

AMENDMENT REQUEST FOR SATELLITE SCHOOL

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with recommendations for authorizing charter schools and for monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5. Satellite schools require authorization from the Utah State Board of Education (SBE) following recommendation from the SCSB and enrollment in satellite schools is counted against the annual charter school enrollment goal set by the Legislature.

1. Sponsoring Charter School American Preparatory Academy
2. Street Address 12892 South Pony Express Road Phone 801-553-8500
3. City Draper
4. This is a school located in an area: () Rural (X) Urban
5. Chief School Officer Carolyn Sharette Phone 801-808-3933
6. The sponsoring charter school is located in which school district? Canyons
7. Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference (Attachment 1).
8. Satellite School American Preparatory Academy-Draper #3
9. Street Address Approximately 11938 S. Lone Peak Parkway Phone NA
10. City Draper
11. This is a school located in an area: () Rural (X) Urban
12. Chief School Officer Carolyn Sharette Phone 801-553-8500
13. The satellite school is located in which school district? Canyons School District
14. List all duly elected and appointed current board members of the school (Attachment 2).
15. Percentage of minority students at sponsoring school, percentage of minority students in sponsoring school's district of residence, and estimated percentage of minority students at satellite school. (See table after Item 16.)
16. Percentage of students with disabilities qualifying for Special Education services at sponsoring school, percentage of students with disabilities receiving Special Education services in sponsoring school's

district of residence, and estimated percentage of students with disabilities needing Special Education services at satellite school.

	Total	Minority Subgroups	SWD
2012-13 Resident District	33,524	9.1%	10.4%
2012-13 APA-D	571	10%	10%
2012-13 SNA	577	68%	9%
2012-13 TAS	1171	75%	8%
Estimate 2013-14 Draper #2	975	15%	9%
Estimate 2014-15 Draper #3	750	15%	8%

17. What makes this satellite school unique or needed?

American Preparatory Academy's Mission and Purpose

Student academic achievement is the primary goal of American Preparatory Academy. We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Therefore, the foundation of our instruction focuses on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. APA students demonstrate individual internalization of conceptual knowledge through extensive written work and verbal presentation. This focus on repetitive, sequential knowledge acquisition, combined with extensive expression of understanding, prepare APA students for advanced study at high school and collegiate levels.

These levels of instruction and knowledge attainment follow the classical education model of the Trivium – grammar, logic and rhetoric. American Preparatory Academy respects this well-founded, proven educational model and uses it in selecting and implementing the school's curriculum.

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on these four principles: Expectations, Effort, Enthusiasm, and Excellence.

The Unique Value of APA's Kindergarten Center

Many parents want their children to learn academic skills to mastery in kindergarten. APA believes in a fully academic kindergarten, as many studies show early academic learning to be the most important factor in changing a child's trajectory toward future academic success.

Across 6 longitudinal studies involving close to 36,000 children, examined by twelve universities in a 2007 NSF funded report, "the strongest predictors of later achievement are school-entry math, reading, and attention skills.... By contrast, measures of socioemotional behaviors...were generally insignificant predictors of later academic performance.... Patterns of association were similar for boys

and girls and for children from high and low socioeconomic backgrounds" (Duncan, Greg J., et al, "School Readiness and Later Achievement," *Developmental Psychology*, Vol. 43, No. 6, pp.1428-1446).

Early Literacy. Studies demonstrate the significant value of early reading instruction, early intervention strategies, and early reading volume. These students transition sooner from "learning to read" to the level of "reading to learn." The benefits to children who begin reading early have been described as a "Matthew effect" describing a rich-get-richer and poor-get-poorer phenomenon.

An MRI study by Reid Lyon and Sally Shaywitz demonstrated that early phonologic intervention in beginning reading produces permanent, measurable changes in the activation patterns of the brain (Sharon Murphy, "Finding Literacy: a Review of Research on Literacy Assessment in Early Childhood," *Handbook of Early Childhood Literacy*, 2003, pp. 168-170). A ten-year longitudinal study demonstrated that careful, effective early reading instruction that includes decoding, word recognition, and comprehension prevents later learning difficulties and reading failures. Early readers have a distinct advantage in accumulating reading volume, and thus, are more likely to acquire reading skills at a higher level. Researchers found that reading volume accounts for differences in several measures of smartness: growth in reading comprehension at grades three and five, high-school grade point average, IQ tests, and a Practical Knowledge test (Anne E. Cunningham and Keith H. Stanovich "What Reading Does For the Mind," *American Educator*, Vol. 22, No. 1-2, pp. 8-15).

American Preparatory Academy's kindergarten program is a 3-hour session comprised primarily of academic instruction. Students are divided into small, achievement-leveled groups, and participate in intensive reading, math, and cursive writing instruction. Core Knowledge Science, History, and Literature are also important components. In the current year, 100% of our kindergarten students at our Draper campus will have completed Level 1 of Reading and Level 1 of Math at mastery levels. We believe this is possible for all (or nearly all) kindergarten students and would make a huge difference in student achievement over time were all kindergarten students to receive rigorous academic instruction. We administer the SAT to our kindergarten students each spring, and our results from 2012 are as follows:

Draper #1 Kindergarten	SAT Reading	SAT Math	SAT Science	Complete Battery
2012	92%	82%	82%	86%

Parent Demand for an American Preparatory Academy High School in Draper

American Preparatory Academy has a strong, positive presence in the Draper community, having opened our first campus there in 2002-03. Draper APA students finish 9th grade having completed 3 years of Latin, 2 Honors High School English courses, Honors Physics, and with many on track to complete Calculus by the end of their Junior year. The governing board at American Preparatory Academy would like to continue to accelerate our students' college preparation through high school graduation. With over 1,500 students feeding from our two current Draper campuses, and long waitlists (1,360 at Draper #1 and 1,407 at Draper #2), we are confident that we will be able to enroll an academically successful high school program.

However, we also recognize the difficulty in sustaining a high school charter school, thus we have devised a flexible plan that will allow us to host a kindergarten center at our new building, and add High School classes as demand dictates.

Our current 9th grade program is very strong academically. Following are CRT results of our 9th grade Draper students for the past 2 years:

Draper #1 9th Grade	CRT L.A.	CRT Pre-Algebra	CRT Algebra I	CRT Algebra II	CRT Physics
2011	100%	98%	100%	NA	NA
2012	96%	94%	100%	98%	88%

18. How will the satellite school address the needs of students with disabilities who will need Special Education services?

Part of APA's mission is to improve learning for all students. We provide all services as outlined in our students' IEPs. Each campus at APA employs a Special Education Director (certified in special education) to ensure all IEP services are delivered and to assist teachers in implementing APA's referral process for students who may need special education services.

19. Written certification that the sponsoring charter school currently satisfies all requirements of state law and Board rule (Attachment 3).
20. Detailed description of governance structure for satellite school, including appointed and elected members (Attachment 4).
21. Municipality in which the satellite school will be located and general information regarding the physical facilities anticipated to serve the satellite school, as well as written certification that no later than 15 days after securing a building site, the sponsoring school's governing board shall notify the school district of the exact school location (Attachment 5).
22. Information detailing the grades to be served, the number of students to be served by grade, and ultimate enrollment figures for the satellite school (add table rows as needed).

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1														
2014-15	600									150				750
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2015-16	450									150	150			750
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2016-17	300									150	150	150		750
*Ultimate Enrollment	0									188	188	187	187	750

*When the high school at APA-Draper #3 reaches full capacity at 750 students, we will no longer be able to dedicate space to the kindergarten program at this campus.

23. Detailed financial plan for the satellite school for three fiscal years (Attachment 6). **(See separately submitted Excel spreadsheet "Detailed budget in AFR format for Draper 3 application.xlsx")**

24. Signed acknowledgement by sponsoring charter school governing board that they will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. Signed acknowledgement certifying board members' understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 7).
25. Evidence the entire amendment request document was received by the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located, as required in Section 53A-1a-505(1) (Attachment 8).
26. Signed acknowledgement by sponsoring charter school governing board that the board understands the satellite school shall be held accountable to its own performance agreement with the chartering entity (Attachment 9).
27. Attach sponsoring charter school's financial balance sheets and evidence of attending mandatory financial trainings (Attachment 10).
28. Attach sponsoring charter school's executive summaries from UPIPS review for the past three years (Attachment 11). **APA receives UPIPS Executive Summaries once every 5 years. Attachment 11 is the Summary from 2011-12. The previous UPIPS Executive Summary occurred in 2007-08 and is available on request.**
29. Create table and graph outlining sponsoring charter school's student performance on all applicable standardized assessments (e.g., DWA, end-of-level CRT, U-PASS, AYP, etc.) for past three years (Attachment 12).
30. Create table and graph outlining sponsoring charter school's authorized enrollment, fall enrollment, and student re-enrollment rates for past three years (Attachment 13).
31. Summary description of educational services, assessment, and curriculum for the satellite school - must be consistent with the services, assessment, and curriculum currently being offered at the sponsoring charter school (Attachment 14).
32. Attach comments page from the sponsoring charter school's management letter from financial audits for the past two fiscal years (Attachment 15).
33. Summary description of administration, teachers, and other staff to be hired for satellite school (Attachment 16).
34. Signed agreement by sponsoring charter school's governing board to cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school (Attachment 17).
35. Is the satellite schools' curriculum fully aligned with the Utah Common Core Curriculum? **YES**
If not, in what areas does the school deviate from the Core? **NA**
36. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting? (Attach resume – Attachment 18)



Charter School Board Representative Signature

Date 5/24/13



Charter School Principal/Director

Date 5/23/2013

AMENDMENT REQUEST

Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

1. Charter School American Preparatory Academy - Draper #3
Website www.americanprep.org
Board Chair Rick Peterson Email rpeterson@peoplebuilders4.com
School Administrator Carolyn Sharette Email csharette@apamail.org
2. The charter school is located in which school district? Canyons School District
3. Duly elected or appointed governing board members of the school, with titles.
4. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, use the same format as required AFR budget and include as Attachment 2.

☒ **Waiver from Board Rule R277-482-8. Timelines. Satellite School for Approved Charter Schools. "A. An existing charter school may submit an amendment request to the State Charter School Board for a satellite school no later than April 1 of the state fiscal year two state fiscal years prior to the date of the proposed implementation of the satellite if the charter school fully satisfies the following...."**

Utah Charter Academies, on behalf of American Preparatory Academy, requests this rule waiver to allow submission of a Satellite School Request after the April 1 timeline requirement.

The mission of American Preparatory Academy is "To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements." The governing board

is committed to answering the demand for this academic and character-building model as it may. We have already filled available seats at both campuses for 2013-14, but our waitlist numbers remain high (1,360 at Draper #1 and 1,407 at Draper #2).

The Draper #2 campus is located on a property with an adjacent purchase option. Exercising this option to build a new facility will eliminate one of the time-consuming challenges in a start-up timeline--securing a building site. In order to take advantage of this opportunity while it is available, and reduce the affects of interest on a vacant property, the governing board requests a waiver to this timeline.

Additional information, including a detailed facility plan and projected budget are included in the satellite school submission request submitted to this Administrative Request as Attachment 1.

_____ **Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed~~ language in Bylaws.

_____ **Expansion of student enrollment.**

_____ **Postponement of opening year.** Describe the reason for postponing the school's opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.

_____ **Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.

_____ **Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.

_____ **Relocating to a new school district (operational school) or municipality (planning school).** Operational schools must provide evidence supporting the decision to move. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.

_____ **Other.**

5. School mission and purpose(s) (limited to one page):

Student academic achievement is the primary goal of American Preparatory Academy. We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Therefore, the foundation of our instruction focuses on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. APA students demonstrate

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In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on these four principles: Expectations, Effort, Enthusiasm, and Excellence.

6. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. Include governing board corrective action plan where appropriate. (Corrective action plan(s) limited to two pages.)

Minimum standards

Indicator – Board performance & stewardship		
Measure	Metric	Board Performance
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0 violations
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	100% all campuses
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100% background checks

Indicator – Financial performance and sustainability		
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	0 Audit Findings
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 360) *based on previous audit	*46

Charter Contractual Agreement goals

Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.

Measure	Metric	Board Goal	Board Performance
Title reporting and program requirements	The Governing Board shall comply with all applicable federal laws and regulations (Section 3, p. 1).	*0 DMI Monitoring Findings *0 On-site Monitoring Findings	0 Findings
Federal audit and monitoring compliance	The Governing Board shall comply with all applicable federal laws and regulations (Section 3, p. 1).	*0 Financial DMI Monitoring Findings *0 Financial On-site Monitoring Findings *0 GearUP audit findings	0 Findings
Health and Safety requirements	The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local (Section 3, p. 1).	Emergency Response Plan, safety drills, internet protection, staff training, immunizations, etc.	Met
Enrollment laws	Admission and enrollment of students shall be as prescribed by law, Enrollment and withdrawal reporting as required by state and federal law (Section 4, p. 2).	Enrollment Policies in place and followed as prescribed by law.	Met
Enrollment and withdrawal reporting requirements	Admission and enrollment of students shall be as prescribed by law, Enrollment and withdrawal reporting as required by state and federal law (Section 4, p. 2).	100% Monthly Enrollment and withdrawal reporting in UTREX	Met
Provide FAPE	The Governing Board accepts that the School is obligated to provide FAPE and related services to children with special needs (Section 6, pp. 2-3).	100% Compliance with State UPIPS reporting requirements.	Met
Annual (non-financial) Reporting	The Governing Board shall submit such reports as required by state law and the Board (Section 7, p. 4).	100% timely reporting of all annual reports as required by state law and the Board.	100%
Annual Financial Reporting	The Governing Board shall submit such reports as required by state law and the Board (Section 7, p. 4).	100% timely reporting of annual financial reports (Yews, Current Budget, Student Membership Audit, APR1, AFR, APR2, Fall Enrollment Audit, and AFS) as required by state law and the Board	63% (YEWS was late, APR1 and AFR one day late, APR2 was late because we weren't aware there was an Oct. resubmission.)

