



Roots Charter High School

Tyler Bastian

Required Information

I. Charter School Information			
1. Name of proposed charter school Roots Charter High School			
2. Name of applicant Tyler Bastian (Board Member Lincoln Fillmore attended training meeting)			
3. Authorized agent: Tyler Bastian 			
1. Mailing address: 11658 S Pale Moon Ln South Jordan, UT 84095-5054			
5. Phone number 801-573-8719		6. Email address tylerbastian@gmail.com	
7. District(s) where proposed charter school is located Granite			
8. Form of organization (check) ☒ Nonprofit Corporation ☐ Tribal entity ☐ Other			
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Tyler Bastian	tylerbastian@gmail.com	Community Member	Chair
Bion Wimmer	bion@wimmerlaw.com	Community Member	Vice Chair
Travis Devere	travisdevere@gmail.com	Community Member	Treasurer
Lincoln Fillmore	Lincoln@chartersolutions.org	Community Member	Member
10. Date school will start August 2014		11. Number of instructional days At least 180	
12. Grades served 9-12		13. Hours of instruction At least 990	

14. Projected Enrollment (Complete growth model through the appropriate operational years):
 Operational Year 1: Total: _____ Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: **200**_____
 Operational Year 2: Total: _____ Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: **250**_____
 Operational Year 3: Total: _____ Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: **300**_____
 Ultimate enrollment: Total: _____ Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: **300**_____

Does proposed grade configuration match resident district grade configuration?

☒ Yes (Granger High School is now grades 9-12)

☐ No

15. Target percentage of students with an Individualized Education Plan **10%**

16. Target percentage of students identified as minority **50%**

17. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) **50%**

18. Is this a conversion?

☐ Yes (include required signatures and proof of local board approval in Section 17)

☒ No

19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I).

Table of Contents

Section 1. Executive Summary	4
Section 2. New and Creative	9
Section 3. Rationale	11
Section 4. Student Population	15
Section 5. Market Analysis	16
Section 6. General Financial Plan	18
Section 7: Organizational Structure and Governing Body	20
Appendix A: Budget Form	25
Appendix B: Governing Board Background Sheets	31

Section 1. Executive Summary

Mission

Roots Charter High School targets students who are at risk of academic failure in the greater West Valley City area and instill them with the knowledge, skills and ability to live healthy, productive and sustainable lives. Graduates are proficient in math and reading and well prepared for post-secondary education through authentic learning that develops ecological literacy, academic accomplishment, strong character, and a commitment to community.

Roots Charter High School is shaped by an ecological framework derived from the basic premise of ecology: all living and non-living things on the earth are connected and interdependent. This framework guides our curriculum, making courses interdisciplinary. It guides our governance of the school and the way we view our learning community. Through the frame work of ecology, the school is collaborative, interdependent and connected to society at large. It brings relevance to education for students who otherwise might not stay in school.

Three basic principles make up the ecological framework:

A community is a group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, where people, connected through their universal needs and aspirations, come together. Community is urgently needed in a time when alienation and detachment plague our youth, schools and society. Community emphasizes connections among individuals in their actions and consequences for those actions.

A farm in the city is an ideal context for studying connections. A farm demonstrates the most basic relationship humans have to the land. Students experience the cycles of nature and discover the rewards of hard work and collaboration. They care for plants and animals that, in turn, provide their nourishment. They are involved in matters of life, birth, and death. They are responsible for the well- being of fellow creatures and develop motivation and responsibility through this relationship.

Authentic learning based on meaningful tasks develops academic skills, personal responsibility and group collaboration. A student's day at Roots Charter High School includes an extended, team-taught, interdisciplinary course that allows time for authentic learning: managing and caring for livestock, weeding a large plot or garden, analyzing the productivity of a beehive, constructing animal shelters, and learning outdoor survival techniques to be used on an excursion. Roots Charter High School stresses accountability and performance.

West Valley City is the second largest city in the state of Utah, with thirty percent of the population claiming Hispanic ethnicity (US Census Bureau, 2010). Unfortunately, with an average of only sixty-two percent of Hispanic students graduating from high school in the West Valley area (See Figure 1 in Section 2), there is an urgent and compelling need to help these students. Many of these students are also economically disadvantaged (See Figure 1 in Section 2), which increases their chances of not completing high school, which in turn dramatically decreases their chances of breaking out of poverty. These students need to find the relevance of education and be part of a caring community where they are able to prepare for college and life as confident, capable, and caring individuals.

Vision

Roots Charter High School is based on the fundamental concept: you reap what you sow. Consequence Centered Framework is derived from this basic premise of the harvest and shapes Roots Charter High School's education. Our basic educational premise is that each of us is a product of what we sow or do not sow (choices leading to actions) and everything affects everything else (interconnection). The consequential dynamic is intrinsically interdisciplinary and empowers students to seek answers to essential questions, see their actions and choices in relation to the world, and grapple with big ideas. We explain Consequence Centered Framework through four points or pillars: *choice, action, energy, and connections*.

Choice is the first pillar of the Consequence Centered Framework. All choices have consequences. Learning to make choices is an important skill that we all must learn to take full advantage of. Choice leads to Action.

Action is the second pillar. Actions are the sowing that we do each day. Our action or inaction will determine and shape all that we reap or harvest throughout our life. All actions take energy, leading to the third pillar.

Energy is all around us; it is the consumable power that permeates everything. Energy is expendable and understanding the value and the consumption of it is essential to our lives. Our energy is consumed as we grow and develop our connections to our surroundings.

Connection is the fourth pillar. We are connected to everything that surrounds us: our environment our peers and our bodies. Through learning about these connections and learning to develop them, we become whole and form an understanding of how our consequential dynamic affects our world.

An essential and empowering part of a students' education is understanding how to control and develop these four pillars: Choice, action, energy and connection.

At Roots Charter High School, this Consequence Centered Framework provides the context for academic experience, producing students who understand the connections in the world, and have the skills, knowledge and ability to live by this understanding. In addition, our consequential framework guides school governance – the school will be run collaboratively and fosters the formation of a supportive, interconnected learning community.

Community is where people, connected through their universal needs and aspirations, come together. We envision a school where students' direct experiences lead them to understand the common truths among people rather than the differences which separate them. We envision a school where students use their minds and bodies to connect with human experience on the planet, experiences which transcend time and place.

Goals

Ecological Literacy: Ecological Literacy requires a broad understanding of the natural world and the relationships within it. Our students understand interdependence of all life forms, cycles of elements, nutrients and water energy flow, patterns and processes in ecosystems, and human dependence and influence on the environment.

Math and Reading Accomplishment: Today's students grow up in a fast-paced environment of cars, concrete, crowded spaces, media bombardment and general urban stress. They have little encouragement to develop understanding and a sense of wonder. Given authentic experiences, however, these students demonstrate intense curiosity, wonder and awe as well as the ability to reflect and think critically. Authentic learning at Roots Charter High School's farm promotes academic accomplishment.

A rigorous academic program at Roots Charter High School prepares students for their life journeys. In math and reading, students become fluent in cogent questioning, clear expression and concrete problem solving. Three qualities of an educated person – a sense of wonder, intellectual curiosity, and critical thinking – are nurtured to enhance specific learning skills, the attainment of useful knowledge, and the confident application of academic expertise. Roots Charter High School enables students to set high standards of achievement for themselves in whatever post high school path they choose.

