Stansbury Park UT 84074
435-840-1966 bonnevilleacademy@gmail.com

April 25, 2016

Dear State Charter School Board Members:

We are writing to request an opportunity to have our charter application reconsidered for approval at your May 12th board meeting. As you know our application was denied by the State Board of Education on February 5th. Since that time we have made some adjustments and changes to our application based on items identified by you, the application evaluators, and the Utah State Board of Education and its staff, and would like to have the application with its changes reconsidered.

Attached are a copy of the updated application and a summary of the changes that have been made. We appreciate your time and support and look forward to meeting with you in May.

Sincerely,

Bonneville Academy Board of Directors

Summary of Revisions

Market Analysis: We added additional information regarding the growth in the area including the number of building permits approved as well as information regarding county approved housing developments.

Student Population: With the help of Danni Buttermore, Special Education Director at Mountainville Academy, and Dr. Karen Kolowski, we reworked the special education information in this section.

Program of Instruction: We added 3 curriculums that we will be implementing at Bonneville Academy. We will continue to explore and add others but these three are the main curriculums that will be used. We also added information regarding school discipline of students with an IEP.

Governance: We added information regarding the founding committee. This committee with the founding board will implement the charter and will eventually make up the Governing Board. We also updated the bylaws with a revision of how board members will join the governing board and terms.

Answers to specific questions from USBE and staff:

1. Ability grouping: How will Bonneville Academy address the requirements of the IDEA to provide instruction in the LRE with grade-level peers, to the extent appropriate as determined by the IEP team? How will Bonneville Academy ensure access to grade level core standards? On page 28, it looks as though "Low Level learners" will be those with disabilities and ELL, which may serve to segregate unintentionally.

This has been added to the Special Education section. Leveled Learning or Ability Grouping at Bonneville Academy will allow students to receive instruction at their level. While some students with disabilities might be at a lower level this does not mean all students with an IEP or EL will be automatically put in a low level class. Determination of these groups will be made based on assessments and many IEP students may be in higher level classes. These groupings are based on ability not on behavior or other criteria. Bonneville Academy is committed to this type of learning model as it is used at Scholar Academy and Excelsior Academy with great of success and is something the community is excited about and wants for their children.

2. Academic requirements to attend field trips may result in students with disabilities being excluded. It would be nice to see that accommodations will be considered by IEP teams to ensure equitable participation.

Language was added to this section to assure students with IEP's will be given accommodations and will have the same opportunities to attend these trips.

3. Bonneville Academy has coined a new term “extreme special education” which appears to refer to students with significant disabilities and discuss creation of a special class. While this is an option on the continuum of placement options, the language denotes a lack of understanding with the IEP process, as it describes placement by disability category, rather than IEP team, and who will teach the academic vs special classes. None of this suggests any individualization by the IEP team based on a student’s individualized needs.

This section was removed. It was originally included as the Board knows that many families in the community have students with disabilities that require a high level of care. We did not want these families to feel excluded but wanted them to understand they are important to us and we are including all students regardless of ability. We will welcome all students and provide them with the most appropriate education for their ability.

4. Discipline section does not address the IDEA disciplinary requirements.

IDEA disciplinary requirements have been added.

5. The application suggests that the Special Education Director will be responsible for 504 plans, which will require that the director be paid out of a combination of special education and general education funds.

Once Bonneville Academy has registered students and the administration can determine how many IEP vs 504 Plan students are registered at the school a determination will be made as to how much time the Special Education Director will spend on IEP or 504 Plan students. It is not unreasonable to pay someone from multiple accounts but the amount of time spent will need to be decided.

Responses to specific evaluator comments:

Evaluators do not see evidence that the applicant has clearly delineated the roles of the board, administration, and parents at a public charter school. Evaluators have seen the governance plan as outlined (parents elect board members annually, parents in management positions, etc.) not work in other schools. Additionally, the existing board lacks sufficient experience.

The board has taken steps to change the way board members are brought on with having 6 members appointed and up to 3 members elected. Having parents play a key role in the management and governance of the school is one of the purposes of Bonneville Academy and is very important to the board. The application gives parents more opportunity to be involved through committees, board membership and the ability to be staff at the school.
We are not sure what specific requirements the evaluators are looking for as no requirements are stated in the law, board rules or the charter application. Founding board members of Bonneville Academy are parents first and foremost and also have experience in law, accounting/finance, education, non-profit administration and IT Networking.

In addition, the program of instruction was vague, contradictory, and did not inspire confidence. The board lacked the curriculum expertise to oversee such a program.

The founding board is planning on hiring a Curriculum Coordinator as outlined in the Staffing section of the application.

Evaluators found the budget was lacking student transportation costs for the project based outings. Evaluators also felt the building costs was very underestimated. Further, the school was administrative heavy and staffing costs may be underestimated.

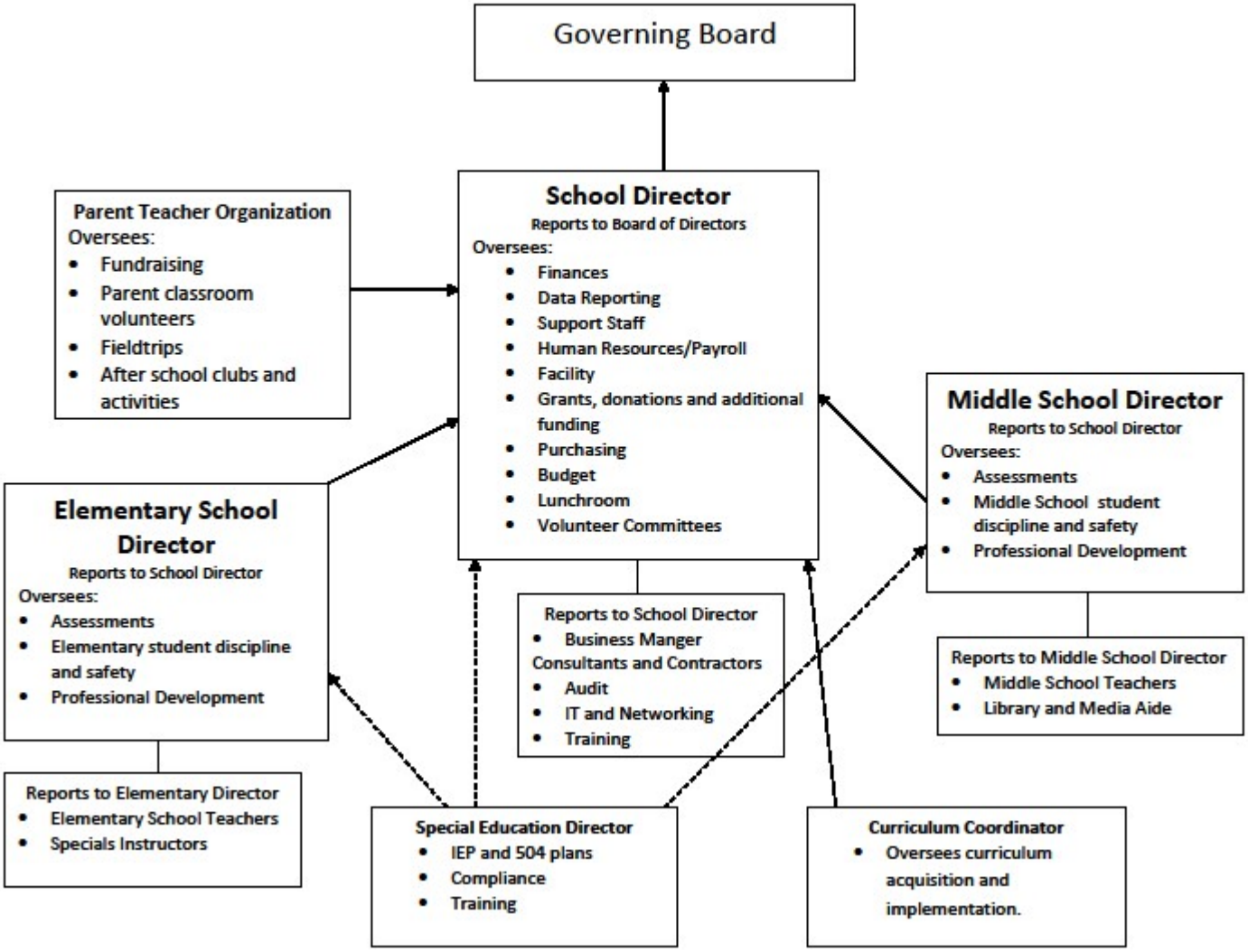
As discussed in the application Bonneville Academy will take advantage of technology and will have students participate in "virtual" field trips using Skype, Google + and Facetime. This will keep costs down while still allowing students the opportunity to learn about real world applications of STEM subjects. The budget instructions prohibited us from including revenue that was not currently secured. The PTO will be tasked with raising funds to allow each class at least 1 actual annual field trip.

Due to the rural nature of Tooele County and Stansbury Park, Bonneville Academy will be able to take advantage of low interest USDA loans to pay for the facility. The Board is not interested and will not enter into any long term lease agreement which overly inflates the cost of facilities for charter schools. We have discussed this with a variety of companies and felt that keeping our facility costs to 20% of revenue was realistic. According to Matt Glazier and Brent Pace of Boyer Company if we work with them they will require a 1 year lease to recover expenses and help with tax purposes and the lease payment would be closer to $800,000 for the first year then they will help us secure a USDA loan and once that is done they estimate our payment would be closer to $600,000 for the remainder of the loan. We budgeted $675,000 starting in year 1 going forward. So the average of the amounts is equal.

As far as the administration we are really confused at what the evaluators are looking for. On our first draft we had less admin and an organizational chart we prefer and were told the admin was to light. There were not enough to do all the work that would need to be done. We as a board decided to rearrange the admin and organizational chart and looked to applicants that were approved last year as a template. Now we are being told our admin is to top heavy. We just don't know what the evaluators are looking for. Maybe some templates or suggestions in the future would be helpful. Please see our original chart below.

However, STEM is a good idea and the community would benefit from such an idea. The board also showed passion for the school, but overall, Evaluators felt this application is not ready to go forward.

Organizational Structure



BONNEVILLE ACADEMY

A K-8 STEM
Charter School

Located in
Stansbury Park, Utah

Required Information

I. Charter School Information

1. *Name of proposed charter school* **Bonneville Academy**
2. *Name of applicant Bonneville Academy*
3. *Authorized agent* Brenda Spearman
4. *Mailing address:* 6563 Sky Heights Drive, Stansbury Park, UT 84074
5. *Phone number* 435-840-1966
6. *Email address* bonnevilleacademy@gmail.com
7. *District(s) where proposed charter school is located* Tooele
8. *Final application only: District contact(s) and date(s) complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)*

   Submitted to Dr. Scott Rogers who works at Tooele County School District on December 1, 2015.
9. *Form of organization (check)*
   ■ *Nonprofit Corporation* ☐ *Tribal entity* ☐ *Other*
10. *The governing board 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***	***Position on Board (e.g., chair, secretary)***	***Type of expertise (e.g., educator, legal, finance)***	***Profession***
Brenda Spearman	brendaspearman@yahoo.com	Chair	Nonprofit, development	Nonprofit management /Parent
Bryan Cowley	bryan@integritylawoffice.com	Co-chair	Law, business	Lawyer/Parent
Amanda Penton	pentona@gmail.com	Secretary	Education	Teacher/Parent
Cory Johnson	great_cujo@yahoo.com	Treasurer	Business, finance	Accountant /Parent
Clint Thomsen	bonnevillemariner@gmail.com	Trustee	IT Networking, education	Teacher/Parent
Alena De Somer	adesome@my.wgu.edu	Trustee	Education	Teacher/Parent
Sheena Bennett	Sribennett@gmail.com	Trustee (PTO President)	Parent Volunteer	Parent

11. *Year school will start* 2017
12. *Grades served* K-8

13. Number of instructional days 180	*14. Number of instructional hours* 1120

15. Requested Enrollment 702

Operational year 1: Grade K: 78 Grades 1-5: 390 Grades 6-8: 234 Grades 9-12: ____ Total: 702
Operational year 2: Grade K: 78 Grades 1-5: 390 Grades 6-8: 234 Grades 9-12: ____ Total: 702
Operational year 3: Grade K: 78 Grades 1-5: 390 Grades 6-8: 234 Grades 9-12: ____ Total: 702

Does proposed grade configuration match resident district grade configuration? ☐ *Yes* ■ *No*

16. Target percentage of educationally disadvantaged students (if applicable)

17. Is this application seeking special treatment under UCA 53A-1a-501.9? ☐ *Yes* ■ *No*	*18. Is this application seeking priority consideration under UCA 53A-1a-502.5?* ☐ *Yes* ■ *No*

19. A charter school may apply to the State Board of Education for a waiver of any Administrative 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. Justification supporting the need for the waiver as Attachment A).

20. List persons whom you have designated as founding members of the school. Children/grandchildren of a founding member (an individual who has had a significant role in the development of a charter school application), employee, or governing board member are eligible for preferential enrollment under State law. Identify the percentage of student enrollments eligible for preferential enrollment under the status of founder's, employee, or board member child/grandchild.

The following is a list of persons that are designated founders. The Board of Directors may identify additional founders that have made a substantial contribution to the school prior to the opening of the school.

Brenda Spearman, Bryan and Lindsay Cowley, Amanda Penton, Cory and Amanda Johnson, Clint and Meadow Thomsen, Ryan and Megan Liddell, Sheena Bennett, Heidi Gibbons, Ashley Teerlink, Jennie Hansen, Tricia Pasquale, Jamie Lindsay, Erin Pearce, Alena DeSomer and Janell Trivett.

In addition to founders, children/grandchildren of faculty and staff members will receive preferential enrollment. The percentage of students eligible for preferential enrollment will not exceed 15% of total enrollment of Bonneville Academy.

I. Signatures
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this application are true and correct, and that we will comply with the charter agreement if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent Brenda Spearman
Signature of Authorized Agent
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

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Executive Summary

The Founding Board of Bonneville Academy recognizes that the 21st Century economy is global, dynamic and increasingly collaborative. Bonneville Academy will prepare students for this new world by promoting literacy in Science, Technology, Engineering and Mathematics (STEM) subjects. Pivotal to this goal is creating a culture of teaching that utilizes proven instructional methods to nurture students' natural curiosity and channel that energy toward real-life applications.

Bonneville Academy was named for the Lake Bonneville, which covered a majority of Utah between 32,000 and 16,800 years ago and literally shaped the topography of western Utah. This ancient freshwater sea left an unmistakable geological signature in Tooele County. The remnants of Lake Bonneville, including Great Salt Lake and the Bonneville Salt Flats, continue to contribute to STEM related fields of study.

Bonneville Academy's mascot is a mariner—one that navigates these scientific treasure troves, preparing for the waves of tomorrow. Our logo is a compass with its four directional points signifying the four STEM areas.

By establishing a STEM-based culture of teaching with adaptive governance and an eye toward excellence Bonneville Academy will become a valuable asset to Stansbury Park and the Tooele Valley.

Bonneville Academy will serve a rapidly growing community and fulfill a rising demand for alternative learning options in the Tooele Valley. Its creation will ease some of the growth pains that Tooele County School District is currently experiencing while providing a distinctive educational choice for area families. The school's unique bell schedule will allow for smaller class sizes in grades 1-5. Its exclusive middle school configuration will smooth the transition for 6thgrade students into more targeted studies in the higher grades. And its opportunities for parents to be involved in the management of the school will be welcoming.

Today's students will enter a competitive, high tech job market that demands critical thinking and problem solving skills. Students at Bonneville Academy will master STEM subjects by way of interdisciplinary, Project-based Learning with heavy emphasis on the scientific method and engineering design process. This long-term format marries real-world learning with multifaceted assessment. Aside from being a proven learning method, Project-based Learning fosters the development of essential study habits and a lifelong learner mindset.

Besides quantifiable STEM skills, students must be well-rounded and socially prepared for the real world. Therefore, to meet these ends, Bonneville Academy will provide a solid foundation in language arts, physical education, art and music. Each will employ specific and tailored instructional methods.

The school's split bell system will enable small group instruction in Language Arts and Mathematics. Dedicated independent reading time will feature at every grade level. A focus on expository and creative writing will round out the learning process. Technology, concepts and applications will underpin all instruction at Bonneville Academy. A special emphasis on computer coding beginning with early grade levels will prepare students to navigate an increasingly data-centric society. Multiple extracurricular activities will be tethered to curriculum, while annual school-sponsored trips will expose students to real-world opportunities.

Curriculum at Bonneville Academy will be aligned with the Utah State Core Curriculum and assessments will meet all state requirements. Bonneville Academy teachers will be highly qualified and trained, engaging often in appropriate professional development and participating in Professional Learning Communities, in addition to curriculum and method-specific training. Education is a collaborative effort, and Bonneville Academy's Founding Board considers parental involvement essential to the school's goals. Teachers will be readily accessible to parents by phone and email. Administration will be poised to hear and respond to ideas and concerns voiced by parents.

Bonneville Academy will use a variety of tools and resources to collect and analyze student, financial and school data, which will be used to evaluate the school's approach to instruction and management. An Assessment Coordinator under the direction of the School Director will be tasked with managing Bonneville's student information system, database and UTREx submissions, ensuring the integrity of the data compliance with State Reporting requirements.

Parents will be given opportunities to assist in the management of the school in three ways.

1.) Parents will have the ability to vote for board members during an annual school meeting. This will give parents the assurance that they have shared power and control of the school's policies and outcomes.

2.) As outlined in the bylaws, at all times at least five of the Board Members will be parents.

3.) Parents will serve on committees that will work directly with the Board of Directors and the administration to research and make decisions on behalf of the school. Parents will be encouraged to volunteer in classrooms and be a part of the Parent Teacher Organization.

By establishing a Project-based, STEM-focused culture of teaching with adaptive governance and an eye toward excellence Bonneville Academy will become a valuable asset to Stansbury Park and the Tooele Valley.

School Purpose

Bonneville Academy has four intended purposes. They are:

- ✓ Continue to improve student learning
- ✓ Encourage the use of different and innovative teaching methods
- ✓ Increase choice of learning opportunities for students
- ✓ Provide opportunities for greater parental involvement in management decisions at the school level

Continue to improve student learning.

Bonneville Academy is committed to providing a STEM education with a student centered learning environment. Today's job market is changing and future individual success requires a strong background in STEM. Integration and the literacy in STEM subjects are paramount to fulfill the mission of Bonneville Academy. Project-based Learning will allow students greater freedom to explore and learn about subjects that most interest them. Every student will work throughout the year to create, maintain and complete an individual student portfolio.

Encourage the use of different and innovative teaching methods.

Bonneville Academy's primary method of teaching will be Project-based Learning. We echo what the American Institute of Biological Sciences said,

> *"Teaching the way we did 100 years ago no longer meets the needs of students or society. To be scientifically literate members of society or future scientists, students must learn by engaging in real-world problems in an interdisciplinary manner."*[1]

Curriculum will be innovative and appropriate for students therefore the teaching method needs to be innovative and appropriate for today's students. Project-based Learning will provide a hands-on, experienced based form of learning that will elevate the students to think like scientists and problem solve and design like engineers.

Increase choice of learning opportunities for students.

In the last few years, Tooele County School District has done a great job integrating dual immersion programs. This is a great choice for parents who want their child to learn a second language. A few elementary schools have elements of STEM education, and Overlake Elementary (located outside the target area) has applied to be designated a STEM school through the Utah STEM Action Center.

[1] http://www.aibs.org/position-statements/20100128_stem_ed.html

There are two charter schools in the county both have capacity enrollments with a high waiting list making it difficult for families to enroll students. Unfortunately, there are few choices for students and families in the educational landscape of Tooele County.

Currently, there are no schools within the target area or Tooele County that offer Project-based Learning. This learning model although fairly new, has shown to be effective in teaching many skills necessary for success in today's global marketplace.

At Bonneville Academy, Leveled Learning during instructional periods will meet the needs of all students as it provides students challenging learning opportunities at all levels. By year three Bonneville Academy will meet STEM designation requirements through the Utah STEM Action Center. Bonneville will provide specific STEM training for all teachers and provide curriculum that will integrate STEM into all subjects.

Provide opportunities for greater parental involvement in management decisions at the school level.

Bonneville Academy believes that the greatest teachers a child can have is a parent. This belief will be evident in all areas of the school. As outlined in the bylaws, at all times five of the Board members will be required to be parents of students attending Bonneville Academy. Parents will have the opportunity to vote for Board Members during the annual school meeting where board elections will take place.

Bonneville Academy will have a number of committees that will assist the Founding Board, the Governing Board and administration. Committees will include but not be limited to: Finance, Assessment, Curriculum, Development, and Human Resources.

Bonneville Academy will have a Parent Teacher Organization, this organization in conjunction with the school's administration will work to recruit, train and manage parent volunteers, plan and execute field trips, and oversee specific school programs.

Parents will be asked for feedback regarding school policies and practices. Surveys will be sent home annually to determine family satisfaction. The board, administration, faculty, staff and parents will problem solve and plan as a community.

Mission Statement

Bonneville Academy will foster critical thinking and problem solving skills in a challenging, student centered environment; by encouraging exploration in Science, Technology, Engineering and Math (STEM). Preparing students for success in our ever changing, dynamic world.

Vision

Bonneville Academy will allow students to explore, experiment, and learn in an open, nurturing and innovative environment. Teachers will have the autonomy and tools to teach, inspire and motivate their students.

Bonneville Academy's Board of Directors believes that children thrive in an open, positive and engaging environment. The Board will create a school that allows teachers the ability to use their strengths and skills. The administration and Board will set expectations and provide the tools and resources for teachers, which will give teachers the autonomy to teach as they see fit to benefit their students. The school will provide and encourage professional development opportunities for teachers' continual improvement to be excellent educators.

Bonneville Academy will educate a total of 702 students in grades Kindergarten through 8th grade. This will allow the school to have 78 students per grade. Kindergarten will be divided into 4 half day classes of 19-20 students per class. Grades 1-5 will be divided into 3 classes of 26. Bonneville Academy will utilize a split bell schedule which will allow Language Arts, Reading and Math to be taught to a smaller class with thirteen students attending classes 90 minutes before and after the middle of the day. The school will implement a middle school for grades 6-8, which will allow these students to choose elective courses and core honors courses that better fit their strengths and interests.

The school building will be exciting in its design and will inspire all who enter to explore, experiment, and learn. The building will provide classrooms necessary to fulfill the mission of the school and will be equipped with up-to-date technology to facilitate the best educational experience. Bonneville Academy will have a school lunch program.

There will be a strong professional development program that will include Professional Learning Communities (PLC). PLC's allow teachers across grades to collaborate in supporting students. This will ensure consistency and continuity throughout each grade and across grade levels. Teachers will be trained to collect and interpret data to assist students in their educational goals. Being able to interpret and integrate appropriate data will ensure the school and parents will have the information necessary to help students be challenged and successful.

Bonneville Academy will utilize a variety of modules to provide open and consistent communication with parents. Learning and honing skills does not just happen at school, having open lines of communication with parents is paramount to the success of the students and thus the school as a whole. Empowering parents to be a part of the learning process both at school and home is an integral part of the learning process and Bonneville Academy will foster these relationships.

Bonneville Academy will utilize technology in the classroom. Faculty and staff will have access to up-to-date software and hardware that will allow them to enhance the classroom

experience. For example using Skype or Google + teachers can facilitate opportunities for students to interact with professionals and other students throughout the world.

Bonneville Academy will have an annual school-sponsored trip available for all advancing eighth grade students to places like Google, NASA, Facebook, and other well-known organizations and companies to help students understand real world applications of the material they have learned at school. These trips will be optional; however, there will be requirements met to attend. For example students must have 90% attendance and carry a 3.5 GPA or higher from 6th through 8th grades. Students with disabilities will have reasonable accommodations to the requirements considered by IEP teams to ensure equitable participation.

Students that graduate from Bonneville Academy will be prepared to navigate a more rigorous high school schedule. Students will be ready to not only enroll in, but excel and pass a variety of AP and concurrent university enrollment courses. Students will be confident and ready to pursue a post-secondary degree at the university of their choosing.

Culture/ Ethos

As a STEM school, Bonneville Academy looks to the prominent technology company Google as an example for the environment and culture. Google is a company that has stepped out of the workplace box and has established a fun environment and a collaborative community. Studies have shown when Google gives its employees more freedom to work on personal projects and time to collaborate, employees are happier, have increased productivity, decreased absences and low turnover.[2]

Bonneville Academy will step out of the traditional school box and create a community that is fun and exciting, where students have more freedom to work on projects that interest them and are frequently and productively interacting and working together.

Glancing in a classroom at Bonneville Academy you will see students out of their chairs working on projects, you will see the teacher and volunteers assisting groups of students or answering questions one on one. Students could have some desks together in small clusters where they are collectively working using technology to help them in a project.

You will hear lots of productive noise; students and teachers communicating and getting excited about learning. Students will frequently engage with Science, Technology, Engineering and Mathematics professionals via classroom visits, skype calls or site excursions. These engagements will create a real-world connection of the student's classroom learning with the outside work environment creating relevance for the student's instruction.

[2] *http://www.futurity.org/work-better-happy/*

Similar to Google's outcomes Bonneville Academy's Board believes that using Project-based Learning and giving students freedom to work on personal and collaborative projects and by giving teachers the tools and resources to teach effectively, the school will see high productivity, low absenteeism and low turnover rates for both students and teachers. These factors are important to the Board and paramount to the success of the mission of the school.