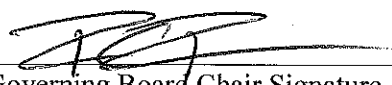
Measure	Metric	Board Goal	Board Performance
GRAMA, and FERPA	The Governing Board and School are subject to GRAMA and the federal FERPA (Section 9, p. 3)	Designation and annual state certification of Records Management Officer. General staff and office support training. Records lists, maintenance policies, and practices in accordance with GRAMA and FERPA	Met
School Board Building Officer and Construction Schedules	Local charter school boards shall appoint a Local Charter School Board Building Officer ... who is responsible for coordinating with local municipalities and counties and the State Office of Education to ensure that the appropriate documents are filed in a timely manner for all construction projects.... (Section 14, pp. 4-5).	*Charter School Board Building Officer *Construction schedules are followed to ensure timely document submission	Met
Disciplinary practices and due process	The School shall comply with all federal and state laws and regulations governing discipline of children and due process, particularly in regards to children with disabilities (Section 18, p.6)	*Training, policies and practices in compliance with laws and regulations governing discipline of children and due process. *Monthly district and governing board review of suspensions/expulsions.	Met
School Year Calendars	The School shall provide the minimum days and hours of instruction as prescribed by R277-419 (Section 19, p. 6).	*School calendars have 180 days of school with 990 instructional hours.	Met
Open and Public Meetings Law	The Governing Board agrees to be subject to the Open and Public Meetings Law (Section 21, p.7).	*100% Governing Board and other meetings falling under the Open and Public Meetings Act held in compliance with that Act.	Met

7. Additional information you would like the SCSB to consider:


8. Provide the name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Name: David S. Doty, Superintendent of Canyons School District

Date: May 24, 2013


Governing Board Chair Signature

5/24/13
Date


Charter School Principal/Director

5/24/2013
Date

Attachment 1: Amendment Request for Satellite School

Attachment 1: Original Founders

	Last Name	First Name
Family	Campbell	Laura
Family	Diener	Chris
Family	Evancich	Tim
Family	Ferlo	Jeff
Family	Gardner	Jennifer
Family	Hassell	Chad
Family	Hilbig	Jennifer
Family	Johnson	Michelle
Family	Neilson	Shawn
Family	Pettersson	Kelly
Family	Turney	Beverly
Family	Watkins	Martin
Family	Welker	Nina Marie
Family	Winkler	Bret
Family	Wright	Trent
Family	Zwicky	David
Family	Dye	James
Family	Roundy	Clark
Family	Jolley	Robert
Family	Watson	Heather
Family	Warnock	Lampropolous
Family	Marticorena	Sergio
Family	Heap	Ted

Percentage of Students on Founder status:

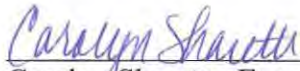
	2010-11	2011-12	2012-13
Enrolled	1142	1867	2311
Founders Students-Draper	22	17	14
Founders Students-SNA	2	2	2
Founders Students-TAS	0	9	7
Percent	2.1%	1.5%	1.0%

Attachment 2: Board Members

Rick Peterson
Clay Hatch
Bradley Findlay
Stacy McNeill
Jason Mecham
Chris Diener

Attachment 3: Written Certification

American Preparatory Academy hereby certifies that it currently satisfies all requirements of state law and Board rule.



Carolyn Sharette, Executive Director



Rick Peterson, Board Chairman

Attachment 4: Governance Structure

Utah Charter Academies (UCA or "Board") is the governing board for American Preparatory Academy schools. Members are interviewed and appointed by UCA vote to the Board. The UCA may include 5 to 7 members. Currently, there are 6 members serving on the Board. The UCA operates under Ends Policies, Executive Limitations Policies, Management Delegation Policies, and Governance Process Policies.

Ends Policies

E#1: The purpose of UCA is a high-quality, successful, and comprehensive educational model for a cost per school comparable to other Utah schools. In pursuit of these ends, UCA will bring about results in the following areas:

- ◆ UCA will become the premier charter school model in Utah which includes a superb parent-school partnership.
- ◆ UCA students achieve exemplary character, academic, and social skills; are critically minded; and are active in community service.
- ◆ UCA is a valuable resource for other schools and the education community at large and affects positive change in education in Utah.

Adopted: 10/15/09

Executive Limitations Policy

The School Director shall not cause or allow any organizational practice, activity, decision, or circumstance that is either unlawful, imprudent, or in violation of commonly accepted business and professional ethics and practices.

A. Treatment of Consumers:

2A: With respect to interactions with parents, students, community members and officials, the School Director shall not cause or knowingly allow conditions, procedures, or decisions that are illegal, unsafe, untimely, undignified, or unnecessarily intrusive.

3A: The School Director shall not

1. Elicit information for which there is no clear necessity.
2. Use methods of collecting, reviewing, transmitting or storing consumer information that fail to protect against improper access to the material
3. Fail to operate facilities with appropriate accessibility and privacy.
4. Fail to provide consumers with a parent/student handbook
5. Fail to follow policies outlined in parent/student handbook.

B. Treatment of Staff

2B: With respect to the treatment of paid and volunteer staff, the School Director may not cause or knowingly allow conditions that are illegal, unfair, undignified, disorganized, unsafe or unclear.

3B: The School Director shall not

1. Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions such as nepotism and grossly preferential treatment for personal reasons.
2. Retaliate against any staff member for non-disruptive expression of dissent.

3. Fail to acquaint staff with the School Director's interpretation of their protections under this policy.
4. Allow staff to be unprepared to deal with emergency situations.
5. Use methods of collecting, reviewing, transmitting or storing consumer information that fail to protect against improper access to the material.
6. Fail to compensate staff competitively.

C. Financial Planning/Budgeting

2C: The School Director shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's Ends priorities, risk financial jeopardy, or fail to meet the long term goals of the school.

D. Financial Condition and Activities

2D: With respect to the actual, ongoing financial conditions and activities, the School Director shall not cause or knowingly allow the development of financial jeopardy or material deviation of actual expenditures from board priorities established in Ends policies.

3D: The School Director shall not

1. Expend more funds than have been received in the fiscal year to date unless the board's debt guideline is met.
2. Incur debt in a manner inconsistent with the By Laws.
3. Shall not violate board approved reserves policy.
4. Fail to settle payroll and debts in a timely manner.
5. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

E. Emergency School Director Succession

2E: To protect the board from sudden loss of School Director services, the School Director shall not permit there to be fewer than one other executive sufficiently familiar with Board and School Director issues and processes to enable him/her to take over with reasonable proficiency as an interim successor.

F. Asset Protection

2F: The School Director shall not cause or knowingly allow corporate assets to be unprotected, inadequately maintained, or unnecessarily risked.

G. Compensation and Benefits

2G: With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the School Director shall not cause or knowingly allow jeopardy to financial integrity or to public image.

H. Communication and Support to the Board

2H: The School Director shall not cause or knowingly allow the board to be uninformed or unsupported in its work.

I. Ends Focus of Grants or Contracts

2I: The School Director may not enter into any grant or contract arrangements on behalf of the school that fail to emphasize primarily the production of Ends and secondarily, the avoidance of unacceptable means.

Board-Management Delegation Policies

Global Board-Management Delegation Policy

The board's sole official connection to the operational organization, its achievements, and conduct will be through a chief executive officer, titled School Director.

A: Unity of Control

2A: Only officially passed motions of the board are binding on the School Director

3A:

1. Decisions or instructions of individual board members are not binding on the School Director except in rare instances when the board has specifically authorized such exercise of authority.
2. In the case of board members or committees requesting information or assistance without board authorization, the School Director can refuse such requests and may refer the individual to the board chair.

B: Accountability of the School Director

2B: The School Director is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the School Director.

3B:

1. The board will never give instructions to persons who report directly or indirectly to the School Director.
2. The board will not evaluate, either formally or informally, any staff other than the School Director.
3. The board will view School Director performance as identical to organizational performance so that organizational accomplishment of board-stated Ends and avoidance of board-proscribed means will be viewed as successful School Director performance.

C: Delegation to the School Director

2C: The board will instruct the School Director through written policies that prescribe the organizational Ends to be achieved, and proscribe organizational situations and actions to be avoided, allowing the School Director to use any reasonable interpretation of these policies.

3C:

1. As long as the School Director uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the School Director is authorized to establish all further policies, make all decision, take all actions, establish all practices, and pursue all activities. Such decisions of the School Director shall have full force and authority as if decided by the board.
2. The board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and School Board domains. By doing so, the board changes the latitude of choice given to the School Director. But as long as any particular delegation is in place, the board will respect and support the School Director's choices.

D: Monitoring School Director Performance

2D: Systematic and rigorous monitoring of the School Director job performance will be solely against the only expected School Director job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations

Governance Process Policy

Global Governance Process

The purpose of the board, on behalf of the citizens of the State of Utah, is to see that the school:

(A) Achieves appropriate results for appropriate persons for an appropriate cost (as specified in Board Ends Policies). (B) avoids unacceptable actions and situations (as prohibited in Board Executive Limitations policies)

A. Governing Style

2A: The board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on: (a) Outward vision rather than internal preoccupation, (b) Encouragement of diversity in viewpoints, (c) Strategic leadership more than administrative detail, (d) Clear distinction of board and chief executive roles, (e) Collective rather than individual decisions, (f) Future rather than past or present, and (g) Proactivity rather than reactivity

3A:

1. The Board will cultivate a sense of group responsibility. The board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
2. The board will endorse upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance capability.
3. The board will allow no officer, individual or committee of the Board to hinder or serve as an excuse for not fulfilling group obligations.

B. Board Job Description

2B: As an informed agent of the citizens of the state of Utah, specific job outputs of the board as an informed agent of the ownership are those that ensure appropriate organizational performance.

3B: To accomplish its job products with governance style consistent with board policies, the board will follow an annual agenda that (a) completes a re-exploration of Ends policies annually and (b) continually improves board performance through board education and enriched input and deliberation.

C. Chief Governance Officer's Role

2C: The chief governance officer (CGO), a specially empowered member of the board, assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties.

D. Board Members' Code of Conduct

2D: The board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.

3D:

1. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There will be no self dealing or business by a member with the organization. Members will disclose any associations that might be reasonably seen as representing a conflict of interest.
 - b. When the board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall withdraw without comment not only from the vote but also from the deliberation.
2. Board members may not attempt to exercise individual authority over the organization.
 - a. Members' interaction with the CEO or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the board.

- b. Members' interaction with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the board except to repeat stated board decisions.
 - c. Except for participation in board deliberation about whether the CEO has achieved any reasonable interpretation of board policy, members will not express individual judgments of performance of employees or the CEO.
3. Members will respect the confidentiality appropriate to issues of a sensitive nature.
4. Members will be properly prepared for board deliberation.
5. Members will support the legitimacy and authority of the final determination of the board on any matter, without regard to the member's personal position on the issue.

E. Board Committee Principles

2E: Board committees, when used, will be assigned so as to reinforce the wholeness of the board's job and so as never to interfere with delegation from board to School Director.

1. Board committees are to help the board do its job, never to help or advise the staff. In keeping with the board's broader focus, board committees will normally not have direct dealings with current staff operations.
2. Board committees may not speak or act for the board.
3. Board committees cannot exercise authority over staff. The CEO works for the full board, and will therefore not be required to obtain the approval of a board committee before an executive action.
4. Committees will be used sparingly and ordinarily in an ad hoc capacity.

F. Cost of Governance

2F: Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

1. Board skills, methods, and supports will be sufficient to ensure governing with excellence.
 - a. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing members' skills and understandings.
 - b. Outreach mechanisms will be used as needed to ensure the board's ability to listen to owner viewpoints and values.
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.
3. The board will establish its Cost of Governance budget for the next fiscal year during the month of June.

