

AMENDMENT REQUEST FOR SATELLITE SCHOOL

Utah State Board of Education

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

1. Sponsoring Charter School Summit Academy
2. Street Address 1225 E. 13200 S. Phone 801-572-9007
3. City Draper
4. This is a school located in an area: () Rural (X) Urban
5. Chief School Officer Steve Crandall Phone 801-572-9007
6. The sponsoring charter school is located in which school district? Canyons
7. Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference (Attachment 1).
8. Satellite School TBD
9. Street Address _____ Phone _____
10. City _____
11. This is a school located in an area: () Rural (X) Urban
12. Chief School Officer Steve Crandall Phone 801-572-9007
13. The satellite school is located in which school district? Canyons or Jordan
14. List all duly elected and appointed current board members of the school (Attachment 2).
15. Percentage of minority students at sponsoring school, percentage of minority students in sponsoring school's district of residence, and estimated percentage of minority students at satellite school.
**Summit Academy generally has 6% minority students; currently (2013-14) there are 8%.
Summit estimates the percent of minority students at the satellite school to be 5-8%.**

16. Percentage of students with disabilities qualifying for Special Education services at sponsoring school, percentage of students with disabilities receiving Special Education services in sponsoring school's district of residence, and estimated percentage of students with disabilities needing Special Education services at satellite school.

Summit Academy's percentages of students with disabilities qualifying for Special Education services is 8%, percentage of students with disabilities receiving Special Education services in Canyon's School District is ___%, and estimated percentage of student with disabilities needing Special Education services at satellite school is 9%.

17. What makes this satellite school unique or needed?

At Summit Academy, we have two primary goals – to provide a rigorous education in a wide variety of subjects and to develop our students' specific talents and interests. All too often, a school's philosophy will be focused around only one of these goals. We believe this puts students at a disadvantage. At Summit Academy, both areas are pursued vigorously to encourage academic excellence. The following core values are central to the school's philosophy:

- **Summit is a student-centered learning community based on the principles of safety and respect.**
- **Summit Teachers are innovative, committed and motivated to provide quality professional instruction.**
- **Parental involvement is important to the personal success of each student.**
- **Summit's curriculum builds from year to year and specializes in core knowledge acquisition and application.**

Summit's students are divided into small instructional groups according to their level of mastery in Language Arts and Math. Instructional groups may be as small as two or three students with a teacher or teaching assistant. Instructional groups are leveled according to ability and the focus is on individual achievement and academic progression. Summit Academy values each child's unique personality and strengths. We also recognize that each student learns in his or her own way, and we tailor our teaching to the individual learning styles of each child.

Everyone at Summit is working toward a common goal: focus on academic success. Our curriculum challenges students, without overwhelming them. As a public school, Summit Academy teaches the standards and objectives of the Utah State Core Curriculum. However we go beyond the state core minimums and greatly enhance the curriculum to be more academically rigorous, utilizing expansion of ideas and concepts in order to teach students strategies for higher order thinking, problem solving and a life-long love of learning.

We believe that proficiency is a minimum. We utilize computerized adaptive testing (MAP testing) and other progress monitoring tools to assist us in looking at students' individual growth over a period of time. Our students tend to be high achievers, including our Special Education and disadvantaged students, as evidenced by our CRT and MAP data compared to the state accountability measures.

Beyond the classroom, Summit Academy offers a wide variety of learning supports. The STAR reading program was introduced at Summit Academy in 2008. It is designed to assist students who may not qualify for any disability, but need some additional support with reading. Summit Academy participates in the ABC-UBI training initiative, and was the first Charter School in the state to participate in the program. The school has been recognized by the Utah Personal Development Center (UPDC) as a model for other charter schools to follow. ABC-UBI has had a huge impact on our school culture and is the basis for our academic and behavioral programs at the school. The school has implemented evidence-based practices with fidelity to improve student outcomes. For example, in the fall of 2010, our ABC-UBI team at the Elementary felt that something more needed to be done to

support the goal of every student acting in a “Safe, Kind, and Responsible” manner. It was determined that a school-wide character education program would be helpful in accomplishing this goal. We implemented the program school-wide. Once a month, each class receives a character education lesson. The principal, counselor, and the ABC-UBI building coordinator present these lessons. Also, Summit Academy has implemented a Guiding Reading program that allows students to read at their own reading level. This program correlates well with the schools small group philosophy. We offer additional assistance after school with tutoring in math and reading development.

Summit Academy is committed to providing extensive, ongoing educational and professional development opportunities for our Teachers and staff. Currently the school is sponsoring a Reading Endorsement Program class for Summit Academy teachers, along with teachers from 13 other charter schools. A goal for the program is to have all Summit Teachers obtain a reading endorsement. We have a structured teacher training program, TIPS (Teacher Induction Program), where all Level 1 Teachers are required to meet 4-5 times throughout the year for training and teacher development instruction. Some of the goals of the program are to help new teachers with current educational practices; differentiation and backward design; review licensing requirements for advancement to Level 2 certification; portfolios and teaching practices; understanding the five Utah teaching standards; analyzing assessment data; classroom management strategies and allow a forum for the teachers to discuss their issues and concerns.

Because Summit Academy is a school of choice, parents tend to be highly involved in their student’s education. In the 2010-11 annual parent survey, Summit Academy earned a 96% overall satisfaction rating from its parents, reflecting our unparalleled parent support. The school enrollment has remained at maximum capacity since opening in 2004, with a consistently full lottery waiting list. During the 2012-13 open enrollment session, there were nearly 1800 applicants that applied for enrollment to Summit Academy and nearly 1700 in 2013-14. Due to the retention of the large majority of students, it is estimated that there will be only 150 available spaces to fill (including 100 new kindergarten students). Approximately 70% of those available spaces will be filled by siblings of current students, who receive selection priority over other applicants. The school is proud to hold the highest student retention rate of any charter school in the state, at over 94%.

We believe that Summit Academy has clearly set itself apart from other schools in the area. We are confident that there is a substantial need for a satellite school in the south valley area in order to make available Summit’s innovative and high quality education to a greater amount of students than we are currently able to serve.

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

In accordance with Summit Academy’s Special Education Policy and Procedure Manual, the satellite school will follow procedures to ensure compliance with federal law and state rules.

The satellite school will provide services to Special Education students across a continuum of services based on the needs of the individual student. Student placement will be determined by the educational team. This may include but is not limited to the following:

- **Inclusion into the general education classroom**
- **General education classroom paraeducator support**
- **Resource classroom**
- **Pull-out**
- **Self-contained**

- **Combination of the above**

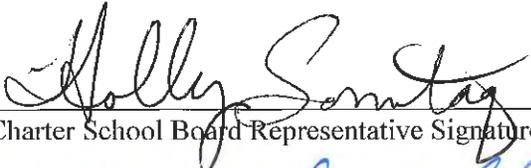
In addition, there are several supportive interventions that separate us from other schools. Summit has a TAT (Teacher Assistance Team) team that helps to identify Special Education and at-risk students who might need additional assistance.