Bonneville Academy's 5-10 year plan is to add a high school to the school campus. This will allow students to continue to learn and develop their interest and passion in the fields of Science, Technology, Engineering and Math. The high school will be similar to Intech Collegiate High School located in Logan, Utah. This charter school has many of the same elements and philosophies of Bonneville Academy.

The Board will work to make Bonneville Academy a place where the community can access continuing education courses and after school clubs for children within the community. The school will be a place of gathering and learning for the community not just for enrolled students.

Goals

The Board of Directors understands that goals and objectives are important to the success of the school. The Board of Directors with the assistance of the administration and a parent committee will develop a long term strategic plan that will include both financial, educational and student centered goals. Table 1 – Mission Specific Goals identify some of the goals the school will work towards in its first 3-5 years.

Table 1 Mission Specific Goals

Goal	Outcome
STEM School	Designated a STEM school by year 3 through Utah STEM Action Center.
Project-based Learning	80% of students will complete an individual project annually.
Real World Applications of STEM	80% of graduating eighth grade students will qualify for the end year trip.
Parental Involvement	85% of parents will join the Parent Organization and will volunteer at least 20 hours a year. 90% of parents will attend parent teacher conferences.
Professional Development	100% of teachers will participate in 20 hours of STEM and PBL training annually.
Students prepared for future success	75% of graduating eighth grade students will enroll in Honors and Advance Placement classes during their secondary education career.

Market Analysis

Market Context:

Stansbury Park is located in the northeast corner of Tooele County where the main arteries of the valley, HWY 138 and HWY 36, connect. The area started as a planned development in the 1970's and in the last two decades has seen high growth. According to the Federal Census Stansbury Park's population was roughly 2,385 in 2000. By 2010 that number more than doubled to 5,145 with 37% of the population under the age of 18.[3] According to a feasibility study for incorporation, conducted by Tooele County in December 2014, the current population of Stansbury Park is 9,897 with anticipated growth of at least 2.5% per year over the next five years. This same study shows that Stansbury Park has the highest population density of all communities within Tooele County.[4] Currently there are an estimated 800-1000 permitted or planned houses to be built in the next 3 years.[5]

The demographics of Stansbury Park are unique to Tooele County; there are a high number of residents with post-secondary education degrees, a higher median income, higher home values, 46% travel to Salt Lake City for work and the average median age is 29.[6] The growth in the area is mostly fostered by lower housing cost than in the Salt Lake Valley and easy access to Salt Lake City via I-80. However, Stansbury Park has not had representation on the county level and therefore has not been successful in making changes to county philosophies that were ingrained before Stansbury Park was created. Many of the decisions made at the county level including the school district are geared more toward students and families living in Tooele City and the City of Grantsville.

There are two (2) communities close to Stansbury Park: Lakepoint which shares a boundary line to the northeast, and Erda to the south. According to Tooele County both of these communities are growing at a steady rate but not as quickly as Stansbury Park. Currently there are an estimated 1,329 residents in Lakepoint and just over 2,789 in Erda. [7]

Market Trends:

According to Tooele County School District's Master Facilities plan adopted in 2014, the county has seen a steady increase of students since 1990 with the exception of 2009 and 2014

[3] http://quickfacts.census.gov/qfd/states/49/4972720.html

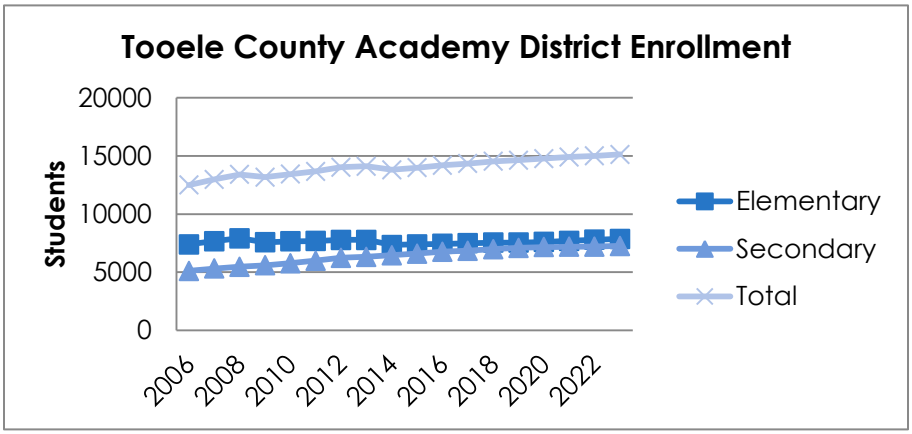
[4] http://www.co.tooele.ut.us/PDF/SPFeasibilityStudy.pdf

[5] Tooele County Planning Commission

[6] http://www.towncharts.com/Utah/Education/Stansbury-Park-CDP-UT-Education-data.html http://utah.ptfs.com/awweb/awarchive?type=file&item=26032 http://www.city-data.com/city/Stansbury-Park-Utah.html

[7] http://www.tooeleeconomicdevelopment.com/PDF/projections.pdf

when Excelsior Academy and Scholar Academy opened. Tooele County School District has projected continued annual growth of 2.5-3.5% over the next 10 years. [8]



The target area consisting of a 5 mile radius around Stansbury Park includes two (2) K-6 district elementary schools and one (1) K-8 charter school. Currently all students living in Stansbury Park enrolled in 7th and 8th grades who attend Tooele County District Schools are bused to Tooele City's Clarke N Johnson Junior High School which is just over 12 miles to the south. Clarke N. Johnson has been included in this analysis for a more thorough understanding of trends in the area.

There are two (2) charter schools currently operating in Tooele County. Excelsior Academy a K-8 charter school located in Erda, is 4.8 miles from the proposed site of Bonneville Academy. Excelsior Academy has a current enrollment of 675 with a cap enrollment of 675. Excelsior has an active waiting list of 335 students. The waiting list includes students in every gradeTooele County has and will continue to embrace charter schools as a viable option for education for its students and families.

Scholar Academy a K-6 charter school opened in the Fall of 2014, it is located 12 miles south of the target area in Tooele City. Scholar Academy has an active waiting list of 315 students. The waiting list includes students in every grade.

The active waiting list numbers for both charter schools illustrates the strong demand for alternative choices in education in Tooele County.

[8] http://www.boarddocs.com/ut/tooelesd/Board.nsf/files/9XRM35591135/$file/Master%20Facilities-Capital%20Management%20Plan%202014-2024%20.%20WITHOUT%20G.pdf

There are currently 340 students registered with the Tooele County School District as being homeschooled. These numbers do not take into account any students in the target location that are participating in an online charter school or being transported to schools in Salt Lake County.

Currently the two elementary schools and junior high school that serve Stansbury Park are higher performing schools than both the Utah and district average.[9] The schools in Stansbury Park are good schools and provide a quality education. To deal with the high growth and over capacity elementary schools the Tooele County School District Board of Education during its February 10, 2015 Board meeting approved a boundary change that will move a large portion of Stansbury Elementary students to Copper Canyon Elementary in Tooele.[10]

Copper Canyon is a lower performing school than either of the schools located in Stansbury Park. Copper Canyon Elementary School's SAGE scores are below the state and district average.[11]

Table 2 School Population and Performance

Charter Schools	Approved Enrollment	Current Enrollment	Waiting List	SAGE Score % Proficient	USOE School Grade
Scholar Academy	500	500	315	N/A	N/A
Excelsior Academy	675	675	335	ELA - 43 Math - 44 Science - 54	B

Tooele County District Schools	School Capacity	2014-15 Enrollment	Overage	SAGE Score % Proficient	USOE Rating
Stansbury Elementary	750	920	170	ELA - 49 Math - 50 Science - 54	B
Rose Springs Elementary	650	750	100	ELA - 47 Math - 42 Science - 48	B
Clarke N. Johnson Jr High	825	880	55	ELA - 43 Math - 40 Science - 57	B
Copper Canyon	650	580	-80	ELA - 37 Math - 34 Science - 41	C

[9] Utah State Office of Education, Data and Statistics

[10] http://www.boarddocs.com/ut/tooelesd/Board.nsf/Public

[11] Utah State Office of Education, Data and Statistics

While Tooele County has seen slow growth over the last several years, beginning in quarter 4 of 2015 Stansbury Park has started to see an increase in growth. According to Tooele County there has been a 135% increase in the number of new housing permits approved. In 2014 there were 17 homes permitted and approved in quarter 4 compared to 40 in 2015. The largest increase in housing permits is between quarter 1 of 2014 and 2016 where there was a 300% increase in the number of permits approved. According to *Tooele County - State of the County Address 2016* the Tooele Valley is expected to triple in size over the next 25 years, with this growth beginning in 2015.[12]

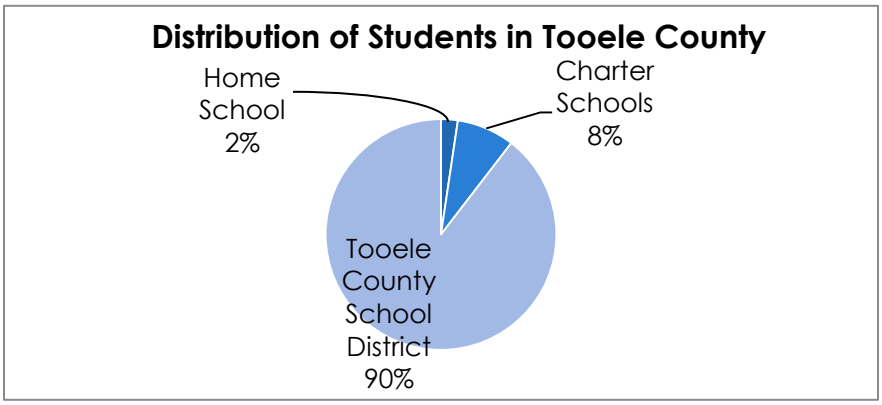
Building Permits for Stansbury Park	2014	2015	2016
Q1	20	18	40
Q2	40	22	
Q3	17	40	
Q4	10	40	

The Tooele County Planning Commission has approved the following developments within the boundaries of Stansbury Park including Clear Water Homes – 420, Boyer Incorporated 950, Perry Homes – 140, Symphony – 80, Richmond American – 50, Ivory Homes - 25 Townhomes, Oakwood Homes – 60. The map below show where each of these developments will be located within Stansbury Park.

Bonneville Academy will provide residents of Stansbury Park and the north end of the Tooele Valley an additional option for education. With Bonneville Academy located along the main commuting route of the Tooele Valley it will be a viable alternative for many families who have parents commuting daily to Salt Lake City for work. There are no STEM designated schools currently within the target location. Overlake Elementary in Tooele City is in the process of applying for STEM designation but this school is well outside the target area. Currently, there are no Project-based Learning Model schools located in Tooele County. Bonneville Academy will provide parents the opportunity to be more involved in school governance, environment and instruction. With the absence of a junior high or middle school for students and a limited number of available spaces (150) for these students at Excelsior Academy, having an

[12] *Tooele County - State of the County Address 2016,* Tooele County Commissioners, Tooele County Commission Connection, Spring Newsletter

additional option for families of 7th and 8th grade students will be welcome.



The Tooele County School District Board of Education at its August 12, 2015 Board meeting voted to place a bond on the November 2015 ballot to request from voters a $49 million bond that will be used to build an additional K-6 elementary school in Tooele City and Stansbury Park. The bond will also be used to purchase land for a future junior high school in Stansbury Park, a date for the construction of a junior high has not been set.

On November 3, 2015, 54% of voters in Tooele County approved the bond. A breakdown of these numbers show that Stansbury Park is indeed supportive of additional education in its community. According to the data obtained from the Tooele County Clerk's office 74% of Stansbury Park voters, voted in favor of the bond. This number is strong but does not necessarily show that Stansbury Park is anti-charter in fact the area where the majority of Bonneville Academy Board and founding committee members live had 85% of its residents vote in favor of the district school bond and this area had the most voter turnout in Stansbury Park with 31.25% of registered voters casting ballots. As stated before Bonneville Academy's Board of Directors believes that both a charter and district school will be needed by 2017 and both schools will be successful as they offer the community different opportunities and choices in Education.

Bonneville Academy's Facebook page has just under 250 followers. This shows strong support among the community and many residents are waiting anxiously for the schools approval.

Student Population

Bonneville Academy will educate 702 students in grades K-8. The school will provide a STEM emphasis with a Project-based Learning Model neither of which is currently available in the target area. As mentioned in the Market Analysis there are two charter schools in Tooele County and both have healthy waiting lists with over 300 each. This shows a demand and interest for choices in the educational landscape in the County.

Bonneville Academy will implement a strategic, county-wide recruitment and marketing plan, but it is anticipated that a large number of students that will enroll in Bonneville Academy will be from the areas of Stansbury Park, Lakepoint and Erda.

Target Population

Bonneville Academy will be the only K-8 school in the county that will offer Project-based Learning and the only school in the target area offering a STEM focus. This will allow families with students that would like to have more STEM learning an option for their students. Students and families looking for an education that is hands-on, with student focused learning will be drawn to the school.

With the unique split bell schedule Bonneville Academy will give families the opportunity to choose a school start time that will fit their schedule and family dynamic. This schedule will also give students in grades 1-5 time to learn in small groups. This will appeal to students that struggle and would like more one-on-one interaction. The Leveled Learning will appeal to students who want to be challenged in their studies.

The middle school is also unique to the county and will allow students in grades six through eight the freedom to direct their learning by choosing the courses in subjects that interest them. Students can choose from honors core courses and a variety of STEM focused electives which can give them a more rigorous educational experience.

The Board of Directors anticipates a large cross-section of students to apply and attend Bonneville Academy. Students who want to take advantage of the new and unique approach to education offered. The school will market to and recruit students who want to be part of this educational and learning process. The Board will specifically market and recruit low-income, minority and female students as these populations are traditionally underrepresented in STEM fields.

English Language Learners

At Bonneville Academy all minority students will be invited and welcomed which could include English Language Learners (EL). Bonneville Academy will comply with all state and federal laws and will be ready to provide resources and assistance to EL students. Appropriate

interventions for EL students will include but not be limited to: one-on-one tutoring, additional instruction time in literacy, after school tutoring, peer mentors, and WIDA (World-Class Instructional Design and Assessment) instructional strategies and standards. The split bell schedule at Bonneville Academy will allow for all students but especially EL students to benefit from small group instruction in Language Arts including literacy. Bonneville Academy will also encourage teachers to obtain an EL endorsement to assist students in their classrooms.

Low-Income Students

All students regardless of their family's personal or socio-economic situations will be welcomed at Bonneville Academy. The Board of Directors and administration of Bonneville Academy is committed to give every student equal opportunities to a quality education. The Board of Directors will work to recruit and invite students in economically disadvantaged homes to apply to the school. The PTO will be tasked with helping families of single parent homes and those in economically disadvantaged situations workout carpool assignments to help with the challenges of transportation. The school will also participate in the free and reduced lunch program.

The PTO will setup and maintain a scholarship fund to help low-income students pay the expenses of participating in various activities including after school clubs, teams and other experiences. This scholarship fund will give students the opportunity to attend the annual eighth grade trip if students wish to attend and have met the requirements but their families are unable to cover the expenses.

Students with Disabilities

All special education services at Bonneville Academy will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and USBE SER. The school will employ a Special Education Director and other staff to provide the services, accommodations, and related services described in students' IEP's.

Bonneville Academy will provide the full range of placement options required by the IDEA including, individual student's IEP team will determine the least restrictive environment (LRE) in which the student can receive the specialized instruction and related services needed to make progress on IEP goals and in the general education curriculum.

When considering behavior interventions, Bonneville Academy will refer to the Least Restrictive Behavior Intervention (LRBI) Technical Assistance Manual of the USOE.

Administrators and teachers will be trained at least annually in Child Find procedures to assist in identifying students who are suspected of having a disability that adversely affects educational performance and who need specialized instruction. The school will have policies and procedures in place that will ensure parental consent is obtained and confidentiality for all

students is maintained. If a student comes to the school with a 504 or IEP in place Bonneville Academy will accept and fulfil the requirements of these plans.

Bonneville Academy will utilize the response to intervention (RtI) approach for all students who may be struggling with academic or social skills. With this approach, a teacher first identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent and data on the results of these interventions collected. The data are analyzed and shared with parents. If the interventions are not successful, the parent or the school may decide to make a referral for testing for eligibility for special education, with parental consent.

Students with disabilities will be taught by general education teachers and will be given support by the Special Education Director, Special Education Teachers, Aides or other ancillary providers as determined by the IEP Team and documented in the IEP. Students will be pulled out of the classroom only when necessary to provide specialized instruction as outlined in an IEP or in a 504 plan. Bonneville Academy believes that consistency for students is a vital part of the educational process. Bonneville Academy will make every effort to keep special education students in the classroom with their peers, in the LRE for each student.

The school will contract with related service providers for specialized assessment and services. Special education related service providers will include but are not limited to: psychologists, occupational therapists, speech pathologists, dyslexic screeners and any others required to meet students' needs.

The Board of Directors understands the importance and significance of utilizing special education funds appropriately. Therefore, the School Director and Business Administrator will receive training regarding allowable uses of restricted IDEA and Utah State Special Education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring required documentation is maintained and available to support the use of all restricted funds.

Section 504

Bonneville Academy acknowledges and understands the application of section 504 of the Rehabilitation Act of 1973 and is committed in ensuring compliance with the provisions. The Section 504 regulations require that Bonneville Academy provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is enrolled at the school, regardless of the nature or severity of the disability. Under this section, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.[13]

[13] Protecting Students With Disabilities, *US Department of Education. http://www2.ed.gov/about/offices/list/ocr/504faq.html#introduction*

Mobile and Homeless Students

In compliance with the McKinney Vento Education Assistance Act, Bonneville Academy will serve homeless and mobile students, permitting them access to the school regardless of whether necessary documentation (i.e. immunization records, birth certificate) is available or not and provide services as dictated by law. Bonneville Academy will appoint a liaison to assist all homeless students and their families in accessing state, county and private resources to help the students achieve academic success.

Recruitment and Marketing

Bonneville Academy's Board of Directors understands the importance of recruitment and marketing. Without a full enrollment the school will struggle to be financially and educationally successful. To ensure its success a strategic and comprehensive recruitment and marketing campaign will be implemented. This campaign will be unique in its approach as it will be tailored to reach out to and identify families and students in Tooele County and Stansbury Park that will find the most benefit from attending the school. The recruitment efforts will include a strong social media presences, school website, public outreach, partnering with existing organizations and companies that work with the target population, public information meetings and if needed more specific marketing like direct mailing and door to door flyer placement.

Bonneville Academy has a Facebook page where the public can receive updates on the progress through the application process and learn more about Board members, opportunities to volunteer and other important and interesting information.[14] Currently this page has just under 250 followers. It is anticipated that this number will grow at a rapid pace once this charter is approved.

Enrollment Policy and Procedure

Policy:

Any student living in the state of Utah is eligible to apply for admission to Bonneville Academy. The school will not discriminate against any individual on the basis of race, national origin, gender, religion, socioeconomic status, residency or other affiliation and will be in compliance with IDEA and ADA laws. Once a student is enrolled at Bonneville Academy, they will not be required to participate in the lottery. If a student leaves the school and later desires to return, they will not receive preferential enrollment unless preferential status is approved by the Board of Directors in accordance with established school policy.

The open enrollment period for Bonneville Academy will begin on January 1st and continue until February 15th of the same year. The first open enrollment period will be January 1, 2017 - January 15, 2017. There will be three open enrollment periods with a lottery conduct at the end of each period. Families wishing to have students attend the school will be directed

[14] https://www.facebook.com/Bonneville-Academy-865623306857352/timeline/

to the website where they can complete an online application or to the school office where they can pick up and return a hard copy application. Regardless of the form all applications will need to be submitted no later than the February 15th deadline to be considered for enrollment for the following academic year. Any applications received after the deadline will be put at the bottom of the waiting list once a lottery has been held.

If there are more applicants than space allotted by the charter then the school will implement a lottery to fill the spaces. The lottery will follow all applicable state laws as outlined in UCA 53A-1a-506. Before the lottery is performed any student receiving priority enrollment will be placed in the appropriate grade. Priority enrollment is given to children/grandchildren of founders, faculty, staff, and siblings of currently enrolled students. Priority enrollment for founders, faculty and staff will not exceed 15% of the school's capacity. However, if priority enrollment does exceed the 15% of the schools capacity then priority will be given to students in the order of founders, faculty than staff. Students that qualify for priority enrollment but are not admitted due to the 15% cap will be put at the top of the waiting list. Students of siblings are not included in the 15% cap of priority enrollment.

The lottery will be held within five days at the end of each open enrollment period. Families will be notified by email, mail or phone that their child has been admitted to the school and will have (2) two weeks to sign and return the Intent to Enroll form. The Intent to Enroll form will be available on line or hardcopy and a digital signature will be accepted. If this form is not returned, the student will be removed from the list of accepted students and another student will be offered the space. The lottery for the first year will vary a little from subsequent years.

Procedure:

First year lottery procedure:

The lottery will begin with eighth grade and move down through the grades finishing with kindergarten. Students will be randomly chosen and numbered. The first 78 students in eighth grade will be admitted. Any siblings of these students will be admitted due to sibling preference. The number of open spaces in subsequent grades will decrease as siblings are admitted through this process. The same process will occur for each grade until all available spaces are filled.

Any students not admitted through this process will be put on a waiting list and be given a number. This waiting list will remain for the duration of the academic year and students will be admitted when and if space is available. Space will be made available as students either voluntarily withdraw from the school or if their Intent to Enroll form was not received by the deadline. Students who are removed from the list due to noncompliance with policy but wish to attend will be placed at the bottom of the waiting list. Students that are not enrolled, but have a sibling enrolled will be put at the top of the waiting list giving them priority enrollment as per Bonneville Academy policy.

Annual Lottery Procedure:

Per Utah code 53A-1a-506 and Bonneville Academy policy, currently enrolled students will continue through subsequent grades without reapplying; however, all returning students must provide the school with notice of Intent to Reenroll by January 15th of each year. This will allow the administration to separate the spaces of those re-enrolling from available spaces.

Siblings of current students are exempt from the lottery, provided parents sign and return the notice of Intent to Enroll before January 15th. They will be automatically admitted if space is available. If there are additional spaces available and more students applying than available spaces, a lottery will be held.

The lottery will begin with eighth grade and move down through the grades finishing with kindergarten. Students will be randomly chosen and numbered. Siblings of students admitted first will be admitted due to sibling preference. The number of open spaces in subsequent grades will decrease as siblings are admitted through this process. The same process will occur for each grade until all available spaces are filled. Any students not admitted through this process will be put on a waiting list and be given a number. Siblings of enrolled students that are not enrolled at the time of the lottery will be put at the top of the waiting list. This waiting list will remain for the duration of the academic year.

Program of Instruction

Assurances:

- ✓ We do not intend to offer Career education as a focus of the school.
- ✓ We do not intend to offer distance or online learning programs.
- ✓ We do not intend to offer gifted education as a focus of the school.
- ✓ We do not intend to partner with a college or university or offer college options.

General Information:

Bonneville academy puts the student first and foremost. The educational atmosphere and program of instruction will be centered on each student's needs. Today's child experiences a world that is different from the past, their education should also be different than what has been done in the past.

Parents will be encouraged to participate in classroom learning activities. The Parent Teacher Organization will work to organize relevant ways for parents to interact with and help instruct students frequently in the classroom. This will include reading with students, practicing math and reading skills with individual students, helping in small groups during Project-based Learning time, etc. Parents are encouraged to be an active part of the learning community.

Bonneville Academy will provide students the opportunity to learn and see real life uses and applications of Science, Technology, Engineering and Math by having students visit a variety of businesses, universities, and museums. Students will have the opportunity to participate in a variety of clubs and activities such as Lego League, and Technology and Science Clubs. These clubs and activities will be organized and run by teachers and parent volunteers.

Bonneville Academy will utilize technology in the classroom. Faculty and staff will have access to up-to-date software and hardware that will allow them to enhance the classroom experience. For example using Skype or Google + teachers can facilitate opportunities for students to interact with professionals and other students throughout the world.

Bonneville Academy will have an annual school sponsored trip available for all advancing eighth grade students to places like Google, NASA, Facebook, and other well-known organizations and companies to help students understand real world applications of the material they have learned at school. These trips will be optional, however, there will be requirements met to attend. For example students must have 90% attendance and carry a 3.5 GPA or higher from 6th through 8th grades.

Project-Based Learning:

Research suggests that effective use of Project-based Learning methods can prepare students to be flexible thinkers who can work productively with others to solve problems.[15] Moreover, the PBL method has been demonstrated to increase different types of problem-solving skills in students, from describing specific processes needed to address a particular problem, to increasing the depth and breadth of solutions.[16]

PBL is a student-centered form of learning. The teacher is the facilitator, but the student guides ideas for projects. Project-based Learning includes: real-world connection, core to learning, structured collaboration, and multifaceted assessment. Real world connection is seen when the students explore problems in the community and in the world based on assigned topics. They ask questions and research data to find answers. Exploration will include experiments and research. The teacher scaffolds the learning process but the students choose what questions to investigate. Core to learning implies that this form of learning (PBL) is how the students will learn the majority of the content. Structured collaboration is the part of the process that encourages interdependence among the students. The students can work together in small groups to enrich the learning process. Multifaceted assessment is essential to this form of learning. The teacher will continuously assess the children to see how they are progressing in their work. Students are taught to self-assess so that they can be responsible for their progress. The final assessment of the project includes presenting the project to either a group of teachers, a group of students, or to the public in the form of a learning fair. The teacher will determine how the projects will be presented. There will be several topics a year leading to multiple forms of final assessment. The teacher will monitor the progress of the students over the entire year by use of a portfolio. When the projects are completed, they will be kept in a portfolio where teacher and student can assess the progress from the beginning of the year to the end.

