UTAH CAREER PATH HIGH

CHARTER APPLICATION

THE CHALLENGE

In Utah, for 100 students who enrolled in a public college, 71 chose a community college, with 45 enrolling full time and 26 part time; after four years, only 14 of the full-time students and one of the part-time students graduated. Of the 29 who started at a four-year college, only 13 got their degree within eight years. *(NYT, September 27, 2011)*

THE RESPONSE

> *"Adjustments in 5 areas – college/career readiness, cost, flexibility, student progress, and governance – will begin to lift the Utah system of higher education to new heights. These areas present opportunities for the greatest likely gains with the least likely disruption."*
>
> ***– Senator Steve Urquhart***

CALL TO ACTION

> *"Sixty-six percent of adult Utahns will have a postsecondary degree or professional certification by 2020."*
>
> ***– Governor Herbert***

ONE BOLD SOLUTION

Utah Career Path High

EXECUTIVE SUMMARY

UTAH CAREER PATH HIGH

MISSION

UCAP High changes lives and strengthens society by guiding students on a path to college success and career readiness.

VISION

UCAP High's partnership with the DATC will create a learning community that empowers students and fosters achievement. Through an optimal blend of virtual instruction and hands-on mentored training, our students will receive a world-class education that prepares them to be strong leaders and contributing citizens.

AUTHORIZER

The Davis ATC will serve as the authorizer.

UCAP HIGH MODEL

The UCAP High model is based on the commitment that every student will graduate with a high school diploma and a pathway to a career through technical certification and/or college.

The goal is 100% student placement either in the workforce, an institution of higher education, or continuation in an Applied Technology College program. This goal aligns with the DATC's criteria for accreditation, which is based on student placement in the workforce. This real-world

assessment goes well beyond theoretical understanding of state standards required for high school graduation. UCAP High also addresses the incredible need to better prepare students to succeed in college. This will happen for several reasons:

- Students will be located on the DATC campus and simultaneously immersed in a high school track while experiencing a college environment.
- Students will be given the unique opportunity to access a 21st Century college model with “state-of-the-art facilities”, lab environments, and DATC’s schools of expertise, combined with a blend of mentored hands-on and independent online learning.
- Student learning will be competency-based, allowing maximum flexibility to work on their own path and at their own pace to coincide with the career and educational pathways and the college experience of the ATC.
- Students will be provided with an accelerated track to both career placement and college.

A TRANSFORMATIONAL MODEL

Subject mastery and certification are driving forces of everything we do. Our learning program is based on mastery, and our model fits the competency-based certificate focus of the DATC.

Our learning model is called a “blended approach.” Blended learning is “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace. And, at least in part, at a supervised brick and mortar location away from home.” *(Innosight*

Institute, Classifying K12 Blended Learning, May 2012.)

WHAT THIS MODEL MEANS

Based on Roadmap for Reform, Digital Learning Now

UCAP High's blended learning model removes restrictions that formerly have been defined by traditional education. Our model overcomes Time, Place, Path and Pace as outlined by the Roadmap for Reform.

Time: Learning is no longer restricted to the school day or school year. Learning becomes the constant and time is the variable.

Place: Learning is no longer restricted to the walls of the classroom or lab.

Path: Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn in a method that is customized to their needs.

Pace: Learning is no longer restricted to the pace of an entire classroom of students.

THE POWER OF UCAP HIGH'S MODEL

The power of our blended model comes from having our learning centers located inside the DATC. The learning centers will provide many functions. They will be operated and supervised by UCAP High and staff and will include a computer lab, space to work and collaborate, face-to-face support from instructors, and a variety of ways to make progress—online, off-line, direct and group instruction, individual tutoring, group collaborations, etc. In addition to having the flexibility to work at home or remotely, students will have access to this nurturing high school and college

learning environment.

Our unique blended model is much more than providing digital content and having a location for students to gather. UCAP High students will integrate online learning with actual DATC programs. Student will have the opportunity to enroll in courses offered by the DATC (subject to admission requirements and program availability) and their experience at the DATC will enhance their high school learning and make it more meaningful. All course work, whether hands-on or online, will help progress students toward completion, mastery, certification and placement.

Our web-based curriculum and learning management system (LMS) will provide optimal student personalization. LMS refers to a suite of web-based functionalities designed to deliver, track, report on and manage learning content, learner progress and learner interactions. LMS can apply to very simple course management systems, or highly complex enterprise-wide, distributed environments.

Online curriculum allows students to progress at their own pace. For some students, mastery may come faster than for others. Moreover, because teachers are available online, students can get the real-time help they need during school hours and, in many cases, well beyond the regular school day.

We believe that the right combination of online curriculum, high school and DATC hands-on training and appropriate use of technology will give students a personalized pathway to a diploma and trade certification that leads to job placement in Utah’s modern work force with a higher wage and greater success in college.

HIGH SCHOOL NAME

The name, Utah Career Path High (UCAP High), is used throughout this document to refer to the high school applying for approval. The school may submit an amendment to change the school name.

Grade Configuration and Enrollment (53A-1a-508(3)(a) and (b))

Requirement: *Provide information regarding the age or grade levels to be served by the school and the projected maximum number of students to be enrolled in the school and the projected enrollment in each of the first three years of operations.*

Utah Career Path High (UCAP High) plans to serve students in grades 9 though 12 beginning in August 2013. The school will begin by serving students only at the DATC campus. Enrollment projections for the first three years of operations are set forth in the following table:

	Year 1 (2013)	Year 2 (2014)	Year 3 (2015)	Year 4 (2016)
Enrollment (Davis)	175	300	400	500

Governance Structure (53A-1a-508(3)(c))

Requirement: *Provide information regarding the governance structure of the school.*

UCAP High's Board of Directors takes seriously its responsibility as stewards of the public trust, both for the benefit of taxpayers of the state who will fund the school as

well as to the students and their families, who the school will serve more directly. The Board recognizes its ethical obligation to make decisions based on the best interest of the school and its stakeholders as well as its legal duty to abide by the laws and regulations governing the organization and to responsibly oversee the use of the financial resources entrusted to it.

The Board of Directors sees itself as a governing board and will focus its energies on governance matters. The Board will avoid involving itself in the management of the school and will give the Director the authority and responsibility to run the school and accomplish the objectives established by the Board. The Board will then take very seriously its obligation to monitor, evaluate the results, and hold the Director accountable.

UCAP High will be organized as a Utah non-profit corporation. The school will be governed by a volunteer Board of Directors who will receive no compensation for their services. As provided under the Utah revised Nonprofit Corporation Act, Utah Code § 16-6a-206, the school's Bylaws will be the legal document setting forth the qualifications, number, selection, removal, and powers of the members of the school's Board of Directors.

The minimum number of directors will be 3 and the maximum number will be 7. However, the Board of Directors may amend the Bylaws to change the number of directors if, in the Board's judgment, a change would be in the school's best interests.

The Bylaws will initially provide that Board Members will be appointed for terms of 3 years and will be eligible for renewal. The Board of Directors may amend the Bylaws to change the length of Board Member terms if, in the Board's judgment, a change would be in the school's best interests.

The terms of the initial Board of Directors will be staggered in order to promote continuity going forward.

Two members of the Board of Directors will be appointed by the DATC. The remaining Board Members will be elected by the vote of a majority of the existing Board. Nominations for interested and qualified new Board Members will be sought from both within and outside the school community. The Board will seek candidates with practical leadership experience who demonstrate an understanding of and belief in the school's mission and/or represent the business sector found in the programs of the DATC and who demonstrate skills and expertise that will contribute to the Board's governance functions.

Board elections will typically take place at the annual board meeting held in June each year except when elections are held to fill a seat that has become vacant through resignation or removal of a Board Member. The Board of Directors may remove a Board Member with or without cause by the vote of 2/3 of the remaining Board Members.

The Board anticipates that it will hold meetings at least monthly during the start-up phase. After start-up, the Board will meet as often as necessary to fulfill its governance responsibilities.

The Board will select members to fill the offices of chair, vice-chair, financial coordinator and secretary. Terms of office will be for one year, and elections will take place at the June annual board meeting.

FOUNDING BOARD MEMBERS

Robyn Bagley, Board President

Robyn's extensive involvement in education has evolved from multiple opportunities to serve her community. She

currently serves as Board Chair for Parents for Choice in Education, a non-profit, grassroots organization dedicated to ensuring every child has equal access to a quality education. Her leadership over a nationally recognized state education advocacy organization has afforded her the opportunity to become well- versed and knowledgeable in national and state education policy and issues.

Invited by Jeb Bush, Robyn served on the Digital Learning Council, convened in 2010 to define the policies that will integrate current and future technological innovations for high quality digital learning into public education. As a result of this service she authored the Statewide Online Education Program policy, which Parents for Choice in Education then successfully advocated for the passage of during the 2011 Utah Legislative Session. This law allows high school students to customize their learning paths with online courses.

Robyn also serves on the Advocacy and Issues Committee for iNACOL (International Association for K-12 Online Learning). Appointed by Governor Gary R. Herbert, she currently serves on his Education Excellence Commission, which, in the words of the Governor, is a group of well-qualified stakeholders being gathered together to develop Utah's education blueprint. She is a member of the Governing Board of Utah Connections Academy, an online K-12 charter school in its second year of operation.

Robyn recently left her role as the Board Chair for the Open High School of Utah, an online charter high school that opened its doors in the 2009-10 school year. During her service as a governing board member she was fully involved in the development and start-up phase of the school, setting the mission and vision and playing a direct role in all aspects of decision making and strategy. In 2010 she served on the Board of the Utah Association of Public Charter Schools,

recruited specifically to help bring the organization in line with the objectives of advocacy, grassroots development, policy, and fundraising. Part of her tasks included the search for a new Executive Director.

Fidel Ahumada Montero

Dr. Fidel A. Montero is an educational leader, teacher, and above all; an advocate of all students.

Dr. Montero is the current principal of Alta High School located in south Salt Lake County. Alta High School is among the largest comprehensive schools in the state of Utah. Under Dr. Montero's leadership, AHS provides a wide range of academic offerings, performing arts, athletics, and diverse extra-curricular activities. Dr. Montero holds graduate degrees in administration and management from Columbia University. He is also a proud graduate of Brigham Young University where he completed his undergraduate studies.

Dr. Montero's tenure in education has been diverse. Prior to his administrative experience, he was a middle school teacher and instructional coach. Dr. Montero is an author, presenter, and continues to lead school improvement as an independent consultant. Dr. Montero has conducted school improvement work in education settings in New York City, Los Angels, Miami, and other locations in the western United States. He is an advocate of systems leadership and evidence based instruction.

Dr. Montero is a first generation high school graduate and immigrant to the United States. The son of Mexican farm-working parents, Dr. Montero experienced poverty, discouragement, and the difficult transition most ELL children face in the United States. His ability to cope with the complexity of immigrant life and attain the American dream has fostered a desire to create opportunities for others. Dr.

Montero is the father of four wonderful children and married to his best friend.

Jay C. Greaves

Jay Greaves' educational path prepared him for a career of teaching and mentoring students, leading teams and building programs. He has two Bachelor's of Science degrees: Zoology with a Chemistry minor and Biology with an emphasis in Teaching Composites. He also has Master's Degree in Secondary Education.

Jay currently serves as the Vice President of Instruction at Davis Applied Technology College. Jay has 29 years of experience in education, including 27 years with the Applied Technology College System. He has served for 20 years as Vice President of Instruction and nine years as a classroom educator at the junior high, high school and ATC levels. He has taught many subjects, including: math, chemistry, physics, human anatomy, physiology and health occupations.

Besides extensive experience in instructional development with the DATC, Jay has served on the Health Occupations Students of America National Board of Directors and National Competitive Events Chair, the Utah Business Assistance Advisory Board for the Governor's Office of Economic Development and the Utah Association of Career and Technology Education (UCATE). Locally, he currently serves as a board member on the Davis County Chamber of Commerce Executive Board, the Legislative Affairs Committee and the Military Affairs Committee.

Additional Board member from DATC

DATC will provide to the UCAP Board a business industry representative from the DATC Board. This person will be assigned by the DATC Board chair.

Financial Plan and Fiscal Procedures (53A-1a-508(3)(d) and (q))

Requirement: *Provide (a) information regarding the financial plan for the school and the provisions which will be made for auditing the school under Subsection 53A-1a-507(4) and (b) information regarding fiscal procedures that are consistent with generally accepted financial management standards to be used by the school.*

FINANCIAL PLAN

UCAP High's Board of Directors recognizes that diligence in making sound financial decisions is necessary in order to accomplish the school's mission. This includes ensuring that the school exercises discretion with its expenses, including, but not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. UCAP High is committed to practicing fiscal responsibility and will hold the school's Director accountable for prudently administering the budget. The school's projected budget for the planning year and for the first two years of operations, including a contingency budget if enrollment only reaches 75%, is included as **Attachment A.**

This projected budget includes estimates for a fee for the DATC for each student enrolled in a DATC program (all students in 11th and 12th grades). This is forecast at $330 per student for year 1 and $765 per student for year 2. It is the school's intention to enter into a contractual agreement with DATC once it is authorized. Specific details including, but not limited to, the facilities, services and fees will be contained in that document. This fee is in addition to a charge for leasing space for students outlined below. This fee is also not the same as the authorizing fee contained in Utah

Code section 53a-1a-521 (6). The school also intends to pay the authorizing fee to the Davis ATC. The authorizing fee is included in the 2400-300 section and is forecast at 3% in operational years 1 & 2 and 1% in year 3.

