			\$0			\$0	
26.441	Rental of Land & Buildings	12.00	\$2,000	\$24,000	12.00	\$2,000	\$24,000	office rental
26.450	Construction and Remodeling			\$0			\$0	
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$24,000			\$24,000	
--- OTHER PURCHASED SERVICES ---								
27.510	Student Transportation services			\$0			\$0	
24.520	Insurance (other than employee benefits - e.g. D&O)			\$600			\$600	D&O insurance
45.521	Property Insurance			\$600			\$600	renters insurance
45.522	Liability Insurance			\$1,000			\$1,000	fidelity bond
10.530	Communication (telephone and other)			\$12,000			\$8,500	internet/phone service for instructors/staff
21.530	Communication (telephone and other)			\$0			\$0	
24.530	Communication (telephone and other)			\$0			\$0	
26.530	Communication (telephone and other)			\$0			\$0	
24.540	Advertising			\$2,000			\$2,000	
10.550	Printing and Binding			\$1,000			\$1,000	
21.550	Printing and Binding			\$0			\$0	
24.550	Printing and Binding			\$0			\$0	
10.560	Tuition			\$0			\$0	
21.570	Food Service Management			\$0			\$0	
21.580	Travel/Per Diem			\$0			\$0	
24.580	Travel/Per Diem			\$5,000			\$4,000	
26.580	Travel/Per Diem			\$0			\$0	
10.590	Inter-educational, Interagency Purchased Services			\$150,000			\$99,000	Ed. service providers incl. addt. facilities
TOTAL - OTHER PURCHASED SERVICES (500)				\$172,200			\$116,700	
--- SUPPLIES ---								
10.600	Instructional Supplies	280	\$675	\$189,000	168	\$675	\$113,265	activity materials incl. shipping
10.641	Textbooks	330	\$150	\$49,500	218	\$150	\$32,670	
21.600	Supplies - Student Support Services			\$0			\$0	
22.644	Library Books			\$0			\$0	
22.650	Periodicals			\$0			\$0	
24.600	Supplies - School Administration			\$200			\$200	
26.600	Supplies - Operation & Maintenance of Facilities			\$0			\$0	
31.600	Supplies - Food Service			\$0			\$0	
31.630	Food - Food Service			\$0			\$0	
TOTAL - ALL SUPPLIES (600)				\$238,700			\$146,135	
--- PROPERTY ---								
10.700	Property (Instructional Equipment) - Instruction	130.00	\$220	\$28,600	18	\$220	\$3,960	laptops incl. shipping
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	\$ -	7	\$0	\$ -	7	\$0	
49.710	Land and Improvements			\$0			\$0	
49.720	Buildings			\$0			\$0	
27.732	School Buses			\$0			\$0	
10.733	Furniture and Fixtures - Instruction			\$0			\$0	
24.733	Furniture and Fixtures - School Administration			\$500			\$500	
21.733	Furniture and Fixtures - Student Support Services			\$500			\$500	
10.734	Technology Equipment - Instruction	6.00	\$550	\$3,300	0.00	\$550	\$0	Instructors' equipment
24.734	Technology Equipment - School Administration	2.00	\$550	\$1,100	2.00	\$550	\$1,100	
21.734	Technology Equipment - Student Support Services	1.00	\$550	\$550	1.00	\$550	\$550	
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)				\$34,550			\$6,610	
--- OTHER OBJECTS ---								
10.800	Other Objects- Instruction			\$0			\$0	
21.800	Other Objects- Student Support			\$0			\$0	