For Project-based Learning to be effective, teachers need to developing relevant problems and need to provide ways for students to answer the problems presented. To increase their chances for success, PBL teachers need support from a wide variety of sources that will enable them to address the diverse challenges they are likely to encounter as they plan, implement, and evaluate the PBL process. For example, teachers will need new tools or strategies that can support them as they adopt new roles, facilitate student inquiry, provide ongoing formative feedback, and implement new types of classroom management strategies. Teachers will receive the tools they need to facilitate PBL through various professional development sessions. Teachers will be given time on a weekly basis to collaborate with each other to develop PBL units that can be used throughout a grade level. Bonneville academy will

[15] Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? Educational Psychology Review, 16, 235-266. Kain, D. L. (2003). Problem-based learning for teachers, Grades 6-12. Boston: Allyn and Bacon

[16] Stepien, W. J., Gallagher, S. A., & Workman, D. (1993). Problem-based learning for traditional and interdisciplinary classrooms. Journal for the Education of the Gifted, 16, 338-357. Dochy, F., Segers, M., Van de Bossche, P., & Gijbels, D. (2003). Effects of problem based learning: A meta-analysis. Learning and Instruction, 12, 533-568

adopt a Project-based Learning curriculum to aide its teachers in facilitating this instructional strategy.

Curriculum

✓ School intends to use curricula that have already been developed.

Bonneville Academy will use established curriculum for all subjects. A Curriculum Coordinator will be employed and will work with a committee to evaluate, recommend, and implement curriculum for the school. The Curriculum Committee will include: the Curriculum Coordinator, the Educational Director, teachers (at least one from grades K-2, one from grades 3-5 and one for each middle school subject) and parents (participation will be on a volunteer basis and the number of parents will not exceed the number of educators/administration on the committee). This committee will ensure the chosen curriculum is in accordance and aligns with the Utah State Core Standards.

When choosing curriculum the coordinator and committee will be required to make at least two selections to be presented to the Board for consideration. Curriculum will be identified using a rubric that will be created upon the approval of this charter. The rubric will include but not be limited to the following:

- Ability to assist the school in accomplishing its mission and vision
- Ease of implementation
- Cost
- Alignment with the Utah State Core Standards
- Professional development requirements and inclusion

Bonneville Academy may use the following curriculum but will constantly review and research curriculum and will provide the most up-to-date and effective curriculum for its students.

Seeds of Science/ Roots of Reading – this program has units for grades 2-5. Teachers will choose what units to use and how to integrate the units to their students learning. This curriculum is a standards based curriculum that helps students develop in-depth knowledge on a topic. Each concept contains the Do-it, Talk-it, Read-it, Write-it approach which engages students in learning, while increasing their skills in reading, writing, and discussing as scientists do. Seeds of Science/Roots of Reading units are designed to reach the wide diversity of students found in today's classrooms. Seeds of Science/Roots of Reading has been used successfully with English language learners, high achieving and low-achieving students, and in rural, suburban, and urban classrooms around the country. Each unit provides optional supports for English language learners, students who need more support in a particular activity, and for students who need more challenge in a particular activity.

Project Lead the Way (PLTW) - In the Elementary grades Bonneville will use PLTW Launch curriculum. This is a curriculum designated for grades K-5. PLTW Launch is a Project based learning curriculum that teaches the students problem solving skills. There are 24 modules in the curriculum with 4 modules dedicated to each grade level. PLTW aligns with the Math and ELA common CORE. In grades 6-8 Bonneville will use PLTW Gateway program. In the Gateway program students learn how to apply math, science, technology and engineering to their everyday lives. PLTW also provides extracurricular opportunities and professional development. Professional development is offered to the school in three phases: readiness training, Core training and ongoing training. This training ensures that every teacher is prepared to teach not only the PLTW curriculum but also to drive project based learning in their classroom.

Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

Method of Instruction:

The school will utilize a split bell schedule. This will not only provide different focused learning times, in grades 1-5, it will provide smaller instructional groups. In each grade there will be two groups of students (group A and group B) group A will attend 75 minutes earlier in the day and Group B will stay for 75 minutes longer. During these small instructional group times students will be taught Language Arts. While the students are together in the middle of the day, they will be taught Math, Social Studies, Science, and will attend specials. Group collaboration will increase while the students are together as a whole. Collaboration will be necessary during Project-based Learning units.

The middle school will operate on a schedule of 70 minute periods with a 10 minute transition time in between each period. There will be 8 specified periods throughout the day but students will only be present for 7 of those periods due to the split bell schedule. Students will attend 6 classes and will have lunch for one class period.

Most research has found time-of-day plays a significant role in student achievement. When students were taught at times matching their learning style preferences, scores were significantly higher on achievement tests. If time is viewed as a resource and can be influenced to support high quality instruction, preferred time-of day is much more likely to result in improved learning.[17] The split bell schedule at Bonneville Academy will provide different learning times for students that parents can request.

[17] Johnston, H. (2009). Research brief learning time and student achievement. Education Partnerships, Inc.. Retrieved from http://www.educationpartnerships.org

Students will be grouped by skill level to gain the most out of their instructional time. When necessary, students may move up or down a grade level in their Language Arts or Mathematics instruction to attend an instructional group at their ability level.

To focus student learning teachers will present clear academic goals in all subjects. Pre-assessments will be used to determine what the students' ability and knowledge is on a given topic or concept. Post assessments will be given to measure a student's progress. The teacher will continually assess whether the content and the student's instructional grouping is best servicing the student; appropriate changes will be made when necessary.

Students in all grades will be required to create and maintain a student portfolio which will include a cross-section of work showing their improvement. Projects from their STEM classes will be included. This portfolio will be a combination of digital and hard copy assignments and work. Teachers will decide which work will be included. Students will have the ability to include additional work they feel supports their academic goals. Portfolios will not be graded but will be required and will be used to assess student performance and improvement throughout the year.

Parents will be encouraged to participate in classroom learning activities. The Parent Teacher Organization will be responsible for organizing relevant ways for parents to frequently interact with and help instruct students in the classroom. This may include reading with students, practicing math and reading skills with individual students, helping in small groups during Project-based Learning time, etc. Parents are encouraged to be an active part of the community.

Leveled Learning

Elementary students in each grade will be grouped by their ability in both Language Arts and Math during small group instruction, thus allowing an additional level of learning and challenging environments for students. Small group instruction will be used to reteach, reinforce, or enrich the concepts and skills from the primary instruction. Students will be assessed and PLC's for each grade will meet and with the assistance of the Educational Director will assign students into one of three levels. Students will be assessed every 4-6 weeks and during PLC meetings will be discussed. Students will be moved to higher levels as they show mastery and progress with the concepts being taught.

High Level Learners:

High level learners are students that are quick to learn new material. They could also be classified as gifted and be advanced above their grade level. During small group instruction, high level learners will not focus so much on learning basic Language Arts and Mathematics skills but they will focus on the application of those skills.

In Language Arts if phonics skills are mastered already the students will focus more on learning comprehension, fluency, and vocabulary. Writing skills will be emphasized and students will actively practice the writing process. When possible the teacher will tie STEM subjects into Language Arts work; an example of this is: reading a non-fiction book about a science topic or writing a book report on a famous scientist. A STEM related Language Arts curriculum will be used to teach higher level learners such as: Seeds of Science/ Roots of Reading.

Mathematics instruction will include learning essential Mathematics skills not through memorization of answers but through exploration of the process of getting the answer. This exploration will happen through use of manipulatives and teaching problem solving skills. High level learners will also apply the math skills they learn to real world problems; this will happen through Project-based Learning. Specific Mathematics Project-based units will be employed in the higher level classroom.

Middle Level Learners:

Middle level Language Arts classrooms will focus on learning basic phonics skills and as the students master those skills the teacher will begin to help the students apply those skills (as done in the higher level classrooms).

Mathematics skills will be taught and practiced directly. The students will also explore the process of getting the mathematical answer through use of manipulatives and learning different problem solving strategies.

Low Level Learners:

Students in the low level small group will be those who need more reteaching of concepts and skills. Some of them might be students with disabilities or who are learning English, but others may not.

Students will focus heavily on learning basic phonics skills in Language Arts. They will practice reading and writing daily through more teacher directed guidance.

Mathematics skills will be constantly reviewed in a low level classroom. Students will get opportunities to explore how to solve the problem, the teacher will focus on certain mathematic principles until they are fully understood and applied, then the teacher will regularly re-visit the subjects already learned and re-practice what has been taught.

Middle School

Middle school students will also be grouped, not according to grade level but according to learning level. At the beginning of each year the students will be placed in a low, middle or

high level class for Language Arts and Mathematics. These placements will be based on the students' performance and placement in previous years. If the student is new to the school, they will be required to come in for Language Arts and Mathematics testing before enrolling in classes. These groupings will need to be determined through collaboration with the Educational Director, fifth grade teachers, and the middle school teachers. The learning groups for Language Arts and Mathematics will operate in a similar way to the groups in the elementary school (Low, Middle and High leveled classrooms). High level classes will also be called honors classes.

Language Arts

Bonneville Academy will implement Utah State's Common Core Standards for Language Arts using the Utah Reading Three Tier Model of Instruction. This three tier program will work well with the Leveled Learning and small class instruction time. This will allow teachers to target students that may be struggling and provide them with the support needed. This model also gives teachers and parents the ability to work together for greater success.

Students will be taught foundational reading, using a phonics based approach. These skills will be taught in small instructional groups. Small instructional group time is a 90 minute period either at the beginning or end of the day depending on the student's preference and needs. Students will start with a strong phonics instruction in the lower grades and then will move into a more literature based curriculum in the upper grades. Many students that already have a firm phonics understanding in the lower grades will be taught using a literature based curriculum. Students will be grouped based on ability so that each student will be challenged at their level.

Literacy abilities thrive when there is an authentic context for learning. Grades 6-8 will focus on reading fluency and comprehension, vocabulary and spelling. Their study will be based on authentic text. Students will use wholesome, and when possible STEM based literature: novels, fiction and non-fiction, drama, plays and poetry; to strengthen these reading skills.

Reading skills increase when the student is engaged in reading daily. Teachers will provide time at every grade level for students to have an independent reading time in which they can read ability appropriate literature. The school librarian and the student's teacher will work together to make sure each child has ability appropriate literature available to them. The school will provide leveled readers to the younger grades. These leveled readers will emphasize phonics skills that are taught in class. These readers will be distributed daily to practice at home using phonics skills with parents.

An important part of Language Arts instruction is writing. Students will learn creative, persuasive and expository writing through instruction of the writing process. The writing process includes prewriting, revising, editing, and publishing. The students will be required to write regularly and practice the writing process. The teacher will keep the final copies of the student's writing in their portfolio. The students will be given time daily for free writing to

practice expressing their ideas. These free writes will not be edited or published, they will be kept in student journals.

Mathematics

As with Language Arts, Bonneville Academy will implement Utah State Common Core Mathematics using the Three Tier Model of Instruction. Again, this model will fit well with the Leveled Learning and small group instruction available at the school. Students will be taught math concepts and will received a variety of assessments to measure what students are learning and what concepts students may need additional help with.

Through repeated practice, math skills will become automatic. Hands on exploration will be used as an extension of the students' instruction. Students will be provided with manipulatives to use in the classroom to demonstrate how they receive the products of their mathematical processes. Students will be guided by the teacher in the use of these manipulatives to show what each math skill looks like. Students will be given the opportunity to individually explore different problem solving methods through the use of manipulatives.

Problem-based Learning will also be used during math instruction and will allow students the opportunity to explore and learn in a hands on environment. Teachers can give students real world problems and help guide them as they use math equations and skills to find solutions. This will allow students to learn problem solving and critical thinking skills that will be necessary for future success.

Science

Science will be taught through Project-based Learning. Students will engage in Science related activities as part of their daily curriculum. Students will have dedicated time to work on their individual and group projects.

Bonneville Academy will require all students in grades 6- 8 to submit a project to the yearly science fair. The annual science fair will provide students an opportunity to feature their learning. In addition there will be an optional elementary science fair that students in grades 1-5 may choose to participate in.

Social Studies and Health Education

Social Studies and Health Education will be taught in the elementary grades. A Social Studies curriculum will be implemented according to the Utah State Core Standards. Social skills will also be taught during this time in the elementary grades. Some of the social skills that will be taught are: respect, hard work, communication and assertiveness. These skills will assist students not only in their education but throughout their lives. It will be hard to be successful if one is lacking in social skills. Bonneville Academy will choose a curriculum that can be easily

implemented and will work well with the student population. If these skills are taught when students are young it will translate into better thinkers, workers and citizens later in life.

Health Education in the elementary grades will largely include teaching personal and physical safety, and wellness. It will comprise teaching good nutrition, physical activity and hygiene. Students will also learn about media safety and substance abuse. These topics will be integrated into different subjects and specials when possible. Fifth and sixth graders will participate in a puberty education class that will be taught by the Tooele County Health Department School Nurse Program.

Students in 7th and 8th grades will be required to complete .5 credit of health education. This will be a half year class and students will complete this course in their 8th grade year.

Specials and Electives

Specials in the elementary grades will include classes that will be taught by a teacher other than their primary grade teacher. These classes can be taught by a non-certified instructor. These classes will allow students to learn from a different teacher and will help them expand their learning in different subjects. This time is also valuable to teachers as it will give them time to plan, prepare and collaborate. Each of these subjects will be connected to STEM when possible. These specials are: Engineering, Technology, Art, Music, Physical Education, and Library.

Engineering

Students will learn the engineering design process and be exposed to a variety of engineering fields including: civil, mechanical, chemical, construction, and electrical.

Technology

Students will be taught how to use a variety of software products including Microsoft Office Suite. They will also be taught correct keyboarding technique and will be given lessons on internet safety. This class will also explore a variety of technology fields.

Art

Students will create all forms of Art. They will also connect art and technology by learning basic graphic design, digital film and photography. Basic principles of art will be taught including painting, sketch, and sculpture.

Music

In music class, students will learn the basics of music as well as singing, dance, rhythm, theory and how to play instruments

Students will connect science to music which includes: study of rhythm, sound waves and how the ear hears.

All fourth grade students will learn how to play a recorder as per Utah State Core Standards. These students will be given an opportunity to showcase their skills in an evening performance for parents, families and the community to attend.

Physical Education

Bonneville Academy will have a quality PE program that will allow students to explore a variety of sports and body movements. This class will be fun and interactive while teaching students how to be active and push themselves to do things they didn't think they could accomplish. PE programs have great benefits for students including improved self-discipline, stress reduction, improved peer relationships, and improved academics. . The physical education teacher will make necessary accommodations for students with disabilities in order to ensure all students have a positive PE experience.

Library

All elementary students will be given time in the Library and will learn from the Librarian how to look up and checkout ability appropriate books, how to do research, library terminology and other uses and resources libraries provide. Bonneville Academy will have a Library checkout system and students will be permitted to check out books to read at home.

Middle School

Each middle school student will participate in the following full year core courses: Language Arts, Mathematics, and Science. Middle school students will also be required to take Social Studies, Art, Physical Education, Health and Career and Technical Education, Life, and Careers. While these classes are required they will be offered in half year classes and will be added to students schedules at various times throughout their middle school years.

Middle school students will also participate in a variety of elective courses in Art, Science, Engineering, Computer Science and Technology. Specifically some courses that will be offered are: Computer Programming, Robotics, Electronics, Digital Media Art, Graphic Design, Band, Choir, Digital Photography, Video Game Design and Engineering.

Extra-Curricular Activities

Extra-curricular activities are an important part of a child's education. These activities will give students the option of pursuing additional interests that are not taught during the

school day. Some extra-curricular activities will include: Lego robotics, MESA, Science Olympiad, Math Olympiad, physics, chemistry, debate, chess, geocaching, recycling, etc. Extra-curricular activities will be organized and run by teachers or parent volunteers. Activities could be a one-time occurrence or run for the entire year. Since they will be ever changing, these activities will be published on a calendar and sent home with students monthly. Students will have the opportunity to browse the calendar and choose the activities that interest them. These activities are extra and will not affect the student's grades and will be available to everyone in the school regardless of grade or ability level.

Professional Development

Bonneville Academy will provide broad and targeted training for teachers including: pre-service training, continued training opportunities and specific weekly collaboration time or Professional Learning Communities to ensure fluency in STEM subjects and correct placement of students in Language Arts and Mathematics groups.

Every teacher will engage in a pre-service professional development that will happen before their first year at the school. The professional development sessions will be set up and coordinated by the Educational Director and Curriculum Coordinator. These trainings will teach the educators how to conduct Project-based Learning in the classroom. They will emphasize the role of teachers and students in a PBL classroom.

Continued training will occur during the school year and over summer break in specified professional development trainings. Participation in these trainings will be optional for teachers at the school. However, if teachers do not attend these professional development sessions they will need to arrange to participate in STEM or PBL professional development on their own time, totaling the required 20 hours per year set by the Board of Directors. The administrative team can on occasion make a professional development mandatory at which time all educators will be required to attend.

As set forth in the Professional Learning Communities, a weekly collaboration time will be established for teachers on the same grade level to meet together and discuss the needs of their students. During this time teachers will discuss instructional groupings and if there needs to be any changes. They will also discuss their STEM units and brainstorm together how to teach the information in a Project-based approach. Each grade level will meet regularly with the specials teachers to coordinate teaching and to discuss student needs.

Parental Involvement

Volunteering

Bonneville Academy will create a Parent Teacher Organization (PTO) that will organize opportunities for parents to volunteer at the school in a variety of ways. Parents may choose to

host an extracurricular activity. Parents will be invited to participate in the classroom and can help the teacher in a variety of capacities. At Bonneville Academy parental involvement will be mostly with students. Parents will be given the opportunity to teach and help students individually or as a group. Parents who work in a STEM field may be invited to lecture in the classroom or give tours of their job facility to one or multiple classes. Parents will be asked to provide a minimum of 20 hours of volunteer service during school hours.

Communication with parents and public

As a technology based school, information will be sent home to parents in a variety of forms including emails and text messages. Teachers and administrators will be encourage and required to have regular communications to help parents and the community stay informed with the happenings of the school and student progress. The school will utilize social media, the school website and other forms of communication that are efficient and help save financial resources. The school will utilize a school-wide software program that will connect all aspects of the school and will allow parents to stay up-to-date and informed.

School Discipline

Bonneville Academy recognizes the importance of a safe and orderly environment. The school will employ a school-wide positive incentive approach to discipline and will expect all students, staff, faculty and volunteers to abide by a strict honor code and work ethic. Every student, faculty and staff member will be required to sign the Code of Conduct. To ensure that every student fulfills this code, proactive discipline measures will be enforced in the classroom. When necessary, behavioral intervention will take place. Students will be rewarded for hard work and positive attitudes. All students will have the same system (to be decided) which will eliminate confusion from class to class or grade to grade. Students will always know what is expected of them.

Code of Conduct:

- All members of Bonneville Academy's community are treated with dignity and respect.
- Bonneville students are active, responsible and on-task learners.
- Bonneville Academy students respect their environment.
- Members of the Bonneville Academy community respect one another and work together in a cooperative environment.

Proactive discipline strategies are behaviors that are enforced previous to any misbehavior. Proactive discipline helps to prevent discipline problems. Some proactive strategies are: teaching appropriate behavior and social skills, using positive reinforcement, teaching conflict resolution skills, setting behavior goals with students individually, etc. These strategies will be used daily in the classroom to help prevent misconducts. Bonneville Academy will create policies to assist and support administrators and teachers in determining which interventions to use in individual situations.

Students will be expected to follow an honor code that will be in place at the school. Students will need to wear appropriate and modest clothing that will add to the learning environment, not detract from it. Students will be held to a high standard in academics and personal action and dress. They will be encourage to perform and look their best

Bonneville Academy will follow Utah code 53A-11-904 when creating policies, procedures, and grounds for suspension, expulsion, and dismissal from the school. Bonneville Academy will also implement comprehensive policies and procedures for students with IEP's and 504 Plans and will follow the Utah Rules for Special Education Section V.

Discipline and Students with Disabilities

If a student with a disability identified under IDEA or Section 504 violates the student Code of Conduct, that student will be treated in accordance with the discipline provision of the federal law and state Rules. Students removed from the educational setting for more than 10 days in a school year will continue to receive a free appropriate special education, as determined by the IEP Team.

If a student's misbehavior is determined by the IEP Team to be a manifestation of the disability, the student will return to his previous setting unless the Team decides a change of placement is appropriate. If the team determines that the violation is not a manifestation of the student's disability, the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student.

During the time of the removal, the student will continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. As appropriate the school will conduct a functional behavioral assessment and design a behavior intervention plan to provide services and modifications to address the behavior violation so that it does not recur.

If a student's misbehavior involves weapons, drugs, or serious bodily injury, the student may be removed to an Interim Alternative Educational Setting for up to 45 school days. The school will provide FAPE during the pendency of this removal.

Performance Measures

- ✓ Bonneville Academy does not intend to serve a large proportion of educationally disadvantaged students.

The Bonneville Academy Board of Directors understands the importance of continual evaluation to measure performance. Without this it is nearly impossible to know if an organization or school is successfully meeting its goals. It is vital to measure improvement and performance to assure individual needs are met. The Board and administration is committed to and will align the school with the Charter School Performance Standards as outlined by the Charter School Board.

Bonneville Academy will use a variety of tools and resources to collect and analyze student, financial and school data. Collected and analyzed data will be used to assist the teachers, staff, administrators, Board members and parents to identify and correct areas where improvement is needed. Data will be used to assign students to appropriate ability groups for Language Arts and Math. Teachers will be trained to decode and use data effectively and efficiently. Data will be used to showcase the success of the school and will be used as a marketing tool to recruit students and quality educators. The Board of Directors will publish an annual school report that will give a clear and transparent evaluation of the school as it pertains to student and financial performance, fulfilling the mission and vision of the school and Board governance.

An Assessment Committee will be created once this charter is approved and will be given the task to research and recommend viable and useful evaluation tools to be implemented by teachers and the school as a whole. Benchmark testing in Dibels, fluency and decoding skills will be used and will assist teachers when Leveled Learning students for Language Arts. Teachers and administrators will work with the Assessment Committee to develop or purchase evaluation tools for math and science subjects. Teachers could use quizzes, assignments and drills. Students will need to show mastery of a concept before they will be permitted to move on.

Student portfolios will be used to assess student improvement over time. Portfolios will include assignments, tests, quizzes, and student projects. Teachers will use portfolios and other data to track trends in students' progress. This will allow teachers to see if a student is struggling over time with a certain concept. The teacher will then be able to assist that student to understand and gain full mastery of a concept before the student moves to the next grade level. Likewise, this tracking will enable teachers to see students that might not be challenged enough and allow those students to move up to a higher level class or grade level for a particular subject.

Student portfolios will be used during parent teacher conferences to show parents the improvements students are making and how parents can better assist students at home with mastering concepts or working with students on particular subjects.

Grades will be configured to match a traditional school setting. Students will advance to the next grade beginning in August of each year. By Leveled Learning students it will be rare to hold back or skip a student due to academic competence. Students will be challenged at their level while staying in the grade with students of the same age. Eighth grade students will need to show competency in core subjects by passing year end assessments that will assure them and the school they are prepared to enter the secondary educational system.

Bonneville Academy will utilize a school-wide administrative software system that will allow administrators, teachers and other staff to communicate and have access to the most current information regarding students. The Board has not decided which program will be utilized. The options are to use the USOE Aspire program or to purchase an administrative software system. The decision will be made after this charter has been approved and the following will be considered.

- Ease of use for all users
- Ability to access current up-to-date information
- Ability to interface with USOE reporting programs
- Cost of the program
- Ability to help staff be more efficient and increase student outcomes

It is not reasonable to test students' and collect data that will not be used to benefit the students. Assessments will not be given if the information collected will not somehow benefit the teacher in the classroom and the student's learning.

Bonneville Academy recognizes the importance of parent student satisfaction with both the school and educational experience. Often times academic testing fails to capture the full picture of a child's intelligence and learning capabilities. Bonneville Academy is committed to provide the best educational environment and will distribute parent and student surveys annually to assess school and teacher performance. The Board and administration will use these surveys to improve and enhance student learning environments and individual achievement.

Required Assessments

Bonneville Academy will meet all state requirements for assessment. The Board of Directors knows what testing is needed for beginning, middle, and end of year assessments. These tests include DIBELS, DWA and SAGE. Analyzing student achievement data will be an important part of the professional educational process to assess student progress and achievement.

The Board of Directors and Administration will choose curriculum that will align with the Utah State Core Curriculum Standards and Objectives. Professional development and staff meetings will cover implementation of the standards. Professionals' and specialists will work with staff to implement effective monitoring and train staff to interpret data to assess student progress.