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

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2016-17	100	100	100	100	100	100	100							700
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2017-18	100	100	100	100	100	100	100	100						800
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2018-19	100	100	100	100	100	100	100	150	150					1000
Ultimate Enrollment														

23. Detailed financial plan for the satellite school for three fiscal years (Attachment 6).
24. Signed acknowledgement by sponsoring charter school governing board that they will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. Signed acknowledgement certifying board members’ understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 7).
25. Evidence the entire amendment request document was received by the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located, as required in Section 53A-1a-505(1) (Attachment 8).

26. Signed acknowledgement by sponsoring charter school governing board that the board understands the satellite school shall be held accountable to its own performance agreement with the chartering entity (Attachment 9).
27. Attach sponsoring charter school's financial balance sheets and evidence of attending mandatory financial trainings (Attachment 10).
28. Attach sponsoring charter school's executive summaries from UPIPS review for the past three years (Attachment 11).
29. Create table and graph outlining sponsoring charter school's student performance on all applicable standardized assessments (e.g., DWA, end-of-level CRT, U-PASS, AYP, etc.) for past three years (Attachment 12).
30. Create table and graph outlining sponsoring charter school's authorized enrollment, fall enrollment, and student re-enrollment rates for past three years (Attachment 13).
31. Summary description of educational services, assessment, and curriculum for the satellite school - must be consistent with the services, assessment, and curriculum currently being offered at the sponsoring charter school (Attachment 14).
32. Attach comments page from the sponsoring charter school's management letter from financial audits for the past two fiscal years (Attachment 15).
33. Summary description of administration, teachers, and other staff to be hired for satellite school (Attachment 16).
34. Signed agreement by sponsoring charter school's governing board to cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school (Attachment 17).
35. Is the satellite schools' curriculum fully aligned with the Utah Common Core Curriculum? If not, in what areas does the school deviate from the Core?
The satellite schools' curriculum is fully aligned with the Utah Common Core Curriculum.
36. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting? (Attach resume – Attachment 18)



Charter School Board Representative Signature

3-31-2014
Date



Charter School Principal/Director

3-31-2014
Date



Founder Status/Sponsoring School

Individuals designated to receive founder status of the sponsoring school are:

Dave Crandall
Holly Sonntag
Steve Fairbanks
Troy Walker
Greg Hughes
Whitney Pogue

Students Enrolled Under Founder Status

School Year	Students Enrolled Under Founder Status	Total Student Population	Percentage
2013-14	0	998	0%
2012-13	0	1001	0%
2011-12	0	1005	0%



Summit Academy Board of Trustees

David Crandall, Chairman

Holly Sonntag

Greg Hughes

Steve Fairbanks

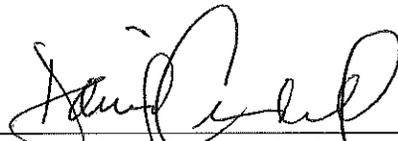
Whitney Pogue

Troy Walker



March 27, 2014

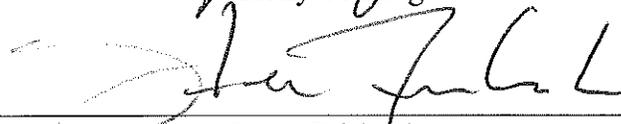
We, the Summit Academy Board of Trustees, do hereby certify that we currently satisfy all requirements of state law and Board rule (Attachment 3).



David Crandall, Chairman



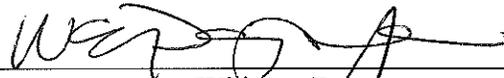
Holly Sonntag



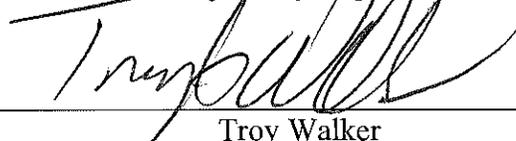
Steve Fairbanks



Greg Hughes



Whitney Pogue



Troy Walker



Governing Organizations

The Summit Academy Board of Trustees is the “keeper of the vision” and defines curriculum, school purpose and core policy. The Summit Board consists of parent volunteers whose children attend Summit Academy. As ultimate responsibility for the organization rests with the Summit Academy Board of Trustees, the structure allows for maximum parent involvement at the Charter School. The Summit Board of Trustees will manage and direct the operations of the elementary, junior high and satellite. The Summit Academy Executive Director and Administration will be responsible for the daily operations of the satellite school including preparation and submission of all statistical reporting documents. The satellite school will have a separate Advisory Council and Parent Organization, both functioning under the direction of the Summit Academy Administration. Both the elected Summit Parent Organization and the appointed Advisory Council will offer interested parents a means to participate in school planning and activities.

Board of Trustees

The Summit Board of Trustees defines and shapes the school’s vision, purpose, and core policy. Board membership may expand, by appointment, to as many as seven members. The Board of Trustees is comprised of parents whose children are enrolled at Summit Academy and may comprise parents of students enrolled at the elementary, junior high, and satellite school. Responsibilities of the board include

- Creating the Summit Advisory Council
- Approving all internal policies, including, but not limited to the bylaws of the non-profit Corporation, Summit Policy and Procedures, the Summit Student Handbook, and the Summit Employment Handbook
- Assisting in the creation of the Summit Parent Organization and defining policy and parameters
- Defining and communicating school core values and principles
- Approving changes to curriculum
- Making/approving appointments to key administrative positions. They include the Executive Director, Principal, Curriculum Development Leader, Director of Special Education, Business Administrator and Office Administrator
- Honoring signed assurance documents and other legal commitments

Attachment 4

- Approving employment assignments for all Summit employees
- Defining operational school policy
- Overseeing school procurements
- Overseeing school statistical and financial reporting responsibilities
- Ensuring that required assessments take place

Summit Advisory Council

The Summit Advisory Council is a group of “specialist volunteers” who advise the Executive Director, Board, and Administration. The Summit Advisory Council performs assignments to fulfill specific objectives of the charter. Some of the responsibilities of the council may include:

- Providing suggestions to the Executive Director, Administration and the Board of Trustees, based on the members’ professional expertise
- Providing suggestions to the Executive Director, Administration and the Board of Trustees on policy decisions. The council’s contributions are especially significant in educational, legal, ethical, and financial matters
- Recommending changes to policy and/or curriculum and writing a school improvement plan

Summit Administration

The Summit Administration is responsible for the daily operation of the school. The Summit Administration consists of the Summit Executive Director, Principals, Assistant Directors, Directors and/or Coordinators of Special Education, Business Administrator, Office Administrators, and Administrative Assistants as needed. The Summit Administration team works in cooperation with the Summit Board of Trustees and reports directly to the Summit Board of Trustees. Responsibilities of the Summit Administration may include, but are not limited to:

- Overseeing the safety, academic progress and special needs of each individual student.
- Evaluating the quality of instruction and professional performance of teaching staff.
- Authoring all internal policies including, but not limited to Summit Policy and Procedures, The Summit Student Handbook, and the Summit Employment Handbook.
- Defining and implementing all operational school policy.
- Hiring faculty and staff.
- Overseeing the Summit Parent Organization,
- Managing school procurements.