Character

Roots Charter High School is committed to developing strong character in its graduates. Because our students are directly engaged with living things, they experience the direct consequences of their actions. They develop a respect for all living things, the willingness to protect and nurture what is important to them, and the confidence that they have skills and knowledge to be effective. They will be able to sustain their commitment over time – in other words they will be responsible citizens.

At the same time, students develop resilience in the face of disappointment and the ability to adjust to changing circumstances. These abilities foster a sense of pride and encourage students to take leadership in solving problems and in creating positive communities.

Commitment to Community

At Roots Charter High School, students learn the pride and dignity that comes from participation, responsibility, democratic values, collaboration, and social skills. They study and work in local communities, starting with the school and the natural community, and reaching out to the city, region and global arena. Students increase their confidence in being able to play a meaningful role in adult society and in restoring their neighborhoods to safe and healthy places. Because their education is connected to critical local issues, they participate in service activities that address neighborhood needs. Involvement in the community provides life-skills training to students, visibly improving living conditions in their neighborhoods, and fostering a sense of hope about the future of their living environment.

Academic Goals

Through unique educational settings and experiences, students at Roots Charter High School will acquire traditional academic competencies as well as ecological literacy and practical skills. We expect every graduate of Roots Charter High School acquire skills outlined below:

Reading

- Read various sources with understanding, including classic and contemporary literature, local newspapers, and references books;
- Determine an author's perspective, main argument, supporting evidence, conclusions, and relate readings to their own experience;
- Understand the value of life-long reading.

Writing

- Write logical and compelling pieces in a variety of forms (from poetry to research papers), using grammatically correct language;
- Improve their own writing by restructuring, correcting errors, and rewriting;
- Provide editing and revision suggestions in response to others' writing (speaking, listening, and viewing);
- Capsulate information from, and critically review, non-profit sources of information such as speech, video, film, computer-based material, music and theater;
- Engage critically and constructively in oral exchanges of ideas;
- Write a five minute speech and present it in front of an audience.

Quantitative Skills

- Make measurements and collect data in real settings;
- Use general mathematical methods (from the areas of pre-algebra, geometry, algebra, trigonometry and statistics) to organize and interpret data and solve problems;
- Analyze and design tables, charts, graphs, and basic construction drawings;

Reasoning and Problem Solving

- Draw conclusions from information, formulate and test predictions, use concepts and generalizations, identify and formulate problems;
- Gather and evaluate information relevant to problems, developing alternative solutions;
- Use critical and creative thinking to address problems.

Learning Skills

- Set goals for their learning, plan methods to approach their learning, monitor their progress, develop short and long-term schedules, read and listen critically, and use a broad set of sources ;
- Connect new information to what they already know;
- Describe connections between new learning and their previous understanding and information base;
- Take notes and, at the end of a lesson, list what they need to understand better;
- Formulate questions during the learning process and articulate new understanding;
- Enjoy inquiry and learning;

- Use a broad set of skills to investigate a subject, including intuition and imagination, fact-finding and problem evaluation, and pattern and context recognition.

Founding Board

Tyler Bastian is a high school career technology and character education teacher, who has been teaching for four years. As he has worked with students over the years he has observed the need for a school that helps students at risk of academic failure, particularly those of Hispanic ethnicity and/or those who are economically disadvantaged in the West Valley City area, where the dropout rate for these subgroups is unacceptably high. Tyler discovered from watching students that creating relevance is key to education and searched to see if there were charter models in other states that were working for these at-risk populations. He found Common Ground and knew he needed to bring that model to this area. Tyler worked on a charter and looked for a Board of Trustees that shared his vision.

Given the very short time frame between learning about the request for proposals for new and innovative programs and the application deadline, the board formation is still in progress. Of paramount importance is recruiting at least one board member who is involved and influential in the Hispanic community in West Valley, which Tyler and the other board members are currently working to achieve. Joining Tyler on the Board at this time are Bion Wimmer, who is an attorney by trade, Travis Devere, who has a strong background in business and finance, and Lincoln Fillmore, who has extensive experience in helping charter schools open. Their particular backgrounds and expertise are located in Appendix B.

Section 2. New and Creative

Unique learning styles and needs of students

As provided for in A53A-1a-501.9, Roots Charter High School qualifies under (ii) a charter school whose mission is to enhance learning opportunities for students at risk of academic failure. As demonstrated in sections four (student population) and five (market analysis), there are a great number of students in the target area who are not only at risk of academic failure, but are currently failing, as demonstrated by the high dropout rate of the Hispanic and economically disadvantaged student subgroups in the greater West Valley City area.

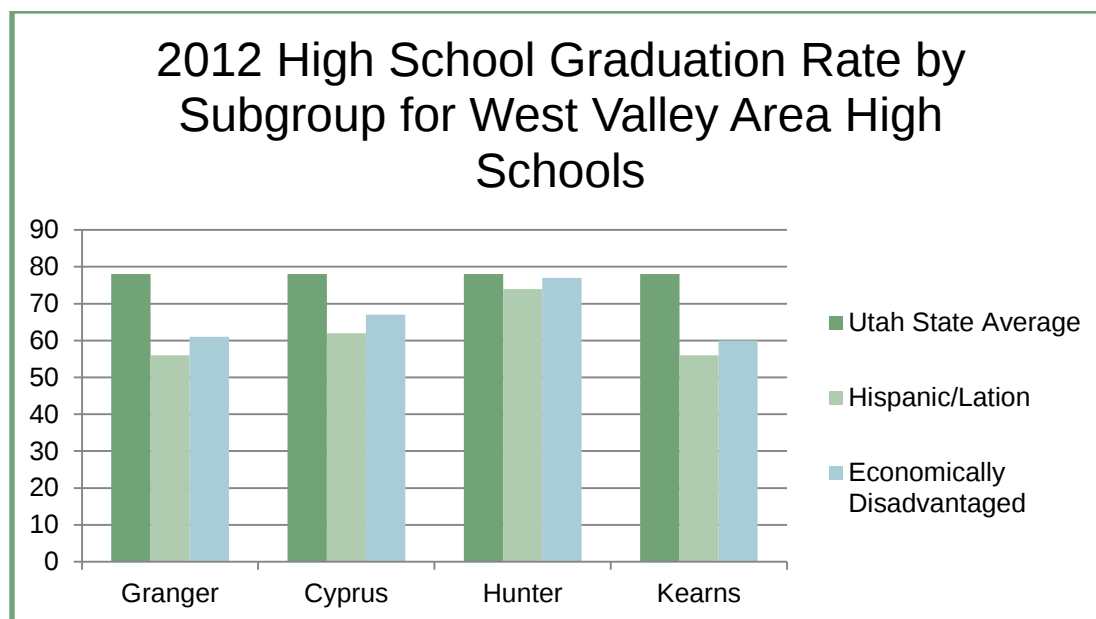


Figure 1

The academic calendar of Roots Charter High School will consist of a four day school week, beginning in late July and finishing mid- to late-June. This is done for a number of reasons. The first is that research has shown that students lose ground academically over the summer. Students who are economically disadvantaged tend to lose more ground than their non-economically disadvantaged peers in reading and spelling (Cooper, 1996). It is critical that students who are at risk for academic failure not lose valuable academic ground over the summer.