24.800	Other Objects- School Administration - Closure Reserves Fund			\$0		\$0		
26.800	Other Objects - Operation & Maintenance of Facilities	12.00	\$150	\$1,800	12.00	\$150	\$1,800	utilities
31.800	Other Objects - Food Services			\$0		\$0		
45.800	Other Objects - Building Acquisition			\$0		\$0		
	Total - All Other Objects			\$1,800		\$1,800		
10.810	Dues and Fees - Instruction			\$1,000		\$750		professional development
21.810	Dues and Fees - Student Support			\$0		\$0		
24.810	Dues and Fees -School Administration			\$0		\$0		
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0		\$0		
	Total - All Dues and Fees			\$1,000		\$750		
	TOTAL - OTHER OBJECTS (800)			\$2,800		\$2,550		
Total Building Acquisition & Instruction (4500)								
45.830	Interest			\$6,797		\$6,797		
45.840	Redemption of Principal			\$72,165		\$72,165		
	Total other financing sources (uses) and other items (800)			\$78,962		\$78,962		
1000	Total Local			\$95		\$63		
3000	Total State			\$2,274,662		\$1,554,952		
4000	Total Federal			\$84,432		\$55,725		
	TOTAL REVENUES			\$2,359,189		\$1,610,740		
100	Salaries			\$1,334,500		\$960,250		
200	Employee Benefits			\$239,145		\$171,915		
300	Purchased Professional and Technical Services			\$96,000		\$96,000		
400	Purchased Property Services			\$24,000		\$24,000		
500	Other Purchased Services			\$172,200		\$116,700		
600	Supplies			\$238,700		\$146,135		
700	Property			\$34,550		\$6,610		
800	Other Objects			\$81,762		\$81,512		
	TOTAL EXPENDITURES			\$2,220,857		\$1,603,122		
	Excess or Deficiency of Revenues over Expenditures			\$138,332		\$7,618		
	Other Sources of Funding (5000)			\$0		\$0		
	Net Asset Balance (Fund Balance)			\$138,332		\$7,618		
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			5.9%		0.5%		
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			5.9%		0.5%		

CHARTER SCHOOL WORKSHEET

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

Elevated Charter School	2nd Operational Year Budget (FY 2025-26)		
	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	50	0.55	27.5
Estimated enrollment (1-3)	180	0.9	162
Estimated enrollment (4-6)	150	0.9	135
Estimated enrollment (7-8)	70	0.99	69.3
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	5		
Special Ed enrollment (1-12)	40		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	24		
Number of Teachers (7-12)	0		
WPU Value	\$4,099		
No. of Teachers (FTE) (CACTUS)	24		
School Administrators (CACTUS)	3		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	393.8000	\$ 1,614,017
Professional Staff	0.059507	23.4339	96,045
Restricted Basic School:			
Special Ed--Add-on	0.8417	25.2500	103,489
Spec. Ed. Self-Contained	1.0000	3.0000	12,296
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		445.4839	\$ 1,825,847
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 11,719
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		8,505
Enhancement for Accelerated Student	\$3.96 per student		1,782
Other			
School Land Trust Program	\$37.67 per student		16,952
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,899 per student		1,317,596
Total Non-WPU			\$ 1,356,553
ESTIMATED Total All State Funding			
			\$ 3,182,400

CHARTER SCHOOL WORKSHEET

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

Elevated Charter School	2nd Operational Year Budget (FY 2025-26)		
	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	33	0.55	18.15
Estimated enrollment (1-3)	119	0.9	107.1
Estimated enrollment (4-6)	99	0.9	89.1
Estimated enrollment (7-8)	46	0.99	45.54
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	3		
Special Ed enrollment (1-12)	26		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	0		
WPU Value	\$4,099		
No. of Teachers (FTE) (CACTUS)	16		
School Administrators (CACTUS)	3		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	259.8900	\$ 1,065,177
Professional Staff	0.059507	15.4653	63,386
Restricted Basic School:			
Special Ed--Add-on	0.8611	25.5750	104,821
Spec. Ed. Self-Contained	1.0000	2.9700	12,173
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		303.9003	\$ 1,245,557
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 7,734
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		5,613
Enhancement for Accelerated Student	\$3.96 per student		1,176
Other			
School Land Trust Program	\$37.67 per student		11,188
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,899 per student		869,613
Total Non-WPU			\$ 895,325
ESTIMATED Total All State Funding			\$ 2,140,881