Table 3 Required Assessments

Test	Grades	Subjects	Administered	Board Goal
Dibels	K-5	Reading	September, January and May	Year 1 & 2: 75% of students will test at or above grade level. Year 3+: 85% of students will test at or above grade level.
SAGE	3-8	English/Language Arts, Math and Science	May	Year 1: 60% of students will test at or above the Utah average in all subjects. Year 2: 65 % of students will test at or above the Utah average in all subjects. Year 3+: 70% of students will test at or above the Utah average in all subjects
DWA	5th and 8th	Writing	April/May	Year 1: 40% of students will earn a Level 4 Achievement. Year 2+: 60% of students will earn a Level 4 Achievement.
DLM	3-8 (for students with cognitive disabilities)	English/Language Arts and Math	May	90% of students will show progress from year to year.

An Assessment Committee will be created once this charter is approved and will be given the task to research and recommend viable and useful evaluation tools to be

implemented by teachers and the school as a whole. Benchmark testing in DIBELS for fluency and decoding skills will be used and will assist teachers as students are placed in flexible groups for appropriate learning levels in Language Arts. Teachers and administrators will work with the Assessment Committee to develop or purchase evaluation tools for math and science subjects. Teachers will also use program-embedded and classroom quizzes, assignments and drills to monitor student progress and reteach in areas of need. Students will need to show mastery of a concept before they will be permitted to move on.

Student portfolios will be used to assess student improvement over time. Portfolios will include assignments, tests, quizzes, and student projects. Teachers will use portfolios and other data to track trends in students' progress. This will allow teachers to see if a student is struggling over time with a certain concept. The teacher will then be able to assist that student to understand and gain full mastery of a concept before the student moves to the next grade level. Likewise, this tracking will enable teachers to see students that might not be challenged enough and allow those students to move up to a higher level class or grade level for a particular subject.

Goals

The Board of Bonneville Academy understands to be a success, the school must have clear and specific goals. The school will work on the following goals in its first three years of operation. Goals will be continually evaluated and updated as needed.

- Be a designated STEM school through the Utah STEM Action Center by year 3.
- Provide valuable opportunities for parents to be involved in the educational experience of their child(ren).
- Students will learn and use the scientific method and engineering design process.
- Students will develop personal responsibility and accountability.
- Students will develop strong communication and public speaking skills.
- Students will develop and use problem solving and critical thinking skills.

Table 4 Goals and Outcomes

Measure	Metric	Board Goal
Parental Satisfaction	a. Satisfaction survey	a. Year 1: 85% of parents will be satisfied or extremely satisfied with their experience. Year 2: 90% of parents will be satisfied or extremely satisfied with their experience.

	b. Percentage of parents volunteering at least 20 hours a year.	b. Year 1: 80% Year 2+: 85%
Overall School Performance	USOE School Grade	Year 1 &2: Bonneville Academy will receive a B grade. Year 3+: Bonneville Academy will receive an A grade.
Project-based Learning	Science Fair	60% of elementary students will participate in the annual science fair. 90% of middle school students will participate in the annual science fair
Measure	**Metric**	**Board Goal**
Professional Development	CACTUS	100% of teachers will participate in 20 hours of STEM and PBL training annually.
Student Responsibility	Student Portfolio All grades	Year 1: 90% of students will have a complete portfolio. Year 2: 95% of students will have a complete portfolio.
Student Activities	Student Activity Participation	Year 1: 35% of students will participate in a STEM related after school activity (e.g., Lego robotics, science clubs) Year 2: 50% of students will participate in a STEM related after school activity.
Family and student satisfaction	Retention Rates	85% of students will return to school year after year.

Learning the scientific method and engineering design process	Science Fair Participation	50% of elementary students and 100% of middle school students will participate in the annual science fair.
Community Support	Partnership Agreements	The school will partner with 20 companies, organizations or other entities to further the mission and vision.

Governance

The Board of Directors of Bonneville Academy will have two phases. The first phase will be the start-up or Founding Board and will focus on the creation and implementation of the school. It is understood that the Founding Board must have trustees with a variety of backgrounds and experiences to ensure the success of the school. The Board of Directors will start with (7) seven trustees and will expand to no more than nine. The Founding Board will create a variety of committees made up of parents, educators and community members who will work to implement the mission, vision and educational program presented in this charter.

Some members of the Founding Board could decide to apply for employment at the school. The Governing Board would welcome this action as it would help to carry over and bring well qualified individuals that are committed to and understand the mission and vision of the school to the day-to-day operations. In the event a Founding Board member leaves the Board, then either a new Board Member will be appointed by existing board members to fulfill the term of the member that resigns or an election will be held to allow parents and teachers the opportunity to vote for a Board Member of their choosing. The bylaws will dictate the appropriate action.

Founding Board Members

Brenda Spearman (Board Chair) - has a Bachelor's Degree in Social Science from the University of Utah. She has experience in non-profit creation and management. She was a founding Board member of Excelsior Academy. Brenda is currently a Community Manager with the non-profit organization Aspect Foundation, International Student Exchange.

Bryan Cowley (Co-Chair) – earned a Bachelor's degree in Psychology and Criminal Justice and a Master's of Business Administration. He worked as a manager and administrator for a number of companies including Eagle Gate College. In 2011 he earned a Juris Doctorate from Southern Illinois University. He currently owns and operates Integrity Law in Tooele.

Amanda Penton (Secretary) – earned a Bachelor's Degree in education from Brigham Young University Idaho. She taught first grade at Bennion Elementary in Taylorsville, Utah.

Cory Johnson (Treasurer) – has a Bachelor's Degree from the University of Utah in Accounting and is currently the Director of Finance at Vandor, Inc. He has over 15 year experience in finance.

Clint Thomsen (Trustee) - earned a Bachelor's degree in Political Science from the University of Utah and spent five years as an Information Technology Project Manager for the Utah State Office of Education. He is a published author and is currently a CTE instructor for Tooele County School District.

Alena DeSomer (Trustee) – comes with a strong background in education in a variety of environments including homeschooling, charter schools and district schools. Alena has worked

with students with different learning styles and has a strong background in special education services. Currently Alena is working towards her Bachelor's Degree in Biology and Secondary Education licensure.

Sheena Bennett (PTO President) – has spent many years volunteering at her children's elementary school in a variety of positions including room parent, reading volunteer and PTA Board and Committee Member. Sheena will be responsible for creating and implementing Bonneville Academy's Parent Teacher Organization.

Founding Committee

The founding committee is made up of 19 individuals including the 7 current board members. These members are made up of parents and community members that are assisting the founding board in creating, researching, and implementing this charter application and the charter agreement upon approval. Combined this group of individuals have 16 Bachelor's Degrees, 9 Master's Degrees and 2 Juris Doctorates and 2 CPA's. The Bachelor's degrees include: education, business, social science, history and accounting. Master's degrees include MBA's and ME.d Degrees.

The founding committee has many years of combined experience in areas that are relevant to the implementing and governing of the charter. These include a combined 50 years in education, 65 years in business and finance, and just over 150 years in volunteer experience.

Governing Board

The second phase or the Governing Board will include Founding Board members and additional trustees who will work to ensure the success of the school both financially and academically. The School Director, Educational Director, and Business Administrator will be non-voting members of the Governing Board. The Governing Board will be tasked with fulfilling the mission and vision of the school. They will set goals and expectations and create a strategic 1, 3, and 5 year plan to be implemented by the administration and staff. The Governing Board will be accountable to the State Charter School Board and State Board of Education. The School Director will report directly to the Governing Board.

The Governing Board will work to create a relationship of trust and mutual respect with parents, staff, community partners, business partners, the Tooele County School District and other entities that will assist in the success of the school. The Board will work to assist the administration in achieving its mission and vision by hiring and holding accountable a School Director that will be tasked with creating not only a financially and educationally successful school but a culture and environment that students, parents and staff will thrive in. Being proactive in creating this culture will allow a natural evolution of success to follow.

One of the most important things the Board will do is to carefully consider and hire the best candidate that will be responsible to implement this charter. The Board of Directors will

oversee and provide the goals, expectations and resources but ultimately the School Director will be the person that will see this come to fruition. The Boards capacity to allow the school administration to carry out and fulfil this charter will be the one of the most important aspects of their role. Again taking cues from successful companies like Google, the Board will give the administration the freedom and ability to carry out its mission while holding key personal accountable for both the successes and struggles the school could face. The Board understands that the first few years of operation can be challenging, but they are committed to facing those challenges head on; listening and working with all stake holders to ensure the success of the school.

Utah's Open and Public Meetings Act

All Board members will be required to know and understand Utah's Open & Pubic Meetings Act (*Utah Code Ann. §§ 52-4-101 et. seq.)* and the Robert's Rules of Order. Board Members will ensure that all required aspects of the Utah's Open and Public Meetings Act are followed including, but not limited to: public notice of meetings, minutes, recordings, closed meetings, penalties associated with violation of the law, and the proper procedure for fixing violations. Board members will be required and committed to attend State of Utah and USOE mandatory trainings and meetings as pertaining to Board Member involvement.

Legal Compliance

Bonneville Academy is registered with the State of Utah's Division of Corporation's as a non-profit corporation (see Appendix B for a copy of the Articles of Incorporation). Bonneville Academy is currently working on the application to be recognized as a 501c3 nonprofit corporation by the Internal Revenue Service. It is anticipated that this application will be submitted no later than December 30, 2015.

Bonneville Academy's Founding Board has approved bylaws that will ensure the continued efforts of the Governing Board by highly qualified members. It allows parents and staff to be an integral part of the governing and management of the school by providing opportunities for parents and staff to vote for board members. It designates the ability of the Governing Board to create and utilize committees of parents, educators and community members to assist the Board and administration in the management of the school.

The Board will guarantee that the school operates within the bounds of all laws, rules, and regulations pertaining to charter schools, and that the school meets all other relevant requirements. The Board will receive annual training to ensure its continued compliance with legal requirements.

Financial Responsibility

The Board of Directors of Bonneville Academy understands the significant responsibility it has over the proper use and allocation of public funds. This will be a top priority of the Board

and it will ensure that these funds are not only used properly but efficiently and with practicality. To do this the following will be instituted: annual budget creation and approval, receiving and reviewing quarterly financial reports, following proper and legal purchasing and procurement guidelines, rules and laws, and annually conducting a complete and thorough third-party financial audit.

Board Members will be tasked with assisting the administration in working to increase annual revenue by working to create relationships with donors. This is an important part of being a Board Member as the success of the school is only as successful as its leadership. The school's Board Members can set the pace for the school by working to help the school meet its financial obligation and increase the programs and technology available at the school through increased funding.

Professional Development and Self-Evaluation

Professional development and training for Board Members will be a priority of Bonneville Academy. Board Members bring a variety of experiences and skills, but will still require training and assistance to continually improve in their positions. The school will have an annual Board retreat where members of the board and administration will receive requested and required training. Board Members will be committed to attend all USOE and State of Utah mandated trainings as they pertain to their Board position.

Continual evaluation and improvement is necessary for success, to this end the Board of Directors of Bonneville Academy will institute a variety of self-evaluation tools and resources. Some of these tools will be annual review of individual performance, Board Member surveys, parent and staff surveys regarding Board Member Performance, attendance at Board meetings and trainings, and the Board's effectiveness at reaching out to the public and school community.

Organizational Structure

Bonneville Academy's administration will be made up of four key positions. The first and most important position is the School Director. The School Director will be the position that is responsible for the day-to-day operation of the school. This position will oversee all non-educational, business needs of the school. The School Director will report to the Governing Board. Other administrative staff will work with the Director to ensure the success of the school.

The Educational Director will oversee all educational and academic operations of the school. The Educational Director will be responsible for and supervise teachers, aides, and other staff that has a direct impact on learning. This position will also supervise and work with the Curriculum Coordinator in implementing all curriculums and providing training and professional development for all teachers.

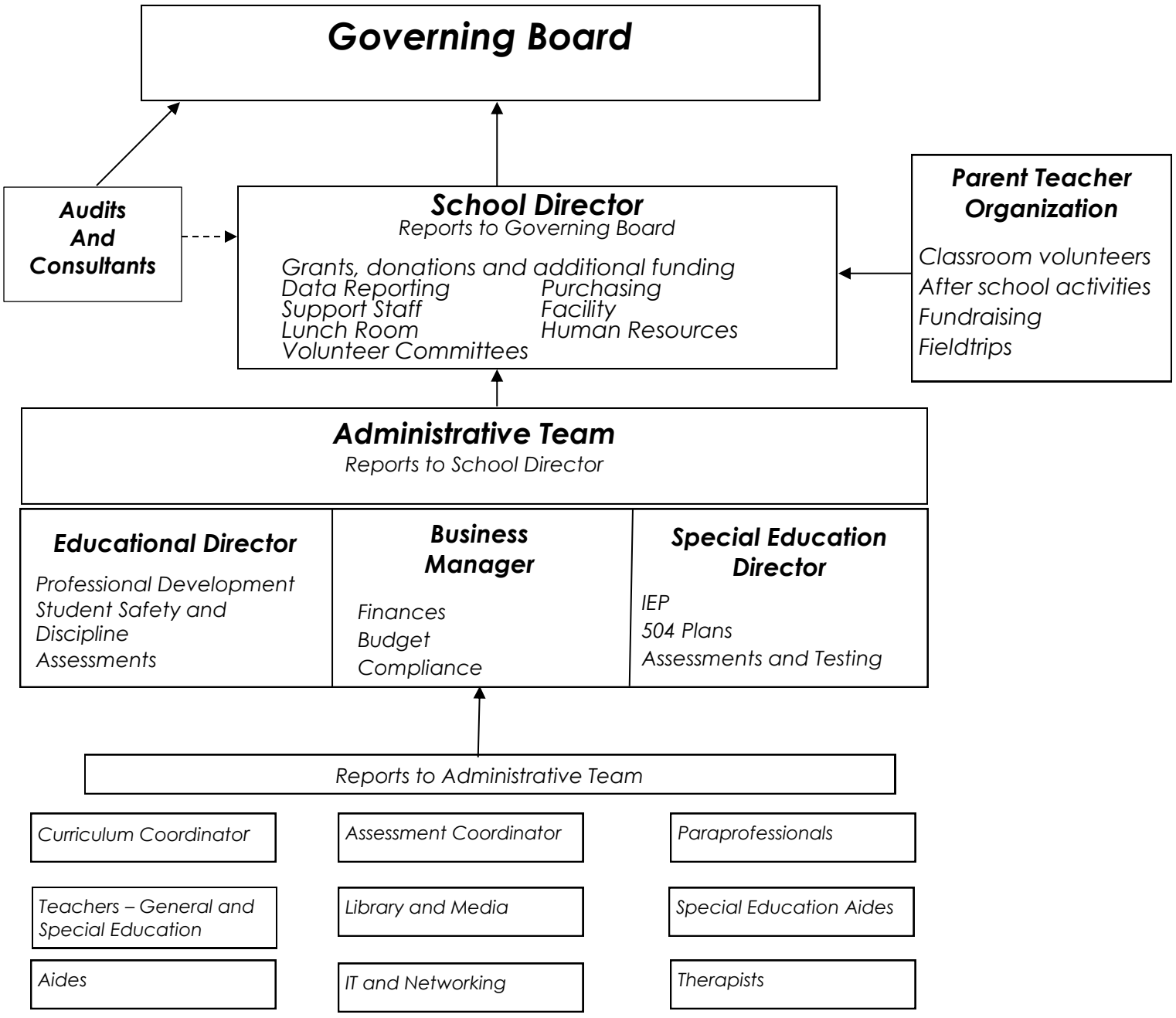
The Educational Director will also work with the Assessment Coordinator to assist teachers in procuring and implementing classroom assessments. They will also coordinate all required school wide assessments and will act as proctor for all SAGE testing. In addition the Assessment Coordinator will train and work with volunteers that will assist with DIBELS testing and other school wide assessments. This position will also be tasked with the responsibility of reporting and submitting all student data to the UTREX system.

The Businesses Administrator will be responsible for all financial aspects of the school including budgets, compliance, payroll, general ledger accounts and reconciliation. The Business Administrator will ensure that all funds are tracked and maintained according to business best practices and Utah State Law.

The Special Education Director will be responsible for ensuring all students at Bonneville Academy are receiving a Fair Appropriate Public Education and will create, maintain and implement all students IEP and 504 Plans. The Special Education Director will also work to train and assist teachers in ensuring every student receives the help needed to be challenged and successful while attending the school.

Below is a flow chart showing the organizational structure of Bonneville Academy.

Organizational Structure



Background Information Sheet

Provide the following information on each startup Board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Brenda Spearman

Role with school Board Chair

Expertise Non-profit administration

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing Board (or as administration), expertise you bring to the Board (or administration), and commitment to this application as it has been written.*

I have a strong background in non-profit administration. I have been involved in a variety of non-profit organizations in a number of capacities from staff and client support to administrative. I have a strong background in Board management and training. I have experience in fundraising and development. I have worked in both education and healthcare which have similarities in program creation and management. I have experience in businesses and non-profit financial management from budgeting to A/P and A/R.

I will work to ensure the success and solvency of Bonneville Academy any way I can whether a Board member or administrator. I know an additional charter school in north Tooele County will be supported by the community. I am excited to have a STEM charter school in Stansbury Park. And know Bonneville Academy will improve Tooele County's educational landscape.

In the capacity of an employee at Rose Springs Elementary; a parent of students who attend Stansbury Park Elementary; president of Stansbury Park Community Association; and active member of a neighborhood church I have had many discussions with Stansbury Park residents regarding our children's' educational opportunities . When I have a conversation with a resident about education it almost always comes back to parents expressing feelings of frustration because they do not have the support, opportunity or ability to influence the school district's-decisions affecting their children and our community. Parents tell me they feel trapped with limited educational options in the valley. Currently the Tooele School District Board Members who represent Stansbury Park do not live in the community and appear to put their communities' interests above ours. Many families have lost confidence in the School Board and are seeking alternatives for their children's' education (e.g. charter schools or home schooling). Stansbury Park needs Bonneville Academy built in this community with local leadership in place.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the*

operation and management of a nonprofit corporation, governing Board experience, and background in group organization.

In a professional capacity I have worked for the American Red Cross, National MS Society, Community Health Centers, Healing Horses, Intermountain Native American Association, Intermountain Health Care, and the University of Utah Medical Center.
As a volunteer I have assisted the Stansbury Park Community Association, The Church of Jesus Christ of Latter-day Saints, Tooele County Marriage Coalition, and Excelsior Academy.

My main focus in the non-profit sector has been organizational growth and financial development. I have been the president, treasurer, and trustee on non-profit Boards. I have negotiated contracts, created budgets, managed fundraisers, recruited and trained volunteers.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

2012 – Present Aspect Foundation Student Exchange San Francisco, CA
Community Manager

- Place and supervise exchange students throughout Utah
- Work with school districts and high schools throughout Utah to place exchange students
- Recruit and train host families
- Student confidentiality and reports

2012 – Present Tooele County School District Stansbury Park UT
Rose Springs Elementary
Aide, Gifted Program/Computer Lab/Instructional Coaching

- Worked with 70 gifted students in grades 1-6
- Created and implemented lesson plans for students
- Classroom management
- Coordinated and communicated with teachers, parents, Community Council, staff, principal, and district administrators
- Taught technical writing, research methods, public speaking skills, Microsoft Office, Data mining, Robotics and Engineering
- Taught computer classes to students including, Microsoft Word, Excel, PowerPoint, Paint and internet usage
- Assisted with Dibels testing and proctored CORE and SAGE testing sessions
- Grant Recipient from the Stansbury Park Community Association

2006 - 2007 Utah State University Extension Tooele, UT
4-H Junior High After-School Program
Assistant Site Coordinator

- Mentored and tutored at risk Tooele Jr. High School students
- Planned and implemented 4-H activities for students in the program

2006 National MS Society Salt Lake City, UT
Development Manager

- Managed the MS150 bike tour in Logan Utah with a budget of over $1.5 million
- Recruited, trained, and managed volunteers
- Grant writing
- Financial – budget, forecasting, A/P and A/R, sponsorships and contracts

2004-2006 Healing Horses Therapeutic Riding Center Grantsville, UT
Executive Director

- Managed organization's day to day business
- Grew the client base by 200%
- Grant writing
- Financial - budget, A/P, A/R these two have switched tenses, too.
- Completed and submitted federal IRS 501c3 paperwork for approval

1995– 2001 University of Utah Salt Lake City, UT
Financial Specialist – Radiation Oncology

- Responsible for clinic billing and accurate coding of patient accounts
- Trained and educated all department employees on the use of coding systems and correct coding procedures
- Created coding templates for easier billing and auditing
- Worked with third party payers and Medicare to resolve billing issues and reimbursement

Financial Consultant – Speech, Language and Hearing
Administrative Assistant – College of Nursing
Medical Clerk - Dermatology

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

In 1997 I graduated from the University of Utah with a Bachelor's of Science Degree in Social Science with an emphasis in Health Education and a Minor in Native American Studies. Since earning my degree, I have taken courses in grant writing and business including accounting and marketing.

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

Applicant's Signature

Background Information Sheet

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Name Bryan Cowley

Role with school Co-chair

Expertise Attorney at Law

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

As a member of the board I bring several years of experience as a solo practice attorney, business owner with knowledge in finance, real estate, business management, business organization and legal expertise. I am a currently licensed attorney, real estate sales person, and insurance producer. I am committed to assuring that Bonneville Academy is operating and providing the best education possible to its students.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

Law School course on Business Entities which included an emphasis on 501(c)(3) start-ups; Miscellaneous consultations with local not-for-profit entities.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

ATTORNEY/OWNER

2012-Present Integrity Law, P.C., Salt Lake City & Tooele, Utah / integritylawoffice.com

- **Operate a general practice law office that advises and represents clients in legal proceedings**
- **Versatility in bankruptcy, business, contracts, real estate, estate planning and employment law**
- **Research legal issues, draft legal correspondence and make procedural recommendations**
- **Web development, marketing, internet social media, business to business (B2B) knowledge**
- **Advise clients in aspects of personal finance, debt relief, general and personal matters**

MANAGER – ELECTRONIC DISCOVERY DOCUMENT REVIEW 2012-Present
Orange Legal Technologies, Salt Lake City, Utah / orangelt.com

- Train, lead, and supervise attorneys in pharmaceutical, anti-trust and general litigation cases
- Managed, reviewed and or led 32 review projects in 2014 achieving 1 million in monthly revenue
- Perform Quality Control (QC) compliance for global pharmaceutical and national retail projects
- Identify critical information from advanced financial spreadsheets and electronic correspondence
- Read, interpret and apply logic, facts, law, rules, regulations and policies to analyze documents

PROGRAM ADMINISTRATOR – BUSINESS & ACCOUNTING 2008-2009;
Adjunct 2012-Present Eagle Gate College, Murray, Utah / eaglegatecollege.edu

- Supervised departmental adjunct instructors; corroborated faculty training and development
- Managed community curriculum advisory board for associate and bachelor degrees
- Instructed interactive, participatory classroom training based on customized curriculum
- Responsible for advising, instructing and guidance of online and on-campus students
- Instructed Finance, Management, Business and Employment Law, Operations, Human Resources

DEPARTMENT HEAD – CRIMINAL JUSTICE 2006-2008
Corinthian Colleges - Everest College, West Valley City, Utah / everest.edu

- Organizational assignments: Associate Academic Dean, Campus Compliance Coordinator
- Maintained retention in excess of one hundred students with exceptional student satisfaction
- Instructed general education, psychology, and criminal justice courses using pod techniques
- Developed reporting and retention tools through conducting audits and spreadsheet analysis REAL

ESTATE SALESPERSON 2006-2009
Exit Realty - Infinity Group, Murray, Utah / exitrealty.com

- Solicited business via cold calling, informational flyers, door to door advertising
- Marketed and advertised client homes to other agents and general public through MLS
- Analyzed market comparable property sales and educated clients on contemporary data EXECUTIVE

TEAM LEADER – ASSETS PROTECTION 2005-2006
Target Corporation, West Jordan, Utah / target.com

- Held charge position for all internal and external theft investigations; analyzed shortage reports
- Conducted formal weekly orientation of all store personnel on safety and security procedures
- Hired, trained, evaluated, and managed reviews with staff of eight target security personnel

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

JURIS DOCTORATE 2009-2011 Southern Illinois University, Carbondale, Illinois / law.siu.edu

- Summer Internship - Illinois Personal Injury Practice
- Summer Volunteer - Jackson County Public Defender
- Legal Research On-Campus Representative - Thomson Reuters Westlaw & Barbri
- Senior Seminar Article - Privatization of Fannie Mae & Freddie Mac – Creating Taxpayer Relief for "Too Urgent to Fail" Housing Finance Reform
- Representative - Graduate and Professional Student Council
- President - J. Reuben Clark Law Society of Obtained official society status for Southern Illinois University o Implemented annual family picnic for non-traditional students and faculty

MASTER OF BUSINESS ADMINISTRATION 2007-2008 University of Phoenix, Murray, Utah / phoenix.edu

- 3.79 G.P.A

BACHELOR OF ARTS - PSYCHOLOGY & CRIMINAL JUSTICE 2001-2005 Southern Utah University, Cedar City, Utah / suu.edu

- SUU Student Association – Senator of Drafted legislation for student fees impacting constituents
- Alpha Phi Sigma, Beta Lambda Chapter – CJ Honor Society President of Coordinated professional presenters, ran professional group meetings
- 2005 Outstanding Student of the Year – Criminal Justice

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

Brian Coutz

Applicant's Signature

Background Information Sheet

Provide the following information on each startup Board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Amanda Penton

Role with school Board Secretary

Expertise Education

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing Board (or as administration), expertise you bring to the Board (or administration), and commitment to this application as it has been written.*

Growing up in New York State, I was exposed to an education system that spent a lot of money on each child with. I was taught in small classes usually with no more than 20 kids. As I moved to Utah and became a public educator, I realized how important having a small class size is. My first year teaching I had 30 first graders in my class. I felt like there wasn't much educating that was happening, but there was a lot of redirecting. As I continued to teach, my class size didn't get too much smaller but luckily my skills of educating while keeping the class under control did. Even though my skills improved, I noticed some students not getting the education that they needed because I didn't have the resources or the time to help them. One on one attention or even teaching in a small group needs to be an integral part of any elementary education. At Bonneville Center for Learning, I am committed to making sure the class sizes stay small. This will best be achieved by using a split bell schedule. With a small group to educate, each student will receive more of the education that they need on a level intended specifically for them.