Students who drop out have become disengaged with their education for various reasons (Newmann et al., 1992). By lengthening the school year, students remain engaged in their education. The farm requires year-round work, so there is relevance to an extended school year. Since many high school students work during the summer, and because getting an immediate job is ranked as a reason for dropping out of high school on every study examined, the students will be paid a stipend generated from the sale of products from the farm. Again, relevance of education is being created, and one of the major reasons for dropping out of school is addressed by Roots Charter High School.

New and creative methods

Currently there are no charter high schools in Utah that focus specifically on this target population. Newmann et al. (1992) and Wehlage et al., (1989) both show that dropping out of school is the final stage in a dynamic and cumulative process of disengagement. Roots Charter High School will help at risk students to remain engaged (or reengage), thus increasing their chances of high school graduation and

post-secondary education. While there are programs within schools and various courses that may employ authentic learning there are no schools which use this method as its program base, nor are there any that combine the complete school program within a real setting (a farm for Roots Charter High School) for students to make connections with what they are learning in the classroom with.

Roots Charter High School will model its program after the Common Ground charter school in New Haven, Connecticut. This innovative school is located on a small farm setting and students spend time each day tending crops and livestock while participating in multidisciplinary taught authentic learning courses. Working on the farm is not to provide students with agricultural skills, but rather to create curiosity and a frame of reference that students can connect what they are learning to. This model makes the learning in the classroom meaningful and therefore helps students understand the need to obtain education.

Section 3. Rationale

Roots Charter High School is modeled after the Common Ground charter school located in New Haven, Connecticut. The founders of Common Ground acknowledged the fact that students who are at risk for academic failure are not connecting what they are learning in school with real life situations; in other words, they don't see value to traditional learning. Common Ground uses an urban farm setting with interdisciplinary classes to make learning meaningful and relevant.

The farm setting was chosen because, as explained by Common Ground, "on the farm, students face fundamental questions about life itself. A farm demonstrates the most basic connection all humans have to the land. Through direct experience, students observe the cycle of nutrients, the flow of energy, and the rewards of hard work. They care for plants and animals that in turn provide their nourishment. They are involved in matters of birth, life and death. They are responsible for the well-being of fellow creatures and develop motivation and responsibility through this relationship.

"Human understanding of the world is hindered by the fact that people are distanced, physically and psychologically, from their environment. This is especially evident in metropolitan areas where we face the stress, pollution, and economic challenges of urban life. Using a farm as the laboratory for education heals this disconnection. When working with food and the farm, students' natural curiosity about other organisms and how they survive leads to learning in environmental science, nutrition, the chemistry of their bodies, and the science of key global processes. Literature, history, and social science help students address questions provoked by the farm experience. The farm is a metaphor that connects hands-on experience to the larger context of human life.

“Running a farm requires discipline. Farm-work provides opportunities for practical skill development, including carpentry, landscaping, food production and food preparation. Farm work is also collaborative; it requires cooperation and coordination among the entire school community. Collaboration that results in life-giving resources can increase student self-confidence and efficacy, and lead to skills in self-reliance and community-building in any setting. Beyond formal academics, Common Ground provides students with habits of heart, mind and work which will be valuable for future careers and increased self-sufficiency in their adult lives.

“In every academic discipline, students become fluent in cogent questioning, clear expression and concrete problem solving. Three qualities of an educated person – a sense of wonder, intellectual curiosity, and critical thinking – are nurtured to enhance specific learning skills, the attainment of useful knowledge, and the confident application of academic expertise.” (Common Ground Chartering Document, New Haven, Connecticut, 1997).

The instructional approach at Common Ground that will also be employed by Roots Charter High School is authentic learning taught by a multidisciplinary team. This requires that all learning is real, relevant, and meaningful. Courses at Common Ground are taught by a multidisciplinary team of teachers, so students are not working on skills in isolation. The multidisciplinary teaching approach revisits a concept or skill from different perspectives, which deepens understanding, and can also make the curriculum more coherent and meaningful from the learner’s point of view (Building the Curriculum 3: A Framework for Learning and Teaching, Scottish Government, 2008). Effective interdisciplinary learning encompasses the following elements:

- Can take the form of individual projects or longer courses of study.
- Is planned around clear purposes.
- Is based upon experiences and outcomes drawn from different curriculum areas or subjects within them.
- Ensures progression in skills, knowledge and understanding.
- Provides opportunities for mixed-stage learning which is interest-based.

Benefits of authentic learning taught in a multidisciplinary approach include the following (Scottish Government, 2008):

- Learners are motivated and involved; they demonstrate an inquisitive attitude.
- Learners develop confidence in facing challenges, both intellectual and practical.
- Learning is connected and directly related to real-life experiences.
- Learners work individually and collaboratively.
- Allows for more in-depth exploration of topics, issues and problems within and across subject areas and disciplines.

- Enables the understanding of different perspectives across subject areas and disciplines.
- Makes learners want to understand the different curriculum areas in greater depth.
- Promotes critical thinking by supporting learners to:
 - Grasp main ideas and consider different ways of working across subjects and disciplines
 - Compare and contrast what is learned in different subjects and disciplines
 - Identify the appropriate knowledge and skills needed to investigate a particular issue or problem
 - Bring together information and ideas from different subjects and disciplines, consider alternative ways of doing things or alternative solutions, predict outcomes and explain their approach.
 - Practice critical literacy skills in context.
 - Develop skills for learning, life, and work.

The farm setting of the school provides an environment where students can connect what they are learning with what they are doing and fosters curiosity so students begin to ask questions that result in a desire to learn.

The results at Common Ground are impressive, particularly over the past five years as they have refined their model. Between 2007 and 2011 Common Ground students doubled the percentage of students earning proficient scores on Connecticut state mandated tests, was the only high school in Connecticut to exit “in need of improvement” status under No Child Left Behind in 2009, made the largest academic gains of any high school in Connecticut in 2010, and then sustained those gains in both 2011 and 2012. The following chart illustrates the huge gap Common Ground is closing for students categorized as ethnic minority and/or economically disadvantaged.

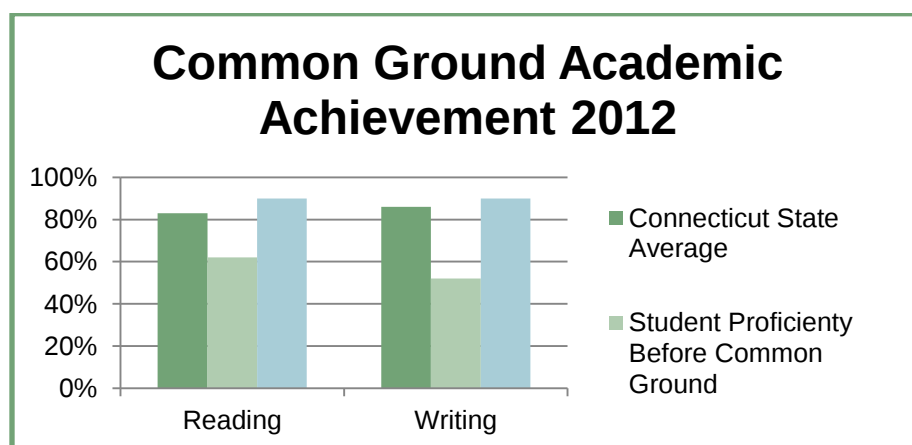


Figure 2—Taken from Connecticut State Department of Education Newsletter, August 2013

Another accomplishment worthy of note at Common Ground is that in the graduating class of 2012 ninety seven percent of graduates had been accepted to college, which was the highest in school history. The acceptance rate for the previous five years was above ninety percent, showing how well the program is working. While this number cannot be compared with Utah, as no data regarding college acceptance is kept, there is certainly much to be learned from Common Ground.