Elevated Charter School		2nd Operational Year Budget (FY 2025-26)					
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		450			297		
Grade Configuration:		K-8			K-8		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		0			0		
Student Activities		\$142			\$94		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$142			\$94		
Estimated Total All State Funding		\$ 3,182,400.26			\$ 2,140,881.31		
Charter School Revolving Loan		\$0			\$0		
Charter School Startup and Implementation Grant		\$40,625			\$31,063		
Total Revenue from State Sources (3000)		\$3,223,025			\$2,171,944		
Lunch and Breakfast Reimbursement		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$65,520			\$43,243		
Elementary and Secondary Education Act (ESEA)		\$61,128			\$40,344		
Total Revenue from Federal Sources (4000)		\$126,648			\$83,588		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Pre-Operational Carryforward		\$0			\$0		
Total Revenue from Other Sources (5000)		\$0			\$0		
Total Revenue		\$3,349,816			\$2,255,625		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	24.00	\$62,220	\$1,493,280	16.00	\$62,220	\$995,520
10.132	Salaries - Substitute Teachers	2.25	\$12,750	\$28,688	1.50	\$12,750	\$19,125
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$1,521,968			\$1,014,645
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$22,440	\$22,440	1.00	\$22,440	\$22,440
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
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	4.00	\$4,590	\$18,360	3.00	\$4,590	\$13,770
21.100	Salaries - Other 2100-Student Support	1.00	\$63,750	\$63,750	1.00	\$63,750	\$63,750
Total - STUDENT SUPPORT Salaries (100)				\$104,550			\$99,960
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	2.00	\$52,530	\$105,060	2.00	\$52,530	\$105,060
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$105,060			\$105,060
24.121	Salaries - Principals and Assistants	1.00	\$117,300	\$117,300	1.00	\$117,300	\$117,300
24.152	Salaries - Secretarial and Clerical	1.00	\$30,600	\$30,600	1.00	\$30,600	\$30,600
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0	0.00	\$0	\$0
Total -SCHOOL ADMINISTRATION Salaries (100)				\$147,900			\$147,900
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)				\$1,879,478			\$1,367,565
--- BENEFITS ---							
10.210	Retirement - Instruction	5%	\$1,521,968	\$76,098	5%	\$1,014,645	\$50,732
21.210	Retirement - Student Support	5%	\$63,750	\$5,228	5%	\$63,750	\$4,998
22.210	Retirement - Instructional Staff Support	5%	\$105,060	\$5,253	5%	\$105,060	\$5,253
24.210	Retirement - School Administration	5%	\$147,900	\$7,395	5%	\$147,900	\$7,395
26.210	Retirement - Operation & Main of Facilities	5%	\$0	\$0	5%	\$0	\$0
31.210	Retirement - Food Services	5%	\$0	\$0	5%	\$0	\$0
Total - All Retirement				\$93,974			\$68,378
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,521,968	\$152,197	10%	\$1,014,645	\$101,465
21.220	Social Security/FICA/Unemployment/Workers Comp - Sdnt/Stff Support	10%	\$209,610	\$20,961	10%	\$205,020	\$20,502
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$147,900	\$14,790	10%	\$147,900	\$14,790
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	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				\$187,948			\$136,757