As yearly budgets and budget projections are prepared, the school will ensure that funds are expended in accordance with the school's vision and mission.

PLANNING YEAR

Expenses in the planning year are contingent on funding, the most likely option being through the Utah State Revolving Loan. UCAP High intends to hire a director by April 2013, contingent on funding. The Director's salary is based on an annual amount of $65,000, so it has been budgeted at $16,250 for the period of April 2013-June 2013. The Director will be working closely with the Board and Educational Service Providers on many start-up activities including, but not limited to: hiring faculty and staff, student recruitment and enrollment, working with the curriculum developer, purchasing furniture, acquiring technology, and creating a Teacher Guide and a Parent and Student Guide. Benefits are listed separately and included in the budget.

During the planning year, the school will also contract with a company or individual to begin developing curriculum, recruiting students, preparing the learning management system and other technology related services for the school. A total of $95,600 has been allocated for the six-month period to begin this process. Additionally, $50,000 has been budgeted for furniture and fixtures for build out of the learning center. An additional $46,667 has been budgeted for technology purchases. In order to contract with Educational Service Providers (ESP), the school has included legal fees in the amount of $3,000. With the expectation of spending more than $100,000 in the planning year, the

school will have to comply with the State of Utah Legal Compliance Audit Guide. This means the school will need to have a CPA firm perform a review or compilation of the planning year financial statements. To complete these requirements, the school has budgeted $10,000 for accounting and audit fees. In addition to these items, the school has budgeted $30,000 for an initial marketing campaign.

In order to ensure that the school is fully equipped and ready to serve its students on the first day of school some purchases, such as courses and supplies, though researched and outlined during the planning year, will actually be purchased during the first part of the first year of operations.

OPERATIONAL YEARS 1-2

2013-2014 SCHOOL YEAR

Enrollment – The school is scheduled to open August 2013 with 175 students in grades 9 through 12.

Revenue – For the first year of operation, the school anticipates receiving $1,033,130 (for 175 students) in State WPU funding programs and non-WPU programs. Additionally, the school anticipates receiving approximately $42,000 in State Charter School Start-up funding and $17,500 in local revenue. Funding is determined based on the actions of the 2012 Legislative session without any increase in the WPU for 2014-2015. The school also anticipates receiving Federal funding from Special Education IDEA and No Child Left Behind.

Major Expenses – First year major expenses include the following:

Curriculum – Curriculum has been budgeted at an average of $1,025 per student for a total amount of

$179,375. In addition, another $1,050 per student has budgeted for purchased curriculum services for a total of $183,750.

Payroll & Benefits – Projected payroll amounts are shown on the budget. The amount budgeted for a teacher salary is an average of $35,500 (total anticipated expenditures of $177,500 for 5 FTEs). $650 per month per salaried employee is budgeted for a benefits stipend.

Audit and Controls – The school will follow all relevant laws and regulations that govern charter schools within the state of Utah. The Board of Directors will bear the responsibility for the financial oversight of the school. As such, the Board 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.

As mentioned previously, $10,000 has been budgeted for accounting and audit services during the planning year. In addition, $10,000 has been budgeted for audit services and reporting during operational years, including the Annual Financial Audit, October 1st Enrollment Count and Membership Reporting, and annual IRS Form 990 preparation and filing. This budget amount is included in the 2400-300 section. The audit report will be delivered to both USOE and the Utah State Auditor’s Office by November 30 each year in compliance with state requirements.

Contract Services – The school will start the first academic year with a seasoned financial team that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and financial management, while maintaining fiscal responsibility and sound fiduciary practices. The school will therefore

contract with an experienced ESP for business management services. It is anticipated that the services provided will include those discussed in Section 15 – Administrative Services. The amount budgeted for these services is $80,000. The school will follow applicable Procurement Code requirements in entering into a contract with an ESP. Other services such as snow removal, landscaping, custodial, etc. may also be handled on a contract basis.

During the first operational year the school has budgeted $33,254 to pay Davis ATC an authorizing fee of 3% of state revenues.

Fundraising – The school has not included any revenue derived from fundraising in the annual budgets. In general, the school anticipates that parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations that are given directly to the school will be considered additional revenue for the school year and will be used in addition, not in replacement, of regularly budgeted funds. Any restricted donations will be used in accordance with the donor's request. Any unrestricted donations will be used at the direction of the Board of Directors or the Director.

Balanced Budget – The Board of Directors and the Director will review the budget at least monthly to ensure the school's financial stability. In accordance with 53A-3-19 (303) and (304), the school will appoint a business manager. In addition, the Board of Directors will appoint a member to review and report on the on-going financial activities of the school. This Financial Coordinator will ensure that the Director is keeping within the parameters of the approved budget and that

the business manager is properly reporting the school's activities in a timely manner. Examples of financial reports that will be submitted include: the Annual Financial Report and Annual Program Reports by October 1st of each year, the Monthly Financial and Enrollment Summary reports monthly for the first year and quarterly for each additional year, and the Negotiations Report. They will also ensure that the school is following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met. This oversight provides checks and balances to ensure the proper expenditure of the school's funds and helps the school progress towards a sufficient cash reserve. The school will keep this cash reserve in the budget for unexpected events, decreases in state and/or federal funding or targeted future expenditures.

Other major expenses – In addition to the teachers' salaries and benefits as outlined in #4, the school anticipates employing other staff members, including:

One (1) Director at $65,000

One-half (.5) Special Education Teacher at $18,750

One (1) Secretary/Office Manager at $32,500

One-half (.5) Counselor at $21,000

To support its staff, the school anticipates spending additional funds on supplies, materials, and professional development. These activities will be designed to both strengthen the school's focus as well as aid in the development and progression of the teaching force.

As outlined in Section 11 – Facilities, the school anticipates utilizing space provided by the DATC. The

school has budgeted the following amounts related to facilities:

$15,000 for space leased,

$7,500 for property and liability insurance,

$2,500 for additional operational supplies.

Necessary Closure Fund – The school has budgeted $11,662 the first operational year for expenses associated with implementing a closure plan. This amount exceeds the minimum recommendations, and will be used to do the following: cover payroll for the closure transition team until official winding up of all corporate business, pay for required audit(s) by independent accounting firms, pay for accounting/legal services to the extent these services are not paid through payroll, pay any facility costs, maintain insurance throughout the closure process, and pay for any other reasonable and necessary expenses related to the effective corporate dissolution.

2014-2015 SCHOOL YEAR

Enrollment – Enrollment will increase to a total enrollment of 300 students.

Revenue – The school is budgeting $1,786,262 in State Regular WPU and Non WPU funding Year Two. This figure includes an anticipated 1% increase for the 2014-2015 school year. Additionally, the school anticipates receiving approximately $72,000 in State Charter School Start-up funding and $30,000 in local revenue.

Major Expenses – Second year major expenses include the following:

Year Two Major Expenses (excluding payroll)

Learning Center Furnishings – $35,714 for additional needs.

Computer Equipment – $33,600 for an additional 42 computers.

Curriculum Materials – Curriculum has again been budgeted at an average of $1,025 per student for a total amount of $307,500. In addition, another $1,050 per student has been budgeted for educational system services for a total of $315,000.

Payroll & Benefits – Projected payroll amounts are shown on the budget. The amount budgeted for teacher salary will increase from year one to year two by one percent with an average of $35,855 (total anticipated expenditures of $215,130 for 6 FTEs). Benefit stipend will increase to $700 per month per salaried employee beginning year two in anticipation of an increase in providing health, dental, life and other insurance to the school's employees.

Audit and Controls – The school will continue to follow procedures established in year one, as well as review the annual audit performed by the independent CPA firm. Upon review of the audit, the Board of Directors will oversee the implementation of all management comments made by the CPA firm as well as the correction of any audit findings that come as a result of the audit. The Director and the financial team will be required to report on the progress of these items regularly in Board Meetings and other correspondence with the Board of Directors, in particular with the Board Financial Coordinator.

Balanced Budget – Continuing the procedures

established in year one, the Board of Directors and the Director will continue to review the budget monthly to assure financial stability. The Board Financial Coordinator will assure that the Director is expending funds in accordance with state law and grant regulations, and that all purchasing policies and procedures are followed. The school will strive to keep a reserve in the budget for emergency or targeted future expenditures.

Other Major Expenses – As in year one, the school anticipates employing other staff members, including:

One (1) Director at $65,650

One (1) Special Education Teacher at $37,875

One (1) Secretary/Office Manager at $32,825

One (1) Counselor at $42,420

As in year one, the school anticipates expenses related to facilities:

$35,000 for leased space

$12,857 for property and liability insurance

$4,286 for additional supplies

Necessary Closure Fund – The school's Board of Directors has budgeted $25,600 the second operational year for expenses associated with implementing a closure plan. This amount exceeds the minimum recommendations, and will be used to do the following: cover payroll for the closure transition team until official winding up of all corporate business, pay for required audit(s) by independent accounting firms, pay for accounting/legal services to the extent these services

are not paid through payroll, pay for any facilities costs through the winding up process, maintain insurance throughout the closure process, and pay for any other reasonable and necessary expenses related to the effective corporate dissolution.

Contingency Budget

The school anticipates it will attain full enrollment by the beginning of the first and second years of operation. However, if full enrollment is not achieved, the school has prepared a contingency budget based on 75% enrollment. The school has determined the amount of non-contingency items (e.g. salaries, employee benefits, building lease, etc.) and contingency items (e.g. instructional supplies, textbooks, property, etc.) that would need to be removed from the contingency budget. The contingency budget is well within statutory limits, specifically maintaining a 5% reserve for both operational years.

Fiscal Procedures

UCAP High is committed to consistently adhering to sound fiscal procedures. As part of this commitment, the school will adopt fiscal policies and procedures to safeguard school assets and procedures to ensure compliance with procurement requirements. The school will also identify the important role of its business manager or ESP by clearly outlining the job description, including qualifications and duties. The school’s Board of Directors understands that they are stewards of all school assets and are responsible for appropriate use of state and federal funds. The school’s ESP for business management will attend all necessary Utah State Office of Education (USOE) School Finance trainings. The ESP for business management must be able to articulate a clear understanding of why it is important to attend these trainings on a continuing basis.

The school’s fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevancy, reliability and comparability.

The school’s financial information will be gathered and reported consistently across all fiscal periods. The financial information and documentation retained will be appropriately relevant, thereby supporting the school’s financial condition. All financial information will be reliable and verifiable by an independent party. This means that the school’s financial statements will present a clear picture of what is happening with the school at any point in time. The school will also ensure comparability. By ensuring comparability, the school’s financial statements and other documentation will be comparable to other charter schools. Furthermore, the school will adhere to the following fiscal procedures:

Calendar of Budget Preparation

An effective Board of Directors provides financial security for a school through oversight of the budget and financial operations. The school’s finance committee, which is made up of the ESP for business management, the Director, and selected Board Members, will work together to prepare monthly and annual budgets. The budgets will use the USOE chart of accounts and budget categories. These budgets will be reviewed and approved in an open Board meeting in accordance with the Utah Open and Public Meetings Act.

Budget Amendment Process

Any proposed budget changes throughout the year will be reviewed by the finance committee, approved by the Board of Directors in an open meeting and reported to USOE.

Limits on Appropriations

The Board of Directors and administration will decide the priorities for the school each year and will use those priorities to make decisions regarding the use of public resources. In the first two operational years, the school will appropriate a substantial amount of resources for hiring, training, and monitoring educational staff in order to accomplish the school's mission. However, appropriations in the final annual budget will not be made for any fund in excess of the estimated expendable revenues for the budget year.

Nature and Frequency of Budget Reports

Each month the ESP for business management will reconcile the accounting books. A budget-to-actual report will then be provided to the Board of Directors as well as the school administration. Financial statements will be provided as required to the chartering entity. The ESP for business management will maintain complete and open records for any person who requests the information in compliance with Utah state code and Federal regulations governing the request of public records.

Policy on Making Appropriations in Excess of Estimated Expendable Revenue

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

Expendable Revenue and Undistributed Reserves

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

Emergency Expenditures

The Board of directors will create a policy around emergency expenditures to allow a director or member of the Board of Directors to authorize expenditures outside of existing budget categories according to that policy.

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

USOE School Finance Training

As discussed elsewhere, the school will contract with an ESP for many of the school's business requirements, which includes, but is not limited to, USOE school finance trainings. A well-qualified representative from the ESP will attend and complete required trainings. In addition, the school will ensure that a representative from the Board of Directors will attend any USOE school finance training and all other required finance trainings prior to the first day of school. The school recognizes the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds.