The background of Common Ground students is very diverse. Eighty percent of students are of ethnic minority and sixty percent qualify for free or reduced lunch. Considering the statistics in Utah, as well as nationally, show that students of Hispanic or Latino ethnicity are at a much higher risk for academic failure than their White and Asian peers, makes the success of Common Ground even more significant.

Cohort Graduation Rates by Demographic Subgroup, Utah, 2008-2012					
	2008	2009	2010	2011	2012
All Students	69%	72%	75%	76%	78%
American Indian	52%	57%	55%	57%	61%
Asian	75%	77%	75%	72%	78%
Black or African American	55%	55%	60%	61%	61%
Hispanic/Latin American	52%	51%	55%	57%	63%
Pacific Islander	67%	69%	69%	69%	73%
White	79%	78%	79%	80%	82%
Low Income	54%	58%	63%	65%	68%
English Language Learners	16%	25%	38%	45%	48%
Students with Disabilities	49%	52%	55%	59%	61%

Figure 3--Taken from 2012 Cohort Graduation and Dropout Rate Report, Utah State Office of Education, April 2013

The percentage of ethnic minorities is much higher at Common Ground than at the high schools located on the west side of the Granite District. The percentage of economically disadvantage students is higher at Common Ground, but is very close to that of Granger High School. Yet, the achievement data (see chart, next page) for students at Common Ground far exceeds that of the local schools. Roots Charter High School will implement the academic approach of Common Ground to close the achievement gap for students at high risk for academic failure in the greater West Valley City area.

School	% Ethnic Minority (2012 School Year)	% Free/Reduced Lunch (As of October 2012)
Common Ground	80%	60%
Granger High School	65.5%	57.83%
Cyprus High School	35.6%	39.75%
Hunter High School	50.2%	44.00%
Kearns High School	47.0%	48.26%

Figure 4

Based on the significantly lower graduation rates of Hispanic and economically disadvantaged students compared to the Utah State average, Roots Charter High School seeks to implement the program of Common Ground to increase graduation and post-secondary schooling for these students. With a graduation rate of 90.2% in 2012, Common Ground is proving its method successful for students of ethnicity and low socioeconomic status.

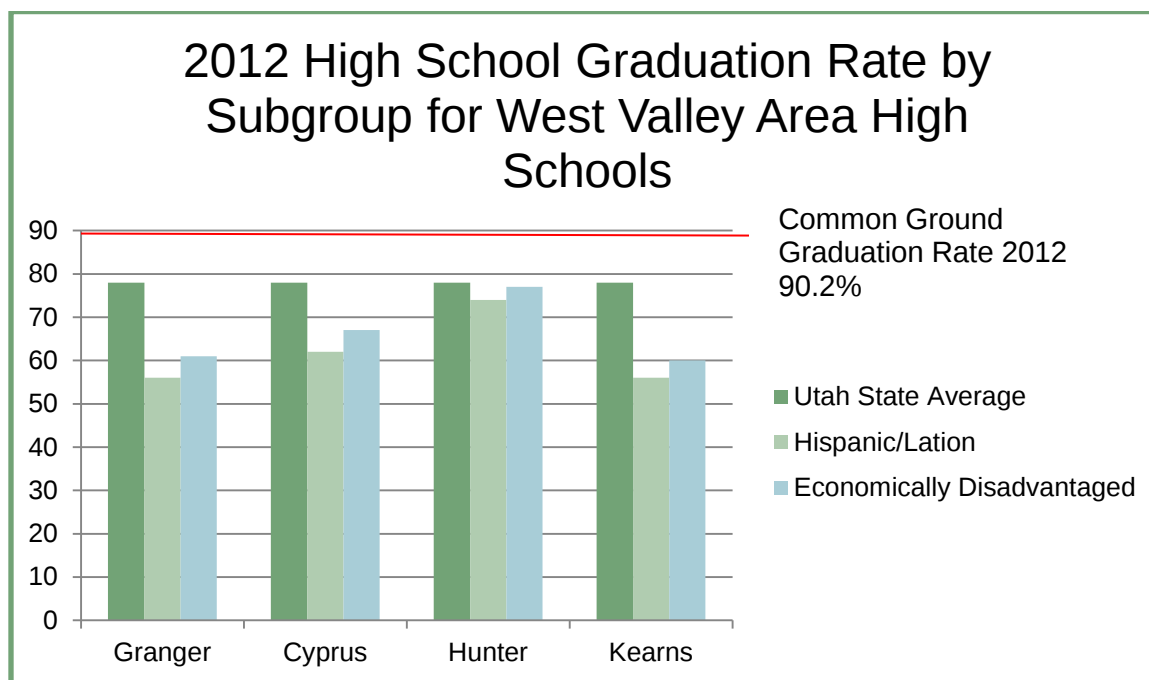


Figure 5

Section 4. Student Population

West Valley City is the second largest city in the state of Utah, and home to one of the largest percentages of Hispanic residents, at 33.1% (See Figure 6 in Section 5, Market Analysis) while the Utah average is 13%. Graduation rates and standardized test results for the subpopulations of ethnic minorities and students who are economically disadvantaged are significantly lower than their White peers and overall state averages, as illustrated in Chart X in Section 3.

Further, the Hispanic and economically disadvantaged subpopulations are higher in the greater West Valley City area than the State of Utah and Salt Lake County. The Hispanic population continues to grow in this area, as does the percentage of the population living in poverty, as illustrated in the market analysis below. Roots Charter High School will target these at risk students in the greater West Valley City area.

Section 5. Market Analysis

Location

The West Valley City area has been determined as the best market for Roots Charter High School to locate as there are large Hispanic and economically disadvantaged populations, as illustrated below, as well as high drop-out rates, as illustrated previously. The founders of Roots Charter High School have identified seven pieces of property in this area that will accommodate the farm setting of the school, detailed information will be provided in the complete application should this proposal be accepted.