teachers, coordinators, and SPED filled by education coordinators as needed

Student Information Coordinator

school year start up and wind down help testing coordinator

computer support positions

executive director secretary

10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$1,521,968	\$45,659	3%	\$1,014,645	\$30,439
21.240	Insurance (Health/Dental/Life) - Sdnt/Stff Support	3%	\$168,810	\$5,064	3%	\$168,810	\$5,064
24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$147,900	\$4,437	3%	\$147,900	\$4,437
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	3%	\$0	\$0	3%	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	3%	\$0	\$0	3%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$55,160			\$39,941
10.200	Other Benefits (specify) - Instruction	0%	\$1,521,968	\$0	0%	\$1,014,645	\$0
21.200	Other Benefits (specify) - Sdnt/Stff Support	0%	\$63,750	\$0	0%	\$63,750	\$0
24.200	Other Benefits (specify) - School Administration	0%	\$147,900	\$0	0%	\$147,900	\$0
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0	0%	\$0	\$0
31.200	Other Benefits (specify) - Food Services	0%	\$0	\$0	0%	\$0	\$0
	Total - All Other Insurance			\$0			\$0
TOTAL ALL BENEFITS (200)				\$337,082			\$245,075
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$4,500			\$3,500
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$94,350			\$94,350
26.349	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)				\$98,850			\$97,850
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$0			\$0
26.441	Rental of Land & Buildings	12.00	\$2,100	\$25,200	12.00	\$2,100	\$25,200
26.450	Construction and Remodeling			\$0			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$25,200			\$25,200
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$600			\$600
45.521	Property Insurance			\$600			\$600
45.522	Liability Insurance			\$1,000			\$1,000
10.530	Communication (telephone and other)			\$18,000			\$13,200
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$0			\$0
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$2,000			\$2,000
10.550	Printing and Binding			\$1,000			\$1,000
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$6,500			\$3,500
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$225,000			\$133,650
TOTAL - OTHER PURCHASED SERVICES (500)				\$254,700			\$155,550
--- SUPPLIES ---							
10.600	Instructional Supplies	495	\$682	\$337,466	327	\$682	\$222,728
10.641	Textbooks	495	\$153	\$75,735	327	\$153	\$49,985
21.600	Supplies - Student Support Services			\$0			\$0
22.644	Library Books			\$0			\$0
22.650	Periodicals			\$0			\$0
24.600	Supplies - School Administration			\$200			\$200
26.600	Supplies - Operation & Maintenance of Facilities			\$0			\$0
31.600	Supplies - Food Service			\$0			\$0
31.630	Food - Food Service			\$0			\$0
TOTAL - ALL SUPPLIES (600)				\$413,401			\$272,913
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction	195	\$224	\$43,758	27	\$224	\$6,059
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$500			\$500
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0

Learning Management System

auditing, bus. management, legal, SIS

office rental

D&O insurance
renters insurance
fidelity bond
internet/phone service for instructors/staff

Ed. service providers incl. addt. facilities

activity materials incl. shipping

new laptops incl. shipping
staff computers and off. equip.

49.720	Buildings			\$0			\$0	
27.732	School Buses			\$0			\$0	
10.733	Furniture and Fixtures - Instruction			\$0			\$0	
24.733	Furniture and Fixtures - School Administration			\$500			\$500	
21.733	Furniture and Fixtures - Student Support Services			\$500			\$500	
10.734	Technology Equipment - Instruction	10.00	\$567	\$5,665	2.00	\$567	\$1,133	Instructors' equipment
24.734	Technology Equipment - School Administration	0.00	\$567	\$0	0.00	\$567	\$0	
21.734	Technology Equipment - Student Support Services	0.00	\$567	\$0	0.00	\$567	\$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)				\$50,923			\$8,692	
--- OTHER OBJECTS ---								
10.800	Other Objects- Instruction			\$0			\$0	
21.800	Other Objects- Student Support			\$0			\$0	
24.800	Other Objects- School Administration - Closure Reserves Fund			\$0			\$0	
26.800	Other Objects - Operation & Maintenance of Facilities	12.00	\$155	\$1,854	12.00	\$155	\$1,854	utilities
31.800	Other Objects - Food Services			\$0			\$0	
45.800	Other Objects - Building Acquisition			\$0			\$0	
	Total - All Other Objects			\$1,854			\$1,854	
10.810	Dues and Fees - Instruction			\$1,500			\$1,000	professional development
21.810	Dues and Fees - Student Support			\$0			\$0	
24.810	Dues and Fees -School Administration			\$0			\$0	
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0			\$0	
	Total - All Dues and Fees			\$1,500			\$1,000	
TOTAL - OTHER OBJECTS (800)				\$3,354			\$2,854	
Total Building Acquisition & Instruction (4500)								
45.830	Interest			\$4,939			\$4,939	
45.840	Redemption of Principal			\$74,023			\$74,023	
Total other financing sources (uses) and other items (800)				\$78,962			\$78,962	
1000	Total Local			\$142			\$94	
3000	Total State			\$3,223,025			\$2,171,944	
4000	Total Federal			\$126,648			\$83,588	
TOTAL REVENUES				\$3,349,816			\$2,255,625	
100	Salaries			\$1,879,478			\$1,367,565	
200	Employee Benefits			\$337,082			\$245,075	
300	Purchased Professional and Technical Services			\$98,850			\$97,850	
400	Purchased Property Services			\$25,200			\$25,200	
500	Other Purchased Services			\$254,700			\$155,550	
600	Supplies			\$413,401			\$272,913	
700	Property			\$50,923			\$8,692	
800	Other Objects			\$82,316			\$81,816	
TOTAL EXPENDITURES				\$3,141,949			\$2,254,661	
Excess or Deficiency of Revenues over Expenditures				\$207,866			\$965	
Other Sources of Funding (5000)				\$0			\$0	
Net Asset Balance (Fund Balance)				\$207,866			\$965	
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				6.2%			0.0%	
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)				6.2%			0.0%	