The school recognizes that the landscape in public education finance is constantly changing and feels it is critical to the

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

4. Mission, Educational Goals, Curriculum and Assessment (53A-1a-508(3)(e))

Requirement: *Provide information regarding the mission and education goals of the school, the curriculum offered, and the methods of assessing whether students are meeting educational goals, to include at a minimum participation in the Utah Performance Assessment System for Students under Chapter 1, Part 6, Achievement Tests.*

CURRICULUM

UCAP High's unique and innovative model meet the charter school defined purposes:

- Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools and

- Increase choice of learning opportunities for students

UCAP High will provide students with access to the most robust, high-quality online curriculum available. All curriculum will be aligned to the Utah State Core Curriculum Standards. This will be combined with the accredited training

programs offered by the DATC. As outlined in the DATC charter authorization policy, curriculum will include technology/technical coursework beyond that found in a traditional public high school to coincide with UCAP High's DATC partnership.

The school's program will align with the policy that all students in the eleventh and twelfth grades are enrolled in a UCAT campus course each semester (12 hours per week). This requirement is subordinate to the requirement (as stated in section 5 of this application) that the school will not make enrollment decisions or give preference to any student on any basis prohibited by applicable law, including federal civil rights laws and IDEA. Entrance into a DATC program is subject to the requirements, fees and availability of that program. While enrolled in DATC classes, students must follow all DATC policy, procedures and established practices and maintain satisfactory progress established by the college and program instructors. By nature of the program being aligned with the eleventh and twelfth grade policy, the school will work with students in the 9th and 10th grade to prepare them for DATC courses.

We believe that the right combination of on-line curriculum, hands-on training and appropriate use of technology will give students a personalized pathway to a diploma and trade certification that lead to job placement and greater success in college.

UCAP High will be focused on personalization and mastery; the curriculum we choose will come from a number of proven, high-quality online content sources. A major part of our model is customizing instruction to the academic needs and particular interest of each student. We plan to continually expand our curriculum resources to better customize each student's learning experience. In all cases, the curriculum and the student's learning pathway will be

aligned to Utah State Core Curriculum Standards and assessed by state accepted practices.

UCAP High’s curriculum will emphasize mastery of core subjects and preparation for post-secondary training and college. Namely, UCAP High’s core curriculum features language arts, mathematics, science, social studies, the arts, physical education/health, career and technical education, general financial literacy, and a focus on technology/technical coursework beyond that found in a traditional public high school. UCAP High’s partnership with DATC will allow us to deliver to all students an optimal education. Our combined high school and college programs will enable students to graduate with both a diploma and a pathway to a career through trade certification and/or college credit. Additionally, the programs and facilities at the DATC will provide students with increased opportunities to participate in paths for Science Technology Engineering and Math (STEM).

As UCAP High’s aim is to empower Utah students through an optimal blend of online instruction and hands-on mentored training, we will use personalized and interactive curriculum with particular attention to helping all students achieve proficiency in core curriculum. Thus, we aim to construct a flexible and individualized learning environment that engages and motivates students from all backgrounds.

“We promote career and educational pathways by providing hands-on, competency-based training.” - DATC

PROGRAM OF INSTRUCTION

UCAP High understands that no freestanding curriculum can serve as a replacement for interaction and engagement between teacher and student. Ultimately, just as digital learning transforms student learning it can transform the teaching experience. Through the vehicle of technology, the ability of the teacher to focus on each student's needs is magnified. The role of the teacher changes from a primary focus on synchronous curriculum delivery to a focus on individualized instruction customized to every student. The teachers' role is primarily to help students progress on an individually customized, fluid schedule among learning modalities. The teacher-of-record and learning coaches will provide off-site and/or face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. The variety of options our model offers is meant to provide maximum flexibility for a wide range of learning styles and needs.

MAKING LEARNING PERSONAL AND TRACKING PROGRESS

The LMS will be the vehicle through which each student's UCAP High Personalized Learning Plan (PLP) is managed. Each PLP will contain goals consistent with programs offered by the DATC. Goals and pathways to college and career will be aligned to coursework, and progress will be tracked in a way that motivates students and informs instruction. All stakeholders including teachers, parents, administrators and the student will have real-time access to view data that empowers and directs learning. Teachers will have access to data to inform instruction, targeted interventions and supplementation as needed.

UCAP High's orientation program will give students and parents the opportunity to understand technology and student expectations. Parents will have access to both the student and parent sections of the LMS in order to monitor and stay informed about their student's progress. Parents will also have access to teachers on an as-needed basis. Progress reports will be available at regular intervals throughout the learning experience. The teachers will be in regular contact with students and parents in order to address student needs, report progress, and help students manage their time.

ASSESSMENT

UCAP High's innovative and personalized curriculum, assessment, and program of instruction are aligned to meet charter school purpose:

Continue to improve student learning

Students will participate in all state required assessments as outlined on the USOE assessment website. When students arrive at UCAP High their CCR (Career and College Readiness Plan) and transcript showing their current credit standing and courses completed will be aligned to their PLP. The student CCR will meet all state requirements and the PLP will address the integration of student goals aligned to UCAP High goals for the student, including but not limited to internships, employment records, teacher recommendations, entrepreneurship programs, continuing education, etc. Counselors, administrators and teachers at UCAP High will use each individual student CCR and PLP to continue to support the student in planning their high school experience. DATC counselors will have the opportunity to work cooperatively with UCAP High teachers and counselor to provide a seamless learning experience.

Competency based curriculum incorporates continuous evaluation of mastery allowing assessment to drive instruction. The teacher and student together can evaluate progress, differentiate curriculum and instruction, and give the student the opportunity to advance at their own pace on an individually designed pathway to learning.

Data from formative and summative assessments will inform the instructional practices and remediation/enhancement programs implemented by UCAP High teachers and administrators. UCAP High will use formative assessments, using course work to inform both students and parents on student progress, and summative assessments to help identify individual student gaps in learning. It is UCAP High's goal that all students meet or exceed appropriate grade level requirements of the Utah State Core Curriculum. All test results and related assessment data collected through various assessment methods will be entered on a continuous basis into the LMS and be available online to teachers, staff, parents, and students in order to monitor student progress toward mastery of the Utah State Core Curriculum. DATC's assessment practices will be integrated into UCAP High's on-going monitoring of student progress.

All teachers will be trained in the curricular emphasis and effectiveness goals of UCAP High. All teachers will be required to plan how to accomplish UCAP High's effectiveness goals. Teachers will use a variety of assessment tools including state-mandated and curriculum based assessments. Teachers will collect data, monitor student progress, and adjust instructional practices to meet Core standards. All the state-mandated test results will be reported to the Governing Board and parents.

PROFESSIONAL DEVELOPMENT

Teachers at UCAP High will receive professional development

in making learning student centered. Teachers will be able to use a variety of strategies matched with the appropriate curriculum, allowing the instructional resources to be designed for individual student needs. Professional development will focus on technology use and assessment data analysis for instruction and student interventions. UCAP High will have the unique advantage of providing joint professional development activities with the DATC.

EFFECTIVENESS GOALS

UCAP High has established the following effectiveness goals:

Goal	Improve student learning
Strategy	Provide high quality instruction through a blend of virtual curriculum and hands-on mentored training
Measurement	Subject mastery and state-mandated testing

Goal	All students will actively participate in career planning through the PLP process
Strategy	Orientation, successful course completion, DATC collaboration
Measurement	The number of students that achieve one or more of the following: applicable workforce employment, acceptance in and transferable credits to a higher learning institution other than the DATC, DATC certificate, or continuation in the DATC program.

Goal	Student satisfaction with the learning process

Strategy	Implementation of the Learning Management System
Measurement	Annual student satisfaction survey

STUDENT TECHNOLOGY POLICY

Each enrolled student at UCAP High will have access to an onsite computer lab and learning center. Computer systems will be school property. Students will be responsible for their own technology for off-site learning. UCAP High will provide technical support to all students for purposes of school-related instruction, curriculum delivery, learning management system functions, and all technology-related services provided by UCAP High.

5. Admission and Dismissal Procedures (53A-1a-508(3)(f))

Requirement: *Provide information regarding admission and dismissal procedures, including suspension procedures.*

ADMISSION PROCEDURES

No students will be given priority notice or guaranteed admission to UCAP High.

Admission to UCAP High is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language. The school will not make enrollment decisions or give preference to any student on any basis prohibited by applicable law, including federal civil rights laws and IDEA. All resident students of Utah qualify for admission to the

school. No tuition is charged for attendance at the school. The school will not discriminate in its admission policies or practices.

The school will follow applicable laws in connection with its lottery and the admission and enrollment of students.

APPLICATION

Students will apply for admission to the school electronically.

The applications of students that are not accepted will be purged prior to each new open enrollment period rather than carried over to the following year, so new applications must be submitted each year for students seeking admission to the school.

In order to determine how many spots will be available the following year, students who are enrolled in the school will be asked, prior to each open enrollment period, to indicate whether they intend to attend the school the following year. Currently enrolled students are not required to submit a full application each year.

LOTTERY

In the event that more students apply during an enrollment period than there are available spots in any given grade, as determined by the Director, students will be selected by a computer-generated random-draw lottery in accordance with state guidelines.

PREFERENTIAL ENROLLMENT

The school will offer preferential enrollment to certain categories of students as permitted under applicable law.

Preferential enrollment will first be given to children of

founding Board members.

Preferential enrollment will be given next to siblings of students that are already enrolled in the school.

Preferential enrollment will first be given next to students matriculating from one campus of the school to another.

Preferential enrollment will be given next to children of full-time employees (regularly working 30 hours or more per week) of the school.

REGISTRATION

The school will establish registration procedures that ensure that students are properly registered, that the school receives all necessary information regarding students, and that students and their parents/guardians receive required notices and give necessary consents.

DISMISSAL PROCEDURES

In order for the school to achieve its mission and strategic goals, it must be a safe place for everyone. This will be accomplished through a proactive approach that presents clear policies and expectations regarding student behavior and reinforces these expectations consistently throughout the school year. The school policy will be consistent with DATC student code of conduct and all applicable DATC student policies. The school's policy and rules are to be followed during school hours and at school-sponsored activities. Criminal acts or disruptive behavior will not be tolerated, and anyone involved with these activities will be subject to school disciplinary action, prosecution, or both.

The teacher will be responsible for the majority of discipline issues. The Board will develop a student discipline policy. In

the event that suspension or expulsion is required, the school will act pursuant to the applicable student discipline policy and in accordance with IDEA and all other applicable state and federal laws.

SUSPENSION/EXPULSION

A suspension is the temporary removal of a student from class(es) or school. The primary intent of suspension is to alert the parent/guardian that there is a serious problem that needs the attention and effort of the student, the parent/guardian, and the school.

An expulsion is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the school to the student's parents/guardians, and makes the parent/sguardians responsible for compliance with the compulsory education act for the duration of the expulsion.

DUE PROCESS PROCEDURES

The purpose of discipline procedures is to ensure that students receive procedural due process as required by the U.S. Constitution. The right to due process in disciplinary proceedings is therefore applicable in all instances where the behavior of the student is being evaluated for possible suspension or expulsion. The student must always be treated with fundamental fairness, has a right to be fully informed about his/her alleged breach of behavior, and must be provided with an opportunity to respond to such charges. In imposing discipline on students, the school will adhere to the requirements of state and federal law and constitutional due process.

INFORMAL HEARINGS

Most discipline problems that do not require long term suspension or expulsion are resolved through an informal hearing involving the student, the student's parent/guardian, the Director, and possibly another administrator, a teacher or a staff member. During the hearing, the student and parent/guardian hear the charges, evidence, and potential consequences. The student also tells his/her side of the story. Various problem solving strategies may be used to address the issues in during the meeting.

FORMAL HEARINGS

Formal hearings are held as a part of the due process procedure when requested following a Director's decision to impose long term suspension or expulsion. When a formal hearing is required, the school will follow appropriate procedures in providing notice to parents/guardians, in conducting the hearing, and in any appeal of the decision by the parents/guardians.

If a formal hearing is requested, the student will receive the following procedural due process:

- Written notice of prohibited conduct
- Written notification of hearing (time and location) and procedures to be followed
- Impartial hearing
- Access to evidence
- Opportunity to present witnesses and evidence on his/her own behalf
- Opportunity to have counsel present

DISCIPLINE OF STUDENTS WITH DISABILITIES

The school is committed to complying with the requirements of IDEA and Section 504 of the Rehabilitation Act when administering discipline to students with disabilities. Disciplinary procedures that satisfy the legal requirements for these situations will be adopted and implemented in the school.