Attachment 4

- Overseeing and managing school finances.
- Overseeing school facilities management.
- Preparing the submission of all statistical reporting documents.
- Recommending changes to curriculum.
- Ensuring that required assessments take place.

Summit Parent Organization

The Summit Parent Organization (SPO) comprises parents whose students are registered to attend Summit Academy. Summit Parent Organization officers are elected by the parent body of Summit Academy. Elections for the Summit Parent Organization officers shall be held annually. Annual elections shall be organized by the Summit Administration. SPO officers are elected to serve for one year. The Summit Principals shall organize and chair the Summit Parent Organization. The Summit Parent Organization officers shall include a President, President-elect, Elementary Vice-President, Jr. High Vice-President and Secretary among the members. Should SPO offices be left vacant, (without applicant), the Principal may appoint an individual to assume a position. Some of the responsibilities of the organization include

- Understanding and complying with all applicable laws and governmental oversight rules
- Coordinating all SPO efforts with the Summit Administrative Chair
- Organizing and maintaining supplemental materials and enrichment programs
- Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities
- Raising funds for supplementary materials and activities

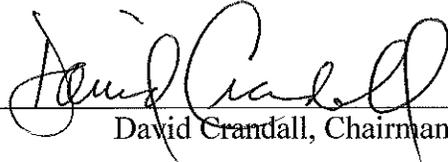


Facilities Description & Certification to Notify School District

The Summit Academy Board of Trustees is currently looking for land at the south end of the valley in either the Jordan or Canyons School Districts.

We anticipate a building approximately 60,000 to 70,000 square feet which will meet state, local and ADA codes. The facility should include 34 classrooms, 2 dedicated labs, a full-sized gymnasium, adequate office space, lunch-room facilities, locker rooms, bathrooms, and parking. We anticipate a property location between 5 to 7 acres with areas for playground and outside exercise facilities and field.

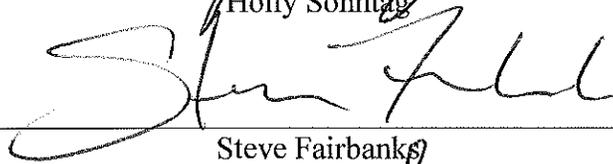
We, the Summit Academy Board of Trustees, do hereby certify that no later than 15 days after securing a building site, the charter school governing board shall notify the school district in which the charter school satellite school is located of the school location, grades served, and anticipated enrollment by grade with a copy of the notification sent to the State Charter School Board (Attachment 5).



David Crandall, Chairman



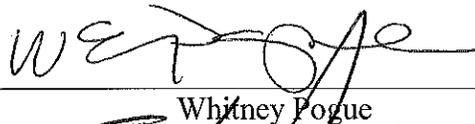
Holly Sonntag



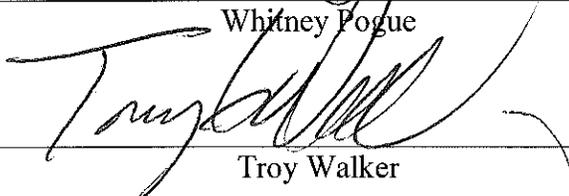
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Troy Walker

	2014-15 WPU=\$2,972	2015-16 WPU * 2%	2016-17 WPU * 2%
Estimated ADM Grade (K-6)	1440	1440	1508
Estimated ADM Grade (7-8)	260	410	492
Special Ed ADM Grades 1-8	135	148	160
Special Ed Self Contained	1	2	2
Number of Teachers K-8	67	73	78
Revenue			
Income from State Sources			
Regular Basic Program			
Professional Staff			
Special Ed-Add on			
Special Ed Self Contained			
Class Size Reduction			
Total WPU Revenue:	<u>5,432,762</u>	<u>6,078,949</u>	<u>6,719,134</u>
Flexible Allocation			
Enhancement for At Risk Students			
Enhancement for Accelerated Students			
School Land Trust Program			
Reading Achievement Program			
Charter Admin Costs			
Educator Salary Adjustments			
Library Books and Supplies			
Local Replacement Dollars			
Total Non-WPU Reve	<u>3,578,825</u>	<u>3,898,728</u>	<u>4,206,000</u>
CS Start up Funds	93,000		
Teacher Materials	10,060	13,140	13,999
Total One Time:	<u>103,060</u>	<u>13,140</u>	<u>13,999</u>
ESTIMATED STATE I	9,114,647	9,990,817	10,939,133
Income from Federal Sources			
Title I, II	23,000	23,000	23,000
Spec. Ed IDEA	180,000	180,000	180,000
Total Federal Fundin	<u>203,000</u>	<u>203,000</u>	<u>203,000</u>
Income from Local sources			
Grade 7-8 Student Fees (\$100 per Student)	25,000	38,000	45,000
Total Local Funding:	<u>25,000</u>	<u>38,000</u>	<u>45,000</u>
Total Reven	9,342,647	10,231,817	11,187,133

Expenditures

Personnel			
Central and Administration	413,000	485,390	499,952
Administrative Assistants	90,000	102,700	105,781
Receptionist	88,000	140,640	144,859
Counselor	138,000	144,640	148,979
Teachers (K-8) (38,000)	2,850,000	3,182,700	3,355,800
Para-Professionals	560,500	571,710	575,710
Substitutes	60,000	60,000	65,000
Payroll Tax @ 7.65%	321,262	358,615	374,550
IT Services	75,000	80,000	81,000
Spec Ed Services	195,000	205,000	221,000
Workers Compensation	18,000	20,000	23,000
Unemployment Insurance	2,000	2,000	2,000
Retirement Benefits (23.69%)	847,865	970,492	1,008,098
Health Insurance	490,000	538,800	564,064
Other Benefits	8,000	12,000	15,000
Total Personnel Exp	6,156,627	6,874,687	7,184,794
Facility			
Facility Lease (est.)	1,920,000	1,920,000	2,070,000
Utilities	198,000	215,000	225,000
Telephone & Internet	25,000	28,000	30,000
Insurance (Liability, Property, etc.)	70,000	70,000	78,000
Building Repairs	30,000	50,000	80,000
Custodial Services	205,000	205,000	205,000
Custodial Supplies	45,000	45,000	50,000
Grounds Maintenance & Improvements	40,000	50,000	60,000
Total Facility Exp:	2,533,000	2,583,000	2,798,000
Supplies and Materials			
Textbooks & Workbooks	125,000	150,000	150,000
Copy Paper/Supplies	70,000	90,000	100,000
School Library (Books, Periodicals, Audiovisuals)	20,000	20,000	25,000
Office/Teacher Supplies	107,500	122,000	125,000
Total Supplies and M	322,500	382,000	400,000
Property			
Classroom Furniture	100,000	30,000	20,000
Office Furniture	30,000	10,000	10,000
Computer Equipment/Software	45,000	50,000	25,000
Audiovisual Equipment	10,000	10,000	15,000
Office Equipment	15,000	14,000	16,000
Miscellaneous Equipment	10,000	10,000	10,000
Total Property:	210,000	124,000	96,000
Professional & Technical Services			
Accounting/Auditing	25,000	30,000	35,000
Legal	5,000	5,000	5,000
Total Pro. & Tech. Se	30,000	35,000	40,000
Total Expen	9,252,127	9,998,687	10,518,794
Net Revenue Over E:	90,520	233,130	668,339