This world is ever changing and a strong basis in the STEM subjects is necessary for kids today. I have two kids and I would love to have them exposed to STEM subjects in greater measure than what is done in the public school system. I hope that by exposing them to these subjects they will be able to become creative thinkers, to learn how to work through any problem they may encounter in their life.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing Board experience, and background in group organization.*

I served a mission exclusively for my church donating one and a half years to teaching others about my beliefs. While on this mission, I worked hand in hand with a not for profit organization (not directly affiliated with my church) that served the Hispanic community in the area that I served in. I assisted in helping attendees of the organization and was able to teach English to Hispanics that needed those lessons. Through this experience I learned many needs of the community. This organization provided educational opportunities, free of charge for all who needed them. At Bonneville Center for Learning, in addition to providing a quality education for students during the day, I hope to service our

community by providing appropriate educational opportunities free of charge and on a volunteer basis for all who may need such services.

While I taught first grade, I was able to serve for a year as the grade level chair for the first grade. This gave me the opportunity to run PLC for the first grade teachers. We would collaborate on a weekly basis and discuss the needs of our students. At the school we split our students into instructional levels for language arts and mathematics instruction so weekly collaboration was essential. This position made me responsible for organizing several events for the first graders including: our yearly field trip, field day, and other special activities through the year. This position helped me to understand the importance of collaboration and working together as a grade level team.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

Bennion Elementary, Taylorsville Utah. 2008-2012

- We leveled our students into instructional groups so as to best service them. I taught the low readers phonemic awareness skills, phonics skills, fluency and comprehension through the use of whole group instruction and individualized small group instruction.
- Developed several math activities that engaged students in learning first grade math concepts. Taught math concepts through literature and music.
- Managed several students with various behavior issues including: ADD, ADHD, oppositional defiance and Autism.
- Relevant trainings:
    - Math mapping course which helped me organize and develop math curriculum.
    - Reading course which instructed me how to teach phonics and comprehension skills and how to best instruct students in small groups.
    - Student behavior management course.

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

Graduated from BYU-Idaho in 2008 in Elementary Education with a GPA of 3.7

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Amanda Perta

Applicant's Signature

Background Information Sheet

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Name Cory Johnson

Role with school Treasurer

Expertise Finance and budgeting

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing Board (or as administration), expertise you bring to the Board (or administration), and commitment to this application as it has been written.*

My intent as the Treasurer for the Bonneville Academy is to oversee the finances for the school. With over 15 years' experience in accounting and finance I have an expert knowledge of proper policy and procedure, budgeting and reporting. I will assist the Board of Directors and administration in creating and maintaining accurate, efficient and effective financial policies and procedures that will ensure the success of the school. I will attend all mandatory trainings and meetings pertaining to finances.

I have feel that our current school district has lost sight of what is in the best interest of the children and how they are being taught. Seems to be just a numbers game of teach them a few things to get by and pass them along thru the system. For this reason I am working to found an alternative educational avenue not only for my children but for the community.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing Board experience, and background in group organization.*

I am currently the financial clerk for my local congregation of the Church of Jesus Christ of Latter-Day Saints. My responsibilities include but are not limited to: budget reports, processing of weekly donations, issuance of expense reimbursements, and year-end donor statements.

As treasurer of the Sigma Gamma Chi - Xi Chapter Fraternity I managed the chapters' bank account. Responsibilities included donor receipts, pledges, expense payments and quarterly reporting to the head treasurer for Sigma Gamma Chi.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

Vandor LLC - Director of Finance
October 2012 – Current
Salt Lake City, UT

- Perform duties associated with position of company Director of Finance. Main duties include:
- Monthly Financial Statements (Balance Sheet, Income Statement, Cash Flow Statements) for company, and financial report for Board of Directors.
- Monthly scrub of department al expenses and comparison to budgets and YTD figures with other senior department managers.
- Financial Audit & Tax Return Preparation for external auditors and tax accountants.
- Yearly Budget Preparation, and Mid-Year Budget Reforecast.
- Manage the bank account, including monthly borrowing base certificates, and covenant calculations.
- Oversee the company IT functions in conjunction with external 3rd party IT Company.
- Oversee the company HR roles and bi-monthly payroll processing.
- Oversee the finance department team and assist where needed in their respective responsibilities.
- Work with other Senior Management with strategic growth planning and company leadership.

INVE Aquaculture – Controller
August 2006 – October 2012 (6 years 3 months)
Salt Lake City, UT

- *Perform duties associated with position of company controller. Main duties include: Provide weekly cash position files to management locally and to international headquarters (Belgium), along with bi-weekly cash forecasts files.*
- *Maintained company bank accounts with regard to monthly reconciliations, and transfers & wires, between local operating companies, the holding company, and with international sister companies and headquarters.*
- *Bi-weekly payroll processing and associated monthly & quarterly payroll tax reports.*
- *Filled role of company human resources after company downsizing.*
- *Work with sister company counterparts on monthly reconciliations for balance sheet & P&L items, and monthly netting.*
- *Monthly journal entries for accruals, depreciation, & adjustments.*
  Review of all general ledger accounts for errors and analytical review with regard to changes compared to prior months.
- *Monthly financials according to local standards and financials according to group standards.*
- *Assisted company manager with monthly financial management report that compares current monthly and year to date figures as compared to budget and prior year figures.*
- *Yearly budget preparation – reports on YTD activity for review by management, and assisted management on account by account budget projections, and data entry into headquarters system of final budget figures.*
- *Work with external foreign auditors and with local tax accountants on preparation of reports and tax returns.*
- *Maintained company asset database.*
- *Assisted with accounts receivable and accounts payable functions.*

Paradigm Medical Industries, Inc. - Accountant
July 2004 – August 2006 (2 years 2 months)
Salt Lake City, UT

- *Perform duties associated with position of company controller. Main duties include:*
- *Managing accounting team assigned with accounts receivable and accounts payable.*

- *Provide weekly reports for upper management and Board or directors meetings.*
- *Semi-monthly payroll processing.*
- *Accepted roll of Human Resource Manager without training and have been able to resolve problem with employees.*
- *Enter monthly journal entries for payroll, depreciation, accruals, adjustments and stock conversions.*
- *Produced company Q-3 10QSB financials with little training correctly and on time with SEC filing date. Helped work on company 2005 10K by providing all journal entries and preliminary financial reports.*
- *Led improvements for recording transactions in accounts payable and accounts receivable.*
- *Helped improve the accuracy of company inventory and classification of obsolete parts.*

VideoMatic / Duplication Group – Staff Accountant
September 1995 – June 2004 (8 years 10 months)
Salt Lake City, UT

- *Performed all accounts payable and accounts receivable functions.*
- *Monitored customer's payment activity and credit status.*
- *Established credit terms with new customers.*
- *Managed over 1500 customer receivable accounts averaging up to 2 million dollars.*
- *Managed over 100 vendor payable accounts.*
- *Led improvements, which reduced 90-days past due receivable accounts from 20% to 4%.*
- *Perform reconciliation and consolidation adjustments between Parent and Sister Company.*
- *Make month-end reconciliation adjustments and report them to the general ledger.*
- *Received and recorded daily deposits, track customer invoices, work with customers on payment.*
- *Received vendor invoices and compared to purchase order and receiving reports.*
- *Code and enter vendor invoices, and work with vendors on payment status.*

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

University of Utah – David Eccles School of Business
Bachelor of Applied Science (B.A.sc.), Accounting and Finance
1999 – 2001

Salt Lake Community College
Associates Degree – Emphasis on Finance
1995 – 1998

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Applicant's Signature

Background Information Sheet

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Name Clint Thomsen

Role with school Founding Board Member, Trustee

Expertise Education, USOE data policy, Information Technology Expert, Project Management

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

As a member of the founding board for Bonneville Academy, my specific role in regards to the proposal and application are writing, editing and consultation on USOE policy. In regards to the school itself, I will advise on curriculum (especially in STEM, technology and Language Arts subjects), data generation and analysis, information technology infrastructure (computers, network implementation and security). As an current secondary educator, I may also take a teaching and/or administration role.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

My nonprofit experience is limited to volunteer callings in the LDS Church, but those have been significant and diverse. I point mainly to my 2-year LDS mission to Russia, where I served in several major capacities. As the leader of two separate congregations, I was charged with finding, negotiating and paying for building space, handling finances, and other administrative tasks.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

I have over 15 years of professional experience in Information Technology— 10 of them in an educational environment. From 2005 - 2009, I supported the State of Utah's Student Information System (SIS2000+, now Aspire). As part of that position, I acted as a liaison between all Utah LEAs (districts and charter schools) and USOE to design, prioritize and test software enhancements. I also provided direct support to charter schools that used the system to manage student data.

In 2009 I was asked manage the development of the State of Utah's eTranscript and Records Exchange (UTREx). I managed the lifecycle of the project from concept to full implementation in 2014. UTREx is a longitudinal data system that allows for the submission of student data to the Utah State Office of Education's central data warehouse from all public schools in Utah. It's use by all Utah public LEAs is required by Board Rule R277-484.

My duties on this project included defining program requirements; evaluating hardware and software solutions; vetting vendors; workforce management; communicating project information to stakeholders via various media; overseeing installation, configuration, and testing of system components; workforce planning; information security; managing public affairs for the project; negotiating contracts; budget management (approximately$3.5 million in this case) writing grant applications, RFPs, and statements of work, contract amendments; training and technical support to all system users; technical writing; managing hardware procurement and installation; overseeing maintenance and backup of all subsystems, servers, and databases.

In August, 2014, I became an ARL candidate and took a full-time teaching job with Tooele County School District, where I teach IT-related CTE courses. These include: Computer Maintenance & Repair, Network Fundamentals, Linux Fundamentals and Computer Programming.

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

University of Utah
Bachelor, Political Science, Russian Language Minor
Graduated 5/2003

Salt Lake Community College
Associate, General Studies Major, International Relations Minor
Graduated 5/1999

Granite School District – Granger High School
High School Diploma, 5/1994

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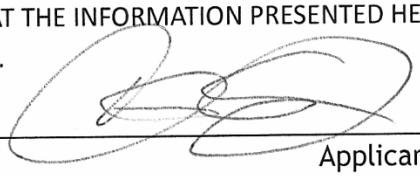

Applicant's Signature

Background Information Sheet

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Name Alena De Somer

Role with school Board Member

Expertise Education

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

I have a strong background in biology starting with a career as a traditional midwife. This fostered a love of all things living. I have recently completed my bachelor's degree in Biological Sciences Secondary Education and look forward to passing on that love to my students.

I believe in freedom of education, whatever that may mean to a family. As a mother of multiple children who are either academically gifted and/or dyslexic, I have learned the importance of early intervention and providing students with the proper tools and learning methods so they can be successful. My older children faced many challenges that could have been mitigated with the appropriate assistance, but it was not readily available at that time. It is my goal to make sure the students of Bonneville Academy have all the required tools to be as successful as their non-learning challenged peers all while still being able to take advantage of a STEM school curriculum.

Not-for-Profit History: *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

I served on the Stansbury Park Community Association board from 2004 – 2006, allocating funds for community activities and reaching out to community businesses for grants and donations. I have logged many volunteer hours and have served faithfully where possible in my religious and civic duties.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

***Tooele County School District**, Tooele, UT - Jan 2013 – Present*
Substitute Teacher – Secondary Education

Guide and instruct students while creating a safe, comfortable, and creative environment where they can mature and learn. Fulfill expectations of classroom teacher by implementing lesson plans provided. Utilize classroom management and problem solving skills in secondary education classrooms.

Davinci Academy, *Ogden, UT – Aug 2014 – Mar 2015*
Classroom Instructor – Grades K-6, Grantsville Campus
Teach students in grades K-6 Science, Nature Studies and Robotics one day a week, as part of a charter school outreach program. Create engaging lesson plans while following CORE curriculum and curriculum maps set by the district.

Utah State University*, Tooele, UT - Apr 2010-Apr 2012*
Campus Student Representative – President, Vice President
Met with campus representatives from other USU campuses to change the student constitution, giving students more control over their education. Planned and organized student and community events and worked on publicity in our community via live events, radio and advertising to promote higher education in the Tooele Valley.

Board Member - Utah State University, Tooele Campus, community board
Planned and implemented the infrastructure of higher education in the Tooele valley. Reviewed submitted building plans and performed needs assessments. Also participated in planning with the dean of Tooele campus, as well as government officials of Tooele County, Tooele City and Grantsville City.

Serenity Doula Services*, O'ahu, HI and UT - Jun 2000 – July 2013*
Traditional Midwife, Doula, Breastfeeding Educator (self-employed)
Provided pre-natal care and support to expectant mothers. Performed or assisted in delivery while helping mothers achieve their desired birth experiences. Promoted breastfeeding awareness through instruction to new mothers and assisting mothers who were having difficulties. Utilized superior interpersonal and problem solving skills during potentially stressful situations.

Stay at Home Mother, *Monterey, CA, San Angelo, TX and O'ahu, HI, & UT - Mar 1993 – Present*
Full-time Nurturer and Home Educator (Self-employed)
Provided nurturing environment and instruction to six children through the most formidable years. Experience educating children with different personalities and learning styles as well as children with learning disabilities such as Irlen syndrome (Scotopic Sensitivity), dyslexia and ADHD.

Education History: ***Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.***

2013 –2015 ***Western Governors University****, Salt Lake City, UT*
Bachelor of Arts, Biology 5-12
Biology Praxis Passed August 2014
Student Teaching Completed November 2015
Anticipated graduation date December 2015

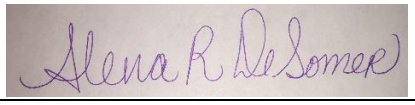
2012 ***University of Utah****, Salt Lake City, UT*
Biology and Chemistry Coursework – College Transfer

2009-2012 ***Utah State University****, Logan, UT*

Associates of Science, General Education

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR **Bonneville Academy** CHARTER SCHOOL.

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



Applicant's Signature

Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Sheena Bennett

Role with school PTO President

Expertise Parent Volunteer

Statement of Intent: *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

I have spent many hours over the course of my children's education thus far volunteering in different aspects, such as room mother, reading programs, in classroom help, teaching art, as well as on the PTA Great Artist Program board. I feel that parent involvement is essential to a successful school as well as the success of the students.

I commit myself to doing all that I can to help see this opportunity for a wonderful school to be added to our community. Because of circumstances we have no control over, our choices for our children's education has been limited. Parents in our community have a great amount of support for a positive addition to their children's academic options and I believe there will be dedicated parent volunteers. I have a strong desire to support, learn and be a part of building this unique opportunity for our amazing community.

Employment History: *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

2004 – Present Stay at home Mother Stansbury Park UT
Parent / Volunteer

- Have volunteered in all of my children's classrooms for all grades up to 5th grade
- Planned Great Artist program for grades K-6 at Stansbury Elementary
- Room mom
- Helped on all levels with reading program at Stansbury Elementary

2001 - 2004 Surety Title Company Midvale, UT
Escrow Officer Assistant

- Responsible for balancing and funding monies for mortgage loans
- Responsible for clearing property titles in preparation for loan approval
- Received Notary certification
- Served as a County Recorder prior to becoming assistant

1998 - 2001 Kearns Oquirrh Park Fitness Center and Olympic Oval Kearns, UT

Customer Service/Cashier

- Worked the Front desk assisting customers and resolving issues and complaints.
- Responsible for opening and closing Fitness center

Education History: *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

I graduated from Kearns High School in 2000. I was on the swim team for all three years of high school, and lettered as a sophomore. I took many honor classes enjoyed being a T.A.

I am currently enrolled through the Pathways online degree program offered through BYU-Idaho. I am looking in to graduating with a Bachelors in Education.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR **Bonneville Academy** CHARTER SCHOOL.

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

Sheera Bennett

Applicant's Signature

Staffing

Staffing will be one of the largest and most complex tasks in implementing this charter. Recruiting, training and retaining highly qualified employees will be a priority of the Board of Directors. This will start with hiring an administrative team that will work together and will be committed to creating the culture and environment outlined in this document. This team will then work with committees and volunteers to hire and train the support and teaching staff that will round out the staffing needs and will be the backbone of the school.

The Board of Bonneville Academy believes that having a leader that is experienced in business and/or non-profit administration and development will be key to the success of the school. The School Director will be responsible to supervise and oversee all administrative staff while allowing freedom and providing resources to assist all employees in fulfilling their roles. The School Director will set the tone for the school and will need to be a strong, positive and vibrant leader.

Bonneville Academy is an Equal Opportunity Employer and will operate in compliance with the Americans with Disabilities Act (ADA). Bonneville will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against any applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

Bonneville Academy's Board of Directors will create policies that will dictate the hiring practices at the school. These policies will include that all staff and volunteers be required to authorize Bonneville Academy to run background checks before they will be allowed to interact with students, if this authorization is not permitted the staff or volunteer in question will be dismissed immediately. Bonneville Academy takes the health and safety of students and staff very seriously and non-compliance with background check policy will not be tolerated.

Human resource policy will include a section for nepotism. The appearance of nepotism especially in a smaller community can degrade the trust and confidence the public has in the school. This policy will state that relatives of employees or board members may be employed at the school following applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any direct supervision of relatives will occur.

Bonneville Academy will ensure that no teacher will be employed at the school that may have a teaching license that is currently suspended or revoked. The policy will ensure that all teacher candidates' current licensure status is checked before an offer of employment is made.

All candidates for employment will be given an offer for employment; this is not a contract but a document helping potential employees understand the conditions and agreement of employment. This offer letter will include the job description, pay, benefits, required hours, certificates and licenses required, and mandatory training for their position. Offer letters will be provided to every employee annually and will explain any increase in pay or

change in employment. Candidates and employees will be required to return a signed copy of their offer letter to the School Director indicating they understand and agree to the employment terms.

Once hired all staff at Bonneville Academy will be required to participate in a variety of trainings. These trainings will help all staff have a sound understanding and a commitment to the mission and vision of the school. Staff will be committed to student learning and the overall success of Bonneville Academy.

Bonneville Academy will be an at-will employer and as such any employee may be terminated at any time without warning. However, the culture at Bonneville Academy will be such that employees will not be worried or concerned about their employment.

Administrate Team

The School Director will oversee all elements of the day-to-day operation of the school. With the assistance of the administrative team the School Director will be responsible to ensure the school fulfills its mission and vision. The School Director will be directly responsible for all administrative aspects of the school this will include but not be limited to:

- Administrative Staff
- Facility maintenance
- Support Staff
- Lunchroom
- Human Resources
- Grants, donations and other revenue
- Parent Teacher Organization
- Monthly reports to the Governing Board
- Liaison to the USOE and Tooele County School District

The School Director will need to be a vibrant, positive leader that will have a background in business and/or non-profit management. The ideal candidate will possess a bachelor's degree and have at least 5 years' experience in management, development, or non-profit administration.

The Educational Director will report to the School Director and will be responsible for all aspects associated with learning and academics at the school. These responsibilities will include but not be limited to:

- Curriculum implementation
- Hire, train, supervise and evaluate all teachers
- Student discipline
- Arrange professional development and teacher trainings

- Supervise all Special's Instructors (PE, Art, Music and STEM classes)

The Education Director will be required to possess a current Utah State teaching license and it is preferred the candidate have 3-5 years' experience teaching.

Special Education Director will report to the School Director and will be responsible for all aspects of the Special Education program at Bonneville Academy. These responsibilities will include but not be limited to:

- Identifying and testing students that need special education services
- Creating, implementing, and maintaining IEP and 504 Plans
- Training teachers to identify and assist special education students
- Supervise paraprofessionals and special education aides

The Special Education Director will be required to possess a current Utah State teaching license and it is preferred the candidate have 3-5 years' experience teaching special education.

Curriculum Coordinator will work under the direction of the Education Director and will be tasked with purchasing and implementing all curriculums for the school. The coordinator will also work with the Education Director to setup professional development and teacher training.

Assessment Coordinator will be tasked with the duties of purchasing, creating and assisting with the implementation of classroom and school wide assessments. This position will be responsible for collecting, maintaining and reporting data to the School Director, staff and will submit all USOE mandatory reports. This position will be under the supervision of the School Director but will work closely with the Education and Special Education Directors.

The Business Administrator will report to the School Director and will be responsible for business and financial aspects associated with the school. These responsibilities will include but not be limited to:

- Accounts Payable, Accounts Receivable, Payroll and Bank Reconciliation
- Maintain all financial records
- Prepares and submits all required financial reports
- Sits on the Finance Committee
- Maintains Budget vs Actual database
- Responsible for submitting all mandatory financial reports to the State of Utah and the USOE

The Business Administrator will be required to possess a Bachelor's Degree in Business or Accounting and know and understand all current accounting laws, rules and guidelines. It is preferred that the candidate have 3-5 years' experience in an accounting or office management position.

Committees:

The Board of Directors and Administrative team will work together to create and supervise all committees. School wide committees will include but not be limited to:

- Assessment
- Human Resources
- Curriculum
- Finance
- Marketing

Support Staff

All support staff will report to the School Director and will include an Administrative Assistant, Receptionists, IT and Networking Specialist, Facility Maintenance, and Lunchroom personnel. All contract and consultants will fall under this category and will be under the direct supervision of the School Director.

Teaching Staff

Elementary

Each grade in the elementary school with have 3 classes, the FTE breaks down as follows:

- Kindergarten- 2 FTE
- First: 3 FTE
- Second: 3 FTE
- Third: 3 FTE
- Fourth: 3 FTE
- Fifth: 3 FTE

Total FTE for elementary grades: 17 FTE

Middle School

Comprising Grades 6-8.

The middle school will operate on a schedule of 50 minute periods with a 10 minute transition time in between each period. There will be 8 specified periods throughout the day but students will only be present for 7 of those periods due to the split bell schedule. Students will attend 6 classes and will have lunch for one class period.

The Middle School will operate a little differently than the Elementary School. Instead of having specific teachers assigned to specific grade levels, there will be a teacher to teach a certain subject for the whole Middle School. The FTE for the Middle School breaks down as follows:

- Language Arts Teacher: 1.5 FTE
- Mathematics Teacher: 1.5 FTE
- Science Teacher: 1.5 FTE
- Social Studies Teacher: 1.5 FTE
- CTE: 1 FTE
- Health: 1 FTE

Total FTE for Middle School: 8 FTE

Specials

Bonneville Academy will hire specialized teachers and instructors to teach art, music, PE, engineering, library and technology. The paid hours for these instructors breaks down as follows:

- Art: 20 hours/ week
- Engineering: 20 hours/ week
- Music: 30 hours/ week (10 hours will be spent teaching band, orchestra and small group music lessons)
- Technology: 20 hours/ week
- Library Media: 20 hours/ week
- Physical Education: 20 hours/ week

Teacher Qualifications:

- Have received at least a bachelor's degree at an approved higher education institution;
- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Possess a clear and demonstrable concern for the children to be taught;
- Have a STEM background (or willingness to receive STEM training) and enthusiasm to implement Project-based Learning into the classroom;
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with colleagues, administration, and parents;
- Seek continual learning in STEM subjects

Teacher Recruitment

Bonneville Academy recognizes the high demand for qualified teachers. Tooele County School District has had trouble hiring and retaining teachers. To recruit highly qualified teachers Bonneville will have a starting teacher salary that is higher than the current Toole County School District teacher salary. Bonneville will encourage the hiring of teachers in part time/ job share positions. This will entice many stay at home parents or retired teachers that are qualified to teach to apply for teaching positions. In addition, Bonneville will enact recruitment campaigns to hire highly qualified teachers. Included in this recruitment plan are the following actions:

- Attend local University hiring fairs
- Post positions on online boards through several Universities
- Advertise openings through a variety of teacher/ employment websites
- Post openings through social media networks
- Other methods approved of by the Board

Business Plan

Financial Policies and Procedures

Upon the approval of this charter Bonneville Academy's Board of Directors will work to create a comprehensive Policies and Procedures Manual. This manual will include a section for Financial Policies and Procedures. The Board of Directors understands their responsibility as it pertains to the financial success of the school which includes proper reporting, documentation and processes involved in all financial decisions and expenditures. All financial policies and procedures will be in accordance and will follow all applicable local, state and federal laws and business best practices.

The Board of Directors will contract with an independent auditing firm starting in the planning year to perform annual financial and enrollment audits that will be provided to both the USOE and the Utah State's Auditors office by November 1st, as required by state law.