6. Complaints (53A-1a-508(3)(g))

Requirement: *Provide information regarding procedures to review complaints of parents regarding the operation of the school.*

UCAP High places high value on courtesy, respect, and responsibility. The school believes that both positive and negative feedback are important to the school's success and to meeting the needs of stakeholders. Both types of feedback can help ensure that fair and equitable policies and procedures are in place, that school employees are performing their jobs, and that the school is functioning properly. The school will make a serious effort to collect, analyze, and respond to feedback from all stakeholders.

In order to obtain feedback, we encourage parents/guardians and staff to develop open and respectful lines of communication with each other for the benefit of the school's students. However, if a parent/guardian, student, staff member or other individual or group is not satisfied with a decision, policy or act or believes that the school has violated or is violating any rule or regulation, they may take the steps outlined in the school's complaint policies, which will be consistent with the following guidelines:

GENERAL COMPLAINTS

A concern that involves the staff should be addressed directly with the individual(s) involved.

- Parents who have concerns about their child's class experience should first address those concerns directly with their child's teacher.
  - A parent-teacher conference should be scheduled as soon as possible to discuss the issues.
- Staff members who have concerns should first discuss those concerns with the individual(s) that are involved.
- Concerns with an administrator need to be discussed directly with the administrator involved.

If the parent or staff member is unable to resolve the concerns and issues directly with the person(s) involved, the concerns may then be addressed to the Director.

- Unresolved concerns taken to the Director should be made by appointment. Appointments may be made by phone, written request, email, or in person.
- Appointments will typically be scheduled within five (5) school days of the request.
- Complaints to the Director and the outcome of the discussion will be documented.

If the issues, concerns, or complaints remain unresolved after meeting with the Director, the individual may share the grievance with the Board of Directors.

- All complaints to the Board should be made in writing or via email.
- Decisions on concerns and complaints taken to the Board

will typically be sent to all individual(s) involved within five (5) school days of the next upcoming board meeting.

In addressing grievances brought to the Board, the Board will respect its role as the school's governing body and will respect administrators' role as managers of the school. The Board will therefore refuse to address management-related grievances unless they involve illegal or unethical conduct, violations of Board policies, or conduct that reasonably appears to jeopardize the health and safety of students or employees.

Parents may also share concerns with the Board of Directors during the public comment period of a board meeting.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT ("IDEA") COMPLAINTS

The school recognizes that students with disabilities, who attend the school, and their parents/guardians, retain all rights under Part B of IDEA, Utah Code §§ 53A-15-301 to -305 and other applicable regulations.

The school understands the importance of adhering to the necessary and proper procedures of resolving complaints that allege violations of Part B of IDEA, State Rules, or other applicable laws protecting disabled individuals. The school will follow IDEA, State regulations as stated in USOE Special Education and Guidelines, and any other state rules protecting the rights of students with disabilities, including procedures for filing and resolving complaints as well as requirements for procedural safeguards.

7. Parental Involvement (53A-1a-508(3)(h))

Requirement: *Provide information regarding the opportunity for parental involvement at the school.*

UCAP High strives to create a community of learners that includes the families of students. The technological tools employed by the school will create transparency and collaboration in the educational process and enable parents to be partners in students' education in real time. As discussed in Section 4, above, UCAP High's orientation program will give students and parents the opportunity to understand technology and student expectations. Parents will have access to both the student and parent sections of the LMS in order to monitor and stay informed about their student's progress. Parents will also have access to teachers on an as-needed basis. Progress reports will be available at regular intervals throughout the learning experience. The teachers will be in regular contact with students and parents in order to address student needs, report progress, and help students manage their time.

UCAP High encourages volunteer parental involvement and recognizes that at the high school level this becomes more challenging. The school's goal is to provide many unique and innovative opportunities for parental involvement. Opportunities for involvement may include open communication with administration and the Board of Directors; opportunities for volunteering in the school and through the parent organization; participating on committees; fundraising activities; volunteering in the learning centers or the library; giving presentations on career paths, mentoring or providing job shadowing opportunities for students; various at-home opportunities; assisting with clubs or other extra-curricular activities;

attending student events; participating in parent-teacher conferences; and participating in the CCR and PLP development process with their student. Other parental involvement opportunities and needs may also be published periodically in the school's newsletter and on its website.

The blended learning model allows the student flexibility to work at home or at other off site locations. Because of this, parental involvement and engagement is paramount to student success. Additionally, the school may ask parents to provide information about their availability to provide service as well as their areas of expertise or interest. This will allow the school to better coordinate parent service to meet the school's needs.

The school anticipates that a parent organization will be formed. The parent organization's role will be to work with the school's administration to help facilitate and coordinate volunteer opportunities and organize various school activities in order to promote the school's mission in a manner consistent with the Director's plan for achieving that mission.

8. Insurance Coverage (53A-1a-508(3)(i))

Requirement: *Provide information regarding how the school will provide adequate liability and other appropriate insurance for the school, its governing body, and its employees.*

UCAP High currently intends to obtain liability and any required property insurance through Utah Division of Risk Management. This insurance provides adequate coverage amounts for the risks facing the school, its employees, and members of the Board of Directors.

9. School Calendar (53A-1a-508(3)(j))

Requirement: *Provide information regarding the proposed school calendar, including the length of the school day and school year.*

Due to the flexibility of the blended learning model, each student's school day begins and ends on their own schedule according to their PLP. The length of the school day will be consistent with the requirements of applicable law.

Below is the proposed UCAP High 2013-2014 school year calendar. As can be seen in that calendar, UCAP High will follow a traditional 9 month school year plan in the first year. In later years, UCAP High may offer additional learning opportunities that will take it beyond the traditional 9 month plan while continuing to meet all state standards. This calendar may be adjusted to align to the yet-to-be-established DATC 2013-2014 calendar.

10. Agreements Regarding Extra-Curricular Activities (53A-1a-508(3)(k))

Requirement: *Provide information regarding whether any agreements have been entered into or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school district.*

UCAP High has not entered into any agreements and has not developed any plans with school districts regarding the participation of the school's students in extracurricular activities within the school district.

11. Facilities (53A-1a-508(3)(l))

Requirement: *Provide information regarding the district*

within which the school will be located and the address of the school's physical facility, if known at the time the charter is signed.

In order to facilitate the accomplishment of the UCAP High's mission, the school intends to occupy space at the DATC campus. Representatives of the school have had discussions with DATC representatives and, based on the understanding reached, plan to utilize sufficient space for the school's operations. The school will orient it's space in a manner that is consistent with the blended learning model of instruction. The flexibility afforded each student of time, place, path and pace necessitates only a learning center facility.

The learning center facility will provide sufficient study space to provide individual computer stations, areas for face-to-face and small group instruction, space for group study and collaboration and a social area for students.

12. Employees (53A-1a-508(3)(m), (r)(i), (r)(ii))

Requirement: *Provide information regarding the qualifications to be required of the teachers, including the requirement of a criminal background check, and the school's policies and procedures regarding: (i) employee evaluation; and (ii) employment of relatives.*

The school will hire qualified administrators, teachers and paraprofessionals.

DIRECTOR QUALIFICATIONS

As the UCAP High's educational leader and the individual responsible for the school's day-to-day operation, the Director will be key to the school's success. The Director must have a strong commitment to the school's mission and

focus because he or she will be held accountable for achieving that mission.

The Board of Directors will hire a school leader who has demonstrated leadership ability. The Director must understand and be invested in the school's mission and have the expertise, skills and character to lead the school, including strong communication skills, teamwork, analytical, organizational, technological and interpersonal skills. In today's global economy, a school leader must understand school organization, general curriculum, and leadership. The Director must develop practices that focus the school community on student success. The Director must have effective leadership skills with the school's faculty and staff in order to create a working environment where the talents of the school's educators can shine and produce great learning results as well as with the school's students in order to create an effective learning environment where students are challenged and motivated to grow and develop as lifelong learners.

The Director must be able to implement the Board's policies and develop effective procedures for the various aspects of the school's operations.

The school will seek the following preferred qualifications when hiring a Director:

Demonstrated leadership/administrative experience

Skills, Abilities and Knowledge:

Commitment to the mission, values, and goals of the school

Effective communication and relationship-building skills in order to work with key stakeholders, including Utah State Office of Education, the Authorizer, the Board of

Directors, parents, parent committees, students, and the local community

Ability to form productive relationships with students, families, and staff

Ability to fairly and effectively administer discipline and create a respectful learning environment among students

Ability to foster teamwork among the faculty and staff

Effective human resource skills

Experience successfully hiring and managing staff

Experience successfully supervising and evaluating staff

Experience successfully evaluating, motivating, rewarding, and providing targeted feedback and professional development

Strong work ethic

Experience and understanding of budget management and administration

Understanding of implementation of standards-based curriculum

Understanding of assessment principles and strategies

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

The school will seek dynamic, innovative, professional faculty members to teach its students. The Board delegates to the Director the responsibility to recruit and hire teachers that are able to produce the learning goals established by

the Board.

The school will follow applicable standards established by the Utah State Office of Education. All of the school's teachers, paraprofessionals, aides and substitutes will be held to the appropriate standards for their positions. All teachers will have received a bachelor's degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements according to the Utah State Office of Education or shall be on track to complete the Alternative Route to Licensure. Teachers will hold a valid secondary level 1, 2, or 3 license with endorsements corresponding to the subject area that they are teaching.

Teachers who work in NCLB core academic subject assignments will meet the following qualifications to be Highly Qualified:

- a bachelor's degree; and
- a secondary educator license with endorsement in appropriate area of concentration for subject being taught; and
- a passing score at the level designated by the USOE on a Board-approved subject area test

Special Education Teachers will be Highly Qualified and will meet the following requirements:

- a bachelor's degree; and
- an educator license with a special education area of concentration; and
- any one of the following in the assignment content area:
- a passing score on a Board-approved content test; or

- a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area; or
- a passing score at the level designated by the USOE on an approved subject area test and an endorsement in the content area.

Teachers who work with students with disabilities will also meet the qualifications as outlined in IDEA 2004 in addition to the qualifications outlined in NCLB. Special Education Teachers will satisfy the following qualifications:

- a bachelor’s degree; and
- an educator license with a special education area of concentration; and
- any one of the following in the assignment content area:
- a passing score on a Board-approved elementary content test; or
- a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area; or
- a passing score at the level designated by the USOE on a Board-approved subject area test and an endorsement in the content area.

A special educator who would be NCLB Highly Qualified as a teacher of record in an elementary/early childhood regular education assignment is also NCLB highly qualified as a teacher of record in a special education assignment.

Teachers who work with students with disabilities will also meet the qualifications as outlined in IDEA 2004 in addition to the qualifications outlined in NCLB.

Counselors will satisfy the following qualifications:

a bachelor's degree; and

an educator license with a counseling area of concentration; and

any one of the following in the assignment content area:

a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area; or

a passing score at the level designated by the USOE on an approved subject area test and an endorsement in the content area.

The school's teachers will either pass the approved content test(s) or will satisfy Utah's HOUSSE requirements for assignments and obtain a Level 2 license with standard license area of concentration as outlined in R277-510-5.

Following these guidelines will ensure that the school meets the requirements for Highly Qualified teachers under the No Child Left Behind Act because the school will hire teachers that have a current Utah educator's license who will be assigned positions consistent with his or her educator's license.

PARAPROFESSIONAL QUALIFICATIONS

A "paraprofessional" is an individual who works under the supervision of a teacher or other licensed/certificated professional who has identified responsibilities in the classroom. The school will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides, for a program supported by Title I funds as outlined in R277-524. This rule provides

that:

- The individual shall have earned a secondary school diploma or a recognized equivalent; and
- The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- The individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under Federal Elementary and Secondary Education Act (ESEA); and
- The individual shall satisfactorily complete a criminal background check.

PLAN FOR NON-HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS

If the school hires a teacher or paraprofessional that is not Highly Qualified, the employee will work with the Director and HR representatives of the ESP, if applicable, to develop an individual plan that includes a timeline in which the employee will achieve Highly Qualified status in a timely manner. Highly Qualified status must be obtained in no more than three years following initial hire. The plan will be submitted to the Utah State Office of Education for approval and will include the date for passing the Praxis test and taking any additional college courses required to receive Highly Qualified status.

SUBSTITUTE TEACHER QUALIFICATIONS

All substitute teachers will have a minimum of a high school diploma or equivalent. The school may give preference to applicants who have a bachelors degree, masters degree, or current teaching license.

THE SCHOOL'S HIRING PROCESS AND MAINTENANCE OF EMPLOYEE FILES

Background Checks

All school staff, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers, and community members who will spend any significant unsupervised time with students must receive a criminal background check prior to beginning service with the school as required by Utah Code 53A-1a-512.5. The Director is responsible for ensuring that all background checks are complete and maintained in the school's employee files. The Director will review the results of all background checks that reveal offenses and determine whether the individual poses an unreasonable risk to the school community. Background checks will be renewed periodically.

Hiring Process

The school will establish and refine over time a hiring process that is fair and efficient and that is effective at obtaining the most qualified candidates for open positions.