Summit Academy
2007-2008 Budget

Estimated ADM Kindergarten	100
Estimated ADM Grades 1-6	600
Estimated ADM Grades 7-8	150
Estimated ADM Grade 9	
Special Ed ADM Kindergarten	1
Special Ed ADM Grades 1-9	86
Special Ed Self Contained	3
Number of Teachers K - 6	26
Number of Teachers 7-9	10

Revenue

Income from State Sources		
Regular Basic Program		1,869,159
Professional Staff		71,028
Administrative Costs		0
Special Ed-Add on		225,129
Special Ed Self Contained		7,542
Class Size Reduction		182,750
	Total WPU Revenue:	<u>2,355,608</u>
Social Security and Retirement		413,197
Quality Teaching Block Grant		99,671
Local Discretionary Block Grant		30,484
Intervention - Student Success		16,357
At Risk Regular Program		5,186
Gifted and Talented		2,974
School Land Trust Program		33,150
Reading Achievement Program K-3		1,200
Chartered Admin costs		52,700
Local Replacement Dollars		870,913
	Total Non-WPU Revenue:	<u>1,525,832</u>
Teacher Materials		9,760
Chartered School Admin Costs (one time funds)		334,050
Library Books and Supplies (one time funds)		2,559
	Total One Time:	<u>346,369</u>
	ESTIMATED STATE FUNDING:	4,227,809
Income from Local sources		
Grade 7-9 Book Fees (\$100 per Student)		<u>15,000</u>
	Total Revenue:	4,242,809

Expenditures

Personnel

Chief Executive Officer		75,000
Elem Director		55,000
Curriculum Development Leader		45,000
Special Education Director		45,000
Office Manager		45,000
Administrative Assistant		40,000
Receptionist (2 people 4 hr shift \$10)		14,400
Business Administrator		24,000
Teachers K-5 (06-07 salaries + 3.5%)		740,000
Teachers 6-8 (Projections)		513,000
Instructors Part Time (30 x \$60/day x 180 days)		324,000
Athletic Coach		0
Substitutes (540 days @\$80/day)		43,200
Payroll Tax @ 7.65%	1,963,600	160,000
Workers Compensation		30,000
Unemployment Insurance		10,000
Retirement Benefits (15.72%)		260,638
Health Insurance (3,500/year)		147,000
Part time Contracted Counselor		36,000
Part Time Speech/Language Therapist		36,000
Other Benefits		4,000
	Total Personnel Exp:	<u>2,647,238</u>

Facility & Land Lease (current lease plus property tax)		470,000
Portable Lease (3 portables w/one time fees)		69,267
Utilities (\$10,000/month)		120,000
Telephone & Internet		12,000
Liability Insurance		40,000
Building Repairs		8,000
Custodial Services (\$5,000/month)		60,000
Custodial Supplies		5,000
Grounds Maintenance & Improvements		40,000
	Total Facility Exp:	<u>824,267</u>

Textbooks & Workbooks		100,000
Academic Supplies (Paper, Art Supplies, etc.)		50,000
School Library		20,000
Office Supplies		15,000
	Total Supplies and Materials:	<u>185,000</u>

Accounting/Auditing		25,000
Legal		20,000
	Total Pro. & Tech. Services:	<u>45,000</u>

Advertising		0
Dues and Fees		8,000
Miscellaneous		5,000
	Total Other Operating Exp:	<u>13,000</u>

Total Expenditures: 3,714,505

Net Revenue Over Expenditures: 528,304

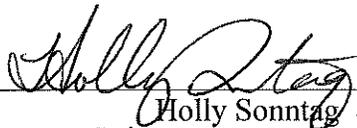


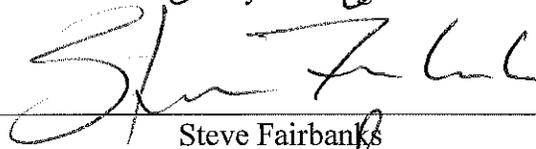
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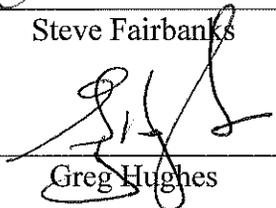
We, the Summit Academy Board of Trustees, do hereby acknowledge that we understand that a lease, lease-purchase agreement, or other contract or agreement relating to the facilities or financing of the school facilities will be submitted to the charter school office for review prior to entering in to the lease, agreement or contract, as required in Section 53A-1a-507.9.

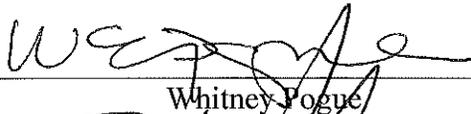
In addition, we acknowledge that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 7).

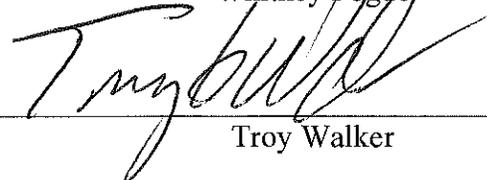

David Crandall, Chairman


Holly Sonntag


Steve Fairbanks


Greg Hughes


Whitney Pogue


Troy Walker



March 27, 2014

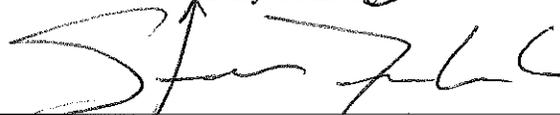
We, the Summit Academy Board of Trustees, do hereby notify you as required in Section 53A-1a-505(1) (Attachment 8) that an application for a satellite school within the district has been sent to the State Charter School Board.