Attachment 5: Municipality, Physical Facilities, and Certification Regarding Site Securement

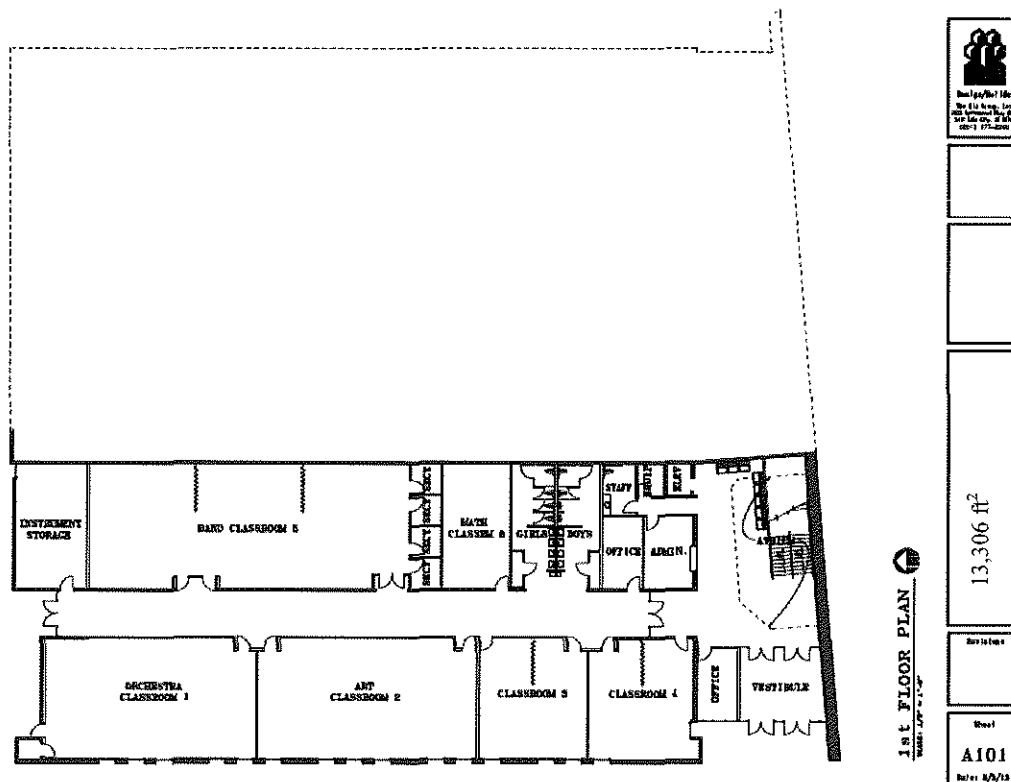
The Governing Board hereby assures the chartering entity that it shall notify Canyons School District of the building location no later than 15 days after securing the building site.

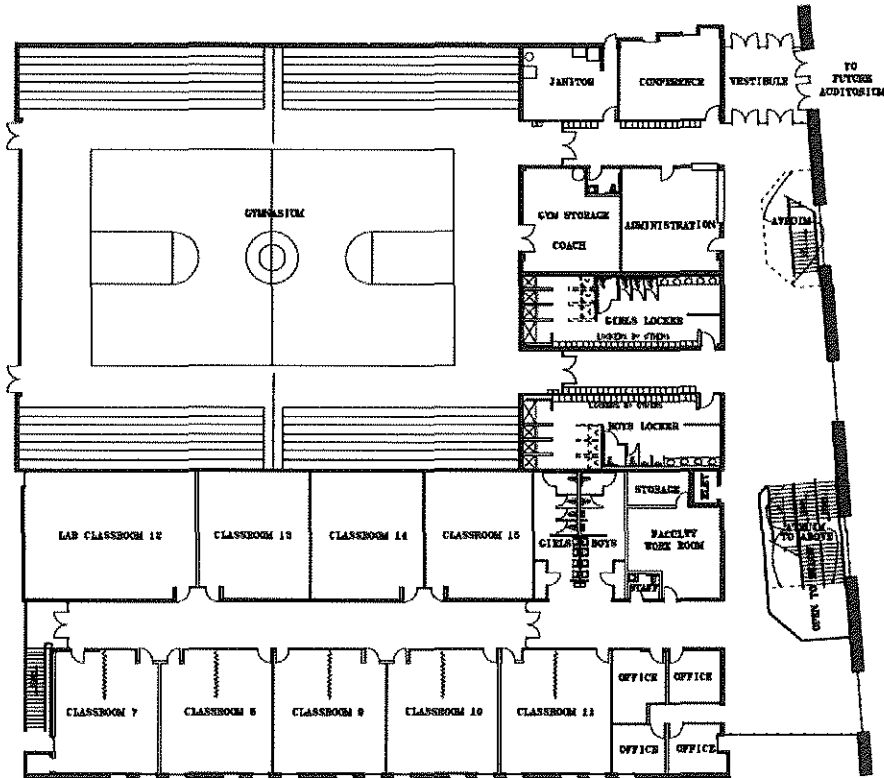
Rick Peterson, Board Chairman

The physical Facility will be located on an adjacent property to the APA-Draper #2 campus, currently located at: 11938 S. Lone Peak Parkway, Draper UT 84020

The facility will be approximately 65,500 square feet, built to current building codes, including 22 classrooms, a partitioned band room, an orchestra room, an art room, a multi-purpose room, gym, teacher workroom, staff lunchroom, custodial room, server room and adequate offices, restrooms and storage space for long-term needs. The plan will include a future auditorium that will serve the three APA Draper facilities. Construction materials will follow those of the Draper #2 building currently under construction. Grounds will include adequate parking and playground space.

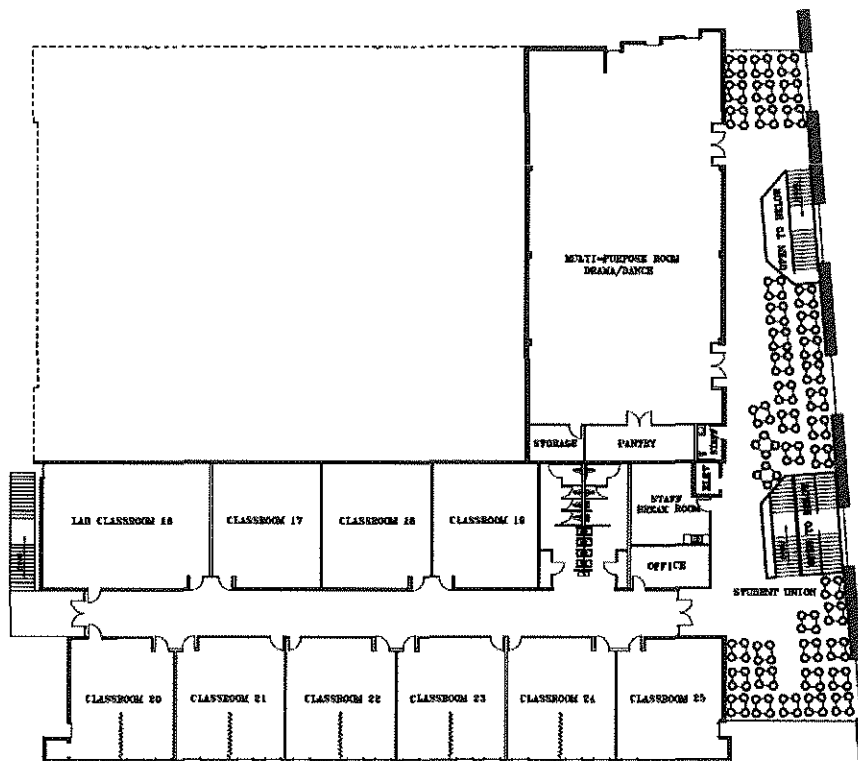
It should be noted that the building will be located on an inclined lot, with ground floor access to both the kindergarten level (2nd floor) and the "specials" level (1st floor). Other than specials, high school classes will be located on the 3rd floor. The gym and multi-purpose room are the only common areas utilized by both kindergarten and high school students. The preliminary floor plan follows:





2nd FLOOR PLAN
Scale: 1/8" = 1'-0"

20,390 ft ² + gym = 31,833 ft ²
Revision
Sheet A102
Date: 5/2/13



3rd FLOOR PLAN
Scale: 1/8" = 1'-0"

20,390 ft ²
Revision
Sheet A103
Date: 5/2/13

Attachment 6: Detailed Financial Plan

All figures and funding sources are approximate and subject to change. The school's three-year budget is an integral part of this financial plan. (Please see "**Detailed budget in AFR format for Draper 3 application.xlsx**" submitted separately in an attached Excel spreadsheet.)

The school's finances, both start-up and operational, are expected to be received from the following sources:

- The State of Utah
- The Federal Government
- Contributions from private donors, including corporations and citizens interested in promoting the American Preparatory model and charter schools in general.

It is anticipated that we will receive start-up funds from the US Department of Education to finance a significant portion of start-up and implementation activities.

It is anticipated that both state and federal ongoing funds will be used to finance ongoing operational activities.

Attachment 7: Signed Acknowledgement of Physical Site Timeline Requirement

This is to acknowledge that the Governing Board will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9.

This further acknowledges board members' understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open [R277-470-15 [B]][5]].



Rick Peterson, Board Chairman

Attachment 8: School District Notification [Section 53A-1a-505(1)]

This entire Charter Satellite Request was submitted to:

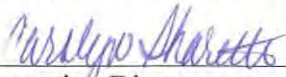
David S. Doty, Superintendent of Canyons School District on May 24, 2013



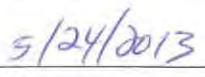
Governing Board Chair Signature



Date



Executive Director



Date

Attachment 9: Acknowledgement of Accountability to Performance Agreement

The Governing Board understands the satellite school shall be held accountable for its Performance Agreement with the chartering entity (R277-470-15[b][8] and R277-481).


Rick Peterson, Board Chairman

**Attachment 10: Financial Balance Sheets and
Evidence of Attending Mandatory Financial Trainings**

I certify that I, or a designated representative, has attended adequate and appropriate financial training as provided by the Utah State Office of Education. This includes, but is not limited to, the annual Charter School Finance Training, monthly Director's Meetings, and other USOE Finance and Statistics training deemed appropriate and necessary by the USOE and the Utah Charter Schools Office.

I certify that I have submitted quarterly financial reports to the Utah Charter Schools Office.

The Utah Charter Schools Office records will attest to the validity of the above statements.

Signed,



Phil Collins, Business Manager

Most recent Financial Balance Sheet on following pages...

3:26 PM
05/22/13

Utah Charter Academies
Balance Sheet
As of April 30, 2013

	Apr 30, 13
ASSETS	
Current Assets	
Checking/Savings	
1030-D · 8100.8110-DRA Operations	1,345,232.37
1062 · Zions Bank UT State CSFA R&R	141,052.62
1063 · Trustee Expense Fee Account	1,457.53
1064 · qlicia interest fund	40,099.54
1066 · Zions Draper Campus Sub Acct	0.12
1067 · SNA Campus Sub Account	0.19
1088-W · 8100.8110-SNA Cash Drawer	177.13
1091-2 · TAS Cash Box #2	-977.00
1091-D · 8100.8110-DRA Cash Drawer	300.00
1091 · TAS Cash Drawer	-628.58
1099 · Chase NMTC 936268341	466,284.00
Total Checking/Savings	1,992,997.92
Accounts Receivable	
1100 · Accounts Receivable	1,899.00
1125 · Loan to UCA Properties II	193,354.63
1127 · Due to Properties III	26,865.75
Total Accounts Receivable	222,119.38
Other Current Assets	
Due To/From UCA Properties	15,128.24
Sales Tax Refund Account-A*	1,983.14
Total Other Current Assets	17,111.38
Total Current Assets	2,232,228.68
Fixed Assets	
1510 · Leasehold Improvements	280,364.54
1520 · Furniture & Fixtures	205,129.41
1530 · Equipment	
Instruments	21,401.73
1530 · Equipment - Other	1,066,002.73
Total 1530 · Equipment	1,087,404.46
1610 · A/D- Leasehold Improvements	-48,691.00
1620 · A/D- Furniture & Fixtures	-106,150.32
1630 · A/D- Equipment	-581,750.14
Total Fixed Assets	836,306.95
Other Assets	
1401 · Rent Deposit- RMR LLC	19,983.14
1411 · Bond Issuance Cost	
Acc. Amort. Bond Issuance Cost	-47,578.80
1411 · Bond Issuance Cost - Other	523,566.00
Total 1411 · Bond Issuance Cost	475,987.20

3:26 PM

05/22/13

Utah Charter Academies
Balance Sheet
As of April 30, 2013

	Apr 30, 13
1430 · Note Receivable NMTC	8,017,250.00
1431 · Note Receivable NMTC LL B	525,000.00
Total Other Assets	9,038,220.34
TOTAL ASSETS	12,106,755.97
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Cash Basis Accounts Payable*	65,892.33
Total Accounts Payable	65,892.33
Credit Cards	
0733 · Cathie Adamson	4,785.55
0972 · Lari Evancich	5,162.90
1836 · Jenna Jensen	906.11
2396 · Catherine Findlay	405.45
2747 · John Youngberg	3,729.15
9335 · Shelley Wright	1,301.05
9434 · Cindy Barrs	-276.78
Total Credit Cards	16,013.43
Other Current Liabilities	
Accrued Professional Fees	25,000.00
Instrument Deposits	603.00
Payroll Clearing Account	-986.67
Wage Liability	
1000 401k EE	3,048.18
1000 401k ER	6,152.66
1000 Dental Insurance	3,111.69
1000 Health Insurance	7,038.00
1000 HSA	658.00
1000 Life Insurance	616.37
1000 Vision	440.73
2100 401k EE	178.48
2100 401k ER	532.95
2100 Dental Insurance	181.20
2100 Health Insurance	1,205.10
2100 HSA	400.00
2100 Life Insurance	78.80
2100 Vision	25.72
2200 Dental Insurance	90.78
2200 Vision	16.70
2400 401k EE	380.77
2400 401k ER	925.50
2400 Dental Insurance	587.88
2400 Health Insurance	825.66
2400 Life Insurance	134.00
2400 Vision	104.96
2500 401k EE	86.00
2500 401k ER	236.80
2500 Dental Insurance	64.32
2500 Life Insurance	12.00