First, the school will post notices of open positions both internally and externally in locations likely to receive attention for good candidates, such as teachers-teachers.com. Next, the Director will establish criteria to be used in screening applications, and after screening, the

Director will determine which applicants to interview. The Director will use proven and legally appropriate interview techniques to conduct the interviews. The Director may invite other personnel to participate in interviews as appropriate. Following the interviews, reference checks will be completed for the best candidate(s), and the Director will not make employment offers until reference checks are completed. The Director will notify or assign someone to notify the selected candidate in order to extend the employment offer. All offers will be contingent upon successful completion of the background check.

All new employees must complete required new hire paperwork, which will include signing an employment agreement. All new employees will be given a copy of the school's current Employee Handbook and directed to other applicable policies and procedures.

New employees must return the signed employment agreement, application form, Form I-9 with copy of supporting I-9 documentation, Federal and state tax forms, and any certifications and licensure information to the school within three days from the employee's hire date.

Employee Evaluation

The school will always aspire to hire and retain the most qualified employees who support the mission and vision of the school. As part of the school's mission, employees must be highly motivated, innovative, and talented in their respective duties. The school will adopt a measurement rubric for employee evaluation that is in line with school's mission and philosophy. The Board expects the Director to create a working environment where teachers feel comfortable seeking and receiving performance feedback and where all employees consistently work towards improving the quality of their work and the learning results

that the school achieves.

Director Evaluation

The Board of Directors is responsible for evaluating the Director, and only the Director. The evaluation will take place at least once and most likely twice each year, most likely with a more informal review approximately mid-year and a more formal review at the end of each school year.

The Board may appoint a committee of Board Members to conduct the reviews and report the results to the entire Board. At the beginning of each school year, the Board or committee will meet with the Director to discuss goals and priorities for the upcoming year. The Board will evaluate the extent of the Director's progress towards established goals and provide feedback to the Director in key areas such as vision alignment, staff development, student success, community outreach, and leadership.

The Board will develop a format to be used in evaluating the Director. The Board may consult standards such as the Interstate School Leaders Licensure Consortium (ISLLC) Standards and other standards developed by USOE. The Board may solicit feedback from teachers and staff in connection with its evaluation.

The Board will document the results of the formal annual review, including any performance recommendations.

Teacher Evaluation

The school's Director is responsible for evaluating the performance of the school's teachers in order to ensure that the school delivers a quality educational experience to all of its students.

The Director will establish methods and standards for

teacher evaluation that are consistent with and promote the school's mission and philosophy. The Director will refine the evaluation over time in order to ensure that it operates effectively. The Director will seek professional development opportunities as necessary to ensure that he or she has the skills necessary to effectively perform the evaluation process.

Teacher evaluation is ongoing and will take place throughout the year. The Director will introduce employees to the evaluation approach and standards that will be used for the upcoming school year. Each teacher will be expected to prepare a professional development plan and goals each year in the categories defined by the Director. These goals will be developed in consultation with and shared with the administration.

The Director and/or assistant, if applicable, will conduct at least one formal teacher observation each year for Level 2 and 3 teachers and at least two formal teacher observations for Level 1 teachers. During each school year, the Director and/or assistant, if applicable, will observe and assess knowledge and implementation of the curriculum and mission of the school, instructional effectiveness, grading practices and organization, and professional practices, among other proficiencies. Because much of the education at the school will happen online, the school will also utilize other applicable metrics and data to evaluate employee performance.

Formative Evaluation

The periodic formal and informal assessment of teachers over the course of the year constitutes the formative component of teacher evaluations. These formative evaluations focus on the teacher's progress towards their goals and improvement of the teacher's instructional

methods, curriculum and communication skills. Items observed may include teacher preparedness and ability to answer student questions, quality of lesson plans, and student engagement, as applicable. Teachers may also be asked to observe mentor teachers or others who can model skills and techniques that may help the teacher improve their effectiveness. The Director, assistant director, if applicable, and/or a mentor teacher may periodically meet with teachers to review performance measures, discuss practices, and recommend remediation as necessary.

Summative Evaluation

The end-of-year evaluation focuses on the evaluation of a teacher's performance throughout the school year and constitutes the summative component of the evaluation process. The summative component serves as the main factor in employment and compensation decisions going forward. The Director will determine the evaluation standards for the summative component. The Director may consider the Utah Professional Teacher Standards Continuum of Development in developing these standards. The summative evaluation will review the progress that teachers have made towards their goals as well as measures of student growth and performance over the course of the year. Metrics and data gathered from online sources may be used as components of the summative evaluation process. Parent and student feedback may also be solicited as components of the summative evaluation process.

If the Director determines that a teacher is not performing adequately, the Director may implement appropriate remediation steps in an attempt to improve performance. Remediation efforts will be handled in a way that does not affect the at-will employment relationship.

Support Staff Evaluation

The school support staff will contribute to the school's success and to the positive learning environment. The Director and/or assistant, if applicable, with the assistance of other school staff as appropriate, will evaluate the performance of support staff at least once each year and additionally on an as-needed basis throughout the year. These evaluations will review the accomplishment of goals that have been set.

Employee Remediation and Dismissal

The school recognizes that having high quality employees who are committed to the school's mission is essential to its success. Because of the importance of this team, mentoring, professional development, and teacher collaboration will be key ingredients of the school's work environment. Effectively incorporating these elements will help each employee grow, develop, realize success, and, most importantly, contribute to the success of our students.

The school expects all of its employees to be committed professionals that are willing to accept responsibility for their current level of performance and to work diligently to improve for the benefit of our students. Although the school values its employees and is committed to working with those that need to improve, it is not possible to achieve a 100% success rate when hiring. Since some employees will not reach the standards set for employees, the school recognizes that it will important for the Director to implement effective remediation and development techniques for those employees who can improve and who want to remain at the school and to allow those employees who cannot improve or do not want to meet expectations to move on and find success elsewhere. The school believes that working with employees to identify the need for improvement through

warnings or reprimands, establishing a plan for improvement, and then holding them accountable can be effective and also demonstrates respect for the employee. The Director will properly document all performance-related discussions for the benefit of the employee and the protection of the school.

The school will not implement a formal progressive discipline or corrective action system because it believes that such an approach may jeopardize the school's at-will employment status. Employees should not have an expectation that any such steps will be applied in any given situation. The Director has the discretion to use warnings, reprimands, and accountability plans as he or she deems appropriate.

The Director will be held responsible for maintaining staff morale and developing effective educators. As part of this process, the Director has the authority to terminate staff when necessary. When the Director requires an employee to improve their performance, he or she will typically make a good faith effort to help the employee improve before moving to terminate the employee. However, the Director will always take the best interests of the school and its students into account in these situations, and the Director may terminate an employee at any time when he or she decides that retention would result in significant negative impacts on students or staff.

Employee At-Will Status

The school is exempt from the Utah Orderly Termination Act. All school employees are at-will employees. At-will employees have no expectation of continued employment. Nothing contained in this charter application is intended to create, or can create, any contractual or other legal rights for employees. All procedures and practices set forth in this application or elsewhere are employed at the discretion of

the Board and its designee(s).

Employment of Relatives

The school will follow all federal and state laws, including but not limited to Utah Code § 53A-1a-518, regarding the employment of relatives and conflicts of interest. Although charter schools may currently employ relatives of “charter school officers” under the provisions of Utah Code § 53A-1a-518, the school wishes to avoid the perception of preferential treatment and also avoid placing employees in difficult situations that could prevent them from most effectively carrying out their job duties. The school recognizes the risk posed by such family relationships, does not want family issues to complicate the workplace, and does not want the workplace to cause family issues for employees. On the other hand, the school is committed to recruiting, selecting, employing and promoting the best qualified candidate for all positions (full and part time, regular and temporary) at the school.

The recruitment, selection and advancement of school employees will be made on the basis of demonstrated work, knowledge, skills, and abilities. As such, the school will comply with the following guidelines regarding employment of relatives:

An employee may not directly supervise a relative of the employee

- If a family relationship between two employees develops during employment, the Director should ensure that a subordinate/supervisor relationship does not exist between the employees
- Applicants must disclose the names of relatives currently employed by the school on the employment application

- An employee will not participate in any part of the employee evaluation process for their relative
- During the hiring process, relative(s) of the applicant participating on the hiring committee may only participate passively: 1) he/she cannot score the applicant during the screening process; 2) he/she cannot ask questions of the applicant during the interview process; 3) he/she cannot score the applicant during the interview
- A relative of a Board Member may not be an employee of the school

If a relative of the Director is to be considered for employment in the school, the Director shall: (i) disclose the relationship, in writing, to the Board of Directors; (ii) submit the employment decision to the Board of Directors for the approval, by majority vote; and (iii) be absent from any meeting when the employment is being considered and determined.

For these purposes, a “relative” includes:

- Spouse
- Parent or grandparent or spouse or anyone who took the place of a parent or grandparent, including step-parents and step-grandparents
- Child or child’s spouse, including step-children and current foster children
- Grandchild or grandchild’s spouse, including step grandchildren
- Sibling or sibling’s spouse, including step and half-siblings
- Aunt or uncle or their spouse

Niece or nephew or their spouse

First cousin or their spouse

Brother-in-law, sister-in-law, son-in-law, or daughter-in-law or their spouse

Terms and Conditions of Employment

The school will work to attract the most qualified applicants for employment and will follow applicable federal and state laws when selecting its employees.

All employees at the school are at-will and may be terminated at any time with or without cause. The school will terminate employees only when it is in the best interest of the students and in order to accomplish the school's mission. Accepted offers establish an agreement to an at-will employment relationship between the employee and the school. The agreement will outline the pay, benefits, hours of work and the job description. All employment offers should be renewed yearly. The school will ensure that language of the employment agreement does not jeopardize the school's at-will status.

The school is an Equal Opportunity Employer and will follow all applicable state and federal employment laws. In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), the school will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee based on race, color, national origin, religion, and gender in all terms and conditions of employment, whether disabled or not, or because of the individual's family, business, social or other relationship or association with an individual with a disability. The school will provide reasonable accommodations as required by the ADAAA. Employment decisions will be based upon relevant job criteria; and in

compliance with ADAAA, the school will not retaliate against an applicant or employee for asserting his or her rights under the ADAAA.

Because of the potential liability that can arise from employment-related issues, the Board of Directors and the Director will counsel with representatives of the ESP, if applicable, and with other qualified legal and human resources professionals in connection with such matters as necessary. The school will create an employee handbook containing employment policies and procedures. The handbook will be updated as necessary and will be distributed to all employees annually. Employees will verify that they have received a copy of the handbook. The school will also provide employees with required trainings for issues including, but not limited to: sexual harassment awareness, prevention and reporting, discrimination, blood borne pathogens, Worker's Compensation, Legal Liability, or policies as requested by the Director.

13. Alternative Arrangements for Students of Converting School (53A-1a-508(3)(n))

Requirement: *In the case of an existing public school converting to charter status, provide information regarding alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach at the school after its conversion to charter status.*

Not applicable.

14. Library Plan (53A-1a-508(3)(o))

Requirement: *Provide information regarding the school's*

intention to create a library.

UCAP High intends to fully comply with the Library Information Services Standards set by the accreditation process as outlined by AdvancED. This may include:

- Having a certified library media specialist.
- Utilize a wide range of materials, technologies, and/or other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
- Foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- Ensure policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Additionally, UCAP High may supplement these standards with the following resources:

- Provide access to the Student Resource Centers associated with the programs of DATC and other schools within the UCAT system. These centers provide great resources to the students and meet the licensing and/or accreditation standards for their respective programs.

15. Administrative Services (53A-1a-508(3)(p))

Requirement: *Provide a description of school administrative and supervisory services.*

ADMINISTRATIVE SERVICES PLAN

UCAP High has designed an Administrative Services Plan that supports its unique mission, values and teaching philosophy. The school's administrative team will consist initially of a Director, Counselor, and staff of the Educational Service Provider(s). The generic term the Educational Service Provider (ESP) will be used throughout to refer to one or more vendors employed by the school to provide services to the school.

The various aspects of the administrative services necessary for UCAP High to function have been divided into three broad categories: Educational Programs, Support Services and Business Services. Resources have been planned for each of these areas and are incorporated into the budget and financial plan. Each area of the Administrative Services Plan is explained below.

EDUCATIONAL SERVICE PROVIDER FOR PROGRAM MANAGEMENT

UCAP High will contract with an ESP for program management (ESP-PM) beginning in the planning year. The ESP that is selected for Program Management must understand the school's mission and educational philosophy. They must also understand Davis ATC's mission and be familiar with Davis ATC management and programs in order to ensure that the program for the charter school aligns with that of the Davis ATC. The primary objective in contracting with an ESP for program management is to ensure the implementation and operation of an educational program that is aligned with the mission of the charter school and, by extension, the mission of the Davis ATC.