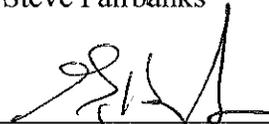
David Crandall, Chairman



Holly Sonntag



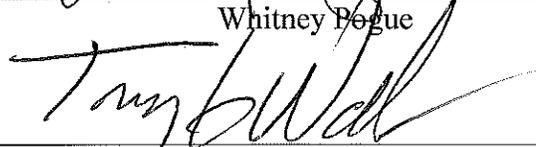
Steve Fairbanks



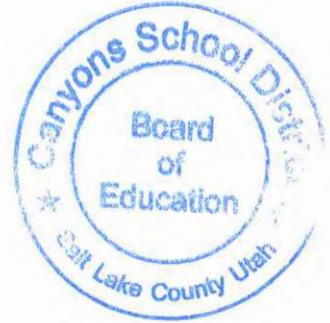
Greg Hughes



Whitney Pogue



Troy Walker



April 1, 2014

Dr. Ginger Rhode
Canyons School District Superintendent
9150 South 500 West
Sandy, UT 84070

Dear Dr. Rhode:

The purpose of this letter is to notify you per UCA Section 53A-1a-505(1) that we have submitted an application for a satellite school to the State Charter School Board. A copy of the application is enclosed.

The proposed satellite school may be located within the Canyons School District boundaries. When we have identified and secured a site for the school, we will share that information with you as well.

Please direct any questions to my attention.

Kind Regards,

A handwritten signature in blue ink, appearing to read "Steve Crandall", is written over a light blue rectangular background.

Steve Crandall
Summit Academy, Executive Director

lc



RECEIVED

APR 1 2014

OFFICE OF THE SUPERINTENDENT

April 1, 2014

Dr. Patrice Johnson
Jordan School District
7387 S. Campus View Drive
West Jordan, Utah 84084

Dear Dr. Johnson:

The purpose of this letter is to notify you per UCA Section 53A-1a-505(1) that we have submitted an application for a satellite school to the State Charter School Board. A copy of the application is enclosed.

The proposed satellite school may be located within the Jordan School District boundaries. When we have identified and secured a site for the school, we will share that information with you as well.

Please direct any questions to my attention.

Kind Regards,

A handwritten signature in blue ink, appearing to read "Steve Crandall", is written over a light blue rectangular background.

Steve Crandall
Summit Academy, Executive Director

lc



March 27, 2014

We, the Summit Academy Board of Trustees, do hereby acknowledge that we understand the satellite school shall be held accountable to its own performance agreement with the chartering entity (Attachment 9).

A handwritten signature in black ink, appearing to read "David Crandall".

David Crandall, Chairman

A handwritten signature in black ink, appearing to read "Holly Sonntag".

Holly Sonntag

A handwritten signature in black ink, appearing to read "Steve Fairbanks".

Steve Fairbanks

A handwritten signature in black ink, appearing to read "Greg Hughes".

Greg Hughes

A handwritten signature in black ink, appearing to read "Whitney Pogue".

Whitney Pogue

A handwritten signature in black ink, appearing to read "Troy Walker".

Troy Walker



March 27, 2014

RE: Evidence of Financial Trainings

To Whom It May Concern:

This letter is to certify that I have been in attendance at the USOE annual spring financial trainings for the following years: 2008, 2009, 2010, 2011, 2012, 2013, and 2014.

I have also attended the Utah State Auditor's Office financial trainings in 2008, 2010, and 2012.

Additionally, I have attended the annual Squire Company Accounting year-end training for Charter Schools the following years: 2008, 2009, 2010, 2011, and 2012.

Sincerely,

Stephanie Archibald
Business Administrator
Summit Academy
sarchibald@2summit.org

106

1:48 PM
03/28/14
Accrual Basis

Summit Academy
Balance Sheet
As of June 30, 2013
Jun 30, 13

ASSETS

Current Assets

Checking/Savings

8111 General Account 399,067.01

8120 PTIF Investment 1,096,407.46

Total Checking/Savings 1,495,474.47

Accounts Receivable

8129 Accounts Receivable 5,208.11

Total Accounts Receivable 5,208.11

Other Current Assets

8130 Receivables

8132 State Receivable 22,358.76

8133 State (Sales Tax) 1,035.81

8134 Federal 115,186.00

Total 8130 Receivables 138,580.57

8150 Prepaid Expenditures 33,557.00

8160 Preschool 42,053.21

8165 Summit Academy High School 329,224.68

Total Other Current Assets 543,415.46

Total Current Assets 2,044,098.04

Fixed Assets

8200 Land and Buildings 16,790,452.40

8201 Furniture and Fixtures 208,060.79

8203 Property and Equipment 472,569.39

8204 Accumulated Depreciation -2,142,521.05

8205 Bond Issuance Costs 470,985.00

8206 Accumulated Amortization -85,575.00

8207 Transportation Equipment 26,360.00

Total Fixed Assets 15,740,331.53

Other Assets

8170 Bond Interest Fund-8911149 80,250.20

8171 Principal Fund - 8911149A 24,681.68

8172 Bond Reserve - 8911149B 1,253,650.00

8175 Project/Borrowers 8911149G 35,111.30

8177 Expense Fund 8911149J 1,586.46

8178 R&R - 8911149F 201,233.02

Total Other Assets 1,596,512.66

TOTAL ASSETS 19,380,942.23

Summit Academy
Balance Sheet
 As of June 30, 2013
Jun 30, 13

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

9510 Accounts Payable 5,410.93

Total Accounts Payable 5,410.93

Other Current Liabilities

9540 Accrued Withholdings

9547 SUTA 43.47

9550 AFLAC 1,976.92

9553 Educators Mutual 336.92

9554 Dental 137.39

9555 Vision 34.45

9557 Installment Loan (urs) 157.07

Total 9540 Accrued Withholdings 2,686.22

9560 Deferred Revenue

9561 Other Local 11,101.47

9563 State 117,505.03

Total 9560 Deferred Revenue 128,606.50

Payroll Liabilities

512,404.37

Total Other Current Liabilities 643,697.09

Total Current Liabilities 649,108.02

Long Term Liabilities

9700 Bond 16,630,000.00

9701 Accrued Bond Interest 79,661.15

9702 Bond Discount

9703 Bond Disc. Amortization 15,847.00

9702 Bond Discount - Other -87,216.00

Total 9702 Bond Discount -71,369.00

9704 Zions Bus Loan

15,980.00

Total Long Term Liabilities 16,654,272.15

Total Liabilities 17,303,380.17

Equity

Retained Earnings 2,040,707.47

Net Income 36,854.59

Total Equity 2,077,562.06

1:48 PM
03/28/14
Accrual Basis

Summit Academy
Balance Sheet
As of ~~June 30, 2013~~
Jun 30, 13

TOTAL LIABILITIES & EQUITY

19,380,942.23

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF SELF-ASSESSMENT REPORT
Summit Academy
June 23, 2011

The attached report contains the results of the first phase of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents and advocates.