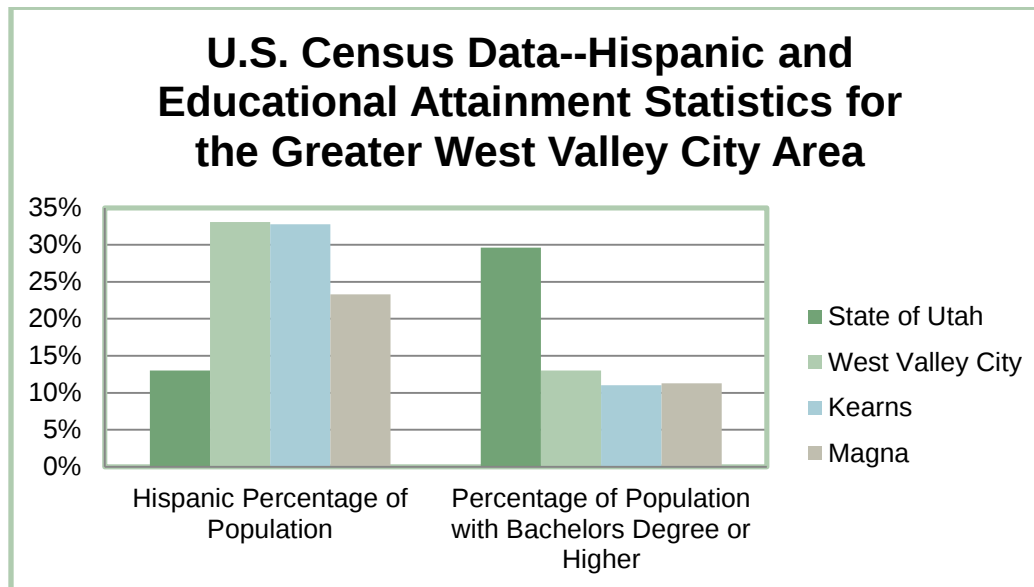


Figure 6

The founders of Roots Charter High School have determined the school will need approximately fifteen acres to successfully run the program, and has identified the following criteria for possible locations:

- Any property considered will need to have relatively easy access to public transit, as many of our students will utilize it as their mode of transportation to and from school.
- The school building itself will be modest in construction.

The founders have looked at constructing the school from recycled shipping containers, with a cost of approximately \$1,000,000. This building can be constructed in approximately 100 days, and is in line with the principle of being good stewards of the environment, as embraced by Roots Charter High School. Another facility option would be to consider using portable classrooms until a permanent facility can be secured.

Market Context and Trends

Roots Charter High School will be located in the West Valley City area, which is in the Granite School District. It is a viable location for Roots Charter High School, as illustrated in previous charts as there is a high dropout rate among Hispanic and economically disadvantaged students and a large percentage of these sub-groups in the area. The school district instructional methods are not working for Roots Charter High School's target population, as evidenced by a dropout rate of about forty percent.

All properties identified as possible site locations are easily accessible through public transit, most within several minutes of Granger High School, which houses the highest populations of Hispanic and economically disadvantaged students in the target area. Roots Charter High School recognizes we are creating a niche school targeting a very specific group, and as such, is keeping the school size small. This also allows for a more personal educational experience, something that is lacking in the very large high schools in the Granite School District.

Competitive Advantage

Roots Charter High School provides students at risk for academic failure with a proven model of authentic instruction that simultaneously prepares them for college and a successful life after high school. Common Ground in New Haven, Connecticut has been particularly successful helping students of minority and economic disadvantage not only graduate from high school but go on to college. This is a result that the local schools have not been able to achieve, but one Roots Charter High School believes can be accomplished using the Common Ground model.

Outreach

Roots Charter High School will use both passive and active means of recruiting students and families to the school.

Active Outreach: Roots Charter High School will work with the Hispanic community to identify and approach students at risk and their families about the academic program and benefits available to students. This includes having a member of the Hispanic community who is well connected and respected on the Board of Trustees, who can serve as an initial liaison to the community. Roots Charter High School will also try to work with the Granite School District to build a good working relationship and provide information about the program to students known to be at risk for dropping out or for whom guidance counselors see the benefits of the program. The school will have open houses where parents and students can come to learn about the program, meet the staff, and discuss individual student needs and the benefit of Roots Charter High School in meeting those needs.

Passive Outreach: Roots Charter High School may use online advertising, flyers in libraries, grocery stores, community centers, newspaper advertisements and public announcements on the radio and/or television. A website about the school, its mission and application procedures, as well as contact information will also be constructed and maintained. In order to target those who may be seeking this type of charter school education, contact information will be placed on the State Charter Schools website and brochures will be distributed to other charter schools in the area, in hopes they will disseminate the information to interested students and parents. Contact will also be made with groups who support educational choice, requesting they distribute information about the school.

Section 6. General Financial Plan

Financial Practices

Roots Charter High School will have in place robust financial procedures that comply with all Utah State purchasing and finance laws and rules. The school's Board will adopt financial policies consistent with UCA 63G-6a and with Rule 277-113. Strong procedures and internal controls will accompany these policies to ensure that the school's control environment protects the public money entrusted to the school for the education of its students.

Roots Charter High School has drafted finance policies based on the state-published best practices and model policies and has drafted procedures similar to those of schools with clean audited financial statements that will be in place as the school begins operation. These sound fiscal policies and practices include the establishment of an audit committee of the Board to ensure that the environment the Board established is reviewed for compliance by a certified outside party of the Board's choosing, and that the Board is aware of all potential shortcomings, deficiencies, and any other areas of improvement.

The Board's policies include rules and oversight in the following areas:

- Asset Protection
- Audit and the audit committee
- Insurance and bonding
- Bank accounts, investments and credit cards
- Methods of accounting
- Reporting
- Budgeting
- Fundraising
- Cash receipts and expenditures
- Depreciation schedules
- Procurement and purchasing, including emergency purchases
- Payroll and benefits
- Travel
- The use of Education Service Providers

Successful Opening

Getting things in place: Roots Charter High School has already accomplished many of the tasks and projects that a successful charter applicant needs to complete prior to opening, including the establishment of finance policies and a secure control environment as detailed above, marketing and research activities to build a solid base of student enrollment, the recruitment of key experts that will serve as the school's leadership staff, and the establishment of key relationships that can help find and provide business, IT, website, and other administrative services.

Marketing: The school has completed a market analysis and has budgeted \$10,000 for marketing expenses in its startup year, which will be used to publicize the school's opening in each location and build brand awareness. Methods of publicity include direct mail, signage and billboards, town hall meetings, community events, private entity partnerships, recruitment from private organizations with similar missions, and other strategies that the school may undertake as circumstances warrant.

Recruitment and Hiring: In the startup year, Roots Charter High School will employ, using funding through private sources (see Startup Funding section below), people in the following positions:

- A Director who will oversee all marketing, recruitment, partnerships, and program development and implementation
- An Academic Director who will oversee the development and implementation of the academic program and hire all academic faculty and staff
- A farm manager to begin grounds planning and preparation
- An administrative assistant who works under the Academic Director processing administrative tasks school-wide

As the school opens, the full faculty and staff will include the following positions:

- 9 general education teachers, including one in Special Education
- A guidance counselor
- Maintenance and janitorial staff commensurate with the acquired facility
- A lunch supervisor, who will oversee the school's lunch program and lunch contractors

The budget for salaries and benefits for the above is \$919,000 million, or 50.5 percent of anticipated revenue.

Business and Information Services: In addition to the above faculty and staff employed directly by the school, Roots Charter High School will contract for Information Technology Support and business management services through outside providers.

Following the school's procurement policies and state law, the school will release a Request for Proposals to qualified entities and will select the firm(s) that provide the best value and meet the school's needs. Roots Charter High School has already been in contact with the owners of multiple firms to discuss the schools needs and budgets.