3:26 PM
05/22/13

Utah Charter Academies
Balance Sheet
As of April 30, 2013

	Apr 30, 13
2500 Vision	11.20
2600 401k EE	129.17
2600 401k ER	225.22
2600 Dental Insurance	37.76
2600 Health Insurance	38.54
2600 Life Insurance	42.00
2600 Vision	71.16
2700 401k EE	53.51
2700 401k ER	221.24
2700 Dental Insurance	64.32
2700 Life Insurance	0.40
2700 Vision	15.66
3100 401k EE	25.50
3100 401k ER	76.50
3100 Vision	5.60
3300 401k ER	55.09
3300 Dental Insurance	32.16
3300 Health Insurance	38.54
3300 Life Insurance	6.00
3300 Vision	5.60
Total Wage Liability	28,288.42
2100 • Accrued Payroll	385,200.00
2101 • Bonus Payable	200,000.00
2105 • 2105 Accrued Summer Bene...	20,340.00
2106 • 2106 Accrued Retirement	15,600.00
2500 • Employee Retirement Liability	5,391.02
2601 • Qlci Interest Payable	40,086.27
Total Other Current Liabilities	719,522.04
Total Current Liabilities	801,427.80
Long Term Liabilities	
2004 • NP State of UT Revolving Loan	78,995.63
2007 • QSCB Loan	8,017,250.00
Total Long Term Liabilities	8,096,245.63
Total Liabilities	8,897,673.43
Equity	
Retained Earnings	2,660,010.25
Net Income	549,072.29
Total Equity	3,209,082.54
TOTAL LIABILITIES & EQUITY	12,106,755.97

Attachment 11: UPIPS Review Executive Summaries

Utah Program Improvement Planning System (UPIPS) 2011 Executive Summary of Self-Assessment Report AMERICAN PREPARATORY ACADEMY

I. General Supervision

- **Areas of Strength:**
 1. Evaluation data are interpreted by qualified staff.
 2. APA meets the requirements for participation in statewide assessments.
 3. Special Education Policy and Procedures are in place and USOE approved.
 4. Record of Access forms are maintained in every file; files are kept locked with authorization permission on the side.
 5. Special Education works hand-in-hand with General Education to ensure training on confidentiality is maintained.
 6. The school takes a child-centered approach when working with students, parents, and staff.
 7. Staff meets weekly to review every child's progress and indicates changes on POW WOW and LPC forms.
 8. There is a high level of collaboration between personnel to best benefit each child.
 9. A process and checklist for ongoing file review has been instituted and carried out.
 10. POW WOW is a form of Response to Intervention that is research-based, ongoing, and performed for every student.
 11. Students receive multiple tiered instruction throughout all classes.
 12. A consistent file organization system is utilized which facilitates ease in file reviews.
 13. Students and parents report that the special education department has helped them progress at APA.
 14. Staff reported that the inclusion manual facilitated an appropriate system of referrals.
 15. Students, staff, and parents reported a consistent and positive climate and attitude within the school.
 16. All files contained current UALPA, CRT, SAT, IOWA, DWA and DIBELS information.
- **Areas of Needed Improvement:**
 1. A checklist of all incoming files for complete information is needed.
 2. Rule out environment, culture or economic disadvantage when considering eligibility
- **Areas of Noncompliance:**
 1. Use of state form #2, "Review of Existing Data", is missing in several files as anecdotal summary method was used.
 2. Informed written parental consent must be obtained prior to initial evaluation/reevaluation. (Another district sent a file that was not corrected when file was received.)

II. Parent Involvement

- **Areas of Strength:**
 1. All parents felt their student participated at all times with non-disabled peers and at appropriate levels.
 2. All parents reported that they received the Procedural Safeguards in their native language and that interpreters were provided as needed.
 3. All parents reported that they received copies of eligibility, testing results, IEP, and any other documents they requested.
 4. All parents stated that they received progress reports at the same time they received report cards.
 5. Students' special education files included Consent for Initial Placement in all files reviewed.
 6. Parents are generally pleased with special education services.
 7. All parents were happy with the level of commitment of the teachers, instructional assistants, and administration.
 8. Parents reported that emails were responded to and/or phone calls returned within 24 hours.
 9. Most parents felt that they were listened to during eligibility and IEP meetings.
 10. Parents reported that staff was informed, attentive, and concerned about each individual student.
 11. Parent signatures were evidenced on all documents.
 12. Parents were pleased with the daily learning plan and the homework planner.
 13. Parents reported being invited to all meetings concerning their student.
- **Areas of Needed Improvement:**
 1. Some parents felt that they did not actively participate in IEP goal setting.
- **Areas of Noncompliance:**
 1. A State approved form was not used to document parent participation in identifying, evaluating, and placing a child. Anecdotal summary is not accepted.

III. FAPE in the LRE

- **Areas of Strength:**
 1. All students are in regular education classrooms 80% or more during most of the school day.
 2. All files reviewed had current IEPs.
 3. All files had a description of how and when progress on goals would be reported.
 4. There have been no suspensions of greater than 10 days and no expulsions in APA history.
 5. Placements are individualized, closely monitored, and determined by student need and achievement.
 6. APA meets the state target for students educated in the least restrictive environment
 7. Initial IEPs are developed and implemented within 30 days following determination of eligibility.
 8. Students are provided with appropriate accommodations on the U-PASS assessments based on individual student need.
 9. All IEPs are current in the special education files.
 10. All IEPs are reviewed and revised periodically, not less than annually.
 11. Students with disabilities participate with their nondisabled peers to the maximum extent appropriate.
 12. All staff members are provided student profiles within one school day of the current IEP.
 13. Special Education supports are provided in the regular education classrooms.

14. IEPs document full team participation as indicated by signatures on IEP forms.
 15. IEPs include a statement of specific special education services and related services.
 16. IEPs include a description of how the student's progress toward meeting IEP goals will be measured and when periodic reports on progress will be provided to the parents.
 17. Placement decisions are made by a group of persons knowledgeable about the student and are determined at least annually.
 18. Students with disabilities are included in all extracurricular and nonacademic activities, as reported by students and school staff during focus groups and interviews.
 19. Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements include baseline or current data.
- Areas of Needed Improvement:
 1. Language needs of ELL Students are not clearly considered—class titles do not define ELL classes.
 2. Speech eligible students and special education staff signature/attendance is needed.
 3. A checklist of all incoming files from other districts being completed. If not complete, create forms to comply with UPIPS/USOE rules.
 - Areas of Noncompliance:
 1. The Statement of Annual Goals does not meet other educational needs resulting from disabilities.

IV. Transitions

American Preparatory Academy does not have students of transition age at this time.

V. Disproportionality

- Areas of Strength:
 1. APA data analysis does not indicate a disproportionate representation of ethnic or racial groups.
 2. Parent's primary language is documented in student special education files.
- Areas of Needed Improvement:

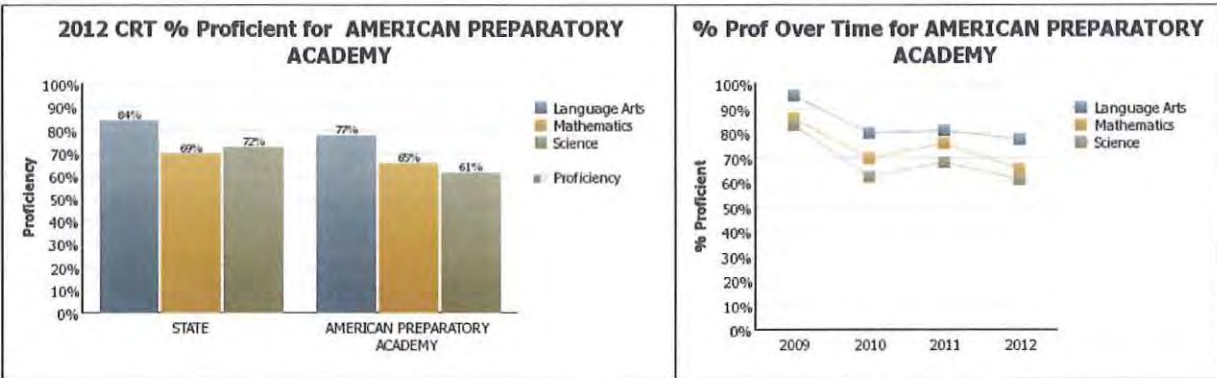
None
- Areas of Noncompliance:

None

Attachment 12: Assessment Data

District Academic Proficiency and Progress

School Year: District: Gender: SES: ELL:
Grade filter available below School: Ethnicity: SWD: Mobile:



Progress Scores					Percent Proficiency				
	2009	2010	2011	2012		2009	2010	2011	2012
Language Arts	222	209	205	205	Language Arts	95%	80%	81%	77%
Mathematics	191	192	210	183	* Mathematics	86%	70%	76%	65%
Science	220	188	206	187	Science	83%	63%	68%	61%

* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.



Federal
Annual Measurable Achievement
Objectives (AMAO) Report
2011 - 12 School Year

District AMERICAN PREPARATORY ACADEMY

Met AMAO Requirements?

Yes



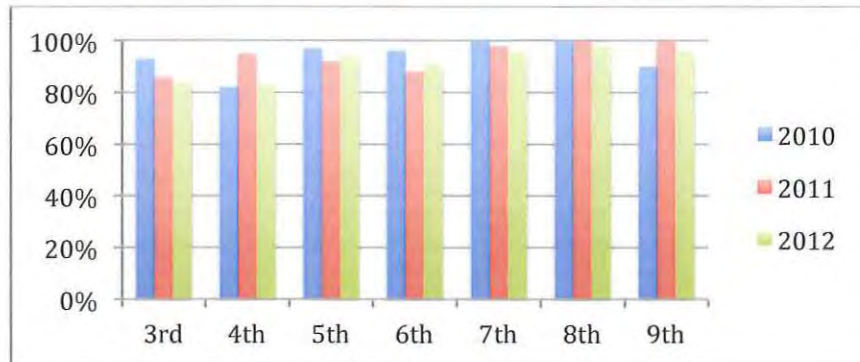
2012 - 1															
Enrollment				AMAO #1		AMAO #2		AMAO #3 (AMO)							
Grade Span	Language Proficiency Category	2011 ELL Enrollment	2012 ELL Enrollment	Grade Span	% of 2011 Students Making Progress Learning English in 2012 AMAO 40%	District Made the AMAO Target for Making Progress Learning English	% of 2012 Students Attaining English Proficiency (AMAO 28.6%)	District Made the AMAO Target for Attaining English Proficiency	Grade Span	Lang Arts AMO Target	Math AMO target	LEA Made AMO Targets in ELL Subgroup in Language Arts	LEA Made AMO Targets in ELL Subgroup in Mathematics	LEA Made Additional Indicator of Attendance Rate (3-8) and Graduation Rate (10-12)	
K-12	F	6	44	K-12	74.0 %	Yes	77.1 %	Yes	3-6	65%	55%	63% Yes**	48% Yes**	Yes	
K-12	Y	327	554						District	Yes	Yes	Yes	Yes	Yes	
K-12	ALL	333	598												
District Totals		333	598												

** Group achieved goal after a confidence interval and/or safe harbor was applied.

District Made AMAO
Yes

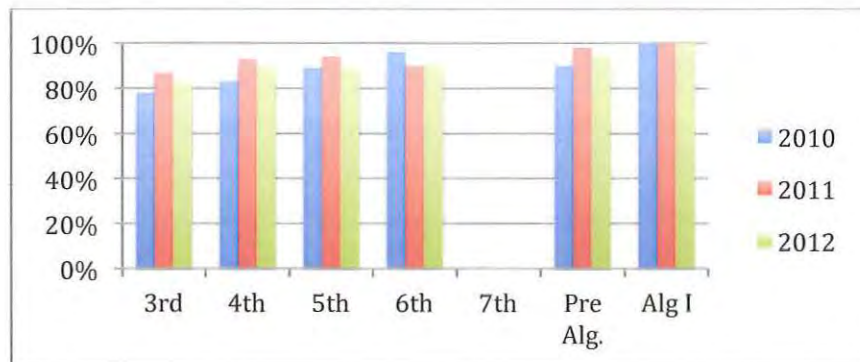
Draper Academic Proficiency and Progress

Draper #1 CRT Language Arts



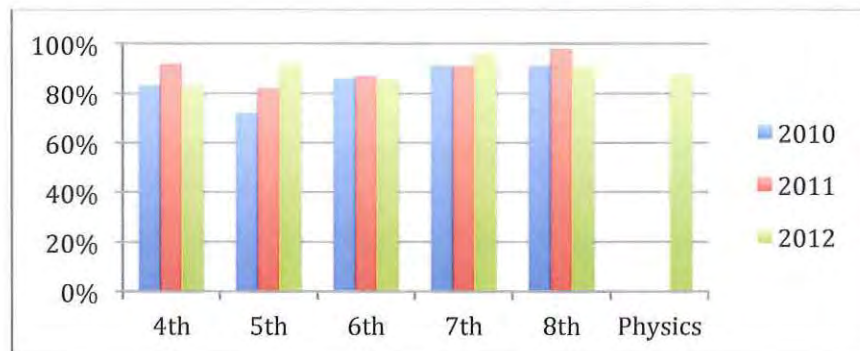
Grade	2010	2011	2012
2 nd	100%	NA	NA
3 rd	93%	86%	83%
4 th	82%	95%	82%
5 th	97%	92%	90%
6 th	96%	88%	89%
7 th	100%	98%	93%
8 th	100%	100%	98%
9 th	90%	100%	96%