This phase of the UPIPS included the development of a Program Improvement Plan by reviewing data collect from the parent and teacher surveys and administration interviews. Summit Academy, with the aid of the USOE data entry team, conducted a self assessment of file compliance. This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDWEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength:

General Supervision

Areas of Strength:

- Confidential files are located in a locked cabinet and a list of authorized access list is posted
- Initial evaluations were completed within the 45 school day rule
- A consistent file organization system is in place to help maintain files
- Meetings held by the special education department have all the required participants
- Evaluation summaries are comprehensive and provide pertinent information to the student's current level of performance
- Eligibility criteria is clearly defined and explained to the parents, teachers and LEA
- Professional development opportunities are provided to special education and general education teachers regarding teaching students with disabilities
- Procedural safeguards are provided to all parents with clarification
- All students participate in benchmark testing to improve student outcomes

Parental Involvement

Areas of Strength:

- Parents and support services staff meet to discuss school programs, curriculum and problem solve.
- Parent participation with student progress is excellent
- Parents report that they are generally happy with the special education program
- IEP meeting are schedule at a mutually agreeable time
- Notice of meetings and email reminders are sent to parents
- Parents are provided with copies of the student's IEP
- Parents feel they are given clarification of the Procedural Safeguards
- Parents report that the special education team is helpful and encourages their participation in the development and delivery of their child's IEP.

Free Appropriate Public Education in the Least Restrictive Environment

Areas of Strength:

- Students are encouraged to participate in the general education classroom as much as possible and given the support of teacher assistants to improve student success
- Classrooms use technology to increase the use differentiated instruction to meet the needs of special education students
- IEPs are current and clearly define the students needs
- Teachers are provided with a copy of the student's IEP to aid in the student's academic and education performance
- Grade level team meetings are held monthly to discuss to progress
- PLAAFP includes all relevant data and information
- Student accommodations are used in the general and special education settings to ensure student progress and continuity with standardized testing

Transitions:

Summit Academy does not have students that require transition services

Disproportionality

- Special education files contain documentation of parent's primary home language. Race/ethnicity is documented in the student special education file as well as SIS.

Areas of Systemic Noncompliance

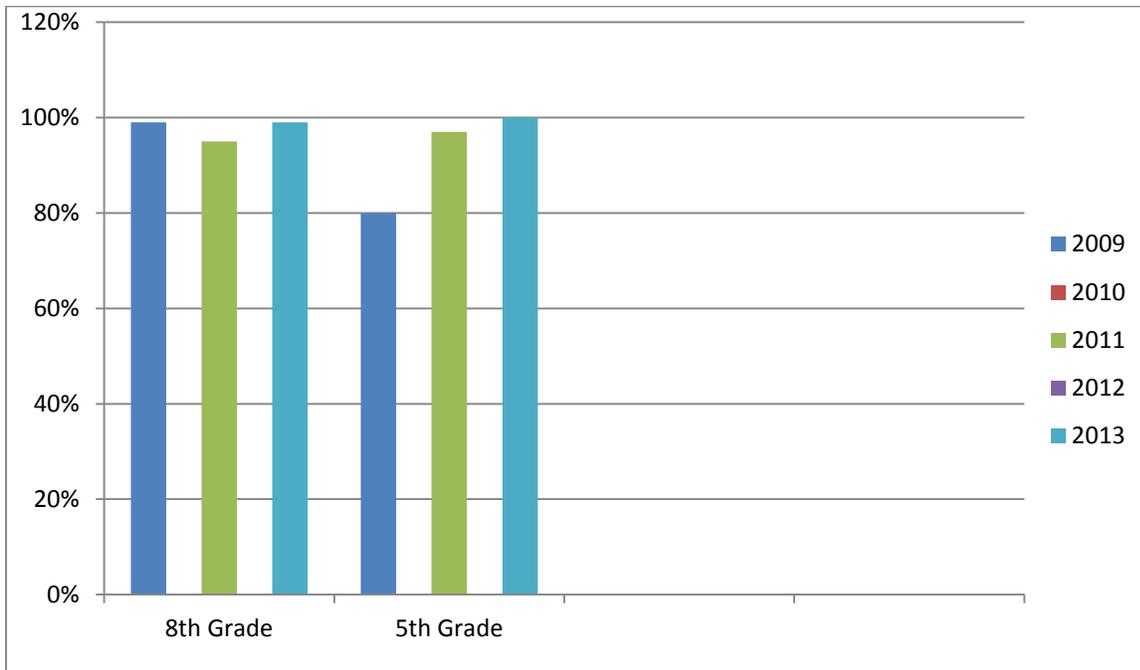
- Student files do not contain copies of Notice of Meeting or Student Progress
- Areas to be Assessed were not copied and placed in the student's file
- Copies of student Progress reports were not placed in the student's file

Student Performance – Standardized Assessments

Table 1 – DWA

	2009	2010	2011	2012	2013
8 th Grade	*99%	*N/A	95%	*N/A	100%
5 th Grade	*80	*N/A	97%	*N/A	100%

*In 2009 the grades taking the DWA were 9th and 6th rather than 8th and 5th, and Summit Academy did not participate in the DWA in 2010 or 2012 due to participation in the K-12 Testing Pilot and Utah Write.



Attachment 12

Table 2 – CRT

Percent Proficiency

	2011	2012	2013	2013
Language Arts	92	96	96	97
Mathematics	79	88	90	92
Science		85	90	89