The school's budget for business and IT services in the startup year is \$10,000, as we have found that most ESPs in Utah are willing to provide startup services with delayed compensation until schools like Roots Charter High School receive state funding and begin actual operation. By attending the required training meetings, Roots Charter High School has already agreed with some providers to provide free consultation services that they typically offer new applicants as part of their overall business strategy. Budgets increase to \$76,000 in operational years.

Student and Administrative Services: The school will also contract for Special Education services in Speech Therapy and Occupational and Physical Therapy as needed. Administrative services, except for Business Services outlined above, will be provided by the school's employees as detailed in the Recruitment and Hiring section.

Startup funding

Roots Charter High School has secured a potential line of credit with a firm out of California that specializes in assisting charter schools manage cash flow prior to receiving state funding. Roots Charter High School will borrow up to \$150,000 from this firm in lieu of a state startup loan during its startup year. This funding will be used to execute the hiring, marketing, and implementation strategies described above. Funding will then be repaid using state funding when it becomes available, which may not be until July of 2014.

The school will also join the Utah Association of Public Charter Schools in a partnership to seek additional legislative funding as this application is in a response to a legislative initiative for specific school proposals. If that funding becomes available, the school will therefore require less funding from the private lender.

Regardless of outcome, the school already has in place the funding necessary to execute its opening plan without regular state funding.

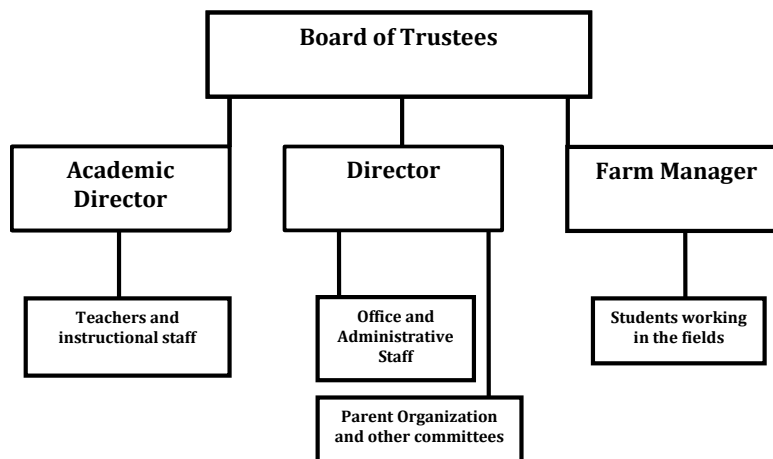
Section 7: Organizational Structure and Governing Body

Roots Charter High School is a teacher-run school. The faculty collaborates on curriculum development, student scheduling and all aspects of school management. Teachers actively support each other's professional development through planning, reflecting and critiquing. A faculty that is supported and inspired by one another is able to create a learning community that promotes academic accomplishment. When

teachers change teams three times a year, the school norms and the school culture are transmitted, especially to new faculty.

The faculty (School Planning and Management Team) is the decision-making body of the school. The school administration and faculty by consensus hires and fires its members with Board approval. A committee of students, parents and teachers conducts the final interviews with teaching candidates and makes recommendations. The faculty also determines the procedures and processes to implement the policies set by the Board of Directors. The faculty receives training in child developmental pathways and in principles of consensus, collaboration and no-fault. The goal of the group process is to keep the needs of children as the active priority and to focus on dialogue rather than debate. The Parent Team involves parents in every level of school activity.

Student input into school-wide decision making occurs through the Progressive School Meeting. Each guidance group (about 12 students) sends a representative to the meeting to present their proposal on a given issue. The representatives, with a faculty advisor, share the proposals and come up with a plan acceptable to all. This plan is submitted to the faculty meeting for approval or adjustment. The representatives then meet to hear the faculty responses and discuss their implications. Then they return to their guidance group to explain the new policy or procedure.



Board of Trustees: The Board of Trustees governs Roots Charter High School. The Board will have no fewer than three but no more than nine members. The founding Board, consisting of the members listed in this application, will govern the school according to the Bylaws until the school opens. Within the first school year, the Board will include one member elected by the parents at the school. Should this Board structure be incompatible with any future statute or rule governing Utah Charter

Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Commandant of Cadets, the Academic Director, and Finance Officer. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy or when reviewing the school director's performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the school director.

Responsibilities of the Board of Trustees may include but are not limited to:

- Protect the legal interests of Roots Charter High School
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions and hold parties accountable to Board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school's interests, minimize risk and to comply with requirements in rule or statute

Responsibilities of Chief Administrative Officer

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice CAO

- Performs duties of CAO if the CAO is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ CAO or School Director
- Submission of monthly financial report and annual report

- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

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

Meeting frequency: The Board of Trustees meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of the school performance and d) consider requests and concerns from parents, students and teachers. A simple majority vote of the total board membership constitutes action by the Board of Trustees, except as noted in the Bylaws. The Board of Trustees may not act unless a quorum of board members is present.

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

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

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

Works Cited

Cooper, H., Nye B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: a narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools*, (pp.11-39). New York: Teachers College Press.

Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989). *Reducing the Risk: Schools as Communities of Support*. New York: Falmer Press.

United States Census Bureau (2012). West Valley City, Utah Quick Facts.
<http://quickfacts.census.gov/qfd/states/49/4983470.html>

United States Census Bureau (2012). Magna, Utah Quick Facts.
<http://quickfacts.census.gov/qfd/states/49/4947290.html>

United States Census Bureau (2012). Kearns, Utah Quick Facts.
<http://quickfacts.census.gov/qfd/states/49/4940470.html>

Appendix A: Budget Form

School Name: Roots Charter High School		
Part I Budget Information		
Read this before you begin this page: Complete all Sections of Part II, Detail of Budget Information, before returning to this page (to open, click on each worksheet tab at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into this page. Where you see a \$0 already inserted in the columns below, a formula has been inserted. <u>Do not delete this formula.</u> This is formatted to automatically draw amounts from corresponding sections within Part II of the application.		
Budget Summary		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Total Revenues	\$141,000	\$1,797,529
Total Budgeted Expenditures (items A through H)	\$132,250	\$1,716,109
A. Salaries (100) and Benefits (200)	\$79,750	\$919,024
B. Purchased Professional and Technical Services (300)	\$15,000	\$178,252
C. Purchased Property Services (400)	\$14,000	\$254,133
D. Other Purchased Services (500)	\$14,000	\$49,000
E. Travel (580)	\$5,000	\$20,000
F. Supplies and Materials (600)	\$2,500	\$63,500
G. Property (includes equipment and computer hardware) (700)	\$2,000	\$86,000
H. Debt Service and Miscellaneous (800)	\$0	\$146,200
Revenues - Budgeted Expenditures	\$8,750	\$81,420
Percent of Revenue Budgeted	6%	5%