Annually, the Board of Directors will set and approve the school's operating budget at their June board meeting. This budget will be used by the school's administrative team, the budget and actual expenses will be reviewed, the budget may be changed from time to time as needed. The budget is one of the single most important documents the Board will create and oversee. This will allow both the Board of Directors and the administrative team the ability to evaluate the financial success of the school. The budget will be a comprehensive and vital document.

Bonneville Academy will follow all Generally Accepted Accounting Procedures (GAAP) that are pertinent to charter schools. The school will adopt purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33.

All employees and Board members associated with the financial success of the school will be required to attend all USOE and State of Utah Financial Trainings. The Board understands the significance and responsibility associate with public funds and will have a thorough understanding of the most up-to-date rules and laws associated with these funds.

Bonneville Academy will solicit and accept funds from a variety of sources including donations, grants, and fundraising activities. The funds secured by these activities will be tracked and reported according to law, accounting standards and best practices. These sources of funding, regardless of the person that secures the funds, will be reported to the School Director and Business Administrator. Teachers, parents and other stakeholders will be encouraged to assist the school in securing additional revenue, but all funds will be reported and tracked by the Business Administrator.

Insurance is an important part of doing business. In an effort to protect staff and volunteers the Board of Directors will purchase liability insurance that will indemnify anyone

working and representing the school from tort claims. The specifics of this insurance policy will be decided upon after the approval of this charter.

Facility

Bonneville Academy will have a dynamic facility that will inspire learning and innovation. Due to the nature of the target area the Board of Directors will be required to purchase land and build a facility. Even with the high residential growth in Stansbury Park there are a variety of options of places to build.

Boyer Company has approached the board of Bonneville Academy and has offered to sell them a 7 acre piece of property that will be perfect for the school. The property is located on the south east corner of SR 138 and Village Blvd. This will become a dynamic and busy intersection in Stansbury Park once it is completed in June of 2016. The area is approved to have an additional 950 single family homes to be built in the next several years. This will also fill a current gap in the community as there are no schools located on the west side of the community.

This map shows new planned construction as well as where the school will be located.

The facility will allow for effective student learning and will be bright and inviting. The facility will be between 35,000 and 50,000 square feet in size and will provide classrooms and common areas for full enrollment. The facility will include: five administrative offices, 18 classrooms for K-5th grade, 12 classrooms for the middle school including a CTE room, a STEM lab and classrooms for all core subjects, lockers for the middle school students, a library, a faculty and staff work room and break room, a secured

reception area, one special education room, 3 break out or small group rooms, a kitchen and a cafetorium which will be used for PE, lunch, assemblies, and other activities.

Facility costs will not exceed 20% of annual revenue. The Board of Directors upon approval of this charter will make it a priority to issue an RFP to find either a developer or general contractor to build a facility in the target location that will be adequate and functional for Project-based Learning. The board will not enter into a long term lease agreement but will take advantage of the rural designation and will secure a low interest USDA mortgage on the facility. This will allow the board to keep the facility costs to a minimum.

Budget

Bonneville Academy understands the importance of financial success of the school. If the school is not financially resilient and self-supporting the educational success will be compromised. To this end the Board of Directors will look to govern and manage the school as a successful non-profit organization that specializes in the education of students. Like any business, the school's budget is one of the most important documents and will give parents and community members the confidence it needs to trust the school Board and administration in making sound decisions on behalf of the school and students. The Board of Directors is committed to being transparent and open in its budgetary decisions and to inform the public of the actual vs budget revenue and expenditures.

The Board of Directors will follow all rules, regulations and laws when creating and implementing annual budgets and financial projections. The following narrative and budget outline is a broad evaluation of the needs of the school to fulfill its mission and vision as outlined in this charter.

The largest expenses will be for employees, technology and facility costs. Staffing will be the largest expense at the school. The Board of Directors is committed to keep costs low but recognizes that it is difficult to hire the best employees without equal compensation. It is difficult to recruit teachers to come to a rural area without offering a benefit. Bonneville Academy will create a stepped Salary Schedule for all employees once this charter has been approved. Until then the budget projections are an estimation of the amounts the Board would like to offer for compensation. In an effort to recruit and retain teachers and other staff Bonneville Academy will start its compensation at rates that are in line with charter schools in the area. Teacher compensation will be higher to compensate for the longer school day due to the split bell schedule.

There are no options for Bonneville Academy to lease an existing space. The Board will need to acquire land and build a facility and this is, unfortunately, a more expensive option. The Board of Directors is committed to finding the best, most economical option that will allow for more money to trickle down to students. Although, having a new, innovative, inviting and efficient facility will allow students to have a wonderful learning environment and experience.

The Board of Directors feels the best option for success will be to fully implement this charter starting year 1. However, the reality is this will require a large purchase of technology including equipment and supplies like software, furniture and fixtures. Therefore, to make this a more realistic budget the school will work to secure all the technology necessary to carry out the charter in the first two years of operation. The school will not only provide technology for students but will provide up-to date resources and tools for teachers, staff and parents to assist students in being successful. One such tool will be a school-wide administrative software program that will tie all aspects of the school together. This program will connect administrators, teachers, staff, parents, lunchroom and library and will allow the school to use its resources more efficiently. The first two operational years a large portion of the budget will be used to purchase these types of items. Starting in the third operational year the school will be in a position to reduce the amount of equipment, supplies, furniture and fixtures necessary and will be able to reallocate funds to implement raises for employees. This is reflected in the budget worksheets.

Planning Year

Revenue:

The Board of Directors will apply for a $300,000 revolving Charter School Loan and $300,000 from the Start-up Grant from the USOE. The Board will work to secure additional funding and will organize the PTO and start fundraising activities.

Expenses:

Salaries – In the planning year the Board of Directors will hire a School Director, Education Director, Business Administrator and an Administrative Assistant. These positions will be filled half way through the fiscal year and will be fulltime with benefits.

Purchased Professional and Technical Services – The $10,000 allocated for this category will cover any consultants or contract employees the Board or administration deems necessary to work with. This will include an accounting or marketing firm.

Purchased Property Services – The Board will need to find a place to rent for office space for the administrative team to use while the facility is being built. The $5,000 will cover the cost of a small office space for 6 months prior to the opening of the school facility.

Other Purchased Services – The $10,000 allocated for this category will cover the cost of liability insurance and phone service for employees. This amount will cover the cost of creating and hosting a school website, advertising expenses and any printing and binding services needed to create materials for the school administrators.

Supplies – There is $20,000 allocated to cover the cost of purchasing and implementing a school-wide computer software program that will handle all aspects of the school including

registration, enrollment, lottery program, grading system, business accounts, lunchroom and library management.

Property - $4,000 will cover the cost to purchase laptop computers for the administrative team.

Other Objects – There will be a variety of dues and fees that will need to be paid during the planning year including applying to the IRS for 501c3 designation, annual dues payment to the Utah Association of Public Charter Schools, Utah Nonprofit Association and other dues and fees deemed necessary by the Board of Directors.

Total Expenses: $117,000

The carry over amount of $482,000 will help purchase technology hardware and software in the first year of operation.

First Operational Year

Revenue:

There are two projections for revenue for the first year of operation. The first projection is with 100% enrollment. At this level the school will have annual revenue estimated at $3.9 million. The Board of Directors will work with the administrative team and a Development Committee in junction with the PTO to secure additional funds and donations to increase the annual revenue.

The second revenue projection is 75% enrollment if the school is unable to fill seventh and eighth grades. The estimated revenue with this enrollment projection is $2.8 million just under $1 million less than with full enrollment.

The Board of Directors will use the lower enrollment projection as a contingency plan. It is anticipated that Bonneville Academy will open with full enrollment numbers and will fully fund the budget for all operational years. The following budget summary will outline the expenses for the fully funded budget. If there are enrollment shortfalls, the board will implement the contingency plan.

Expenses:

Salary and Benefits - this section will be the highest annual expense for the school. The budget includes annual salaries for five members of the administrative team and includes 2 FTE for receptionists and secretaries. The administrative team will determine if this will be 2 fulltime positions or a variance of fulltime and part time positions. This section includes 28 FTE certified teachers for all grades with 180 days for substitute time. There will be 10 instructional non certified aides. There will be facility maintenance and lunchroom personnel totaling 5 FTE positions.

It is anticipated that with the split bell schedule many teachers will want to participate in a room share option and there will be a high number of part time teachers especially in the lower grades. It is planned to hire part time employees to work in the lunch room. With this in mind the amount for medical benefits has been lowered to 8% for teachers and no medical benefits for lunchroom staff to reflect this trend. Part time employees will not be offered retirement or medical insurance.

Purchased Prof and Tech Services - Bonneville Academy believes firmly that teachers are better educators when they have on-going training; therefore the Board has set aside $35,000 to put toward Professional Development. The Board will also have a variety of Professional Development for support staff and the Board of Directors. The school will contract with an accounting firm to conduct an annual financial and enrollment audit and will work with a nutritionist and/or chef to assist in the creation of the lunch program and meal planning.

Purchased Property Services – It will be necessary for Bonneville Academy to purchase land and build a facility. Once this charter is approved the Board will look into the various options available to them to make this happen. The two options are to create a Building Committee to do the work to secure funding, purchase property, hire an architect, then hire a general contractor to build the building. This would require the Board to enter into both a construction loan and commercial mortgage. The other option is to work with a charter school facility company that would do that work on the schools behalf then we would lease the building until the school was financially stable and could enter the bond market. There are pros and cons to both situations and the Board will weigh those options and make the decision that will be best both financially and timely allowing the school to be ready and open on time. Facility costs will not exceed 20% of revenue based on 100% enrollment.

Other Purchased Services – The total of $33,500 will cover property and liability insurance to cover the school, Board, administration, staff, volunteers and others from tort claims. It is anticipated that the need for advertising to families and students will go down with full enrollment, but there could still be a need to advertise for teachers and staff. If the school meets its goal of 70% retention rate of teachers and 80% retention rate of students the need for advertising dollars will be reduced. The school will need to pay for an internet provider and would like to provide a fiber optic line that will cost more, but will allow the school to meet its mission and vision by providing the necessary internet usage and capability. There is $2000 set aside to assist staff with travel costs to attend trainings and meetings required by the USOE.

Supplies – the first two years of operation the amount allocated to supplies will be increased. The amount allocated in this budget is $293,660. Without knowing which curriculum the school will be using the Board decided to figure the cost of supplies based on a per-pupil cost. The numbers decided upon are consistent with the amounts similar schools have allocated. The actual cost of supplies including textbooks and instructional supplies will more than likely be different than the amounts in this budget, but the Board is confident the amount shown will be adequate to purchase the necessary supplies, software, and materials for the first year of school.

Property – The Board believes it is necessary to have the technology in place when the school opens to fulfill its mission and vision. However, the reality is technology is expensive and it might not be realistic to purchase all needed property and technology in one year. The Board will set up a two-year schedule and it is planned the school will have 100% of its needed property and equipment by the end of year 2. Due to the high cost of technology the Board will work to obtain additional funding to help with the purchase of equipment and hardware needed for instruction. Currently the Board has allocated $614,000 annually in the first two years of operation to purchase items such as: student computers, digital projectors, electronic white boards, microscopes, copy machines, wireless arrays and other equipment necessary for science and STEM labs.

Other – The school is committed to repaying its Charter School Revolving Loan on time and this is indicated in the budget projections for the first three operational years.

Contingency

If for some reason the school does not achieve 100% enrollment in its first year of operation the Board and administration will implement the following and will decrease spending as indicated by the breakeven or 75% enrollment budget projections listed on the Year 1 Operational Budget Worksheet.

- The retirement 4% match will not happen until the second year and full enrollment.
- Other budget and equipment lines are reduced commensurate with enrollment.
- The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the mission and maintains adequate reserves to continue operations and build financial security.
- The support staff positions will be reduced to unbenefited 28 hour per week positions.
- Food service staff will be reduced by .5 FTE.

Second Operational Year

Revenue:

The estimated revenue for the second operational year is just over $3.9 million. The Board is confident that the school will be at 100% enrollment for the start of the second year of school.

Expenses:

Expenses for the second operational year will parallel the first operational year's expenses with the exception of a few onetime purchases that will be made in year 1.

Salary and Benefits – Year 2 salaries will remain at the same rate as year 1. It is anticipated that there will be some turnover but the number of FTE positions well remain constant. The benefit

expenses will change if there is a shift in the number of fulltime versus part time employees in year 2 but the total amount allocated should remain the same.

Purchased Prof and Tech Services - Professional Development will continue to be a priority at Bonneville Academy but many teachers and staff will have had initial training so the budget for this category can be reduced to $27,500.

Purchased Property Services – Facility costs will not exceed 20% of revenue based on 100% enrollment.

Other Purchased Services – The total of $33,500 will be used for property and liability insurance to cover the school, Board, administration, staff, volunteers and others from tort claims. It is anticipated that the need for advertising to families and students will go down with full enrollment but there could still be a need to advertise for teachers and staff. If the school meets its goal of 70% retention rate of teachers and 80% retention rate of students the need for advertising dollars will be reduced. The school will continue to pay for high quality phone and internet service. There is $2000 set aside to assist staff with travel costs to attend trainings and meetings required by the USOE.

Supplies – the first two years of operation the amount allocated to supplies will be increased. The amount allocated in this budget is $293,660. Without knowing which curriculum the school will be using the Board decided to figure the cost of supplies based on a per pupil cost. The numbers decided upon are consistent with the amounts other schools that are similar in size and scope have allocated. The actual cost of supplies including textbooks and instructional supplies will more than likely be different than the amounts in this budget but the Board is confident the amount shown will be adequate to purchase the necessary supplies, software, and materials for the first two years of school.

Property – The Board believes it is necessary to have the technology in place when the school opens to fulfill its mission and vision. However the reality is technology is expensive and it might not be realistic to purchase all needed property and technology in one year. The Board will set up a two year schedule and it is planned the school will have 100% of its needed property and equipment by the end of year 2. Due to the high cost of technology the Board will work to obtain additional funding to help with the purchase of equipment and hardware needed for instruction. Currently the Board has allocated $614,000 annually in the first two years of operation to purchase items such as: student computers, digital projectors, electronic white boards, microscopes, copy machines, wireless arrays and other equipment necessary for science and STEM labs.

Other – The school is committed to repaying its Charter School Revolving Loan on time and this is indicated in the budget projections for the first three operational years.

Third Operational Year

Revenue:

The estimated revenue for the third operational year is just over $3.9 million. The Board is confident that the school will be at 100% enrollment.

Expenses:

Salary and Benefits – Beginning in Year 3 as initial startup costs decrease the school will start to implement pay raises for staff. Pay raises will be included and outlined in the school pay scale and will have certain criteria such as meeting goals and expectations associated with it.

Purchased Prof and Tech Services Professional Development will continue to be a priority at Bonneville Academy but many teachers and staff will have had initial training so the budget for this category can be reduced to $22,500. This amount will continue from year to year after unless the Board deems more funds need to be made available for training.

Purchased Property Services - if Bonneville Academy finds that a lease option was the best choice for getting a facility built the board will plan to purchase the building by year 3. This should not change the proposed budget as the Board is committed to keeping facility cost at or less than 20% of revenue.

Other Purchased Services – The total of $33,500 will be used for property and liability insurance to cover the school, Board, administration, staff, volunteers and others from tort claims. It is anticipated that the need for advertising to families and students will go down with full enrollment but there could still be a need to advertise for teachers and staff. If the school meets its goal of 70% retention rate of teachers and 80% retention rate of students the need for advertising dollars will be reduced. The school will continue to pay for high quality phone and internet service. There is $2000 set aside to assist staff with travel costs to attend trainings and meetings required by the USOE.

Supplies – In year 3 the amount allocated for supplies will start to decrease as the need for one time purchases will be eliminated. The supplies that will be purchased will be software and other classroom supplies not including hardware that will need to be upgraded or replaced.

Property – Starting in year 3 the property at Bonneville Academy will start a 3 year cycle where older out dated hardware and property will need to be replaced. The school will be on a 3 year rotation with 1/3 of property being replaced (if needed) annually.

Other – The school is committed to repaying its Charter School Revolving Loan on time and this is indicated in the budget projections for the first three operational years.

Operational Year 1 - 100% Enrollment

CHARTER SCHOOL WORKSHEET

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

Bonneville Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	78	0.55	42.9
Estimated enrollment (1-3)	234	0.9	210.6
Estimated enrollment (4-6)	234	0.9	210.6
Estimated enrollment (7-8)	156	0.99	154.44
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	7.8		
Special Ed enrollment (1-12)	70.2		
Special Ed (Self-Contained)	7.8		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	8		
WPU Value	$2,972	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	28		
School Administrators (CACTUS)	2		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	618.5400	$ 1,838,301
Professional Staff	0.059507	36.8075	109,392
Restricted Basic School:			
Special Ed--Add-on	1.0000	82.2900	224,323
Spec. Ed. Self-Contained	1.0000	7.8000	23,182
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		183,903
Total WPU Programs		745.4375	$ 2,379,100
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 21,096
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		18,519
Enhancement for Accelerated Studen	$5.00 per student		3,510
Other			
School Land Trust Program	$49.35 per student		34,644
Reading Achievement Program	$15.81 per student-Guarantee Program		4,933
Charter Administrative Costs	$100 per student		70,200
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		146,020
ESA-School Administrators	$3,104 per qualified administrator		6,208
Library Books and Resources	$0.960162 per student	709.8	682
Local Replacement Dollars	Average $1,660 per student		1,178,268
Total Non-WPU			$ 1,484,079
One Time			
Teacher Materials/Supplies[1,2]	$176.33 per eligible F.T.E.	28	4,937
			-
Total One Time			$ 4,937
ESTIMATED Total All State Funding			**$ 3,868,116**

[1]Steps one through three get $250; steps four or higher get $175
[2]Steps one through three get $200; steps four or higher get $150

Questions: Call Stacy Carroll @ 801-538-7958 *Updated 09-16-15*

Source: USOE - Finance and Statistics --CLD 09-April-13 C:\Users\Brenda\Documents\Charter School\Budget-template-2017-2018-updated

Operational Year 1- 75% Enrollment

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

Bonneville Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	78	0.55	42.9
Estimated enrollment (1-3)	234	0.9	210.6
Estimated enrollment (4-6)	214	0.9	192.6
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)			
Special Ed enrollment (1-12)	44.8		
Special Ed (Self-Contained)	4.48		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	0		
WPU Value	$2,972	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	20		
School Administrators (CACTUS)	2		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	446.1000	$ 1,325,809
Professional Staff	0.059507	26.5461	78,895
Restricted Basic School:			
Special Ed--Add-on	1.0000	49.2800	134,337
Spec. Ed. Self-Contained	1.0000	4.4800	13,315
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		137,796
Total WPU Programs		526.4061	$ 1,690,152
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 14,897
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		13,876
Enhancement for Accelerated Studen	$5.00 per student		2,630
Other			
School Land Trust Program	$49.35 per student		25,958
Reading Achievement Program	$15.81 per student-Guarantee Program		4,933
Charter Administrative Costs	$100 per student		52,600
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		104,300
ESA-School Administrators	$3,104 per qualified administrator		6,208
Library Books and Resources	$0.960162 per student	530.48	509
Local Replacement Dollars	Average $1,660 per student		880,597
Total Non-WPU			$ 1,106,508
One Time			
Teacher Materials/Supplies[1,2]	$176.33 per eligible F.T.E.	20	3,527
Total One Time			$ 3,527
ESTIMATED Total All State Funding			**$ 2,800,187**

[1]Steps one through three get $250; steps four or higher get $175
[2]Steps one through three get $200; steps four or higher get $150

Questions: Call Stacy Carroll @ 801-538-7958 *Updated 09-16-15*

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Revenue Operational Year 2

CHARTER SCHOOL WORKSHEET

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

Bonneville Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	78	0.55	42.9
Estimated enrollment (1-3)	234	0.9	210.6
Estimated enrollment (4-6)	234	0.9	210.6
Estimated enrollment (7-8)	156	0.99	154.44
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	7.8		
Special Ed enrollment (1-12)	62.4		
Special Ed (Self-Contained)	7.02		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	8		
WPU Value	$3,058	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	28		
School Administrators (CACTUS)	2		
Prior Year WPUs	618.54		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	618.5400	$ 1,891,244
Professional Staff	0.059507	36.8075	112,542
Restricted Basic School:			
Special Ed--Add-on	1.0000	73.7100	200,933
Spec. Ed. Self-Contained	1.0000	7.0200	21,464
Special Ed Pre-School	1.0000	7.0200	21,464
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		183,903
Total WPU Programs		743.0975	$ 2,431,551
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 21,030
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		18,519
Enhancement for Accelerated Studen	$5.00 per student		3,510
Other			
School Land Trust Program	$49.35 per student		34,644
Reading Achievement Program	$15.81 per student-Guarantee Program		4,933
	$1.33 per K-3 student		823
	$29.94 per low income student		-
Charter Administrative Costs	$100 per student		70,200
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		146,020
ESA-School Administrators	$3,104 per qualified administrator		6,208
Library Books and Resources	$0.960162 per student	709.02	681
Local Replacement Dollars	Average $1,665 per student		1,176,973
Total Non-WPU			$ 1,483,539
One Time			
Teacher Materials/Supplies[1,2]	$176.33 per eligible F.T.E.	28	4,937
			-
Total One Time			$ 4,937
ESTIMATED Total All State Funding			**$ 3,920,028**

[1]Steps one through three get $250; steps four or higher get $175
[2]Steps one through three get $200; steps four or higher get $150

Questions: Call Stacy Carroll @ 801-538-7958 *Updated 04-10-14*

Source: USOE - Finance and Statistics --CLD 09-April-13 C:\Users\Brenda\Documents\Charter School\Budget-template-2017-2018-updated

Revenue Operational Year 3

CHARTER SCHOOL WORKSHEET

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

Bonneville Academy

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	78	0.55	42.9
Estimated enrollment (1-3)	234	0.9	210.6
Estimated enrollment (4-6)	234	0.9	210.6
Estimated enrollment (7-8)	156	0.99	154.44
Estimated enrollment (9-12)	0	1.2	0
Special Ed Pre-School			
Special Ed enrollment (K)	23.4		
Special Ed enrollment (1-12)	39		
Special Ed (Self-Contained)	6.24		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	8		
WPU Value	$3,146	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	28		
School Administrators (CACTUS)	2		
Prior Year WPUs	618.54		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	618.5400	$ 1,945,970
Professional Staff	0.059507	36.8075	115,799
Restricted Basic School:			
Special Ed--Add-on	1.0000	58.1100	158,408
Spec. Ed. Self-Contained	1.0000	6.2400	19,631
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		183,903
Total WPU Programs		719.6975	$ 2,423,712
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$ 20,367
Special Populations			
Enhancement for At-Risk Students	$26.38 per student		18,519
Enhancement for Accelerated Studen	$5.00 per student		3,510
Other			
School Land Trust Program	$49.35 per student		34,644
Reading Achievement Program	$15.81 per student-Guarantee Program		4,933
	$1.33 per K-3 student		823
	$29.94 per low income student		-
Charter Administrative Costs	$100 per student		70,200
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		146,020
ESA-School Administrators	$3,104 per qualified administrator		6,208
Library Books and Resources	$0.960162 per student	708.24	680
Local Replacement Dollars	Average $1,670 per student		1,175,678
Total Non-WPU			$ 1,481,582
One Time			
Teacher Materials/Supplies[1] [2]	$176.33 per eligible F.T.E.	28	4,937
			-
Total One Time			$ 4,937
ESTIMATED Total All State Funding			**$ 3,910,230**

[1]Steps one through three get $250; steps four or higher get $175
[2]Steps one through three get $200; steps four or higher get $150

Questions: Call Stacy Carroll @ 801-538-7958 *Updated 04-10-14*

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Bonneville Academy		Fiscal Year: FY17 (7/1/16 - 6/30/17)		
Revenue		**Planning Year**		
	Charter School Revolving Loan			$300,000
	Total Revenue from State Sources (3000)			**$300,000**
	Private Grants & Donations :			$0
	Source(s) *(specify)*			
	Loans:			
	Commercial			$0
	Other *(specify)*			$0
	Total Revenue from Other Sources (5000)			**$0**
	Total Revenue			**$300,000**
Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
24.121	Salaries - Principals and Assistants	0.25	$70,000	$17,500
24.152	Salaries - Secretarial and Clerical	0.25	$28,000	$7,000
24.100	Salaries - Other School Administration	0.50	$70,000	$35,000
	Total - School Administration Salaries (100)			**$59,500**
26.182	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0
	Total 2600 - Operation & Maintenance of Facilities Salaries (100)			**$0**
	TOTAL - ALL SALARIES (100)			**$59,500**
	--- BENEFITS ---			
24.210	Retirement - School Administration	0%	$59,500	$0
26.210	Retirement - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All Retirement			**$0**
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	$59,500	$5,950
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	$0	$0
	Total - All Social Security/FICA/Unemployment/Workers Compensation			**$5,950**
24.240	Insurance (Health/Dental/Life) - School Administration	0%	$59,500	$0
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All Insurance (Health/Dental/Life)			**$0**
24.290	Other Benefits *(specify)* - School Administration	0%	$59,500	$0
26.290	Other Benefits *(specify)* - Operation & Maintenance of Facilities	0%	$0	$0
	Total - All other benefits *(specify)*			**$0**
	TOTAL ALL BENEFITS (200)			**$5,950**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
24.300	Purchased Professional & Technical Services - School Administration			$10,000
26.300	Purchased Professional & Technical Services - Operation & Maintenance of Facilities			$0
45.300	Purchased Professional & Technical Services - Building Acquisition & Construction Services			$0
	TOTAL - ALL PURCHASED PROFFESSIONAL & TECHNICAL SERVICES (300)			**$10,000**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$0
26.441	Rental of Land & Buildings			$5,500
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$5,500**
	--- OTHER PURCHASED SERVICES ---			
24.520	Insurance(other than employee benefits - e.g. D&O)			$0
45.521	Property Insurance			$0
45.522	Liability Insurance			$2,000
24.530	Communication(telephone and other) Phones			$3,500
26.530	Communication(telephone and other) Internet			$1,500
24.540	Advertising			$2,500
24.550	Printing and Binding			$500
24.580	Travel/Per Diem			$0
26.580	Travel/Per Diem			$0
	TOTAL - OTHER PURCHASED SERVICES (500)			**$10,000**
	--- SUPPLIES ---			
10.600	Instructional Supplies			
10.641	Textbooks	0.00	$0	$0
21.600	Supplies - Student Support Services	0.00	$0	$0
22.600	Supplies - Instructional Staff Support Services	0.00	$0	$0
22.644	Library Books	0.00	$0	$0
22.650	Periodicals	0.00	$0	$0
22.660	Audio Visual Materials - Instructional Support Staff	0.00	$0	$0