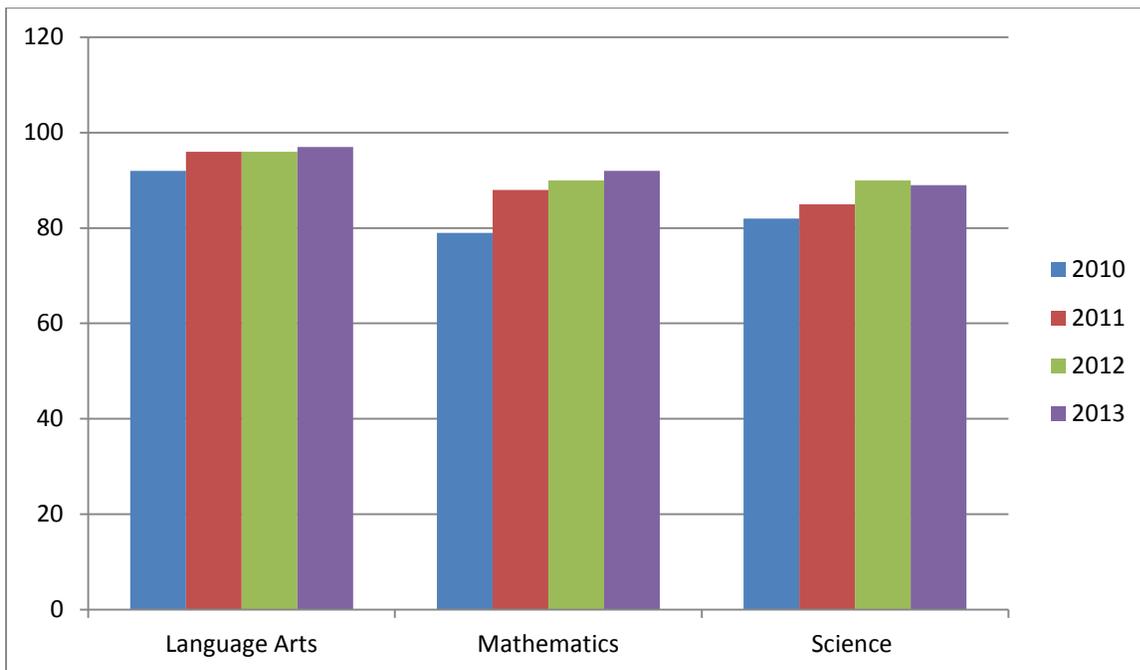


Table 3 - U-PASS

State Level of Performance

	2011	2012	2013
Language Arts	Yes	Yes	97*
Mathematics	Yes	Yes	92*
Science	Yes	Yes	89*

*Proficiency from 2013 with School Grade A

Table 4 – AYP

State Level of Performance

	2011	2012	2013
Language Arts	Yes	Yes	97*
Mathematics	Yes	Yes	92*

*Proficiency from 2013 with School Grade A

Table 5 – DIBELS

Percent of Tested Students on Reading Level—Mid-Year

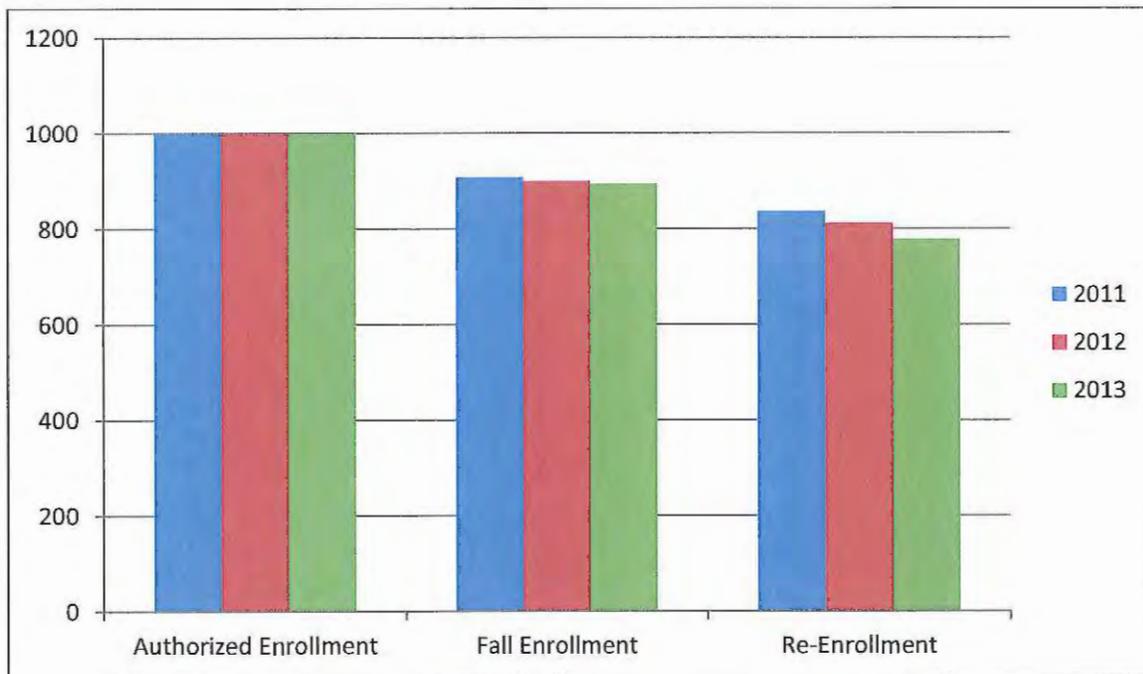
	2011	2012	2013
First Grade	86	91	Not Available
Second Grade	89	86	Not Available
Third Grade	93	92	Not Available

Table 1 – Enrollment

Enrollment

	2011	2012	2013
Authorized Enrollment	1000	1000	1000
Fall Enrollment	908	900	894
Re-enrollment	837	812	779

*Fall enrollment excludes kindergarten for the purposes of comparing re-enrollment. Fall enrollment including kindergarten is as follows: 1005 in 2011; 1001 in 2012; and 998 in 2013.





Educational Services, Assessment and Curriculum

Educational Services - The Satellite School of Summit Academy will have two primary goals - to provide a rigorous education in a wide variety of subjects and to develop our students' specific talents and interests. Moreover, we believe that having both an academic and behavioral focus will assist our students in reaching their full potential and improving overall student success.

As a public school, the satellite school will teach the standards and objectives of the Utah State Core Curriculum. However, we will go beyond the state core minimums and greatly enhance the curriculum to be more academically rigorous. We will focus on teaching students at their individual learning level in their general education or special education classes.

Students will be instructed in the following core disciplines - Language Arts, Math, History, Geography, and Science. Additional instruction is given in Visual Arts, Music, Dance, Theatre, P.E., Health, Educational Technology and Library Media.

Assessment – In addition to the required state end-of-year tests, the assessment plan includes the use of the following:

- Computer-adaptive testing (MAP)
- Teacher summative assessments
- Guided reading
- DIBELS
- Fountas & Pinnell
- Utah Write

Computer-Adaptive Testing

We will utilize NWEA's MAP Tests (Measures of Academic Progress) as progress monitoring in Math, Reading, Language Usage, and Science. MAP tests provide teachers with an efficient way to assess ability levels of learners so that they can spend less time on individual diagnostics and more time teaching. The MAP for Primary Grades reports display individualized data, giving teachers excellent tools for planning differentiated instruction. We will assess all of our students three times per year with MAP assessment.

Guided Reading

Whole and small group reading instruction includes guided reading. The classroom teacher will give primary instruction with the teaching assistants helping to monitor and reinforce instruction as needed. The classroom teacher will be supported by the Literacy facilitator, an Intervention Specialist, and other Special Education staff, including our Wilson Reading Specialist. After benchmarking with MAP, DIBELS, and Fountas & Pinnell, student progress will be monitored regularly with running records, anecdotal notes, classroom assessments, and DIBELS. Annual improvements in reading proficiency will be monitored throughout the year.

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed to use short (one minute) fluency measures to regularly monitor the development of early literacy reading skills.