School Name: Roots Charter High School		
Part II Budget Detail		
List all expected sources of revenue and the expected amount. Indicate if the revenue source is local, state, federal, private, grants, or other. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Revenue Detail		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description	\$141,000	\$1,797,529
Private Charter School startup loan	\$140,000	
Donations	\$1,000	\$10,000
Student Fees		\$20,000
Student Activities		\$5,000
Fundraising Activities and Partnerships		\$20,000
Lunch sales		\$27,000
State Revolving Charter School Loan		\$200,000
State Charter School startup grant		\$110,000
State K-12 Funding		\$695,760
State Special Education Funding		\$55,612
State Special Population Funding (At-Risk; Accelerated Learning;		\$9,861
State Charter School Local Replacement and Administrative Funding		\$342,593
Other State Funding (Educator Salary Adjustment, Concurrent Enrollment, Library, Supplies)		\$192,055
State Lunch Funding		\$5,400
Federal Special Education Funding		\$28,276
Federal At-Risk Funding		\$19,920
Federal Teacher Training Funding		\$4,200
Federal Lunch Funding		\$51,852

State and Federal Revenue Worksheet

School Name: Adolesce High School

FY 2013-2014

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

Legend:			
	= Input Cell (Enter data)		

Assumptions and Enrollments							
Regular Student Estimated Enrollments				Special Education Estimated Enrollments			
Grade Level	Average Daily Membership (# of Students)	Working Pupil Unit (WPU)	WPU's by Grade	Grade Level	Average Daily Membership (# of Students)	WPU Factor	SpEd WPU's
Kindergarten	0	0.55	-	Kindergarten (excl. self-contained)	0	0.55	-
1st Grade	0	0.90	-	Grades 1-12 (excl. self-contained)	20	1.00	20.00
2nd Grade	0	0.90	-	Self Contained SpEd Students (> 3 hrs in SpEd class per day)	1	1.00	1.00
3rd Grade	0	0.90	-				
4th Grade	0	0.90	-				
5th Grade	0	0.90	-				
6th Grade	0	0.90	-				
7th Grade	0	0.99	-				
8th Grade	0	0.99	-				
9th Grade	50	1.20	60.00				
10th Grade	50	1.20	60.00				
11th Grade	50	1.20	60.00				
12th Grade	50	1.20	60.00				
Total Avg. Enrollment	200		240	Total Avg. Enrollment	21		21.00
Other Assumptions:							
Description (# of ...)							
K-6 Teachers (CACTUS)				9			
7-12 Teachers (CACTUS)				1			
School Administrators (CACTUS)				240			
Prior Year WPU's				100			
Prior Year Low-Income Students				350			
Total Other Counts							

State Revenue Calculations (Based on Assumptions)							
Rates for all programs should be updated annually based on current legislation							
State WPU Programs				State Non-WPU Programs			
	Rate	WPU's	Projected Revenue		Rate	Base Units (see comment for unit type)	Projected Revenue
Regular State Programs:				Related to Basic Programs:			
K-12 (Regular WPU)	2,899.00	240.00	695,760	Flexible Allocation (WPU Distribution)	30.17	285.57	8,616
Professional Staff	0.102	24.57	71,236				
Restricted State Programs:				Other:			
SpEd- Add-On	2,659.00	20.00	53,180	School LAND Trust Program	-	200	-
SpEd- Self-Contained	2,659.00	1.00	-	K-3 Reading Achievement Prog	Multiple (see comment)	200	-
Class Size Reduction (K-8)	224.61	0.00	-	Charter School Administrative Costs	100.00	200	20,000
Total WPU Programs		285.57	820,176	Educator Salary Adjustment-Teachers	5,215.00	9	64,639
				Educator Salary Adjustments- Admin	3,104.00	1	3,104
				Charter School Local Replacement	1,689.00	201	339,489
One-Time Programs				Special Populations:			
	Rate	Base Units (see comment for unit type)	Projected Revenue	Enhancement for At-Risk Students	30.42	240.00	8,951
Teacher Materials & Supplies	Multiple	201.00	2,130	EHS- Gifted and Talented	3.79	240.00	910
Library Books and E Resources	0.84		450				
			2,580	Total Non-WPU Programs			445,709
(see comment)							

Non-Calculated State Revenues (Base on prior year data)							
Revenue Description	PY Amount	Adj. % from PY	CY Amount	Revenue Description	PY Amount	Adj. % from PY	CY Amount
SpEd- Extended Year & Stipend	2,432	100%	2,432	State Liquor Control Tax	9,000	100%	9,000
SpEd- State Programs	-	100%	-	CTE Safe and Drug Free State Act	-	100%	-
Advanced Placement	-	100%	-	UPASS	778	100%	778
Career and Tech Ed- Add-on	41,102	100%	41,102	Extended Year Special Educator	-	100%	-
Concurrent Enrollment	-	100%	-	Other State Revenue	-	100%	-
State Start-up Grant	-	100%	-				
Total Non-Calculated State Revenues							53,312

ESTIMATED Total State Funding	\$	1,321,777
--------------------------------------	-----------	------------------

Non-Calculated Federal Revenues (Based on prior year data)							
Revenue Description	PY Amount	Adj. % from PY	CY Amount	Revenue Description	PY Amount	Adj. % from PY	CY Amount
Federal IDEA (4524)	28,276	100%	28,276	Federal Title I (4801)	19,920	100%	19,920
Federal Lunch Prgm (4571)	6,624	100%	6,624	Title II Imp Teacher Qual (4860)	4,200	100%	4,200
Free & Red Lunch (4572)	23,670	100%	23,670	Federal- Other Federal Revenue	-	100%	-
Federal Breakfast (4574)	-	100%	-				
Federal After School Lunch (4575)	-	100%	-				
ESTIMATED Total Federal Funding				\$			82,690

School Name: Roots Charter High School		
Part II Budget Detail		
Amount paid to employees of the school in permanent and paid positions. Benefits include amounts paid by school on behalf of employees which are over and above salary. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Salaries (100) and Benefits (200)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Title and number of employees during planning period and 1st operational year	\$79,750	\$919,024
One Director	\$37,500	\$75,000
One Farm Director		\$60,000
One Academic Director	\$16,250	\$60,000
One school administrative assistant	\$16,000	\$32,000
One registrar/student services manager	\$10,000	\$35,000
One Counselor (part-time)		\$32,400
Eight General Education Teachers		\$312,000
One Special Education Teacher		\$40,000
One Maintenance Manager		\$35,000
Two part-time custodians		\$12,960
One Lunch Supervisor		\$20,000
Payroll Tax		\$54,649
Retirement		\$35,718
Medical/Dental/Vision		\$100,010
Unemployment and Workers' Compensation		\$14,287

School Name: Roots Charter High School		
Part II Budget Detail		
This will include any purchased services, from individuals or companies with specialized skills, knowledge and services, such as any service provider, accountants, architects, auditors, and consultants. Included in the amount is also any associated expenses paid to the service provider, etc. such as travel, per-diem, and miscellaneous items. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Purchased Professional and Technical Services (300)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include name or type of company and service provided)	\$15,000	\$178,252
Professional Development		\$15,000
Business and Finance Services	\$15,000	\$55,000
Special Education Services		\$20,000
Legal Services		\$5,000
Information Technology Services		\$21,000
Auditing Services		\$3,000
Lunch Services		\$59,252