Draper #1 CRT Math



Grade	2010	2011	2012
2 nd	86%	NA	NA
3 rd	78%	87%	83%
4 th	83%	93%	90%
5 th	89%	94%	89%
6 th	96%	90%	90%
7 th	NA	NA	NA
Pre-Alg.	90%	98%	94%
Alg. I	100%	100%	100%
Alg II	NA	NA	98%

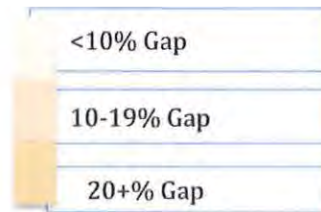
Draper #1 CRT Science



Grade	2010	2011	2012
4 th	68%	92%	83%
5 th	72%	82%	92%
6 th	86%	87%	86%
7 th	91%	91%	96%
8 th	91%	98%	93%
Physics	NA	NA	88%

APA-Draper UCAS Results:

Growth Points: 216/300
Achievement Points: 273/300
Total Points: 489/600
DWA Proficiency: 99%



Gap Report:

Language Arts Test		% Proficient			Median Growth			Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	381	90%				50			NA	NA	NA
Asian	11	91%	90%	1%	76	50	26	91%	NA	NA	NA
White	350	91%	90%	1%	50	50	0	91%	NA	NA	NA
Hispanic/Latino	13	77%	90%	-13%	37.5	50	-12.5	77%	NA	NA	NA
Economically Disadv.	71	87%	90%	-3%	53	50	3	87%	NA	NA	NA
Students with Disabilities	46	52%	90%	-38%	34	50	-16	52%	NA	NA	NA

Mathematics Test		% Proficient			Median Growth			Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	370	90%				52		90%	NA	NA	NA
Asian	11	82%	90%	-8%	38.5	52	-13.5	82%	NA	NA	NA
White	340	91%	90%	1%	52	52	0	91%	NA	NA	NA
Hispanic/Latino	13	77%	90%	-13%	41.5	52	-10.5	77%	NA	NA	NA
Economically Disadv.	70	84%	90%	-6%	50	52	-2	84%	NA	NA	NA
Students with Disabilities	44	66%	90%	-24%	43	52	-9	66%	NA	NA	NA

Science Test		% Proficient			Median Growth			*Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	322	89%				58		89%			90%
White	300	88%	89%	0%	61	58	3	88%			90%
Economically Disadv.	58	81%	89%	-7%	51.5	58	-6.5	81%			83%
Students with Disabilities	36	56%	89%	-33%	54	58	-4	56%			60%

NA=Not Available. (State error created AMOs above 100% for the Draper campus.)

Data only given for subgroups where n≥10

*Science Target AMOs are not state or federal NCLB goals. They are in-line with achievement targets to realize 100% proficiency within 12 years.

Draper #1 SAT Results

Grade	Reading 2011	Reading 2012	Math 2011	MATH 2012	Science 2011	Science 2012	Complete Battery 2011	Complete Battery 2012
K	94%	92%	78%	82%	81%	82%	87%	86%
1 st	77%	77%	88%	86%	75%	73%	78%	78%
2 nd	74%	70%	81%	76%	69%	67%	72%	70%
3 rd	63%	67%	76%	78%	77%	72%	70%	69%
4 th	82%	74%	91%	80%	84%	74%	84%	75%
5 th	79%	85%	89%	90%	85%	79%	81%	86%
6 th	79%	82%	88%	87%	84%	85%	80%	81%
7 th	80%	77%	90%	89%	84%	81%	84%	81%
8 th	81%	84%	85%	89%	88%	89%	83%	84%

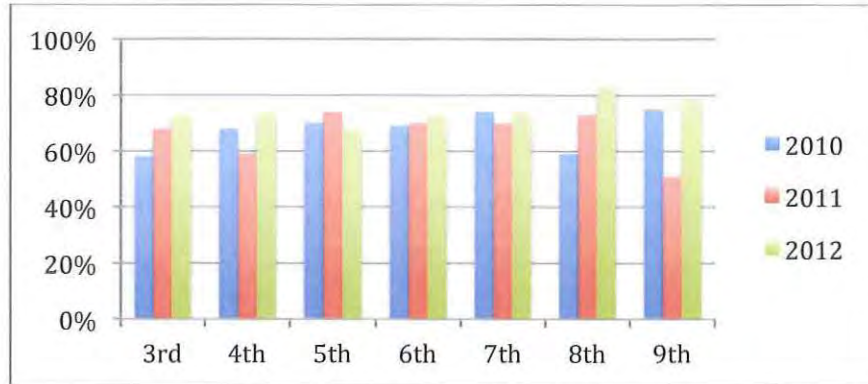
Draper #1 DWA Average Student Score

5 th /6 th Grade	
2009	19.4
2010	22.3
2011	22.2
2012	26.4

8 th /9 th Grade	
2009	24
2010	23.4
2011	22.5
2012	26.1

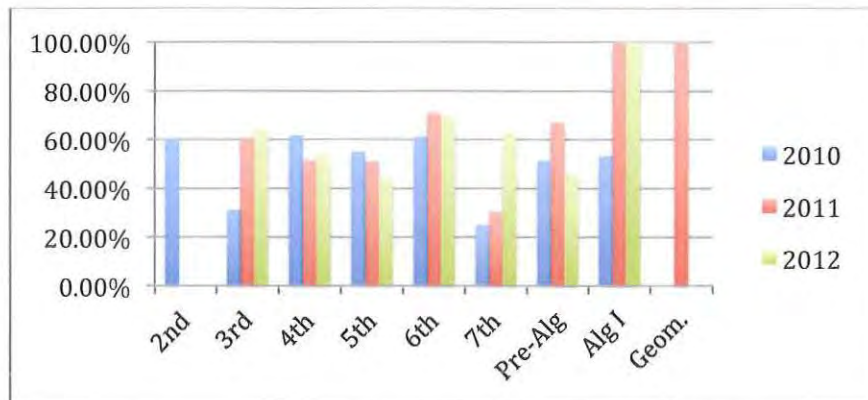
SNA Academic Proficiency and Progress

SNA CRT Language Arts



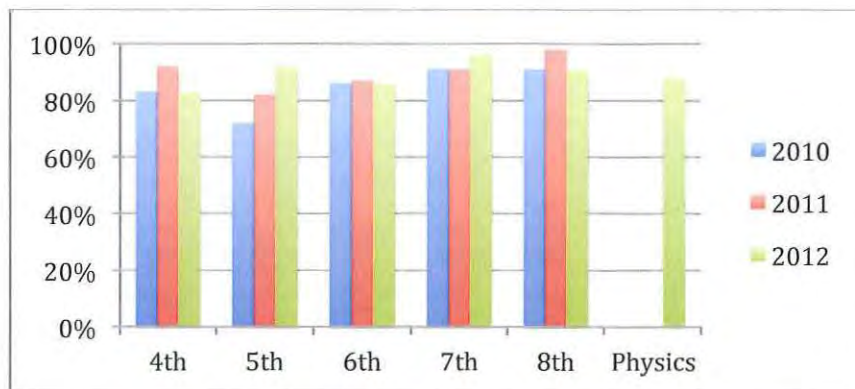
Grade	2010	2011	2012
2 nd	58%	NA	NA
3 rd	58%	66%	75%
4 th	68%	59%	67%
5 th	70%	76%	60%
6 th	69%	71%	73%
7 th	74%	75%	73%
8 th	59%	70%	83%
9 th	75%	51%	75%

SNA CRT Math



Grade	2010	2011	2012
2 nd	60%	NA	NA
3 rd	31%	61%	64%
4 th	61%	52%	56%
5 th	55%	56%	44%
6 th	61%	68%	62%
7 th	25%	30%	58%
Pre-Alg.	51%	53%	45%
Alg. I	50%	100%	100%
Alg. II	NA	NA	40%

SNA CRT Science

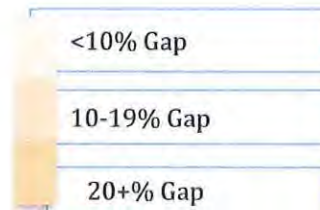


Grade	2010	2011	2012
4 th	68%	92%	83%
5 th	72%	82%	92%
6 th	86%	87%	86%
7 th	91%	91%	96%
8 th	91%	98%	93%
Physics	NA	NA	88%

SNA UCAS Results:

Growth Points: 191/300
Achievement Points: 191/300
Total Points: 382/600
DWA Proficiency: 84%

Gap Report:



Language Arts Test		% Proficient			Median Growth			Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	347	74%				53		74%	72%	2%	74%
Asian	18	56%	74%	-19%	50	53	-3	56%	61%	-5%	64%
AfAm/Black	34	56%	74%	-18%	34.5	53	-18.5	56%	47%	9%	52%
White	151	79%	74%	5%	53	53	0	79%	83%	-4%	85%
Hispanic/Latino	126	73%	74%	-1%	61	53	8	73%	70%	3%	73%
Pacific Islander	17	88%	74%	14%	47.5	53	-5.5	88%	66%	22%	69%
Economically Disadv.	267	70%	74%	-4%	52	53	-1	70%	68%	2%	71%
Limited English Proficient	139	63%	74%	-11%	52.5	53	-0.5	63%	65%	-2%	68%
Students with Disabilities	29	52%	74%	-11%	41	53	-12	52%	31%	21%	38%

Mathematics Test		% Proficient			Median Growth			Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	350	55%				43		55%	63%	-8%	66%
Asian	18	33%	55%	-21%	37	43	-6	33%	59%	-26%	62%
AfAm/Black	34	29%	55%	-25%	31	43	-12	29%	37%	-8%	43%
White	153	61%	55%	6%	44	43	1	61%	72%	-9%	75%
Hispanic/Latino	127	54%	55%	0%	40	43	-3	54%	61%	-7%	64%
Pacific Islander	17	76%	55%	22%	55.5	43	12.5	76%	54%	22%	55%
Economically Disadv.	270	51%	55%	-4%	41.5	43	-1.5	51%	58%	-7%	61%
Limited English Proficient	140	44%	55%	-11%	44	43	1	44%	55%	-11%	58%
Students with Disabilities	32	19%	55%	-36%	30	43	-13	19%	17%	2%	31%

Science Test		% Proficient			Median Growth			*Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	291	52%				56		52%			56%
Asian	15	33%	52%	-19%	68	56	12	33%			39%
AfAm/Black	29	31%	52%	-21%	37	56	-19	31%			37%
White	123	62%	52%	10%	58	56	2	62%			65%
Hispanic/Latino	108	49%	52%	-3%	55.5	56	-0.5	49%			54%
Pacific Islander	15	53%	52%	1%	52	56	-4	53%			57%
Economically Disadv.	224	48%	52%	-4%	59	56	3	48%			53%
Limited English Proficient	117	35%	52%	-17%	55.5	56	-0.5	35%			41%
Students with Disabilities	27	30%	52%	-22%	41	56	-15	30%			36%

*Science Target AMOs are not state or federal NCLB goals. They are in-line with achievement targets to realize 100% proficiency within 12 years.

SNA SAT Results

Grade	Reading 2011	Reading 2012	Math 2011	Math 2012	Science 2011	Science 2012	Complete Battery 2011	Complete Battery 2012
K	77%	82%	66%	62%	45%	63%	66%	67%
1st	53%	53%	74%	68%	56%	56%	60%	57%
2nd	46%	45%	50%	49%	42%	43%	47%	46%
3rd	41%	44%	56%	61%	44%	61%	47%	51%
4th	41%	54%	52%	66%	40%	53%	47%	56%
5th	56%	49%	62%	48%	59%	51%	58%	50%
6th	48%	52%	70%	68%	50%	57%	55%	56%
7th	50%	42%	68%	51%	56%	42%	55%	43%
8th	41%	57%	52%	64%	53%	67%	47%	60%

SNA DWA Results

5TH Grade	
2009	NA
2010	21.8
2011	23.1
2012	21.9

8TH Grade	
2009	NA
2010	19.7
2011	22.4
2012	25.4

TAS Academic Proficiency and Progress

TAS CRT (First Year 2012 Scores)

Grade	L.A.	Grade	Math	Grade	Science
2 nd	NA	2 nd	NA	2 nd	NA
3 rd	65%	3 rd	38%	3 rd	NA
4 th	74%	4 th	58%	4 th	46%
5 th	75%	5 th	59%	5 th	71%
6 th	59%	6 th	56%	6 th	54%
7 th	69%	Pre-Algebra	51%	7 th	38%
8 th	78%	Algebra I	58%	8 th	45%
9 th	76%	Algebra II	60%	Physics	36%
10 TH	72%	Geometry	100%		

TAS 2012 SAT Results

Grade	Reading	MATH	Science	Complete Battery
K	79%	60%	59%	64%
1 ST	50%	58%	40%	52%
2 nd	38%	43%	29%	39%
3 rd	39%	44%	46%	41%
4 th	57%	66%	61%	59%
5 th	55%	56%	58%	56%
6 th	47%	57%	54%	51%
7 th	48%	63%	49%	52%
8 th	50%	57%	63%	53%

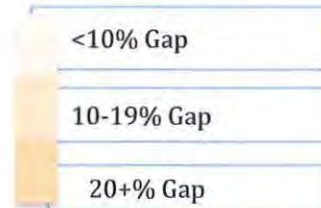
TAS DWA Results

5 th Grade		8 th Grade	
2012	23.2	2012	22.2

TAS UCAS Results:

Growth Points: 125/300
Achievement Points: 188/300
Total Points: 313/600
DWA Proficiency: 91%

Gap Report:



Language Arts Test		% Proficient			Median Growth			**Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	492	71%				41.5		71%			73%
Asian	37	84%	71%	13%	28	41.5	-13.5	84%			83%
White	170	84%	71%	13%	48	41.5	6.5	84%			83%
Hispanic/Latino	255	62%	71%	-9%	41	41.5	-0.5	62%			66%
Pacific Islander	14	57%	71%	-14%	27.5	41.5	-14	57%			62%
Economically Disadv.	349	67%	71%	-4%	41	41.5	-0.5	67%			69%
Limited English Proficient	224	60%	71%	-11%	41	41.5	-0.5	60%			65%
Students with Disabilities	51	43%	71%	-28%	34	41.5	-7.5	43%			45%

Mathematics Test		% Proficient			Median Growth			**Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	437	55%				34		55%			57%
Asian	37	73%	55%	18%	30.5	34	-3.5	73%			78%
White	149	68%	55%	14%	52	34	18	68%			72%
Hispanic/Latino	225	45%	55%	-10%	32	34	-2	45%			47%
Pacific Islander	12	42%	55%	-13%	34	34	0	42%			33%
Economically Disadv.	306	48%	55%	-7%	32.5	34	-1.5	48%			50%
Limited English Proficient	196	44%	55%	-11%	34	34	0	44%			49%
Students with Disabilities	42	24%	55%	-31%	22.5	34	-11.5	24%			32%

Science Test		% Proficient			Median Growth			**Target AMOs			
	# of Students	Group	School	Gap	Group	School	Gap	Group	T2012	Gap	T2013
All Students	405	48%				35		48%			53%
Asian	34	65%	48%	17%	37	35	2	64%			67%
White	144	62%	48%	15%	36	35	1	62%			65%
Hispanic/Latino	205	38%	48%	-10%	34	35	-1	38%			44%
Pacific Islander	10	0%	48%	-48%	31.5	35	-3.5	0%			10%
Economically Disadv.	290	39%	48%	-9%	31	35	-4	39%			45%
Limited English Proficient	178	34%	48%	-14%	35	35	0	34%			40%
Students with Disabilities	34	29%	48%	-18%	25	35	-10	29%			35%

**No Target AMOs for 1st Year Campus

Data only given for subgroups where n≥10

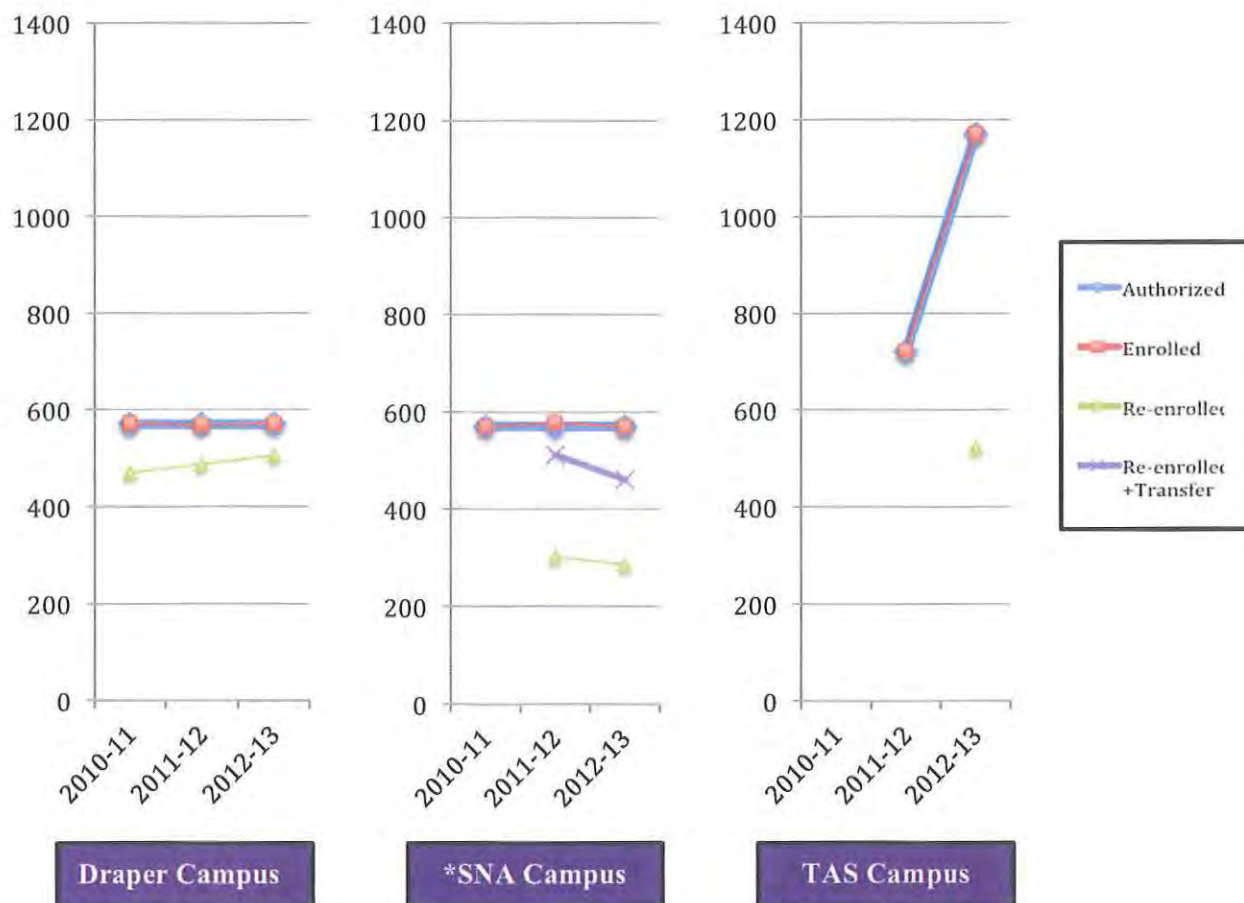
*Science Target AMOs are not state or federal NCLB goals. They are in-line with achievement targets to realize 100% proficiency within 12 years.

Attachment 13: Enrollment and Re-enrollment

2010-11	Authorized	Enrolled	% Re-enrolled	Transfers to TAS
Draper #1	570	572	82.5%	NA
SNA	570	570	Not Available	NA
TAS	NA	NA	NA	NA

2011-12	Authorized	Enrolled	% Re-enrolled	*Transfers to TAS
Draper #1	570	569	85.5%	NA
SNA	570	577	53.2%	208
TAS	720	721	NA	NA

2012-13	Authorized	Enrolled	% Re-enrolled	*Transfers to TAS
Draper #1	570	571	88.8%	NA
SNA	570	569	50.1%	175
TAS	1170	1171	72.4%	NA



*Large numbers of our SNA students transferred to the new TAS campus when it opened in 2011-12 and again when it expanded in 2012-13. The purple "Re-enrolled+Transfer" line indicates numbers of students who remained with APA the subsequent year.

Attachment 14: Summary Description of Educational Services, Assessment, and Curriculum

Educational Services: Part of APA's mission is to improve learning for all students. We provide all services outlined in our students' IEPs. APA employs a Special Education Director (certified in special education) to ensure all IEP services are delivered and to assist teachers in implementing APA's referral process for students who may need special education services. Special Education staff members include speech, physical therapy, occupational therapy, and counseling services.

Assessments: All classes have imbedded assessments that demonstrate mastery levels. In addition, APA offers these standardized assessments:

DIBELS and SAT (Kindergarten)
ACT Aspire (9th-12th), State CRTs (9th-12th), ACT (11th)

Curriculum:

Kindergarten

Subject	Kindergarten
Reading	SRA D.I. Reading Mastery, CK, Literature Based D.I.
Spelling	SRA D.I. Spelling Mastery
Math	SRA D.I. Connecting Math Concepts
English	Shurley, SRA Cursive Writing, Language for Learning
History	Core Knowledge, Utah State Standards
Geography	Core Knowledge, Utah State Standards
Science	Core Knowledge, Utah State Standards

*SRA=Science Research Associates *D.I.=Direct Instruction *CK=Core Knowledge

High School (9th-12th)

Language Arts (LA)	Math	Science
LA 9 or LA 9-Honors	Algebra Accelerator (Remediation)	Honors Critical Thinking Science
LA 10 or LA 10-Honors	Secondary I and I Honors	Honors Chemistry or AP Chemistry
Literature 10 or Literature 10-Honors	Secondary II and II Honors	Honors Biology or AP Biology
LA 11 (or AP EL or AP L&C)	Secondary III and III Honors	Honors Physics or AP Physics B/C
LA 12 (or AP EL or AP L&C)	Pre-calculus	
AP English Language (EL)	Calculus and AP Calculus A/B, B/C	
AP Literature and Composition (L&C)	AP Statistics	

History/Geography	Languages	C.T.E./Other
Honors World Civilizations or AP World Civ.	Spanish I, II	AP Computer Science (C.S.)
Honors World Geography or AP Geography	Latin I, II, III, IV, V	Financial Literacy
Honors US History or AP US History	AP Latin	Computer Tech
AP European History		Physics with Technology
AP Government and Politics		

Music	Health/P.E.	Art
Orchestra	Health	Art I, II, III, IV
Band (Sectionals)	Fitness for Life	Drama
Choral Music	P.S.T.	
	Dance	

*LA=Language Arts *EL=English Language *L&C=Language and Composition *AP=Advanced Placement

**Attachment 15: Comments page from the sponsoring charter school's management letter
from financial audits for the past two fiscal years**



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
IN ACCORDANCE WITH THE STATE OF UTAH LEGAL COMPLIANCE AUDIT GUIDE**

The Board of Directors
Utah Charter Academies, Inc.
Draper, Utah

We have audited Utah Charter Academies, Inc. (the "Academy") compliance with general and major state program compliance requirements described in the State of Utah Legal Compliance Audit Guide for the year ended June 30, 2011. The general compliance requirements applicable to the Academy are identified as follows:

Cash Management
Purchasing Requirements
Other General Issues

The Academy received the following major assistance programs from the State of Utah:

Minimum School Program (State Office of Education)

Compliance with the requirements referred to above is the responsibility of the Academy's management. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *State of Utah Legal Compliance Audit Guide*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the requirements referred to above could have a material effect on the major assistance programs or general compliance requirements identified above. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Academy's compliance with these requirements.

In our opinion, the Academy complied, in all material respects, with the general compliance requirements identified above and the compliance requirements that are applicable to each of its major state programs for the year ended June 30, 2011.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, the Utah State Office of Education, and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties. However, the report is a matter of public record and its distribution is not limited.

Hansen, Barnett & Maxwell, P.C.

HANSEN, BARNETT & MAXWELL, P.C.

Salt Lake City, Utah
November 30, 2011



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
IN ACCORDANCE WITH THE STATE OF UTAH LEGAL COMPLIANCE AUDIT GUIDE**

The Board of Directors
Utah Charter Academies, Inc.
Draper, Utah

We have audited Utah Charter Academies, Inc. (the "Academy") compliance with general and major state program compliance requirements described in the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2012. The general compliance requirements applicable to the Academy are identified as follows:

Cash Management
Purchasing Requirements
Other General Issues

The Academy received the following major assistance programs from the State of Utah:

Minimum School Program (State Office of Education)

Compliance with the requirements referred to above is the responsibility of the Academy's management. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *State of Utah Legal Compliance Audit Guide*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the requirements referred to above could have a material effect on the major assistance programs or general compliance requirements identified above. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Academy's compliance with these requirements.

In our opinion, the Academy complied, in all material respects, with the general compliance requirements identified above and the compliance requirements that are applicable to each of its major state programs for the year ended June 30, 2012. However, the results of our auditing procedures disclosed other instances of noncompliance with those requirements, which are required to be reported in accordance with the *State of Utah Legal Compliance Audit Guide* and which are described in the accompanying schedule of findings as item 2012-1.

Management's response to the finding identified in our audit is described in the accompanying letter to management. We did not audit management's response and, accordingly, we express no opinion on it. This report is intended solely for the information and use of management, the Board of Directors, others within the entity, the Office of the Utah State Auditor, the Utah State Office of Education, and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties. However, the report is a matter of public record and its distribution is not limited.

Hansen, Barnett & Maxwell, P.C.
HANSEN, BARNETT & MAXWELL, P.C.

Salt Lake City, Utah
November 28, 2012

**UTAH CHARTER ACADEMIES, INC.
SCHEDULE OF FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012**

FINDING/NONCOMPLIANCE

FINDING NO. 2012-01

Criteria:	All funds should be deposited daily, whenever practicable, but not later than three business days after receipt.
Condition:	During our testing of deposits, we noted a number of deposits that were not made within three business days after receipt.
Effect:	Utah Charter Academies is not compliant with the three day deposit requirement.
Auditor's Recommendation:	Controls should be implemented to ensure compliance with the three day deposit requirement.
Management's Response:	Utah Charter Academies has instituted a cash receipt policy. This policy has been distributed to all staff, and those who handle funds have received detailed instructions on its implementation and use. Utah Charter Academies is now compliant with this requirement, and the business manager will conduct internal reviews to ensure that compliance is maintained.