Elevated Charter School

loan amortization table

\$300,000 Total loan amount

2.545% Interest rate

48 principal repayment period (5-year loan, first year is interest only)

(\$6,580.14) Principal and interest payment

Payment #	Beginning balance	Payment	Interest portion	Principal portion	Balance after payment
1	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
2	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
3	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
4	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
5	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
6	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
7	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
8	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
9	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
10	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
11	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
12	\$ 300,000.00	\$ (636.25)	\$ 636.25	\$ -	\$ 300,000.00
13	\$ 300,000.00	\$ (6,580.14)	\$ 636.25	\$ 5,943.89	\$ 294,056.11
14	\$ 294,056.11	\$ (6,580.14)	\$ 623.64	\$ 5,956.50	\$ 288,099.61
15	\$ 288,099.61	\$ (6,580.14)	\$ 611.01	\$ 5,969.13	\$ 282,130.48
16	\$ 282,130.48	\$ (6,580.14)	\$ 598.35	\$ 5,981.79	\$ 276,148.69
17	\$ 276,148.69	\$ (6,580.14)	\$ 585.67	\$ 5,994.48	\$ 270,154.22
18	\$ 270,154.22	\$ (6,580.14)	\$ 572.95	\$ 6,007.19	\$ 264,147.03
19	\$ 264,147.03	\$ (6,580.14)	\$ 560.21	\$ 6,019.93	\$ 258,127.10
20	\$ 258,127.10	\$ (6,580.14)	\$ 547.44	\$ 6,032.70	\$ 252,094.40
21	\$ 252,094.40	\$ (6,580.14)	\$ 534.65	\$ 6,045.49	\$ 246,048.91
22	\$ 246,048.91	\$ (6,580.14)	\$ 521.83	\$ 6,058.31	\$ 239,990.60
23	\$ 239,990.60	\$ (6,580.14)	\$ 508.98	\$ 6,071.16	\$ 233,919.44
24	\$ 233,919.44	\$ (6,580.14)	\$ 496.10	\$ 6,084.04	\$ 227,835.40
25	\$ 227,835.40	\$ (6,580.14)	\$ 483.20	\$ 6,096.94	\$ 221,738.46
26	\$ 221,738.46	\$ (6,580.14)	\$ 470.27	\$ 6,109.87	\$ 215,628.59
27	\$ 215,628.59	\$ (6,580.14)	\$ 457.31	\$ 6,122.83	\$ 209,505.76
28	\$ 209,505.76	\$ (6,580.14)	\$ 444.33	\$ 6,135.81	\$ 203,369.95
29	\$ 203,369.95	\$ (6,580.14)	\$ 431.31	\$ 6,148.83	\$ 197,221.12
30	\$ 197,221.12	\$ (6,580.14)	\$ 418.27	\$ 6,161.87	\$ 191,059.25
31	\$ 191,059.25	\$ (6,580.14)	\$ 405.20	\$ 6,174.94	\$ 184,884.31
32	\$ 184,884.31	\$ (6,580.14)	\$ 392.11	\$ 6,188.03	\$ 178,696.28
33	\$ 178,696.28	\$ (6,580.14)	\$ 378.99	\$ 6,201.16	\$ 172,495.13
34	\$ 172,495.13	\$ (6,580.14)	\$ 365.83	\$ 6,214.31	\$ 166,280.82
35	\$ 166,280.82	\$ (6,580.14)	\$ 352.65	\$ 6,227.49	\$ 160,053.33
36	\$ 160,053.33	\$ (6,580.14)	\$ 339.45	\$ 6,240.69	\$ 153,812.64
37	\$ 153,812.64	\$ (6,580.14)	\$ 326.21	\$ 6,253.93	\$ 147,558.71
38	\$ 147,558.71	\$ (6,580.14)	\$ 312.95	\$ 6,267.19	\$ 141,291.51