EDUCATIONAL SERVICE PROVIDER FOR BUSINESS MANAGEMENT

UCAP High will contract with an ESP for business management (ESP-BM) beginning no later than the school's first year. The ESP that is selected for business management will understand all facets of successful charter school operation and must support the school's mission and educational philosophy. The primary objective in contracting with an ESP for business management is to help ensure a level of professionalism in the management of the school and to allow the Director and the rest of the administrative team to focus on accomplishing the mission and vision of the school.

SELECTION OF EDUCATIONAL SERVICE PROVIDERS

In order to identify the educational service providers that will best meet the school's needs, the Board will advertise Requests for Proposal and will follow all applicable laws and regulations of the Utah Procurement Code.

For each ESP selection process, the Board will create a scoring rubric. The Board's rubric for selection of an ESP will assign a numerical score to the quality of each proposal's response pertaining to various services. The successful proposal will demonstrate an understanding of the key service items and provide a narrative of how the service items will be accomplished. The successful proposal will provide the necessary services at a cost-effective rate. However, because of the primary importance of professional management to the success of the schools and the variables that ultimately affect a school's success, cost will not be the main factor in selecting an ESP. Additionally, recognizing that both the scope of services offered as well as the

corresponding pricing structures differ among different ESP models, the school will weigh the scope of services offered by the responsive ESPs and their relative costs in order to determine which responsive ESP will best meet the school's needs.

The Board recognizes that it is the ultimate policy-making organization and retains absolute control in the selection or removal of both service organizations serving the school, including any ESP, and the Director.

EDUCATIONAL PROGRAMS

As discussed more fully below in this section, the school will hire an ESP of Program Management to assist in the functions included in the Education Programs area. The functions of the ESP-PM will include but may not be limited to Professional Development, Student Recruitment, Curriculum, Assessment, the Learning Management System and all other Technology Related Services. In these areas, the ESP-PM will support the governing board, the director and other school staff in their respective duties related to the Educational Programs. The specific functions and responsibilities of Program Management Services are listed below.

Functions	Responsibilities
Instructional Leader/ Curriculum Consultant	Assist with curriculum development Understand & train on appropriate educational methodologies Stay current on innovative teaching methods
Curriculum Development &	Evaluate, select, customize

Functions	Responsibilities
Customization	and/or create appropriate curriculum Ensure curriculum meets or exceeds state core requirements Ensure curriculum aligns with the UCAP mission
Supervision and Improvement of Instruction	Provide on & off-site professional development Conduct evaluations & mentoring Provide assistance and support to faculty members Review student and teacher portfolios
Instructional & Curriculum Training	Provide professional development related to curriculum, educational methodologies and teaching methods for management, teachers and counselors.
Interpretation of Student/School Performance	Monitor student and school performance & progress.
Professional Development	Ensure all staff has a Professional Development plan Provide on & off-site training opportunities

Functions	Responsibilities
Special Education	School-wide program development and implementation
Student & Staff Counseling	Assist with development of assessments & diagnostics Provided college and career counseling CCR and PLP development
Technology-related services	Provide the technology software, Learning Management System, and infrastructure as applicable. Support the software, hardware and IT infrastructure
Student Recruitment	Attract students who would most benefit from the school's innovative program.

SUPPORT SERVICES

The Director will oversee all Support Services, which are the functions that support the educational programs in the school. As such, the Director is the student advocate and parent liaison and endeavors to create positive relationships between the school and other organizations within the community. The Director is ultimately responsible for the positive school culture. The Director receives additional administrative support from the Governing Board and ESP-BM. In particular, the Director and ESP-BM will work together with respect to Employment Issues, Records Management,

Certification Verification & Background Checks, and Safety. Specific areas of oversight and responsibilities for Support Services are listed below.

Functions	Responsibilities
Employment Issues	Recruit, interview, and hire faculty & staff Supervise faculty & staff Revise the Faculty Handbook Recommend faculty raises Discipline and terminate faculty & staff employment Ensure compliance with employment laws
Teacher Support/Assistance	Conduct staff evaluations Provide staff mentoring
Student Advocate	Oversee student enrollment & placement Develop/Support school-wide discipline policies Revise Student Handbook Oversee student fees Coordinate student activities
Parent Liaison	Coordinate volunteer program Oversee and/or conduct parent

Functions	Responsibilities
	education programs
Records Management	Coordinate student information management Adhere to GRAMA
Certification Verification & Background Checks	Conduct criminal background checks Verify teacher certification via CACTUS
Community Relations	Develop community relationships
Safety	Develop emergency response plans and other safety procedures Monitor facility safety Document and report incidents
Oversee Operation & Maintenance of School Facilities (some services contracted)	Custodial services, as applicable Maintenance services, as applicable

BUSINESS SERVICES

As discussed more fully below in this section, the school will hire an ESP of business management to assist in the functions included in the Business Services area. The functions include business and fiscal management, ensuring responsible use and care of school assets, facilities, and

funds via required reporting, accounting, budgeting, purchasing, etc. Specific areas of oversight and responsibilities for Business Services are listed below.

Functions	Responsibilities
Preparation & Completion of Federal & State Reporting Execute reporting for managerial & statutory requirements	Execute reporting for managerial & statutory requirements Coordinate annual financial audit
Accounting	Maintain timely and accurate accounting records Prepare financial statements Report budget vs. actual expenses to board on a monthly basis Ensure adequate internal controls Manage budgeting and purchasing processes Manage school’s financial assets Update accounting policies and procedures Attend School Finance & Statistics training
Employment Issues	Manage Payroll, Benefits, and Human Resources

Functions	Responsibilities
	Ensure compliance with federal and state employment laws
School Lunch Records	Manage and submit data, as needed
Manage Equipment & Supplies	Oversee inventory levels & other assets

ESP FOR PROGRAM MANAGEMENT SERVICES AND RESPONSIBILITIES

The ESP for Program Management must demonstrate that it will commit personnel with excellent credentials and relevant experience in order to provide a professional service level for the program management services outlined, including student recruitment, curriculum development, learning management systems, all other technology-related services and professional development as related to these items. It is not enough for the ESP-PM, as a collective organization, to have the skills and experience outlined. Wherever the skills and experience of the ESP-PM are outlined, this should be interpreted as a preference for the ESP-PM to commit a management team which themselves has these skills and experience.

The school prefers to hire a vendor that can commit to the school, personnel with strong experience in the following: a) curriculum selection, customization and development; b) building online learning management systems; c) building student dashboards; d) recruiting and on-boarding students; e) systems integration; f) data, metrics and reporting; and g) professional development as related to these items.

Familiarity and experience with online and/or blended learning models is preferred. Familiarity with the Applied Technology Colleges, and the Davis ATC management team in particular is preferred.

In order to ensure that the curriculum and technology platform is properly customized and aligned with the school's vision, the ESP for Program Management should do the following:

- Evaluate, customize and/or create appropriate curriculum
- Provide and develop the Learning Management System
- Provide and develop the Student Dashboard
- Develop and implement plans to recruit and retain students, including an on-boarding process
- Consult with the Board and Director to analyze the data and provide timely metrics and intelligence around student achievement and school performance
- Provide professional development related to curriculum, educational methodologies and teaching methods for management, teachers and counselors
- Consult and coordinate purchasing of computer and network hardware, as needed
- Provide technology support, including online software as well as computer support in the learning centers

The ESP-PM will be responsible and accountable to the Board for specified administrative and operational activities of the school as enumerated in the school's agreement with the ESP-PM.

The Board will consult with and involve the ESP-PM in its

deliberations but will retain ultimate authority and responsibility for decision making, including policy making, employment decisions, and financial decisions.

Curriculum Selection, Customization and Development

The proper curriculum solution will be key to what the ESP-PM provides. Because there is a focus on curriculum being customized to every student, personal experience (> 10 years) with varied online curriculum options, including building curriculum from the ground up is preferred. This provides the school with the qualified experience necessary to both select and build the curriculum solution required to fulfill the charter mission and vision. The ESP will also have experience integrating curriculum into learning management systems.

Learning Management System (LMS)

The LMS will serve as the student's interface for online coursework progression. LMS functionalities should be designed to deliver, track, report on and manage learning content, learner progress and learner interactions. It will also serve as the school's main communication system for providing data and other information to stakeholders. The development of a customized LMS solution will be key to what the ESP-PM provides. Preference will be given to those with experience developing proprietary LMSs, choosing and integrating a variety of 3rd-party developed LMSs, and integrating curriculum and student dashboards with LMSs.

Student Dashboard

An online dashboard should motivate students to make progress on their coursework and Personal Learning Plan (PLP). The proper dashboard solution will be key to what the ESP-PM provides. Because learning paths are personalized to every student, the management team should have personal

experience with designing and implementing a student-centric dashboard that represents the tracking of student progress and integrates with the LMS.

Student Recruitment and “On-boarding”

Student recruitment and an effective “on-boarding” process are keys to what the ESP-PM provides. In order to achieve the goals of the charter, the school must recruit students who are well informed and supportive of the mission, vision and instruction model. Multiple personal years’ experience of successfully recruiting students to online and/or blended learning programs is preferred.

Student retention is paramount to the success of the school model. Enrollment alone is not enough; students must go through a well developed “on-boarding” process that will help them understand what it’s like to work in a blended school model, establish the student’s support system and provide targeted orientation and training to prepare the student for the program, technology and expectations.

The “on-boarding” process is key to their continuation in the school and their academic success. Multiple years’ experience in developing and implementing effective “on-boarding” of students is preferred.

Systems Integration

In keeping with the mission of the school to customize and individualize a student’s learning plan through curriculum and technology, the ESP-PM should be willing and able to work with a variety of 3rd-party providers to produce a “best-of-breed” solution which is properly integrated from a student perspective so as not to be disjointed. This will enable the ESP-PM to create the best student experience available related to the Learning Management System and the Student Dashboard.

In order for the ESP-PM to provide a “best-of-breed” solution, the assigned team should have personal extensive experience with systems integration projects. Experience with systems integration projects involving higher numbers of connected systems or systems of systems is preferred. Experience with both batch and real-time integration, a variety of types of integration (including web services, direct database connections, and flat-file transfers to allow for maximum flexibility when selecting 3rd party providers) is preferred.

Technology projects in general and systems integration projects in particular are notorious for their high rates of failure. To mitigate this risk, extensive personal experience (>7 years) of being responsible for complex technology projects is preferred. Particularly desirable is experience managing multi-year, successful technology projects with large application teams (>30 members) serving hundreds of users in a single organization.

Data, Metrics and Reporting

UCAP High believes that measuring the right things is key to successfully managing a blended learning environment. The ESP-PM will consult with the Board and Director to analyze the data and provide timely metrics and intelligence around student achievement and school performance. Personal experience with consulting on the appropriate metrics for external reporting, data integrity, internal metric reporting and business intelligence is preferred. Given the information explosion that is happening in all areas of business and in particular with online and blended learning models, personal experience with reporting on data originating from multiple source systems (>30), and experience implementing business intelligence solutions is preferred. Vendors applying for an ESP-PM should specify the number of transactions represented in the business intelligence and/or reporting

systems they have had personal responsibility for building. Experience with systems with larger data volumes is preferred.

Particular attention must be paid to data quality to ensure the reliability of the data provided. Experience with daily automated data quality monitoring and reporting is preferred.

Professional Development

Although UCAP High will apply the best online learning technology, the staff of UCAP High will have the greatest impact on student success. Given that, the ESP-PM is responsible for providing professional development as it relates to the other services provided by the ESP-PM, particularly related to technology, experience with technology training is preferred.

Selection

The primary objective in contracting with an ESP-PM is to ensure the implementation and operation of an educational program that is aligned with the mission of the charter school and, by extension, the mission of the Davis ATC. The management team assigned to the school by the ESP-PM will be critical to success. The ESP-PM's ability to provide quality service should be demonstrated through past personal successes of the initially assigned management team on the criteria outlined above.

ESP FOR BUSINESS MANAGEMENT SERVICES AND RESPONSIBILITIES

The ESP for Business Management must demonstrate that it has the capacity to ensure a professional level of service that relieves the school from key administrative and compliance

burdens that it would otherwise bear internally, thus freeing the school's administration to focus on student and school success. In order to free the Board of Directors and administrative team from duties with a less direct impact on the education of students, the ESP-BM should do the following:

- Assist the Board in establishing policies and procedures
- Develop and implement accounting policies and procedures
- Perform bookkeeping and accounts payable/receivable services
- Prepare budgets and financial forecasts
- Prepare and submit financial reports
- Ensure the school maintains appropriate liability insurance
- Assist the Director with recruiting
- Advise the Board and the Director on Human Resources issues
- Research and help resolve legal issues
- Propose policies and procedures to ensure compliance with applicable laws and regulations
- Maintain board financial records and coordinate annual audits with the school's independent auditor
- Write grants
- Assist with Board training
- Consult regarding special programs
- Coordinate state compliance reporting

- Manage the school’s lottery and enrollment program
- Assist in maintaining Board records and Open Meetings Act compliance

The ESP of business management will be responsible and accountable to the Board for specified administrative and operational activities of the school as enumerated in the school’s agreement with the ESP-BM.