**Attachment 16: Summary description of administration, teachers,
and other staff to be hired for satellite school**

It is anticipated that the following staff will be hired in phases as the High School program develops:

1 School Director
1 Assistant School Director
3 Counselors
1 SPED Director
1 Instructional Coach
2 Office Staff

12 Kindergarten Teachers
12 Kindergarten Instructors
4 History Teachers
8 English Teachers
4 Science Teachers
8 Math Teachers
2 Latin Teachers
1 Spanish Teacher
5 Band/Orchestra Teachers
1 Choral Music Teacher
2 P.E./Health Teachers
1 C.T.E. Teacher
1 Drama Teacher
1 Art Teacher

Attachment 17: Signed Agreement of Cooperation

The Governing Board agrees to cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school.



Rick Peterson, Board Chairman

Attachment 18: Resume of Business Manager Responsible for Accounting

PHILIP E. COLLINS

SUMMARY OF QUALIFICATIONS

26 YEARS ACCOUNTING SUPERVISORY EXPERIENCE INCLUDING 17 YEARS EXPERIENCE AS DIRECTOR OF ACCOUNTING OR CONTROLLER.

- Full charge Controller with responsibility for all financial reporting.
- Accounted for multi-million \$\$ inventory and sales transactions.
- Controller of 200 retail outlets generating \$300 million.
- Director of Finance & Operations for a Manufacturing, Distribution and Sales organization.
- Implemented automated manufacturing, inventory and accounting systems.
- Developed and implemented an automated sales and accounting system.
- Cost Accounting for multi-million \$\$ Manufacturing entity.

ACCOMPLISHMENTS

- **Implemented Accounting and Audit Controls** which enabled Organization to publish **Accurate and Complete Financial Statements**. Developed the financial plan and budgeting practices.
- **Redefined the role of the Finance Departments** from that of a traditional "enemy" to the Sales and Operations Groups to that of a support group which could be used to help all departments within the organization achieve their goals.
- **Negotiated** new contracts with vendors and customers that substantially alleviated a negative cash flow situation and allowed for the prompt collection of outstanding A/R.
- **Reorganized billing and invoicing procedures** accommodating 100% workload increase with a 30% reduction of staff personnel.
- **Expedited** retail operations sales reporting reducing lag time by 3 - 6 days and staff by 6 persons.
- **Chairperson** American Petroleum Institute, Petroleum Industry Data Exchange - Petroex Committee.

EMPLOYMENT HISTORY

American Preparatory Schools

Business Manager - Finance and Administration 2010 - Present

Responsible for all accounting and operating functions.

E Excel International

Director - Finance and Administration Controller 2004 - 2010

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Supervision of Audits
- Inventory Control

Implemented MRP system for tracking production and inventory transactions. Implemented a purchase order system and related controls. Implemented a budget and management responsibility program. Designed a cash flow forecasting model and implemented cash controls improving cash flows by some \$1.0 million. Reduced inventory and significantly increased inventory turns. Designed and implemented a management bonus program based on fiscal and operational responsibility. Helped to design and implement a customer recruitment and retention program which increased both recruiting and retention by over 100%.

PrinTELLigent – Salt Lake City, Utah

Director – Finance and Administration 2002 - 2004

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships Including Funding of Expansion
- Supervision of Audits
- Inventory Control
- Human Resources

Brought professional accounting management and associated control and information distribution to this organization. Implemented integrated financial systems to effectively control general ledger, accounts receivable, accounts payable and purchasing as well as light manufacturing and inventory control. These efforts allowed for a smooth and successful expansion the business to three major metropolitan areas of the United States. Reduced average AR collection from 70 days to 35 days. Reduced average invoice delay days from 14 to 2. Provided owners and management with accurate and timely financial reports for the first time in the company's history. Implemented a budget and involved senior management in the budgeting process, effectively giving them ownership of their functional responsibilities. Secured lines of operating credit and lease lines of credit in excess of \$1.3 million.

Curtis Computer Products, Inc. – Provo, Utah

Sr. Director – Finance, Administration and Operations – Controller 2000 - 2001

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships
- Supervision of Audits
- Inventory Control
- Human Resources
- Business Development
- Product Development
- Marketing
- Information Systems
- Manufacturing & Purchasing
- Customer Service

Redefined the role of the Financial Department in this organization allowing it serve as a tool to help the various Operations and Sales Departments achieve their goals and thereby strengthen the entire organization without adversely affecting accounting controls. As Director of Finance and Operations, educated the organization as to the need for fiscal control and individual responsibility for the continued growth and success of the company. Evaluated market potential within product groups and redefined those groups to better fit within selected channels of distribution. Implemented a web presence and expanded that presence to include the marketing of selected products.

Alpine Health Industries – Orem, Utah

Controller 1997 - 2000

Responsible for all accounting functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Contract negotiation with Vendors
- Development of product cost
- Banking Relationships
- Supervision of Audits
- Inventory Control

Established Accounting procedures and controls that enabled this manufacturing organization to correctly and accurately measure its operational performance. Developed a product costing method which enabled operating and sales personnel to correctly assess the cost of production and correctly apply margins assuring profitable sales. Negotiated with suppliers to establish credit previously denied and to extend terms which would allow organization to remain viable. Established inventory controls which reduced inventory loss by over \$250 thousand. Trained department personnel and instilled self-confidence and self-actualization eliminating costly personnel turnover. Regained for the organization the confidence of lending institutions and outside independent auditors.

Sinclair Oil Corporation - Salt Lake City, Utah

Assistant Corporate Controller/Retail Controller 1990 - 1997

Directed financial operations accounting for and reconciling all refined oil product sales. Concurrently provided controller services for 200 retail outlets. Established operational accounting procedures. Designed, developed and streamlined accounting systems and automated procedures reducing staff. Reorganized billing and invoicing procedures, accommodating a 100% increase in workload while reducing staff by 20% and increasing cash flow by 2 days. Initiated "Product Movement System" providing accounting reports for tax, marketing and supply control. Implemented Retail Accounting System responsible for reducing reporting lag time by 3 to 6 days while gathering daily operating information from 200 retail outlets. Directed accounting operations, hiring, training and supervision of accountants and clerical personnel. Performed all accounting functions for Billing, Sales Accounting, Exchange Accounting, Pipeline Accounting, Retail Accounting and Exploration and Production Accounting.

Manager Billing/Retail Accounting 1987 - 1990

Supervisor - Billing and Invoicing 1984 - 1986

US Steel - Orem, Utah

Accounting Supervisor 1981 - 1984

Performed supervisory services for billing, invoicing and accounts payable. Performed extensive manufacturing cost accounting and associated analysis.

COMPUTER

IBM AS/400	MA590	EXCEL	JD EDWARDS
WORD	FRX Financial Reporting	POWER POINT	QUICKBOOKS PRO
Great Plains	FAS		

EDUCATION

Southern Utah University - Cedar City, Utah
Bachelor of Science - Accounting

74 American Preparatory Academy- Draper 3 Campus CHARTER SCHOOL		Budget FY 2015	Budget FY 2016	Budget FY 2017
REVENUES				
1000 REVENUES FROM LOCAL SOURCES				
1200	Local Governmental Units Other Than LEAs			
1310	Tuition From Pupils or Parents			
1320	Tuition from Other LEAs Within the State			
1330	Tuition From Other LEAs Outside the State			
1410	Transportation Fees From Pupils or Parents			
1420	Transportation Fees From Other LEAs Within the State			
1430	Transportation Fees From Other LEAs Outside the State			
1500	Earnings on Investments	3,742	3,929	4,125
1610	Sales to Students (CNP)			
1620	Sales to Adults (CNP)			
1630	Other Revenues CNP			
1700	Student Activities			
1900	Other Revenues From Local Sources			
1910	Rentals			
1920	Contributions and Donations from Private Sources/Foundation			
1110	Charter Share of Property Tax			
1940	Textbooks (Sales and Rentals)			
1950	Other Revenues From Other School Districts			
1960	Other Revenues from Other Local Governments			
1980	Refunds of Prior Year Expenditures			
1990	Miscellaneous	51,000	53,550	56,228
TOTAL REVENUES FROM LOCAL SOURCES		54,742	57,479	60,353
3000 REVENUES FROM STATE SOURCES				
Minimum School Programs (From District Summary-Final)				
Regular Basic Programs				
3010	Regular School Program K-12	2,780,311	2,919,327	3,065,293
3020	Professional Staff	113,626	119,307	125,273
3025	Administrative Costs	109,181	114,640	120,372
Restricted Basic Programs				
3105	Special Education -- Add-On	350,695	368,229	386,641
3110	Special Education -- Self-Contained	8,008	8,409	8,829
3115	Pre-School Handicapped			
3120	Extended Year Program -- Severely Disabled	3,707	3,892	4,087
3125	Special Education -- State Programs			
3155	Career & Technology Ed -- Add-On			
3160	Career & Technology Ed -- Set-Aside			
3230	Class Size Reduction (State Funds)	237,567	249,446	261,918
TOTAL BASIC SCHOOL PROGRAM GENERATED		3,603,096	3,783,250	3,972,413
Other Minimum School Programs				
3330	Enhance for Accelerated Stud Prog (3211-Gifted & Talented)	4,446	4,669	4,902
3212	Advanced Placement			
3213	Concurrent Enrollment			
3336	At-Risk Enhancement (3215-At-Risk - Student Program)	26,320	27,636	29,018
3218	At-Risk -- Homeless and Minority			
3219	At-Risk -- MESA			
3220	At-Risk -- Gang Prevention			
3221	At-Risk -- Youth-in-Custody			
3255	Quality Teaching Block Grant			
3260	Local Discretionary Block Grant			
3270	Interventions for Student Success Block Grant	32,408	34,028	35,729
3405	Social Security and Retirement			
3415	Pupil Transportation			
3423	Out-of-State Tuition			
3466	Highly Impacted Schools			
3471	Guarantee on Transportation Levy			

3520	School Land Trust Program	28,056	29,459	30,932
3521	Electronic High School and/or Public Education Online			
3555	Voted Leeway			
3560	Board Leeway			
3805	K-3 Reading Achievement	29,059	30,512	32,037
3522	Job Enhancement			
3867	Charter School Local Replacement	1,841,888	1,933,982	2,030,682
TOTAL MINIMUM SCHOOL PROGRAM GENERATED		5,565,273	5,843,536	6,135,713
TOTAL STATE SUPPORT AMOUNT *		5,565,273	5,843,536	6,135,713
Other State Sources				
3650	Capital Outlay Foundation			
3700	Other Revenues From State Sources (Non-MSP)			
3770	School Lunch	-	-	-
3866	Charter School Startup (New in FY06)	125,000	131,250	137,813
3800	Supplemental / Other Bills	324,972	341,220	358,281
3900	Revenues From Other State Agencies			
TOTAL REVENUES FROM STATE SOURCES		6,015,244	6,316,006	6,631,807

* Actual Total State Support Amount should correspond with amount reported on the District Summary-Final for the year

4000 REVENUES FROM FEDERAL SOURCES				
4571	Lunch Reimbursement	-	-	-
4572	Lunch Reimbursement (Free & Reduced Meals)	-	-	-
4200	Unrestricted Federal Revenue Through State			
4300	Restricted Revenue Direct From Federal	13,744	14,432	15,153
4500	Restricted Federal Through State			
4520	Programs for the Disabled (IDEA)	133,948	140,646	147,678
4574	Breakfast Reimbursement	9,000	9,450	9,923
4590	Donated Commodities (CNP)			
4600	Other Restricted Federal Through State			
4700	Federal Received Through Other Agencies			
4800	No Child Left Behind (NCLB)	174,944	183,691	192,876
4661	ARRA Programs	2,095	2,200	2,310
TOTAL REVENUES FROM FEDERAL SOURCES		333,732	350,418	367,939
TOTAL REVENUES		6,403,717	6,723,903	7,060,098

EXPENDITURES

1000 INSTRUCTION				
131	Salaries - Teachers	1,731,545.90	1,818,123	1,909,029
132	Salaries - Substitute Teachers	44,948	47,195	49,555
161	Salaries - Teacher Aides and Paraprofessionals	515,593.20	541,373	568,442
100	Salaries - All Other			
Total Salaries (100)		2,292,087	2,406,691	2,527,026
210	Retirement	25,838	27,129	28,486
220	Social Security	177,175	186,034	195,335
240	Insurance (Health/Dental/Life)	148,220	155,632	163,413
200	Other Benefits	74,615	78,346	82,263
Total Benefits (200)		425,848	447,141	469,498
300	Purchased Professional and Technical Services	36,544.02	38,371	40,290
400	Purchased Property Services	-	-	-
500	Other Purchased Services	8,466	8,889	9,333
561	Tuition to Other School Districts Within the State	-	-	-
562	Tuition to Other School Districts Outside the State	-	-	-
563	Tuition to Private Schools	-	-	-
564	Tuition to Educational Service Agencies Within the State	-	-	-
565	Tuition to Educational Service Agencies Outside the State	-	-	-
566	Tuition to Charter Schools	-	-	-
567	Tuition to School Districts for Voucher Payments	-	-	-
569	Tuition-Other	-	-	-
Total Other Purchased Services (500)		8,466	8,889	9,333
600	Supplies	63,425	66,596	69,926
641	Textbooks	250,000	262,500	275,625
Total Supplies (600)		313,425	329,096	345,551
700	Property (Instructional Equipment)	50,000	52,500	55,125
800	Other Objects			
810	Dues and Fees	15,217	15,978	16,777