24.600	Supplies - School Administration			$20,000
31.600	Supplies - Food Service			$0
31.630	Food - Food Service			$0
	TOTAL - ALL SUPPLIES (600)			**$20,000**
	--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction			
21.700	Property - Student Support Services			$0
22.700	Property - Instructional Staff Support			$0
24.700	Property - School Administration			$0
26.700	Property - Operation & Maintenance of Facilities			$0
31.700	Property - Food Services			$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	$0	7	$0
49.710	Land and Improvements			$0
49.720	Buildings			$0
27.732	School Buses			$0
10.733	Furniture and Fixtures - Instruction			$0
24.733	Furniture and Fixtures - School Administration			$0
22.733	Furniture and Fixtures - Instructional Support Staff			$0
21.733	Furniture and Fixtures - Student Support Services			$0
10.734	Technology Equipment - Instruction			$0
24.734	Technology Equipment - School Administration	**6.00**	$400	$2,400
22.734	Technology Equipment - Instructional Support Staff			$0
21.734	Technology Equipment - Student Support Services			$0
27.735	Non-Bus Vehicles			$0
10.739	Other Equipment - Instruction			$0
24.739	Other Equipment - School Administration			$0
22.739	Other Equipment - Instructional Support Staff			$0
21.739	Other Equipment - Instruction			$0
	TOTAL - ALL PROPERTY (700)			**$2,400**
	--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction			$0
21.800	Other Objects- Student Support			$0
22.800	Other Objects- Instructional Staff			$0
24.800	Other Objects- School Administration			$0
26.800	Other Objects - Operation & Maintenance of Facilities			$0
31.800	Other Objects - Food Services			$0
10.800	Other Objects - Building Acquisition			$0
	Total - All Other Objects			**$0**
10.810	Dues and Fees - Instruction			$0
21.810	Dues and Fees - Student Support			$0
22.810	Dues and Fees - Instructional Staff			$0
24.810	Dues and Fees -School Administration			$2,300
26.810	Dues and Fees - Operation & Maintenance of Facilities			$0
	Total - All Dues and Fees			**$2,300**
	TOTAL - OTHER OBJECTS (800)			**$4,600**
3000	Total State			$300,000
	TOTAL REVENUES			**$300,000**
100	Salaries			$59,500
200	Employee Benefits			$5,950
300	Purchased Professional and Technical Services			$10,000
400	Purchased Property Services			$5,500
500	Other Purchased Services			$10,000
600	Supplies			$20,000
700	Property			$2,400
800	Other Objects			$4,600
	TOTAL EXPENDITURES			**$117,950**
Excess or Deficiency of Revenues over Expenditures				**$182,050**
Other Sources of Funding (5000)				**$0**
Net Asset Balance (Fund Balance)				**$182,050**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				**61%**
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)				**0.606833333**
Necessary Closure Fund (2 months Purchased Prop Serv + Other)				**$1,683**

Bonneville Academy		FY18			FY18		
First Operational Year		**100% Enrollment**			**Breakeven Enrollment**		
Number of Students:		702			526		
Grade Configuration:		Grades K-8			Grades K-8		
Revenue							
	Child Nutrition Program (CNP) and Lunchroom Sales	550	$223,740		375	$223,740	
	Student Activities	$222			$0		
	Other	$0			$0		
	Total Revenue From Local Sources (1000)	**$224,512**			**$224,115**		
	Charter School Revolving Loan	X			X		
	State Educational Funding	$3,868,116			$2,800,187		
	Total Revenue from State Sources (3000)	**$3,868,116**			**$2,800,187**		
	Lunch and Breakfast Reimbursement	125	$50,850		100	$40,680	
	Restricted Federal Through State	$0			$0		
	Programs for the Disabled (IDEA)	$102,211			$76,586		
	Elementary and Secondary Education Act (ESEA)	$95,360			$71,452		
	Total Revenue from Federal Sources (4000)	**$197,571**			**$148,037**		
	Private Grants & Donations:	$0			$0		
	Source(s) *(specify)*	$0			$0		
	Loans:				$0		
	Commercial	$0			$0		
	Other *(specify)*	$0			$0		
	Prior Year Carryforward	$182,050			$182,050		
	Total Revenue from Other Sources (5000)	**$182,050**			**$182,050**		
	Total Revenue	**$4,472,249**			**$3,354,389**		
Expenditures		**Number**	**Salary/Cost**	**Total**	**Number**	**Salary/Cost**	**Total**
		--- SALARIES ---					
10.131	Salaries - Teachers	28.00	$45,000	$1,260,000	20.00	$45,000	$900,000
10.132	Salaries - Substitute Teachers	180.00	$65	$11,700	100.00	$65	$6,500
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$8,000	$80,000	7.00	$8,000	$56,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,351,700**			**$962,500**
21.141	Salaries - Coordinators	2.00	$35,000	$70,000	2.00	$35,000	$70,000
21.142	Salaries - Guidance Personnel	0.00	$0	$0	0.00	$0	$0
21.143	Salaries - Health Services Personnel	0.00	$0	$0	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	1.00	$25,000	$25,000	1.00	$25,000	$25,000
21.100	Salaries - Other 2100-Student Support	0.00	$0	$0	0.00	$0	$0
	Total - STUDENT SUPPORT Salaries (100)			**$95,000**			**$95,000**
22.145	Salaries - Media Personnel - Certified	0.00	$0	$0	0.00	$0	$0
22.162	Salaries - Media Personnel - Noncertified	1.00	$22,000	$22,000	1.00	$11,000	$11,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	$0	$0	0.00	$0	$0
	Total - **INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$22,000**			**$11,000**
24.121	Salaries - Principals and Assistants	2.00	$70,000	$140,000	2.00	$70,000	$140,000
24.152	Salaries - Secretarial and Clerical	1.00	$28,000	$28,000	1.00	$28,000	$28,000
24.100	Salaries - Other 2400-School Administration	2.00	$70,000	$140,000	2.00	$70,000	$140,000
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$308,000**			**$308,000**
26.100	Salaries - Operation & Maintenance of Facilities	1.00	$23,000	$23,000	1.00	$23,000	$23,000
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$23,000**			**$23,000**
31.100	Salaries - Food Services	4.00	$12,000	$48,000	2.50	$12,000	$30,000
	Total **-FOOD SERVICES** Salaries (100)			**$48,000**			**$30,000**
	TOTAL - ALL SALARIES (100)			**$1,847,700**			**$1,429,500**
		--- BENEFITS ---					
10.210	Retirement - Instruction	4%	$1,351,700	$54,068	4%	$962,500	$38,500
21.210	Retirement - Student Support	4%	$95,000	$3,800	5%	$95,000	$4,750
22.210	Retirement - Instructional Staff Support	4%	$22,000	$880	5%	$11,000	$550
24.210	Retirement - School Administration	4%	$308,000	$12,320	5%	$308,000	$15,400
26.210	Retirement - Operation & Main of Facilities	4%	$23,000	$920	5%	$23,000	$1,150
31.210	Retirement - Food Services	0%	$48,000	$0	0%	$30,000	$0
	Total - All Retirement			**$71,988**			**$60,350**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$1,351,700	$135,170	10%	$962,500	$96,250
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$95,000	$9,500	10%	$95,000	$9,500
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrati	10%	$308,000	$30,800	10%	$308,000	$30,800
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	$23,000	$2,300	10%	$23,000	$2,300
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$48,000	$4,800	10%	$30,000	$3,000
	Total - Social Security/FICA/Unemployment/Workers Comp			**$182,570**			**$141,850**
10.240	Insurance (Health/Dental/Life) - Instruction	10%	$1,351,700	$135,170	10%	$962,500	$96,250
21.240	Insurance (Health/Dental/Life) - Student Support	10%	$95,000	$9,500	10%	$95,000	$9,500
24.240	Insurance (Health/Dental/Life) - School Administration	10%	$308,000	$30,800	10%	$308,000	$30,800
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	10%	$23,000	$2,300	10%	$23,000	$2,300
31.240	Insurance (Health/Dental/Life) - Food Services	0%	$48,000	$0	0%	$30,000	$0
	Total- All Insurance(Health/Dental/Life)			**$177,770**			**$138,850**

10.200	Other Benefits *(specify)* - Instruction	0%	$1,351,700	$0	0%	$962,500	$0
21.200	Other Benefits *(specify)* - Student Support	0%	$95,000	$0	0%	$95,000	$0
24.200	Other Benefits *(specify)* - School Administration	0%	$308,000	$0	0%	$308,000	$0
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	0%	$23,000	$0	0%	$23,000	$0
31.200	Other Benefits *(specify)* - Food Services	0%	$48,000	$0	0%	$30,000	$0
	Total - All Other Insurance			**$0**			**$0**
	TOTAL ALL BENEFITS (200)			**$432,328**			**$341,050**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - Instruction			$35,000			$20,000
21.300	Purchased Prof & Tech Services - Student Support			$5,000			$2,500
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$0			$0
24.300	Purchased Prof & Tech Services - School Administration			$10,000			$5,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0			$0
31.300	Purchased Prof & Tech Services - Food Services			$15,000			$8,500
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$65,000**			**$36,000**
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services			$675,000			$675,000
26.441	Rental of Land & Buildings			$0			$0
26.450	Construction and Remodeling			$0			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$675,000**			**$675,000**
	--- OTHER PURCHASED SERVICES ---						
27.510	Student Transportation services			$0			$0
24.520	Insurance(other than employee benefits - e.g. D&O)			$0			$0
45.521	Property Insurance			$10,000			$10,000
45.522	Liability Insurance			$7,500			$7,500
10.530	Communication(telephone and other)			$12,000			$12,000
21.530	Communication(telephone and other)			$0			$0
24.530	Communication(telephone and other)			$0			$0
26.530	Communication(telephone and other)			$0			$0
24.540	Advertising			$1,500			$3,000
10.550	Printing and Binding			$500			$500
21.550	Printing and Binding			$0			$0
24.550	Printing and Binding			$0			$0
10.560	Tuition			$0			$0
21.570	Food Service Management			$0			$0
21.580	Travel/Per Diem			$2,000			$1,100
24.580	Travel/Per Diem			$0			$0
26.580	Travel/Per Diem			$0			$0
10.590	Inter-educational, Interagency Purchased Services			$0			$0
	TOTAL - OTHER PURCHASED SERVICES (500)			**$33,500**			**$34,100**
	--- SUPPLIES ---						
10.600	Instructional Supplies	702	$120	$84,240	526	$100	$52,600
10.641	Textbooks	702	$75	$52,650	526	$55	$28,930
21.600	Supplies - Student Support Services	702	$25	$17,550	526	$25	$13,150
22.644	Library Books	2500	$5	$12,500	1000	$5	$5,000
22.650	Periodicals	0	$0	$0	0	$0	$0
24.600	Supplies - School Administration	1	$12,000	$12,000	0	$0	$0
26.600	Supplies - Operation & Maintenance of Facilities	702	$10	$7,020	56	$5	$3,510
31.600	Supplies - Food Service	702	$75	$70,200	526	$75	$39,450
31.630	Food - Food Service	500	$100	$37,500	350	$100	$35,000
	TOTAL - ALL SUPPLIES (600)			**$293,660**			**$177,640**
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - Instruction			$85,000			$45,000
21.700	Property - Student Support Services			$16,000			$8,000
24.700	Property - School Administration			$8,000			$8,000
26.700	Property - Operation & Maintenance of Facilities			$15,000			$9,500
31.700	Property - Food Services			$25,000			$25,000
31.780	Depreciation - Kitchen Equipment Depreciation			$0			$0
49.710	Land and Improvements			$0			$0
49.720	Buildings			$0			$0
27.732	School Buses			$0			$0
10.733	Furniture and Fixtures - Instruction	702	$150	$105,300	526	$150	$78,900
24.733	Furniture and Fixtures - School Administration	5	$550	$2,750	5	$350	$1,750
21.733	Furniture and Fixtures - Student Support Services	8	$125	$1,000	8	$125	$1,000
10.734	Technology Equipment - Instruction	702	$700	$491,400	526	$500	$263,000
24.734	Technology Equipment - School Administration	5	$500	$2,500	0	$500	$0
21.734	Technology Equipment - Student Support Services	8	$250	$2,000	0	$300	$0
27.735	Non-Bus Vehicles			$0			$0
10.739	Other Equipment - Instruction	1	$18,000	$18,000			$0
21.739	Other Equipment - Student Support Services			$0			$0
24.739	Other Equipment - School Administration			$0			$0
	TOTAL - ALL PROPERTY (700)			**$771,950**			**$440,150**

	--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction		$0		$0
21.800	Other Objects- Student Support		$0		$0
24.800	Other Objects- School Administration		$0		$0
26.800	Other Objects - Operation & Maintenance of Facilities		$0		$0
31.800	Other Objects - Food Services		$0		$0
45.800	Other Objects - Building Acquisition		$0		$0
	Total - All Other Objects		$0		$0
10.810	Dues and Fees - Instruction		$0		$0
21.810	Dues and Fees - Student Support		$0		$0
24.810	Dues and Fees -School Administration		$1,500		$1,500
26.810	Dues and Fees - Operation & Maintenance of Facilities		$0		$0
	Total - All Dues and Fees		$0		$0
	TOTAL - OTHER OBJECTS (800)		**$1,500**		**$1,500**
	Total Building Acquisition & Instruction (4500)				
45.830	Interest		$4,726		$4,726
45.840	Redemption of Principal		$73,986		$73,986
	Total other financing sources (uses) and other items		**$78,712**		**$78,712**

1000	Total Local		$224,512		$224,115
3000	Total State		$3,868,116		$2,800,187
4000	Total Federal		$197,571		$148,037
	TOTAL REVENUES		**$4,290,199**		**$3,172,339**
100	Salaries		$1,847,700		$1,429,500
200	Employee Benefits		$432,328		$341,050
300	Purchased Professional and Technical Services		$65,000		$36,000
400	Purchased Property Services		$675,000		$675,000
500	Other Purchased Services		$33,500		$35,000
600	Supplies		$293,660		$177,640
700	Property		$771,950		$440,150
800	Other Objects		$78,712		$1,500
	TOTAL EXPENDITURES		**$4,197,850**		**$3,135,840**
Excess or Deficiency of Revenues over Expenditures			**$92,349**		**$36,499**
Other Sources of Funding (5000)			**$182,050**		**$182,050**
Net Asset Balance (Fund Balance)			**$274,399**		**$218,549**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**6%**		**7%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.021525544**		**1%**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$125,619**		**$112,750**

Bonneville Academy		FY19		
Second Year of Operation		**100% Enrollment**		
Number of Students:		702		
Grade Configuration:				
Revenue				
	Child Nutrition Program (CNP) and Lunchroom Sales	702		$285,574
	Student Activities	$222		
	Other	$0		
	Total Revenue From Local Sources (1000)	**$285,574**		
	Charter School Revolving Loan	X		
	State Educational Funding	$3,920,028		
	Total Revenue from State Sources (3000)	**$3,920,028**		
	Lunch and Breakfast Reimbursement	222		$90,384
	Restricted Federal Through State	$0		
	Programs for the Disabled (IDEA)	$102,211		
	Elementary and Secondary Education Act (ESEA)	$95,360		
	Total Revenue from Federal Sources (4000)	**$90,384**		
	Private Grants & Donations:	$0		
	Source(s) *(specify)*	$0		
	Loans:	$0		
	Commercial	$0		
	Other *(specify)*	$0		
	Prior Year Carryforward	$274,399		
	Total Revenue from Other Sources (5000)	**$274,399**		
	Total Revenue	**$4,570,384**		
Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers	28.00	$45,000	$1,260,000
10.132	Salaries - Substitute Teachers	180.00	$65	$11,700
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$8,000	$80,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,351,700**
21.141	Salaries - Coordinators	2.00	$35,000	$0
21.142	Salaries - Guidance Personnel	0.00	$0	$0
21.143	Salaries - Health Services Personnel	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	1.00	$25,000	$50,000
21.100	Salaries - Other 2100-Student Support	0.00	$0	$0
	Total - STUDENT SUPPORT Salaries (100)			**$50,000**
22.145	Salaries - Media Personnel - Certified	0.00	$0	$0
22.162	Salaries - Media Personnel - Noncertified	1.00	$22,000	$22,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	$0	$0
	Total - **INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$22,000**
24.121	Salaries - Principals and Assistants	2.00	$70,000	$140,000
24.152	Salaries - Secretarial and Clerical	1.00	$28,000	$28,000
24.100	Salaries - Other 2400-School Administration	2.00	$70,000	$140,000
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$308,000**
26.100	Salaries - Operation & Maintenance of Facilities	1.00	$23,000	$23,000
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$23,000**
31.100	Salaries - Food Services	4.00	$12,000	$48,000
	Total **-FOOD SERVICES** Salaries (100)			**$48,000**
	TOTAL - ALL SALARIES (100)			**$1,802,700**
	--- BENEFITS ---			

10.210	Retirement - Instruction	4%	$1,351,700	$54,068
21.210	Retirement - Student Support	4%	$50,000	$2,000
22.210	Retirement - Instructional Staff Support	4%	$22,000	$880
24.210	Retirement - School Administration	4%	$308,000	$12,320
26.210	Retirement - Operation & Main of Facilities	4%	$23,000	$920
31.210	Retirement - Food Services	0%	$48,000	$0
	Total - All Retirement			**$70,188**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$1,351,700	$135,170
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$50,000	$5,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrati	10%	$308,000	$30,800
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	$23,000	$2,300
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$48,000	$4,800
	Total - Social Security/FICA/Unemployment/Workers Comp			**$178,070**
10.240	Insurance (Health/Dental/Life) - Instruction	8%	$1,351,700	$108,136
21.240	Insurance (Health/Dental/Life) - Student Support	10%	$50,000	$5,000
24.240	Insurance (Health/Dental/Life) - School Administration	10%	$308,000	$30,800
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	10%	$23,000	$2,300
31.240	Insurance (Health/Dental/Life) - Food Services	0%	$48,000	$0
	Total- All Insurance(Health/Dental/Life)			**$146,236**
10.200	Other Benefits *(specify)* - Instruction	0%	$1,351,700	$0
21.200	Other Benefits *(specify)* - Student Support	0%	$50,000	$0
24.200	Other Benefits *(specify)* - School Administration	0%	$308,000	$0
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	0%	$23,000	$0
31.200	Other Benefits *(specify)* - Food Services	0%	$48,000	$0
	Total - All Other Insurance			**$0**
	TOTAL ALL BENEFITS (200)			**$394,494**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction			$15,000
21.300	Purchased Prof & Tech Services - Student Support			$2,500
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$0
24.300	Purchased Prof & Tech Services - School Administration			$5,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0
31.300	Purchased Prof & Tech Services - Food Services			$5,000
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$27,500**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$675,000
26.441	Rental of Land & Buildings			$0
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$675,000**
	--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services			$0
24.520	Insurance(other than employee benefits - e.g. D&O)			$0
45.521	Property Insurance			$10,000
45.522	Liability Insurance			$7,500
10.530	Communication(telephone and other)			$12,000
21.530	Communication(telephone and other)			$0
24.530	Communication(telephone and other)			$0
26.530	Communication(telephone and other)			$0
24.540	Advertising			$1,500
10.550	Printing and Binding			$500
21.550	Printing and Binding			$0
24.550	Printing and Binding			$0
10.560	Tuition			$0

21.570	Food Service Management			$0
21.580	Travel/Per Diem			$2,000
24.580	Travel/Per Diem			$0
26.580	Travel/Per Diem			$0
10.590	Inter-educational, Interagency Purchased Services			$0
	TOTAL - OTHER PURCHASED SERVICES (500)			**$33,500**
	--- SUPPLIES ---			
10.600	Instructional Supplies	702	$120	$84,240
10.641	Textbooks	702	$75	$52,650
21.600	Supplies - Student Support Services	702	$25	$17,550
22.644	Library Books	2500	$5	$12,500
22.650	Periodicals	0	$0	$0
24.600	Supplies - School Administration	1	$12,000	$12,000
26.600	Supplies - Operation & Maintenance of Facilities	702	$10	$7,020
31.600	Supplies - Food Service	500	$100	$50,000
31.630	Food - Food Service	500	$75	$37,500
	TOTAL - ALL SUPPLIES (600)			**$273,460**
	--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction			$85,000
21.700	Property - Student Support Services			$16,000
24.700	Property - School Administration			$8,000
26.700	Property - Operation & Maintenance of Facilities			$15,000
31.700	Property - Food Services			$25,000
31.780	Depreciation - Kitchen Equipment Depreciation			$0
49.710	Land and Improvements			$0
49.720	Buildings			$0
27.732	School Buses			$0
10.733	Furniture and Fixtures - Instruction	702	$150	$105,300
24.733	Furniture and Fixtures - School Administration	5	$550	$2,750
21.733	Furniture and Fixtures - Student Support Services	8	$125	$1,000
10.734	Technology Equipment - Instruction	702	$700	$491,400
24.734	Technology Equipment - School Administration	5	$500	$2,500
21.734	Technology Equipment - Student Support Services	8	$250	$2,000
27.735	Non-Bus Vehicles			$0
10.739	Other Equipment - Instruction			$0
21.739	Other Equipment - Student Support Services			$0
24.739	Other Equipment - School Administration			$0
	TOTAL - ALL PROPERTY (700)			**$753,950**
	--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction			$0
21.800	Other Objects- Student Support			$0
24.800	Other Objects- School Administration			$0
26.800	Other Objects - Operation & Maintenance of Facilities			$0
31.800	Other Objects - Food Services			$0
45.800	Other Objects - Building Acquisition			$0
	Total - All Other Objects			$0
10.810	Dues and Fees - Instruction			$0
21.810	Dues and Fees - Student Support			$0
24.810	Dues and Fees -School Administration			$1,500
26.810	Dues and Fees - Operation & Maintenance of Facilities			$0
	Total - All Dues and Fees			$0
	TOTAL - OTHER OBJECTS (800)			**$1,500**
	Total Building Acquisition & Instruction (4500)			

45.830	Interest		$3,311
45.840	Redemption of Principal		$75,401
Total other financing sources (uses) and other items			**$78,712**

1000	Total Local		$285,574
3000	Total State		$3,920,028
4000	Total Federal		$90,384
TOTAL REVENUES			**$4,295,986**
100	Salaries		$1,802,700
200	Employee Benefits		$394,494
300	Purchased Professional and Technical Services		$27,500
400	Purchased Property Services		$675,000
500	Other Purchased Services		$33,500
600	Supplies		$273,460
700	Property		$753,950
800	Other Objects		$78,712
TOTAL EXPENDITURES			**$4,039,316**
Excess or Deficiency of Revenues over Expenditures			**$256,670**
Other Sources of Funding (5000)			**$274,399**
Net Asset Balance (Fund Balance)			**$531,069**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**12%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.059746432**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$125,619**

Bonneville Academy		2019-2020		
Second Operational Year		**100% Enrollment**		
Number of Students:		702		
Revenue				
	Child Nutrition Program (CNP) and Lunchroom Sales	702		$285,574
	Student Activities	$222		
	Other	$0		
	Total Revenue From Local Sources (1000)	**$285,574**		
	State Educational Funding	$3,910,230		
	Total Revenue from State Sources (3000)	**$3,910,230**		
	Lunch and Breakfast Reimbursement	222		$90,384
	Restricted Federal Through State	$0		
	Programs for the Disabled (IDEA)	$102,211		
	Elementary and Secondary Education Act (ESEA)	$95,360		
	Total Revenue from Federal Sources (4000)	**$90,384**		
	Private Grants & Donations:			
	Source(s) *(specify)*	$0		
	Loans:	$0		
	Commercial	$0		
	Other *(specify)*	$0		
	Prior Year Carryforward	$531,069		
	Total Revenue from Other Sources (5000)	**$531,069**		
	Total Revenue	**$4,817,257**		