The Board will consult with and involve the ESP-BM in its deliberations but will retain ultimate authority and responsibility for decision making, including policy making, employment decisions, and financial decisions.

Start-up Activities:

Coordinate remaining start-up activities. These activities may include, but not be limited to, incorporation activities, Application for Recognition of Exemption Under Section 501(c)(3) and Utah Registration for Exemption from Corporate Franchise or Income Tax, and assisting with the establishment of the timelines of miscellaneous activities pertaining to school implementation and operation. These items will be especially important because of the compressed timeframe between approval of the charter and opening of the school.

Records Management:

Work in conjunction with the Board Secretary to coordinate meetings, prepare and post agendas, attend meetings of the Board and maintain the minutes and records of those meetings and comply with the requirements of the Utah Open and Public Meetings Act regarding such meetings and record keeping. The ESP-BM will maintain a copy of the school’s records and assist in maintaining a copy at a location designated by the Board, ensuring compliance with

state and federal requirements for record keeping, including maintaining confidentiality.

Financial:

Provide bookkeeping services and coordinate with proven and reputable accounting firms to ensure the accuracy and timeliness of financial reporting and record keeping as required by the Authorizer and state law. The ESP-BM will also provide accounting information to the Board and the school's Director on a regular basis as requested.

The ESP-BM will work with the Board and Director to prepare annual budgets and financial forecasts for the Board to review and approve at its annual Board budget meeting. The ESP-BM will prepare amended budgets from time to time as necessary. The ESP-BM will assist the school in soliciting certain grants available from the various governments, private and institutional sources as well as coordinating financing from private and public sources for loans desired by the Board. In addition, the ESP-BM will assist in coordinating the solicitation of any state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

Human Resources:

The ESP will prepare employment agreements for school employees; coordinate with and assist the Director in the identification and recruitment of qualified teachers, paraprofessionals, administrators, and other staff members and education professionals; and work closely with and advise the Board and the Director regarding compliance with employment laws and regulations.

Assistance to Administration:

The ESP-BM may act as an additional liaison with the Authorizer on behalf of the school. In connection therewith, representatives from the ESP-BM may attend meetings and public hearings and report to the Board or Director any items of relevance to the school.

Selection

The primary objective in contracting with an ESP-BM is to help ensure a level of professionalism in the management of the school and to allow the Director and the rest of the administrative team to focus on accomplishing the mission and vision of the school. Because of this objective, the ESP-BM should have a proven track record for providing services to successful Utah-based charter schools. The ESP's ability to provide quality services should be demonstrated by the success of the schools with which it works, including those schools' educational success as demonstrated by factors such as test scores, healthy enrollment and waiting lists, and financial success as demonstrated by factors such as healthy reserves and clean audits. The information that the ESP-BM provides to the Board in its proposal should include evidence of the foregoing of client schools, proof of qualified staff support, and client references. The ESP-BM should demonstrate experience in supporting a charter school throughout the planning and implementation stages as well as the operational stage. The ESP-BM should also provide information regarding past client schools.

16. Assurance Regarding Liability (53A-1a-508(3)(s))

Requirement: *Provide an assurance that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the*

charter school or persons or entities who operate the charter school.

ASSURANCE

UCAP High and the members of the school's Board of Directors understand and explicitly assure that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the school or persons or entities who operate the school.

Attachment A

Projected Budget

Charter School Name: UCAP High		Fiscal Year: Planning Year		
Revenue				
	Total Revenue From Local Sources (1000)			**$0**
	Total Revenue from State Sources (3000)			**$0**
	Restricted Federal Through State			$0
	Total Revenue from Federal Sources (4000)			**$0**
	Private Grants & Donations :			$0
	Source(s) *(specify)*			$0
	Loans:			
	Commercial			$0
	Contributions and Donations from Private Sources			$0
	Other *(specify): Utah State Revolving Loan*			$300,000
	Total Revenue from Other Sources (5000)			**$300,000**
	Total Revenue			**$300,000**
Expenditures		**Number**	**Salary or Cost**	**Total**
131	Salaries - Teachers			$0
132	Salaries - Substitute Teachers			$0
161	Salaries - Teacher Aides and Paraprofessionals			$0
100	Salaries - All Other			$0
	Total Salaries (100)			**$0**
210	Retirement			$0
220	Social Security			$0
240	Insurance (Health/Dental/Life)			$0
200	Other Benefits (*specify*)			$0
	Total Benefits (200)			**$0**
300	Purchased Professional and Technical Services	1.00	$95,600	**$95,600**
600	Instructional Supplies			$0
641	Textbooks			$0
	Total Supplies (600)			**$0**
700	Property (Instructional Equipment) (700)			**$0**
800	Other Objects			$0
810	Dues and Fees			$0
	Total Other Objects (800)			**$0**
	Total Instruction (1000)			**$95,600**
141	Salaries - Attendance and Social Work Personnel			$0
142	Salaries - Guidance Personnel			$0
143	Salaries - Health Services Personnel			$0
144	Salaries - Psychological Personnel			$0
152	Salaries - Secretarial and Clerical			$0
100	Salaries - All Other			$0
	Total Salaries (100)			**$0**
210	Retirement			$0
220	Social Security			$0
240	Insurance (Health/Dental/Life)			$0
200	Other Benefits			$0
	Total Benefits (200)			**$0**

300	Purchased Professional and Technical Services			**$0**
600	Supplies			**$0**
700	Property			**$0**
800	Other Objects			$0
810	Dues and Fees			$0
	Total Other Objects (800)			**$0**
	Total Student Support Services (2100)			**$0**
145	Salaries - Media Personnel - Certified			$0
162	Salaries - Media Personnel - Noncertified			$0
100	Salaries - All Other			$0
	Total Salaries (100)			**$0**
210	Retirement			$0
220	Social Security			$0
240	Insurance (Health/Dental/Life)			$0
200	Other Benefits			$0
	Total Benefits (200)			**$0**
300	Purchased Professional and Technical Services			**$0**
600	Supplies			$0
644	Library Books			$0
650	Periodicals			$0
660	Audio Visual Materials			$0
	Total Supplies (600)			**$0**
700	Property			**$0**
800	Other Objects			$0
810	Dues and Fees			$0
	Total Other Objects (800)			**$0**
	Total Instructional Staff Support Services (2200)			**$0**
121	Salaries - Principals and Assistants	0.25	65000	$16,250
152	Salaries - Secretarial and Clerical			$0
100	Salaries - All Other			$0
	Total Salaries (100)			**$16,250**
210	Retirement			$0
220	Social Security			$1,877
240	Insurance (Health/Dental/Life)			$1,800
200	Other Benefits			$0
	Total Benefits (200)			**$3,677**
300	Purchased Professional and Technical Services			**$13,000**
600	Supplies			**$3,000**
700	Property			**$2,000**
800	Other Objects - Marketing			$30,000
810	Dues and Fees			$0
	Total Other Objects (800)			**$30,000**
	Total School Administration (2400)			**$67,927**
100	Salaries			**$0**
210	Retirement			$0
220	Social Security			$0
240	Insurance (Health/Dental/Life)			$0
200	Other Benefits			$0

	Total Benefits (200)			**$0**
300	Purchased Professional and Technical Services			**$0**
400	Purchased Property Services			$0
460	Construction and Remodeling			$0
	Total Property (400)			**$0**
500	Other Purchased Services - Utilities/Phone			**$1,000**
600	Supplies			**$0**
700	Property			**$0**
800	Other Objects			$0
810	Dues and Fees			$0
	Total Other Objects (800)			**$0**
	Total Operation & Maintenance of Facilities (2600)			**$1,000**
100	Salaries			**$0**
210	Retirement			$0
220	Social Security			$0
240	Insurance (Health/Dental/Life)			$0
200	Other Benefits			$0
	Total Benefits (200)			**$0**
300	Purchased Professional and Technical Services			**$0**
400	Purchased Property Services			$0
460	Construction and Remodeling			$0
	Total Property (400)			**$0**
500	Other Purchased Services			**$0**
600	Supplies - New Buildings			$0
641	Textbooks - New Buildings			$0
644	Library Books-New Libraries			$0
	Total Supplies (600)			**$0**
710	Land and Improvements			$0
720	Buildings			$0
731	Machinery			$0
732	School Buses			$0
733	Furniture and Fixtures			$50,000
734	Technology Equipment			$46,667
735	Non-Bus Vehicles			$0
739	Other Equipment			$0
	Total Property (700)			**$96,667**
800	Other Objects (*Specify*)			**$0**
	Total Building Acquisition & Instruction (4500)			**$96,667**
1000	Total Local			$0
3000	Total State			$0
4000	Total Federal			$0
	TOTAL REVENUES			**$0**
100	Salaries			$16,250
200	Employee Benefits			$3,677
300	Purchased Professional and Technical Services			$108,600
400	Purchased Property Services			$0
500	Other Purchased Services			$1,000

600	Supplies			$3,000
700	Property			$98,667
800	Other Objects			$30,000
TOTAL EXPENDITURES				**$261,194**
Excess or Deficiency of Revenues over Expenditures				**-$261,194**
Other Sources of Funding (5000)				**$300,000**
Net Asset Balance (Fund Balance)				**$38,806**
Reserves as Percentage of Total Revenue				
Percentage of Funding Contributed to Reserve Balance				
Necessary Closure Fund				**$5,000**

Charter School Name: UCAP High		Fiscal Year: 2013-2014					
First Operational Year		**100% Enrollment**			**75% Enrollment**		
Number of Students:				175			131
Grade Configuration:							
Revenue							
	Child Nutrition Program (CNP) and Lunchroom Sales			$0			$0
	Student Activities			$17,500			$13,100
	Other			$0			$0
	Total Revenue From Local Sources (1000)			**$17,500**			**$13,100**
	State Allotment Revenues			$1,033,130			$794,783
	State Charter School Start-Up Grant			$42,000			$31,440
	Total Revenue from State Sources (3000)			**$1,075,130**			**$826,223**
	Lunch and Breakfast Reimbursement			$0			$0
	Donated Commodities (CNP)			$0			$0
	Restricted Federal Through State			$0			$0
	Programs for the Disabled (IDEA)			$0			$0
	No Child Left Behind (NCLB)			$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
	Contributions and Donations from Private Sources			$0			$0
	Other *(specify): Carryforward*			$38,806			$38,806
	Total Revenue from Other Sources (5000)			**$38,806**			**$38,806**
	Total Revenue			**$1,131,436**			**$878,130**
Expenditures		**Number**	**Salary or Cost**	**Total**	**Number**	**Salary or Cost**	**Total**
131	Salaries - Teachers	5.00	$35,500	$177,500	4.00	$35,500	$142,000
132	Salaries - Substitute Teachers			$0			$0
161	Salaries - Teacher Aides and Paraprofessionals			$0			$0
100	Salaries - All Other - Special Education	0.50	$37,500	$18,750	0.50	$37,500	$18,750
	Total Salaries (100)			**$196,250**			**$160,750**
210	Retirement			$0			$0
220	Social Security			$26,302			$21,441
240	Insurance (Health/Dental/Life)			$42,900			$35,100
200	Other Benefits (*specify*)			$13,750			$10,313
	Total Benefits (200)			**$82,952**			**$66,853**
300	Purchased Professional Services			**$0**			**$0**
600	Instructional Supplies			$5,000			$3,750
641	Curriculum			$179,375			$104,800
	Total Supplies (600)			**$184,375**			**$108,550**
700	Total Property (Instructional Equipment) (700)			**$0**			**$0**
800	Other Objects			$2,500			$1,875
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$2,500**			**$1,875**
	Total Instruction (1000)			**$466,077**			**$338,028**
141	Salaries - Attendance and Social Work Personnel			$0			$0

142	Salaries - Guidance Personnel	0.50	$42,000	$21,000	0.50	$42,000	$21,000
143	Salaries - Health Services Personnel			$0			$0
144	Salaries - Psychological Personnel			$0			$0
152	Salaries - Secretarial and Clerical			$0			$0
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$21,000**			**$21,000**
210	Retirement			$0			$0
220	Social Security			$2,850			$2,850
240	Insurance (Health/Dental/Life)			$3,900			$3,900
200	Other Benefits			$2,500			$2,500
	Total Benefits (200)			**$9,250**			**$9,250**
300	Purchased Professional and Technical Services - ATC Fee			**$28,875**			**$21,615**
600	Supplies			**$0**			**$0**
700	Property			**$0**			**$0**
800	Other Objects - Student Activity Fees			$8,750			$6,550
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$8,750**			**$6,550**
	Total Student Support Services (2100)			**$67,875**			**$58,415**
145	Salaries - Media Personnel - Certified			$0			$0
162	Salaries - Media Personnel - Noncertified			$0			$0
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional Services - Curriculum & Staff Development			**$183,750**			**$117,900**
600	Supplies			$0			$0
644	Library Books			$0			$0
650	Periodicals			$0			$0
660	Audio Visual Materials			$0			$0
	Total Supplies (600)			**$0**			**$0**
700	Property			**$0**			**$0**
800	Other Objects			$0			$0
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$0**			**$0**
	Total Instructional Staff Support Services (2200)			**$183,750**			**$117,900**
121	Salaries - Principals and Assistants	1	$65,000	$65,000	1.00	$65,000	$65,000
152	Salaries - Secretarial and Clerical	1	$32,500	$32,500	1.00	$32,500	$32,500
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$97,500**			**$97,500**
210	Retirement			$0			$0
220	Social Security			$12,459			$12,459
240	Insurance (Health/Dental/Life)			$16,800			$16,800