Total Other Objects (800)	15,217	15,978	16,777
TOTAL INSTRUCTION (1000)	3,141,586	3,298,666	3,463,599
<u>2000 SUPPORT SERVICES</u>			
<u>2100 SUPPORT SERVICES - STUDENTS</u>			
141 Salaries - Attendance and Social Work Personnel			
142 Salaries - Guidance Personnel			
143 Salaries - Health Services Personnel			
144 Salaries - Psychological Personnel			
152 Salaries - Secretarial and Clerical			
100 Salaries - All Other	144,362	151,580	159,159
Total Salaries (100)	144,362	151,580	159,159
210 Retirement	2,912	3,057	3,210
220 Social Security	11,019	11,570	12,149
240 Insurance (Health/Dental/Life)	5,903	6,198	6,508
200 Other Benefits	5,398	5,668	5,951
Total Benefits (200)	25,231	26,493	27,818
300 Purchased Professional and Technical Services			
400 Purchased Property Services			
500 Other Purchased Services			
591 Services Purchased From Another District Within the State			
592 Services Purchased From Another District Outside the State			
Total Other Purchased Services (500)			
600 Supplies	31,227	32,788	34,427
700 Property			
800 Other Objects			
810 Dues and Fees	1,594	1,673	1,757
Total Other Objects (800)	1,594	1,673	1,757
TOTAL STUDENTS (2100)	202,414	212,534	223,161
<u>2200 SUPPORT SERVICES - INSTRUCTIONAL STAFF</u>			
115 Salaries - Supervisors & Directors			
133 Salaries - Sabbatical Leave			
145 Salaries - Media Personnel - Certificated			
152 Salaries - Secretarial and Clerical			
162 Salaries - Media Personnel - Noncertificated.			
100 Salaries - All Other	55,971	58,769	61,708
Total Salaries (100)	55,971	58,769	61,708
210 Retirement	271	285	299
220 Social Security	4,469	4,692	4,927
240 Insurance (Health/Dental/Life)	268	282	296
200 Other Benefits	1,971	2,069	2,172
Total Benefits (200)	6,979	7,328	7,695
300 Purchased Professional and Technical Services			
400 Purchased Property Services			
500 Other Purchased Services			
591 Services Purchased From Another District Within the State			
592 Services Purchased From Another District Outside the State			
Total Other Purchased Services (500)			
600 Supplies	7,202	7,562	7,940
644 Library Books			
650 Periodicals			
660 Audio Visual Materials			
Total Supplies (600)	7,202	7,562	7,940
700 Property			
800 Other Objects	127	134	141
810 Dues and Fees			
Total Other Objects (800)	127	134	141
TOTAL INSTRUCTIONAL STAFF (2200)	70,279	73,793	77,483
<u>2300 SUPPORT SERVICES - SCHOOL WIDE ADMINISTRATION</u>			
110 Salaries - Board and Administration			
115 Salaries - Supervisors and Directors			
152 Salaries - Secretarial and Clerical			
100 Salaries - All Other			
Total Salaries (100)			
210 Retirement			
220 Social Security			
240 Insurance (Health/Dental/Life)			
200 Other Benefits			

Total Benefits (200)				
300	Purchased Professional and Technical Services	1,074,927	1,128,674	1,185,107
400	Purchased Property Services	-	-	-
500	Other Purchased Services	1,921	2,017	2,118
591	Services Purchased From Another District Within the State			
592	Services Purchased From Another District Outside the State			
Total Other Purchased Services (500)		1,921	2,017	2,118
600	Supplies	98	103	108
700	Property			
800	Other Objects			
810	Dues and Fees			
Total Other Objects (800)				
TOTAL SCHOOL-WIDE ADMINISTRATION (2300)		1,076,946	1,130,794	1,187,333
2400 SUPPORT SERVICES - SCHOOL ADMINISTRATION				
121	Salaries - Principals and Assistants			
152	Salaries - Secretarial and Clerical	218,881	229,825	241,317
100	Salaries - All Other			
Total Salaries (100)		218,881	229,825	241,317
210	Retirement	7,749	8,136	8,543
220	Social Security	17,432	18,304	19,219
240	Insurance (Health/Dental/Life)	25,312	26,577	27,906
200	Other Benefits	20,343	21,360	22,428
Total Benefits (200)		70,836	74,378	78,097
300	Purchased Professional and Technical Services	4,359	4,577	4,806
400	Purchased Property Services			
500	Other Purchased Services			
591	Services Purchased From Another District Within the State			
592	Services Purchased From Another District Outside the State			
Total Other Purchased Services (500)				
600	Supplies	72,573	76,202	80,012
700	Property			
800	Other Objects			
810	Dues and Fees	1,602	1,682	1,766
Total Other Objects (800)		1,602	1,682	1,766
TOTAL SCHOOL ADMINISTRATION (2400)		368,252	386,665	405,998
2500 SUPPORT SERVICES - CENTRAL				
100	Salaries	73,373	77,041	80,893
210	Retirement	2,524	2,650	2,783
220	Social Security	5,421	5,692	5,977
240	Insurance (Health/Dental/Life)	4,340	4,557	4,785
200	Other Benefits	1,775	1,864	1,957
Total Benefits (200)		14,060	14,763	15,502
300	Purchased Professional and Technical Services	25,311	26,576	27,905
400	Purchased Property Services			
500	Other Purchased Services	19,719	20,705	21,741
591	Services Purchased From Another District Within the State			
592	Services Purchased From Another District Outside the State			
Total Other Purchased Services (500)		19,719	20,705	21,741
600	Supplies	6,308	6,623	6,954
700	Property			
800	Other Objects			
810	Dues and Fees	3,346	3,513	3,689
Total Other Objects (800)		3,346	3,513	3,689
TOTAL CENTRAL (2500)		142,117	149,222	156,683
2600 SUPPORT SERVICES - OPERATION AND MAINTENANCE OF FACILITIES				
180	Salaries - Operation and Maintenance	145,880	153,174	160,833
100	Salaries - All Other			
Total Salaries (100)		145,880	153,174	160,833
210	Retirement	4,675	4,909	5,154
220	Social Security	11,190	11,750	12,337
240	Insurance (Health/Dental/Life)	12,375	12,994	13,643
200	Other Benefits	4,570	4,799	5,039
Total Benefits (200)		32,811	34,451	36,174
300	Purchased Professional and Technical Services	70,073	73,577	77,255
400	Purchased Property Services	731,394	731,394	731,394
500	Other Purchased Services			
591	Services Purchased From Another District Within the State			

592	Services Purchased From Another District Outside the State			
	Total Other Purchased Services (500)			
600	Supplies	58,798	61,738	64,824
700	Property	4,064	4,267	4,480
800	Other Objects			
810	Dues and Fees			
	Total Other Objects (800)			
TOTAL OPERATION AND MAINTENANCE OF FACILITIES (2600)		1,043,019	1,058,601	1,074,961
2700 SUPPORT SERVICES - STUDENT TRANSPORTATION				
152	Salaries - Secretarial and Clerical			
171	Salaries - Supervisors			
172	Salaries - Bus Drivers	-		
173	Salaries - Mechanics and Other Garage Employees			
174	Salaries - Other (Trainers, etc.)			
	Total Salaries (100)	-	-	-
210	Retirement	-		
220	Social Security	-		
240	Insurance (Health / Accident / Life)	-		
200	Other Benefits	-		
	Total Benefits (200)	-	-	-
400	Purchased Property Services			
511	Services from Other LEAs (In State)	5,000	5,250	5,513
512	Services from Other LEAs (Out of State)			
513	Commercial	6,087	6,391	6,711
514	Student Allowance			
515	Payments in Lieu of Transportation - Subsistence	12,170	12,779	13,418
516	Payments of Mileage in Lieu of Bus (Dead Miles)			
521	Property Insurance			
522	Liability Insurance			
530	Communications (Telephone and Other)			
580	Travel / Per Diem			
591	Services Purchased From Another District Within the State			
592	Services Purchased From Another District Outside the State			
	Total Other Purchased Services (500)	23,257	24,420	25,641
624	Motor Fuel	-		
625	Natural Gas			
626	Electricity			
600	Other Supplies			
	Total Supplies (600)	-	-	-
730	Equipment			
732	School Buses			
	Total Property (700)			
890	Miscellaneous Expenditures	48	51	53
891	Training			
	Total Other Objects (800)	48	51	53
TOTAL STUDENT TRANSPORTATION (2700)		23,306	24,471	25,695
2900 OTHER SUPPORT SERVICES				
100	Salaries			
210	Retirement			
220	Social Security			
240	Insurance (Health / Accident / Life)			
200	Other Benefits			
	Total Benefits (200)			
300	Purchased Professional and Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
591	Services Purchased From Another District Within the State			
592	Services Purchased From Another District Outside the State			
	Total Other Purchased Services (500)			
600	Supplies			
700	Property			
800	Other Objects			
810	Dues and Fees			
	Total Other Objects (800)			
TOTAL OTHER SUPPORT (2900)				
TOTAL SUPPORT SERVICES (2000)		2,926,333	3,036,080	3,151,314
3100 FOOD SERVICES				

100	Salaries	-		
210	Retirement	-		
220	Social Security	-		
240	Insurance (Health/Dental/Life)	-		
200	Other Benefits	-		
	Total Benefits (200)	-	-	-
300	Purchased Professional and Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
600	Non-Food Supplies	-		
630	Food	9,000	9,450	9,923
	Total Supplies (600)	9,000	9,450	9,923
700	Property			
780	Depreciation - Enterprise Funds			
	Total Property (700)			
800	Other Objects	-		
810	Dues and Fees			
	Total Other Objects (800)	-	-	-
TOTAL EXPENDITURES, 49 or 51 FOOD SERVICE FUND		9,000	9,450	9,923
3300 COMMUNITY SERVICES				
100	Salaries	-		
210	Retirement	-		
220	Social Security	-		
240	Insurance (Health/Dental/Life)	-		
200	Other Benefits	-		
	Total Benefits (200)	-	-	-
300	Purchased Professional and Technical Services	-		
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	-		
700	Property			
800	Other Objects	-		
810	Dues and Fees			
	Total Other Objects (800)	-	-	-
TOTAL COMMUNITY SERVICES (3300)		-	-	-
4502 BUILDING ACQUISITION AND CONSTRUCTION				
100	Salaries			
210	Retirement			
220	Social Security			
240	Insurance (Health/Dental/Life)			
200	Other Benefits			
	Total Benefits (200)			
300	Purchased Professional and Technical Services			
400	Purchased Property Services			
460	Construction and Remodeling			
	Total Property (400)			
500	Other Purchased Services			
600	Supplies - New Buildings			
641	Textbooks - New Buildings			
644	Library Books-New Libraries			
	Total Supplies (600)			
710	Land and Improvements			
720	Buildings			
731	Machinery			
732	School Buses			
733	Furniture and Fixtures	300,000		
734	Technology Equipment			
735	Non-Bus Vehicles			
739	Other Equipment			
	Total Property (700)	300,000	-	-
800	Other Objects			
	Total Other Objects (800)			
TOTAL BUILDING ACQUISITION AND CONSTRUCTION - (4500)		300,000	-	-
5000 DEBT SERVICE				
830	Interest	-		
840	Redemption of Principal			
845	Debt Issuance Costs on Refunding			
890	Miscellaneous Expenditures	1,054	1,107	1,162

TOTAL EXPENDITURES, 31 DEBT SERVICE FUND	1,054	1,107	1,162
TOTAL OTHER FINANCING SOURCES (USES) AND OTHER ITEMS			
TOTAL EXPENSES	6,377,973	6,345,302	6,625,997

OTHER FINANCING

5000 OTHER FINANCING SOURCES (USES)			
5110 Face Amount of Bonds Issued			
5120 Premium or (Discount) on Bonds Issued			
5300 Proceeds From Sale of Capital Assets			
5400 Loan Proceeds			
5500 Capital Lease Proceeds			
5900 Other Financing Sources (Uses) (Add Explanation)			
6000 OTHER ITEMS			
6100 Capital Contributions	-		
6300 Special Items			
6400 Extraordinary Items			
TOTAL OTHER FINANCING SOURCES (USES) AND OTHER ITEMS	-	-	-

SUMMARY - Charter School

REVENUES BY SOURCE			
1000 Total Local	54,742	57,479	60,353
3000 Total State	6,015,244	6,316,006	6,631,807
4000 Total Federal	333,732	350,418	367,939
TOTAL REVENUES	6,403,717	6,723,903	7,060,098
EXPENDITURES BY OBJECT			
100 Salaries	2,930,553	3,077,081	3,230,935
200 Employee Benefits	575,766	604,554	634,782
300 Purchased Professional and Technical Services	1,211,214	1,271,775	1,335,364
400 Purchased Property Services	731,394	731,394	731,394
500 Other Purchased Services	53,364	56,032	58,833
600 Supplies	498,629	523,561	549,739
700 Property	354,064	56,767	59,605
800 Other Objects	22,989	24,138	25,345
TOTAL EXPENDITURES	6,377,973	6,345,302	6,625,997
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	25,744	378,601	434,101
OTHER FINANCING SOURCES (USES) AND OTHER ITEMS	-	-	-
NET CHANGE IN FUND BALANCE	25,744	378,601	434,101
FUND BALANCE - BEGINNING (From Prior Year)	-	25,744	404,346
Adjustments to Beginning Fund Balance (Attach Detail)			
FUND BALANCE - ENDING	25,744	404,345.65	838,446.72

Explanation (5900 and Adjustment to Beginning Fund Balance)

EOF