39	\$ 141,291.51	\$ (6,580.14)	\$ 299.66	\$ 6,280.49	\$ 135,011.03
40	\$ 135,011.03	\$ (6,580.14)	\$ 286.34	\$ 6,293.81	\$ 128,717.22
41	\$ 128,717.22	\$ (6,580.14)	\$ 272.99	\$ 6,307.15	\$ 122,410.07
42	\$ 122,410.07	\$ (6,580.14)	\$ 259.61	\$ 6,320.53	\$ 116,089.54
43	\$ 116,089.54	\$ (6,580.14)	\$ 246.21	\$ 6,333.93	\$ 109,755.60
44	\$ 109,755.60	\$ (6,580.14)	\$ 232.77	\$ 6,347.37	\$ 103,408.24
45	\$ 103,408.24	\$ (6,580.14)	\$ 219.31	\$ 6,360.83	\$ 97,047.41
46	\$ 97,047.41	\$ (6,580.14)	\$ 205.82	\$ 6,374.32	\$ 90,673.09
47	\$ 90,673.09	\$ (6,580.14)	\$ 192.30	\$ 6,387.84	\$ 84,285.25
48	\$ 84,285.25	\$ (6,580.14)	\$ 178.75	\$ 6,401.39	\$ 77,883.86
49	\$ 77,883.86	\$ (6,580.14)	\$ 165.18	\$ 6,414.96	\$ 71,468.90
50	\$ 71,468.90	\$ (6,580.14)	\$ 151.57	\$ 6,428.57	\$ 65,040.33
51	\$ 65,040.33	\$ (6,580.14)	\$ 137.94	\$ 6,442.20	\$ 58,598.13
52	\$ 58,598.13	\$ (6,580.14)	\$ 124.28	\$ 6,455.86	\$ 52,142.27
53	\$ 52,142.27	\$ (6,580.14)	\$ 110.59	\$ 6,469.56	\$ 45,672.71
54	\$ 45,672.71	\$ (6,580.14)	\$ 96.86	\$ 6,483.28	\$ 39,189.43
55	\$ 39,189.43	\$ (6,580.14)	\$ 83.11	\$ 6,497.03	\$ 32,692.41
56	\$ 32,692.41	\$ (6,580.14)	\$ 69.34	\$ 6,510.81	\$ 26,181.60
57	\$ 26,181.60	\$ (6,580.14)	\$ 55.53	\$ 6,524.61	\$ 19,656.99
58	\$ 19,656.99	\$ (6,580.14)	\$ 41.69	\$ 6,538.45	\$ 13,118.53
59	\$ 13,118.53	\$ (6,580.14)	\$ 27.82	\$ 6,552.32	\$ 6,566.22
60	\$ 6,566.22	\$ (6,580.14)	\$ 13.93	\$ 6,566.22	\$ (0.00)