School Name: Roots Charter High School		
Part II Budget Detail		
Amounts paid for services, rendered by organizations or personnel not on payroll of the school, to operate, repair, maintain, insure and rent property owned and/or used by the governing board or school. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Purchased Property Services (400)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include name or type of company and service provided)	\$14,000	\$254,133
Facility Lease	\$14,000	\$238,333
Facility Maintenance and Services		\$11,000
Security Expense		\$2,400
Storage		\$2,400

School Name: Roots Charter High School		
Part II Budget Detail		
Amounts paid for services rendered by organizations or personnel not on payroll of the school, and other than Professional and Technical Services (300), or Purchased Property Services (400). The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Other Purchased Services (500)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description (include name or type of company and service provided)	\$14,000	\$49,000
Liability and Property Insurance		\$9,000
Telephone and Internet	\$4,000	\$25,000
Advertising	\$10,000	\$15,000
Tuition to other schools		\$0

Appendix B: Governing Board Background Sheets

Background Information Sheets

Name: Travis DeVere

Role with school: Board Member/Treasurer

Expertise: Finance/Investment/Corporate Partnership

Statement of Intent:

I am excited to be involved in the application for Roots Charter High School in West Valley City. I intend on serving as a board member to the school. I am anxious to provide any insight from my experience in the financial services industry to help in whatever way is necessary. I am excited for the vision and focus of the school to mirror classroom education with hands-on agrarian economics and education.

Not-for-Profit History:

I have been a scouting volunteer for almost a decade working with teen-aged young men in Utah. I have served in local church groups. I served two-years as a full-time volunteer church representative. I have always been involved in serving in at least one non-profit role.

Throughout my professional career, I have participated in and have seen how partnerships between for-profit corporations and non-profit service providers benefit communities and stakeholders and make good economic sense for all groups involved. In my professional career I have worked with non-profit organizations like The Huntsman Cancer Institute, Junior Achievement and the United Way.

Employment History:

I am currently a sales manager for a construction materials company. Prior to that, I worked in commercial banking and investment banking for almost a decade with JP Morgan Chase Bank, NA and its' predecessor banks.

I reviewed and approved credit requests for business organizations including educational facilities to borrow money for capital expenditures (land acquisition and real estate construction or financing) and to fund operating expenses.

I also spent time in my career as a financial analyst where I reviewed the financial statements of organizations and made recommendations concerning their abilities to operate within their budgets and repay liabilities.

I also own and operated a consulting company where I provide financial analysis and credit risk analysis to businesses and provide capitalization consulting on how to best manage the financial tools of businesses.

As a commercial banker at JP Morgan Chase I consistently ranked in our "President's Club" group. My last two years at JPM I finished #2 and #5 in the nation out of approximately 800

bankers. I participated in the Relationship Manager Leadership Team and travelled nationally and provided training to new hires and during sales and production meetings.

I also formerly held investment licenses and provided investment advice to consumers while working in retail banking early in my career.

Education History:

I have a finance and business management degree from Weber State University. While enrolled at Weber State University, I was part of the Wall Street Fellows group, a small scholarship group in the business school that at one time traveled to New York and Connecticut to work with investment firms that managed multiple endowments for Weber State University. I graduated with honors and was on academic scholarship during my time at Weber State University.

Name Lincoln Fillmore

Role with school Board Member

Expertise School Finance and Operation

Statement of Intent:

I will serve as a school board member during the startup phase of the school's founding. My expertise in charter school startup (having assisted in more than a dozen new charter school foundings), business management, public school finance, non-profit governance and education (I am a former teacher and school principal) will serve the Board well as it begins operation.

In addition, my entire professional career has been dedicated to improving the quality of public education through expanding school choice. I am committed to the model of Roots Charter High School and its mission to provide unique learning and service opportunities to at-risk and economically disadvantaged populations.

Not-for-Profit History:

I have served on the Boards of the following non-profit organizations:

- Parents for Choice in Education—2008 to Present
- Utah Association of Public Charter Schools—2007 to Present
- Children's Alliance For Education—2011 to 2013
- Utah Virtual Academy—2010 to 2011
- Founding business manager at Navigator Pointe Academy—2005 to 2007

Employment History:

- Teacher at Challenger School—2000 to 2002
- Principal at Challenger School—2001-2005
- Business Manager at Navigator Pointe Academy—2005 to 2007
- President of Charter Solutions—2007 to Present

Education History:

- Bachelor of Arts in Mass Communication from University of Utah 1999

Background Information Sheet

Name Jay Bion Wimmer

Role with school Board Member

Expertise: Attorney with varied experience in non-profit and for profit organizations; real estate; finance and accounting; and business management.

Statement of Intent:

I am honored to be considered for a board position for this charter school. I believe that my experience described below will prove to be an asset to the Board. I bring to the Board many years of experience in private business, finance, legal advocacy and organizational management. I will be able to advise the Board as to numerous legal and business issues. I have read the proposal and am firmly in support of its goals and objectives.

Not-for-Profit History:

I have numerous years of experience participating and serving within non-profit organizations. I also have experience relating to the formation of non-profits and the tax issues relating to such.

Employment History:

- Attorney/Shareholder – Wimmer and Pitts, PC - Salt Lake City, Utah—2004 to Present

Areas of practice and experience include general real estate, landlord/tenant, commercial leasing, business formation and organization, tax, estate and business planning, general commercial litigation, non-profit organizations and home owner associations.

- General Manager – Catame, Inc. – Los Angeles, California—1993 to 2001

Managed all operations of international import/manufacturing company with approximately \$20MM in yearly sales; directly responsible for a manufacturing operation in Los Angeles with over 200 employees; Oversaw all financial and human resource operations.

- Real Estate Broker – The Wimmer Group – Salt Lake City, Utah—1988 to Present

Experienced in representing both residential and commercial clients in locating, purchasing, leasing, financing and developing real estate. Taught real estate classes for many years at the Stringham Real Estate School.

Education History:

University of Utah, Salt Lake City, UT	S.J. Quinney College of Law—Juris Doctor 2004
---	--

University of Utah Salt Lake City, UT	Bachelor of Science – Accounting 1992
--	--

Background Information Sheet

Name: Tyler Bastian

Role with school: Board Member/ Chair

Expertise: Small Business Owner/Educator

Statement of Intent:

I am excited to be a key part in the founding of Roots Charter High School. I am a high school career technology and character education teacher and have been teaching for four years. As I have worked with students over the years I have observed the need for a school that helps students at risk of academic failure, particularly those of Hispanic ethnicity and/or those who are economically disadvantaged in the West Valley City area, where the dropout rate for these subgroups is unacceptably high. I know from watching students that creating relevance is a key.

Employment History:

- 2010-Present—Director Rise Institute
 - Produce uplifting documentary films
 - Teach principles of sustainable happiness
- 2007–Present—Magpie Painting and Design—Owner Operator
 - Interior and exterior painting
 - Design and execute interior renovation projects.
 - Manage 3-6 full time employees
- 2000-2007—Salt Lake City, UT—Owner Operator Bastian Co.
 - Bought, renovated and sold 8 properties
 - Interior and exterior painting
- 2007—The Church of Jesus Christ of Latter Day Saints
 - Taught LDS Seminary

Education History:

University of Utah, B.A. Human Development and Family Studies (2009)