DIBELS assessment is comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS was designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Fountas & Pinnell

Fountas & Pinnell evaluates student reading and comprehension ability with reliable and robust universal screening that is aligned to Leveled Literacy Intervention and determines each child's instruction level for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient™ for guided reading.

Utah Write

Utah Write is a computerized formative writing assessment. Utah Write provides instant scoring that shows the skill level of each writing sample. Dozens of grade-appropriate animated tutorials entertain as they teach writing skills. Aligned to the scoring categories, activities are designed to improve voice, support, sentence fluency, word choice, and conventions. Each student in grades 4-8 utilize this assessment regularly during the school year to improve writing skills.

Curriculum-As a satellite school of Summit Academy we will provide a rigorous curriculum in the core subjects that are vertically and horizontally aligned. Starting in Kindergarten, students begin first grade level math using the Saxon program. Team leaders from K-6 will meet together to talk about how far each grade team moves in Saxon and that the next grade appropriately picks up where the former grade left off.

Language arts, social studies, and science will use the same approach as math. All curriculum follows the Common Core and is USOE approved. Below is an outline of possible curriculum that the satellite school of Summit Academy will use in math and language arts.

Math – Saxon Math, My Math, Go Math, and/or enVision math.

Language Arts – *Words Their Way*, *Guided Reading Program*, *Wilson Foundations* (K-3) Supplementary Language Arts Curriculum: STAR tutoring program for struggling readers, *Wilson Just Words*, *A-Z Learning* K-3, literature circles.

In addition to the curriculum listed above, teachers will collaborate within grades and school-wide to forward individual student progress in both reading and writing. Teachers combine efforts on specific projects across the curriculum to support students and one another.



Communication with Those Charged with Governance

To the Board of Directors
Summit Academy, Inc.
1285 E 13200 S
Draper, UT 84020

We have audited the financial statements of Summit Academy, Inc. (the School) for the year ended June 30, 2013, and have issued our report thereon dated October 29, 2013. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 26, 2013. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

See attached Schedule of Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2013. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 29, 2013.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

This information is intended solely for the use of the Board of Directors and management of Summit Academy, Inc. and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,



Larson & Company, PC
Spanish Fork, Utah

October 29, 2013

SCHEDULE OF FINDINGS – CURRENT YEAR

2013.1 DISBURSEMENTS

Finding:

It was noted during the cash disbursement testing that 2 of 60 disbursement checks tested did not have proper documentation providing sufficient back-up for disbursements. Both checks appeared to be for appropriate purposes and were under \$50. Proper internal controls and state regulations dictate that expenditures should be accompanied by proper documentation.

Recommendation:

The School needs to follow controls that are in place to obtain and retain all necessary documentation.

Client Response:

Management understands the need to retain documentation in regards to cash disbursements and have recently received training from the state on procurement procedures. They will fortify or adjust controls already in place to ensure the proper procedures are followed.

2013.2 UTAH PUBLIC FINANCE WEBSITE

Finding:

Utah State requires financial data be uploaded quarterly within one month of the quarter's end to the Utah Public Finance Website. We noted during our procedures that the School has not uploaded financial information to the website since April 25, 2013. Once the audit was complete, the client immediately uploaded the information as required.

Recommendation:

We recommend that the data be uploaded quarterly as required for the first three quarters of the fiscal year and as soon as possible for the fourth quarter.

Client Response:

Management has decided that its best to wait until the audit is complete and journal entries are made so that the data on the transparency website for the fiscal year matches the audited financial statements.

SCHEDULE OF FINDINGS – PRIOR YEAR

No findings noted in prior period



Summary Description of Staff

Executive Director

The Executive Director will oversee daily operations of Summit Academy, Inc. and the satellite school. The responsibilities of the director will be and will be:

- Academic Programs
- Financial Management
- Curriculum
- Administration
- Staff and School Culture

Principal

The responsibilities of the Principal will include

- Hiring, Training and Management of Staff
- Implementation of Curriculum
- Curriculum development and evaluation
- Teacher mentoring
- Testing, tracking, and reporting
- Alignment with State Core objectives and curriculum

Office Manager

The responsibilities of the Office Manager will include

- Maintaining enrollment records, student records, etc.
- Receptionist Services
- Attendance Records
- Communications

Teachers

We anticipate our teaching staff will begin with 25 to 30 teachers the first year and will grow to approximately 50 when we reach full capacity. The responsibilities of the Teachers will include

- Teach curriculum as outlined in Summit Academy vision
- Maintain consistent records/grades/instruction detail
- Implement lesson plans consistent with the vision of the school
- Attend and participate in all applicable trainings, staff meetings, school activities
- Work and contribute to team/department level meetings
- Hold and maintain all applicable standards of professionalism and conduct

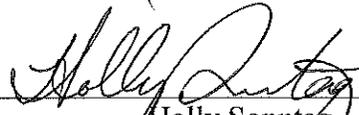


March 27, 2014

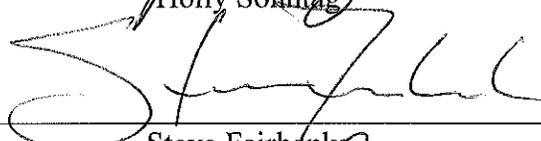
We, the Summit Academy Board of Trustees, do hereby certify that we will cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school (Attachment 17).



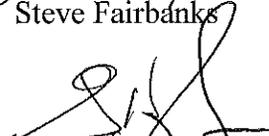
David Crandall, Chairman



Holly Sonntag



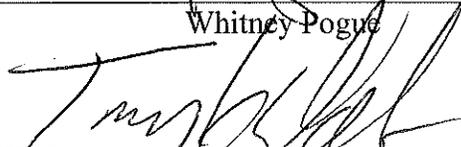
Steve Fairbanks



Greg Hughes



Whitney Pogue



Troy Walker

STEPHANIE ARCHIBALD

EXPERIENCE

2007-Current Summit Academy, Inc. Draper, UT
Business Administrator

- Payroll, accounts receivable, accounts payable
- Monthly account reconciliation
- Financial statements, budgets, audits

1998- 2007 SPA Accounting Draper, UT
Self Employed Accountant

- Manage finances for several companies
- Payroll, accounts receivable, accounts payable
- Specializing in Account Reconciliaton
- Prepare for and complete taxes

1999-2001 Rebel Oil Company Las Vegas, NV
Assistant to Assistant CFO

- Audit control, monthly account reconciliation
- Monthly sales tax forms, oversee cash controls

1998-1999 & 2001-2005 Weaver & Call, LLC Salt Lake City, UT
Staff Accountant

- Payroll and general bookkeeping
 - Manage client accounts
- Complete and File tax forms (1020, 1040, 1065, etc)

EDUCATION

1994-1998 Utah Valley State College Provo, UT

- Bachelor of Science – Accounting
- Four Year Scholarship
- Graduated Cum Laude

INTERESTS

Mother of five, Member of the AIPB, running, boating