Expenditures		**Number**	**Salary/Cost**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers	28.00	$48,000	$1,344,000
10.132	Salaries - Substitute Teachers	180.00	$65	$11,700
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	$8,000	$80,000
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,435,700**
21.141	Salaries - Coordinators	2.00	$38,000	$0
21.142	Salaries - Guidance Personnel	0.00	$0	$0
21.143	Salaries - Health Services Personnel	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	1.00	$27,000	$54,000
21.100	Salaries - Other 2100-Student Support	0.00	$0	$0
	Total - STUDENT SUPPORT Salaries (100)			**$54,000**
22.145	Salaries - Media Personnel - Certified	0.00	$0	$0
22.162	Salaries - Media Personnel - Noncertified	1.00	$24,000	$24,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	$0	$0
	Total - **INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$24,000**
24.121	Salaries - Principals and Assistants	2.00	$73,000	$146,000
24.152	Salaries - Secretarial and Clerical	1.00	$30,000	$30,000
24.100	Salaries - Other 2400-School Administration	3.00	$73,000	$219,000
	Total **-SCHOOL ADMINISTRATION** Salaries (100)			**$395,000**
26.100	Salaries - Operation & Maintenance of Facilities	1.00	$25,000	$25,000
	Total **-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$25,000**
31.100	Salaries - Food Services	4.00	$14,000	$56,000
	Total **-FOOD SERVICES** Salaries (100)			**$56,000**
	TOTAL - ALL SALARIES (100)			**$1,989,700**
	--- BENEFITS ---			
10.210	Retirement - Instruction	4%	$1,344,000	$57,428
21.210	Retirement - Student Support	4%	$54,000	$2,160

22.210	Retirement - Instructional Staff Support	4%	$146,000	$960
24.210	Retirement - School Administration	4%	$25,000	$15,800
26.210	Retirement - Operation & Main of Facilities	4%	$56,000	$1,000
31.210	Retirement - Food Services	0%	$1,989,700	$0
	Total - All Retirement			**$77,348**
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	$0	$143,570
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	$0	$5,400
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	$25,000	$39,500
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	$56,000	$2,500
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	$1,989,700	$5,600
	Total - Social Security/FICA/Unemployment/Workers Comp			**$196,570**
10.240	Insurance (Health/Dental/Life) - Instruction	8%	$0	$114,856
21.240	Insurance (Health/Dental/Life) - Student Support	10%	$0	$5,400
24.240	Insurance (Health/Dental/Life) - School Administration	10%	$25,000	$39,500
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	10%	$56,000	$2,500
31.240	Insurance (Health/Dental/Life) - Food Services	0%	$1,989,700	$0
	Total- All Insurance(Health/Dental/Life)			**$162,256**
10.200	Other Benefits *(specify)* - Instruction	0%	$0	$0
21.200	Other Benefits *(specify)* - Student Support	0%	$0	$0
24.200	Other Benefits *(specify)* - School Administration	0%	$25,000	$0
26.200	Other Benefits *(specify)* - Operation & Maintenance of Facilities	0%	$56,000	$0
31.200	Other Benefits *(specify)* - Food Services	0%	$1,989,700	$0
	Total - All Other Insurance			**$0**
	TOTAL ALL BENEFITS (200)			**$436,174**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---			
10.300	Purchased Prof & Tech Services - Instruction			$15,000
21.300	Purchased Prof & Tech Services - Student Support			$2,500
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$0
24.300	Purchased Prof & Tech Services - School Administration			$5,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$0
31.300	Purchased Prof & Tech Services - Food Services			$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$22,500**
	--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services			$675,000
26.441	Rental of Land & Buildings			$0
26.450	Construction and Remodeling			$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$675,000**
	--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services			$0
24.520	Insurance(other than employee benefits - e.g. D&O)			$0
45.521	Property Insurance			$10,000
45.522	Liability Insurance			$7,500
10.530	Communication(telephone and other)			$12,000
21.530	Communication(telephone and other)			$0
24.530	Communication(telephone and other)			$0
26.530	Communication(telephone and other)			$0
24.540	Advertising			$1,500
10.550	Printing and Binding			$500
21.550	Printing and Binding			$0
24.550	Printing and Binding			$0
10.560	Tuition			$0
21.570	Food Service Management			$0
21.580	Travel/Per Diem			$2,000

24.580	Travel/Per Diem			$0
26.580	Travel/Per Diem			$0
10.590	Inter-educational, Interagency Purchased Services			$0
	TOTAL - OTHER PURCHASED SERVICES (500)			**$33,500**
	--- SUPPLIES ---			
10.600	Instructional Supplies	702	$100	$70,200
10.641	Textbooks	702	$40	$28,080
21.600	Supplies - Student Support Services	702	$15	$10,530
22.644	Library Books	1000	$5	$5,000
22.650	Periodicals			$0
24.600	Supplies - School Administration			$15,000
26.600	Supplies - Operation & Maintenance of Facilities	702	$10	$7,020
31.600	Supplies - Food Service	500	$75	$37,500
31.630	Food - Food Service	500	$100	$50,000
	TOTAL - ALL SUPPLIES (600)			**$223,330**
	--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction	702	$65	$45,630
21.700	Property - Student Support Services	8	$75	$600
24.700	Property - School Administration	5	$75	$375
26.700	Property - Operation & Maintenance of Facilities			$0
31.700	Property - Food Services			$2,500
31.780	Depreciation - Kitchen Equipment Depreciation			$0
49.710	Land and Improvements			$0
49.720	Buildings			$0
27.732	School Buses			$0
10.733	Furniture and Fixtures - Instruction	200	$150	$30,000
24.733	Furniture and Fixtures - School Administration	5	$0	$0
21.733	Furniture and Fixtures - Student Support Services	8	$0	$0
10.734	Technology Equipment - Instruction	210	$700	$147,000
24.734	Technology Equipment - School Administration			$0
21.734	Technology Equipment - Student Support Services			$0
27.735	Non-Bus Vehicles			$0
10.739	Other Equipment - Instruction			$0
21.739	Other Equipment - Student Support Services			$0
24.739	Other Equipment - School Administration			$0
	TOTAL - ALL PROPERTY (700)			**$226,105**
	--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction			$0
21.800	Other Objects- Student Support			$0
24.800	Other Objects- School Administration			$0
26.800	Other Objects - Operation & Maintenance of Facilities			$0
31.800	Other Objects - Food Services			$0
45.800	Other Objects - Building Acquisition			$0
	Total - All Other Objects			$0
10.810	Dues and Fees - Instruction			$0
21.810	Dues and Fees - Student Support			$0
24.810	Dues and Fees -School Administration			$1,500
26.810	Dues and Fees - Operation & Maintenance of Facilities			$0
	Total - All Dues and Fees			$0
	TOTAL - OTHER OBJECTS (800)			**$1,500**
	Total Building Acquisition & Instruction (4500)			
45.830	Interest			$3,421
45.840	Redemption of Principal			$76,731

Total other financing sources (uses) and other items			**$80,152**
1000	Total Local		$0
3000	Total State		$3,910,230
4000	Total Federal		$90,384
	TOTAL REVENUES		**$4,000,615**
100	Salaries		$1,989,700
200	Employee Benefits		$436,174
300	Purchased Professional and Technical Services		$22,500
400	Purchased Property Services		$675,000
500	Other Purchased Services		$33,500
600	Supplies		$223,330
700	Property		$226,105
800	Other Objects		$80,152
	TOTAL EXPENDITURES		**$3,686,461**
Excess or Deficiency of Revenues over Expenditures			**$314,154**
Other Sources of Funding (5000)			**$531,069**
Net Asset Balance (Fund Balance)			**$845,222**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**21%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.078526388**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$125,859**

Pre-opening Planning Calendar

The following table outlines the time frame and action items that will need to be started at different points during the eighteen months leading up to the first day of school. This table includes many but not all of the items that will need to be completed for a successful opening in Fall of 2017. The Board of Directors will add to this timeline as needed.

Table 4 Preopening Calendar

Date	Action Item
February 2016	• Charter approved

March 2016	• Join charter school and non-profit associations.
	• Create committees and Board Member assignments.
	  ○ Finance
	  ○ Technology
	  ○ Facility/Building
	  ○ Curriculum
	  ○ Marketing/Enrollment
	  ○ Development and fundraising
	  ○ Human Resources
	• Start website development and marketing plan.
	• Create RFP for land and facility acquisition.

April 2016	• Create financial policies and procedures. • Research school wide information management system. • Attend required state trainings.
May 2016	• Planning year budget proposal
June 2016	• Finalize and approve planning year budget • Apply for Charter School Revolving loan • Open bank account
July 2016	• Board Member training • Schedule public information meetings.
August 2016	• Create job descriptions for administrative team. • Create 1-5 year strategic plan. • Purchase school wide information system. • Finalize facility plan and contract with company to build.

	• Attend community events for marketing purposes ie. Stansbury Days.
September 2016	• School calendar created and approved.
October 2016	• Website launched with online application capability. • Start policies and procedures manual.
November 2016	• Open enrollment begins • Continue marketing campaign.
December 2016	• Purchase computers for administrative team.
January 2017	• Hire School Director. • Start hiring process for administrative team, teachers and support staff. • Committee proposals given to board members.
February 2017	• Lottery held and enrollment finalized. • Create Parent Teacher Organization.
March 2017	• Finalize staff and staffing assignments. • Purchase curriculum • Begin purchasing equipment, furniture, supplies and other items.
April 2017	• Finalize policies and procedures • Create student and parent handbook
May 2017	• Year 1 budget submitted to Board of Directors • Annual meeting and elections for Board members if necessary.
June 2017	• Year 1 Budget approved.
July 2017	• Take possession of facility • Set up classrooms • Teacher training
August 2017	• School Starts

Education *Service Provider*

Bonneville Academy does not intend to contract with an Education Service Provider. However, the school reserves the right to contract should the Governing Board determine that an ESP is necessary. Among the activities that may be contracted are: Business Management, facility leasing and Board member training.

Appendix A - Waivers

Bonneville Academy is not requesting waivers from Administrative Rules.

Appendix B – Articles of Incorporation

RECEIVED
SEP 17 2015
Utah Div. of Corp. & Comm. Code

SEP 17'15 AM10:18

Articles of Incorporation
of
Bonneville Academy

Pursuant to Section 16-6-46 of the Non-Profit Corporation Laws of the State of Utah, the following non-profit corporation is organized.

JBB

Article I.
Name and Location

The name of the corporation is: Bonneville Academy
The location of the corporation is: Stansbury Park, Tooele County, Utah

Article II.
Duration

The duration of the corporation shall be perpetual unless dissolved sooner according to law.

Article III.
Purpose

Bonneville Academy is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Specifically Bonneville Academy's purpose is to provide educational services as a public charter school serving grades Kindergarten through eighth grade, located in Tooele County. Bonneville Academy will foster critical thinking and problem solving skills in a challenging, student centered environment; with an emphasis in Science, Technology, Engineering and Math.

Bonneville Academy will solicit and accept money as contributions, grants, donations and other public financial support. The corporation will also accept in kind donations such as property and other items of value as deemed useful and necessary to carry out the purpose set forth in these Articles of Incorporation.

Date: 09/17/2015
Receipt Number: 6147619
Amount Paid: $8.00

Article IV.
Membership

The corporation shall not have members or issue stock.

Articles of Incorporation
of
Bonneville Academy

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The purpose of the corporation are for charitable purposes as authorized by Section 501c3 of the Internarial Revenue Code and are consistent with the powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

Specifically Bonneville Academy's purpose is to provide educational services as a public charter school serving grades Kindergarten through eighth grade, located in Tooele County. Bonneville Academy will foster critical thinking and problem solving skills in a challenging, student centered environment; with an emphasis in Science, Technology, Engineering and Math.

Bonneville Academy will solicit and accept money as contributions, grants, donations and other public financial support. The corporation will accept in kind donations such as property and other items of value as deemed useful and necessary to carry out the purpose set forth in these Articles of Incorporation.

Article IV.
Membership

The corporation shall not have members or issue stock.

Article V.
Directors and Incorporators

The name and street address of the initial Board of Directors and Incorporators:

Brenda Spearman 6563 Sky Heights Drive Stansbury Park UT 84074	Bryan Cowley 49 Clearwater Drive Stansbury Park UT 84074	Cory Johnson 6606 Sky Heights Drive Stansbury Park UT 84074

Amanda Penton
6799 Brigham Court
Stansbury Park UT 84074

Clint Thomsen
21 Clearwater Drive
Stansbury Park UT 84074

Article VI.
Registered Office and Agent

The address of the corporation's initial registered office is 6563 Sky Heights Drive, Stansbury Park, UT 84074. The name of its initial registered agent at such address is Brenda Spearman.

Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

I hereby acknowledge and accept appointment as the Corporate Registered Agent:

Brenda Spearman

Article VII.
Compensation and Distribution

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, trustees, officers, or other private persons, except that the corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Corporation's purposes. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code.

Article VIII.
Dissolution

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code consistent with the purposes of the Corporation, or to a state or local government for a public purpose. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located,

exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

Article IX.
Indemnification

The Corporation shall indemnify Officers and Directors of the Corporation to the fullest extent permitted under the Act.

Appendix C - Bylaws

BYLAWS
OF
Bonneville Academy

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be Bonneville Academy. It shall be a nonprofit organization incorporated under the laws of the State of Utah.

Section 2 — Purpose: The purpose of the corporation are for charitable purposes as authorized by Section 501c3 of the Internal Revenue Code and are consistent with the powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented. Specifically Bonneville Academy's purpose is to provide educational services as a public charter school serving grades Kindergarten through eighth grade, located in Tooele County. Bonneville Academy will foster critical thinking and problem solving skills in a challenging, student centered environment; with an emphasis in Science, Technology, Engineering and Math.

ARTICLE II — MEMBERSHIP

Section 1 – There shall be no members.

ARTICLE III — BOARD OF DIRECTORS

Section 1 — Board Role, Size, and Compensation: The Board is responsible for overall policy and direction of the school, and delegate's responsibility of day-to-day operations to the School Director and staff. The Board shall have up to 9, but no fewer than 5 members. The Board receives no compensation other than reasonable expenses. Board members will be designated by the system of Board Member A-I with Board Member I being the PTO President.

Section 2 — Terms: Board members shall serve either a two-year or three year term. Terms will begin in June. Terms will be staggered so there is no full turnover of the Board at any time. Terms will be limited to 3 consecutive terms per person and members may only service as Chair for a total of 5 years. Terms will be as follows: Board positions A, C, E and G will serve three (3) year terms and positions B, D, F and H will serve two (2) year terms. Position I or the PTO President will change yearly.

Section 3 — Meetings and Notices: The Board shall meet monthly, at an agreed upon time and place. The Board agenda will be sent to all Board members and posted publicly no less than 24 hours prior to all regularly scheduled Board meetings.

Section 4 — Board Appointments and Elections: The majority (7) of the Board will be appointed by current Board members. These will be Board Positions A, B, C, D, E, F and H. Two Board positions, G and I will be voted on by parents and staff.

Section 5 —Appointment and Election Procedures: A Board Development Committee shall be established and will be responsible for nominating a slate of qualified prospective Board members. In addition, any board member can nominate a candidate to the slate of nominees. End of term appointments to the Board will be made during the school's June open Board meeting. Newly appointed members will begin serving beginning the day after the meeting. In the event of a vacancy, the Board may fill the open Board position at the next open board meeting. Board Position G will be filled at the end of the term by a vote of parents and staff at the school. This vote will take place the day before the June open Board meeting at the end of the term. Each household will receive one (1) vote regardless of the number of students enrolled.

Section 6 — Quorum: A quorum must be attended by 2/3 of Board members for business transactions to take place and motions to pass.
Section 7 — Officers and Duties: There shall be four officers of the Board, consisting of a Chair, Vice-Chair, Secretary and Treasurer. Their duties are as follows: The chair shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: Vice-Chair, Secretary, and Treasurer. The Vice-Chair shall chair committees on special subjects as designated by the Board. The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained. The treasurer shall make a report at each Board meeting. The Treasurer shall chair the finance committee, assist in the preparation of the budget, and make financial information available to Board members and the public
Section 8 — Vacancies: When a vacancy on the Board exists mid-term, the secretary must receive nominations for new members from present Board members two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.
Section 9 — Resignation, termination, and absences: Resignation from the Board must be in writing and received by the Secretary. Board members may be terminated from the Board due to excess absences, more than three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a 2/3 vote of the remaining Directors.
Section 11 — Special meetings: Special meetings of the Board shall be called upon at the request of the Chair, or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member at least 24 hours in advance.

ARTICLE IV — COMMITTEES

Section 1 — Committee formation: The Board may create committees as needed, such as fundraising, curriculum, assessment, human resources, public relations, data collection, etc. The Board chair appoints all committee chairs.
Section 2 — Executive Committee: The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and bylaws, the Executive Committee shall have all the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, and is subject to the direction and control of the full Board.
Section 3 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes one other Board member. The Finance Committee is responsible for developing and reviewing fiscal policies and procedures, and the annual budget with other Board members. The Board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year starts July 1st and ends June 30th. Annual reports are required to be submitted to the Board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members, and the public.

ARTICLE V — DIRECTOR AND STAFF

Section 1 — School Director: The school director is hired by the Board. The school director has day-to-day responsibilities for the organization, including carrying out the school's goals and

policies. The school director will attend all Board meetings, report on the progress of the school, answer questions of the Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VI — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

CERTIFICATION - These bylaws were approved at a meeting of the Board of Directors by a two-thirds majority vote on September 15, 2015.

Appendix D – Board Meeting Minutes

Bonneville Academy
Open Public Board Meeting
August 18, 2015
6:30pm
Stansbury Park Clubhouse

BUSINESS MEETING

Call to Order- Brenda Spearman
Board members present: Brenda Spearman, Cory Johnson, Amanda Penton, Clint Thompson
Excused: Bryan Cowley

1. Pledge of Allegiance
2. Review and Adopt Minutes (None)
3. Public Comment (none)
4. Update: proposal for charter school accepted, review application dates
5. Founders Status: Criteria for founders- 15% of student population can be in founder's families (about 102 kids in the school) Motion PASSED unanimously by the board.
6. Organizational Structure: Motion PASSED unanimously by the board
7. Pay director $65,000- $68,000 (low to keep teacher's salaries high)
8. Articles of Incorporation- Motion PASSED unanimously by the board.

WORK SESSION

- Application- have a working rough draft ready by the September meeting
- School Purpose- mostly done
- Market Analysis- Brenda Spearman will work on, will need to footnote the different references
- Student Population- mostly done; will need to take into account the bonded school and how that will affect the student population
- Program of Instruction- Amanda Penton will work on, eliminate specific curriculum
- Performance Measures- Clint Thompson will work on, look at successful charter schools for information
- Governance- Brenda Spearman will work on; Try to bring on 2 more board members
- Staffing- Amanda Penton will start to work on; There will be a lot of job descriptions in this section; recruit effective teachers through part time teachers (will work in our advantage with the budget as well because we won't be required to pay benefits) Teachers make $40,000- $45,000 (salary between districts in Salt Lake area and Tooele county school district) URS- will need to donate 15% per person in the system (too expensive to do)

- Business Plan- Cory Johnson will work on budget; strategies for meeting cash flow challenges: revolving line of credit; have contacted owner of local land for a potential location
- Education Service provider- open to hiring a business education service provider (will not contract with them yet), not open to an education service provider.

Committee reports - Create committees:

- Budget Committee- find out how much computers, supplies, books, desks, etc. will cost
- Building Committee- find a building plan with costs of building and oversee building the school
- Partnership Committee- find tech, business, engineering companies to partner with when we open our charter (provide equipment or guest lecturers or we can go to a field trip there, etc)

Correspondences- Meeting with Tooele County school district, as a board, on September 9th at 6pm
Financials - Budget
Possible Closed Session
Adjourn- 7:55 pm

Bonneville Academy
Open Public Board Meeting
September 15, 2015
6:30pm
Stansbury Park Clubhouse

BUSINESS MEETING

1. Call to Order- Brenda Spearman

Board members present: Brenda Spearman, Clint Thomson, Bryan Cowley, Cory Johnson, Amanda Penton, Sheena Bennett

2. Pledge of Allegiance
3. Review and Adopt Minutes- Minutes from August board meeting approved
4. Public Comment- None; Need more people in attendance, encourage more founders to come to receive more input
5. Articles of Incorporation- Can't do articles of incorporation online, doesn't have everything we need so Brenda created our own articles.

There are no members or shared stock of the charter but all parents and staff are automatically members

The articles are looked over, signed and approved unanimously by the board.

6. Bylaws- to be included in the application. They are the layout of how we do business. Includes: name and purpose, board of directors: no fewer than 5, no more than 9, can't serve for more than 3 consecutive terms
7. Enrollment policy and procedure- review below and approved unanimously by the board
8. School Logo, tagline and mascot- School logo and mascot passed, the tagline will still be worked on.

WORK SESSION

1. Discussion of application- Currently we have a board of six members, Ryan Liddell withdrew his application for the board position; Have the application looked over by the director of John Hancock to receive tips that will make it better.

2. Financials- Budget; Still working on this. We will get a $300,000 revolving loan. Need to include an IT and programmer position to be in charge of working on data submission. This individual should be available to work 3 months before the school opens

3. Update from the district meeting held September 9, 2015 at the district offices. They ensured us that they will allow us to continue the application process without further interference. In this meeting the issue of the bond was discussed. Both parties agreed that the bond would be a good thing if passed.

Adjourn: Next meeting will be Tuesday, October 20th at 6:30 pm

Bonneville Academy
Open Public Board Meeting
October 20, 2015
6:30pm
Stansbury Park Clubhouse

Business Meeting

1. Call to Order: Brenda Spearman

a. Board Members Present: Brenda Spearman, Clint Thompson, Cory Johnson, Amanda Penton, Sheena Bennett

2. Pledge of Allegiance
3. Public Comment: None

Work Session

1. Discussion of timeline: Application sent to readers, will review and will provide feedback, expect to get it the week of Oct. 26th; can make changes afterwards. Final application due December 1st at 4:00. Will be reviewed and scored. Governing board interview on December 17th at 2:15, will last an hour. All board members need to be at that meeting. Final decisions will be at February board meeting.
    a. Recap of contentions with the district.
    b. 160 followers on our Facebook page
    c. Put a poll of Facebook of who would be interested in enrolling their child
    d. Overlake Elementary is starting the application process to be designated STEM
    e. Wait until approval to contact companies to work with?
        1. Company in Idaho, only leases for 2 years
        2. If we don't with a company, we will have to make all the arrangements to build and furnish the building
        3. A company would be an easier route for building but will be more expensive
        4. The man who expressed interest in selling property hasn't returned phone calls. Needs to go back to the county and get the property re-zoned if we were to place the school there.
        5. Company will negotiate the purchase of property; will be a better option in a small community (negotiating among friends)
        6. Will be worth it to hire a company, must have the correct terms of lease and buy out.
    f. Create a committee to put together a list of tech companies that we can contact upon approval to partner with us.
    g. Mandatory meetings coming up
        17. October 30th at 10 am with Jennifer Lambert
        18. December 17th at 2:15, USOE building
        19. January board meeting (3rd Thursday), all board members must attend
2. Question and Answer session from the public: none
3. Adjourn

Bonneville Academy
Open Public Board Meeting
November 17, 2015
6:30 pm
Stansbury Clubhouse

Business Meeting:

1. Call to Order: Brenda Spearman
    a. board members present: Brenda Spearman, Clint Thompson, Amanda Penton, Cory Johnson, Aleena Desomer
2. Pledge of Allegiance
3. Review and Adopt Minutes- Move to next meeting
4. Public Comment
5. Authorize to start the 501c3- Need to work on that now, before the charter is approved. Funds will be reimbursed when charter is approved. Motioned by Clint Thompson, approved unanimous by the board.
6. Enrollment Policy- Should we get rid of the paragraph saying that if you un-enroll the student who wins the lottery then all siblings will be unenrolled? Take it out for now and check for the legality of that policy and if it is legal, we can add that policy at a later time. Motioned by Alena Approved unanimous by the board

Work Session:

Final Application due on Dec. 1st. Meeting with State Charter School board (Governing board capacity interview) on December 17th at 2:15 or 2:45. Presentation at the meeting in January.

1. Discussion of Reader's comments and the Meeting with Jennifer (from the charter school office). Still having negative correspondence coming from the District to the state charter school office. Discussion of the animosity with the school district. Possibly talk to Matt Lawrence and Scott about whether they know about the recent correspondence. We will just stay quiet at the moment as per Jennifer's advice.
    a. Nine sections of readers comments, only 2 were not met. Met: School Purpose, Market Analysis, Market Notes, and Staffing. School Director will be in charge of Data reporting. Partially Met: Business plan and budget, Governance, and Performance Measures. Special Education teacher will be a special education director that will coordinate the special education needs and aides. Not met: Student Population and Program of Instruction. Need to modify with dealing with special education populations. Tier 1, Tier 2, Tier 3 special education distinctions.
    b. Everyone look at Performance Measures and Student Population Section.
2. Scholar Academy: Looking to build a satellite school here in Stansbury Park. Not sure it will happen until year 3. Sandy Shephard agreed that more choice needs to happen in education. Will stay in contact with them through the process. Will we need to include this in our application?
3. Adjourn
4. Date of Next Meeting: Tuesday December 15th. Talk about game plan for the meeting with the district.

Appendix E – Executed Contracts

Bonneville Academy's Board of Directors has not entered into any contracts with educational service providers, school designers, or others. The school will wait until the charter has been approved before negotiating and executing contracts.