200	Other Benefits			$5,500			$5,500
	Total Benefits (200)			**$34,759**			**$34,759**
300	Purchased Professional and Technical Services			**$112,254**			**$87,187**
600	Supplies			**$5,000**			**$3,750**
700	Property			**$0**			**$0**
800	Other Objects - Marketing			$30,000			$30,000
810	Dues and Fees			$3,000			$2,250
	Total Other Objects (800)			**$33,000**			**$32,250**
	Total School Administration (2400)			**$282,513**			**$255,446**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance – Property & Liability			$7,500			$5,625
200	Other Benefits			$0			$0
	Total Benefits (200)			**$7,500**			**$5,625**
300	Purchased Professional and Technical Services			**$0**			**$0**
400	Purchased Property Services			$0			$0
460	Construction and Remodeling			$0			$0
	Total Property (400)			**$0**			**$0**
500	Other Purchased Services			**$0**			**$12,500**
600	Supplies			**$2,500**			**$3,000**
700	Property			**$0**			**$0**
800	Other Objects			$0			$0
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$0**			**$0**
	Total Operation & Maintenance of Facilities (2600)			**$10,000**			**$8,625**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional and Technical Services			**$0**			**$0**
600	Non-Food Supplies			$0			$0
630	Food			$0			$0
	Total Supplies (600)			**$0**			**$0**
700	Property			$0			$0
780	Depreciation - Kitchen Equipment Depreciation			$0			$0
	Total Property (700)			**$0**			**$0**
800	Other Objects (*Specify*)			**$0**			**$0**
	Total Food Services (3100)			**$0**			**$0**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0

220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional and Technical Services			**$0**			**$0**
400	Purchased Property Services			$0			$0
460	Construction and Remodeling			$0			$0
	Total Property (400)			**$0**			**$0**
500	Other Purchased Services			**$0**			**$0**
600	Supplies - New Buildings			$0			$0
641	Textbooks - New Buildings			$0			$0
644	Library Books - New Libraries			$0			$0
	Total Supplies (600)			**$0**			**$0**
710	Land and Improvements			$0			$0
720	Buildings			$15,000			$11,250
731	Machinery			$0			$0
732	School Buses			$0			$0
733	Furniture and Fixtures			$0			$0
734	Technology Equipment			$0			$0
735	Non-Bus Vehicles			$0			$0
739	Other Equipment			$0			$0
	Total Property (700)			**$15,000**			**$11,250**
800	Other Objects (*Specify*)			**$0**			**$0**
	Total Building Acquisition & Instruction (4500)			**$15,000**			**$11,250**
830	Interest			$1,382			$1,382
840	Redemption of Principal			$24,341			$24,341
	Total other financing sources (uses) and other items			**$25,723**			**$25,723**

1000	Total Local			$17,500			$13,100
3000	Total State			$1,075,130			$826,223
4000	Total Federal			$0			$0
	TOTAL REVENUES			**$1,092,630**			**$839,323**
100	Salaries			$314,750			$279,250
200	Employee Benefits			$134,460			$116,487
300	Purchased Professional and Technical Services			$324,879			$226,702
400	Purchased Property Services			$0			$0
500	Other Purchased Services			$0			$12,500
600	Supplies			$191,875			$115,300
700	Property			$15,000			$11,250
800	Other Objects			$69,973			$66,398
	TOTAL EXPENDITURES			**$1,050,937**			**$827,887**
Excess or Deficiency of Revenues over Expenditures				**$41,692**			**$11,437**

Other Sources of Funding (5000)			**$38,806**			**$38,806**
Net Asset Balance (Fund Balance)			**$80,498**			**$50,243**
Reserves as Percentage of Total Revenue			**7%**			**6%**
Percentage of Funding Contributed to Reserve Balance			**4%**			**1%**
Necessary Closure Fund			**$11,662**			**$11,066**

Charter School Name: UCAP High	Fiscal Year: 2014-2015					
Second Operational Year	**100% Enrollment**			**75% Enrollment**		
Number of Students:	300			225		
Grade Configuration:						
Revenue						
Child Nutrition Program (CNP) and Lunchroom Sales	$0			$0		
Student Activities	$30,000			$22,500		
Other	$0			$0		
Total Revenue From Local Sources (1000)	**$30,000**			**$22,500**		
State Allotment Revenues	$1,786,262			$1,363,182		
State Charter School Start-Up Grant	$72,000			$54,000		
Total Revenue from State Sources (3000)	**$1,858,262**			**$1,417,182**		
Lunch and Breakfast Reimbursement	$0			$0		
Donated Commodities (CNP)	$0			$0		
Restricted Federal Through State	$0			$0		
Programs for the Disabled (IDEA)	$0			$0		
No Child Left Behind (NCLB)	$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		
Contributions and Donations from Private Sources	$0			$0		
Other *(specify): Carryforward*	$80,498			$50,243		
Total Revenue from Other Sources (5000)	**$80,498**			**$50,243**		
Total Revenue	**$1,968,761**			**$1,489,924**		
Expenditures	**Number**	**Salary or Cost**	**Total**	**Number**	**Salary or Cost**	**Total**
131 Salaries - Teachers	6.00	$35,855	$215,130	5.00	$35,855	$179,275
132 Salaries - Substitute Teachers			$0			$0
161 Salaries - Teacher Aides and Paraprofessionals	1.00	$20,160	$20,160	0.50	$20,160	$10,080
100 Salaries - All Other - Special Education	1.00	$37,875	$37,875	0.50	$37,875	$18,938
Total Salaries (100)			**$273,165**			**$208,293**
210 Retirement			$0			$0
220 Social Security			$36,344			$27,897
240 Insurance (Health/Dental/Life)			$58,800			$46,200
200 Other Benefits (*specify*)			$17,500			$13,750
Total Benefits (200)			**$112,644**			**$87,847**
300 Purchased Professional Services			**$0**			**$0**
600 Instructional Supplies			$6,000			$4,500
641 Curriculum			$307,500			$230,625
Total Supplies (600)			**$313,500**			**$235,125**
700 Total Property (Instructional Equipment) (700)			**$0**			**$0**
800 Other Objects			$5,000			$3,750
810 Dues and Fees			$0			$0
Total Other Objects (800)			**$5,000**			**$3,750**
Total Instruction (1000)			**$704,309**			**$535,015**
141 Salaries - Attendance and Social Work Personnel			$0			$0

142	Salaries - Guidance Personnel	1.00	$42,420	$42,420	0.50	$42,420	$21,210
143	Salaries - Health Services Personnel			$0			$0
144	Salaries - Psychological Personnel			$0			$0
152	Salaries - Secretarial and Clerical			$0		$0	$0
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$42,420**			**$21,210**
210	Retirement			$0			$0
220	Social Security			$5,545			$2,903
240	Insurance (Health/Dental/Life)			$8,400			$4,200
200	Other Benefits			$2,500			$2,500
	Total Benefits (200)			**$16,445**			**$9,603**
300	Purchased Professional and Technical Services - ATC Fee			**$114,750**			**$74,250**
600	Supplies			**$0**			**$0**
700	Property			**$0**			**$0**
800	Other Objects - Student Activity Fees			$15,000			$11,250
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$15,000**			**$11,250**
	Total Student Support Services (2100)			**$188,615**			**$116,313**
145	Salaries - Media Personnel - Certified			$0			$0
162	Salaries - Media Personnel - Noncertified			$0			$0
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional Services - Curriculum & Staff Development			**$315,000**			**$236,250**
600	Supplies			$0			$0
644	Library Books			$0			$0
650	Periodicals			$0			$0
660	Audio Visual Materials			$0			$0
	Total Supplies (600)			**$0**			**$0**
700	Property			**$0**			**$0**
800	Other Objects			$0			$0
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$0**			**$0**
	Total Instructional Staff Support Services (2200)			**$315,000**			**$236,250**
121	Salaries - Principals and Assistants	1.00	$65,650	$65,650	1.00	$65,650	$65,650
152	Salaries - Secretarial and Clerical	1.00	$32,825	$32,825	1.00	$32,825	$32,825
100	Salaries - All Other			$0			$0
	Total Salaries (100)			**$98,475**			**$98,475**
210	Retirement			$0			$0
220	Social Security			$12,893			$12,633
240	Insurance (Health/Dental/Life)			$18,000			$18,000

200	Other Benefits			$7,500			$5,000
	Total Benefits (200)			**$38,393**			**$35,633**
300	Purchased Professional and Technical Services			**$175,748**			**$132,515**
600	Supplies			**$5,000**			**$3,750**
700	Property			**$0**			**$0**
800	Other Objects - Marketing			$51,429			$51,429
810	Dues and Fees			$5,000			$5,000
	Total Other Objects (800)			**$56,429**			**$56,429**
	Total School Administration (2400)			**$374,045**			**$326,802**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance – Property & Liability			$12,857			$9,643
200	Other Benefits			$0			$0
	Total Benefits (200)			**$12,857**			**$9,643**
300	Purchased Professional and Technical Services			**$0**			**$0**
400	Purchased Property Services			$0			$0
460	Construction and Remodeling			$0			$0
	Total Property (400)			**$0**			**$0**
500	Other Purchased Services			**$0**			**$0**
600	Supplies			$4,286			**$3,214**
700	Property			**$0**			**$0**
800	Other Objects			$0			$0
810	Dues and Fees			$0			$0
	Total Other Objects (800)			**$0**			**$0**
	Total Operation & Maintenance of Facilities (2600)			**$17,143**			**$12,857**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0
220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional and Technical Services			**$0**			**$0**
600	Non-Food Supplies			$0			$0
630	Food			$0			$0
	Total Supplies (600)			**$0**			**$0**
700	Property			$0			$0
780	Depreciation - Kitchen Equipment Depreciation			$0			$0
	Total Property (700)			**$0**			**$0**
800	Other Objects (*Specify*)			**$0**			**$0**
	Total Food Services (3100)			**$0**			**$0**
100	Salaries			**$0**			**$0**
210	Retirement			$0			$0

220	Social Security			$0			$0
240	Insurance (Health/Dental/Life)			$0			$0
200	Other Benefits			$0			$0
	Total Benefits (200)			**$0**			**$0**
300	Purchased Professional and Technical Services			**$0**			**$0**
400	Purchased Property Services			$0			$0
460	Construction and Remodeling			$0			$0
	Total Property (400)			**$0**			**$0**
500	Other Purchased Services			**$0**			**$0**
600	Supplies - New Buildings			$0			$0
641	Textbooks - New Buildings			$0			$0
644	Library Books - New Libraries			$0			$0
	Total Supplies (600)			**$0**			**$0**
710	Land and Improvements			$0			$0
720	Buildings			$35,000			$26,250
731	Machinery			$0			$0
732	School Buses			$0			$0
733	Furniture and Fixtures			$35,714			$26,786
734	Technology Equipment			$33,600			$25,200
735	Non-Bus Vehicles			$0			$0
739	Other Equipment			$0			$0
	Total Property (700)			**$104,314**			**$78,236**
800	Other Objects (*Specify*)			**$0**			**$0**
	Total Building Acquisition & Instruction (4500)			**$104,314**			**$78,236**
830	Interest			$3,459			$3,459
840	Redemption of Principal			$73,712			$73,712
	Total other financing sources (uses) and other items			**$77,171**			**$77,171**

1000	Total Local			$30,000			$22,500
3000	Total State			$1,858,262			$1,417,182
4000	Total Federal			$0			$0
	TOTAL REVENUES			**$1,888,262**			**$1,439,682**
100	Salaries			$414,060			$327,978
200	Employee Benefits			$180,340			$142,726
300	Purchased Professional and Technical Services			$605,498			$443,015
400	Purchased Property Services			$0			$0
500	Other Purchased Services			$0			$0
600	Supplies			$322,786			$242,089
700	Property			$104,314			$78,236
800	Other Objects			$153,600			$148,600
	TOTAL EXPENDITURES			**$1,780,598**			**$1,382,644**
Excess or Deficiency of Revenues over Expenditures				**$107,665**			**$57,038**

Other Sources of Funding (5000)			**$80,498**			**$50,243**
Net Asset Balance (Fund Balance)			**$188,163**			**$107,281**
Reserves as Percentage of Total Revenue			**10%**			**7%**
Percentage of Funding Contributed to Reserve Balance			**6%**			**4%**
Necessary Closure Fund			**$25,600**			**$24,767**